Draft
Anchor Institution Action Group Report
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<th>Members</th>
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Rutgers University – Newark (RU-N) is a remarkably diverse urban, public research university that is not just in Newark but also of Newark—an anchor institution. The RU-N community long has recognized its location as both a defining influence in its story and a distinctive strength, especially as it serves to attract and cultivate talent: generations of students, hungry for the opportunities afforded by gaining a first-rate higher education in a major American urban center; faculty who vigorously embrace the opportunity to produce high-impact scholarship, engage the community, and prepare these students for professional success and informed citizenship in an increasingly complex world; and staff committed to advancing our research, pedagogy, and social impact within an inclusive campus culture focused on excellence.

Our recently completed strategic visioning process underscored this defining aspect of RU-N’s identity, yielding a strategic plan that emphasizes the need to develop even more fully and purposefully our anchor institution agenda. Our work toward this end has been organized thus far under five broad areas that capture much of the scholarly expertise and civic-oriented interests in anchor institution work:

1. Increasing Postsecondary Attainment in Newark;
2. Promoting and Leveraging the Arts and Culture
3. Science, Sustainability and the Urban Environment
4. Entrepreneurship and Economic Development; and
5. Strong, Healthy, and Safe Neighborhoods.

As we do this work, we aim to move away from traditional models of “public service” in which faculty and students do things for “a passive and needy public,” as public historian Scott Peters has put it, and engage instead in “public work that taps and engages and develops the civic agency, talents, and capacities of everyone, inside and outside the academy.”¹ Our strategic activities in these areas already range from cross-disciplinary initiatives rooted in community, to partnerships with diverse “communities of experts,” to co-created spaces in the city and region. Throughout, we seek to pool the expertise and energies of our faculty, staff, and students with those of partners from across the public, private, and nonprofit sectors. This summary report and recommendations are meant to frame additional discussions and work rather than be the final word on the role for Rutgers University-Newark as key development force in Newark and the region. Thanks to our colleagues who participated in this process and all those who gave their time to understanding the important work of Rutgers University-Newark as an anchor institution.

Introduction

As part of the Rutgers University – Newark (RU-N) strategic planning process, four study groups (as they were originally known) were formed to delve more deeply and deliberately into the following four priority areas identified during the RU-N strategic planning process: the anchor institution; leveraging diversity; the new professoriate; and staffing for the new mission. Each of the study groups, later to be renamed action groups, were made up of volunteers from across the university. Each group was charged with “leading community-wide conversations and formulating recommendations that will capitalize on its history and assets” as the university embraces its new vision under the leadership of Chancellor Nancy Cantor. This report details the work of the Anchor Institution Mission group and presents the recommendation that resulted from numerous rich and robust discussions.

Our Charge

- The Anchor Institution action group was charged with identifying ways that Rutgers University – Newark (RU-N) can more fully and broadly develop our anchor institution ideal in five strategic areas:
  - Increasing postsecondary attainment in Newark
  - Promoting and leveraging the arts and culture
  - Science, sustainability, and the urban environment
  - Entrepreneurship and economic development
  - Strong, healthy, and safe neighborhoods

Our Process

Before we could begin to delve deeply into the five priority areas identified in the strategic plan we had to learn more about anchor institutions as an embedded force. The committee embarked on a great discussion, posing questions and sharing their understanding of anchor institutions. Through this discussion, it became apparent that a
shared understanding of the distinction between being an “anchor institution” and that of
a “community engaged” institution was needed to help direct the work. John Saltmarsh,
a scholar with rich experience with community-engaged anchor institution work, was
invited to meet with all the action groups. When asked to define an anchor institution,
Saltmarsh outlined the following three components that serve to distinguish an anchor
institution from one that is only community engaged. An anchor institution has:

- Strong focus on economic development;
- Educational and medical institutions that are permanently embedded in the
  community; and,
- Firm roots in the community, offering employment and procurement opportunities
  for local businesses.

With this in mind we adopted the following working definition by Cantor, Englot and
Higgins (2013) to move our agenda forward:

“An anchor institution is a place-based organization that persists in
communities over generations, serving as social glue, economic engines,
or both.”

We considered an inventory of community engagement work that was already
being done by RU-N through the efforts of faculty and staff within our various centers,
institutes, schools, and departments. It was soon realized that an inventory of the
extensive community work being done within the community was simply not feasible
given time and resources. Instead, we decided to identify a few key RU-N initiatives that
address the five focus areas and base our work on these initiatives.

