

Anchor Institution – Community Engagement in Newark: Striving Together

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I would like to start, today, by thinking broadly about the relevance of universities to a new generation (or re-generation) of urban social movements organized around community development, empowerment, and social justice. As historian Thomas Sugrue recently reminded an audience at Rutgers University-Newark, while real progress came from the social movements that followed the urban rebellions of 1967 in Newark, Detroit, and many similar cities, much of it has since eroded.²

**Anchor Institution-Community
Engagement in Newark:
Striving Together**

**THE ORIGINS
OF THE
URBAN CRISIS**
RACE AND INEQUALITY IN
POSTWAR DETROIT
THOMAS J. SUGRUE

THE NEWARK FRONTIER
Celebrating Action in the Great Society Mark Krasovic

**CITY
MOVES:**
Black Urban
History
Since 1967
SATURDAY, FEBRUARY 18, 2017

**Nancy Cantor
Chancellor
Rutgers University - Newark**

**Integrating Research, Policy, and Practice:
Reimagining the University/City Connection
Rutgers University - Camden
March 28, 2017**

¹ Panel presentation, *Integrating Research, Policy, and Practice: Reimagining the University-City Connection*, Rutgers University-Camden, Camden, NJ, March 28, 2017. Appreciation is extended to Peter Englot for his collaboration and insights on this work.

² Thomas Sugrue, *City Moves: Black Urban History Since 1967*, Marion Thompson Wright Lecture, Rutgers University-Newark, February 18, 2017. See also, Nancy Cantor, Remarks at 37th Annual Marion Thompson Wright Lecture Series, Rutgers University-Newark, February 18, 2017.

Now, as in 1967, we face again the need to build structures for the long term to move the needle, replacing an architecture of segregation and inequality with an architecture of inclusion and equitable prosperity.³ The need for such a movement is clear in report after report on the disparities and fractures in our economy and educational systems. Consider, as examples: Anthony Carnevale's data showing less than 1% of the 11.5 million new jobs added in the post-2008 economic recovery going to those with only a high school degree;⁴ Paul Jargowsky's sober documentation of the architecture of segregation in urban America,⁵ along with Gary Orfield's analysis of the concomitant "double segregation" (by race and class) that plagues our nation's public schools;⁶ and the Century Foundation's report on preventing community colleges from becoming separate and unequal.⁷

Educational & Economic Opportunity

Anchor Institutions Task Force

MARGA
INCORPORATED

...an advocacy and movement building organization to create and advance democratic, mutually beneficial anchor institution-community partnerships.

"We call the country's attention to the striking rise in double segregation by race and poverty for African American and Latino students who are concentrated in schools that rarely attain the successful outcomes typical of middle class schools with largely white and Asian student populations."
Gary Orfield, et al., *Brown at 62: School Segregation by Race, Poverty and State*

RETOOLING HUD
As a Catalyst for Federal Government
A REPORT BY BRUCE LARSEN DIRECTOR

AMERICA'S DIVIDED RECOVERY
College Haves and Have-Nots
2016

THE ARCHITECTURE OF SEGREGATION
City, State, and Community in Urban and Public Policy

BRIDGING THE HIGHER EDUCATION DIVIDE
Strengthening Community Colleges and Restoring the American Dream

³ Editorial, "The Architecture of Segregation," *The New York Times*, September 6, 2015, SR8; Sturm, S., Eatman, T., Saltmarsh, J., & Bush, A. (2011). Full participation: Building the architecture for diversity and public engagement in higher education (White Paper; Columbia University Law School, Center for Institutional and Social Change); Sturm, S. P. (2006), The Architecture of Inclusion: Interdisciplinary Insights on Pursuing Institutional Citizenship. *Harvard Journal of Law and Gender*, 30, 248–334.

⁴ Anthony Carnevale, *America's Divided Recovery: College Haves and Have-Nots*, Georgetown University Center on Education and the Workforce report, 2016.

