

THE TRANSFORMATION OF METROPOLITAN UNIVERSITIES: A CASE  
STUDY OF RUTGERS UNIVERSITY-NEWARK AND ITS COMMUNITY

ENGAGEMENT PROGRAMS, 1967-2010

by

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## **Abstract**

### **THE TRANSFORMATION OF METROPOLITAN UNIVERSITIES: A CASE STUDY OF RUTGERS UNIVERSITY-NEWARK AND ITS COMMUNITY ENGAGEMENT PROGRAMS, 1967-2010**

During the past decade, urban colleges and universities have been undergoing changes attributable to the reemergence of outreach initiatives. More recently, these outreach efforts have been specifically designed to increase community engagement among faculty and students and to lend the institution's scientific, policy and social service expertise to improve the metropolitan areas where they are located. Metropolitan universities are increasingly becoming the source of viable engagement initiatives by linking their scholarly resources to community residents and practitioners.

Through a case study of Rutgers-Newark campus, this researcher constructed a historical narrative by tracing community engagement on the campus within a forty-year period, from the late 60's through the year 2010. Also, this researcher used a small, select sample of faculty and administrators whose contributions were significant in elucidating key elements that should be considered by institutions as they redesign their missions to support and institutionalize engaged scholarship, research and teaching. This study was guided by the following research question: How has Rutgers-Newark's commitment to community engagement evolved since the 1967 Newark disorders? The study revealed how community engagement can evolve within tertiary educational institutions in urban settings and, regarding the Rutgers-Newark campus, concludes that the following three major factors influenced the advancement of community engagement: leadership, vision and mission. Visionary leadership was a key factor, if not *the* key in advancing community engagement at the institution; leadership that understands the value of connecting the human and scholarly assets of the institution to the city can serve as a catalyst for advancing community engagement; effectively articulating the integration of this concept into the institutional mission. Furthermore, the results of this study indicate policy implications for university officials, administrators, faculty, and other stakeholders in higher education for understanding and supporting community engagement. Recommendations made offer additional insights to understand how to advance community engagement at metropolitan tertiary institutions.

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## **Chapter 1**

### **Introduction**

#### **Statement of problem**

During the past decade, urban colleges and universities have been undergoing changes attributable to the reemergence of outreach initiatives. This has antecedents that reach back to the Morrill Act in 1862, which was a land grant college act created to establish institutions that would educate people in agriculture, mechanical arts and other professions that reflected the practicality of the era. The Morrill Act, in fact, opened higher education opportunities for a new segment of the population. However, it is during the Progressive Era (1890-1930) that outreach tenets materialized through educational reform movements, which created a new culture within higher education that focused on connecting universities and communities (Anyon, 1997; Benson, Harkavy & Puckett, 2007; Cremin, 1988; Inayatullah &Gidley, 2000). More recently, these outreach efforts have been specifically designed to increase community engagement among faculty and students, while simultaneously contributing to the institution's scientific, policy and social service expertise to improve the cities where they are located.

Many metropolitan universities have undergone similar transformations, which have required them to broaden their missions and often to reinvent themselves. These institutions have attempted to help revitalize their local communities, as well as to shape the future lives and opportunities of their citizens (Rodin, 2007). A major challenge for these universities is to reexamine and retool the way they conduct business. The traditional fortified, ivory tower, top-of-a-hill model, which isolated universities and confined them within a campus with a cloistered environment of buildings, is viewed by

advocates of these changes as outdated and no longer acceptable as viable models in metropolitan areas (Inayatullah & Gidley, 2000; Perry & Wiewel, 2005).

Since the 1960s student protest movements, strengthening ties between the campus and the community has become a priority for many urban universities. Rutgers University's campus in Newark has been such as example. Over time, Rutgers University-Newark has increased efforts that encouraged building relationships between the university and the urban city in which it resides. An important part of this effort has involved coordinating a host of outreach initiatives to support Rutgers-Newark's role as a civically engaged urban university. Although Rutgers-Newark has made great strides in increasing diversity and has witnessed major growth in outreach programming, there is still little understanding of how, why, and when these changes occurred and what their impact has been on the development of the campus and its relationship to the community at large. In addition to new directions for academic programming, the Rutgers-Newark campus design changed significantly.

The literature suggests that universities located in urban and metropolitan cities can no longer sustain a model of self-containment (Bond & Paterson, 2005; Bringle, Hatcher & Holland, 2007; Inayatullah & Gidley, 2000; Perry & Wiewel, 2005; Rodin, 2007). Perry and Wiewel (2005) indicated that, "while the prevailing model of university development has historically been the pastoral campus, university land development cannot be conducted in a 'wholly self-contained' way anymore than the educational mission can. The urban university is an urban institution, not only in terms of the transmission of knowledge, but in many other ways as well" (p. 4).

In fact, the literature suggest that many colleges and universities are redesigning their campuses to reflect a 21<sup>st</sup> century model that facilitates opportunities for increased civic responsibility and civic engagement among faculty, staff, and students (Checkoway, 2001; Perry and Wiewel 2005; Rodin, 2007;Schach, 2006). As distinguished scholars Benson and Harkavy (2000) predicted more than 10 years ago, higher education will function as the most powerful agent of change in the 21<sup>st</sup> century and is therefore likely to have the most profound, far-reaching effects for inspiring and motivating change in the communities which these institutions reside. The importance of community partnerships and civic engagement in higher education institutions is substantiated by the growing number of colleges and universities that are embracing these concepts (Altman, 2006; Perry and Wiewel, 2005; Rodin, 2007; Watson, 2007). However, research is required to study the evolution of partnerships between universities and communities to better understand the key elements that influence or impede their growth and development. Since many of these partnerships have evolved within the past 40 years, a preliminary review of the literature reveals that there is little documentation on process, outcomes, and sustainability of these university partnerships with the communities in which they reside. This is corroborated by Maurrasse (2002), who discusses the outcomes of his comparative analysis of community partnerships and seeks to identify the effective measurements for determining progress in community partnerships. This omission is a serious problem in terms of formative evaluation. My research proposes to help fill this gap and to contribute to this body of knowledge through an examination of the evolution of community engagement on Rutgers-Newark and the surrounding community.

My review of the research literature reveals the fact that limited research exists on the evolution and early formation of community university engagement partnerships and initiatives in higher education. In her dissertation, *Matching University Resources to Community Needs: Case Studies of University-Community Partnerships*, Altman (2006) concurs with this finding and argues:

Despite the growth and proliferation of partnerships, the literature suggests that there is still a general lack of understanding of what makes them “successful”. Research on university-community partnerships traditionally focuses on program evaluations examining project outcomes. Using solely an outcome-based approach to understanding partnerships is problematic for many reasons, among them that outcomes may take several years to appear; the outcomes may not be in accordance with the community’s need and preferences; and that outcomes cannot actually assess the optimal allocation of university resources, as well as the subjective or attitudinal changes developed through partnerships. (p. 2)

In this dissertation study, I explore how Rutgers-Newark went from being a relatively unengaged campus to one making a broad spectrum of efforts to become engaged in the community. I examine the transformation of the Newark campus through the lens of the historical evolution of the campus design and by studying the growth of outreach programs and initiatives offered by the campus. I have examined internal and external factors that have facilitated or impeded the growth of community and civic engagement on the Newark campus. With this study, I attempt to provide an understanding of how the campus has evolved since the early 1960s and examine the evolution of community engagement at Rutgers-Newark over a 40-year period from two distinct perspectives:



first, the key factors that were instrumental in advancing community engagement and second, how the architectural physical design of the campus impacted community engagement. In particular, I inquire into changes in campus design and initiatives undertaken to increase engagement as well as events and conditions that have influenced these various changes. This study provides an important understanding of community engagement and how these collaborative efforts between university and community are transforming metropolitan institutions.

My case study of Rutgers-Newark generates critical knowledge for understanding the impact of community engagement on institutions in urban settings. In addition, its results indicate important lessons for university officials, administrators, faculty, and other stakeholders in higher education to help guide future policy decisions and program development in the area of community engagement.

My perspective regarding the importance of this study is influenced by a collection of personal experiences. As a native of Newark, one whose family history is deeply rooted in the city, I was intrigued by the idea of examining the role of an urban university in the evolution of a city. I have spent the last 25 years as a community advocate, serving on non-profit and educational school boards that impact the educational policy decisions affecting urban communities. Furthermore, my more than 24 years of work experience at Rutgers, including my appointment as Director of the Office of University and Community Relations (2002-2010) and most recently as Assistant Chancellor for University-Community Partnerships (2010), have regenerated my commitment to and stimulated my interest in community engagement. My work responsibilities, which included creating an office with a primary mission of fostering community engagement,

have served as a catalyst for inspiring my research in the area of community engagement on the Rutgers-Newark campus.

Through a historical case study, this dissertation explores how Rutgers-Newark was transformed from a campus employing an insular, barricade model with limited community involvement to an institution that embraces community and civic engagement as an integral part of its mission. To conduct this research, I investigated key elements and events to determine what occurred over the past 40 years and how it affected community engagement. To guide my research actions, I employ a social constructivist worldview perspective. This approach relies on participants' views to construct the meaning of a situation. Drawing upon the work of Maher and Tetreault (2007), the research strategies that I employ are institutional history and ethnography. Institutional ethnography, initiated by the Canadian sociologist, Dorothy Smith (1999), is a method of inquiry that provides a means for explaining and understanding the social relations of our everyday lives. More specifically, this method is designed for the investigation of social organizations, is applicable to institutions and is driven by examining the mechanisms of how community outreach occurs through the identification of an issue, major event, or an area of everyday practice (Maher&Tetreault, 2007).

This study investigates a 40-year period through historical reflections archival documents. As Susan Semel (1994) points out, there are precautionary mechanisms that must be taken when writing the history in which one is closely involved. The work of Semel (1994) provides insight into the significance of writing the history and interviewing from what I have termed as “an inside perspective.” In her article, she examines the problems that she encountered during her research in writing her book, *The*

*Dalton School* (1992), where she had been a student, teacher and parent. Her work provides an analysis for those engaged in conducting research in comparable settings. Semel (1994) argues that despite the problems that one may encounter with this process, writing history as a participant and former participant is a valid form of research. She points out, however, that “this type of research to some degree can be viewed as a psychoanalytical journey, in which I had constantly to make sense of my own subjective experiences as they related to the larger historical record” (p. 204).

Similarly, this study builds on the historical reflections of participants and connecting methodological processes during the research and writing of this dissertation. Her study also examines the history of leadership, as well as the effects of social and cultural change, to understand how the school changed over a period of time. She determined that leadership by the school head is an important component of school change. Most of the participants who I interviewed had a long history of working for the Newark campus and some held key leadership positions. These interviews provide important insight into the historical evolution of community engagement on the campus.

I use interviews and archival research to investigate how Rutgers-Newark changed in the years following the 1967-Newark riots and the Black Student Organization takeover of one of its buildings in 1969, with regard to its mission and commitment to the city of Newark. It is important to note that throughout its history, Rutgers-Newark has maintained a commitment to the working class. The white working class accounted for a significant proportion of the student body at Rutgers-Newark during the 1950s and 1960s (Price, 1972). It is during this time period that the campus experienced significant growth. Simultaneously, the social and civil rights movements raised the social

consciousness of students and community members; however, there were no comparable changes in the internal structure and ethnic composition of the institution (Maher and Tetreault, 2007; McCormick, 1990). The assassination of Dr. Martin Luther King precipitated civil unrest in predominately black urban communities, and Newark was no exception. Through a historical lens and documentation, I will examine some key factors that instigated these changes at the institution.

### **Research Primary Question**

- How has Rutgers-Newark's commitment to community engagement evolved since the 1967 Newark disorders?

### **Secondary Questions**

- How did the physical design of Rutgers-Newark change as community engagement became a more explicit part of its mission?
- How has the mission of the university been utilized in leveraging community engagement through active and collaborative partnerships with the community?
- What are the conditions that promote or hinder university-community engagement within and beyond its borders?
- What tensions may or may not exist between the research requirements of an Association of American Universities (AAU) research university and the advancement of community engagement?

## **Chapter 2**

### **Literature Review**

As mentioned previously, my examination of the research literature indicates that limited research is available on the evolution and early formation of community engagement partnerships and initiatives in higher education. It is evident that higher education institutions have only begun to conduct formal studies regarding university-community partnerships during the last decade. Just 15 years ago, Harkavy and Wiewel (1995) argued, “the academy has not yet devoted much thought to the study of partnerships and to its role in the social, political, and economic environment” (p.12). This is corroborated by other scholars throughout the 1990s who were beginning to embrace a similar perspective and questioned the role of metropolitan universities, and they also affirmed the importance of working with the communities in which they reside (Hathaway, Mulholland, & White, 1990; Johnson & Bell, 1995; Mullins, 1999; Perlman, 1990; Rush & Trani, 1995).

My review also found a scarcity of literature on both the formation and structure of these community partnerships, and on the long-term outcomes of partnerships between universities and communities (Altman, 2006). There is still a lack of understanding regarding what makes these partnerships successful and why, in some instances, the partnerships did not produce the proposed outcomes that were intended. Both the community and the university will need to discern their respective roles in the partnership. Furthermore, the perception of the university from the residents’ perspective could impact the formation and sustainability of an effective partnership. Altman (2006) asserted,

This 'problem of perception,' which severely hampers partnership initiation and formation, will not change until traditional university-community partnerships are viewed by all interested parties as more than just sources for academic scholarship or enrichment, or as opportunities for Community Based Organizations (CBO's) to get free labor, evaluation and consultation; but rather as key players in the revitalization and development of urban communities around the world country. (p. 183)

Another major issue is constructing a comprehensive framework for evaluation and assessment of evidenced-based outcomes and best practices to understand how university-community partnerships are formed and their effectiveness, particularly in view of the fact that results may be long range and will require years to emerge (Altman, 2006).

Today, urban colleges and universities are being challenged to redefine their missions as they embrace community engagement opportunities that are sustainable and that mutually benefit both entities. For the purpose of this study, I will establish a working definition of community engagement that will provide the framework for the study. Based on the literature, I have developed three broad categories that consist of the following:

- a. Defining civic/community engagement
- b. Defining university-community partnerships
- c. Redefining university mission statements

## Defining Civic/Community Engagement

The literature review reveals the fact that civic engagement is often used interchangeably with community outreach and community engagement. The broad application of the term “civic engagement” is addressed by John O’Conner (2006), a scholar at George Mason University. In his article, *Civic Engagement in Higher Education*, he points out that the term has become a “catchall phrase for both individual and institutional activities that connect the campus to the community” (p.52).

Thomas Ehrlich, a senior scholar with the Carnegie Foundation and former president of Indiana University (1987-1994) proposes that civic engagement entails working to make a difference in the civic life of our respective communities and developing the combination of knowledge, skills, values and motivation to make that difference. Thus, civic engagement promotes the quality of life in the community through political and non-political processes (Schach, 2006). While Ehrlich’s definition focuses on the value of service, particularly as it relates to the community, other scholars have presented an expanded perspective that emphasizes the value of service to the academic mission of the institution. As early as 1987, former U.S. Commissioner of Education Ernest Boyer (1987) addressed the importance of service learning as an integral part of student educational experience. He concluded that:

...today’s undergraduate urgently needs to see the relationship between what they learn and how they live. Specifically, we recommend that every student complete a service project involving volunteer work in the community or at the college as an integral part of his or her undergraduate experience. The goal is to help students see that they are not only autonomous individuals but also members of a larger

community to which they are accountable . . . The goal of the undergraduate experience is not only to prepare the undergraduate for careers, but to enable them to live lives of dignity and purpose; not only to give knowledge to the student, but to channel knowledge to humane ends. It is not learning, said Woodrow Wilson, but the spirit of service that will give a college place in the public annals of the nations (pgs. 218-219)

The literature further suggests that many scholars are developing a more viable definition for *engagement* which encompasses reform and institutional change, as well as creating a holistic academic experience that promotes civic responsibility and goes further than conventional outreach. According to a report by the Kellogg Commission (1998) on the Future of State and Land-Grant Universities, " *engagement*" is defined as going beyond outreach and service. Essentially, it states, "by engagement, we refer to institutions that have redesigned their teaching, research, and extension and service functions to become even more sympathetically and productively involved with their communities, however community is defined" (Kellogg Commission, 1998, p. 13; McDowell, 2001, p. 26).

In 2005, two teams of scholars, the Committee on Institutional Cooperation (CIC) and the Committee on Engagement developed a document entitled *Engaged Scholarship: A Resource Guide*, which defines the term engagement as,

the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen



democratic values and civic responsibility; address critical societal issues; and contribute to the public good (p. 2).

While these scholars' perspectives cover a broad range of engagement, other scholars have endeavored to provide a more concise definition. In this effort to provide a more focused definition of university-community engagement, scholars have elected to examine both internal development and external partnerships. David Watson (2007) asserts,

engagement implies strenuous, thoughtful, argumentative interaction with the non-university world in at least four spheres: setting universities' aims, purposes and priorities; relating teaching and learning to the wider world; the back-and-forth dialogue between researchers and practitioners; and taking on wider responsibilities as neighbors and citizens" (p. 3).

Other scholarly examinations of community engagement have not focused exclusively on the internal developments that have spurred outreach initiatives. Scholars have identified external developments in the surrounding community as catalysts for creating university-community partnerships. Perry and Wiewel (2005) in their book *The University as Urban Developer* compile case studies with researchers that provide an analysis of how real estate development within the vicinity of the university is serving as a foundation for formulating community development principles between the university and the community. Henry Webber (2005) in his case study at the University of Chicago explains that many urban universities are involved in enhancing the surrounding communities in which they reside. Webber conducted a case study of the partnership between the University of Chicago and its surrounding community over a 50-year time

span. From Webber's perspective, university development is, "highly influenced by the community development movement and features a comprehensive set of initiatives designed to make neighborhoods attractive to potential residents by enduring good schools, safe streets, good transportation and attractive housing choices" (Webber, 2005, p. 11). He highlighted the evolution of this kind of engagement within the contexts of changes in the external environment, understanding community development through an academic lens (learning and literature) and the historical lessons learned through the experience of the relationship. This is yet another aspect of university-based community engagement and partnership initiatives that has become the focus of scholarly research during the last decade.

The literature review also revealed that universities located in urban and metropolitan cities are beginning to recognize the importance of creating partnerships with key community stakeholders (Perry and Wiewel, 2005; Bond and Paterson, 2005; Bringle, Hatcher and Holland, 2007; Inayatullah and Gidley, 2000; Rodin, 2007, Maurrasse, 2001; Harris III, 2009). Although the debate regarding the role of universities in urban communities is not a new one (Chatterton, 2000; Bond and Paterson, 2005), the research that focuses upon university-community engagement has only emerged during the last 20 years. According to the U.S. Department of Housing and Urban Development's Office of Community Partnerships (OUP), the number of college and university partnerships doubled between 1995 and 1999, and is still on the rise. OUP reports that these partnerships are transforming institutions of higher education and the local communities in which they reside:

Colleges and universities are redirecting their economic and intellectual resources, facilities, and other assets to benefit their communities in many innovative ways.

They are working to facilitate economic development, provide much-needed social services, support public schools, offer technical assistance to community-based organizations, target research that provides guidance for community problem solving, and create opportunities for faculty, students, and community residents to learn from one another (<http://huduser.org/publications/commdevl/partner.html>).

My review of the literature indicates that various researchers have presented new perspectives for implementing and examining these university-community engagement initiatives (Maurrasse, 2001; Perry and Wiewel, 2005; Altman, 2006). To frame my research, I will draw upon the research design that was used by Maurrasse (2001, 2002), a scholar-practitioner who examined university-community partnerships by conducting a comparative case study of four higher education institutions (the University of Pennsylvania, San Francisco State, Xavier of New Orleans and Hostos Community College in the South Bronx). His research examines the evolution of current community partnerships at these institutions. Similarly and more recently, the work of Altman (2006) provides an analysis of the process of university-community partnership formation and offers a blueprint to assist institutions in establishing and maintaining partnerships. Both Maurrasse (2001) and Altman (2006) examine internal and external developments that influence creating and sustaining university-community partnerships. Likewise, my research will examine both internal and external developments that influenced university-community engagement initiatives on the Rutgers-Newark campus.

## **Defining University-Community Partnerships**

As institutions embrace civic and community engagement initiatives, they will be challenged to adopt a definition that reflects the mission of their institution. In a traditional sense, many urban universities have conducted community outreach. However, community-university partnership is a more comprehensive concept that is redefining the institutional relationship to the urban community. As Bringle, Hatcher and Holland (2007) noted,

Metropolitan universities because of their location and proximity to urban conditions, have an enlightened self-interest in building and sustaining mutually beneficial campus-community partnerships ( p. 58).

Jane Jacobs in her book *Death and Life of Great American Cities* argues that urban neighborhoods have been destroyed by ineffective public policies and planning that have resulted in segregated communities rather than mixed neighborhoods that are more reflective of contemporary cities (1992). University and community partnerships are significantly changing the landscape of urban campuses and these surrounding communities. Urban universities are restructuring their campuses and helping to transform local communities by creating more venues to link the two, via design changes that render the campus pedestrian-friendly and more accessible to community residents with public gathering spaces, both within and around the campus. Furthermore, cities can serve as laboratories for practitioners and researchers at universities to help stabilize and rebuild neighborhoods in which they are embedded (Benson, Harkavy and Puckett, 2007; Perry and Wiewel, 2005; Rodin, 2007).

Defining university-community partnerships involves exploring factors that contribute to building and sustaining a mutually beneficial relationship between partners. This requires understanding what is expected from the relationship. Reciprocity, shared power, resources and trust are all viable requirements for constructing a partnership (Holland 2003, Maurrasse 2001; Scheibel, Bowley, Jones 2005, ). Bringle and Hatcher(2002) argued that community partnerships provide opportunities to leverage campus and community resources to deal with significant issues in the surrounding community. Their work investigates the terms and dynamics for developing these relationships and explores various aspects for cultivating vigorous campus community relationships. Barbara Holland (2003), while serving as a panel moderator at the National Symposium on Community-University Partnerships, offered her perspective for those institutions establishing partnerships with communities. She explained,

Perhaps the greatest and unending challenge facing partnerships is the level of time and energy it takes to launch and maintain an effective partnership relationship. Launching a project partnership is fairly easy, but launching a relationship is tricky. Partnerships are in many ways like personal social relationships. The best relationships begin by listening and learning about each other, and discovering how our differences and similarities make us appreciate each other. This hard work of listening and learning in relationships is never-ending. Community-campus partnerships are also relationships requiring a sustained commitment to listening, learning, and appreciating our evolving goals and interests, hopes and fears, strengths and limitations (p.4).

While this study will not explore the influence of the individual outreach initiatives, it provides insight into the formulation and impact of their partnership (from an institutional perspective) on the campus. In particular, the interviews provide a rich dialogue for examining the historical relationship between the partners and facilitate the investigation of key factors that influence the nature of these partnerships.

University-community partnerships come in various forms and serve as bridges to the community for addressing societal pitfalls or for contributing to improving its neighborhoods. Furthermore, they require an understanding of new paradigms and reexamining existing relationships that are constructed as a result of institutional change. Martin, Smith and Phillips (2005) argued:

University-community partnerships are alive and well and flourishing on the campuses of many universities. These partnerships are indicative of the need for collaboration. Social problems are simply beyond the range of single organizations; rather synergistic efforts are required to increase the potential impact of policies....the research is still embryonic in nature (p.13).

In April 2004, scholars from across the country participated in the Wingspread Conference (Institutionalizing University Engagement) and developed an extensive report to encourage colleges and universities to institutionalize university-community engagement. In this document they put forth a more succinct definition of partnership:

Partnership is defined as the currency of engagement--the medium of exchange between university and community and the measurement of an institution's level of commitment to working collaboratively. Committed engagement requires authentic or

"deep" partnerships. By this we mean reciprocal collaboration that is acknowledged by all participants and that generates the best outcomes for all partners (p.9).

For the purpose of this study, I use the term community engagement as the broad rubric under which the range of university-community relationships, many of which were cited above, will be examined.

The following are examples of two metropolitan universities that have launched major initiatives to become more involved with their surrounding communities:

***University of South Carolina (Innovista Project).***

Perry Chapman, author of *American Places: In Search of the Twenty-First Century Campus*, indicates that many universities are partnering with cities and towns in an effort to link academia's intellectual, scientific and creative resources with state and local governments to reshape and transform their campuses and the surrounding communities (2006). In his article, he identifies the urban development initiative at the University of South Carolina with the city of Columbia as a model for working with business and community leaders. Together, they formed a consortium and proposed a vision for transforming the community.

The project, Innovista, is a community initiative designed to identify and build on the architectural character of both the university and the neighborhood. Innovista reflects New Urbanism ([http://innovista.sc.edu/news/vid\\_futureofinnovista.aspx](http://innovista.sc.edu/news/vid_futureofinnovista.aspx)), a community design that makes communities more pedestrian-friendly and sustainable through the integration of public and private sectors. Additionally, the Innovista project provides for mixed residences, retail, restaurants and green spaces for recreation. Further plans are

underway to develop a world-class waterfront park and a new baseball stadium for the nationally ranked South Carolina Gamecocks. This collaboration strives to economically revitalize the community by attracting businesses which, in turn, can offer higher paying jobs within the city ([http://innovista.sc.edu/news/vid\\_futureofinnovista.aspx](http://innovista.sc.edu/news/vid_futureofinnovista.aspx)).

The following are illustrations of the Innovista projects.



**Figures 1 and 2.** Innovista, a collaborative project with the University of South Carolina and the city of Columbia. Innovista creates mix of office, research, residential and public uses.  
Source: [http://innovista.sc.edu/news/vid\\_futureofinnovista.aspx](http://innovista.sc.edu/news/vid_futureofinnovista.aspx).

***University of Pennsylvania (West Philadelphia Initiative, Penn Connects and the Netter Center).***

Another campus that implements a university-community partnership model is the University of Pennsylvania (Penn). The community engagement projects include Penn's West Philadelphia Initiative, Penn Connects, and the Netter Center. Judith Rodin, former president of Penn, currently serving as the President of the Rockefeller Foundation, spearheaded the university in creating a "process of revival," which actively engaged the community in transforming the West Philadelphia neighborhood (2007). Penn's West Philadelphia Initiative was developed to:



- a.) improve neighborhood safety, services, and capacities;
- b.) provide high-quality, diverse housing choices;
- c.) revive commercial activity;
- d.) accelerate economic development; and
- e.) enhance local public school options (Rodin, 2007).

Penn Connects is an urban campus design that proposes to transform the campus and the community by building stronger connections between them. As a result of these initiatives, Penn has redefined its campus borders and has worked to revitalize the surrounding community (Rodin, 2007). Another example is the 24-acre industrial zone that will be transformed into mixed-use housing. Furthermore, the Penn Connects plan proposes to expand pedestrian pathways throughout the campus and create civic and open space for public gatherings that can link the campus and the community. In 1992, the Netter Center for Community Partnership was established at Penn. The Center serves as a vehicle for linking the university to the local community to;

- a.) improve the internal coordination and collaboration of all university-wide community service programs;
- b.) create new and effective partnerships between the University and the community;
- c.) create and strengthen local, national and international networks of institutions of higher education committed to engagement with their local communities (Netter Center , 2010).

The following are illustrations of some of Penn's initiatives.



Figures 3 and 4: . Penn Connect retail and mixed-use housing  
Source: <http://www.pennconnects.upenn.edu/>



Figure 5. Penn Connects, retail and mixed-use housing.  
Source: <http://www.pennconnects.upenn.edu/>.

## Redefining University Mission Statements

Many colleges and universities are reaching out and helping to revitalize the communities in which they reside. In his book *A City and Its Universities: Public Policy in Chicago 1892-1919*, historian Steven Diner's (1980) analysis of the transformation of scholarly thought and practices during the Progressive Era provides insight into how universities can connect to life within cities (Rutgers, 2002). He asserts,

Through the sum total of their scholarly research and their teaching, professors perform a task that is essential to the maintenance of modern society. Our government bureaucracies, public school systems, corporations, religious denominations, charitable foundations, and other large-scale institutions depend upon expert knowledge, and on functionaries who know how to perform particular tasks within a large system. We need people who can compile and manipulate statistical data to help deliver extensive health, housing, and welfare services (Diner, 1980, pgs. 4-5).

As previously mentioned, interviewing key leadership was most valuable for understanding how institutional missions and leadership impact community engagement and partnerships. Steven Diner served as Chancellor of the Rutgers-Newark campus from 2002 to 2012, and was interviewed for this study.

Perry and Wiewel (2005) argue that while universities are considered major contributors for changing the landscape of their surrounding communities, the relationship between the university and its neighborhood is often disconnected, and both parties are not always on the same accord, which is referenced by the phrase “town-gown relations” (p. 3). Furthermore, the term “ivory tower”, which implies that the university is separate from its surroundings, has often been the impetus for conflict between the university and the community in which it resides. According to Perry and Wiewel (2005), real estate development is viewed as a new area of academic and applied inquiry, and universities can be major producers of economic development. Their work highlights the importance of university leadership and creating good relationships with local political, business and civic leaders in the community.

The new 21<sup>st</sup> century model for increasing civic responsibility and community engagement among faculty, staff and students has provided the framework for institutions to begin developing partnerships within the communities where they are located (Schach, 2006; Perry & Wiewel, 2005; Checkoway, 2001). However, some colleges and universities have documented successes and failures while operating with outdated internal policies and mission statements that do not promote the formation of partnerships between faculty and external entities residing along the perimeters of the university (Elman & Lynton, 1987; Boyte & Hollander, 1999; Lee & Harkavy, 2002; Altman, 2006).

