




CENTERS & INSTITUTES

Camões Institute for Portuguese Language

- **Contact Person:** Kimberly DaCosta Holton
- **Department:** Classical and Modern Languages and Literatures—
Faculty of Arts and Sciences
- **Email:** kholton@andromeda.rutgers.edu
- **Funding Source:** Camões Institute, Lisbon
- **Dates:** Estimated Opening: Spring 2003

Abstract: This project establishes a center for language and culture to be located in the Dana Library at Rutgers University–Newark. The center, which is being funded by the Camões Institute, is the first of its kind to open in North America. The center will provide a collection of more than 2,000 volumes on Portuguese language, literature, and history and a wealth of accompanying multimedia material. The center will also administer internationally recognized Portuguese language proficiency exams to Rutgers students and faculty and to the general public. The center will be a hub for independent research, language learning, and Portuguese language testing—and it will be open to both

the Rutgers community as well as the larger community of Northern New Jersey. ■

Prudential Business Ethics Center

- **Contact Person:** Edwin Hartman
- **Department:** Rutgers Business School
- **Email:** hartmane@andromeda.rutgers.edu
- **Funding Source:** The Prudential Insurance Company
- **Amount of Funding:** \$600,000
- **Dates:** 2001–4

Abstract: This project establishes the Prudential Business Ethics Center at Rutgers. This center represents a commitment by the Prudential Insurance Company of America and the Rutgers Business School to take a leading role in raising awareness of ethics in the business community of New Jersey and beyond. The Prudential Business Ethics Center is intended to contribute to the theory and practice of ethics, particularly in business and the professions. The mission of the

center is to help create social capital as well as prosperity for the New Jersey business community. If it is successful, ethics will be better understood and will play a stronger role in that community. ■

Faculty Development: Includes Faculty Colloquia and Research Support

- **Contact Person:** Clement Price
- **Department:** Institute on Ethnicity, Culture, and the Modern Experience
- **Email:** caprice@andromeda.rutgers.edu
- **Collaborator:** Faculty of Arts and Sciences, Newark Campus
- **Department:** Office of the Dean
- **Funding Source:** Healthcare Foundation of New Jersey, private family foundation
- **Amount of Funding:** \$67,000
- **Dates:** Fiscal years 2002, 2003, and 2004

Abstract: The Institute on Ethnicity, Culture, and the Modern Experience (IECME) will support faculty research and public programming development in the field of ethnicity and culture. During the Fall Semester of 2002 and the Spring Semester of 2003, several faculty members will be able to receive either one course release time or support for a student research assistant, or both release time and a student assistantship. The support is targeted at faculty members whose research explores the life and well-being of urban youth. The funding supports both research and the initiation of public programs based on

that research. In addition, a grant from a private family foundation will allow several faculty members to pursue research on the current scholarly issues related to race, ethnicity, and American culture; to develop and participate in IECME programs; or to develop undergraduate and graduate curricula. ■

The Bildner New Jersey Diversity Initiative

- **Contact Person:** Clement Price
- **Department:** Institute on Ethnicity, Culture, and the Modern Experience
- **Email:** caprice@andromeda.rutgers.edu
- **Funding Source:** Bildner Family Foundation
- **Amount of Funding:** \$225,000
- **Dates:** Ongoing; fiscal and academic years 2003, 2004, and 2005

Abstract: As one of the most diverse university campuses in the United States, Rutgers–Newark is the recipient of a grant from the Bildner Foundation to support positive intercultural interaction. The Institute on Ethnicity, Culture, and the Modern Experience (IECME) will encourage and assist faculty with the development of a wide-ranging curriculum opportunity for students to record—by digital video, digital audio, and photographic recording—the life histories of their own communities in transition. The students in these classes will document the experiences of their elders and the social lives and structures of their communities. They will illuminate the ties to the past, the patterns of tradition, and the shifting shapes of life in the en-

counter of cultures. They will document, index, and help preserve this material for immediate access by others in their community, by fellow students and learners from all ethnic and cultural communities, and for future generations seeking to understand this historic moment.

Participating students will record, index, analyze, and share their findings in a class project. They will participate in campus presentations of student research, and they will share their materials with the public through creatively mounted IECME-sponsored programs. These materials will reside on a website as a part of students' coursework and co-curricular activities, and the materials will also be made available to local and national audiences and researchers. ■

The Geraldine R. Dodge Postdoctoral Fellowship

- **Contact Person:** Clement Price
- **Department:** Institute on Ethnicity, Culture, and the Modern Experience
- **Email:** caprice@andromeda.rutgers.edu
- **Funding Source:** The Geraldine R. Dodge Foundation
- **Amount of Funding:** \$50,000 annually
- **Dates:** Ongoing

Abstract: The Geraldine R. Dodge Postdoctoral Fellowship provides support for an individual whose academic career is devoted to public intellectual work in the broadest sense. The first 2 years, the fellowship helped to sustain the momentum of the institute's work as a relatively new interdisciplinary academic effort on the Rutgers–Newark

campus. During that period, the institute was primarily devoted to mounting public programs that explored the intersection of history, race, ethnicity, and memory in modern societies, particularly in the United States. Toward that objective, the Dodge Fellow's primary responsibility was to help conceptualize, promote, and execute programs for the larger community. Now in its fifth year, the Dodge Fellowship is a vibrant vehicle for young scholars. It reflects the institute's pursuit of both academic and community interests, linking intellectual endeavor to the lives of people, and attacking the immiseration of oppressed groups. ■

Abbott Leadership Institute

- **Contact Person:** Alan Sadovnik
- **Department:** Education and Academic Foundations—Faculty of Arts and Sciences
- **Email:** sadovnik@andromeda.rutgers.edu
- **Funding Source:** Prudential Foundation
- **Amount of Funding:** \$40,000
- **Dates:** 10/1/02–9/30/03

Abstract: Through this project, Rutgers University–Newark establishes a leadership-training center, the Abbott Leadership Institute, an institutionalized framework of support that will empower parents and community leaders to fulfill the Abbott mandate of full and effective community participation. The institute—housed within the university's Cornwall Center for Metropolitan Studies, a research and commu-

nity outreach center that is affiliated with its Department of Education and Academic Foundations—will ensure quality performance, and project a long-lasting and systemic approach to parent and community involvement. The institute intends to provide various methodologies to aid in capacity building, such as coordination of Abbott groups in their participation with one another; encouragement and motivation to parents, students, and other community advocates to take a part in the Abbott opportunities for involvement; continuing information provision and community building through conferences and forums at which parents can see what their peers have accomplished and how they can overcome obstacles; and training in the development of organizational skills to help Newark parents and community leaders assume meaningful leadership roles in educational self-governance. In bringing people together for training, communication, and sharing, leadership will be revealed, and these leaders will be supported in their endeavors by the institute. ■