⁵ Paul Jargowsky, Architecture of Segregation: Civil Unrest, the Concentration of Poverty, and Public Policy, *The Century Foundation*, Report: Race and Inequality, August 7, 2015.

⁶ Gary Orfield, Jongyeon Ee, Erica Frankenberg, and Genevieve Siegel-Hawley, *Brown at 62: School Segregation by Race, Poverty and State*, Research Brief of UCLA Civil Rights Project, May 16, 2016.

⁷ See The Century Foundation Task Force on Preventing Community Colleges from Becoming Separate and Unequal, *Bridging the Higher Education Divide: Strengthening Community Colleges and Restoring the American Dream*. Washington, DC: The Century Foundation, 2013. www.tcf.org/bookstore/detail/bridging-the-higher-education-divide.

Together these reports remind us that: educational attainment and economic mobility go hand-in-hand; in turn, we are leaving way too much talent on the side-lines of opportunity; and it will take a collaborative village across traditional divides to effect social change. Indeed, and despite the fraught contemporary social-political landscape within which we find ourselves, a collaborative anchor institutions movement, such as the one that Ira Harkavy and David Maurrasse (with many of us as co-conspirators) have grown,⁸ can really make a difference. It is our opportunity and our responsibility to join forces in cross-sector collaborations, building on long-standing legacies of strength and cultural diversity in our cities, to make long-term, sustainable change in arenas from education to economic development to arts & culture and the environment, and public health and safety.

The Architecture of Inclusion in Anchor Institution-Community Engagement

At the heart of the anchor institution-community partnerships model is the recognition of the fundamental interdependence between the anchor institution and its home community. One of the signatures of this approach is that there is a seamless two-way street between the university and the community, with a sharing of power and resources and space to establish a mutual flow back and forth of people and ideas and investments, and an openness to collaboration and change in both directions. This kind of work takes sustained commitment to nurture the infrastructure of collaboration itself – to build an architecture of inclusion and a practice of full participation. It is at the heart of many of the “creative place-making” efforts around the country, perhaps most developed in the remarkable work of artist, urban planner, innovator, Theaster Gates in the South Side of Chicago.⁹

In Newark, following this model, faculty from our Arts, Culture and Media Department partner with multiple small and large local arts organizations in a university-community arts collaboratory, a “third space,” for teaching, arts production, community dialogue and activism. *Express Newark* inhabits 50,000 square feet in an iconic, once-abandoned, building downtown that has been recently restored for mixed-use residential and retail by a team of developers and investors, enlivening its rebirth with all the fervent, contested, honest arts-making possible.¹⁰

⁸ See, <http://www.margainc.com/aitf/>.

⁹ Natalie Moore, How Theaster Gates is Revitalizing Chicago’s South Side, One Vacant Building at a Time, *Smithsonian Magazine*, December 2015.

¹⁰ See: Express Newark, RU-N’s Arts Incubator, Now Open in Historic Former Hahne’s Department Store, is Bringing New Synergy to Newark’s Arts District, <http://www.newark.rutgers.edu>.

Express Newark

- Shine: A Portrait Studio
- Community Media Center
- Design Consortium
- Makerspace
- Arts Gallery
- Book Arts Studio
- 2D/3D Printing Studio
- Newark Americanis
- Writers @ Newark
- Newark Reporter
- Institute of Jazz Studies exhibits

Hahne & Co. Building

Partners
 NJPAC, WBGO, Newark Museum, Aljira, HYCIDE Magazine, Newark Print Shop, Talking Eyes Media, VIF documentary collective