Over 40 years ago, U.S. President Johnson set forth a vision that encouraged university-community partnerships that both draw upon the expertise of and engage many university departments, in an effort to revive communities (Mullins, 1996). In 1990, Harvard University President Derek Bok affirmed the key role that universities have in addressing those critical issues that affect the quality of life in society (Bok, 1990; Harkavy, 1998; McDowell, 2001 ). In his book, *Universities and the Future of America*, Bok (1990) argues that universities have a responsibility to serve society and questions whether universities are contributing as much as they can to help society and contribute to the revitalization of communities. He asserts, “all advanced nations depend increasingly on three critical elements: new discoveries, highly trained personnel, and expert knowledge . In America universities are primarily responsible for supplying two of these and are a major source of the third” (Bok, 1990, p. 3).

Joann McCarthy (2007) purported that there are a variety of approaches and outcomes used to create a transformative change, which depends upon the institution’s ability to

reshape its mission. She argued, “Whether the institution is large, small, public, private, urban or rural, successful internalization will flow from its core values and mission. An internalization plan that resonates with faculty members, administrators, students, alumni, and trustees will be in sync with the past and, at the same time, inspire new visions of the future. It will take the institution’s basic identity and project it onto a global stage” (p. 1). She provides examples of universities, such as The University of Pennsylvania, that had reworked their missions and redesigned their campuses to connect to the community.

Others in the field concur with McCarthy’s analysis. Inayatullah and Gidley (2000) point out those universities must adjust their priorities and reform their institutional missions in order to adapt, survive and effectively serve the needs of society in the new information age (Elman & Lynton, 1987; Perry & Wiewel, 2005). Some researchers contend that colleges and universities are poised to become community powerbrokers, especially since major companies are disappearing from the landscape of urban cities (Perry & Wiewel, 2005).

While this paradigm was evident over 20 years ago, on a limited basis, (e.g., field work experiences, student organizational volunteerism), it has only been more recently that it has been embraced under the rubric of university-community engagement. This was corroborated by the Carnegie Foundation for the Advancement of Teaching Engagements when it established a set of criteria for classifying and rating colleges and universities in the area of community engagement. The Foundation defined community engagement as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity”

(Carnegie Foundation, 2010)

<http://classifications.carnegiefoundation.org/descriptions/communityengagement.php>.)

The Carnegie classification is designed to engage institutions in a process of inquiry and self-assessment (Driscoll, 2008). Amy Driscoll (2008) provides a framework for assessing community engagement, she points out that " One of the major strengths of the institutions that were classified as engaged with their communities was a compelling alignment of mission, marketing, leadership, traditions, recognitions, budgetary support, infrastructure, faculty development, and strategic plans"(p.40). James Zuiches, provides an analysis of the process and lessons learned by North Carolina State University to receive the Carnegie community engagement classification. The classification affirms the institutionalization of community engagement at the university (Zuiches, 2008). North Carolina State University was one of the institutions acknowledged by the Foundation for its work in the area of community engagement. According to James Zuiches, Vice Chancellor for Extension, Engagement and Economic Development at North Carolina State University, the Carnegie framework entails looking at the mission, vision statement and public relations materials that affirm community engagement. In addition, the Carnegie survey examined North Carolina's organizational structure and institutional policies, which support and promote community engagement initiatives (Zuiches, 2008). In his article, *Attaining Carnegie's Community Engagement Classification*, he discusses how his university defined, interpreted and responded to these measures of community engagement. In order to be rated, the University was required to demonstrate community engagement in the areas of curricular engagement and outreach and partnerships (Zuiches, 2008). This transformation at North Carolina

State University corroborates my supposition that research in community engagement is gaining broader support and will require institutions, especially urban and metropolitan institutions, to incorporate it as part of their mission in educating future citizens.

As previously mentioned, the Universities of Pennsylvania and North Carolina each have models that demonstrate a strong connection between cities and urban academic institutions. Many scholars argue that the universities that are located in these urban communities have a role in transforming the surrounding neighborhoods (Nelson, Allen, & Trauger, 2006). While it has not established a single model like the previous two mentioned, Rutgers-Newark has nonetheless developed numerous community engagement initiatives that are designed to engage members of the campus with the community.

## **Chapter 3: Methods**

### **Information Source and Analysis**

Community Partnerships and engagement are gaining greater traction within a growing number of colleges and universities. In particular, those situated within or in close proximity to urban neighborhoods have an extensive arena for undertaking engagement initiatives. Many of these partnerships have evolved within the past forty years. My review of the literature revealed that little is documented on process, outcomes, and sustainability of these university partnerships with the communities in which they reside. Furthermore, there is a lack of understanding about how and why a university becomes engaged with the community or what influences or impedes the growth of community engagement at institutions residing in neighborhoods that need their assistance. More research is required to study this evolutionary process of partnerships between universities and communities; hence, this is the focus of my study.

To address my research questions, I conducted a case study of Rutgers-Newark, including interviews with faculty and administrators who have been involved with community engagement, to examine multifaceted issues that influenced what transpired over a forty-year period. A case study is an in-depth investigation of some social occurrence that uses multiple sources of data, (Sadovnik, 2006). According to Yin (2009), "the more that your questions seek to explain some present circumstances (e.g., "how" or "why" some social phenomenon works), the more that the case study method will be relevant" (p.4). Using qualitative techniques this study investigated how Rutgers-Newark transformed itself from an insular-barricade model, with limited community



involvement and access, to an institution that embraces and engages its community as an integral part of its mission.

Creswell (2008) defined qualitative research as “a form of interpretive inquiry in which researchers make an interpretation of what they see, hear, and understand” (p. 176). I used qualitative techniques to understand key elements and events and to examine what occurred over the past forty years and how these events impacted the university and its community. As Berg (2007) notes, “Qualitative techniques allow researchers to share in the understanding and perceptions of others and to explore how people structure and give meaning to their daily lives” (p.9). The characteristics of the questions used in the case study method helped to contribute to the development of the historical analysis and provided a beginning point for correlating and comparing the historical data with the present circumstances at Rutgers-Newark (Yin, 2009). The interviews helped to identify significant events that were correlated to generate an analysis of the history of community engagement at the Newark campus over a forty year time period. In addition, I used multiple data sources—institutional data, archival data, and documents—to examine the history.

### **Institutional Ethnography**

To examine the institutional history, I used Institutional Ethnography (IE) that draws from the work of Maher and Tetreault (2007). Institutional ethnography is a method of inquiry that provides a means for explaining and understanding social relations of our everyday lives which was initiated by the Canadian sociologist, Dorothy Smith. This method is designed for the investigation of social organizations, is applicable to institutions and is driven by examining “how it happens” through the identification of an

issue, major event, or an area of everyday practice (Maher & Tetreault, 2007). Charmaz's (2006) definition stated it more succinctly:

Ethnography means recording the life of a particular group and thus entails sustained participation and observation in their milieu, community or social world. It means more than participant observation alone because an ethnographic study covers the round of life occurring within the given milieu (x) and often includes supplementary data from documents, diagrams, maps, photographs, and occasionally, formal interviews and questions (p. 22).

Through meaningful interactions (one-on-one interviews) and by examining archival documents, this research design allowed me to investigate the following:

- History of key elements and events to determine their impact on community engagement
- The role of the university in advancing community engagement initiative
- Challenges that the university community may encounter when engaged beyond its border
- The challenges of meeting the research requirements at an American Association of Universities (AAU) research university while being involved in community engagement.

Much of the literature that addresses Institutional Ethnography references its founder Dorothy Smith (Campbell 1998, 2003; Campbell and Gregor 2004; DeVault and McCoy 2003; Maher and Tetreault 2007; Rankin 2002). Although the term Institutional Ethnography was first introduced by Smith in her studies on female parents who work at home in relation to their children's social development, today it is applied more

extensively to investigate and describe social and institutional processes by following a chain of actions (DeVault & McCoy 2003). Smith's work provided a paradigm for examining what I learned locally and helped to connect the information and knowledge gained from the investigation so that it is useful to other universities (Smith, 1999).

Given that my research traced the history of the Rutgers-Newark campus over a forty-year period and examined critical links necessary to reconstruct and fill in the gaps of what is known about the impact of community engagement at Rutgers-Newark, I used a dual methodological approach that combined institutional ethnography (IE) and case study methodologies. This approach required examining and reexamining responses to my interview questions to identify emerging patterns and themes that revealed how community engagement existed on the campus and institutional change over a forty-year period. De Vault and McCoy (2003) argued that IE allows the researcher to conduct interviews with a view for understanding everyday experiences. This was significant for my study since I examined processes that have shaped the experiences of professionals within the institution and to document what community engagement outreach initiatives have transpired over forty years. DeVault and McCoy (2003) argued, and I concur, that IE researchers know what they want to explain, but only step by step can they discover whom they need to interview or what texts and discourses they need to examine. Their work discussed the use of interviews as a primary approach intended for the investigation of organizational and institutional processes (De Vault and McCoy 2003). Campbell and Gregor (2004) point out in their book, *Mapping Social Relations, A Primer in Doing Institutional Ethnography*, that IE can be accessible for various types of studies and highlight examples of research conducted by IE practitioners. Campbell (1998) studied

sociology with Dorothy Smith and subsequently used IE in her research to study hospital management systems and pointed out,

Institutional ethnography, like other forms of ethnography, relies on interviewing, observation and documents as data. Institutional ethnography departs from other ethnographic approaches by treating those data not as the topic or object of interest, but as “entry” into the social relations of the setting. The idea is to tap into people’s expertise in the conduct of their everyday lives-their “work”... (p.57).

Although many of the details involved with conducting IE interviews are similar to most research methodologies used for inquiring, my study relied on the interviewing process as a primary focal point to obtaining key information. De Vault and McCoy stated:

Obviously, institutions cannot be studied and mapped out in their totality, and such is not the objective of institutional ethnography. Rather, the aim of the IE researcher is to explore particular corners or strands within a specific institutional complex, in ways that make visible their points of connection with other sites and courses of action (p.371).

This is demonstrated in the Maher and Tetreault’s study that they described in their book, *Privilege and Diversity in the Academy*. Using an IE approach, they explored institutional structures that created diversity through tracing the evolution of more diverse student and faculty populations over a forty year time period beginning in the mid sixties, at three institutions (Maher and Tetreault 2007). To investigate how the institutions changed over the years, their study combined campus visits, interviews, and the examination of institutional documents. Although they relied on interviews, their study

examined each institution from a historical perspective to construct a map into the present. I used a similar process in my research.

### **Historical Research/Narrative Inquiry**

Chapter three examines both the history of the city of Newark and Rutgers University-Newark, from its inception through 2010. It provides a synopsis of key historical developments that proceed the period that my research encompasses. I used techniques from both historical research and narrative inquiry to construct a historical narrative that traces community engagement on the Rutgers-Newark campus within a forty-year period, from the late 60's through the year 2010. However, the archival documents that were examined did not provide any listings that reflected campus wide community engagement activities that were underway during a specific time period.

More recent efforts to collect this data were not documented in the archival records that I reviewed. Yearbooks, newspapers, press releases and other public relations documents did reference specific activities and events. Marshall and Rossman (2006) and Berg (2007) purported that historical research involves a process that examines events or combination of events to uncover accounts of what happened in the past. Steven Diner (2004) provided the following overview for connecting the past to the present: "I'm a historian, and we historians understand the importance of historical memory. We realize that the way people remember the past defines how they understand the present" (Diner, 2004: [www.newark.rutgers.edu](http://www.newark.rutgers.edu)).

Craig (2005) provided an understanding of the distinction between historical research and narrative inquiry. She argued that historical research and narrative inquiry have

major similarities and differences even though they are similar methodologies. History oriented researchers pursue questions that have historical value from the onset, while narrative inquiry may take up questions or topics that may be of historical value but not as the major consideration (Craig, 2005). However, Rowlinson (2005), (cited in Swanson and Holton III, 2005) suggested that there is no one approach used in conducting historical research; however, he identified general steps for the researcher to follow:

1. Identification of the research topic and formulation of the research problem or question
2. Data collection or literature review
3. Evaluation of materials
4. Data synthesis
5. Report preparation or preparation of the narrative exposition

(Swanson and Holton III, 2005, p.297)

With regard to narrative inquiry, Riley, T. and Hawe, P. (2005) argued that this methodology allows researchers to see the world through the eyes of others. They explained:

Narrative inquiry attempts to understand how people think through events and what they value. We learn this through a close examination of how people talk about events and whose perspectives they draw on to make sense of such events. This may reveal itself in how and when particular events or activities are introduced, how tension is portrayed, and in how judgments are carried out (e.g. the portrayal of right and wrong) (p.229).

Their findings make the case for using narrative inquiry as a means to examine the complexity of an organization and to obtain insight from within to construct a meaningful

story to convey their findings. To investigate how the institution changed over the years, my study used campus interviews to collect primary data. Rowlinson (2005), guidelines were useful for my study and when combined with narrative inquiry were highly suitable for providing a lens to look into the present in order to frame the contemporary research that was required for examining RU-Newark's community outreach efforts.

I relied primarily on information obtained from the interviews to examine community engagement at the institution from a historical perspective and to assist in constructing a map into the present. However, I collected archival data as a secondary source to identify community engagement from the late 1960's to the year 2000 and to examine it to confirm dates and information obtained from the interviews. From the interviews with university administrators and faculty, I identified trends and developed generalizations to examine and evaluate the extent and longevity of the institution's involvement in its community.

### **Archival Documentation**

As previously stated, the archival documents that were examined generated data regarding the history of the City of Newark and Rutgers-Newark. For the examination of the institution, there were two stages of my archival research process. The first phase was to uncover the history of how the institution evolved. However, my study used interviews as a primary source and archival data as a secondary source to generate data for reconstructing what institutional outreach initiatives were undertaken from the late 1960s through the year 2000. Thus the second phase was to increase my understanding what happened regarding community engagement at the institution following the Newark civil

disorders and the Conklin Hall takeover in order to cross reference the data gathered from the interviews.

Archival data pertaining to Rutgers-Newark's outreach efforts during the 1960s through the year 2000 was examined. Various documents were reviewed and are listed in Appendix 5, including internal and external press releases, accountability and unit reports, newspaper articles, yearbooks and relevant and historical websites. This process uncovered some factors that limited the scope of my analysis, ranging from the absence of consistent filing protocols and incomplete dating of documents to the lack of a consistent rubric to identify engagement.

It is important to note that during the 1960s, the documents referenced minority recruitment and admissions as institutional initiatives. There was a press release for the campus announcing minority recruitment programs with the month and day cited but not the year. Minority student recruitment and admissions efforts were accelerated, along with the creation of support services, in response to the BOS demands following the Conklin Hall incident. These efforts are documented in Malcolm Talbot's official response to the BOS demands (see Appendix 6). The aforementioned press release announced the Rutgers Board of Governors' mandate to establish a program – "The Urban University Program" for minority and disadvantaged students at the institution (Rutgers-Newark Communications Office, 1969). The Urban University Program was a precursor to the establishment of the statewide Educational Opportunity Fund (EOF) Program at the University that was legislated in 1968 to provide access to higher education for economically and educationally disadvantaged students (State of New Jersey 2011). I have listed these programs in Appendix 5 primarily because the efforts



undertaken to identify and recruit students required outreach to schools and community-based entities. However, the documents describing the programs indicate that the purpose was to provide opportunities to underrepresented populations, which is more germane to diversity than outreach or engagement. Thus, during the 1960s and 1970s the rubric of “outreach” included an array of activities that ranged from recruitment at local high schools to serving on local and statewide community, advisory and policy boards.

It was not until the late 1970s that archival records contained specific references to outreach or engagement initiatives unrelated to minority student-based concerns. For example, in 1978 Norman Samuels, Dean of Newark Faculty of Arts and Sciences, cited relationships with external entities (The Newark Museum, The Newark Public Library and the New Jersey Historical Society) and conferences, symposiums and public performances that were held on the campus in his annual report. There was no prescribed or consistent filing format or filing system for collecting data pertaining to outreach. Furthermore, my investigation did not reveal any common definition or set of characteristics with which to classify an event, activity, program, etc., as “outreach.” For the late 1960s and early 1970s, the sources that proved most useful for generating data were press releases and news articles. By the mid to late 1970s, deans and accountability reports began identifying some aspects of the institution’s outreach activities. Nonetheless, as Yin (2009) pointed out, I had to be cautious in my review and analysis of the archival documents:

Important in reviewing any document is to understand that it was written for some specific purpose and some specific audience other than those to the case study being done. In this sense, the case study investigator is a vicarious observer, and the documentation evidence reflects a communication among other parties attempting to achieve some other objects. (p. 105)

It is possible that there was no intent to reference outreach in the documents that were archived, especially during the earlier periods that my study covered. Thus, the data that was retrieved may not be reflective of outreach activities that were actually underway during that timeframe. The archival documents also revealed that community outreach/engagement was defined differently among institutional leadership, faculty and staff. As indicated in the literature review, the terms community engagement, civic engagement, and community outreach are sometimes used interchangeably and are still being defined by scholars (Kellogg Commission, 1998; O'Connor, 2006).

I applied triangulation procedures to uncover or corroborate the archival data cited in this study. As Berg (2007) stated, “Although an extraordinarily useful source of data for some other questions, it is particularly important to use multiple procedures (triangulation) when working with archival data to reduce possible sources of error (missing data and so on)” (p. 256). Data collected during some of the interviews was utilized to refine or redirect my archival research and analysis and to identify community outreach activities and programs. For example, the Tractenberg interview helped to clarify the timeline for the creation of the law clinics. I was able to uncover the author of the press release regarding the minority recruitment initiative cited earlier in this discussion by pursuing references in a memorial tribute to a former employee (Tribute to Delora Jones Hicks, 2011).

Commencing with the year 2000, I used current sources of information to examine the data regarding outreach/engagement. In 2004, the Office of Campus Information and Conferences Services (now the Office of University-Community Partnerships) attempted to collect descriptive information regarding youth-focused

outreach/engagement efforts that were underway campus-wide. The objective was to produce an informational document for the Campus Information staff and members of the campus and local communities that was published in 2005. Thirty-three programs responded. In 2006, the office collected information for a second publication that generated 59 entries. By 2007, the Chancellor's office supported the production of this "community engagement" brochure. The survey for this issue attempted to also collect data from the respondents (e.g., term that the program was offered, profile of the population served, number of persons served, etc.). While there were 73 entries in this issue, only about 40 percent of the respondents provided some or all of the data requested. The survey that was developed and distributed for this study and the 2010 issue was more comprehensive, with extensive follow-up to collect missing information. This process yielded a 79 percent rate of response and 93 entries. Some of the respondents sponsored more than one program, and others provided just descriptions and contact information by phone or email.

The archival documents that I examined to identify outreach and engagement activities from the 1960s through 1999 are listed in Appendix 5. The data are organized by identifying the department, unit or source producing the document or activity, a general description of the data, and the archival source.

### **Conducting Backyard Research: Ethical Considerations**

Conducting "backyard" research on my own institution, with colleagues whom I am acquainted, can pose challenges. In my more than twenty years on the Rutgers-Newark campus, I have been fortunate to meet and know personally many of the cabinet-level administrators and faculty and administrators who have been at the University for many

years. Thus, some of the participants that I selected to interview for my study were longtime colleagues with whom I had worked on projects or committees. To avoid ethical and political dilemmas, I used a semi-structured interview protocol, using open-ended questions. I developed and provided an informed consent form, approved by the Institutional Review Board (IRB) for all participants to sign before engaging in the study. It was critical to have certain respondents agree that anonymity would not be an option since their institutional positions with dates would be revealed in the data and written into my dissertation. While the consent form outlined the details and explained the study, I also reviewed the information in the consent form with each respondent prior to each interview to ensure their acquiescence.

As previously discussed, Susan Semel (1994) argued that conducting backyard research is valuable. However, it requires that the researcher be keenly aware of incorporating protective mechanisms that must be used when writing the history in which one is closely involved from an insider's perspective. To this end, I was careful to exclude my own experiences at the institution when interviewing and conducting my analysis.

### **Data Collection Process**

I designed a questionnaire to gather information regarding current community engagement initiatives on the Rutgers-Newark campus. The completed questionnaires provided insight into the number of outreach programs and initiatives in which RU-N faculty staff and students are currently engaged. This data also included a description of the programs and a breakdown of the populations that were being engaged. I compiled data from the questionnaires to produce the Community Engagement brochure for the

RU-N campus. These data served as the initial basis of data analysis from which I identified potential study participants.

After reviewing the brochure, I contacted several faculty and staff members involved with community engagement. I also contacted administrators, in key leadership positions and involved with community initiatives. Since my study examined the evolution of community engagement on the Rutgers-Newark campus, I invited participants (administrator, faculty and staff) to be interviewed, one-on-one, about both their past and current knowledge of the campus transformation and their community engagement. I purposely reached out to members of the faculty and administration who had been employed at RU Newark in key leadership positions during the forty-year period of my study.

Only one of these faculty members declined to be interviewed for this study. Most of the participants were enthusiastic about being involved in my research. As stated above, I conducted and recorded one-on-one interviews using a semi-standardized interview protocol with open-ended questions. Notably, most of the key leaders were members of the RU-N Chancellor's cabinet. I also interviewed Dr. Norman Samuels, who had served as Provost from 1982-2002 (and worked at the campus for over forty years) and Dr. Steven Diner who served as Chancellor from 2002-2012. Both are currently in faculty positions on the campus. All of the participants extended to me an opportunity for follow-up meetings if needed and expressed interest in my research findings. Each interview varied in time, lasting between forty-five minutes to two hours, and I conducted them over an eight-month period between 2011-2012.

Since I have a long history and involvement at the university as an administrator, I had easy access to key campus leaders. Their participation was critical to my study since their insights provided an understanding of how Rutgers-Newark faculty, staff and administrators have engaged with the community since 1967. It should be noted that, each respondent was receptive to the interview questions and probes, which created a rich dialogue and produced a historical lens into the transformation of the Newark campus from a concrete, insular, barricade, self serving model to an engaged one. At the time of my interviews, all of the respondents were employed at RU Newark and had a long history on the Newark campus. Only one retired and left the university while I was conducting my research.

While analyzing the interview data, I employed multiple strategies of validity. The audiotapes were transcribed, reviewed, and coded. I looked for common themes that were then coded into a chart. The thematic chart represented the voice of each respondent and alongside this I made analytical notes. Through a comparison of significant events identified through archival documents with my participants' historical narratives and reflections, I constructed a narrative of the history of Rutgers-Newark and how it transformed from an insular campus into an engaged campus. Essentially, by comparing individual narratives, relevant documents and reports, along with significant events my research uncovered "how it happened" at Rutgers Newark and what are the lessons learned from the transformation. The following Table 4 is a schematic that summarizes my data collection process (methods, instruments and procedures) and which data address which research questions.

**Table 1**  
*Data Collection Process*

<b>Research Questions</b>	<b>Data Sources</b>	<b>Data Collection</b>
<p>Primary RQ1:  How has Rutgers-Newark's commitment to community engagement evolved since the 1967 Newark disorders?</p>	<ul style="list-style-type: none"> <li>• Interviews</li> <li>○ Community Engagement Questionnaire</li> <li>○ University documents (archival search) annual reports, yearbooks, publications, newspapers, strategic and master plans</li> <li>○ Public documents, City reports, master plan, journals, newspapers, letters</li> </ul>	<ul style="list-style-type: none"> <li>○ Consent form prepared and approved by IRB (participants identity revealed in the document)</li> <li>○ audio-taped and transcribed interviews</li> <li>○ coded and analyzed data</li> <li>○ Developed and distributed questionnaire to Rutgers Newark Campus</li> <li>○ Followed-up with calls to increase number of participants</li> <li>○ Catalogued and put information into database</li> <li>○ Coded and analyzed data</li> <li>○ Correlate data on Charts</li> <li>○ Hard copy collected or copied if possible</li> <li>○ If not, collect digital copy</li> <li>○ Index critical concepts and thoughts according to author's last name</li> <li>○ Created data-base charts to key in noteworthy archival items</li> </ul>
<b>Research Questions</b>	<b>Data Sources</b>	<b>Data Collection</b>
<p>RQ2. How did the physical design of Rutgers-Newark change as community engagement became a more explicit part of its mission?</p>	<ul style="list-style-type: none"> <li>○ Interviews</li> </ul>	<ul style="list-style-type: none"> <li>○ Recruited and interviewed participants</li> <li>○ Audio-taped and transcribed interviews</li> <li>○ Coded and analyzed data from interviews</li> </ul>

	<ul style="list-style-type: none"> <li>○ University documents, annual reports, yearbooks, publications, newspapers, strategic and master plans.</li> </ul>	<ul style="list-style-type: none"> <li>○ Reviewed archival data</li> <li>○ Collected /Photocopied and scanned pictures of the campus 1967-2010</li> <li>○ Compared photos of campus</li> <li>○ Took new photos of campus</li> </ul>
<b>Research Questions</b>	<b>Data Sources</b>	<b>Data Collection</b>
RQ3. What were the key events that influenced the growth of community engagement and how were they manifested on the Rutgers- Newark campus?	<ul style="list-style-type: none"> <li>• Interviews</li> <li>○ University documents annual reports yearbooks, publications newspapers, strategic and master plans.</li> <li>○ Public documents, City reports, master plan, journals , newspapers, letters , expand literature review</li> </ul>	<ul style="list-style-type: none"> <li>○ Constructed and sent out letter to potential interview candidates regarding my research</li> <li>○ Scheduled Interviews</li> <li>○ Audio-taped and transcribed</li> <li>○ Coded data</li> <li>○ Hard copy collected or copied</li> <li>○ If not – a digital copy was collected.</li> <li>○ Key words were highlighted for each item.</li> <li>○ Important concepts and thoughts were entered into the software to facilitate retrieval at subsequent research stages.</li> <li>○ indexed items by the author's last name or by the organization's first letter</li> <li>○ All material regarding interviews and archival file boxes in cabinet with locks.</li> </ul>
<b>Research Questions</b>	<b>Data Sources</b>	<b>Data Collection</b>
RQ4. How has the mission of the university been utilized in leveraging engagement (outreach) through active and collaborative partnerships with the community?	<ul style="list-style-type: none"> <li>○ Interviews</li> <li>○ University documents, annual reports, yearbooks, publications, newspapers, strategic and master plans.</li> <li>○ Public documents,</li> </ul>	<ul style="list-style-type: none"> <li>○ Data Analysis: Obtained through examination of interview data (transcripts)</li> <li>○ Performed data synthesis and results</li> <li>○ Reports</li> </ul>



	City reports , master plan, journals , newspapers, letters	
<b>Research Questions</b>	<b>Data Sources</b>	<b>Data Collection</b>
RQ5. What are the conditions that promote or hinder the university community engagement within and beyond its borders?	<ul style="list-style-type: none"> <li>○ Interviews</li> <li>○ University documents, annual reports, yearbooks, publications, newspapers, strategic and master plans.</li> </ul>	Obtained information from interviews and documents (data analysis )
<b>Research Questions</b>	<b>Data Sources</b>	<b>Data Collection</b>
RQ6. What tensions may or may not exist between the research requirements of an AAU research university and the advancement of community engagement?	<ul style="list-style-type: none"> <li>○ Interviews</li> <li>○ University documents, annual reports, yearbooks, publications, newspapers, strategic and master plans.</li> </ul>	Obtained information from interviews and documents for Q. 1,2,3,4,5.....

## **Chapter 4**

### **The Evolution of Community Engagement at Rutgers-Newark:**

#### **A Historical Perspective**

##### **City of Newark**

An examination of the history of Newark offers an additional context for understanding both the evolution of the Rutgers-Newark campus and its transformation into a more engaged institution. In particular, the shift in demographic and social conditions within the city generated new areas of need that could be appropriately addressed with support from the institution. The history of Newark parallels that of many urban cities, and their struggle for revitalization is a particular similarity. Newark is the largest city in the State of New Jersey with a history that predates the Revolutionary War. This chapter provides a historical summation of the city of Newark and chronicles the evolution of the Rutgers-Newark campus over four decades. It will describe key factors that influenced the growth of community engagement on the campus and the establishment of its own campus leadership and administration. Moreover, it will examine the changes in the physical design of the campus that occurred over four decades and provide a pictorial illustration of the changes.

Immigration during the 19th century had a profound impact on Newark. The Germans and Irish were among the earliest settlers, and they were soon joined by Italians, Jews, Hungarians, Poles, Slavs and Lithuanians (Anyon, 1997). Over 50 percent of the workforce in Newark was foreign-born, with low-paying jobs in manufacturing and living in poverty. In her book *Ghetto Schooling*, Jean Anyon (1997) discussed urban schools and the impact of living conditions of the working class and unemployed in urban

communities. She provides a historical examination of Newark, pointing out that Newark slums date back as far as 1832 with several wards evolving into modern day ghettos.

The urbanization issues encountered in Newark were reflective of conditions throughout New Jersey. The problems associated with the influx of poor immigrants began to surface as these populations increased and new ethnic groups emerged, creating tensions between the new arrivals and those who had settled earlier (Bebout & Grele, 1964). By the turn of the 20th century, New Jersey was one of the most prosperous states in the country. Often referred to as the Golden Era, it was a time of triumph and contentment. Newark was one of the leading industrial cities in the nation and provided one-fifth of all jobs in the state. Expanded employment opportunities generated by the Age of Industrialization accounted for the economic growth and development in the city. Newark flourished with many affluent residents. However, while some of its residents enjoyed a prosperous life, many others experienced an impoverished one. Industrialization promoted growth in the city while creating a larger gap between the affluent and the poor. Following the turn of the century, the arrival of significant numbers of new ethnic and racial groups into the city produced a dramatic shift in Newark's population. Thus, during the 20th century, this population shift coupled with the Depression created new challenges for the city (Cunningham, 2000). Although African Americans resided in Newark during the 19th century, it was during this "Great Migration," as it came to be called, that the population began to show a significant increase. The proportion of African Americans doubled between 1920 and 1930, reaching 38,880 (Cunningham, 2002). Different from their proportion in the Newark population, the number of African Americans increased nearly six-fold as shown in Table 1.