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Subsequent meetings were organized to concentrate on one of the five focus areas at a time. Committee members involved in major projects or initiatives relevant to a focus area were encouraged to present. Faculty and staff participating in initiatives such as Newark City of Learning Collaborative, Newark Promise Neighborhood, and Newark Express presented driving discussions that help formulate our recommendations. In the absence of an initiative, key faculty and staff with knowledge of a topic area presented gaps and opportunities for us to consider. The combination of the initiative discussions and staff and faculty presentations gave us a rich base of information to move forward with this final report. What follows is a compilation of our recommendations for further work in the five areas.

We recognize that our work is fluid and these recommendations are simply a starting point. The actual work of implementing and investing in Rutgers University-Newark anchor collaborations now begins with staff, faculty, students, and our external partners.
Increasing Postsecondary Attainment in Newark

A critical component of the strategic plan focuses on Rutgers University-Newark playing a role in expanding educational opportunity in the City of Newark and its proximate region. The City of Newark is challenged by high poverty, significant unemployment, and low rates of high school graduation and college attainment. For almost a generation, Newark has been ranked among the 10 poorest cities in the nation with a population of 280,000. In 2012, the median household income was an estimated $38,387.

The population of the city is largely minority, 52% black, 34% Hispanic, and only 12% white, signaling that minorities are primarily driving the overall low household income of Newark residents. More than one-third (35%) of local children live in poverty, and 25% of Newark residents live below the federal poverty level. Unemployment for adults ages 20 to 24 is 48%, with African American youth experiencing high levels of disconnected from the workforce.

Given these stark numbers, it should not be surprising that educational attainment for Newark residents is low. According to 2012 Census data, 30% have no diploma, 35% have a high school diploma, 18% have some college and no degree, 5% have an associate’s degree, and 13% have a bachelor’s degree or higher.³

The Newark Public School (NPS) District, the largest in New Jersey, has 71 schools (K–12) and a student population of 47,400 pupils (37,400 in traditional district schools and 10,000 in charters). The population of high school students is estimated at 10,444 students. Nearly 56% of public school students are African American (including

immigrants from the Caribbean and Africa), and 36% are Latino (the majority are Puerto Rican).

District-wide, only 67% of Newark’s high school students graduated in 2013, compared to New Jersey’s total of 87%. The district-wide graduation rate for Newark from 2011 to 2013, disaggregated by race indicates that the black and Hispanic community contributes greatly to the overall challenge of lower graduation rates (table 1). Some context: 61.2% of all high school students are black or African American, with 28.4% Hispanics constituting the second-largest group.

Table 1. Newark District-wide Graduation Rate, Disaggregated by Race

<table>
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<tr>
<th>Race</th>
<th>2013</th>
<th>2012</th>
<th>2011</th>
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<tr>
<td>White</td>
<td>79.02</td>
<td>82.32</td>
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</tr>
<tr>
<td>Black</td>
<td>66.92</td>
<td>67.66</td>
<td>---</td>
</tr>
<tr>
<td>Hispanic</td>
<td>66.31</td>
<td>67.86</td>
<td>---</td>
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<tr>
<td>District-wide, all races</td>
<td>67.70</td>
<td>68.72</td>
<td>61.26</td>
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Source: NJ Department of Education, “Adjusted Cohort Graduation Rate Information.” No information was available for the following populations in Newark: Asian, American Indian, Native Hawaiian, or two or more races. Data disaggregated by race was not available for year 2011.

It is clear that poverty has a consequential impact on educational achievement. Newark students are considered “economically disadvantaged” because more than 87% receive free or reduced-price lunch. The fact that Newark is plagued by both high rates of poverty and low rates of educational attainment is no random occurrence, since the two are intimately related.

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Determined public, private, and non-profit leaders in Newark came together more than four years ago to assess how to address pieces of the educational opportunity puzzle. Calling themselves the Newark College Access Success Group, these stakeholders visited other cities, learned best practices, and came to the conclusion that a data-driven initiative focusing on building a postsecondary attainment pipeline was the only way to raise the percentage of Newark residents holding a degree or other high-quality credential.

In 2013, the City of Newark was invited to apply for Lumina Foundation’s grant and technical assistance. In preparation for the grant application, the Newark College Access Success Group invited more partners to the table and formed the Newark City of Learning Collaborative (NCLC). The partnership grew from 10 members to more than 40 organizations and institutions in the city, including Rutgers University-Newark, New Jersey Institute of Technology, Essex County College, Newark Public Schools District, Victoria Foundation, Newark Housing Authority, United Way of Essex and West Hudson County, Prudential, Audible.com, Newark Workforce Investment Board, and more than 20 college-readiness programs.

