The Rutgers University – Newark Strategic Plan: Where Opportunity Meets Excellence commits us to measuring our success in pursuit of that plan in specific ways. While many oral and written presentations and reports have been made over the course of the past eight years to the Newark Faculty Council addressing this commitment, the present synopsis has been compiled to summarize our progress in those dimensions outlined in the strategic plan.

### Fiscal Health
Rutgers-Newark has set annual goals for budget performance in conjunction with the Office of the President and Office of University Finance and Administration. Typically, our annual threshold goal is to break even, but optimally to have a positive carry-over margin relative to budget. For the five most recent complete fiscal years, our performance has been as follows.

- Fiscal Year 2017: Achieved goal with positive margin of 0.55%
- Fiscal Year 2018: Achieved goal with positive margin of 0.78%
- Fiscal Year 2019: Achieved goal with positive margin of 1.5%
- Fiscal Year 2020: Achieved goal with positive margin of 1.5%
- Fiscal Year 2021: Achieved goal with positive margin of 3.2%
- Fiscal Year 2022: Anticipate marginal negative margin owing to loss of emergency covid funding, lower enrollment, reinstatement of spending, and salary increases

Another indicator of fiscal health that we have adopted is our ability to support improvements to our physical plant to advance our strategic priorities geared toward supporting students, faculty, and staff. Since the formulation of our 2014 strategic plan, we have undertaken capital projects at Rutgers-Newark totaling more than $350 million. A summary of major capital projects undertaken may be found in the attachment titled, “RU-N Capital Investments Since 2014.”

### Operational Health
Enrollment is a key indicator of operational health at any higher education institution. At the outset of pursuit of our strategic plan, we established a goal to grow enrollment. Having achieved substantial growth in undergraduate enrollment by Fall 2019, we aimed to maintain it. While the pandemic has disproportionately affected our community and the communities from which we draw students, our total enrollment remains 8.5% larger than it was in 2013. A complete summary on recent enrollment trends at Rutgers-Newark may be found in the attached document titled, “RU-N Enrollment Summary 2013-2021.”

We also set a goal to increase the number of degrees awarded, which we have accomplished, going from 2,842 in 2013-14 to 3,915 in 2020-21, an increase of 37.8%. A summary of recent degree granting trends may be found in the attached document titled, “RU-N Degrees Awarded by Type 2013-2021.”
Among other enrollment goals we have established is to increase graduation rates, focusing especially on transfer students and on closing graduation rate gaps across demographic groups.

- As a frame of reference, Rutgers-Newark does very well in national studies of graduation rates that account for the predicted graduation rate for students from backgrounds such as our students (e.g., accounting for Pell eligibility, percent receiving student loans, racial/ethnic and gender makeup, size of the student cohort, and residential vs. non-residential campus). In such studies, Rutgers-Newark students routinely outperform expectations, as in the data from Washington Monthly below.

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<tr>
<td>Graduation Rate</td>
<td>6-Year</td>
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<tr>
<td>Three-Year Average Graduation Rate</td>
<td>66.0%</td>
<td>65.0%</td>
<td>67.0%</td>
<td>70.0%</td>
<td>71%</td>
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<tr>
<td>Predicted Graduation Rate</td>
<td>49.0%</td>
<td>53.0%</td>
<td>52.0%</td>
<td>61.0%</td>
<td>62%</td>
<td>61.00%</td>
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<td>Difference</td>
<td>17.0%</td>
<td>12.0%</td>
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* Changed from 6-year graduation rate in 2017 ranking to 8-year graduation rate in 2018 ranking

- Further, over the course of the past seven cohorts of transfer students, we have been able to increase the two-year graduation rate by 9.8%.
- Rutgers-Newark’s high national rankings for social mobility of our students is grounded largely in the degree to which our students from groups underrepresented in higher education at large graduate from Rutgers-Newark at rates well above national averages. For example, first-time, first-year Black students at Rutgers-Newark typically graduate at a rate approximately 20% higher than the national average of about 42% and Latinx students several percentage points higher than the national average of about 57%. We continue to try to increase our graduation rates, as well as decrease the graduation rate gaps between those groups and white students, who have a national average graduation rate of about 66%. Our data show inconsistency in our success at closing the gaps in recent years, with the gaps sometimes narrowing and sometimes widening by a few percentage points from year to year. As sought-after participants in national efforts to study student success, especially disparities across racial/ethnic groups, we continually are working on ways to consistently increase graduation rates across the board while consistently narrowing gaps across groups. See, for example, the section below on Student Experience.