Scholar Clement Price, a historian at Rutgers University who has conducted extensive research on the history of blacks in Newark, explains that blacks experienced a level of oppression when “more blacks entered between 1920 and 1940 their numbers rose from 6,977 to 45,760, they were forced to settle in the worst neighborhoods, those being abandoned by poor and working class white immigrant groups” (Price, 1972). Ironically, this process of de facto segregation imposed one of the very conditions that blacks had attempted to escape in the South. Therefore, many resided in the Central Ward of Newark, which borders the Rutgers-Newark campus. The following chart provides a breakdown of the distribution of blacks in Newark between 1920 and 1940.

<b>Table 2</b>			
Percentage of Blacks in the Newark Population, 1920-1940			
<u>Year</u>	<u>Total Population</u>	<u>Number of Blacks</u>	<u>% of the total Population</u>
1920	414,524	6,977	4.0
1930	442,337	38,800	8.8
1940	429,760	45,760	10.7

Source: *New Jersey Anthology*, Clement Price, 1972.

Urban flight of the more affluent residents was followed by the Depression, which precipitated the loss of jobs and businesses and a preponderance of low-wage, unskilled workers, all combined to create an inadequate revenue base to support the city. The vast depopulation of middle-class whites and influx of poor blacks impacted the economy of the city and transformed the ethnic composition of some wards. Between 1950 and 1960, over 115,000 whites left the city, and the concentration of blacks rose from approximately 11 percent to almost 35 percent between 1940 and 1960. Although the overall number of residents in the city decreased, the number of blacks sharply increased,

and by 1959, 80 percent of the Central Ward residents were blacks. Newark's progression throughout the Golden Era, the Great Depression, the Great Migration, and urban flight of the affluent were all issues that reshaped the profile of the city from 1900 through the 1950s, and created conditions that have persisted to the present (Anyon, 1997; Cunningham, 2002). Two of the city's greatest challenges during the 20th century were the economic deterioration of the city and its school system. Newark's past provides a blueprint for analyzing the transformation of a rich affluent town to an urban city, and can be viewed as a model for understanding most urban cities. The city has served as a laboratory for studying the impact of industrialization and provides insight for addressing urban issues nationally. Although the city and school systems survived the departure of businesses and affluent whites, Newark never recovered from the turmoil of its past.

In 1967, the riots challenged the survival of the city. The ingredients for this civil disorder included jobs disappearing in the city, the closing of major manufacturers, poor housing and living conditions, coupled with the increased numbers of blacks who were located mainly in the Central Ward of the city who were primarily residing in high-rise public housing. Some still believe that many of the circumstances that provoked the riots such as racism, poverty, joblessness, and distressed neighborhoods still prevail in many urban cities, including Newark (Del Stover, 2007, Golway 2007; Gross, 1987; Sullivan & Jack, 2007; Sydney, 2000, Wright, 1989). While there is no panacea for fixing the city, it is apparent that the effects of inequality from past years remain deeply entrenched in the system and continue to impact the quality of business and educational services.

Innovative initiatives involving partnerships that bring together businesses and higher education institutions may provide a means to supplement limited resources and provide

needed expertise to address some of the inadequacies in the city. The following charts provide a breakdown of the population and racial distribution in Newark and in the Central Ward between 1950 through 1990.

**Table 3**  
**Population of Newark, 1950-1990**

Newark	1950	1960	1970	1980	1990
Population	438,776	405,220	381,930	329,248	275,221
Blacks	74,965	138,035	207,458	191,745	160,885
% Blacks	17.1%	34.1%	54.3%	58.2%	58.5%
Whites	363,149	265,889	168,382	101,417	78,771
% Whites	82.8%	65.6%	44.1%	30.8%	28.6%

Source: U.S. Bureau of the Census, Census of Population 1950, 1960, 1970, 1980, 1990 and the Project Community 1997 Research Project.

**Table 4**  
**Percentage of Population Race Distribution, 1990**

	Newark	Central Ward
Total Population	275,221	46,271
% of Total Population	100%	16.8%
% of African Americans	58.5%	93%
% of Whites	28.6%	2.3%
% of Other Minorities	12.9%	4.7%

Source: U.S. Bureau of Census of Population 1990

Over the past 50 years, Newark has made some strides in rebuilding the city in the aftermath of the riots, which devastated the city. During the past decade past, the city has

increased housing by 7,000 units while the population increased by 9,000, rendering it the second fastest-growing city in the Northeast (Newark Master Plan Re-Examination Report, 2009). Newark's downtown area has been undergoing a Renaissance that has generated new commercial investments which included an arts and cultural center, New Jersey Performing Arts Center (NJPAC), along with a sporting and a state of the art entertainment center, Bears and Eagles Riverfront Stadium and the Prudential Center (home of the NJ Devils). The following table highlights significant facts that characterize the 21st century Newark.

**Table 5**  
*City of Newark 2009*

<b>Newark At-A-Glance, 2009</b>	
•	Newark is the nation's third oldest city
•	147,000 people commute to work in Newark every day
•	76 companies have located their corporate headquarters within one mile of the intersection of Broad and Market Streets
•	Newark has the 2nd busiest airport in the New York City region and the 10th busiest in the country for handling cargo (Source: Airports Council International, 2008)
•	Newark has the largest port on the East Coast, and one of the most heavily used hubs on Amtrak's Northeast Corridor
•	Newark has over 60,000 students and faculty at its six colleges and universities – making it the fourth highest concentration of higher education on the East Coast
•	Newark has the state's leading performing arts center
•	Newark has the largest museum and library in the state
•	Newark has the fifth largest cathedral in North America (with spires higher than those of Notre Dame or Westminster Abbey)

Source: Newark Master Plan Re-Examination Plan, 2009.

Despite improved housing and the above indices of increased commercial activity, investment and prosperity, Newark still faces many challenges with failing schools and a population disproportionately affected by the economic recession. However, new political leadership in the city has been pursuing new partners in both the private and public sectors to join in the revitalization of the state's largest city. In 2009, Mayor Corey Booker and city officials collaborated with community stakeholders to reexamine the city's master plan and produced the Master Plan Re-Examination Report (2009). The purpose of the report was to provide a collective vision for the future of the city. According to the report, discussion sessions were held over a two-year cycle to reengage local community stakeholders, including higher education officials, in contributing to the transformation of the City. The report highlights various opportunities for partnering with the higher education community. This is significant since Newark has such a high concentration of higher education, with over 60,000 students and faculty at the six colleges located within the City (City of Newark, Master Plan Re-Examination Report, 2009). The report calls on these educational institutions to help with neighborhood revitalization and improving the quality of education for the City. This vision for Newark's renewal was summed up in Mayor Booker's address to Newark residents and key stakeholders in 2008:

We must let the world know that we, as a City, believe.  
We believe, like Stokeley Carmichael, that we are the leaders  
we have been waiting for.  
We believe like Gandhi, that we can be the change we wish to see in the world.  
We believe, like our founding fathers infused into the spirit of our Nation, that  
people united can never be defeated.  
We are Newark, New Jersey, Brick City, Believers in Life, Love, and Liberty.  
We believe in ourselves. We believe that we will create miracles in our sacred city.  
Let the world watch us rise.

(Mayor Corey Booker 2008, <http://www.ci.newark.nj.us/>)



## **Rutgers University-Newark Campus: The Rise of University-Community Engagement**

Rutgers-Newark has a rich history, deep roots in the city and a commitment to educating a diverse student population. According to a recent Middle States Reaccreditation Report (2008), “the campus has a long tradition of providing a first-rate education to students of modest means, to first generation college attendees, and to students of diverse racial, ethnic, and religious backgrounds” (p.1). Furthermore, the report (2008) views its location as a major benefit: “adjacent to New Jersey’s most concentrated cluster of cultural, scientific, and medical institutions, and government, business, legal, and mass media headquarters, has become an ever greater asset” (p.1).

Although higher education in Newark dates back to the 18<sup>th</sup> century with the College of New Jersey, now known as Princeton, the birth of the Rutgers-Newark campus had its beginnings in 1908 with the opening of the New Jersey Law School. This was followed by a merger of the Newark Institute of Arts and Sciences, and by 1929, both Dana College and Seth Boyden Business School were added. In 1936, this merger became formally known as the University of Newark. (Rutgers, A Century of Reaching Higher, 2008; Wechler 2010).



*Figure 6.* The New Jersey Law School opened in 1908.  
Source: <http://www.newark.rutgers.edu/photos/displayimage.php?pos=-94>

In 1946, the University of Newark merged with Rutgers University and became the Newark College of Rutgers University. Harold Wechsler (2008) provides an in-depth historical perspective of the evolution of Rutgers-Newark. His research reminds us that Rutgers-Newark was built upon the aspirations of faculty who professed a commitment to an urban mission. His examination of the history reveals that the Dana faculty had embraced the notion of serving a more diverse student population (Wechsler, 2008). This was vigorously supported by one of the institution's prominent trustees, Frank Kingdom. Weschler (2008) refers to the remarks in a campus newspaper, "Unlike most colleges", stated an article in the student newspaper, "Dana College is primarily a workers' institution". He further explains, Frank Kingdom built upon John Cotton Dana's vision of educating local youth from modest backgrounds" (p. 237).

Enrollment forecasts in 1959 indicated an urgent need for new and expanded facilities to accommodate the growth of the campus. By that time, the five colleges in Newark — School of Law, School of Business Administration, Newark College of Arts and Science, College of Pharmacy and the College of Nursing — were outgrowing the space they occupied, which totaled 173,844 square feet and enrolled over 10,000 students (Rutgers, The State University of New Jersey, 1959). Steven Diner (2003), historian and former chancellor, provides a vivid contextual depiction of the early days of the Newark campus in his 2003 address to the campus community. He explains:

Much of the University of Newark was housed in recycled buildings, including beer breweries, razor blade factories, and stables. Obviously the current campus has come a long way - but one crucial part of the University of Newark remains. The old

university existed to provide students of modest economic means the opportunity to get a first-rate but affordable education. Many of its students were children or grandchildren of immigrants - or immigrants themselves - and most were the first members of their families to go to college (Diner, 2003, September 16, <http://www.rutgers.edu/message-provost-0>).

It was during the 1950s that the University purchased a nearby Marlin factory, the YWCA building and other structures within the immediate vicinity to expand its academic programs and to accommodate the increased enrollment (McCormick, 1966). In 1959, a bond issue provided funds to finance construction on the Newark campus that expanded the campus with the addition of several new buildings (Rutgers, 2008). This major construction effort that spanned over two decades was vital to the growth of the campus.



Figure 7: Newark Campus 1966 (under construction on urban renewal land)  
Source : Rutgers Libraries Archives

### **Rutgers-Newark 1960s-1980s: Preparing for Change**

From 1963 through 1974, Malcolm Talbott served as vice president of Rutgers University, laying the foundation to expand and modernize the Newark campus. By the 1960s, the city's population had begun to change; the Central Ward where the campus is located was predominately black, while the population of the Rutgers-Newark campus remained predominately white. During the 1950s and 1960s, the white working class made up a significant proportion of the student body at Rutgers-Newark. The campus was a commuter campus and primarily accommodated the needs of these students, who did not reside in the immediate vicinity of the campus; Newark's population had changed as a result of white flight to the suburbs and black northern migration to urban areas (Price, 1972). Rutgers University as a whole (New Brunswick, Newark, and Camden campuses) remained primarily a white institution, with African Americans accounting for less than two percent of the undergraduate student population and three percent of the faculty (Rutgers-Newark, 2008). In 1967, there were no black faculty on the Newark campus and approximately four percent of the student population was black (McCormick 1990; Tractenburg, 2010). According to a Middle State's Report (2008), the late 1960s was a pivotal period for institutionalizing programs that consciously opened the campus to serve black students. Although much progress was made to expand the campus by building new facilities, it was also a time of unrest and civil disturbance both in the community and on campus. The students' protests against the lack of sufficient state appropriation for higher education and the Vietnam War along with other campus and national issues contributed to the unrest. Richard McCormick's book *Black Student Protest Movement at Rutgers* (1990) chronicles both black student activism and civil

unrest in black communities surrounding the various Rutgers campuses and their impact on university development and policies (McCormick, 1990).

In 1969, events occurred that forever changed, not only at the Rutgers-Newark campus but also at the university's other campuses: namely, the black student takeover of university buildings that occurred simultaneously on both of Rutgers' urban campuses (Camden and Newark). In Newark a group of student protestors, primarily from the Black Organization of Students (BOS), occupied Conklin Hall to protest the scarcity of black students, black faculty and minority-oriented academic programs on campus, and they demanded changes, both on the Newark campus and throughout the entire university. Vice President Talbott responded to the demands after extensive negotiations with members of the university and the BOS organization (McCormick 1990). With similar protests and demands by black students on all three of its campuses, the university sought to create more student programming that was oriented to meet the needs and interests of black students and established new enrollment goals that would increase the number of black students in the university. It also resulted in the hiring of more black faculty and staff and changes in the curriculum. Another major development at the undergraduate level was the creation of the Academic Foundations Center/Educational Opportunity Fund Program (AFC/EOF), which provided educational opportunities for underrepresented urban students.



Figure 8: Black Student Protest Movement, 1969.  
Source: Rutgers Yearbook 1969

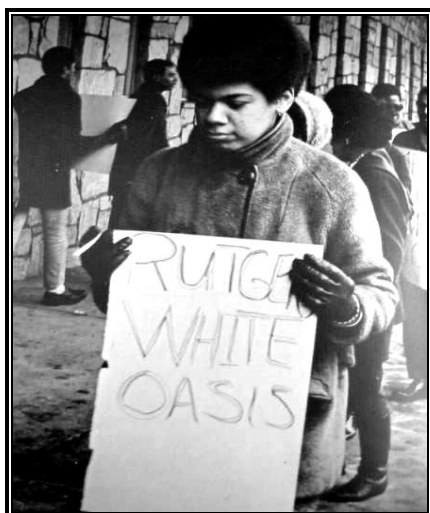


Figure 9: Black Student Protest Movement, 1969.  
Source: Rutgers Yearbook 1969, McCormick 1990

At the graduate professional school level, the creation of the Minority Student Program (MSP) at the Law School provided access to legal career opportunities for blacks and others who were historically excluded, while the establishment of the Clinical Program provided practical experience to students and offered representation for underserved individuals (Rutgers, Middle States Report, 2008). In his book, *A Centennial History of Rutgers Law School in Newark: Opening A Thousand Doors*

(2010), Paul Tractenberg, a renowned law professor at Rutgers School of Law in Newark and community advocate, provides an in-depth history of the Law School. His book chronicles the transformational process that the Law School underwent and presents a lens for examining how the school embraced community engagement as part of its mission and ultimately impacted the surrounding community. He points out that the 1967 turmoil in Newark led to the creation of three distinctive and continuing cornerstones in the Law School:

- A serious commitment to a diverse student body and faculty,
- The establishment of the an array of law school clinical programs and other curricular innovation
- A growing commitment to engaging students in public interest issues

The Law School was a major contributor and at the forefront of leading the Rutgers-Newark campus in offerings a high-quality academic experience to people of moderate and low income (Tractenberg, 2010).

### **Expansion of the Campus**

As previously mentioned, in 1959, after the war, a bond issue provided funds to finance the construction of many of the structures that form today's campus. By 1967, under the leadership of Vice President Talbott, construction for the Dana Cotton Library, Conklin Hall and Boyden Hall were completed. Although Conklin and Boyden Halls had entrances on University Avenue, the design of the buildings also had entrances that faced toward the library (which is in the center of the plaza) thereby isolating the core of the campus, creating an insular style structure to the campus as shown in figures 12 thru 19.

In 1971, the University acquired a building (formerly the Prudential Insurance Company printing plant) that was located within close proximity to the campus and created Bradley Hall. Simultaneously, the Golden Dome Gymnasium was constructed outside the perimeter of the main campus on nearby Warren and Washington Streets. The campus's borders were extending beyond the boundaries of the "main fortress area," and these two new structures helped with that expansion. Following this expansion of the campus there was major growth at the campus that ultimately laid the groundwork for transforming the campus into a major urban research institution. With new campus leadership, the next nine years would have a lasting impact on the growth and direction of the campus. This was achieved under Dr. James Young, who became the first Provost at Rutgers-Newark in 1973. Under his leadership Rutgers-Newark increased enrollment and forged articulation and joint programs with the four major colleges and universities in the city to develop the Council for Higher Education in Newark (CHEN) (Rutgers-Newark, archives <http://www.newark.rutgers.edu/newscenter/2009/06/319/>).

### **Rutgers-Newark 1980s – 2000: New Leadership, New Vision**

During the early 1980s, the campus came under new leadership with the appointment Dr. Norman Samuels, who served as Provost for the Newark campus from 1982 to 2002. Dr. Samuels had served as a member of the faculty and as Dean prior to becoming Provost. He recalls:

I started teaching at the end of the '60s and it was a very political time — the country was in upheaval, and students were very much distracted. They were interested in the war, in the enormous social changes, fundamental changes in behavior, relationships and expectations. All of that made you very conscious of the need and the



possibilities of changing the world around you...At that time the university wasn't an ivory tower...the opportunity to actually effect change became very attractive, and I got involved. Our own campus here in Newark was a very active place. The campus was overwhelmingly white in the city that was rapidly becoming primarily African-American. The pressure for us to admit more students was very strong...The black student takeover of Conklin Hall had a statewide impact and, in connection with other protest movements, resulted in a tremendous opening up of universities.

(Rutgers University, A Tribute to Norman Samuels, 2002)



Figure 10: Norman Samuels, Provost 1982-2002  
Source: Rutgers Newark Campus Communications Photo Archives

For more than 20 years, Norman Samuels was the driving force for creating a more engaged campus by forging relationships with the Greater Newark community. This was reflected in the establishment of centers and institutes that addressed community-based issues and needs. The Institute on Ethnicity, Cultural and the Modern Experience; the Cornwall Center for Metropolitan Studies; the Institute on Education Law and Policy; the Police Institute; the Center for the Study of Public Security and the Prudential Business Ethics Center were all established on the Newark campus during his tenure.

The law school significantly increased its services to needy area residents by launching several new clinics that engaged their students to serve those who could not afford legal assistance. The students conducted legal research, provided legal counsel and in some cases served as advocates in the court system. Moreover, the Law School served as a pioneer in providing litigation assistance by creating an Animal Rights Law Clinic in 1990, the first and only one of its kind in the nation (Rutgers-Newark Communications Office Archives, 1990; Rutgers-Newark School of Law, 2010). Other clinics included Community Law, Urban Legal, Environmental, Child Advocacy, Constitutional Litigation, Federal Tax Law and Special Education. The Street Law Program (providing opportunities for local youth to learn about their legal rights) and Domestic Violence Advocacy Project were other pro bono initiatives that furthered the school's longstanding commitment to public service by linking students to the community in order to create a better society (Rutgers Newark Law School, 2010). In 1998, Rutgers-Newark in partnership with over a dozen city based social service agencies opened The Rutgers Community Outreach Partnership Center to assist community agencies in revitalizing a targeted area in the West Ward of Newark. These initiatives exemplify the broad range of areas in which the institution was engaged. Norman Samuel's commitment to providing access to underrepresented populations and to improving the surrounding neighborhood had a lasting impact on the campus.

### **Growing the Campus**

Over the next two decades, Norman Samuels' vision to grow and diversify the campus was brought to fruition. The first residential unit, Talbott Apartments, was constructed in 1987 and housed graduate students. This was directly linked to the

growing number of the graduate schools and attracting top scholars to live on campus (Rutgers Newark, 2008). Woodward Hall, the first undergraduate residence hall, and Stonsby Commons, the first dining facility, soon emerged on the campus in 1990 (Rutgers-Newark 2008). These buildings helped to promote the growth of the campus by building a residential population, which also increased diversity on the campus. By 1997, Rutgers-Newark was ranked number one for student diversity by U.S News & World Report. This designation was an indication of a growing ethnic student population on the campus.

The complement of faculty and staff who worked at the institution became more diverse as well. Nonwhite faculty were approximately 22 percent of the teaching staff, and African American and Latino students comprised approximately nine percent of the student population. Moreover, 60 percent of the administrators and staff on the Newark campus were nonwhite; African Americans composed 40.9 percent and Latinos composed 16.2 percent of the nonwhite population (Rutgers University Registrar, 2010).

Not only were new buildings constructed during Samuels' tenure, but the landscape of the campus began to move away from the old fortress model to one that opened up the campus and created a more welcoming look by breaking down structures that had created barriers between the university and the community. In 1991, the campus architecture and grounds began to reflect a more open structural design that was more aesthetically appealing and accessible to pedestrians. The Aidekman Research Center and the Center for Law and Justice had wide pane glass facades, a significant departure from the concrete blockade facades of the buildings constructed a few decades earlier. The outdated concrete theme that dominated the campus grounds was being converted into

green space: The rather stark plaza area was transformed into one with greenery and numerous seating areas (see figures 26 and 27). The major entrance to the campus from University Avenue was opened to create a more inviting campus atmosphere (see figures 22 and 23). A new green plaza with benches was created to replace a street in front of the law and business schools, connecting the campus and opening new corridors (see figures 24 and 25).

Dr. Samuels also advanced the mission of the campus by working closely with the Council on Higher Education (CHEN). Although formed under the previous administration, the CHEN college presidents from the major public institutions in Newark during Samuels' tenure (Essex County College, New Jersey Institute of Technology and University of Medicine and Dentistry of New Jersey) viewed their institutions as a key source for revitalizing the city. The CHEN schools collaborated to develop new initiatives that included joint academic and research programs, academic conferences and economic investments. Collectively, CHEN institutions represent one of the region's largest academic communities with a mission that connects academia and community engagement (Roper Group, 2001).

### **Rutgers-Newark: 2000-2010: Advancing Community Engagement**

By the year 2000, a significant amount of work had been completed that transformed the appearance of the campus. However, fostering more meaningful relations with the community entailed more than a facelift for the campus. So to enhance the image of Rutgers-Newark and provide another conduit for interfacing with the community, Dr. Samuels created the Office of Campus Information and Conference Services (CICS) in 2001. CICS served as a formal liaison to link the campus to the community and

strengthening relationships within the Greater Newark area. Faculty and administrators were encouraged to host conferences on campus, and to create and develop new initiatives with local stakeholders, community organization, public and private schools, foundations, and local municipalities, county and state officials. Community-based entities were invited and encouraged to partner with the office in hosting programs and events on the campus. A trained cadre of students served as frontline customer service ambassadors for the campus.

In 2002, Dr. Steven Diner became Provost (the title was subsequently changed to Chancellor) for the Newark campus. During his tenure, he made community and civic engagement a campus priority. Under Diner's leadership, Rutgers-Newark continued to expand and grow while moving community engagement to the forefront of its mission. The work that Diner accomplished at Rutgers-Newark campus helped to transform the campus of a major urban research university into one with extensive urban-based research, scholarship and service initiatives. He explained, "Cities like Newark offer extraordinary opportunities for teaching, learning and research in the rich array of cultural, governmental, business and social agencies and in the neighborhoods that surround the campus" (Rutgers-Newark, OCCR 2009).



Figure 11: Steven Diner: Chancellor (2002-2011)  
Source: Rutgers-Newark [www.rutgers.edu](http://www.rutgers.edu)

Steven Diner's vision for growing Rutgers-Newark had a profound impact on the campus. An historian, with a research interest in US Urban History, Diner encouraged faculty to study the city and to embrace the community in order to build new connections that were mutually beneficial. Under his leadership, several new centers, such as the Center for the Study of Genocide, the Center for Urban Entrepreneurship and Economic Development, the Center for Nonprofit and Philanthropic Leadership and the Newark Schools Research Collaborative. In 2006, the School of Public Affairs and Administration was established. The campus borders were extended further when the Rutgers Business School and the Small Business Development Center were relocated to a new high-rise state-of-the-art facility in downtown Newark (see figures 34 and 35).

Diner reinvigorated the campus with a new residence hall that included retail space, which embodied his vision for a more vibrant campus that maintained a student presence during the day, evening and weekends. U.S. News & World Report has named Rutgers-Newark the most diverse university in the nation every year since 1997. Today, the campus is comprised of 31 buildings on 38 acres and serves close to 12,000 students

(Rutgers-Newark 2011, [www.rutgers.edu](http://www.rutgers.edu)). The following Table 3 provides a breakdown, of students and faculty on the Rutgers-Newark campus by race:

**Table 6**

Rutgers-Newark 2009-10 breakdown by race of students and faculty

<b>Rutgers-Newark 2009-10</b>	
<b>Undergraduate Student Enrollment</b>	
African-American	18%
Asian	25%
Latino	21%
White	28%
Foreign	2%
Other*	7%
*includes multirace and unknown	
<b>Full-time Faculty and Staff</b>	
African-American	7.7%
Asian	8.9%
Latino	0.2%
White	69.1%
Foreign	10.4%

Source: **Rutgers** 2009-10 Fact book

The campus had been partnering with the City, the community, and business leaders to reexamine the City (City of Newark, 2008). However, under Diner's leadership Rutgers-Newark took a more strategic role in reaching out to the community. With this new leadership came a new, expanded vision for the institution that embodied a renewed

commitment to community engagement and instigated new initiatives to achieve it. In 2007, Diner instituted a campus wide recognition award that honored faculty, staff, students and community organizations for their commitment to community engagement: These Chancellor's Awards for Community Engagement became an annual competition that rewarded and recognized members of the campus for working with and contributing to the surrounding community through research, teaching and service. He also appointed an internal committee to establish an annual institutional grant to support faculty initiatives for integrating community based-learning into their curriculum.

In 2010, the Office of Campus and Community Relations (OCCR) became the Office of University-Community Partnerships(OUCP) with an expanded mission to build and cultivate partnerships between the university and the community. The office's Executive Director was upgraded to Assistant Chancellor for University-Community Partnerships and became a member of the Chancellor's cabinet. OUCP serves as a primary vehicle for connecting students, faculty and staff to the community and for cataloging these efforts. OUCP publishes the *Rutgers Newark Community Engagement Brochure*. The 2010 edition cataloged ninety community engagement initiatives sponsored by various members of the Rutgers-Newark community.

Diner's leadership in fostering community engagement has been recognized throughout the locally, statewide, and nationally. Diner is a founding and executive board member of New Jersey Campus Compact, a chapter of a national coalition comprised of college and university presidents that was created to provide support structures to coordinate community engagement efforts (Campus Compact, 2011). Furthermore, he served as President of the Coalition of Urban and Metropolitan Universities (CUMU).



Founded in 1990, CUMU is an international affiliate organization of universities in metropolitan areas, whose primary mission involves serving as anchors for the communities in which they reside. Collectively, they provide opportunities for universities to further research, teaching and scholarship in urban cities. Diner can be credited with guiding the institution into prominence, as an engaged urban institution that has been formally recognized by the Carnegie Foundation for Advancement of Teaching as a community engaged institution.

During the fifty year period between 1960 and 2010, dynamic changes occurred both in Newark and within the institution. While its mission had always been grounded in serving the working class, it took acts of civil disorder and civil disobedience to bring proactive institutional responses to the changing demographics and socio-economic conditions that prevailed in the city where it resided. With visionary leadership committed to growing the campus and strengthening university-community relationships, Rutgers-Newark became nationally recognized for its diverse campus community and locally valued as an anchor institution in the City of Newark.

### **Rutgers-Newark: Pictorial Illustrations 1960's-2010**

The following pictures illustrate the changing the landscape of the campus from the fortress insular model to a more open 24/7 campus model.

#### ***The Look of the 60's: Preparing for Growth.***



Figure 12: Rutgers-Newark, Ackerson Hall -1965  
Source: Rutgers University Encore 1971



Figure 13 : Dana Library under construction (1965 )  
Source: <http://www.newark.rutgers.edu/photos/displayimage.php?pos=-90>

*Rutgers-Newark Campus 1967 to 1980.*



Figure 14: John Cotton Dana Library (1967)

Source: <http://www.newark.rutgers.edu/photos/displayimage.php?pos=-175>



Figure 15 : Bradley Hall was acquired in 1971.

Source: Rutgers University Encore 1980



Figure 16: Dana Library/Campus Plaza.  
Source: Rutgers University Encore 1971



Figure 17 : View of inside Campus Plaza  
Source: Rutgers University Encore 1975



Figure 18 : View of inside Campus Plaza cement ground covered  
Source: Rutgers University Encore 1975



Figure 19 : Conklin Hall, the main door entrances leads to inside the campus plaza.  
Source: Rutgers University Encore 1985



Figure 20: Boyden Hall The main door entrances leads to inside of the campus plaza.  
Source: Rutgers University Encore 1985



Figure 21: Old campus entrance on University Avenue.  
Source: Rutgers University Encore 1992



Figure 22 :New open campus entrance on University Avenue  
Sources: Rutgers University,Office of Communication 2011



Figure 23 :New open campus entrance on University Avenue  
Source : *Illustra*. Portraits of Rutgers. 2001.