The Lumina Foundation selected Newark and the NCLC to participate in its 2014 cohort of cities designed to help communities and regions dramatically increase the number of local residents with postsecondary credentials. The preparation and work done for the Lumina competition was a year in the making. Newark now has a robust citywide network focused on increasing college completion rates for Newark residents, including creating a governance structure, learning teams around data and success measurement, and coordination of existing programs.
The NCLC asked Rutgers University-Newark and the Joseph C. Cornwall Center to host and manage the development of this postsecondary network. While RU-N will pursue many different strategies to promote education opportunity, as an anchor strategy the NCLC offers a significant way to coordinate with other stakeholders in the wider community. As such, we make the following recommendations.

**Recommendations: Addressing Postsecondary Attainment**

Rutgers University – Newark (RU-N) is committed to significantly increasing educational attainment in the city of Newark as a partner in, and coordinating hub for, the Newark City of Learning Collaborative (NCLC). NCLC is committed to increasing the percentage of Newark residents with postsecondary degrees from 13% to 25% by 2025—or, in raw numbers, from 29,000 to 50,000.

The core value and belief underlying the NCLC is that significant and sustained student achievement can only be reached through building strong partnerships among Newark Public Schools, the higher educational institutions, and community partners to build a pipeline to success. NCLC’s overarching strategies are to:

- Develop a high school-to-college postsecondary pipeline through alignment and collaboration with the Newark Public Schools and local charter schools.
- Increase postsecondary attainment with the help of transfer agreements between two- and four-year higher education institutions.
- Increase the provision of financial, academic, and socio-emotional supports proven to increase retention and attainment.
- Develop linkage between education and future career opportunities.

Central elements in strengthening the NCLC pipeline are (1) placing students in cohorts or peer learning groups as they travel through the educational pipeline, (2) focusing institutional supports (for example, peer mentors, internships, counseling) and financial assistance in a consistent and coordinated way, (3) providing career and
educational pathways that are clearly specified, (4) providing pre-college academic preparation that strengthens fundamental grasp of math and English concepts, and (5) creating a broader community context and goal for postsecondary attainment that is pursued through encouraging a college-going culture.

RU-N, specifically, is committed to increasing its enrollment of Newark residents from 6% to 10% among first-year students and from 11% to 17% among transfers.

Working through the NCLC, we endorse and recommend the following:

- Create 10 new college centers in high schools, community-based organizations, and higher education institutions to provide high school students and their families with easier access to information and support as they apply to college, including FAFSA completion and financial aid help.

- Expand articulation agreements with two-year higher educational institutions such as Essex County College, including reverse transfer.

- Strengthen early college high school programs to develop jointly approved English and math courses.

- Expand pipeline programs such as Rutgers Future Scholars to increase the number of low-income academically promising students from Newark completing high school and applying to postsecondary institutions.

- Partner with the Newark Public School district and programs such as Grad Nation to reach and re-enroll “disconnected youth.”

- Identify adult residents of Newark who have completed some college and build pathways for them to complete high-quality degrees.

- Double the number of students attending summer internship programs such as the Newark College Freshman Institute and College Internship Program (from 160 annually to over 300).

An Honors Living-Learning Community (HLLC)

A major new initiative addressing our educational attainment goals for Newark students holistically starts with reconsidering the notions of talent and excellence. For too long, traditional measures of student potential used in American higher education to
divine who has what it takes to thrive in college and beyond have been grossly inadequate, missing wide swaths of our population whose excellence is not readily detected using “blunt” instruments such as SAT and ACT scores. Even when such students make it to college, they often remain at risk of falling through the cracks—and, not surprisingly, this is disproportionately the case with students from low-income backgrounds, like so many of our students in Newark.

The Anchor Study Group recognizes and endorses the continued implementation of Honors Living and Learning Community excerpted from internal working documents:

Our vision is to build a state-of-the-art facility that will house upwards of 500 first- and second-year students, dining, recreational, and academic space. With a curriculum centered on themes of “Local Citizenship in a Global World,” the RU-N Honors Living-Learning Community will focus on enrolling increased numbers of talented students from Greater Newark, who will live and learn at RU-N with students from all over the world, gaining an education emblematic of the notion that “All roads lead to Newark.” This will be an honors community in the deepest meaning of the term—one in which we honor the potential evident in a wide array of talents and skills including leadership, innovation, and citizenship, strengthening the legacy of RU-N as a seeder of opportunity and excellence that has “inclusive admissions; elite graduates.” Planning for this crosscutting initiative would weave in other strategic priorities from strengthening entrepreneurship and economic development to restoring strong, healthy, and safe neighborhoods, including the Newark Fairmount Promise Neighborhood.