Part of our success in these endeavors is owing to our having forged five RU-N-level agreements with New Jersey county colleges since 2014, which have strengthened the pathways to and through our degree programs: Hudson (program alignment), Union (On-campus office space for recruitment and advisement), Middlesex (On-campus office space for recruitment and advisement), Bergen (On-campus office space for recruitment and advisement), and Essex (joint recruitment and program alignment).
Individual degree program articulations exist for every RUN undergraduate degree with each of the 19 New Jersey county colleges, and these are reviewed at some level annually. In addition, there have been 12 school-level agreements (of which I have record) since the start of the strategic plan (SASN and SCJ apart from NJ STEP all were within the first year or two; SPAA and RB mostly have been in the last year or two):

- SPAA (conditional admissions and program alignment) with Hudson, Brookdale, Union, Ocean, Raritan Valley, Middlesex
- RBS (conditional admissions and program alignment) with Raritan Valley
- SASN with Brookdale (Social Work alignment), Sussex (Psychology alignment), Morris (Psychology alignment)
- SCJ (NJ STEP) with Raritan Valley, Hudson

Under our strategic plan, we also have sought to forge and strengthen pathways to and through college for members of our community who are incarcerated or formerly incarcerated. With support from the State of New Jersey, we launched New Jersey Scholarship and Transformative Education in Prisons (NJ-STEP), an association of higher education institutions in New Jersey that works in partnership with the State of New Jersey Department of Corrections and New Jersey State Parole Board, (a) to provide higher education courses toward a college degree for students while they are incarcerated, and (b) to assist in their transition to college life upon release from prison.

Our vision is that every person in prison who qualifies for college will have the opportunity to earn college credits toward a degree while incarcerated and will obtain support in continuing their education upon release. With Rutgers-Newark as the hub and providing backbone support for this program, current contributing institutions are: Drew University; Princeton University; Raritan Valley Community College; and all locations of Rutgers University (other institutions have also contributed coursework historically). We coordinate courses inside 5 out of the 8 accessible facilities across NJ and have created a continuum of higher educational services from prison into the community.

- Under the NJ STEP model, Raritan Valley Community College confers the AA degree in Liberal Arts and Rutgers University – Newark confers the BA degree in Justice Studies. The staff and faculty of NJ STEP, supported by Rutgers University – Newark, works with the partner colleges and NJ DOC to ensure collaborative operations, appropriate course offerings, and seamless transfers that ultimately allow students to complete degree requirements. Every college contributor is responsible for selecting faculty and instructors to teach courses in the AA or BA degree program. STEP Counselors are assigned to each prison facility and work on-site with the students, serving as liaisons with STEP teaching faculty. They maintain progress records for all students of the consortium and help students make appropriate choices regarding their degree work. Among their many duties, counselors are responsible for academic advisement, registering students, FAFSA applications, transcript requests, recruiting prospective students, and preparing pre-release educational plans.
- A comprehensive data summary reflecting the scope, depth, and volume of NJ STEP’s work may be found in the attached document titled, “NJ STEP Program Updates 3-1-22.”

One of many initiatives that we have created since the launch of our strategic plan to leverage our diversity to support faculty, student, and staff development and strengthen our institutional
cohesion is the Chancellor’s Commission on Diversity and Transformation (CCDT). Established in 2015 as an advisory body to the Chancellor, CCDT focuses on leveraging the diversity of our faculty, students and staff to initiate and sustain institutional change. CCDT initiates action on curriculum, scholarship, initiatives, places, and spaces for both intragroup solidarity and intercultural engagement. With input from students, faculty, staff, and representatives from various RU-N organizations, CCDT focuses on community engagement; campus climate and student experience; staff and faculty professional development and competency; and faculty diversity and retention. Among CCDT’s achievements have been the following.