Figure 24 : Campus corridor were added to connect the campus (former street converted to a plaza).  
Source: Rutgers University, Office of Communication 2010

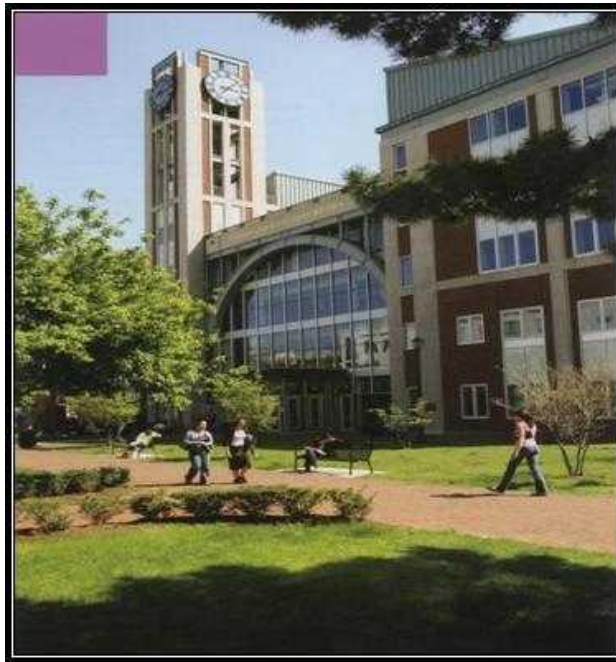
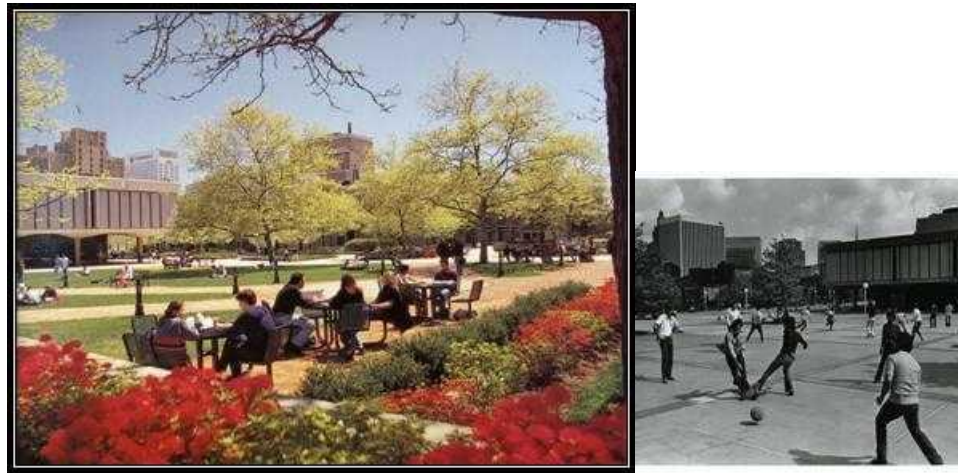


Figure 25 : Entrance to Rutgers Law School  
Sources: *Illustra*. Portraits of Rutgers. 2001

*Norman Samuels Plaza, new greener space to accommodate social interaction.*



**Figure:26** Rutgers- Newark Campus Plaza  
Source: Office of Campus Communications, 2010



**Figure:27** Rutgers-Newark Norman Samuels Campus Plaza  
Source: Rutgers University- Newark, Office of Campus Communications, 2010





Figure 28 : Rutgers University -Newark, Residence Hall  
Source: Rutgers University-Newark , Office of Campus Communications,2010



Figure 29: Rutgers University -Newark Residence Halls  
Source: Rutgers University-Newark Office of Campus Communications, 2010



Figure 30: Ackerson Hall, College of Nursing.  
Source: Office of Campus Communications, 2010

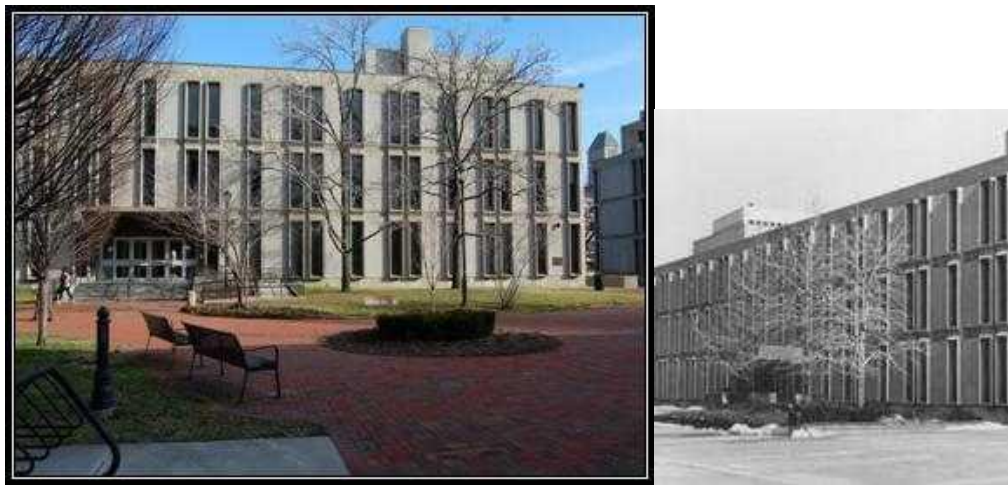


Figure 31: Conklin Hall, new green space, pedestrian friendly walkways.  
Source: Office of University-Community Partnerships, 2011



Figure 32: Bradley Hall  
Office of University-Community Partnerships, 2010



Figure 33: Bradley Hall  
Source: Office of University-Community Partnerships, 2010





Figure 34 : Rutgers Business School  
Source: Office of University-Community Partnerships, 2011



Figure 35 : Rutgers Business School  
Source: Office of University-Community Partnerships, 2011

## Chapter 5:

### Results

*“Universities are true anchors of the cities and of the revitalization of cities. One thing to remember is that universities do not leave. Businesses leave; corporations can pick up and leave. Universities do not leave, barely ever happens, that a university picks up.”*

*(Steven Diner Interview, July 2011)*

This study examines how Rutgers-Newark has transformed over four decades into a successfully engaged urban research institution. By identifying those issues that Rutgers-Newark addressed in formulating an engagement agenda consonant with the traditional mission of the institution, this study attempts to elucidate how urban universities can effectively transform from institutions making little effort to contribute to the communities in which they reside to ones that integrate research and scholarship, teaching, and service to positively impact their surrounding neighborhoods. Hence, this study contributes to knowledge to a new field that examines how metropolitan colleges and universities, through community engagement, can emerge as anchor and vital institutions in their communities.

To understand the transformative process that Rutgers-Newark underwent to become an engaged institution, as pointed out in Chapter 4, my research began with a review of archival documents to gain an historical perspective. I also reexamined archival data to validate data generated from the interviews. To guide my investigation of current engagement initiatives required the use of a survey instrument. The following section provides an analysis of the community engagement data generated from the survey.

## **Community Engagement Data Analysis**

Since 2005, the Office of University-Community Partnerships has been collecting data and publishing a brochure that identifies the array of community engagement initiatives that are offered by members of the Rutgers-Newark campus. For each successive publication, more comprehensive data were collected, indicating an increasingly larger number of programs offered. The Office of University-Community Partnerships (OUCP), formerly also known as the Office of Campus and Community Relations (OCCR) and as the Office of Campus Information and Conference Service, published its fourth edition of the *Community Engagement Brochure* in December 2010. The first campus-wide publication, published in 2005, was designed to highlight summer and academic year youth programs. The brochure listed 33 university outreach programs; the second publication contained 59 programs; the third edition contained 73 initiatives; and the last showcased 90 programs. The increased response was due to support from the Chancellor's office and the extensive follow-up process. The purpose of this annual publication is to display and celebrate the commitment that Rutgers-Newark is making in the Greater Newark community through its economic and intellectual resources and other assets in support of educational and social transformation. The data collected from the 2007-08 and 2010 surveys are discussed in the following sections.

## 2007 Community Engagement Survey and Brochure

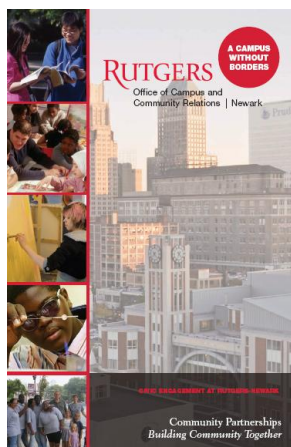


Figure 36: Community Engagement Brochure 2007-2008  
Source: Office of University and Community Engagement 2008

To assemble and quantify how the university was building outreach in the community, the third edition, entitled *Community Partnerships Brochure*, besides the standard descriptive and contact information, included a survey that requested the following information:

- 1) the type of partnership or community outreach activity,
- 2) when the program was offered,
- 3) the number of participants, and
- 4) the services it rendered.

Surveys were collected from 29 respondents (some of which administered different programs from the same office); however, with extensive follow-up phone calls and visits to departments on campus, program descriptions were obtained to produce a brochure that displayed a total of 73 programs. Of the 73 programs listed in the brochure, only 29 (40 percent) responded to some or all of the additional survey items. The survey generated the following data regarding community engagement:

## **2007 Survey Results**

### **1) The type of partnership or community outreach activity**

- 8 programs engaged participants in teaching programs
- 7 were tutoring/mentoring programs
- 7 activities catered to K-12
- 3 worked in research
- 13 offered training programs
- 6 were categorized as pre-college partnerships
- 3 offered service learning partnership programs
- 13 were categorized as other

### **2) When the program was offered**

- 14 programs were being offered in the fall
- 14 programs were being offered in the spring
- 9 programs were offered during the summer
- 5 were given throughout the year

### **3) The number of its participants**

- 162 faculty and staff participated in community outreach programs
- 648 students participated in some aspect of community outreach programs
- 25,151 community partners were involved in community outreach programs and other special initiatives on the Rutgers-Newark campus (most of this number included the statistics from the New Jersey Small Business Development Center [NJSBDC], which offers conferences and seminars statewide, and other large conference forums that were held on campus).
- 26 were children, 1,218 were adolescents, and 23,907 were adults

### **4) What kind of services were rendered**

- 7 held seminars
- 4 held forums as part of their community outreach activity
- 4 offered trainings
- 1 rendered consulting services
- 12 programs rendered other services as part of their community outreach partnerships, some of which included tutoring/mentoring, consulting, legal services, and community service



## 2010 Community Engagement Survey and Brochure

Between 2009 and 2010, the Office of University and Community Partnerships developed and administered a qualitative survey to the Rutgers-Newark community to determine the number and types of community engagement initiatives that were being offered by members of the Rutgers-Newark Community.

The survey for the 2010 publication yielded the most comprehensive data collected to date regarding community engagement on the Rutgers-Newark campus. As indicated in the previous section, once the surveys were distributed and collected, an aggressive follow-up process that included daily phone calls, emails and personal visits to campus departments was implemented. Therefore, in 2010, the Office of University-Community Partnerships identified 90 community outreach initiatives offered by the Rutgers-Newark campus community and organized them into 11 categories, which appear below in Figure 37.

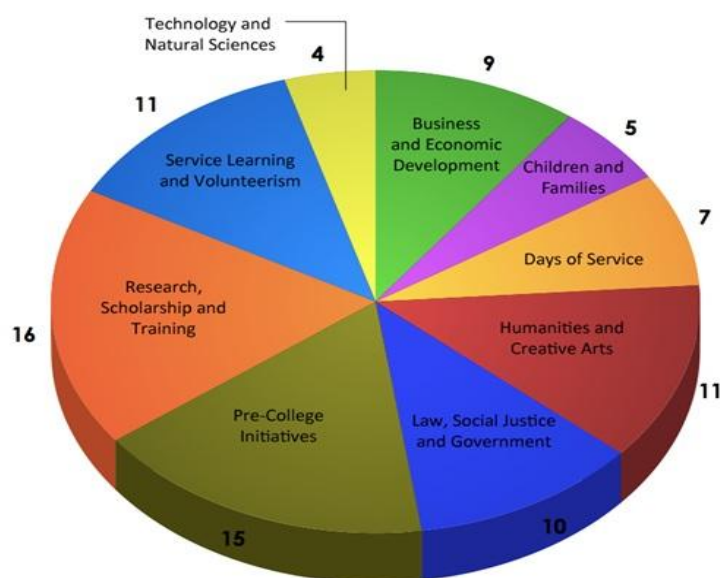


Figure 37: Community Engagement Categories at Rutgers-Newark  
Source: Office of University-Community Partnerships 2010

These data generated a directory from which several members of the faculty were identified and selected to be interviewed along with a previously selected cohort of administrators. What follows is an investigation of the ways in which the institution transitioned away from an inward-looking campus, which isolated the core of the campus, within an insular style structure that emulated the ivory tower model. The historical analysis generated some key factors and events that characterized and impacted the City of Newark (e.g., demographic and socioeconomic shifts) and the institution (e.g., growing enrollment and an expanding campus) during the decades under consideration in this study. However, the interviews were critical for gaining insight into the back-story of how the institution was transformed to its current status as an engaged urban research university. More specifically, the interviews were critical to gaining an internal perspective regarding issues and major historical events that directly influenced community engagement; what elements, internally and externally, played a role in advancing community engagement; the challenges that the university community may encounter when engaged beyond its border and those associated with meeting the research requirements of an Association of American Universities (AAU) research university while advancing community engagement.

## 2010 Survey Results

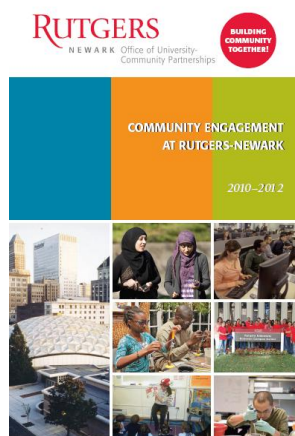


Figure 38: RU-Newark Community Engagement 2010-12 Brochure  
Source: Office of University-Community Partnerships 2010

OUCP issued the fourth edition of the *Community Engagement Brochure* in December 2010. The brochure process also included an in-depth questionnaire sent out to all Rutgers-Newark faculty and staff, designed to elicit information and statistics on the type of outreach and the number of persons that the Rutgers-Newark community serves. The survey incorporated questions that arose from the qualitative analysis of the previous questionnaire, which required some subjectivity such as defining and determining what constitutes community engagement. For example, the survey did not collect data on members of the Rutgers-Newark community who were serving on statewide boards, or personal businesses or initiatives not associated with Rutgers-Newark. The results produced 71 of 90 (79 percent) surveys returned. The following is a summary of the survey results.

- 35 percent of outreach programs cater to high school students.
- 35 percent of Rutgers-Newark faculty and 40 percent of Rutgers-Newark administration play a role in community engagement on campus.

- 25 percent of community outreach initiatives are supported by local foundations' funds.
- 50 percent of outreach programs take place weekdays throughout the year.
- 60 percent of outreach initiatives accommodate adolescents and young adults (11-25).
- More than 12 programs have existed on campus more than 10 years.

The following charts and graphs detail information obtained from the survey:

**Table 7**

**Community Engagement Categories**

Business and Economic Development	The Center for Urban Entrepreneurship and Economic Development (CUEED)
	GlassRoots: Into the Community Rutgers Institute for Ethical Leadership
	Capacity Building Symposium
	Common Ground
	Nonprofit Certificate Program
	Nonprofit Consulting Group
	MBA Team Consulting Program
	Rutgers-Newark Small Business Development Center (RNSBDC)
	Volunteer Income Tax Assistance (VITA)
Children and Families	Abbott Leadership Institute
	Baccalaureate Child Welfare Educational Program (BCWEP)
	Child Advocacy Clinic (CAC)
	Rutgers Domestic Violence Advocacy Project (DVAP)
	Social Work Major
Days of Service	Celebrity Reads
	Community Service Day
	Earth Day
	Job Shadow Day
	Public Service Day
	Read Across America Day
	Slam Dunk the Junk
Humanities and Creative Arts	American Studies and Public Humanities
	Annual Author Lecture and Book Signing
	The Gallery at the John
	Cotton Dana Library

	The Hoboken Dual Language Charter School (HoLa)
	Newark Metro: A Web Magazine
	The Newark Mosaic
	Paul Robeson Galleries
	Writers at Newark High School Program
	Writers at Newark Public Library Reading Group
	Writers at Newark Reading Series
	Writers at Newark High School Contest
Law, Social Justice and Government	Community Law Clinic
	Constitutional Litigation Clinic
	Environmental Law Clinic
	Federal Tax Law Clinic
	Fugitive Safe Surrender (FSS)
	Newark City Hall Executive Masters in Public Administration (EMPA) Program
	Special Education Clinic
	Street Law Program
	Urban Legal Clinic (ULC)
	Voter Assistance Program
Pre-College Initiatives	American Chemical Society Project SEED
	Future Business Computer Institute (FBCI)
	High School Outreach for Chemistry
	Library Science Center's Partners in Science
	Newark School Initiative (NSI)
	McNair Academic High School-Advanced Placement Courses
	Quest Scholar
	Roselle Afterschool College Readiness Program
	RU Ready for Work
	Rutgers Future Scholars (RFS)
	Rutgers Merck Summer Bioethics Institute
	Rutgers-Newark Ambassadors Program
	Saturday Academy
	Scholars Training and Enrichment Program (STEP)
	U.S. History Saturday Academy
Research, Scholarship and Training	The Center for Migration and the Global City (CMGC)
	Examining Affective and Cognitive Engagement
	The Institute on Ethnicity
	Culture and the Modern Experience
	The Gustav Heningburg Civic Fellows Program
	Marion Thompson Wright Lecture Series
	Teachers As Historians
	Health Risk Reduction Behavior
	Institute on Education Law and Policy (IELP)
	Institute of Jazz Studies Concert Series
	Jazz Research Roundtable Series

	Joseph C. Cornwall Center for Metropolitan Studies
	Newark Schools Research Collaborative (NSRC)
	Rutgers Immigrant Infrastructure Map Project (RIIM)
	Rutgers Memory Disorders Project
	The Rutgers-Newark African-American Alzheimer's Awareness Program
	Urban Teacher Education Program (UTEP)
Service Learning and Volunteerism	Citizenship and Service Education (CASE)
	Rutgers Business School (RBS) Dean's Advisory Council
	Educational Opportunity Fund (EOF) Community Service Initiative
	America Reads/Counts
	Firehouse Fund Program
	The Guardian Fellowship
	Internship in Spanish
	Portuguese and Lusophone Studies
	Energy Service Corps at Rutgers-Newark
	International Urban Leadership Exchange
	Student Outreach Council
	NJPIRG at Rutgers-Newark
Technology and Natural Sciences	Geoscience Scholars Program
	Highlands Environmental Research Institute (HeNRI)
	K-12 STEM Project
	Tech Saturdays

### Distribution of Population Served by Age Group

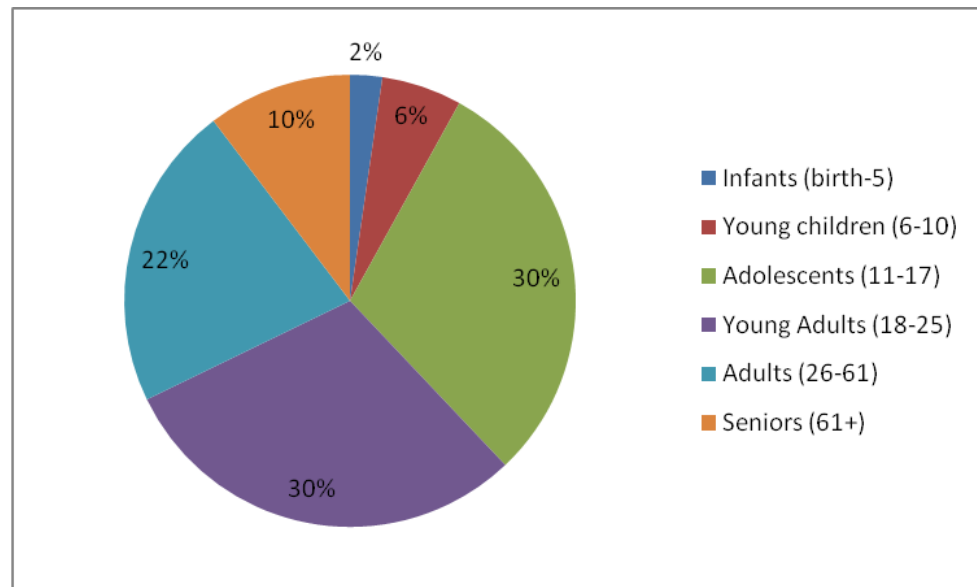


Figure 39 Distribution by age group

### Distribution of Population Served by Grade Level

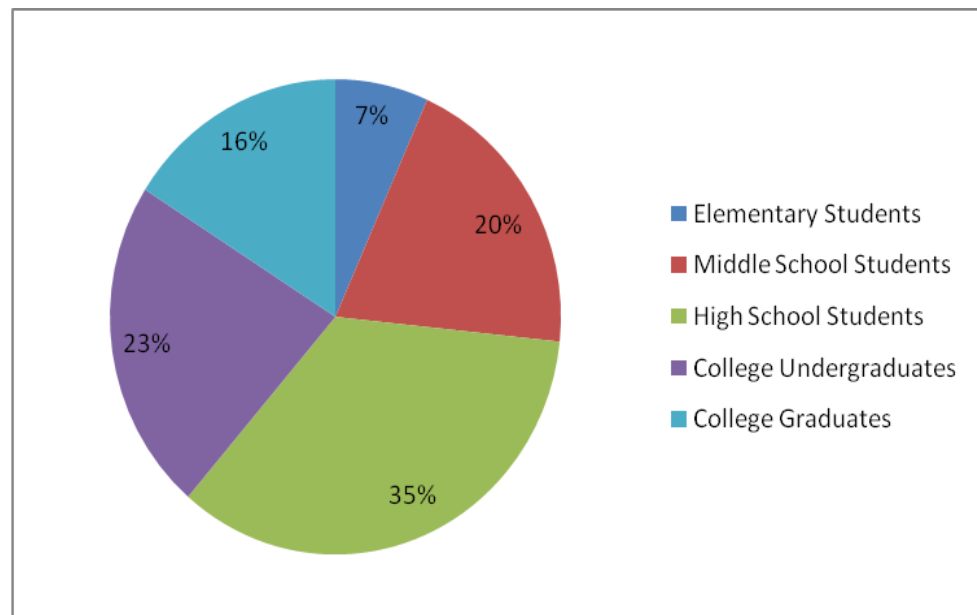
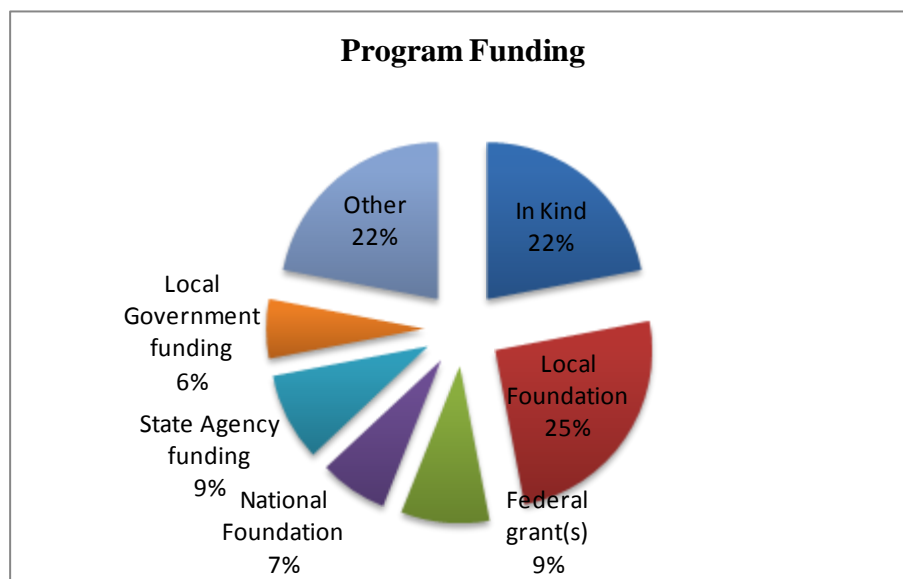


Figure 40 Distribution by grade level

**Table 8**  
**Distribution of When Programs Are Offered**

	Year Round		Fall Only		Spring Only		Other	
	Tally	%	Tally	%	Tally	%	Tally	%
Weekends	2	13%	4	9%	5	11%	0	0%
Weekdays	36	40%	17	40%	17	37%	5	71%
Daytime (Between 7AM - 5PM)	23	26%	14	33%	15	33%	2	29%
Starting after 3:00 PM	23	36%	3	7%	15	33%	0	0%
Starting after 5:00 PM	3	3%	3	7%	2	4%	0	0%
Other	9	10%	2	5%	4	9%	0	0%

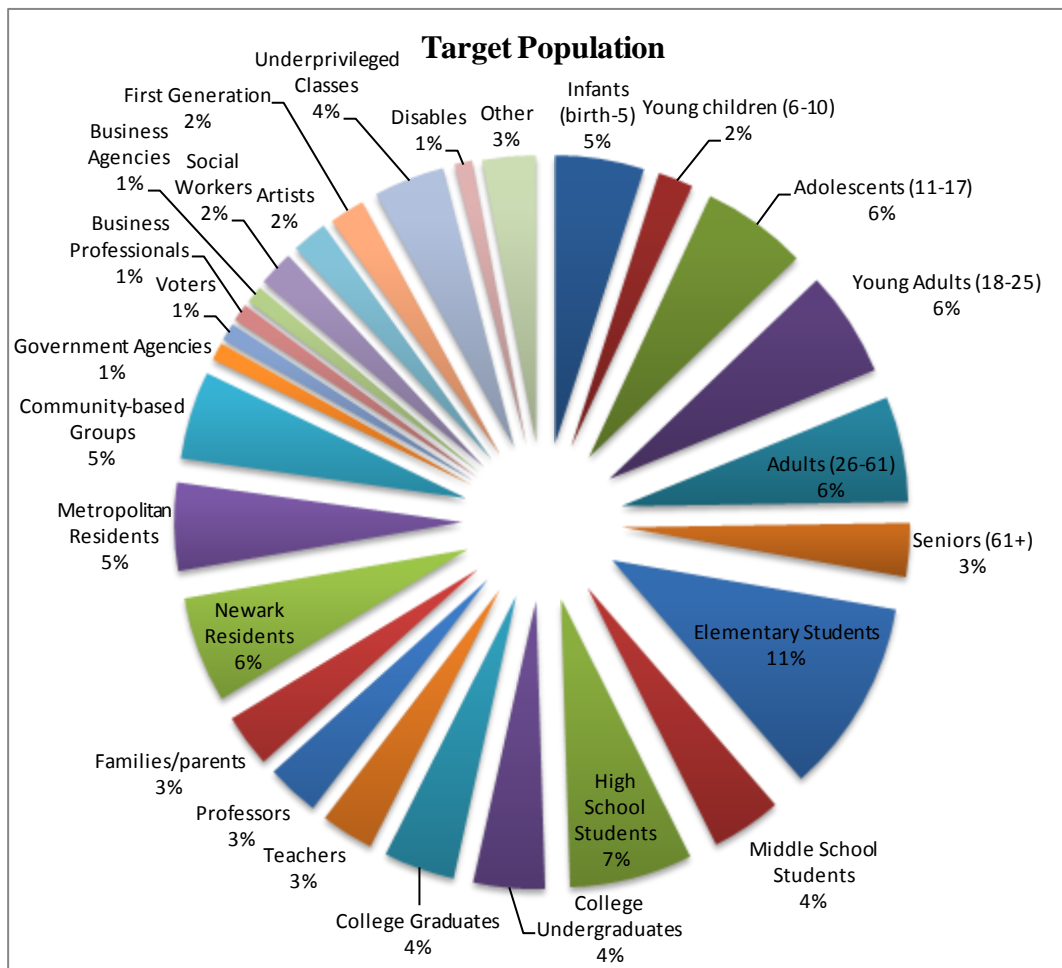
### Sources of Program Funding



**Figure 41: Program Funding**



## Distribution of Target Populations



**Figure 42 Target Population Distribution**

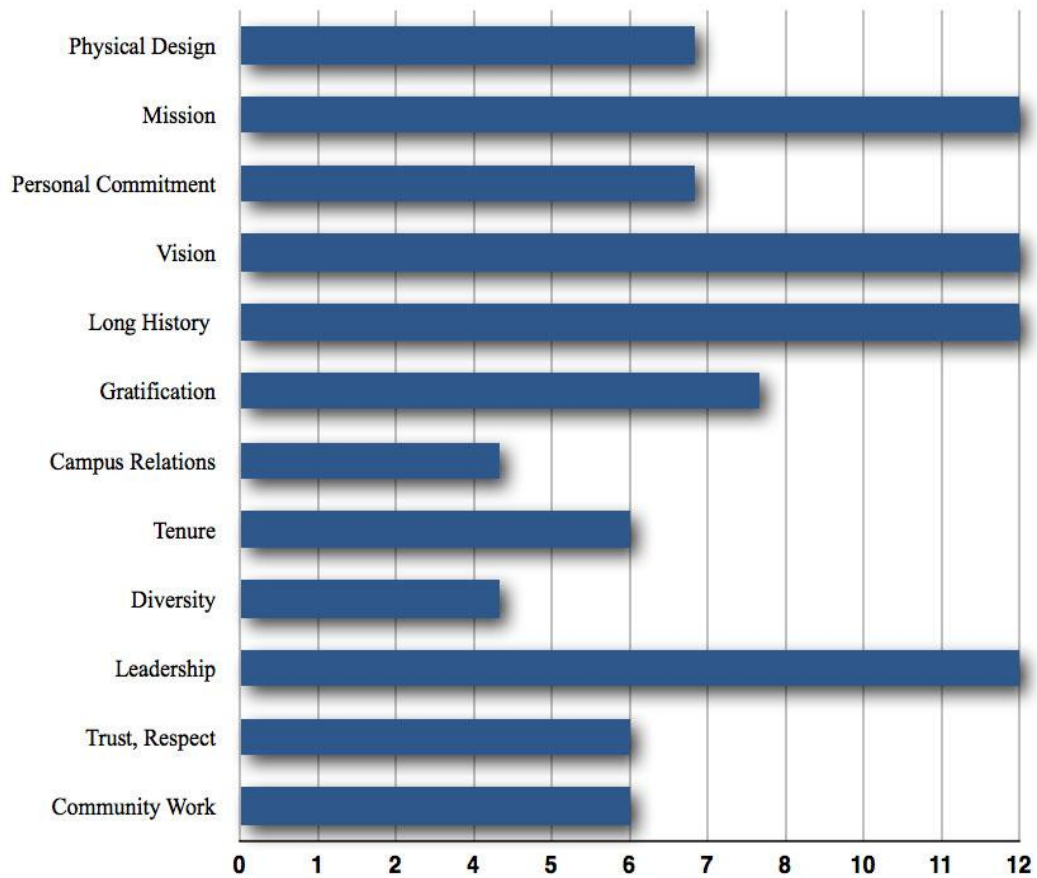
These data generated a directory from which several members of the faculty were identified and selected to be interviewed along with a previously selected cohort of administrators. What follows is an investigation of the ways in which the institution transitioned away from an inward-looking campus, which isolated the core of the campus, within an insular style structure that emulated the ivory tower model. The historical analysis generated some key factors and events that characterized and impacted the City of Newark (e.g., demographic and socioeconomic shifts) and the institution (e.g.,

growing enrollment and an expanding campus) during the decades under consideration in this study. However, the interviews were critical for gaining insight into the back-story of how the institution was transformed to its current status as an engaged urban research university. More specifically, the interviews were critical to gaining an internal perspective regarding issues and major historical events that directly influenced community engagement; what elements, internally and externally, played a role in advancing community engagement; the challenges that the university community may encounter when engaged beyond its border and those associated with meeting the research requirements of an Association of American Universities (AAU) research university while advancing community engagement.