The NCLC and the HLLC are important vehicles for addressing our anchor goals in promoting postsecondary attainment in Newark, but the group wanted to make sure that the entire Rutgers University-Newark community is engaged and supports these signature initiatives thus the following recommendations:

- NCLC and HLLC leaders should schedule briefing sessions with deans, schools, and faculty to further explain the goals and strategies of both initiatives.

- The NCLC and HLLC must find appropriate ways of engaging faculty in the research and other applied activities key to reaching the goals of both initiatives.
• Staff and possibly students should be engaged in appropriate NCLC and HLLC activities through volunteering, mentoring.
Increasing, Promoting and Leveraging the Arts and Culture

It is no accident that Rutgers University–Newark chancellor Nancy Cantor introduced the university strategic plan via an invocation of the arts. “More akin to a jazz score than a blueprint,” she wrote, the strategic plan puts us on a course to achieve the university’s potential “not by mechanistic implementation, but by mastering improvisation.” In an age of increasingly mobile capital, information, and people, universities as anchor institutions are called upon to perform two seemingly paradoxical tasks: to generate knowledge and solve problems via innovative and creative methods suitable to an age of such great mobility on the one hand, and to promote the stability of educational and economic opportunity and of communal and personal health on the other. A concerted effort to develop the production and study of “creative expression and the human experience” at RU-N, to use one of the key integrating themes of the Rutgers-wide planning process, will help the university achieve these tasks by promoting innovation and creativity in scholarship and by developing and celebrating the unique cultural foundations of the city and its neighborhoods. We can, in other words, help Newark establish its own complex melody while promoting its improvisational acuity.

To promote innovation and creativity in scholarship, whether inside or outside the classroom, whether by faculty, staff, or students, would be to recognize that university education ideally promotes experimentation and flexibility, rather than epistemic closure and rigidity. Cross-disciplinary efforts in teaching and research will combine multiple methodologies and perspective into a unified yet complex approach to a particular
question or problem, whether purely academic or more broadly social. Such an approach achieves several things called for in the strategic plan. It promotes collaborations that cross disciplinary lines on campus and that transcend campus borders. It welcomes and promotes multiple types of learning, enhancing our university’s record as the nation’s most diverse college campus. It prepares students for the world as it is—complex, mobile, fast—and develops their skills accordingly, so that they might take it as it is, but make of it what they will. In short, the enhancement of cross-disciplinary creativity in teaching and research produces scholarship that will matter.

While the university engages a wide world, we remain mindful of our immediate environs: the city of Newark and its multiple neighborhoods. The city is in a constant state of revision, yet there are stabilities worth promoting. In addition to educational and economic opportunity, the stability of residential neighborhoods—their human and physical infrastructures—gives Newarkers some measure of control over the process of urban revision. Among the things worth stabilizing are what Theaster Gates calls the “cultural foundations” of the city and its neighborhoods, their senses of identity and history, their ability to make themselves visible to the wider world, and their ability to change and develop them over time. RU-N’s resources in the arts and humanities, engaging with key city and neighborhood institutions to promote These cultural assets could promote off-campus collaborations, the opportunities for which abound and include work with the Newark City of Learning Collaborative, the Fairmount Promise Neighborhood project, and Mayor Baraka’s Centers of Hope. Establishing ties with such institutions and their constituents would help develop the educational pipeline to RU-N
for Newark students who would participate in the resulting programming. Finally, it would develop urban civic life through the sort of critical and creative inquiry demanded by a deep engagement with the arts and humanities.

**Express Newark**

Through a comprehensive assessment of faculty, staff, and community requirements, RU-N has conceived a program, called Express Newark: A University Community Collaboratory, to be housed in the former Hahne & Company department store in downtown Newark. This program supports cross-unit, cross-sector, cross-institutional publicly engaged scholarship collaborating with Newark artists, schools, and institutions to cultivate new talent.