EXPRESS NEWARK UP CLOSE

GUESTS HOSTED BY


 ANNE ENGLOT
Project Director, Newark


 VICTOR DAWSON
CEO, Newark


 LYNEE RICHARDSON
Project Director, Newark


 TEHSWAN GLOVER
Project Director, Newark

TUESDAY FEBRUARY 9, 4PM

**#LETSGROW
POWER HOUR**

 www.blab.im

Rutgers Business School
Center for Urban Entrepreneurship
& Economic Development

**INTEGRATE
HUB** Media + Arts
Entrepreneurship


**EXPRESS
NEWARK**


Newark Print Shop:
 Samer Fouad
 Lisa Conrad
 Steve McKenzie


**Wednesday Night
Print Club:**
 All U Can Print \$10


Records at Play:
 The US @ 50 Exhibit

In it, the next generation of artists, humanists, and creative entrepreneurs at Rutgers-Newark are on equal footing with Newark public school students, local Newark artists, residents, and innovators, taking classes, learning new expressive media, as well as the “business” of artistic production. Organizations of every scale collaborate in this space, from student-run magazines like our Scarlet Magazine to the Newark Print Shop, resident in Express Newark, to arts education collaborations with the Newark Public Schools and the major cultural anchors (like the Newark Museum and NJPAC) in the city.



While, there is, of course, no guarantee that differences in power, position, scale, resources, and backgrounds will be easy to bridge, we can at least set the stage for an ecosystem of civic democracy to grow, and that will be a victory of sorts in and of itself. In fact, Express Newark has only been open for a couple of months and already we are seeing the space come alive, including a jam-packed community launch of the fifth issue of the digital multimedia collaborative, the *Newest Americans*, with video stories of the inter-generational immigrant community in Newark's Ironbound. Newark is a city with a very long – 350 year – history of creativity, resilience, and most of all expressive confrontation with injustice, so we can expect this space to continually serve as a platform for difficult dialogues, community celebration and empowerment.

Broader Collective Impact Consortia

Moving up in scale, our anchor institution work sometimes unfolds within the context of city wide collective impact initiatives that span multiple sectors and organizational partners coming together to reach a target goal of social change. In Newark, for example, there are collective impact consortia of government, business, non-profit, educational and medical anchors, working on both educational attainment (25% post-secondary degrees for residents by 2025)¹¹ and economic mobility (2020 new jobs for city residents by 2020).¹² Within that context, the university's anchor role may be two-fold, serving, for example, as a backbone

¹¹ See: <http://www.nclc2025.org/>.

¹² See, for example, the call for economic and racial justice from Mayor Ras J. Baraka and Ryan P. Haygood, Cities Have the Power to Finally Bridge MLK's 'Two Americas,' *The Nation*, January 16, 2017.

organization (gathering together partners, creating data platforms and convening dialogues), and at the same time enacting with community partners particular programs or interventions to affect the long-term goal of the collective.

Let me illustrate this approach to anchor institution work and the integration of research, policy, and practice with the ever-evolving work of the Newark City of Learning Collaborative (NCLC). NCLC is a broad-ranging collaboration of the Newark Public Schools, the Opportunity Youth Network, five higher education institutions, the City of Newark, numerous CBOs, and major corporate and foundation partners, dedicated to raising post-secondary attainment in Newark.

Rutgers-Newark's Joseph C. Cornwall Center for Metropolitan Studies serves as the backbone organization for NCLC, convening study groups to identify obstacles and interventions, and assessing progress in city-wide, high school graduation, college access, retention, and completion. It organizes CBO and educational anchor partners to staff "college knowledge" centers, college fairs, and workshops throughout the district (working with families and students on FAFSA completion, SAT prep, college applications). NCLC and the Newark Public Schools work closely, including sharing a staff liaison, providing monthly professional development sessions for high school counsellors throughout the district, and articulating educational pathways for Newark students across the high school -2-4 year divides. NCLC also works closely with the City of Newark, serving since 2015 over a thousand students in the City's Summer Youth Employment Program with college readiness workshops and carrying over those workshops during the school year. It also works with local corporate partners in a College Freshman Institute to provide incoming college freshman from Newark with internships and a social capital network for career development advice.