The interviews, which were from 45 minutes to two hours in length, produced a rich source of data from which several themes emerged. The analysis and coding of the interviews revealed 12 themes that related to the primary and secondary research questions are shown in Table 5 which reflects the number of respondents that cited the specific themes that are displayed. For purposes of this study I will discuss those that were most commonly cited by all of the respondents.

**Table 9**

Emerging themes from interview respondents.



In this chapter, I will not recount the full content of each interview but rather present the themes that emerged from the data. Given the design of this case study, the interviews served as the primary source for investigating how Rutgers-Newark changed with regard to its mission and commitment to the surrounding community in the years following the 1967 Newark civil disturbances and the Black Student Organization takeover of one of its buildings in 1969.

## **From Turmoil to Triumph**

### **Guiding Research Question: How has Rutgers-Newark's commitment to community engagement evolved since the 1967 Newark disorders?**

This chapter presents the information gathered that strongly suggests that the 1967 Newark disorders and the Conklin Hall takeover were the beginning of a conscious effort by the institution and institutional leadership to recognize and embrace the community in which it was residing. Three of the interviewed campus community members distinctly identified the Newark riots as being a catalytic event that instigated change within Rutgers. Their combined experience at the campus totals over 100 years and provided a valuable lens for examining and linking to the past. Professors Paul Tractenberg, Norman Samuels, and Clement Price are all distinguished scholars and well respected by both their peers and the community. These scholars illuminate the fact that despite Rutgers-Newark's long tradition in the city of Newark with a mission of providing a first-rate education to students of modest means and first-generation students, by the 1960s this did not include the class of people who resided in Newark.

An expanding commuter campus located in the predominately black Central Ward, the campus did not reflect the changing demographics in Newark. In Chapter three, the history of the city is discussed indicate when and how the population changed in the city while the composition of the student and faculty population on the campus remained primarily the same until the 1960s. While the working class employed in the city during the 1950s and 1960s was not a reflection of those who resided in the city, it still consisted of persons of modest means who were able to escape to the nearby suburbs. Some of them enrolled in Rutgers-Newark and commuted to the campus. A key attraction to this

working-class population was the offering of evening classes. It was not the racial shift in the city's population alone, but also the civil rights movement that brought attention to the underrepresentation of blacks in higher education that instigated institutional attention to this population. Between 1965 and 1967, Rutgers University began addressing issues of inequality through the composition of a university-wide committee of faculty and administrators to increase the number of blacks on its campuses (McCormick, 1990).

Eventually, Rutgers-Newark was impacted by the changing demographics in the city, and the civil uprisings that erupted nationally and in Newark. Dr. Norman Samuels, former provost and faculty member, has been on the Rutgers-Newark campus for over four decades. He described the external realities that confronted the institution:

*Rutgers-Newark, for the first couple of decades of its existence, the 1950s the 1960s was really very much a colonnade of the New Brunswick campus. Really, no one in New Brunswick took leadership of the University. No one saw this as anything that would grow into something major and important.*

*Newark in the '50s and in the '60s was a city in rapid transition. People often talk about the riots, and in '68, the point in which the city changed in fundamental ways. Those changes were going on for many years before that. The city was shifting. A lot of the white population was leaving. It was becoming a predominately black city. A lot of the industries were leaving.*

*So, a lot of the changes in the city, changes in the politics, who ran the city, the city's affluence, all that was an ongoing process. The riots marked sort of a big, obvious dividing line. So in addition to Rutgers not wanting to be bothered too much by Newark and not really having the vision to grow into something large, it was the additional awkwardness of the University essentially being run by a white establishment and here in a primarily black city. They didn't know what to do with it really. Not a question of hostility or discomfort. Ignorance.*

*(N. Samuels, Interview, August 9, 2011).*

Another faculty member, Paul Tractenberg, a Board of Governors Distinguished Service Professor and Alfred C. Clapp Distinguished Public Service Professor of Law (one of the most prestigious honors bestowed on a faculty member at the University), is a

long-term faculty member at the Law School. Born and raised in Newark, he attended and graduated from the Newark public schools. Prior to joining the Law School, he worked in nearby New York and was involved in education, law and policy. In 1970, Kenneth Gibson, the first black mayor of the city of Newark, was elected. Professor Tractenberg was heavily involved with his election campaign and was instrumental in creating a Help and Community Center for Newark residents. In 1973, soon after he joined the Law School in Newark, he established the Education Law Center, which has served as a focal point for advocating for urban children and schools. Tractenberg provided an in-depth view for understanding some critical turning points for Rutgers-Newark. Moreover, he offered an understanding of the demographics, climate and societal impact of the Newark campus in the late 1960s and early 1970s. He recounted:

*The seminal event—depending on what you want to call it—riot in Newark in '67 and that led within a year, year and a half, to a radical transformation, I guess of the whole campus, but I think more pointedly, the Law School*

*We were not a diverse Law School. I think we had one black faculty member and two women on the faculty. The curriculum in the view of the students didn't reflect the concerns and needs of people like most of residents of Newark.*

*(P. Tractenberg, Interview September 22, 2011).*

During the interview, his reflections chronicled four decades of community engagement at the Law School. Significantly, it had been at the forefront of extending the institution's core mission beyond the classroom to the community through the creation of various law clinics. However, subsequent events that occurred within the university community instigated substantive changes at both the undergraduate and professional graduate levels. For the Newark campus, it was the black student takeover of Conklin Hall.

Dr. Clement Price, a Board of Governors Distinguished Service Professor at Rutgers who joined the faculty as an adjunct in 1969, acknowledged the Conklin Hall movement for opening the door for black faculty member such as himself. He was one of the first full-time black faculty members hired on the Rutgers-Newark campus. However, he also underscored the changing demographics of the city as another key element that influenced the hiring of black faculty and expanded the growth of community engagement. Providing an account of the earlier years, he explained:

*I joined the faculty as an adjunct instructor in 1969. I've always felt it was a direct response to the Conklin Hall takeover, to the liberation of Conklin Hall, because amongst the students' demands was the more black faculty be hired and also a course in African-American history also be taught. Now interestingly enough, there was already such a course being taught here at Rutgers-Newark, but it was taught by a white scholar, who was quite adequately prepared to teach that course, but these were the days it was great emphasis on black identity on the campus, being much more engaged with what was in fact by that time a predominately black city. So I was a beneficiary of both the identity movement and the Conklin Hall takeover, to be one of the first professors of color to be hired at Rutgers-Newark.*

*When I joined this faculty, this was an overwhelmingly white faculty, overwhelmingly white administration, overwhelmingly white student body, and over 40 years we've see a demographic transformation.*

*(C. Price, Interview, October 4, 2011).*

In Newark, the University response to the Conklin Hall takeover clearly left a lasting imprint on the campus and impacted the collective consciousness of the institution. In 1969, Vice President Malcolm Talbott, who had served as the chair of the Council of Equal Opportunity, met with the Newark students regarding their demands (See Appendix 5: BOS Demands). Tractenberg recalled those early days and the impact at the Law School:

*Malcolm Talbott, who was a law faculty member, became Vice President of Rutgers...*

*When the students complained about disconnect, the irrelevance of the Law School to the community to which it was based – really it was in but not of the community, he actually closed down the school for a day, canceled classes to have a broad community meeting.*

*Not just the Law School community but the broader community, and there were hundreds of people here for the day talking about how the Law School could be reshaped to reflect and serve the community. Out of that came a bunch of things, the minority student program, which I think is the longest enduring and most successful of any central program in the country.*

*(P. Tractenberg, Interview September 22, 2011).*

Richard P. McCormick (1990), a historian, corroborated this in his book, *Black Student Protest Movement at Rutgers*: “In 1968, there were but one hundred black lawyers in New Jersey. The Rutgers Law School, through its pioneering Minority Student Program, was responsible for more than doubling that number within a decade” (p. 107). Rutgers-Newark made a commitment to recruit more blacks to the campus, at both the undergraduate and graduate levels, to become more reflective of population residing in the surrounding community and to expand opportunities for access. It also provided venues for engaging students in the surrounding community and to assist those who were less fortunate. The Rutgers-Newark experience is one that went from turmoil to triumph. Norman Samuels illustrated this point:

*If you ask me what's the most single important milestone was: being chosen as the most diverse campus in the country, because that said to me that we had moved from 1967 where there were a couple or handful of black students on this campus.*  
*(Norman Samuels, Interview, August 9, 2011).*



## The Changing Landscape

**RSQ 1: How did the physical design of Rutgers-Newark change as community engagement became a more explicit part of its mission?**

*“Universities by their very nature got to grow. And it’s a place that’s going to grow long after I’m gone and long after you’re gone.”*  
(Norman Samuels, Interview, August 9, 2011).

Chapter three summarizes the transformation of the Rutgers-Newark campus and provides a historical summation of the changes during the past four decades. Forecasts for increased enrollment necessitated the construction of new buildings because Rutgers-Newark was outgrowing its facilities. Furthermore, its own distinct identity was being advanced by the new constructions on the campus. During the 1950s and 1960s, the insular architectural design that protected its boundaries was popular and dominated the campus, in a new library, two new buildings with classroom and office space and a gymnasium. The construction of new buildings on campus reflected the architectural design of the era and created an insular model.

Gene Vincenti, a Rutgers-Newark alumnus, served as Executive Vice Chancellor and worked at Rutgers for over 34 years. He worked directly with campus and city officials to redesign the campus. He actually witnessed the changes of the campus over four decades. He attended Rutgers-Newark as an undergraduate student, graduating in 1971. He continued his education at the Graduate School of Management (Rutgers Business School), graduating in 1973. In 1976, he was hired as assistant provost. He described his experience on the campus as a student in the late 1960s:

*When I first arrived on campus, much of my time was actually spent walking around the city going to different places, different buildings. There really wasn't a central*

*campus. The only new building that was open at that point in time was Ackerson Hall, which was built in 1965. And then in the fall of 1967, the Conklin Hall building opened; the Boyden Hall building opened; the Dana Library building opened; and the building which is now called the Robeson Campus Center opened. When you look at the campus today, those were the only buildings that existed in 1967; they became a part of the core of the campus area.*

*(G. Vincenti, Interview, October 25, 2011).*

In 1973, Rutgers-Newark had its first provost for the campus in James Young, who played a crucial role in guiding the institution in developing a distinct identity in an urban city. Gene Vincenti's primary responsibilities as assistant provost included working with officials to expand on campus facilities. He also served as a key point person in the development of the Newark University Heights district, a neighborhood located within the boundaries of the four institutions which make up the Council for Higher Education (CHEN), Rutgers-Newark, Essex County College, New Jersey Institute of Technology, and the University of Medicine and Dentistry. Vincenti explained how his role evolved over the years:

*In 1976, a position, Assistant Provost became available. I applied, met with Dr. Young. He hired me, and I worked at Rutgers-Newark from September of 1976 until I retired in June of 2010. In 1994 or 1995 my title was first changed to executive provost, then to executive vice chancellor. It included everything I had previously done, including budget and space and all of the financial systems for the campus. In addition to that, all of the relationships with The Council for Higher Education of Newark (CHEN), city government, and it just continued to grow.*

*(G. Vincenti, Interview, October 25, 2011).*

He further discusses the architecture design of the buildings during the early years.

Vincenti was responsible for overseeing many of the building projects:

*As the campus developed its programs, it required additional space; the campus began to take on a very mid-20th century look. Not aesthetically pleasing, there was very little use of brick. In the first building, we did have stone as architecture features but for whatever reason the university decided after those first few buildings were built that they were not going to keep the architecture design mode for some*

*reason. And basically, many of the buildings that were built in the 1970s and early 1980s were all built in a masonry form that was close to concrete.*  
*(Gene Vincenti, Interview, October 25, 2011)*

Rutgers-Newark had its own leadership dedicated to growing the campus, which was crucial for developing its own identity within a major research university located in an urban city. Norman Samuels explained:

*So to my mind, two things had to happen, and they happened in the 1970s. I see my involvement being really connected to those two things. Before Rutgers-Newark could become the most diverse campus in the country, before it could become a university among the major academic institutions, before it could become a research university and other things that we take such pride in, it had to establish a measure of independence from New Brunswick.*  
*(N. Samuels, Interview, August 9, 2011).*

The campus continued to expand with newer buildings into the 1970s, transforming the surrounding area of empty lots and dilapidated structures bordering the campus. Norman Samuels explained the importance of growing and changing the aesthetic appearance of the campus to attract more students locally and globally to create a diverse college community within the city:

*We need a few thousand students living on the campus so that graduate students, they're going to come from California, France, from Egypt, from any place else, and you need to have a place for them to live. But I also needed students from Newark.*  
*And they said, 'Why do you need students from Newark?' And I said because a lot of them don't have a quiet place to study. A lot of them don't have a place where they can be separated from the negative impact of the street.*  
*(N. Samuels, Interview, August 9, 2011).*

Samuels further discussed the importance of the construction in making the campus attractive to new students and improving the surrounding neighborhood:

*The dorms, in terms of building, the construction, were crucial because they involved us in the city in a way that nothing else could. People were going to live here. The city had to deal with us. Couldn't dismiss it, everything from political to police coverage, to everything else that you could think of.*

*To me, construction did two things: That block that our dorms are on was almost totally vacant. It was burnt down houses, rats running around, drug dealing going on, and it was a mess, right next door to the campus.*

*You had to get rid of that, because anybody who came to look at this campus would come here and take a look at that, and turn around and left. This was the worst kind of picture people had of a burned down city. So we had to acquire all that land and that required going to city council, getting them to condemn all of it; it meant endless court fights. When you talk about building, you have to understand it's not just the question of how something is built.*

*(N. Samuels, Interview, August 9, 2011)*

The history of how the campus appearance transformed is important because it was part of the framework for a multifaceted approach that encompassed integrating a common mission across the CHEN campuses, to work and plan together to create a “college town” appearance and persona. Gene Vincenti also emphasized the importance of growing the campus. He stated:

*It was the need for on-campus housing that began to garner the interest of all four of the presidents in Newark to look how to grow the community engagement aspect of each of the campuses. I say it that way because the campuses needed to grow. They needed to grow not only in terms of their enrollment, but they also needed to grow in terms of acquiring new facilities.*

*(Interview, October 25, 2011)*

As stated previously, to attract undergraduate and graduate students locally and globally, Rutgers needed to expand its facilities, particularly housing. Furthermore, to attract students to an urban university, Rutgers also had to begin transitioning the look of the campus into a new urban design that was prevalent in many urban communities and campuses during the early 1980s, namely “new urbanism.” (N. Samuels, Interview September 2011 , G. Vincenti , Interview, October 2011). Although this term was used to describe city revitalization, it was also applicable for Rutgers-Newark, which had been a commuter campus and was transforming its space to accommodate a more diverse

population consisting traditional and nontraditional age groups of residents and commuters. This new urbanism approach created neighborhoods with more green, shared space that encouraged walking and sitting, which builds and promotes a sense of community (NewUrbanism.org, 2011). Residential and commuter students could meet outdoors on plazas, squares and other common spaces on campus to promote a sense of pride and community. The space included more pedestrian-friendly areas throughout the campus corridors as the campus expanded its borders. Likewise, this complemented the design of the city, which was transforming neighborhoods from ones with high-rise buildings to ones with mixed-use housing and revitalizing the downtown area where the campus is located (G.Vincenti, Interview, October 2011).

Many urban institutions had been integrating their campuses with public spaces that foster interaction between university students, faculty and staff, and their local communities. Campus design was critical to the process of promoting these relationships. The configuration of the physical environment helped to define the character of the campus. As Jane Jacobs (1972), reminds us, streets in cities serve many purposes besides carrying vehicles; she explains that city sidewalks in conjunction with the buildings and borders help to define the character of a city. A good city develops parks and plaza squares that promote daily walking and running regimens as well as pedestrian interaction. It is structured to promote social interaction in public squares and is structured to promote social interaction among residents in the neighborhoods. Rutgers-Newark was being redefined not only by its composition of students, faculty and staff, but also by the characterization of its physical appearance. My interview with Vincenti corroborated my findings from the review of archival photos displayed in (Chapter: 3

Figures 12 thru 35) and offered a dimension that provided additional insight regarding the insular construction of the campus. The original designs represented the fortress model, which was devised to contain the campus as an academic oasis in downtown Newark. According to Vincenti, building structures of the earlier years were not altered to accommodate linkages between city residents and university students and faculty.

Vincenti pointed out:

*What the university has been able to do over time is rather than only looking internally at what the university's needs and requirements are, it continued to learn how to melt those internal needs with the external needs of the community around it. By constructing the buildings in a way that they became open for community activities and be able to provide direct services that has helped the university develop its relationship with the community surrounding it.*

*One of the things we were working on over time was the physical opening of the campus to the broader community that surrounded it. So back in 1967, what was then called the Campus Plaza (now is called Norman Samuels Campus Plaza) was literally almost all concrete. Over time, working with faculty and students' representatives and with members of the community, we began to develop a plan for what I refer to as the greening of the campus. And one of the first things that we worked on is the development of just a small patch of green space in front of Bradley Hall. You know what Bradley Hall looked like. But, you have to imagine that 20 years ago. Rutgers did not own all the property that surrounded Bradley Hall right around Warren Street. So, the university was acquiring property in those days, back in the 1980s, right around Bradley Hall.*

*The University decided that it really wanted to begin to change the way the campus looked, make it more opening and inviting to the campus community. Bradley Hall, of course, is another building that has academic facilities that are open to the community; bookstore on the first floor when you walk into the building, and then there is a 300-seat black box theater that is open to the community. So, we basically transform that corner into, as much as possible, a very nice green space, lots of grass, new entrance, new walkway; all of that, new material there.*

*(G. Vincenti, Interview, October 25, 2011).*

In my interview with Dr. Steven Diner, (Chancellor (2002-2011), he also emphasized the importance of the physical appearance of the campus. He concurred that the earlier architectural design of the buildings on campus created an insular fortress model and did

not serve as a bridge for linking the neighborhood and the campus community. Diner recalled:

*When I came here, I was struck by the design of the original campus. If you look at the original campus, it was built as a fortress to keep out the city. And it's ugly, by the way, the narrow little windows. It was the 1960s.*

*The original plaza was just concrete. None of our kids were going to sit around, so we put trees, benches, open plazas. What you're doing is you're inviting students to be part of the street and you're inviting people from the community to come in, so symbolically you do that in design.*

*(S. Diner, Interview, July 26, 2011).*

The addition of residential facilities and the redesign of a greener campus with outdoor seating were critical to changing the appearance of the campus. The invisible wall faded, and the green spaces and openness of the campus have made Rutgers-Newark more attractive to the academic community and the local residents. Dr. Clement Price eloquently summarizes the impact of the transformation:

*The buildings were without many windows. It looked like a concrete slab of a campus. There were not many plantings, very little trees. So it was somewhat off-putting, but over more than a generation this has evolved to a very aesthetically appealing campus, a green campus, a campus in which some of the newer buildings are architecturally interesting and a campus that now is more welcoming to the people that live in this town.*

*If you look at something like the Norman Samuels Plaza or the Paul Robeson Gallery or the athletic field, which I believe is called the Alumni Field, all of these give this campus a more welcoming appearance. Welcoming to who? To the students, faculty, administrators, and the community at large. I now love to take people around this campus and point to why a building is named after Paul Robeson, why is there a plaque in the vestibule of Conklin Hall, who was Bessie Hill.*

*All of these elements of change make this campus, again, welcoming, aesthetically appealing, and relevant to the community.*

*(C. Price, Interview, October 4, 2011)*

Going into the study, I imagined that the physical changes to the campus corresponded with the increase in community involvement. However, the evidence

suggested that physical changes was not initiated to increase community engagement. The changes in the physical design of the campus were not intended to influence community outreach between the campus and community, but essentially to create a first rate urban research university that could attract more students on campus; be more aesthetically appealing; promote interaction among faculty, staff and students; and support the academic culture of a research university that happened to be located in an urban city. Thus, even though the architectural changes helped connect the Rutgers-Newark campus with the City of Newark, my findings do not indicate a direct correlation between this aspect of the development and expansion of the campus and the increase in the number of community engagement initiatives.

**RSQ2: What were the key events that influenced the growth of community engagement and how were they manifested on the Rutgers-Newark campus?**

The investigations of the 1967 Newark civil disorder and the 1969 student takeover of Conklin Hall (on the Rutgers-Newark campus) were conducted to determine how they related to community engagement. The research indicated that both events, the 1967 Newark civil disorder and the 1969 Black Organization Student (BOS) student takeover of Conklin Hall did indeed have an impact on different sectors of the institution and their involvement with the surrounding community. In the case of the Newark riots, Rutgers Law School adopted a policy that targeted the recruitment of black faculty and students and expanded the curriculum to offer law clinics that served local residents and served as a practicum for students. The archival data and the Tractenberg interview corroborated



that the Newark riots precipitated the creation of law clinics to provide pro bono legal services to local residents.

The Conklin Hall takeover also brought attention to the need to both hire more black faculty and staff, and it also increased the number of black student. Moreover, the Conklin Hall takeover was pivotal in redirecting university resources to address the lack of diversity between faculty and staff and the absence of institutional support for black students at Rutgers-Newark. It also challenged Rutgers to use its academic and other institutional resources to address the educational and quality of life issues for black students on campus. The archival data revealed that the institution launched specific initiatives to recruit and enroll black students at Rutgers-Newark. This required outreach to the community. In the 60's, a special recruiter was hired to accomplish this task.

As was pointed out by Dr. Clement Price, he attributed his hiring as a direct result of the Conklin Hall takeover movement. He currently heads the Institute on Ethnicity and the Modern Experience for Ethnicity and established one of the longest standing engagement programs on the Newark campus. The Marion Thompson Wright Lecture Series brings a combined audience comprised of over six hundred people from the surrounding community and higher education to the campus annually.

Both events, the 1967 civil disorders and the 1969 student takeover of Conklin Hall proved to be pivotal for acknowledging the underrepresented population that comprised the community in which the institution resided. My findings identified no subsequent events of comparable proportion that impacted the evolution of community engagement on the campus in the decades that followed.

**RSQ3: How has the mission of the university been utilized in leveraging engagement (outreach) through active and collaborative partnerships with the community?**

Those interviewed reported institutional leadership, vision, and mission as key factors for promoting community engagement. This assertion by faculty and key administrators, most of whom have been at the institution for well over a decade, offers insight into the importance of translating these characteristics into a guiding framework for the institution. In 2004, the importance of leadership was addressed in a report generated by 41 higher educational leaders at the Wingspread Conference. The report, *Institutionalizing University Engagement*, stated;

Presidents, chancellors and provosts have an important role in championing engagement, not only as a result of their position at the nexus of campus and community, but also as those individuals most vested in the leadership and success of their institutions. University engagement offers new resources, creative new research directions, national leadership opportunities and the potential to attract high-caliber students who demand learning based in experience.

The task for such academic leaders is to provide the institution with a vision for an engaged university and to critically reflect on the process of moving toward it- facilitating a renewed mission, mirroring collaboration, encouraging a culture of experimentation and innovation, and communicating with audiences inside and outside the university. (p.15)

***Leadership : Creating a Vision for Strengthening Ties between the Institution and the Community***

The interviewees identified that leadership was a major factor for advancing community engagement at the institution. Rutgers-Newark campus during the past 40 years. Young understood the need to develop and expand facilities; however, his responsiveness during his direct negotiations with BOS and the Newark community began a dialogue that caused the institution to be cognizant and conscious of its immediate surroundings. As pointed out during his interview, Samuels desire to create a distinct identity for Rutgers-Newark was reflected in a new, improved image of the Newark campus that included building new campus facilities, recruiting a more diverse population that attracted high academic achievers (nationally and locally), a redesigned greener campus and renewed commitment to transforming the surrounding neighborhoods.

Steven Diner brought to fruition a leadership style that reinvented the Newark campus's relationship with the community. He expanded the relationships established by Samuels and created a new presence that linked the community and institution. As previously mentioned, a major strength of institutions that were classified by the Carnegie Foundation as engaged was the ability to align the mission, leadership, recognition, budgetary support, infrastructure, faculty development and strategic plan, and Diner promoted this (Driscoll, 2008). Most of these elements were clearly evident during Diner's administration because he understood the importance of his leadership role in advancing Rutgers-Newark as an engaged institution. He stated:

*Leadership is the key thing in promoting engagement. Most faculty don't know a whole lot about community engagement from the graduate studies but there are lots of things they're interested in, and when they come here and see what's possible they begin to think, so leadership at many levels. I think first and foremost, you do need leadership that articulates this and says this is not just doing good things, this is not just social service, this is integral, which is a mission of the University which is teaching research, and you need leadership at the top. I think we have leadership at every level.*

*(S. Diner, Interview, July 26, 2011)*

Two of the faculty members interviewed specifically acknowledged the importance of effective leadership in successfully tendering an institutional community engagement agenda. Alan Sadovnik, Board of Governors Distinguished Service Professor, is a leading academic scholar of sociology of education and urban and educational reform improvement who has been on the campus for over a decade. In 2000, he arrived on campus as the newly-appointed Chair of the Education and Academic Foundations department. Currently, he serves as Director of the Urban Educational Policy Specialization in the Urban Systems Ph.D Program, a collaboration between three institutions (Rutgers-Newark, NJIT, UMDNJ) and is the Co-Director of the Institute of the Education and Law Policy and Co-Director for the Newark School Research Collaborative. In 2010, he was a recipient of the Chancellor's Community Engagement Award, which recognized him for his outstanding work with the community and the Newark Public Schools. According to Sadovnik:

*There has to be an external commitment and that comes from the top. And Steve Diner – I think you have to trace it back – it began with Steve Diner. It began with Norman Samuels, and I think that Norman's vision with CHEN, which Rutgers-Newark took a lead in, would be a vital higher education collaboration to help rebuild the city.*

*(A. Sadovnik, Interview, September 27, 2011)*

The second faculty member to underscore the importance of leadership in promoting the campus's community engagement was psychology professor Barry Komisaruk. a

Board of Governors Distinguished Service Professor, who has been on the campus for well over four decades. He joined Rutgers in 1966, and has served as Associate Dean of the Graduate School. He has received numerous grants for research and for programs that provide access for minorities in the sciences. He is known for creating science initiatives for teachers and students. He explicitly pointed to leadership as an important factor for integrating academic scholarship, research and teaching with community engagement:

*Leadership helped to change how the campus related to the community. Steven Diner has taken on initiatives to relate to the local community, integrating academic and community missions. What universities can do is give their expertise to help, and I think that's been the model. I think Steven Diner has taken on a significant initiative to relate the institution to the community. It sounds like that is the thing he is most proud of. In terms of that development, I think he's been the spark plug for that.*

*(B. Komisaruk, Interview, July, 19, 2010)*

While effective leadership is requisite to launching and implementing a successful community engagement agenda, Diner's expertise as an urban historian likely guided him in identifying community needs and forging community relationships. But it was his vision for Rutgers-Newark as an engaged research university that provided a framework for members of the campus community to pursue relevant research and to develop the initiatives and pedagogy to advance the engagement agenda.

### ***Vision: Conceptualization for Creating a New Statement of Purpose***

All of the interview respondents were asked to identify conditions that hinder or promote the University's engagement beyond its borders. For instance, when asked to identify key elements that influenced the growth of community engagement at Rutgers-Newark, most of the respondents unequivocally pointed to "vision" and directly associated it with institutional leadership. Transforming an institution into one that is

recognized for being engaged actively in its community does not occur overnight. It is achieved by being strategic, consistent, and visionary. To become a good neighbor for the community, one must be able to articulate a clear vision for its institution, and in the case of Rutgers-Newark, it is a vision for a campus, one that connects to the community in which it resides.

Even though community engagement was embedded in the original mission as a land grant institution, the historical mission of the Rutgers-Newark campus has evolved in various forms throughout its existence. The vision to grow the campus is discussed under the leadership of James Young and Norman Samuels. They both were responsible for expanding and improving the physical environment of the campus.

Norman Samuels' vision for growing enrollment and promoting diversity and excellence began to transform the image of the campus. It was this vision that led to Rutgers-Newark being ranked the most diverse university in the country by U.S. News and World Report in 1997. His leadership with CHEN helped transform the local community and produced new walking corridors between the four institutions. As previously mentioned, Rutgers-Newark had new research and classroom facilities combined with the creation of new, interactive physical space on campus that changed the physical appearance of the campus. Moreover, it was Samuels' vision that instigated the creation of the new spaces on campus that opened community corridors that provided pedestrian-friendly walkways and shuttle transportation into the neighborhoods and between the four institutions.

Diner expanded on Samuels' vision and both cultivated and encouraged more substantive and sustainable relationships between the campus and the community. His

superb ability to craft a vision that integrated scholarship, research and teaching with community engagement helped to transform Rutgers-Newark's image into that of a first-rate research institution, enriched with a diverse student population and high-level competitive professional schools.

In 2005, Chancellor Diner articulated a vision for the campus that was featured on the Rutgers-Newark website and included strengthening ties between the campus and the community. The following is an excerpt from that vision statement. (A copy of the vision statement in its entirety is provided in Appendix 4.)