Express Newark facilities include an arts incubator where faculty members work with community artists and local schools and institutions to cultivate new talent. Another component is a community media center that leverages expertise on and off campus to help Newarkers of all generations develop tools to tell stories in multimedia that will weave the counternarrative of this diverse community, told by, rather than merely about, its members. In addition, a design consortium partners the university and community arts and cultural organizations to immerse students in a real-world consulting company that takes on the challenge of communicating about urgent issues facing metropolitan America. The facility also includes a community portrait studio where people who live in, work in, or pass through Newark—including student and youth groups—can have free portraits made and practice photography while learning about Newark's historic role in American portraiture, and a space for exhibitions and performances associated with Newark's grand legacy in jazz.
Express Newark becomes the fulcrum of the Newark Arts District linking NJPAC, WBGO, the New Jersey Historical Society, newly renovated Military Park, Halsey studio art spaces, the Newark Museum, the soon-to-be-renovated Great Hall at 15 Washington, and the Newark Public Library. Express Newark fulfills one of the chief goals to emerge from RU-N strategic plan: to create new spaces and places—sometimes called “third spaces”—in which to engage collaboratively with community partners as a way of further fulfilling our proud tradition of anchor institution investment in the city of Newark. Express Newark is a third space where the contributions of all artists—academic, community-based, expert, or amateur—experience empowerment and are allowed the opportunity to grow and ultimately continue to drive the quality and impact of the arts on all Newarkers.

Recommendations: Promoting and Leveraging the Arts and Culture

- Implement an Arts Across the Curriculum program at RU-N. This will require a strengthening of available arts resources on campus in a way that prepares them to play a new, more central role. It will also require the establishment of a small task force to study models of such arts-based, cross-disciplinary curricular innovation (like those at Oklahoma City University and CUNY’s Hunter College) and to prepare an implementation plan for RU-N.

- Establish an Arts and Humanities Outreach program consisting of a central coordinating body, whether a new (perhaps built into Express Newark) or existing (such as the Price Institute) one, that would take stock of existing arts and humanities resources at RU-N; foster connections with existing city and neighborhood organizations; and coordinate programs off campus that provide opportunities for Newark residents to explore and promote the cultural (historical, visual, literary, architectural) foundations of their city and neighborhoods.

Entrepreneurship and Economic Development

The economic development impact of anchor institutions, such as higher educational institutions, hospitals, and private sector companies with long-standing connection to place, is gaining national recognition. Anchor institutions can leverage
their buying power, roles as significant employers, conveners of stakeholders, and repositories of knowledge and technical assistance around entrepreneurship and manufacturing assistance to support local economic development.

Rutgers University – Newark, especially through Rutgers Business School (RBS), has established significant efforts to promote urban entrepreneurship and support urban manufacturing. The Center for Urban Entrepreneurship & Economic Development (CUEED) at RBS concentrates on building strong corporate and community partnerships to support the revitalization of Newark and other urban areas in New Jersey, educating entrepreneurs, students, and the public about urban entrepreneurship and economic development.

CUEED’s Entrepreneurship Pioneers Initiative (EPI), launched in 2009, provides selected participants with intensive training, individual business and financial counseling, peer counseling, networking opportunities, and mentoring over a nine-month period to help them grow and improve their businesses. More than 130 entrepreneurs have graduated from the program. EPI assists the entrepreneurs with developing a strategic plan to grow their businesses. At the completion of the nine months, participants have a plan that they can immediately begin implementing to grow their business over the next three years.

Another RBS resource that can be harnessed in support of anchor-led local economic development efforts in Newark is the nationally recognized Center for Supply Chain Management (CSCM), dedicated to developing innovative strategies and practical solutions for supply chain challenges encountered by businesses. CSCM provides solutions to emerging supply chain management problems by:
- Promoting problem solving and research between the faculty and the business community.
- Serving as a ready source to the business community for leading-edge best practices in supply chain management.
- Developing and delivering executive education in supply chain management to the business community.

The following are two pilot initiatives that focus the time and resources of CUEED and CSCM on RU-N’s anchor economic development strategy.

**Newark Industrial Solutions Center (NISC)**

In 2013, CSCM began a project to enhance the resource-based and collaborative capacity of its Newark Industrial Solutions Center (NISC). Housed at Rutgers-CSCM, NISC’s mission is to develop, strengthen, and promote Newark’s industrial competitiveness for the city’s more than four hundred small and midsize manufacturers (SMEs); the resulting economic development utilizes CSCM-applied and embedded supply-chain and business development resources, tools, and hands-on capabilities. This mission is informed by a demonstrated vision for civic engagement and problem solving with local and regional collaborators, including but not limited to the City of Newark, Newark Regional Business Partnership, Newark Workforce Investment Board, New Jersey Institute of Technology, and the New Jersey Manufacturing Extension Program.