- Established intergroup dialogue courses for students
- Created the Office of Global Initiatives and Experiential Learning to enhance the study abroad/away options for students
- Created a Bias Education Response Team (BERT)
- Provide professional development opportunities for RU-N staff
- Revamped the orientation process for new employees

A major initiative launched by the strategic plan that is designed to leverage our diversity to support faculty development is the P3: A Collaboratory for Pedagogy, Professional Development, and Publicly-Engaged Scholarship. P3 focuses on institutional interventions that support holistic faculty development over the lifecycle of an academic career. From the preparation of graduate students for diverse career trajectories, through identification and recruitment of promising scholars, and providing the best supports for a successful academic career from hiring to promotion, retirement, and beyond, P3 supports programming, research, and learning initiatives across Rutgers-Newark.

As a complementary initiative launched by the strategic plan specifically to address the need to support our staff, we created the Staff Council, a body that is the first of its kind at Rutgers. The Staff Council represents all staff, both union and non-union, serving as a dynamic and inclusive advisory board to the Chancellor and provides the Rutgers-Newark staff a voice to contribute to improving staff community engagement efforts, addressing professional development needs, and elevating staff recognition. Through regular meetings and campus-wide convenings, the council listens to, pursues, and responds to the ideas and opinions of staff employees; conveys these ideas and opinions to the University administration; collaborates with Rutgers-Newark’s leadership to engage in a regular exchange on issues that affect staff employees; and keeps employees informed about movement forward on strategic plan initiatives. Among the vehicles that the Staff Council uses to assure open and regular communication with Rutgers-Newark’s leadership is periodic town halls for which the council solicits questions and concerns from across the staff community and engages Chancellor Cantor and members of her leadership team in open dialogue on those issues.

**Scholarly Productivity**

An important measure of scholarly productivity at any higher education institution is the external funding awarded. Rutgers-Newark has seen a distinctly positive trend in external funding since 2014, even after the College of Nursing became part of Rutgers Biomedical and Health Sciences in 2015. Since that time external funding has increased by 26.8%. Based on data for the second quarter of the present fiscal year, we are up 44% in the award amount and up 21% in the number
of awards. A summary of the recent history of external funding may be found in the attached
document titled, “RU-N External Funding 2012-2021”.

To provide start-up funds to support faculty and staff members in experimenting with innovative
approaches that have promise to advance scholarly and institutional agendas, we introduced
several seed grant programs in 2015. This includes the Initiative for Multidisciplinary Research
Teams (IMRT), a Neurosciences Grant Program, and the Chancellor’s Seed Grant Program. The
IMRT program has granted a total of $1.4 million since its inception, with nearly half of the
awarded interdisciplinary teams going on to obtain major external funding. After a pause over
the past two years to allow previously funded Chancellor’s Seed Grant initiatives to play out, we
reintroduced the program in Spring 2022. While decisions for the latest round are about to be
announced, prior grants through all seed funding programs of the Chancellor’s office since 2015
have totaled more than $6 million. A full accounting of the grants made through 2017 may be
found in the attached document titled Where Opportunity Meets Excellence 2017 Update, in
Appendices A, B, and C.

Student Experience
We measure improvements in the student experience both quantitatively and qualitatively.
Among the quantitative measures are participation in key programs and services that provide
students with the tools they need to be successful.

Increasing participation in the Student Orientation Advising & Registration (SOAR) program is a
perennial goal. Our trend has been strongly positive in that. Prior to the anomalous years of the
pandemic, we saw 85% of incoming first-year students participate (vs. 80.6% the prior year) and
59.5% of transfers (vs. 39.2% the prior year) completing the program.