### **Strengthening Ties Between the Campus & the Community**

Rutgers-Newark will expand its extensive ties to the city of Newark, the New York/northern New Jersey metropolitan area and the state of New Jersey. To establish ourselves as one of the nation's leading urban research universities, we must enhance our national reputation and visibility as an interactive campus which draws upon the resources and needs of urban and metropolitan communities in advancing excellence in teaching, research and service. We have particularly strong opportunities to expand this interaction in the areas of:

- Urban education, and especially the Newark Public Schools
- Public safety and security
- Community development, including neighborhood empowerment and revitalization
- Economic development, including small business development, and support for New Jersey's pharmaceutical and biomedical industries
- Legal, nursing and public health services to underserved populations of Newark and other communities
- Public affairs and administration

As we build new housing and instructional facilities and make other campus improvements, we must try to leverage these projects so that they simultaneously support the revitalization of University Heights and downtown Newark as well as the needs of the campus. Therefore, we will look for opportunities to partner with private developers and state and local government agencies, making Rutgers-Newark integral to the city's urban renewal plans. We will encourage private and public entities in greater Newark to take fuller advantage of the resources available at Rutgers-Newark. We will also encourage more local, state and community groups to hold meetings and conferences in campus facilities, and seek ways to expand conference facilities adjacent to the campus.

(Diner, Speech 2005 )

Diner consistently articulated his vision for community engagement in both on- and off-campus forums. During his interview, he recalled a conversation that he had with a faculty member on campus, who indicated that his vision brought clarity to understanding Rutgers-Newark as an urban university:

*‘We always knew we were an urban university, but we never knew what that meant until you came.’ It was the most flattering thing anyone has ever said to me. In other words, yes, we knew we were an urban university, but you were able to come and articulate a vision. And the vision was not to be a general purpose social service agency. The vision was to use the city to advance teaching, learning, and research.*  
(S. Diner, Interview, July 26, 2011)

The Rutgers-Newark campus comprises an array of departments, schools and institutes that offer students opportunities for research and scholarship along with community-based and service learning. One department that has a long history of engagement in the community is the Department of Social Work. Even here, department chairperson Phylis Peterman also cited vision as fundamental to sustained community engagement. Peterman is another recipient of the Chancellor’s Community Engagement Award and a Newark native who came to the Newark campus in 1972 as a faculty member. She attributes her sense of community to her family, who instilled a sense of giving back and thus led her to the field of social work, which allows her to align her personal commitment and scholarly interests. She pointed out:

*The social work department, just by what it is, who it is, is naturally engaged in the community because the profession of social work seeks to advocate for people, seeks to make change, interpersonal change as well as environmental change, and that always involves the community. Part of our curriculum has to do with students being at internships, and so there is the natural engagement of town and gown. So for community outreach to be sustained, it really does take the vision and commitment and the dollars to make it go, because it just can’t be a feel good situation. You have*



*to have somebody to coordinate; you have to get faculty support. Oftentimes it's not connected to academia per se, so if you're going to have outreach and community engagement, you have to have a structure or a department that does that.*

*(P. Peterman, Interview, July, 2011)*

Rutgers-Newark's leadership cultivated a culture of an engaged institution by putting forth a vision that helped to transform the institution over four decades into an engaged institution.

### ***Mission: A New Paradigm for Community Engagement***

All of the interview respondents indicated that having a mission statement that incorporated community engagement was important for articulating a vision for the campus and to the community. This perspective is substantiated by David Maurrause (2001). He stresses the importance of having an institutional mission and defines it as “a statement of purpose that addresses the ‘way of doing business’ in addition to a ‘reason for being’ (p. 6). Over the past four decades, the character of Rutgers-Newark was shaped by the visionary leadership of its administration, which guided it toward renowned recognition as an engaged urban institution and the most diverse in the nation. These rankings are a testament of their efforts to transform the campus.

Steven Diner incorporated community engagement into the campus mission and began to align it with research, scholarship and teaching. His active involvement in the community helped to link many of the Rutgers-Newark scholars to the city. Dr. Clement Price provides his viewpoint on how Rutgers-Newark's mission transformed:

*I think the mission here has caught up with itself. I mean there was never a time that Rutgers-Newark embraced intolerance or racism or “anti-Newarkism” but what has happened over time is that we now give traction to the ideals of a public university located in a place like Newark.*

*(C. Price, Interview, October 4, 2011)*

Others made reference to the importance of having a clear statement of a commitment to community engagement as part of the institutional mission. Professor Roberta Schorr, a recipient of the Chancellor's Award for Community Research, joined the Department of Urban Education at Rutgers-Newark in 1997. Dr. Schorr recognized how Steve Diner's leadership and vision was essential in articulating an institutional mission that promoted a community engagement agenda:

*I think that all colleges and universities, but particularly those in urban communities, have a responsibility to the surrounding community to take the intellectual capital that exist and to really capitalize. As Chancellor Diner always said, to capitalize on the wealth of the area and pull the knowledge base out. Also the community has such a huge knowledge base that can only enrich the university that lies within it. So it needs to be a reciprocal and emblematic relationship.*

*I think Steve Diner was really extremely helpful towards pushing this. I've noticed a huge shift, a huge shift, since he's been Chancellor and encouraging people like me who do what I do, to get out there and do it. He has been incredibly supportive.*

*Over the course of my research I have found that under his leadership, it was real. It was just done. Things happened in a much easier, smoother, and seamless way, so I really found a shift for the better in that regard. A huge shift for the better.*

*(R. Schorr, Interview, December, 21 2011)*

While Schorr's comments acknowledged the importance of leadership, she also conveys an understanding of the contributions that faculty can make to the surrounding community. Additionally, she points out the importance of having reciprocal and emblematic relationships between the institution and the community when advancing community engagement initiatives. Similarly, other scholars argue that a viable engagement model for institutional partnerships requires sharing information in new ways that promote a two-way approach to knowledge flow, thereby creating a mutual, transparent relationships that creates a true partnership between institutional and external partners. Institutions are poised as problem solvers and can promote and integrate various forms of community engagement into teaching, learning and scholarship (Kellogg Commission, 2001; Weerts, 2007, 2011).

Another member of the faculty who made a commitment to the ideals of being located in an urban setting and believes that there are many opportunities to make a difference is Dr Jeff Buchner. He has been at Rutgers-Newark since 2003. He teaches critical thinking in the Philosophy Department and is the Director of the Rutgers-Merck Summer Bioethics Institute, a residential summer program for high school students from the Newark area that exposes students to ethical issues in biotechnologies. He affirmed, *"A university can foster growth and be a positive force in the community. I think we have an important role, and it is to connect with the urban setting we're in and do a number of things."*(J. Buechner, Interview, July 21, 2011).

Rutgers-Newark was transformed by the leadership, which was inspired by a vision that was articulated through redefining its mission for the institution, particularly as it related to an urban campus. Rutgers-Newark distinguished itself as a first-rate research university that recognized its surroundings and promoted the integration of research, scholarship and teaching with community engagement and service. Steven Diner was instrumental in creating a new paradigm for community engagement by connecting the scholarly assets of the campus community to the city, including administrators, faculty and students, ultimately helping to transform Rutgers-Newark and the vicinity in which it resides. In 2010, as President of the Coalition of Urban and Metropolitan Universities (CUMU), Diner addressed institutional leaders at their annual meeting and provided insight for integrating academia with community engagement:

We should also remember that we are not all-purpose social services agencies. People come to us with lots of ideas. 'We need somebody to do this, and we need somebody to do that.' First and foremost, teaching, learning and researching are at the core of

what we are about, and our engagement with our communities should be based on these. As the presidents of the University of Chicago and Columbia University and others recognized a century ago, American cities have the best possible location for universities. We should build on that location, take the fullest advantage of that location, and do it in ways that strengthen our communities. What better time to do it than now, when the country, the world, and our cities all look to us for leadership?

(Diner, CUMU speech, 2010)

Over the past few decades, colleges and universities in metropolitan areas have begun a conscious effort to redefine their mission, aligning it with other campus priorities. In 2010, The Carnegie Foundation for the Advancement of Teaching, an independent policy and research center dedicated to improving teaching and learning, classified 115 institutions in Community Engagement. Five campuses that had previously received the classification under the category of Outreach and Partnerships added the category of Curricular Engagement (Carnegie Foundation) 2011). Under Diner's leadership, Rutgers-Newark successfully applied to the Carnegie Classification for Community Engagement for classification as an engaged institution. This is significant, given that the Carnegie Engagement Classification is voluntary and provides a framework for assessing and recognizing community engagement at higher education institutions (Carnegie Foundation, 2011). Rutgers-Newark was listed in the later classification (Carnegie Foundation, 2011). This classification is an indication that Rutgers-Newark has gone beyond its borders and as an urban university is engaged with its community.

## Community Engagement: Opportunities and Challenges

### **RQ 4: What are the conditions that promote or hinder the university community engagement within and beyond its borders?**

The interviews did not reveal a consensus regarding major obstacles to community engagement among the respondents. However, some did identify several internal factors, while others pointed to key external factors. Because of the success in creating these relationships, none of the respondents identified a major obstacle in advancing the individual engagement projects with which they were involved. This was primarily due to the nature of the engagement initiatives. Some of the respondents referenced their own individual experiences in collaborating with external partners. Overall, most agreed that community engagement is not an easy task, but rather one that is time-consuming and requires hard work. The amount and level of commitment varied according to the nature of the project. Paul Tractenberg and Alan Sadovnik are co-directors of the Institute on Education Law and Policy and co-directors of the Newark Schools Research Collaborative projects, which requires them to work closely with key administrators in the city and at the Newark public schools.

Tractenberg remarked: *“Engaging the community? It’s hard. It’s complicated.”*

*(Tractenberg, Interview, September 22, 2011)*

Sadovnik further explained:

*I think one of the challenges for university people is the community’s perception of the role of the university is that as a good neighbor, it should be pro-bono. That is, that all helping should be free, and at a place like this, nothing is free. If you’re donating your time, that means you’re doing something other than what you’re supposed to do.*

*( Sadovnik, Interview, September 27 2011).*

Roberta Schorr has a longstanding partnership with the Newark public schools and worked closely with members of their administration. She is co-principal investigator of the Newark Public Schools Systematic Initiative in Mathematics project. She works with teachers and youth from kindergarten through eighth grade to advance through a mathematics education program. Although she echoed the sentiments of Tractenberg and Sadovnik regarding the intense efforts required to implement and sustain her projects, she explained:

*All the work I did was really labor intensive. You can't do all that work with kids and teachers. It required being there a whole lot, being there to troubleshoot, being there to do it, being there to see firsthand what's going on.*

*Well some of the things that make it difficult, for example, have to do with conditions in the city itself, the volatility of the working conditions. You know people come and go in this city. Sometimes it becomes more difficult and other times I get the information I need to be able to implement projects.*

*(R. Schorr, Interview, December 21, 2011)*

As Schorr pointed out, building personal relationships with community representatives helped to promote and support her community engagement work. Several other faculty members also identified the importance of cultivating relationships with key officials and representatives in the community as partners to help facilitate the external requirements for designing and executing a project.

Phylis Peterman provided a more in-depth perspective regarding cultivating community relationships. She is a faculty member and served as Director of Field, which was responsible for placing social work students in internships. She described the mutual benefits for both the institution and the agencies in formulation placements for student interns from the Department of Social Work. She indicated that this was a long-term, ongoing process:

*We spent many years developing a large database of agencies, and a lot of that engagement is on an interpersonal level. Because when I first started at Rutgers, I was a professor, but I was also Director of Field . . . So developing a relationship with the community really has to do with relationships. Agencies and organizations don't have to take students. We think it's a benefit to them, and they see it as a benefit, but it is work because they have to meet certain requirements. But I think because it is Rutgers - Rutgers is respected - and because we have respect for the agencies, we have had a good relationship. I have been able to build our database and our number of agencies and connections throughout the years.*

*(P. Peterman, Interview, July 15, 2011)*

As discussed in the previous section, there has to be an internal commitment that comes from the institutional leadership, and this was reflected in the responses of almost everyone interviewed. Vice Chancellor for Student and Community Affairs Marcia Brown is a graduate of Rutgers Law School and was a community activist. She has been recognized in many community forums for her service to the community. She pointed to some internal mechanisms that can support or hinder institutional engagement:

*I think the biggest thing is failure to see that it's a part of what a university does, part of its mission, and we're very fortunate to be a university that saw it as its mission of service.*

*Service is not what you do internally; it's what you do externally. So once you put that in your mission, you always have the platform to challenge that university to do more than what it's done or to make sure that it's doing what it says in its mission.*

*(M. Brown, Interview, October 4, 2011)*

Another perspective regarding the importance of internal commitment is expressed by a faculty participant, Professor dt ogilvie. She is a professor in the Rutgers Business School and is also the founding director of both the Center for Urban Entrepreneurship and Economic Development and the Scholars Training and Enrichment Program (an intensive summer program for first-year students admitted to the Business School). Professor dt ogilvie has been at the institution for over a decade and has been involved with various forms of community engagement, including economic development,

community-based learning, academic summer programs and entrepreneurship initiatives. She compellingly described the value of having internal support at key leadership levels of the institution when integrating community engagement into one's work:

*The thing that we provide here, that makes it easier, is that from the president's office, the former executive vice president, the chancellor, the dean, the department chair, and my department all realized that here was an area of research that was important, and it was valued.*

*For many of us, being able to do the things that are close to our heart and have that valued is more important than the name of the school we're at or even more important than the money. So having that valued is what makes the difference, and now I think researchers in any field realize that if I want to do something that relates to the community, I can.*

*(Ogilvie, Interview, September 2011)*

Overall, none of the respondents identified formidable obstacles that would prevent the development of successful engagement initiatives. At best, the factors that they cited were transitory. The greatest challenge for most was to have the tenacity to sustain their efforts in order to accomplish their objectives. Despite the hard work required to integrate community engagement into teaching, scholarship and research projects, many of the respondents emphasized the importance of having community engagement as part of the institution's mission with strong support from the institution's senior management and leadership, citing this as most beneficial for promoting community engagement.

This support from the institution's leadership is significant because most of the respondents were actively involved in some aspect of engagement with the community and articulated a strong desire for addressing societal problems that impacted the city to improve the quality of life for those in need. Moreover, during the interviews, most of the faculty indicated that they were able to integrate their community engagement work with their research and scholarship activities. Significantly, this passion for community



partnerships was consonant with their areas of expertise, so it was easily integrated into their research and scholarly interest.

### **Integrating Community Engagement with Scholarship and Research**

**RQ 5: What tensions may or may not exist between the research requirements of an Association of American Universities (AAU ) research university and the advancement of community engagement?**

Membership in The Association of American Universities (AAU) is a prestigious academic affiliation for an institution that is greatly valued in higher education and is based on the quality of an institution's undergraduate and graduate programs as well as its research and scholarship. Faculty in AAU institutions must provide quality teaching, research and scholarship not only to gain tenure and promotion but also to meet the standards that the AAU status demands of their institution. One of the dilemmas facing some faculty who desire to forge community partnership initiatives is how community engagement is viewed, supported, and valued at their institution relative to the traditional, more customary AAU activities.

Ira Harkavy (2005) is the founding director of the University of Pennsylvania's Netter Center, which serves as the primary vehicle for community engagement by facilitating community development, academic based and community service learning. He led members of a faculty research group in addressing the concerns and perception that faculty encounter when pursuing community engagement initiatives during the 2004 Conference report that they developed. He stated:

Within universities, efforts to promote stronger connections to communities raise a number of concerns. Objections are raised that community engagement distracts from the faculty's primary tasks of research and teaching, that it values applied research over basic research and social relevance over standards of excellence, that it jeopardizes professional objectivity and political neutrality and thereby undermines the university's claim to institutional autonomy, and last but not least that it involves more work for the faculty. These objections arise in part from misunderstandings about what an institutional culture of engagement entails and from a disregard of the interdependence between the well-being of the university and the well-being of the communities of which it is a part. (p. 22)

All of the faculty respondents that I interviewed have been at the Rutgers for over a decade and have integrated their respective community engagement projects into their research and scholarly activities. Although the community engagement work varied among the respondents, each of them had connected their community work to their research, publishing, or classroom teaching.

Some of the examples are Tractenberg and Sadovnik. They are co-directors of the Institutes on Educational Law and Policy and the Newark Schools Research Collaborative. They have utilized graduate students in their research and outreach activities and have published the results of their engagement work. Professor Phylis Peterman, chairperson for the Social Work department, places undergraduate students in internships as part of their academic and professional development. Professor Roberta Schorr, a math education professor, provides professional development for teachers, administrators and mathematics educators and utilizes undergraduate and graduate

students to help deliver her program models. She too, has published the outcomes of her research of these efforts .

As previously pointed out Chancellor Steven Diner (2010), best sums up this paradigm “First and foremost, teaching, learning and researching are at the core of what we are about, and our engagement with our communities should be based on these.” The question becomes, how much is community engagement recognized and valued as a contribution in academia?

Professor dt ogilvie acknowledged the importance of having senior leadership make a strong commitment to community engagement so faculty feel supported in embracing it as part of their scholarly work:

*Steve Diner is an urban historian, and when he became chancellor, I think he made a strong commitment. He understood historically and through his other experiences before he came to Rutgers the role of an urban university. So he was very supportive and encouraging of people being more engaged in the local community. He said this should be sort of seamless.*

*I think having that type of attitude, that type of passion about the role of the university in the urban community, it makes a difference, and people who were afraid to or hesitant for any other reason could now do this and realize that they did have support. So as professors, especially for those who don't have tenure, they are a little reluctant to follow their passion because they think it might get in the way.*  
(Ogilvie, Interview, September 29, 2011)

Roberta Schorr mentioned that her work with the Newark public schools and the children is one of her most significant contributions at the institution. She explained how her work integrates research, scholarship and teaching:

*We did a grant with the Newark public schools called Local Systemic Initiatives and Mapping. The grant was funded because it was a bit of research built into it and there was planned experimentation built into it. Those were some of the things I wanted in a grant. My partner in Newark schools really felt that without these components it wouldn't make sense to do the initiative. So, that's what got us funded.*

*I have made it my mission to really do research that has direct impact on the community, and that being the education of kids. So instead of looking at kids as subjects, looking at teachers as subjects, to be looked at, analyzed and interviewed, they weren't dealt with in that way. We were focusing on the actual doing of it. How it worked, if it worked? What we could learn about teaching in the process. I wouldn't say the other part of research isn't important; it's just not what I do. We weren't just doing research that had an academic purpose, and again that's very important, but that's not the research that I did. The research that I did gave something to the schools that we can then study and analyze so that it can be scaled up and used adaptively or expanded within the city.*

*(R. Schorr, Interview, December 21, 2011)*

As previously indicated, many metropolitan universities are recognizing the importance of working with the communities in which they reside. Dr Clement Price maintained, “*Civic and community engagement is still evolving, and scholars are beginning to view it differently*” (C. Price, Interview, October 4, 2011). He noted that he is recognized as a Board of Governor’s Distinguished Service Professor, which acknowledges his outstanding contributions to the community:

*I think I'm one of about seven such professors. The fact that the University would honor me with that distinction and my other fellow Board of Governor Professors would suggest that the role of the scholar as active agents in citizenship and democratic advancement, in civic engagement and improvement, would suggest scholarship and civic engagement are increasingly on the same platform.*

*(C. Price, Interview, October 4, 2011 )*

Both Tractenberg and Sadochnik provide an additional perspective that cautions new faculty. They explained the challenges that faculty encounter with embracing community engagement as part of their research and scholarly work. They indicated that particularly, new and non-tenured faculty still encounter challenges, even at Rutgers-Newark, because community engagement is just beginning to be recognized by institutions. Tractenberg offered:

*Well I think it's a dilemma for the faculty, particularly for the non-tenured faculty, and we work with non-tenured faculty. We've been sensitive to that and tried to find*

*community-related research projects that would lead to publishing work.*  
*(P. Tractenberg, Interview, September 22, 2011)*

Alan Sadovnik added to this:

*I think that it has to do with our status of an AAU Research University, in which faculty are not rewarded for working with stakeholders in the community. A lot of the work required in terms of community engagement is highly labor intensive, it takes lots of time, it takes developing relationships with stakeholders, and that's time, particularly if you're an untenured faculty member, that you could better use. And when I say better use, not institutionally better, but in terms of the requirements of tenure and promotion, basically locking yourself in your office or in the library so that you can write.*

*I think where we've been much more effective is where the outreach comes from the tenured faculty for whom working in collaborative relationships often has rewards.*  
*(A. Sadovnik, Interview, September 22, 2011)*

Norman Samuels provided a more elaborative explanation:

*It was and is a constant tension. There are some things that don't have answers to, a solution. It's a tension. And I think wisdom involves recognizing that you're going to have to achieve a balance between those two things, and it's not going to be easy, predominately maybe tension between two perfectly understandable and legitimate points.*

*Say you're a young faculty member. You're a non-tenured assistant professor, you want to get tenure, you want to make a career here? You've got to publish, and you've got to do research in the sciences. You've got to write grants in a research university.*

*You will not get promoted at Rutgers, that I can tell you, because I know the system, if you don't have those articles, those books, those papers. So there is a tension between those two.*

*(N. Samuels, Interview, August 9, 2011)*

As mentioned previously, metropolitan universities are beginning to identify themselves as anchor institutions and demonstrate a renewed commitment to the communities in which they reside, so they have begun to acknowledge faculty for integrating community engagement work into their research, scholarship and teaching. For many new faculty, the challenge with community engagement is one that requires an understanding of how to simultaneously meet the demands of the institution while

pursuing their passion and interest in contributing to the community where the institution resides. Harkavy has been successful in creating mechanisms that provide faculty at Penn opportunities to integrate theory and concrete knowledge with practice (Rodin, 2007).

Harkavy (2005), in Pasque, Smerek, Dwyer, Bowman and Mallory, addresses the viewpoint of many academicians who assert that community engagement is an additional burden, maintaining:

The concern that community engagement means more work for faculty assumes that engagement involves a separate set of activities distinct from the core professional work of research and teaching. In reality, however, community engagement is not distinct from, but is integral to, all other professional work: it motivates and contributes to research and scholarship, teaching and learning. Community engagement does not impose an additional burden on the faculty but changes and redirects the conduct of inquiry and the process of learning (In Pasque, Smerek, Dwyer, Bowman and Mallory 2005, p.24).

Many institutional leaders are working with faculty and administrators to implement incentives that acknowledge their work with community outreach. At Rutgers-Newark, new incentives to gain recognition for community engagement work have been provided via an annual Chancellor Community Service Awards Program, and more recently community engagement grants for faculty. Steven Diner, who created these incentives, explained his position:

*People argue, and this is a big national debate, I am not in the school of thought that says you have to have different standards of tenured for community engagement. I don't think it's necessary. I think you can do community engagement as a part of your research agenda and you can certainly do it as an effective part of teaching. I think we need incentives, so if we're going to get faculty members who have never done community*

*engagement as a course, to send all their students out of that course, that's going to take time.*

*(S. Diner, Interview, July 26, 2011)*

Rutgers-Newark is a member of AAU. The interviews reveal that although tenured faculty have been more easily able to integrate community service and community research into their work, there are conflicts between community engagement work and research, especially for untenured faculty. For some faculty, community engagement activities are consonant with their research, scholarship and teaching. As previously stated, the participants in my study had been at the university for many years and had integrated community engagement as part of their research and scholarly work. Moreover, most had been recipients of numerous academic and community awards at the institution.

According to the data collected for the Community Engagement Brochure, Rutgers-Newark has at least ninety community engagement initiatives which faculty, staff and students support on the campus. The data indicated that 26% of the programs were staffed by administrators and professional staff and 24% were staffed by faculty. However, being an engaged institution does not require, nor is it appropriate, that all faculty be involved in community partnerships or engagement initiatives. My study did not investigate the status of faculty members who were engaged in these programs. Therefore, I could not determine what proportion were non-tenured faculty members. Although my study did not reveal major tensions between the requirements of advancing and achieving tenure at Rutgers-Newark and the advancement of community engagement, this is a complex topic that requires a long-term study with a particular focus on the challenges faced by new and non-tenured faculty.

## **Chapter 6**

### **Research Conclusions and Recommendations**

Metropolitan universities are increasingly becoming the source of viable community engagement initiatives by linking their scholarly resources to community residents and practitioners. This study examined how a metropolitan institution of higher learning transformed to become more engaged in its community in which it resides. Community engagement is carried out in various ways at different levels within the institution. The research literature indicates that during the last decade, many colleges and universities in metropolitan areas have made conscious efforts to become engaged in their surrounding communities. My case study of Rutgers-Newark was conducted using archival documents and one-on-one interviews to construct a 40-year historical lens to examine its evolution. This study generated critical knowledge for understanding how community engagement can evolve within institutions in urban settings. In addition, its results provided important lessons for university officials, administrators, faculty, and other stakeholders in higher education in shaping future policies and can serve as a guide for those who are committed to advancing community engagement.

### **Discussion**

In this section, I summarize key factors that impacted the evolution of community engagement at Rutgers-Newark, discuss implications for advancing community engagement at higher education institutions in metropolitan areas, and outline lessons learned from the study. Furthermore, I provide recommendations for future research.

Community engagement is an evolving field in higher education. This study of Rutgers-Newark began with a historical examination to identify external and internal events that may have served as catalysts for advancing community engagement efforts at



the institution. The investigations of the 1967 Newark civil disorder and the 1969 student takeover of Conklin Hall (on the Rutgers-Newark campus) were conducted to determine what relationship these events had for community engagement efforts of the institution. As mentioned in the previous chapter, both events, the 1967 civil disorders and the 1969 student takeover of Conklin Hall proved to be pivotal for acknowledging the underrepresented population that comprised the community in which the institution resided. My findings indicated that each of these events did indeed have an impact on different sectors of the institution and their involvement with the surrounding community. As previously pointed out, both events brought attention to the need to hire black faculty and increase the number of black students at Rutgers-Newark, and the Conklin Hall takeover challenged Rutgers to use its academic and other institutional resources to address the educational and quality of life issues for black students on campus. My findings identified no subsequent events that impacted the evolution of community engagement on the campus in the decades that followed. Moreover, my research uncovered no systematic record keeping or documentation of community outreach or engagement activities that were undertaken at the institution.

The physical design of the campus was examined to determine if changes that occurred had any direct bearing on the advancement of community engagement at the Rutgers-Newark campus. There were considerable changes in the design during the 1960s through 2010. These changes served to make the campus more aesthetically appealing to both members of the campus community and to visitors. Structural changes such as pedestrian-friendly walkways made the campus more accessible and connected it to its neighboring higher education institutions, but these developments did not facilitate

or advance community engagement at the institution. None of my interviews or documents suggested that the physical design impacted community engagement. As pointed out the changes in the physical design of the campus were not intended to influence community outreach between the campus and the community, but primarily to attract students to increase enrollment; be more aesthetically appealing; and promote interactions among faculty, staff and students. Although the architectural changes helped to connect the campus with the city, my findings did not reveal a direct correlation between community engagement and the physical design of the campus.

Vision is another component necessary for an institution to engage its community. Scholars continue to argue the importance of institutionalizing and sustaining community engagement, and in so doing, have declared that to have an engaged institution requires having a vision (Stanton, 2008). In 2004, the Johnson Foundation hosted the Wingspread Conference and facilitated leaders in higher education (presidents and chancellors) in producing a document, *Calling the Question: Is Higher Education Ready to Commit to Community Engagement?*, which recognized the intricate details necessary for integrating community engagement at institutions. These scholars agreed that community engagement requires obtaining broad support from members of the university, and institutional transformation requires integrating research, scholarship and teaching (Brukardt, Holland, Percey, & Zimpher 2004).

The study revealed other factors that did have an impact on the advancement of community engagement. The investigation of Rutgers-Newark revealed three major factors that impacted the advancement of community engagement and concurred with previous findings leadership, vision and mission. These findings suggested that visionary

leadership was a key factor if not *the* key in advancing community engagement at the institution; leadership that understands the value of connecting the human and scholarly assets of the institution to the city can serve as a catalyst for advancing community engagement. Moreover, this leadership must have the vision to incorporate community engagement into the institutional mission. At Rutgers-Newark, one of the important elements that helped to advance community engagement was the ability of the leadership to articulate a clear vision for the institution that connects to the community. It is essential to have an institutional mission that clearly identifies community engagement as a valued undertaking that validates and promotes related scholarship, research and teaching. During the early periods that were discussed in the study, there was no re-crafting of the institutional mission that coincided with the emerging focus on community engagement. However, with new leadership at the institution during the later decades that this study addressed, the mission was revised to incorporate community engagement as a core value that was integral to achieving institutional goals and objectives. This was an indication to the campus community that community engagement was a valued area for research, scholarship and teaching. Steven Diner was able to act on his vision for partnering institutions and the community during his tenure at Rutgers-Newark.

These findings regarding leadership parallel commentary in the literature. In recent years, scholars have argued that leadership, vision and mission that are committed to fostering community engagement are essential elements especially for metropolitan universities (Brinkardt, Holland, Percy & Zimpler 2004; Harkavy 2005; Maurrasse 2001). Community engagement must be integrated into the mission of the university and viewed as an institutional priority that is transmitted within the internal and external boundaries

of the university. This is carried out in many forms, from speeches, institutional representation on internal and external boards, on- and off-campus programming, research collaborations, teaching (community-based courses), service and volunteerism. Furthermore, community engagement must be promoted through news and social media, newsletters, reports, publications and other public relation sources. The campus community must embrace and be encouraged to think and perform “out of the box” of self containment (Carnegie Foundation 2011).

The interviews revealed that there were no major obstacles that impeded the pursuit of community engagement initiatives. Some respondents concurred that having a mission statement that promotes community engagement was beneficial. However, for them, it was not the determining factor for pursuing their respective community engagement activities. Instead, it was their personal passion and the gratification that they derived from their work that provided sufficient incentives for integrating community engagement into their research and scholarly activities.

I investigated whether there are tensions between AAU requirements and community engagement at Rutgers-Newark and my examination was only conducted among the interview respondents. The interviews revealed that there are often significant tensions between AAU research requirements and community engagement work, especially for untenured faculty. Those who are able to integrate community engagement into their applied research have been able to meet AAU research standards. However, those most likely to encounter tensions are new and untenured faculty, especially if their engagement or partnerships commitments are pursued independent of their scholarly activities.