As an active stakeholder-participant in the development of a Newark manufacturing strategy by the city’s Newark Manufacturing Initiative from established in 2013, CSCM committed itself to applying its resources to participating in problem solving and partnerships that address pressing local/regional economic development matters—specifically, those that implicate supply chain sustainability, new innovation technology, and small business competitiveness (or existing or new product and service...
development in Newark. For instance, the upcoming Port Newark expansion and the modernization of Newark Liberty International Airport will allow existing Newark industries, for the first time, the opportunity to integrate global export opportunities into their business development strategies. Rutgers University’s vast supply chain, procurement, environmental sustainability, and commodity and logistic expertise utilized the existing Newark industrial profiles to model options for future economic growth potential and provided resource-strapped local businesses with strategies to invest and prepare for the upcoming Port Newark expansion and airport renovations.

**The Halsey Street Initiative**

The Halsey Street Initiative proposes to focus attention on revitalizing the retail corridor bordering RU-N’s campus. The retail establishments in the area include personal care establishments, eateries, and discount stores. Some niche eateries have opened in recent years, adding to a growing perception that Halsey Street has much potential to become a vibrant corridor that can set the pace for development beyond the boundaries of Broad Street to Central Avenue. This potential is even more present given the expansion of the Prudential Corporation’s headquarters and the development of the Hahne’s building with anchor tenants such as Whole Foods.

There will be inevitable changes in tenancy and ownership along the Halsey Street corridor, but there are opportunities for the University to help local merchants build their capacity to (1) improve their business operations and (2) find ways to purchase goods and services, creating a strong value proposition for the merchants and the university.

**Recommendations: Economic Development**
There is much in the way of economic development assets to work with at Rutgers University-Newark. We recommend that RU-N coordinate internal resources and assets, such as the CUEED and the CSCM, to work with local merchants on projects such as the following:

- Collaborative messaging and signage that promotes Halsey Street as a destination.

- Establishing a Halsey Street Coordinating Council (HSCC) made up of institutional partners such as Prudential, the Institute for Entrepreneurial Leadership (IFEL), RU-N, and the merchants to plan for and invest in improving the commercial vitality of the corridor.

- Work with the IFEL and CUEED to identify RBS students who can help Halsey street merchants hone their strategies while gaining valuable experience in entrepreneurship.

- Create a coordinated purchasing system where the anchors have an updated list of merchants and their goods and services. The anchors can tailor purchasing to existing capacity or assist in expanding merchant capacity to provide additional goods and services.

There are other possibilities that the Study Group did not have time to fully discuss, such as the possibility of increasing the commercialization of research in support of cluster economic development in Newark and the region. We encourage this trend of inquiry in further efforts at deepening the RU-N role in economic development.
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Science, Sustainability, and the Urban Environment

Newark was one of earliest manufacturing cities in North America. As such, Newark is challenged with environmental degradation of many kinds (for example, the legacy of industrial toxins and Superfund sites) and an aging infrastructure. Now Newark’s challenges also include increased risks associated with flooding, sea level rise, and saltwater intrusion into groundwater. Rutgers University-Newark, as an anchor institution, should serve as the hub of expertise and research essential to making the greater Newark region more sustainable.

While “sustainability” is often used to connote environmental sustainability, in the context of Rutgers University-Newark and the greater Newark/northern New Jersey communities, sustainability must also include economic sustainability, including human capital development as well as community stability and enhancement for long-term civic sustainability. This overlay defines locally sustainable development as the use of natural, economic, political, human, and social capital with attention to the ability of future generations to benefit from these resources. The discussion centers on how to effectively use or reuse natural or manufactured assets in a way that allows good stewardship of the environment while generating income and livelihoods.