Connecting Newark Youth to College



FREE SAT BOOT CAMP
"Approach is Everything"
A workshop designed to help high school students improve their SAT score

Saturday, September 24, 2016
10am - 2pm
Rutgers University Newark
Ackerson Hall - Rm 129
180 University Avenue
Newark, NJ 07102

Enrollment Registration
Your College@LearnsTheFuture.com

College Application Fair
High school seniors and
Apply to Colleges & Universities for
FREE

Saturday, October 21, 2016
10am - 5pm
Rutgers Business School
1 Park Ridge Park
17th Floor, Student Center
Newark, NJ 07102

Register for FREE - Open to Seniors
Visit us on Facebook: <https://www.facebook.com/ru-n>
Visit us on Twitter: <https://twitter.com/ru-n>
Visit us on LinkedIn: <https://www.linkedin.com/company/rutgers-university-newark>

- 6 College Success Centers launched across Newark by RU-N's Abbott Leadership Institute, serving 400 students since 2015
- 1,200 Newark students in Mayor's Summer Youth Employment Program
- City-wide college fair
- NCLC Leadership Institute monthly workshops on academic and soft skills
- 8-Week SAT prep course taken by 125 local students
- Monthly professional development for Newark guidance counselors at all 16 Newark Public Schools high schools
- Parent engagement & FAFSA completion
- 200 students annually in College Freshman Institute

A central focus of NCLC's programming is to create a post-secondary ecosystem in the city that reaches into the high schools and paves the way for Newark students to enter and succeed in college. Each of the higher education partners in the Collaborative has a tradition of engagement in pre-college programming and the intent is to build on and scale up those opportunities.

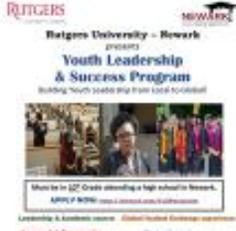
Pre-College to College Pathways

Pathways to Achievement & Success

- Youth empowerment through creative place-making
- 3D design, photo portraiture, printmaking, theater, gallery curation, public speaking
- Goal mapping, SAT prep, college advising
- Initial cohort of 150 10th graders; 600 by year four

THE KRESGE FOUNDATION







PAS students learning
3D design



- Blended cohort of 50: traditional 10th graders & opportunity youth 16-24
- Mapping individualized paths to college/career development
- Saturday Academies social justice curriculum supports youth voice, empowerment, development of global perspective on justice and citizenship: life planning, self-awareness, leadership, Newark history, advocacy
- Grow to 200 participants by year four

 FORD FOUNDATION

For example, NCLC recently launched two signature pre-college to college pathway programs. Each program is a multi-year pathway for high school students recruited from across the city, providing academic programming, opportunities for civic and cultural engagement in the city, and social-emotional supports from trained mentors who will follow the students into college. In the Pathways to Achievement and Success Program (PAS), a 150 10th graders from schools all across the city participate in Saturday Academies at Express Newark (learning everything from 3D printing to theater arts, portraiture, and public speaking) and also take part in goal mapping, SAT prep, and college guidance work. PAS will grow from an initial cohort of 150 to 600 by year four of the program. We will follow these 10th graders as they matriculate through high school, support them as they successfully transition into college, and continue supports to enable them to complete their degrees. Similarly, NCLC collaborates with its partner organization the Opportunity Youth Network in the Youth Leadership and Success Program (YLSP). YLSP blends a cohort of traditional (10th graders) and opportunity youth (ranging in age from 16-24) in support of college and career planning and development, utilizing a social justice curriculum to support the development of youth voice and empowerment, enabling 50 young people a year to develop a global perspective on justice and citizenship. This program, which will grow to 200 participants by year four, aims to prepare each YLSP Fellow in mapping a path to college and/or career. Saturday Academies include life planning, exercises on self-awareness, seminars on leadership, the city's history, and advocacy.