The respondents were cognizant of and passionate about engaging with the community surrounding the campus. In general, however, based on the findings of this study and the research, institutions need to incorporate incentives to show that they support and value community engagement as an integral component of scholarship that benefits faculty and students, in addition to the engaged community ( Maurrausse 2002; Percy, Zimpher, Brukardt 2006).

## **Institutional Commitment**

Community engagement should not be viewed as a byproduct but an intentional objective. The interaction between institutions and their communities can be carried out in various forms. At Rutgers-Newark, over 90 community engagement initiatives were identified, some of which have had considerable longevity. However, it was only during this last decade that the institution began making efforts to formalize institutional support to actively work with members on the campus to establish more formidable relationships with the community. With this support, campus entities are better able to facilitate and foster community engagement, which is consonant with the mission of the institution. Dr. Peterman, Chairperson of the Social Work Department, in particular underscored the importance of assisting faculty in identifying opportunities to integrate their work with community engagement. She echoed the sentiments of other respondents and scholars in pointing out the importance of creating mechanisms that support faculty efforts to conduct community engagement research, scholarship and teaching:

*I think sometimes projects work better if they have a beginning and end. You can do a lot of good with a short-term project or a specifically focused project. I think that departments need to be helped to understand that they can do good to contribute for community outreach. I think that academicians need help or need support to understand that their community work can have an academic base and then can be used towards the research, the writing and the grants.*

*(P. Peterman, Interview, July 15, 2011)*

As institutions redesign their missions to support engaged scholarship, it will also be important to ensure that processes are in place that institutionalize community engagement by promoting and recognizing it as a part of the academic culture. At Rutgers-Newark, this was done by developing internal grant opportunities for faculty to incorporate community engagement into their scholarship, research and teaching; by

instituting an annual Chancellor's Award for Community Engagement that recognized faculty, staff, students and community stakeholders for community engagement; and through the creation of the Office of University-Community Partnerships.

### **Limitations**

The limitations of this study included the small sample size of the faculty and that respondents were all senior-level administrators and tenured faculty, which limits the generalizability of the findings. The group of faculty and administrators interviewed were all key stakeholders and they were all selected by the researcher. However, for this study, it was critical to interview participants whose longevity at the institution enabled them to provide experiential perspectives, which yielded valuable insights into the historical evolution of community engagement on the Rutgers-Newark campus.

The characteristics of the respondents were all senior-level administrators and seasoned faculty. In addition this study examined the evolution of community engagement at Rutgers-Newark from an internal perspective that covered a forty year time period and did not assess the perspective of community stakeholders. Future research is required to assess the perspective of stakeholders. This kind of study presents the researcher with many challenges for collecting descriptive and analytical data since it would require examining a forty year period (1967-2010). One primary challenge is that many of the stakeholders that were involved with engagement have moved on (relocated )and some are deceased. Another limitation was that the researcher has served as an administrator at Rutgers-Newark for twenty-four years. However, as Semel (1994) points out, being

closely involved with the research that one is conducting can yield additional insight that is valuable to the study.

In addition this study examined the evolution of community engagement at Rutgers-Newark from an internal perspective that covered a forty year time period and did not assess the perspective of community stakeholders. Future research is required to assess the perspective of stakeholders. This kind of study presents the researcher with many challenges for collecting descriptive and analytical data since it would require examining a forty year period (1967-2010). One primary challenge is that many of the stakeholders that were involved with engagement have moved on (relocated )and some are deceased.

## **Recommendations**

### ***Promoting community engagement***

Institutions are being challenged to do more in their respective communities. However, some are unequivocally engaged with numerous activities that often go unnoticed by institutional and community sectors. Therefore, it is imperative that institutions use public relations and media to highlight and showcase the various forms of community engagement at the institution.

### ***Promoting campus-based participation***

Involving faculty, staff and students in the process of creating and updating the institutional mission can serve as a catalyst for helping to promote community engagement and help campus members to understand and embrace it.

### ***Affirming commitment to community engagement***

The findings of this study suggest that leadership played a key role to connect community engagement with the university's academic mission. However, without



leadership that is visionary, knowledgeable, and committed to the community in which the university resides, the connection and integration will not happen. The philosophy of the institution, through its mission statement, serves as one of the voices for its internal community and showcases its commitment to the external community.

### **Areas for Further Research**

The purpose of this study was to examine how metropolitan institutions are transforming to become more engaged in the communities in which they reside. As my findings indicate, there are circumstances that do prevent new and untenured faculty from participating in community engagement. Further research is needed to study and understand these circumstances and to explore ways to provide academically recognized avenues for new faculty to connect with community engagement.

This study did not assess the impact of community engagement. This requires developing a longitudinal study to assess the internal and external impact of community-engagement efforts. According to the literature most community engagement undertaken at higher education institutions do not have comprehensive assessments in place (Driscoll & Lynton 1999; Maurrausse 2002; Percy, Zimpher & Brukardt 2006). Further research is needed to conduct a comparative analysis of the tensions surrounding (between) basic research and applied research that focuses on its surrounding community. In addition a study to examine the perception of the community, partners and key stakeholders is also suggested. Additionally, a study that uses a larger sample size or comparative analysis of faculty (non tenure and senior level) is recommended.

## **Epilogue**

This study covered the time period, 1967-2010. It should be noted that in 2012, a new interim Chancellor was appointed to the Rutgers University Newark-Campus. Given this research's major finding that leadership and vision, and the commitment to community engagement as a significant part of the campus's mission have been central to the evolution of Rutgers Newark as a leader in university-school partnerships, future research should examine how new leadership affects this mission. The unanswered question is whether the legacies of the previous institutional leaders will survive or will change or disappear. The next few years will provide an important test of the role of leadership and vision. Therefore, the impact of this change in leadership on community engagement should be examined in further studies.

## **Appendix 1: Guiding Interview Questions**

1. Tell me how many years have you been at the institution and describe to me your community engagement involvement.
2. Tell me about how you became interested in a community outreach program.
3. What prompted you to work with the community?
4. I'm interested in the history of the Newark campus and the relationship that it has had over the years with the city. Can you tell me what type of engagement initiatives that you have been involved with over the years.
5. How has your community engagement involvement influenced your work or research at the university
6. What were some of the challenge, (if any) involved with executing community engagement initiatives? Can you tell me what conditions supported or hindered community engagement within the university campus and beyond its borders?
7. What factors to you believe influence the success of community engagement initiatives between university and community partners?
8. What do you see as the role of colleges and universities in urban communities?
9. How has the mission of the university been utilized to leverage community engagement?
10. What tensions may or may not have exist between the research requirements of an AAU research university and the advancement of community engagement.
11. How has the physical design of the campus changed since you've been at the campus? Do you think the changes in the campus impacted community engagement? Why or Why not?

### **Institutional Leadership**

12. Several buildings were built during the 60s (campus center) and during the 70s. How do you think the building structures differ from earlier ones?
13. I'm interested in the history of the campus design. I've noticed (from archival illustrations and observations) that some of the entrances to the campus seemed to be hidden. What were the changes made and why?
14. What was the thinking behind changes made to the campus plaza?
15. Why was New Street closed and developed into a plaza?
16. Why was the Central Plaza changed from the open space to the grassy area and benches?
17. What major issues are confronting the university in its attempts to expand the campus?
18. Do you think the campus design initiatives were intended to engage the community? Why or Why not?

Based on the answers, additional questions were asked for clarification and if someone mentioned related or pertinent information that seemed applicable to the investigation.

## **Appendix 2: Initial Invitation to Participate Letter**

Title

Dear (Name of Individual),

As mentioned during many of our conversations, I am pursuing my PhD in Urban Systems in Education Program at Rutgers University. My research focuses on examining the role of colleges and universities residing in metropolitan areas and the growth of outreach programs and partnerships established with the community as a means for transforming the neighborhoods in which it resides. I am studying how Rutgers-Newark developed from being a relatively unengaged campus to one making various efforts to become engaged in the community. I am interested in your view and knowledge regarding the role of the Rutgers-Newark in this process.

To accomplish this research, I would like to schedule an interview with you. The interview will be conducted for approximately forty five minutes. Your assistance will help me to complete the requirements of my doctoral program while contribute valuable information to help understand the growth of community outreach on the Newark campus. Your responses will be held in confidence unless you provide permission for them to be shared beyond the scope of this research.

Please complete the attached informed consent form and I will collect it when we have our interview. I would like to schedule the interview commencing next week. Please let me know your availability. If you have any questions, please contact me by telephone or email.

Thank you in advance for your assistance,

Diane Hill

### Appendix 3: Informed Consent Form

#### **INFORMED CONSENT FORM**

**Title of Study:** The Transformation of Metropolitan Universities: A Case study of Rutgers University-Newark and its Community Partnership Programs, 1967-2010

You are invited to participate in a research study that is being conducted by Diane Hill, who is a student at Rutgers University in the Urban Systems doctoral program. The purpose of this research is to determine how community engagement is transforming metropolitan universities, particularly my study will examine how Rutgers-Newark went from being a relatively unengaged campus to one making various efforts to become engaged in the community

Approximately twenty adult subjects (professionals) will participate in the study, and each individual's participation will last approximately sixty minutes. Interviews will be conducted at Rutgers University. The number of interviews will be dependent on when the researcher feels theoretical saturation has been reached, in accordance with a qualitative theory design.

Participation in this study will involve the following,

- a) Sign a voluntary participation form that will explain the details of the study
- b) Answer a brief demographic survey that will include, name, number of years at university, job title(s), number of years participating in community engagement at university
- c) Be asked to talk about personal experiences revolving around community engagement

This research is confidential. The research records will include some information about you and this information will be stored in such a manner that some linkage between your identity and the response in the research exists. Some of the information collected about you includes number of years at university, type of community engagement and the number of years involved, number of participants served, and any significant results (optional). Please note that we will keep this information confidential by limiting individual's access to the research data and keeping it in a secure location

All participants in the study will sign an informed consent form which will be filed in a notebook for cross referencing and then scanned into a computer and saved on an external drive with other collected data that will be stored in a locked file box, place in a locked cabinet, to which only the researcher has access.

The research team, the Institutional Review Board at Rutgers University, the Office for Human Research Protections (OHRP) and study staff are the only parties that will be allowed to see the data, except as may be required by law. If a report of this study is published, or the results

are presented at a professional conference, only group results will be stated. All study data will be kept for three years.

There are no foreseeable risks to participation in this study. The benefits of taking part in this study may be that this information will be used to help generate pertinent information regarding outreach that will serve as a guide for urban universities to understand the impact of community engagement. Rutgers-Newark has made great strides in increasing diversity and has witnessed major growth in outreach programming, there is still little understanding of how, why and when these changes occurred and what their impact has been on the development of the campus and its relationship to the community. This study will provide an important understanding of university-community partnerships and how these collaborative efforts are transforming metropolitan areas. A case study of Rutgers-Newark will generate critical knowledge for understanding the impact of community partnerships on institutions in urban settings. In addition, its results will provide important lessons for university officials, administrators, faculty, and other stakeholders in higher education to help guide future policies and program development in the area of university-community partnerships.

Participation in this study is voluntary. You may choose not to participate, and you may withdraw at any time during the study procedures without any penalty to you. In addition, you may choose not to answer any questions with which you are not comfortable.

If you have any questions about the study or study procedures, you may contact the primary investigator;

Diane Hill

If you have any questions about your rights as a research subject, you may contact the IRB Administrator at Rutgers University at:

Rutgers University, the State University of New Jersey

Institutional Review Board for the Protection of Human Subjects  
Office of Research and Sponsored Programs  
3 Rutgers Plaza  
New Brunswick, NJ 08901-8559  
Tel: 732-932-0150 ext. 2104  
Email: humansubjects@orsp.rutgers.edu

You will be given a copy of this consent form for your records.

Sign below if you agree to participate in this research study:

Participant (Print) \_\_\_\_\_

Participant Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Investigator Signature \_\_\_\_\_ Date \_\_\_\_\_

### AUDIO/VIDEOTAPE ADDENDUM TO CONSENT FORM

You have already agreed to participate in a research study entitled: : *The Transformation of Metropolitan Universities: A Case study of Rutgers University-Newark and its Community Partnership Programs, 1967-2010* conducted by **Diane Hill**. We are asking for your permission to allow us to include optional procedure such as audiotape (sound), as part of that research study. You do not have to agree to be recorded in order to participate in the main part of the study.

The recording(s) will be used for analysis by the research team. The recording(s) will include the subjects name and answers to questions submitted by the investigator.

The recordings will not be heard, nor the transcripts seen by anyone except the researcher, her dissertation committee and a professional transcriber, all of whom will sign a confidentiality agreement. The audio tapes and transcripts will remain in the possession of the investigator (Diane Hill) and will be stored in a locked file box. Please note that participants may refuse taping. The recording(s) will be stored in a locked file cabinet and labeled with subjects' name or other identifiable information and will be retained for three years and destroyed upon publication of the study results.

Your signature on this form grants the investigator named above permission to record you as described above during participation in the above-referenced study. The investigator will not use the recording(s) for any other reason than that/those stated in the consent form without your written permission.

***You will be provided a copy of this consent form for your records. Please contact Diane Hill (973) 489-5868 if you have any questions.***

Participant (Print) \_\_\_\_\_

Participant Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal Investigator Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix 4: Questionnaire



### 2009/10 Community Engagement Questionnaire

#### Contact Information

1. Contact Name/Contact Department:   
(Please note, this information will be included in the civic engagement brochure.)
2. Primary Contact Name/Department Phone Number:   
(Please note, this information will be included in the civic engagement brochure.)
3. Primary Contact Email/Website Address:   
(Please note, this information will be included in the civic engagement brochure.)

#### Outreach Information

4. What is the name of your civic outreach/engagement program?
5. Please verify the program description and contact information of your outreach program as it was listed in the 2008/2009 Civic Engagement Brochure. Please check one of the following:
  - ☐ This information will remain the same.
  - ☐ I have made changes to the information. Please see the space below for new program descriptions or updated information.

Program description: (125 words or less) This section provides space for new programs or updated information.

If you need additional forms or you have additional questions, please contact Diane Hill at extension 1630.

Once this application form is complete, please return it to Diane Hill at 350 MLK Blvd., Suite 203, Newark, NJ 07102 or email it to [occr@andromeda.rutgers.edu](mailto:occr@andromeda.rutgers.edu).

6. Name of person completing the application if different from contact person:

Signature:

Date:



**Community Engagement Questionnaire**  
**Community Outreach and Partnerships**

7. Where is your program physically located?

8. Check off to the left and right		Weekdays	Weekends
	Year Round	<input type="checkbox"/> Daytime (between 7am to 5pm) <input type="checkbox"/> Starting after 3pm <input type="checkbox"/> Starting after 5pm Other: _____	<input type="checkbox"/> Daytime (between 7am to 5pm) <input type="checkbox"/> Starting after 3pm <input type="checkbox"/> Starting after 5pm Other: _____
	Fall only	<input type="checkbox"/> Daytime (between 7am to 5pm) <input type="checkbox"/> Starting after 3pm <input type="checkbox"/> Starting after 5pm Other: _____	<input type="checkbox"/> Daytime (between 7am to 5pm) <input type="checkbox"/> Starting after 3pm <input type="checkbox"/> Starting after 5pm Other: _____
	Spring only	<input type="checkbox"/> Daytime (between 7am to 5pm) <input type="checkbox"/> Starting after 3pm <input type="checkbox"/> Starting after 5pm Other: _____	<input type="checkbox"/> Daytime (between 7am to 5pm) <input type="checkbox"/> Starting after 3pm <input type="checkbox"/> Starting after 5pm Other: _____
	Other (Please explain)	<input type="checkbox"/> Daytime (between 7am to 5pm) <input type="checkbox"/> Starting after 3pm <input type="checkbox"/> Starting after 5pm Other: _____	<input type="checkbox"/> Daytime (between 7am to 5pm) <input type="checkbox"/> Starting after 3pm <input type="checkbox"/> Starting after 5pm Other: _____

9. How is your program funded?			
Check		Check	
	In Kind		Local foundation
	Federal grant(s)		National foundation
	State agency funding		Other (please specify)
	Local government funding		

**Community Engagement Questionnaire**  
**Community Outreach and Partnerships**

10. How long has your program been in existence?

---

11. What population(s) does your program target and approximately how many individuals are served in each category? (Check all that apply)

	#		#		#
Infants (birth-5)		College Undergraduates		Citizen Groups	
Young children (6-10)		College Graduates		Voters	
Adolescents (11-17)		Teachers		Business Professionals	
Young adults (18-25)		Professors		Business Agencies	
Adults (26-64)		Families/Parents		Social Workers	
Seniors (65+)		Newark Residents		Artists	
Elementary Students		Metropolitan Residents		First Generation	
Middle School Students		Community-based Groups		Underprivileged Classes	
High School Students		Government Agencies		Disabled	
Other					

12. How is your organization staffed? (Check all that apply and indicate the number of individuals in this capacity.)

Check		#
	Rutgers University faculty	
	Rutgers University professional/administrative staff	
	Hourly student employees	
	Student interns (unpaid)	
	Gas/TAs	
	Hourly employees	
	Volunteers	
	Non-Rutgers consultant, agency or firm	
	External Company	



**Community Engagement Questionnaire**  
**Community Outreach and Partnerships**

Business Creation and Community Economic Development				
Activity Rendered	Check all that apply	How many of each service do you offer?	How many do you serve?	Approximate number of hours dedicated weekly to each service
Leadership training				
Executive coaching				
Executive consulting				
Capacity building				
Professional development				
Entrepreneurship training				
Problem-solving skills				
Team-building skills				
Economic development				
Academic training				
Coaching/mentoring				
Other				
TOTAL				

## Appendix 5: Archival Documents

	Sponsor/Source	Community Engagement Description	Archival Source
<b>1960's</b>			
No Date	Rutgers-Newark: Admissions Office and Urban League	Minority and disadvantaged recruitment	Press Release: Rutgers-Newark Communications Office
1969	Rutgers-University	<p>The Urban University Program: Established for disadvantaged students Mandated by the Board of Governors of Rutgers</p> <p>Evolved into Educational Opportunity Fund (EOF) mandated by State of NJ</p>	Press Release : Rutgers-Newark, Communications Office
<b>1969</b>	Rutgers News Service-Newark Campus	Terms and agreement between the administration and Black Organization of Students(BOS)	Organization of Black Faculty and Staff (website: OBFS Rutgers Newark)

		<p>BOS Demands</p> <p>Statement in response to BOS demands by Malcolm Talbott, Vice President Newark Campus</p>	
<b>1970's</b>			
1971	Rutgers Newark	<p>High School Scholars Program : Recruitment and admissions initiative for high school juniors: high school students enroll in courses for college credit</p>	Rutgers-Newark, Communications Office
1976	<p>Rutgers Newark School of Law New Jersey Institute for Continuing Legal Education</p>	<p>Establishes civil liberties and civil rights library</p>	<p>The Jewish News:</p> <p>Rutgers- Newark, Communications Office</p>
1977-78	<p>Rutgers Newark, Accountability Report: Submitted to Dean Gilbert Panson,</p>	<p>Community Service: noted that the institution provided the community with advisory service generally without charge (June 1,1978)</p>	<p>Rutgers-Newark Graduate Geology Program, Accountability Report</p> <p>Rutgers-Newark, Communications Office</p>
1978	<p>Rutgers-Newark Annual Report :</p>	<p>Mentions relationships with Newark</p>	Rutgers-Newark , Communications Office

	Newark College of Arts and Sciences: N. Samuels, Dean	<p>Museum, the Public Library, and the New Jersey Historical Society</p> <p>Public events and performances held on campus</p> <p>Museum Training Program</p> <p>Rutgers Newark Chorale public performance</p> <p>On campus conferences and symposiums</p> <p>Administrators and faculty serving on boards and committees locally and statewide</p>	
1978-79	Office of the Dean of Student Affairs	<p>Outreach Initiatives Listed:</p> <p>Minority Recruitment, Campus activities</p> <p>High School Guidance Counselors' Breakfast, Science Day</p>	Rutgers -Newark, Campus Communications
1979	Annual Report : Norman Samuels, Dean	Public Events and Community Service	Rutgers-Newark , Communications Office

		<p>Cultural events and public exhibits at the new Robeson Center Art Gallery</p> <p>Conferences and public forums</p> <p>Journalism Day for college and high school students</p> <p>Music department held concerts and guest performances at Newark library</p> <p>Administrators and faculty served on municipal committees</p> <p>The Office of Newark /Metropolitan Studies provided research based advice on land value, taxation systems, tax abatement, and community needs assessment survey.</p>	
<b>1980's</b>			

1980	History Department/ Center on Ethnicity	Black History Month at Rutgers-Newark (started in 1970 )  Marion Thomson Wright Lectures Series  (This series continue to be offered annually)	The Record Newspaper Campus Communications
1980	Rutgers-Newark College of Arts and Sciences Annual Report: Norman Samuels, Dean	Public Service activities: faculty participation on boards and as consultants with Newark Public Schools and community projects.  Conference and Public events held on campus (Conference on Literature and Urban experience)	
1982	Rutgers-Newark: History Department (Dr. C Price)	Newark Black Film Festival Committee Member	Rutgers-Newark, Communications Office
1982-83	Annual Report Office of	Community Outreach	Rutgers-Newark, Communications



	Student Affairs , Newark Campus	Activities identified:  Career Development staff served as guest speakers at high school, Urban League and Community Educational and Cultural Centers  Classroom presentations and speaking engagement  .	
1985-86	From: Office of the Provost  Memo to Deans, Annual Accountability Report  Archived 1987(no detail description included in report)	Mentions the following;  Funding to support Pre- College Center and the establishment of Entrepreneurial Management  Saturday Academy (SAT Prep)  Articulation partnership with Central H.S.  Professor Charles Pine's Algebra Project  English and history graduate program for Newark high school teachers  Summer seminar for Spanish Language	Rutgers-Newark Communications Office

		<p>teachers</p> <p>Small Business Development Center Outreach counseling and seminars for small business owners</p> <p>Discuss plans for expanding public service and community outreach</p> <p>Marion Thompson Lecture Series</p> <p>Joint community program with New Jersey Symphony , Commemoration of the life of Charlie Parker</p>	
1986	New Jersey Institute for Continuing Legal Education	<p>Federal Tax Day Community Program , Professor Davenport , Rutgers School of Law</p> <p>Signs sixty year lease with Rutgers Newark Law School to support education and public service</p> <p>Speaking engagements at local and state</p>	<p>New Jersey Law Journal: Rutgers-Newark, Communications Office</p> <p>News Article/ Press releases</p>

		conferences	
1986	Rutgers-Newark Office of the Provost	Proposed Center for Entrepreneurial Management  Center for Small Business Development	News article: The Record: Hackensack, NJ. Rutgers- Newark, Communications Office
1987	Newark Collaboration Group	Newark Collaboration Group Community Plenary Meeting  Training and Placement Correlation Organization (photo with Provost Samuels)	Rutgers-Newark Communications Office
<b>1990's</b>			
1990-1992	Rutgers Newark Chemistry Department	Project SEED: The American Chemical Society : High school students (juniors and seniors work with faculty on science projects and in research laboratories  ( 2 students yearly)  Friday Afternoon Chemistry Outreach  Arts High School students meet	<a href="http://www.stateofnj.us/highereducation/partnerships/PreCollege.pdf">www.state of nj.us/higher education/partnerships/PreCollege. pdf</a>

		with Chemistry department students to run experiments and demonstrations	
1991	Rutgers-Newark, Provost's Annual Accountability Report : Norman Samuels , Provost	Identified the following;  Pre-College Programs  The Newark Environmental Law Clinic  Constitutional Litigation Clinic	Rutgers-Newark Communications Office
1991	Rutgers-Newark Administration  From: Associate Provost	Memo to Deans, Directors and Department Chairs: Pre-College Summer Program Announcement	Rutgers-Newark Communications Office
1994	Rutgers-Newark Strategic Plan	Linking campus walkways to Newark Museum and St Michaels Medical Center  Integrating the campus with downtown, New Jersey Performing Arts Center, local art galleries, Newark Museum  Formation of the University Heights ,Neighborhood	Rutgers -Newark Archives

		Development Corporation (joint initiative with local colleges and universities)	
1996	Rutgers-Newark Law School	Street Law Program	Rutgers-Newark, Campus Communications
1997	Rutgers-Newark Provost Accountability Report	<p>Mentions : Conferences, Marian Thompson Lecture series</p> <p>Center for Global Change and Governance</p> <p>Rutgers-Newark Center for Information and Connectivity (CIMIC) partnership with NASA and program for high school students</p> <p>Law School Clinics</p> <p>Future American Scientist Elementary Outreach Network Program (FASE ONE)</p> <p>Rutgers Citizen and Service Education (CASE)</p>	Rutgers-Newark Archives

		program Neuroscience host colloquium series	
1997	Shabazz Project	Summer camp with Price- Waterhouse Cooper and the National Black Accountants. College and high school students	Rutgers-Newark, Campus Communications
1998	Rutgers-Newark Center for Pre- College Education	The Saturday Academy: SAT Prep : To improve number of minority students applying and being accepted into colleges and universities	Rutgers-Newark, Communications Office
1998	Rutgers- Newark Provost's Accountability Report	Faculty Alliance for Education: joint program with local colleges and high schools  New Jersey Small Business Development (20 year partnership with Rutgers-Newark	Rutgers-Newark, Communications Office
1998	Rutgers-Newark	The Newark Center for Families and Communities: partnership with social service agencies: provided health care, social educational and legal services:	Newspaper article, The Star Ledger : Campus Communications

		student internships, graduate assistants.	
1999-2000	Provost Annual Report	<p>Cornwall Center for Metropolitan Studies</p> <p>Conduct applied research on urban policy issues in Newark and Northern New Jersey (partners with public and private organizations)</p> <p>Academic Foundations Center initiatives:</p> <p>Upward Bound Program</p> <p>The Saturday Academy (SAT Prep)</p> <p>The Allies in Teaching Mathematics and Technology Program for high school students</p> <p>Project Grad for students attending Malcolm X Shabazz high school</p> <p>Fiber optic networking infrastructure to connect to Newark library,</p>	Rutgers-Newark Communications Office

		<p>Newark Museum, the New Jersey Historical Society</p> <p>The New Jersey Network, WBGO jazz radio station, New Jersey Performing Arts Center(NJPAC)</p> <p>International Summit with local community, state representatives and international partners from Ghana, West Africa</p> <p>Environmental Law Clinic students participated in landmark legal ruling protecting public's right of access to Hudson waterfront</p>	
1999	<p>Academic Foundations Center</p> <p>Rutgers-Newark and Lucent Technology</p>	<p>Pre- College Initiatives</p> <p>Project Grad: Graduation Reality Achievers Dream, local high school students</p> <p>Saturday Academy: SAT Prep</p>	<p><a href="http://www.stateofnj.us/highereducation/partnerships/PreCollege.pdf">www.state of nj.us/higher education/partnerships/PreCpllege.pdf</a></p>



1999	Environmental Law Clinic	Rutgers Law clinic is one of seven groups joined the NJ Department of Environmental Protection	New York Times: Rutgers-Newark , Communications Office
<b>2000</b>			
2000	Rutgers-Newark Project MOST Opportunities in Sciences & Technology	Academic achievement in sciences initiative for middle school students	<a href="http://www.stateofnj.us/highereducation/partnerships/PreCollege.pdf">www.state of nj.us/higher education/partnerships/PreCpllege.pdf</a>
2003	Rutgers Business School	Summer Ethics Institute: Summer Program for high school students	<a href="http://www.stateofnj.us/highereducation/partnerships/PreCollege.pdf">www.state of nj.us/higher education/partnerships/PreCpllege.pdf</a>
<b>Additional documents</b>	<i><b>Communiqués and Reports</b></i>		
No date	Rutgers Small Business Development Center	Press Release: Announcement, Rutgers, Small Business Development Center works with local community to develop businesses	Rutgers-Newark Communications Office
1954-55	Rutgers University, School of Business Administration	Annual Report: Dean George Roberts Easterly  Mentions luncheon sessions , panel	Rutgers-Newark Communications Office

		<p>discussions, Business Luncheon Conference, Westinghouse Program (Business Management Program)</p> <p>Faculty serving on boards in NJ and NY.</p>	
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## Appendix 6: Demands of Black Organization of Students (BOS)

RUTGERS NEWS SERVICE - Newark Campus  
Morris Roth, Director  
Tel. (201) 621-1766, Ext. 4262

FOR RELEASE: After 10 a.m. Monday, March 3, 1969

NEWARK, March 3 -- Terms of the agreement reached between the administration of Rutgers University in Newark and the Black Organization of Students were made public today by Malcolm D. Talbott, vice president of the State University in charge of the Newark campus.

The pact -- which leaves unsettled two areas of the demands -- is the culmination of extensive negotiations started February 6 with the presentation of 12 demands by BOS to Rutgers-Newark officials for increasing the number of black students at the Newark campus.

University officials reported that issues still unresolved with BOS involve admissions and scholastic standards -- areas that fall within the jurisdiction of the faculty of the Newark College of Arts and Sciences -- and a request for a Black Studies Institute. Response by the administration in the area of scholastic standing was submitted to the faculty this morning at a meeting in Conklin Hall.

Demands by the black students' organization and the responses by Rutgers officials are as follows:

2.

### I. BOS Demand:

The Black Organization of Students demands the immediate, unqualified dismissal of Admissions Director, Robert Swab, and his assistant, C.T. Miller.

Whether or not these two men are to be transferred elsewhere within the university is of little consequence to BOS. We will settle for no less than their dismissal from Newark-Rutgers immediately.

BOS understands the need to facilitate change in the overall structure and policy of Newark-Rutgers admissions department and does not lose sight of this fact of an archaic structure, the structure cannot be changed without the removal of those who symbolize that structure, for that is inconsistent with the entire concept of change.

### I. University Response:

The University repeats its commitment to its previous statement that the transfer of these men will be made when the present work load has abated and further that every effort will be made to speed this operation.