This broader concept subsumes our priorities of academic integration and collaboration; outreach to and engagement of local residents and businesses in learning partnerships; and community justice and advocacy. Further, this work is in keeping with the concept of the University as an anchor institution.
Recommendations: Science, Sustainability, and the Urban Environment

Newark has many sustainability challenges. To date, they have been addressed in disciplinary isolation or as a sidebar to other research projects touching on science and the environment. RU-N should acknowledge the importance of sustainability as a conceptual force for research and action by supporting a cross-disciplinary roundtable called the Rutgers University-Newark Working Group on Sustainability. This working group should address the following themes:

- Working to reduce the carbon footprint in all college operations and planning.
- Enhancing Rutgers University-Newark and the Newark communities’ knowledge and use of Newark’s ecological landscape.
- Promoting an accessible, pedestrian-friendly campus.
- Creating learning partnerships between RU-N students, staff and faculty and Newark residents to increase sustainability.
- Increasing the variety and use of campus and community open spaces to support sustainability.
- Creating and supporting integrated academic programs that foster community sustainability through research and community-based learning initiatives.
- Engaging students, staff, and faculty in both academic and volunteer opportunities to promote community sustainability.
- Providing incentives for faculty and student research in and for the greater Newark region.
Strong, Healthy, and Safe Neighborhoods

The vision of strong, healthy, and safe neighborhoods is one where there is sufficient economic development that people can find meaningful work to meet personal aspirations and advance their standards of living. Safety is a foundational condition. Healthy lifestyles prevail, from the physical condition of the neighborhood, including green spaces, to the ready availability of healthy foods and a culture of attentiveness to promoting physical and mental health and longevity. Young people can readily see realistic pathways from cradle to rewarding careers and stay in school to gain the level of education needed to prepare them for an adulthood characterized by economic and civic productivity and lifelong learning.

The needs of strong, healthy, and safe communities and anchor research universities converge in important, mutually beneficial ways. Progressive, proactive, and solution-oriented communities succeed where they are able to achieve several goals: access the best available research, data, and information; develop and adapt strategies that address local conditions and realities; and systematically implement, assess, and course-correct to maximize positive results. Universities thrive on opportunities for impactful research, teaching, and public service.

The conditions facing communities in and around Newark, New Jersey, are ripe for the kinds of world-class intellectual inquiry and scholarly and applied research in which Rutgers University-Newark specializes. Similarly, the Greater Newark community is rich with opportunities for knowledge-based endeavors as well as contributors of information, opinions, experiences, and data. Residents, government leaders, and business and civic institutions are uniquely positioned to help isolate important issues,
identify trends, provide context, and test experimental theory and practice. A sample of major current work in this area includes the following.

**Safe Neighborhoods**

It is well known that successful crime prevention requires data driven strategic thinking. This begins with systematic analysis of patterns of crime and likely intervention points that can be exploited. The police find it difficult to engage in this kind of sustained strategic work, because their time horizons for action are typically forced to be much shorter. Research has shown that crime prevention housed in crime analysis has the greatest payoff in public safety. Rutgers University has therefore established a special analysis unit within the Newark Police Department, to be supervised by noted Rutgers professor Anthony Braga and staffed by doctoral students. The unit identifies high priority crime problems such as carjackings and carry out sustained studies of the problem such that targeted interventions can be designed.

With funding from several sources, the Rutgers School of Criminal Justice has been a primary partner for intervention strategies that target violent crime. One such intervention is the Newark Violence Reduction Initiative (NVRI), which uses information about gangs and gun violence to identify high-activity individuals at risk of engaging in and being victims of gun violence and design interventions to interrupt the violence. The core intervention is a “call in,” in which these key individuals are brought together and confronted with the costs of their violence and the threat of interventions if the violence continues, while also being offered a support system to help them leave the gang lifestyle. Areas where NVRI has operated have experienced a 40% drop in shootings and homicide.
Since fall of 2014, Paul Boxer and others have been working in coordination with the US Attorney for NJ, the NJ Division of Law and Public Safety, and the City of Jersey City on a federally funded "Project Safe Neighborhoods" intervention (funded by the Bureau of Justice Assistance, DOJ). The intervention integrates his work on community collaboration and social service provision with Joel Caplan’s work on geospatial analysis of crime risk and environmental intervention. His project team includes students from psychology and criminal justice who are working in concert with the Jersey City PD, the US Attorney, and a wide variety of service providers and governmental stakeholders on a city-wide crime prevention trial. Joel and Paul are now routinely in conversation with police departments and related municipal agencies around the state to develop similar sorts of projects -- all focused on neighborhood safety and positive development.

Since early 2014, Paul has directed the Greater Newark Youth Violence Consortium, a multi-disciplinary, multi-agency collaborative of government entities, nonprofit service agencies, and university researchers dedicated to reducing and preventing youth violence and delinquency in the greater Newark metropolitan region. The primary goal of the consortium is to establish cross-sector partnerships to develop, promote, and support prevention and intervention programming. This partnership led to the creation of the Newark Police Department’s Youth Robbery Task Force, a proactive outreach program designed to connect youth to social services upon arrest for their first robbery incident. Task force members include his team, the NPD, Big Brothers Big Sisters, Community Solutions Inc., and the Essex County Family Support Organization.