Just as the Netter Center at the University of Pennsylvania is constantly innovating in its university-assisted community schools anchor institution work in Philadelphia, the programmatic interventions that NCLC creates draw on the research and policy work of the Cornwall Center

staff, especially as they keep up with trends in “improvement science”¹³ that inform university-schools-community engagement. Without the insights of the participants, community-based “participatory” research and practice is not truly participatory and therefore is less likely to meet our long-term expectations. As such, all of the evaluation work in these projects needs to involve as much formative as summative assessment and flexible improvement-oriented, mutually and collaboratively designed recommendations for new programming.

As with all of our collaborations, the programming, interventions, and evaluations associated with NCLC, also occur in a broader framework of the university’s strategic anchor institution plan and its commitment to high-impact scholarship with policy and advocacy implications for urban communities. For example, through our institutional Chancellor’s SEED grant program, we have supported several interdisciplinary initiatives with direct implications for urban education specifically and metropolitan community development more generally. These include research using GIS methodologies to map resources in cities (and their suburban rings), such as supermarkets, free pre-K, job training centers, transportation, social service agencies, crime hot spots, and cultural institutions – all part of a municipal opportunity index that forms the context for successful schooling. And, as David Troutt, the faculty director of the Center on Law in Metropolitan Equity (CLiME) notes, this tool then becomes a platform for asking questions like: “do people follow assets or assets follow people?”, as we think about supporting strong, healthy, safe neighborhoods that promote educational and economic justice. Similarly, we know that educating children in integrated (rather than racially homogeneous) schools presages better individual and societal outcomes, but how do we achieve integration without disrupting communities in ways that backfire? Elise Boddie, Paul Tractenberg, and other Rutgers-Newark faculty are asking just such questions, ultimately informing both advocacy campaigns and collective impact work like that of the Community Schools South Ward Initiative in Newark. Moreover, Charles Payne, the incoming director of the Cornwall Center, is embarking on a program of public information and community dialogue across a range of topics from local control of schools to best practices for parent engagement in schooling, with an eye toward community capacity building so that the mutuality of anchor institution work on the ground can best flourish.

¹³ See Using Improvement Science to Accelerate Learning and Address Problems of Practice, Carnegie Foundation for the Advancement of Teaching, <http://www.carnegiefoundation.org/our-ideas/>.



Anchor Institution Investments: Changing Ourselves to Effect Change

As our universities mobilize for anchor institution engagement and evidence-based assessment and advocacy, we also need to improve our own institutional goals, practices, and investments. At Rutgers-Newark, we have experienced this mandate for institutional assessment in each of the collective impact domains in which we operate, from figuring out new ways to support the engagement of local artists in Express Newark, to adapting our procurement and hiring practices in support of a city-wide, jobs initiative and the live-work-buy anchor coalition in Newark. Whereas some of this institutional assessment involves changing operational practices, other aspects go perhaps more deeply to the core of our scholarly and educational mission and commitments. This is certainly true as we think about the specific institutional role that Rutgers-Newark needs to play in achieving educational opportunity for Newark residents and students from NJ's under-resourced communities across the State, clearly at the heart of NCLC and our public university mission more broadly. It is also true as we consider how to best support the engagement of a new generation of scholars who often have broad interdisciplinary and community-engaged interests and personal commitments to diverse social identities that can be reinforced by and contribute to this anchor work.¹⁴

¹⁴ See Stephanie A. Fryberg and Ernesto Javier Martinez (Eds.), *The Truly Diverse Faculty: New Dialogues in American Higher Education*, New York, NY: Palgrave Macmillan, 2014.

As one example of creating more inclusive environments for students and faculty alike, our new Honors Living Learning Community, dedicated to local citizenship in a global world,¹⁵ brings students who come to us both straight out of high school and as county-college transfers. They have taken many paths in life, as veterans, parents, formerly incarcerated, homeless, or from foster care, to name a few of their paths to college. They bring knowledge and insights perfectly suited to take the mantle in a new movement for social justice, locally and beyond. Moreover, as they interact with a very broad group of publicly active scholars and citizens in an interdisciplinary, community-engaged curriculum, they teach our faculty in turn and improve our anchor institution work.