Mr. Lincoln Lawrence, a member of the admissions staff, will handle the reviewing and assessment of applications filed by Black applicants. He will present these applications to the admissions committee for their action. Mr. Lawrence will conduct the interviews held with Black students.

The demand of the immediate, unqualified dismissal of Mr. Swab and Mr. Miller is one of denial of their rights and can be accomplished only by an open impartial hearing on specific charges. The University can take no other position in this matter.

Mr. Robert Swab and Mr. C. T. Miller will leave 53 Washington Street and move their office to 18 Washington Place. Mr. Swab and Mr. Miller will then take responsibility for the admissions applications for the professional schools, Pharmacy, Nursing, and Business. Mr. Swab and Mr. Miller will not be responsible for the admission to the College of Arts and Sciences.

3.

A title describing Mr. Swab's new duties in the University Office of Admissions in New Brunswick will be assumed by Mr. Swab immediately in place of his present title.

A search will be instituted immediately for a new director of admissions in Newark.

II. BOS Demand:

Black students be employed on a work-study basis in the admissions office to implement the recruitment of Black students.

a. Recent policies have encouraged off-campus work-study jobs in the community.

II. University Response:

The request by BOS that Black students be employed on a work-study basis in the admissions office to implement the recruitment of Black students is one that should cause no problem. This can and will be done.

III. BOS Demand:

BOS demands that two new positions (lines) be established in the Admissions Department. These positions must be filled by Blacks who will concentrate solely upon the recruitment of Black students; and, that BOS participate in the selection process for these positions; and that the appointments be contingent upon the approval of BOS.

The above-mentioned lines must be established regardless of the eventual status of Mr. Lincoln Lawrence. Mr. Lawrence has at no time stated his desire to remain at Rutgers, to any University official and, therefore, to state that he will be held by the University seems rather presumptuous.

4.

### III. University Response:

Two additional recruiters who shall be Black will be appointed by the University to recruit Black students. These two recruiters will be assigned to the Newark admissions office. The University has already provided one line and the State Department of Higher Education, through Chancellor Ralph A. Dungan, has guaranteed the second position.

The University will not hire any Black recruiters for the Newark admissions office unless it is agreed that the Black individuals will meet the needs and expectations of Black students who are to be recruited for attendance at Rutgers Newark. The University agrees that without these qualifications they could not be effective, therefore, if the Black Organization of Students indicates that in its opinion the individual is insensitive to the needs of Black applicants, that individual will not be hired.

5.

.. IV. BOS Demand:

Recognizing that because of admission action as it relates to Black students has to this point been particularly unsatisfactory, the task of complying with our demand concerning the admission of Black students will be immense. Therefore, BOS can accept no less than the following as meaning substantial compliance:

- a. The admission deadline must remain open until September 12, 1969.
- b. No black applicant holding a diploma from a Newark high school accredited by the New Jersey State Department of Education can be rejected during the period between now and September 1, 1969.
- c. No Black student can be dismissed for academic reasons before completing AT LEAST three full semesters of work.
- d. The first year's academic record for any Black student cannot be a determinant in the dismissal of Black students for academic reasons.
- e. Black students reserve the right to erase the first year's academic record and start anew the following semester with a clean slate.

IV. University Response:

There is disagreement on this demand.

6.

V. BOS Demand:

The assignment of a Black student to the faculty admissions board.

a. With the student having voting status.

V. University Response:

A Black student, Miss Marlene Peacock, who is a member of BOS, is already a member of the Newark College of Arts and Sciences' Faculty Committee on Admissions, along with two other students and a number of faculty members.

The faculty of the Newark College of Arts and Sciences, in its report from the Faculty Committee on Structure (Committee I) has already recommended to the faculty that all student members of committees should have voting status. This recommendation will be considered at a Special Faculty Meeting of the Newark College of Arts and Sciences to deal with the recommendations of the Faculty Committee on Structure (Committee I).

VI. BOS Demand:

Funds for remedial, tutorial and other special programs being implemented during the 1968-69 academic year cannot be less in succeeding years, and, in fact, must provide for expansion and broadening of this program.

a. If such funds are not expressly allowed for in the present budget proposals, they must be incorporated, or monies can be taken from other areas.

VI. University Response:

We agree that remedial, tutorial and other special programs for disadvantaged students be expanded and we have planned for just such expansion before BOS presented its demands. We are requesting \$99,000 for the coming academic year for these programs -- many times the amount of \$15,000 we received for the current year -- from the State Equal Opportunity Program and other sources.



7.

VII. BOS Demand:

That a special scholarship be established for the use of Black students who fulfill the academic requirements of Rutgers-Newark, but lack the financial resources:

- a. It is the opinion of the BOS that if the University is sincere in its efforts to bring qualified Blacks into this institution, Rutgers-Newark will act to establish funds for academically qualified applicants.
- b. Although funds are available for so-called risk students, there are no funds allocated specifically for non-risk students.

VII. University Response:

It would be unlawful to establish scholarships with public monies for any racial or ethnic group. The University will continue to raise scholarships for Black students specifically from private sources.

Rutgers Vice President Malcolm Talbott will undertake to raise scholarships for Black students from private sources. We will also seek to secure scholarship funds that already exist outside of the University for the use of Black students who fulfill the academic requirements of Rutgers-Newark but lack the financial resources.

VIII. BOS Demand:

That a committee including black representatives be created to formulate new admissions criteria.

VIII. University Response:

Establishment of Admissions criteria is in the province of the faculty.

With regard to the demand that a committee with Black representatives be created to formulate new admissions criteria, the Faculty Admissions Committee -- which formulates admissions policies with the approval of the faculty -- reviews continuously criteria for student admissions. The committee, with minority group representation, will consider the criteria for this fall's enrollment.

8.

IX. BOS Demand:

That there will be a Black officer hired in the Dean of Students Office and that BOS participate in the selection of this officer; and that the appointment of this officer be contingent upon the approval of BOS.

The verbal acceptance of this demand previously given by Dean McGuire on Thursday, February 20th, is agreeable to BOS provided that it is reduced to writing and incorporated as part of the total response from the Administration.

IX. University Response:

The University will hire a Black officer in the Dean of Students Office. Moreover, the university will not hire any Black officer for the Dean of Students office unless the Black Organization of Students indicates that the Black individual being considered will meet the needs and expectations of Black students at Rutgers Newark. The University agrees that without these qualifications he could not be effective, therefore, if the Black Organization of Students indicates that in their opinion the individual is insensitive to the needs of Rutgers Newark Black students, that individual will not be hired.

X. BOS Demand:

That monies be made available to the Black Organization of Students for the specific purpose of planning and developing community and campus projects.

- a. A precedent for such action has already been established within the University in the form of allocations to RSVP. Although RSVP has been instituted to bring about student-community involvement, the Black Organization of Students feels that we can better serve our community as residents of this community by formulating self-help projects that can project the ideal of Black esteem.

9.

X. University Response:

The University will fund, to the limit of available money, and endeavor to raise additional monies for projects prepared by any student organizations after the usual student source of fundings is exhausted.

XI. BOS Demand:

That an active policy of recruitment and hiring of Black academic and advisory staff be at least proportionate to the total number of Black students and consistent with the demand outlined in section IV.

- a. It is the consensus of the Black Organization of Students that this demand is justified by the realization that people of similar backgrounds and attitudes identify more readily.
- b. Black students would be able to relate to Black advisors with greater ease and because of the similarity of interests and backgrounds, the advisors could more realistically comprehend Black student needs and desires.

XI. University Response:

A demand that the university actively recruit Black academic and advisory staff members proportionate to the number of Black students on campus is one with which the administration concurs. It has been and will continue to be the policy of the administration to seek qualified faculty and advisory personnel from all sources.

We solicit resumes and names of individuals who may be considered by the various departments and staff offices for appointment to University positions.

Progress reports will be given to BOS at its request.

10.

XII. BOS Demand:

That there will be developed a comprehensive Black Studies Institute WITH degree granting status and a full-time coordinator.

- a. One reason for the lack of interest in R-N as a primary college choice is the lack of identification materials for Blacks on this campus.
- b. This Black Studies Institute will provide a needed element of Black identification on campus.
- c. This institute, located in Newark, would serve to attract Blacks interested in pursuing the field of Black studies as a possible career choice.

XII. University Response:

With regard to the establishment of a degree granting Black Studies Institute or Department, the Newark College of Arts and Sciences, through a special committee is considering the creation of an Afro-American Studies Department or Black Studies Institute that will develop courses in Black studies. Two members of the Black Organization of Students, Mr. Harrison Snell and Miss Vicki Donaldson, are presently serving on a committee with faculty members which will recommend a program for consideration and approval by the faculty. If this approval is given, it would be possible to major in Black Studies and, thus, receive a degree with a specialization in that area. Faculty positions will be available to staff this Institute or Department when it is approved.

Note: The University and BOS are presently not in agreement. It will be discussed later.

## Appendix 7: Response to BOS

Statement by Malcolm D. Talbott, vice president of Rutgers University in charge of the Newark Campus, in response to demands issued by the Black Organization of Students at Rutgers Newark regarding recruitment of more black students at the urban campus.

Rutgers in Newark is moving ahead in a full-scale drive to recruit educationally disadvantaged high school students for enrollment at the State University, both as freshmen and transfer students.

Many new programs have been initiated to help black, Spanish-speaking, white and all other disadvantaged young people to enroll at Rutgers Newark, although the administration is the first to recognize that a great deal more must and will be done.

Be it assured, however, that the goal of the university is to add as many black students to Rutgers Newark as we can who show they have the potential to gain a college education.

With reference to the listed demands by BOS--which are included on separate sheets of paper--we have this to say:

1. The Admissions Department will be placed into trusteeship with full authority in that trusteeship committee. The powers of that committee shall be:
  - a) To review present operations, b) To supervise the operation now and until September classes are admitted. c) To make recommendations for permanent and temporary changes.

The membership suggested for the committee is: Alexander Robinson, Associate Dean of Students; Dr. George Kramer, Dean of Admissions and Vice-Provost of the University; Miss Lynda Snead of the Foreign Language Department; Mr. Roger Mitchell, Assistant to the Vice-President; Dr. Charles Pine, chairman of the Physics Department; Dr. Irwin Merker, chairman of the College of Arts and Sciences Admissions Committee; Professor Elizabeth Fenlason of the College of Nursing; Mr. Charles Settle Bursar for the Newark Colleges; Professor Alvin Puryear of the Graduate School of Business Administration; Kevin Costello, Student Council President of the Business Graduate School; Dr. Louis D. King, Associate Dean, College of Pharmacy; John Ferraro College of Pharmacy Student Council, President; two members to be selected by BOS,



one member of the joint Student Council of the College of Arts and Sciences  
and College of Nursing; <sup>and</sup> Mrs. Maria DeCastro Blake, University Extension specialist.

Above all there must be a continuation of the processing of admission applications now in the office and those to come in to the office after this date.

Robert Swab, director of admissions, and C.T. Miller, an assistant admissions director, must remain in the office no later than July 1, 1969 to make certain that these applications will move through the office so that applicants can be informed of the action on their applications. Mr. Swab and Mr. Miller previously requested transfers to another part of the University. These requests will be honored as soon as we are able to say that the admissions applications of the class to enter in September 1969 have been adequately processed but not later than July 1, 1969.

Meanwhile the committee to review the admissions procedures and operations will supervise the operation until all the classes are admitted. This refers to the classes of the Newark College of Arts and Sciences. The College of Pharmacy, the College of Nursing and the Graduate School of Business Administration.

2. The request by BOS that black students be employed on a work-study basis in the admissions office to implement the recruitment of black students is one that should cause no problem. This can and will be done.

3. A new salary line to bring to four the number of people of professional status in the admissions office will be created.

We will hold Mr. Lincoln Lawrence, the present assistant director of admissions.

I will request that Mr. Will Hamm, assistant director of admissions services be assigned full time to the Newark Colleges. It will be the business of these people to recruit students in order that there may be more black students consistent with the goals expressed in IV. We must also seek more clerical help to support these people.

The people who fill the positions mentioned above will not be asked to serve in those positions, with the exception of Mr. Lawrence, who is already there, before we consult with BOS to assure that the persons chosen will be ones of understanding, sensitivity and responsiveness to black needs and desires.

4. Rutgers in Newark will furnish irrefutable evidence that the University is attempting to achieve the goal of a proportion of full time black students enrolled over the next two to three years commensurate with the total population of Newark and its surrounding communities. Evidence of reaching this goal must appear in admissions figures for the 1969-70 academic year.

5. We agree that remedial, tutorial and other special programs for the disadvantaged students be expanded -- and we have planned for just such expansion, before BOS presented its demands. We are requesting \$99,000 for the coming academic year for these programs -- many times the amount of \$15,000 we received for the current year -- from the State Equal Opportunity program, and other sources.

6. I will undertake to raise scholarships for black students from private sources. We will also seek to secure scholarship funds that already exist outside of the University for the use of black students who fulfill the academic requirements of Rutgers Newark but lack the financial resources.

7. With regard to the demand that a committee with black representatives be created to formulate new admissions criterion, the Faculty Admissions Committee -- which formulates admissions policies with the approval of the faculty -- reviews continuously criteria for student admissions. The committee, with minority group representation, will consider the criteria for this fall's enrollment.

8. The request by BOS that a black officer be hired in the Dean of Students office is one again that the administration has already been working on. The Dean of Students had consulted with the leader of BOS on this matter, before BOS presented its demands.

9. A demand that the university actively recruit black academic and advisory staff members proportionate to the number of black students on campus is one with which administration concurs. It has been and will continue to be the policy of the administration to seek qualified faculty and advisory personnel from all sources.

10. With regard to establishing a degree-granting Black Studies Institute, we are considering the creation of an Afro-American Studies Department that will develop courses in black studies. Two members of BOS are presently on a committee that will recommend a program for approval by the faculty. It would be possible to major in black studies and, thus, receive a degree with a specialization in that area. Faculty positions will be available to staff this institute or department, when it is approved.



## **Appendix 8: Vision Statement**

### **From The Provost: Goals for Rutgers-Newark**

Revised August 2005

- Introduction
- Strengthening Undergraduate Education
- Building Academic Distinction in Research & Graduate Study
- Enhancing Student & Campus Life
- Strengthening Ties Between the Campus & Community
- Strengthening University Heights Partnerships
- Increasing Diversity
- Expanding and Upgrading Facilities
- Getting the Message Out

#### **Introduction**

We have entered an era of extraordinary possibilities for the Newark campus of Rutgers University. For years, even as we developed great strengths on this campus, negative and inaccurate perceptions of the city of Newark overshadowed our achievements. But things have changed dramatically, and the evidence is everywhere. Our enrollments have been strong in the last few years, after more than a decade of steady decline, and we are becoming the college of choice for a growing number of the highest achieving undergraduates. More and more undergraduate, graduate and law students want to live on a safe and attractive campus, and the demand for campus housing has far exceeded our ability to accommodate it.

Our location in downtown Newark, adjacent to New Jersey's most concentrated cluster of cultural, scientific and medical institutions, and government, business, legal and mass media headquarters, has become an ever greater asset. Projects to expand market-rate housing, retail, entertainment and recreational facilities are developing all around us, and the city's revitalization is now indisputable. We are both a beneficiary and an agent of this revitalization. Our own campus is increasingly attractive and welcoming, symbolizing our self-confidence as a dynamic institution in a newly vibrant city. Newark's extraordinary transportation links, and quick and easy access to New York City, give us opportunities to fully exploit our location in one of the world's great global economic and cultural centers. Our geographical proximity to Essex County College (ECC), The New Jersey Institute of Technology (NJIT) and The University of Medicine & Dentistry of NJ (UMDNJ) has enabled us to build extensive collaborations in instruction and research that enrich all four institutions. The communities that surround us are receiving vast numbers of immigrants from all parts of the globe, and our student body is ranked the most diverse in the nation.

Our new sense of possibility is built on the longstanding assets of Rutgers-Newark. As an integral part of Rutgers University, we share in Rutgers' international reputation as a major research institution with rigorous standards for faculty appointment, tenure and

promotion. President McCormick has articulated the goal of moving Rutgers to the top tier of American public research universities. To do so, we must offer a quality education to all of our students that challenges them intellectually. We must advance the frontiers of knowledge, pursuing research for its own sake as well as for its potential to improve society and human life. And we must connect our university much more deeply to the needs and aspirations of the people of New Jersey, and contribute to the state's economic development in a knowledge-driven economy. The president has spoken eloquently about diversity and civility as our core values. He has said that Rutgers must strengthen its ties to its host cities, and to K-12 education. He has urged that Rutgers students engage fully in research and experiential learning. The Newark campus will play a central role in Rutgers' drive for international leadership in learning, discovery and service.

*With these assets, Rutgers-Newark is poised to gain visibility as one of the nation's premier urban research universities.*

Below I have summarized my goals for the next phase of Rutgers-Newark's development. The deans will also articulate goals for their respective colleges and schools. This is not a blueprint. Circumstances will change, and we must be quick to seize opportunities we cannot now anticipate. But the campus needs to have a clear understanding of where we are heading and what we seek to accomplish in the next several years. In that spirit, I offer this summary of my goals for Rutgers-Newark.

### **Strengthening Undergraduate Education**

The foundation of all undergraduate education is an outstanding liberal arts core, which we must strengthen. We will expand opportunities for students to undertake original research and to work with our faculty as research assistants. We must take advantage of our urban location to increase student internship and experiential learning opportunities. We must insure that our undergraduate students are taught by our best research faculty. And we must greatly expand the use of technology in instruction.

Rutgers-Newark has a long and proud tradition of providing a first-rate education to students of modest means, to first-generation college attendees, and to students of diverse racial, ethnic and religious backgrounds. We must continue to make the opportunity for a Rutgers education available to all who can succeed here. We must also make particular efforts to enable students from Newark and other nearby communities to enroll and graduate. In recent years, the campus also has had considerable success in enrolling students with outstanding academic records, attracted by our Honors College, our diverse student body, our relatively small classes, the educational opportunities of the city and our growing reputation for academic excellence. We must continue to recruit top students from all social backgrounds at the same time that we reach out to students for whom traditional admissions criteria may not be the best predictors of academic success. To accommodate the different types of students who benefit from a Rutgers-Newark education, we will expand undergraduate enrollment as resources permit.

### **Building Academic Distinction in Research & Graduate Study**

No institution can do everything well. To gain academic distinction on a campus of our

size, we must build a critical mass of scholars in key areas where our existing strengths and our location give us a competitive advantage. These areas should not be confined in any one department or school, and we must encourage synergies across academic units.

We should continue to make outstanding faculty appointments in those areas in which we already have well-developed programs or considerable faculty strength:

- Global Affairs
- Neuroscience & Cognitive Science
- Race, Ethnicity & Historical Memory
- Urban, Metropolitan & Public Affairs

In other areas, we are in earlier stages of development, or we have potential:

- Biomedical, Pharmaceutical & Health Entrepreneurship
- Cellular & Molecular Biodynamics
- Corporate Governance
- Environmental Science, Policy and Law
- Nanomaterials & Ultrafast Spectroscopy
- Professional & Applied Ethics
- Public Security
- Urban Education

We already have a significant number of research centers and institutes in these areas, and plans to develop others. We must strengthen these centers and institutes and encourage them to work with faculty from as many colleges and departments as possible. We should look for ways to build new doctoral and masters programs, concentrations and specializations in these areas. We also need to further expand our partnerships with NJIT and UMDNJ in joint instructional programs, shared facilities and instrumentation, and collaborative research.

To further strengthen our position as a major urban research university, we must increase the number of PhDs we award annually, and the amount of external research support we receive.

### **Enhancing Student & Campus Life**

As growing numbers of high school students and their parents come to recognize the quality of our faculty and academic programs, and as Newark's revitalization gains wider attention, we have experienced a surge of student demand for on-campus housing. We also need to accommodate a substantial number of law and graduate students who seek to live on campus. We have a unique opportunity, therefore, to create a critical mass of resident students. We will move as quickly as possible to build both undergraduate and graduate housing.

We also need to expand campus recreational, social and cultural life and the number of students who are actively engaged in campus activities outside the classroom. We must

encourage our students to attend performances in NJPAC and elsewhere, to visit cultural institutions like the Newark Museum, the Aljira Center for Contemporary Art, the New Jersey Historical Society, to attend baseball games at Riverfront Stadium, make use of the facilities of Branch Brook Park and the new riverfront park to be built along the Passaic River, and to engage in civic activities and provide volunteer service in the city. We should also encourage our students to take advantage of the social and cultural life of New York City, so readily accessible from campus.

### **Strengthening Ties Between the Campus & the Community**

Rutgers-Newark will expand its extensive ties to the city of Newark, the New York/northern New Jersey metropolitan area and the state of New Jersey. To establish ourselves as one of the nation's leading urban research universities, we must enhance our national reputation and visibility as an interactive campus which draws upon the resources and needs of urban and metropolitan communities in advancing excellence in teaching, research and service. We have particularly strong opportunities to expand this interaction in the areas of:

- Urban education, and especially the Newark Public Schools
- Public safety and security
- Community development, including neighborhood empowerment and revitalization
- Economic development, including small business development, and support for New Jersey's pharmaceutical and biomedical industries
- Legal, nursing and public health services to underserved populations of Newark and other communities
- Public affairs and administration

As we build new housing and instructional facilities and make other campus improvements, we must try to leverage these projects so that they simultaneously support the revitalization of University Heights and downtown Newark as well as the needs of the campus. Therefore, we will look for opportunities to partner with private developers and state and local government agencies, making Rutgers-Newark integral to the city's urban renewal plans. We will encourage private and public entities in greater Newark to take fuller advantage of the resources available at Rutgers-Newark. We will also encourage more local, state and community groups to hold meetings and conferences in campus facilities, and seek ways to expand conference facilities adjacent to the campus.

### **Strengthening University Heights Partnerships**

Rutgers-Newark has collaborated for many years with our partner institutions of higher education in University Heights. These collaborations have enabled us to enrich the opportunities available to students, strengthen research and support economic development and revitalization in Newark. We must expand and strengthen our partnerships with our University Heights neighbors, recognizing the centrality of advanced research and scientific and professional education to the economy of Newark and New Jersey in the twenty-first century.

### **Increasing Diversity**

We are justly proud of our status as the most diverse national university in the U.S., but our record in faculty and senior staff diversity is not nearly as good. We must build a faculty with the background and experience to serve our student body effectively. In particular, we must substantially increase the number of Hispanic, African-American and other underrepresented minority faculty at Rutgers-Newark, and increase the diversity in the ranks of upper campus administrators.

### **Expanding and Upgrading Facilities**

Like all of Rutgers, we have a severe shortage of instructional and research space, parking, and social/recreational facilities. We will use capital funds from future university and state bonds to address these needs. We will also build new undergraduate and graduate housing through public-private partnerships. As funds become available, we hope to expand the facilities of the Business School, further expand instructional and research laboratories for the sciences and nursing, add new general-purpose classroom and faculty office space, complete the third floor of the Dana Library, and add additional spaces for performances, lectures and other cultural events. We will also modernize many older instructional laboratories and classrooms.

### **Getting the Message Out**

In some respects, Rutgers-Newark is one of the best-kept secrets in American higher education. We need to raise dramatically the visibility of the campus in New Jersey and in American higher education. We will work closely with the campaign to raise Rutgers' visibility to project Rutgers-Newark as one of the nation's top urban research campuses, in a dynamic metropolitan area.

\* \* \* \* \*

These are my goals for Rutgers-Newark. I welcome your advice, suggestions and ideas as we work together to make Rutgers-Newark one of the nation's premier urban research universities.

**Steven J. Diner**, Provost (August 2005)

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- Zuiches, J. (2008). Attaining Carnegie's community-engagement classification. *Change*. 40(1), 42-45.

## Curriculum Vitae Diane Hill

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### Education

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#### Highest Earned Degree

Ph.D., Urban Systems in Education, joint program with Rutgers University, New Jersey Institute of Technology, University of Medicine and Dentistry of New Jersey, May 2012

#### Dissertation

The Transformation of Metropolitan Universities: A Case Study of Rutgers University-Newark and its Community Partnerships, 1967-2010

#### Other Earned Degrees, Graduate and Undergraduate

Caldwell College-Caldwell, NJ  
Bachelor of Arts, Elementary Education, 1977

Jersey City State College  
Jersey City, NJ  
Master of Arts in Special Education, 1985

#### Certificates and Licenses Held

Rutgers, The State University of New Jersey  
Tri State Institute, New Brunswick, NJ  
Certificate: Remedial Development, 1982

Caldwell College-Caldwell, NJ  
Certificate: Early Childhood Education; Minor: Spanish, 1977

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### Principal Employment

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2010-ongoing Rutgers, The State University Of New Jersey, Newark Campus  
Assistant Chancellor, Office of University-Community Partnerships (formerly Office of Campus and Community Relations)

2005-2010 Rutgers, The State University Of New Jersey, Newark Campus  
Executive Director, Office of Campus and Community Relations

2001-2005 Rutgers, The State University Of New Jersey, Newark Campus  
Director, Campus Information and Conference Services

1996-1988 Rutgers, The State University Of New Jersey, Newark Campus  
Assistant Director for Special Programs/Educational Opportunity Fund (EOF), Academic Foundations Center/ Co-Director for the Center for Pre-College Education and Community Outreach

1980-1988 Caldwell College, Caldwell, NJ  
Director, Educational Opportunity Fund Program (EOF)

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## **Honors and Awards**

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### **Professional Awards and Honors**

Shirley Chisholm Education Award. 2012, NJ State Assembly Speaker Sheila Oliver

Rutgers Newark, Chancellor's Award for Community Engagement, Community Service Award (Co- Principal Investigator with Dr. Mark Gluck, Center for Molecular and Behavioral Neuroscience for African American Alzheimer's Disorder Initiative), 2011

Rutgers-Newark Organization of Black Faculty and Staff Legacy Award, 2011

Rutgers Newark, Chancellor's Award for Community Service, 2010

Pi Alpha Alpha (National Honor Society for Public Affairs and Administration) Induction and Award, 2010

Tri-State Consortium Award for Excellence and Service to the Community, 2009

Educational Opportunity Fund Professional Association of New Jersey Outstanding Leadership Award, 2008

Tri-State Opportunity Programs-Special Board Recognition, 2002

The Consortium for Pre-College Education In Greater Newark-Governing Board Special Recognition, 2002

University Merit Award Recipient, 1992-2001

City News, "100 Most Influential in NJ," 1998

State of NJ Senate and General Assembly Joint Legislative Resolution for Leadership and Service, 1997

NJEOFPA "Alumni of the Year Award," 1996

NJEOFPA "Outstanding Service Award," 1994

NJEOFPA "Woman of the Year Award," 1990

Tri-State Consortium "Outstanding Leadership Award," 1990

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## **Conference Presentations, Lectures, Demonstrations**

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### **Papers, Abstracts, and Lectures**

"Re Imaging the Urban Campus through Civic Engagement: A Model for Building Community Partnerships," Coalition of Urban and Metropolitan Universities (CUMU) Annual Conference, Philadelphia, PA. 2009

"The Collective Power of Three: Developing an Integrated Urban University-Community Partnership Organization," Thirteenth Annual International Conference of the Coalition of Urban and Metropolitan Universities, Baltimore, MD, October 2007

“The Challenges and Rewards of Managing Diversified Campus and Community Relations Services,” Twelfth Annual International Conference of the Coalition of Urban and Metropolitan Universities, 2006

“Re-imagining the Urban University through Campus Information and Outreach Services: A Personal Connection Model,” Coalition of Urban and Metropolitan Universities Conference, California State University at Dominguez Hill, Los Angeles, CA, October 2005

“Expanding the Vision in Higher Education in New Jersey,” (NJEOFPA), NJ, 1996

“Strengthening and Enhancing the Educational Opportunity Fund: Response of Higher Education in New Jersey,” (NJEOFPA), NJ, 1994

### **Other Presentations, Lectures, Demonstrations**

New Jersey Global Women’s Leadership Collaborative “Women in Leadership Roles Creating Local and International Civic Engagement Opportunities: A Model for Globalization in Urban Communities,” Ghana, West Africa, October, 2008

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## **Service**

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### **Service to Other Public Bodies**

2011- ongoing Appointed to Newark Youth Policy Board

2011-ongoing NJ Legislative Black Caucus Foundation, elected Vice Chair

2009-ongoing I Have A Dream Foundation Board Member

2009-ongoing Women in Media - Newark (WIM-N), Board Member

2006-ongoing NJ Legislative Black Caucus Foundation Board Member

2004-ongoing WBGO Public Broadcasting Board of Directors

2002-ongoing Newark Pre-School Council, Board of Directors

2000-2011 Newark Women's Conference Inc. Board Member and Conference Planning Council

1998-ongoing Appointed to Congressional District College Annual Career Day Fair Advisory and Planning Committee for Congressman Donald Payne

2000-2007 St. James Preparatory School, Board Member

1998-Founding Board of Trustee Member, Marion P. Thomas Charter School, Newark, NJ

1997-2003 Newark North Jersey Black Clergy Tutorial Program Advisory Committee Member

1993-1997 Tri-State Consortium Program, Executive Board, Vice President

1992-1997 New Jersey Educational Opportunity Fund Professional Association, (NJEOFPA), President-Elect

1996-ongoing Global Women Leadership Collaboration Consortium, Executive Board Member

1991-1993 United Way Youth Speakers Bureau of Essex County, New Jersey, Chairperson



1988-1989 Irvington Board of Education Self Study Team Member

**Service to Rutgers University**

2011-ongoing, Appointed campus designee, New Jersey Campus Compact

2008- Co-Chaired the NJ Global Women's Leadership Summit 2008 in Ghana West Africa, and appointed by Rutgers-Newark Chancellor to serve as university liaison

2000-Co-Chaired the Global Women's Leadership Institute and appointed by Rutgers University, Newark Provost to serve as university liaison for the Newark Women's Conference and Global Women's Leadership Institute to host First Lady of Ghana on campus