This summer, Boxer was awarded seed funds from the Chancellor’s Seed Grant Initiative to establish the Rutgers-Newark Center on Youth Violence and Juvenile
Justice, which leverages the Consortium along with a slate of RU-N faculty to move towards increasing community-cooperative projects. The center co-directors are Steve Silverstein (Psychiatry, RBHS) and Laura Cohen (School of Law). The center is connected to significant juvenile justice reform efforts state-wide. The multifaceted project approach is also being employed in successful manner by the Newark Fairmount Promise Neighborhood project.

**Newark Fairmount Promise Neighborhood**

A major, multifaceted project in which RU-N and community partners from across sectors collaborate to build the social bonds and developmental programs needed to empower neighborhoods is the Newark Fairmount Promise Neighborhood (NFPN). RU-N, the United Way of Essex and West Hudson, the Urban League of Essex County are the managing partners of NFPN, working with community-based organizations and leaders are committed to supporting the children and families of Newark’s Fairmount neighborhood. The neighborhood encompasses 43 blocks and lies a mile west of Newark’s downtown. The Fairmount neighborhood is very poor: nearly two-thirds of children live below the federal poverty line, and nearly two-thirds of children live in single-female-headed households. Most schoolchildren in the neighborhood attend either the Thirteenth Avenue School or West Side High School, although large numbers of them attend other Newark schools, including charters and magnet high schools. The core of NFPN is the Planning Council, which is made up of leaders from community organizations, Fairmount residents, and service providers. The Planning Council provides input in the development of the program, including identifying potential programs and strategies, identifying funding opportunities, and providing support for
development efforts. The Planning Council is also designed to strengthen accountability and transparency.

Major programmatic efforts of NFPN are organized around education—in coordination with the Newark City of Learning Collaborative—as well as health, and family and community capacity-building. Among those underway are the following.

**New Ark Freedom School Summer Program**

This summer program benefits children who attend the Thirteenth Avenue School; one child attended a charter school. The program was run in conjunction with the school and with the support of Viveca Williams, principal of the Thirteenth Avenue School, and was staffed by Rutgers University-Newark undergraduate and graduate students. The program ran for four weeks, and it was evaluated through an appreciative inquiry process that involved the families of the children who attended.

**After-School Program for Third Graders**

A spin-off of the summer New Ark Freedom Summer Program was the creation of an after-school reading enrichment program for third graders in the Thirteenth Avenue School. This is being run in conjunction with New Communities Corporation, with funding from the state.
**Mentoring at West Side High School**

In partnership with MCJ Amelior Foundation, Rutgers University-Newark and others are working on identifying and coordinating a mentoring program that will benefit 1,000 students attending West Side High School. *The goal is to ultimately link every student with a mentor and leverage this network to identify summer internship and employment opportunities for students through the mentors.*

**Nestle Nutrition and Program for Parents Partnership**

Nestle Nutrition and Rutgers University-Newark unveiled a partnership to promote nutrition, health, and wellness for expectant mothers and families in the Fairmount community. Other partners include the United Way, the Urban League, and the Newark Public Schools. Going forward, this program will provide nutritional education and support based in the schools, churches, mosques, and early childhood centers within the Fairmount community.

There is much to build on in the area of strong, healthy, and safe neighborhoods. Cultivating and maintaining successful, productive partnerships between Rutgers University-Newark and the Greater Newark community has the potential to be informative to various fields and sectors as well as transformative in the neighborhoods and communities in which these collaborations are focused.

**Recommendations: Strong, Healthy, and Safe Neighborhoods**

- Support community-engaged initiatives and forums that bring the university community together to present anchor projects and, for some, to learn how to engage in such work.

- Support and promote information sharing among University personnel by centralizing and streamlining processes that catalog: 1) scholarly/research
interests and expertise; 2) programs; 3) resources; and 4) university-community partnerships.

- Support a culture of mutual respect and reciprocity, which views community stakeholders not simply as subjects, but as partners, collaborators, commenters, and visionaries in their own right.

- Create collaboration opportunities to promote stakeholder-engaged planning for sustained community impact.

- Promote interdepartmental collaboration by providing opportunities for multidisciplinary engagement around common problems and themes and cultivating internal and external relationships.