Assuring Access, Cultivating Talent

RU-N Talent & Opportunity Pathways

RU-N to the TOP

- Newark residents with household adjusted gross income (AGI) is \$60,000 or less AND students transferring to RU-N with associate's degree from NJ county college, and whose household AGI is \$60,000 or less: scholarships covering 100% of undergraduate tuition & fees (after federal, state, and external scholarships have been awarded).
- All students admitted to RU-N's Honors Living-Learning Community (HLLC) receive 100% residential scholarships covering the full cost of room and board.

Impact to Date

- Undergraduate enrollment up 13.2% since 2013
- 825 RU-N to the TOP scholars in 2016-17
- Newark resident enrollment up 23% from 2015, 47% from 2013
- NJCC transfer enrollment up 21% since 2013
 - 43% of NJCC transfers are from Essex, Hudson & Passaic CCs

Honors Living-Learning Community

A state-of-the-art facility serving upwards of 500 first- and second-year students; dining, recreational, and academic space; curricular themes of "Local Citizenship in a Global World;" and increased enrollment of the talented students from Greater Newark, as they live and learn at RUN with students from all over the world.



HLLC Entering Class 2016

- 60 students; 38 first-year, 22 transfer
- 52% from Newark
- 86% students of color
- 47% first-generation college-going
- Includes students who are parents, formerly incarcerated, formerly homeless, formerly in foster care

Moreover, as we build on the strength, talent, and experience of this next generation, we also need to put in place innovative pedagogy, professional development for graduate students, and rewards for publicly engaged scholarship to nurture a diverse "new professoriate" for the work of our anchor institutions. For us, this has meant creating a P3 Collaboratory on campus to study and support: collaborations across disciplines and in community, engagement with national groups studying everything from gateway courses to new evaluation rubrics for publicly-engaged scholarship, fostering conversations about the life and work of the "new professoriate," including those publicly-active graduate students¹⁶ looking ahead to innovative career paths. There is little doubt that university-community collaboration is both rewarding and very hard, and like everything else in the academy we had better study it well, accumulating both best practice

¹⁵ See Meredith Kolodner, A University that Prioritizes the Students who are Often Ignored, *The Atlantic*, May 19, 2016; <http://www.newark.rutgers.edu/tags/hllc/>.

¹⁶ See <http://imaginingamerica.org/>.

knowledge and the necessary modesty to make it most likely to succeed out in the world beyond the ivory tower.¹⁷



Moving Beyond the Ivory Tower

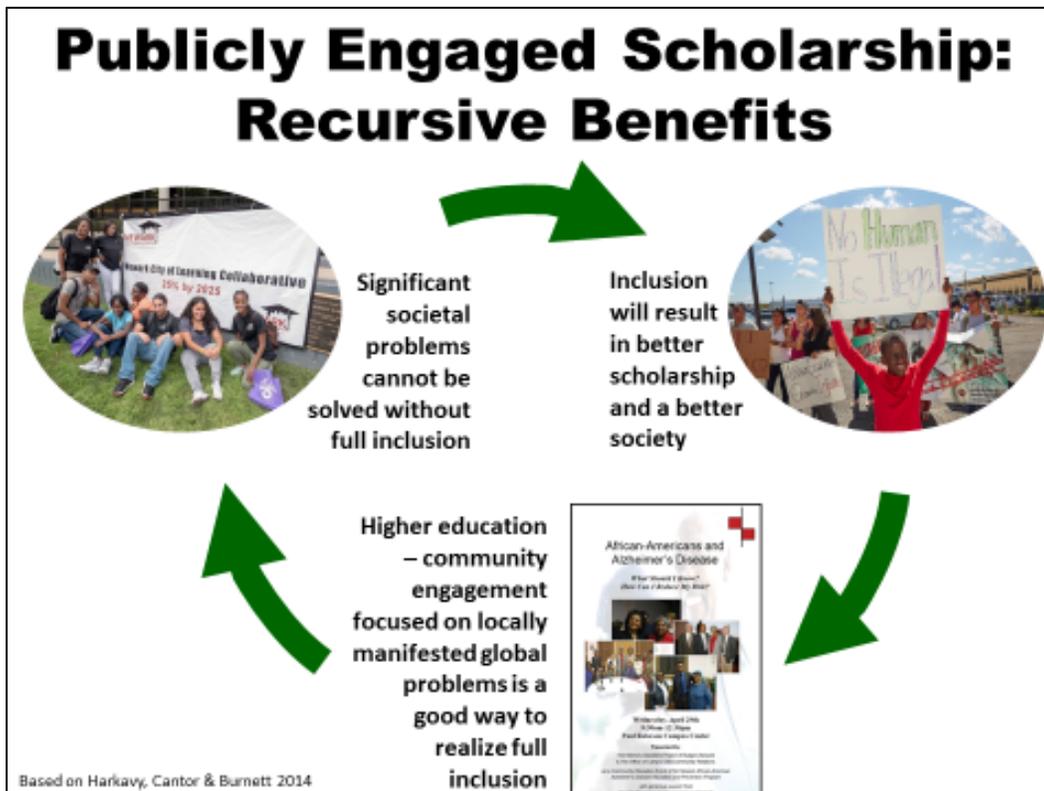
Speaking of moving beyond the ivory tower, the ultimate aim of good anchor institution-community collaboration is to proliferate opportunity – social, cultural, economic, civic, educational – throughout the city, from downtown business districts to university campuses to the neighborhoods in which people live, children grow up, and generations take shape. When this happens well, there will be fewer isolated clusters or hotspots of opportunity, be they geographic (downtown business and cultural hubs versus isolated and degraded neighborhoods), racial (an architecture of segregation), or economic (rampant inequality), disparities that divide populations and hold individuals back. We need the impact of anchor institution engagement to be broadly (geographically, socially, and economically) shared such that what Raj Chetty and his colleagues called the “birth lottery” will no longer rule the fate of children growing up in our cities and towns.¹⁸

At the core of spreading opportunity is and must be the fulsome engagement of local citizens, of all generations, in the anchor institution-community engagement partnerships. Not

¹⁷ Nancy Cantor and Peter Englot, Civic Renewal of Higher Education through Renewed Commitment to the Public Good, In Jill N. Reich (Ed.), Civic Engagement, Civic Development, and Higher Education, *Bringing Theory to Practice*, Washington, DC., 2014, pp. 3-11.

¹⁸ Raj Chetty, Nathaniel Hendren, Patrick Kline, Emmanuel Saez, and Nicholas Turner, Is the United States Still a Land of Opportunity? Recent Trends in Intergenerational Mobility, *NBER Working Paper 19844*, January 2014.

only will this provide a better avenue to sustained social change, but it is a capacity building strategy for society as well. As Ira Harkavy, Myra Burnett, and I noted in a White Paper commissioned by the National Science Foundation, the positive recursive cycle of inclusive community-engaged science not only produces better science but better more diverse scientists and ultimately a better, healthier society.¹⁹ We have seen this positive recursive cycle in action in Newark, where, for example, our university-community partnerships office organized an African-American Brain Health Initiative as a collaboration between Rutgers-Newark neuroscientists, retired Black nurses, and faith-based organizations. The collaborative effort here both promotes healthy neighborhoods and simultaneously serves as a recruiting tool for the next generation of STEM students in Newark, who in turn, serve as ambassadors spreading an inter-generational message about educational attainment to future children in their community. In other words, there is much of value in an architecture of inclusion – inter-generational, inter-institutional, and inter-cultural, and that it seems to me is what good university-community anchor institution work should aspire to accomplish, in a new urban movement for social justice.



¹⁹ Harkavy, I., Cantor, N. and Burnett, M. 2014. Realizing STEM Equity and Diversity through Higher Education-Community Engagement, White Paper supported by National Science Foundation under Grant No. 121996, University of Pennsylvania.