We have aimed to increase undergraduate student use of the Career Development Center, with
more than half of students now taking advantage of its support services. Additionally, we are one
of only four universities in the nation that is a partner with Braven, a national nonprofit that helps
students who are first-generation college-going and/or from groups underrepresented in higher
education to land strong first jobs after graduation. (Braven defines a strong first job as one that
requires a bachelor’s degree and is full-time, as well as includes some combination of promotion
pathways, employee benefits, and a market-competitive starting salary.) Students participating in
Braven have higher rates of job attainment compared with other students in the U.S. Through
Rutgers-Newark’s partnership with Braven since 2016, 629 graduates have prepared for and
obtained strong jobs upon graduation with their bachelor’s degree. In 2021 alone, we graduated
216 students through the Braven program; they found strong jobs within six months of
graduation at a rate 24% higher than their peers nationally. We are on track to graduate
approximately 250 Braven students in 2022.

With the trauma of the pandemic and racial reckoning of the past two years, we also have
expanded efforts to provide supports across the segments of our student population. These efforts
are reflected in the following data from Spring 2020 to present.

* From March 2020 to March 2022, the Counseling Center had:
  o 9,335 attended appointments
- 1,088 unique clients
- 561 psychiatric sessions (including intakes and medical management)
- 304 crisis appointments

- The Office of Undocumented Student Services conducted 885 case management appointments.
- The Office of Veteran Affairs served 634 military affiliated students.
- The Campus Awareness Response and Education (CARE) Team’s usual caseloads have grown since the pandemic. Additional needs such as the following have been met over the past two years.
  - CARE Coordinators assisting 27 students with completing the Supplemental Nutrition Assistance Program (SNAP) application, on top of the usual load.
  - The CARE Coordinators helped 99 students move into on-campus emergency housing.

- The Intercultural Resource Center provided students with an outlet to process emotions by facilitating 18 “Community Conversations” including, but not limited to, the following topics: The Murder of George Floyd, 2020 Elections, Ending White Supremacy, the Kyle Rittenhouse Verdict, Critical Race Theory, and the War in Ukraine.
- The Rutgers-Newark food pantry, pantryRUN, has been on a striking upward trajectory in food distribution since its founding, going from two tons of food distributed in its inaugural year of 2017 to more than 60 tons over the past two years combined. Over the past two years combined, it logged more than 10,000 visits. We continue to seek to expand the resources available to support this growth, including targeted efforts to increase state and philanthropic funding.

Qualitatively, we have sought to improve access to, and use of, our student services such as those offered by the Registrar, Bursar, and Financial Aid offices. The student experience with these offices was vastly improved by reconfiguring the third floor of Blumenthal Hall to convert it into a genuine One-Stop Center where students can gain assistance in managing key aspects of their lives as students. Service enhancements have included staff training that crosses silos of financial aid, registration, admissions, and advising and includes a new queuing system; expanded family orientation sessions, including translation services to help multilingual families navigate the institution; peer-to-peer services; and launch of two major online support services—the myRUN portal, which helps students and families navigate quickly to the information they need, and the RUN4Success advising app, which supports both students and advisors in monitoring student progress and achievement of key milestones on the path to graduation.

One of the most significant aspects of our enhancements to supporting student success has been the introduction of the Rutgers University – Newark Talent & Opportunity Pathway (RU-N to the TOP) Program.

- One of the first programs of its kind in the state, RU-N to the TOP has awarded scholarships to 2,353 students since its inception in 2016 for a total of $24 million.
  - This has been under the eligibility guidelines to date: For Newark residents and NJ Community College transfers with adjusted gross incomes of $60,000 or less, we guaranteed that they would have a net cost for tuition and mandatory fees of $0.
- We have just announced a major expansion of the program:
- $0 net cost of tuition and mandatory fees for all first-year and transfer New Jersey students with an adjusted gross income of $65,000 or less.
- $3,000 cap on tuition and mandatory fees New Jersey students from families in the $65,001 to $80,000 range of adjusted gross income
- $5,000 cap on tuition and mandatory fees for New Jersey students from New Jersey families in the $80,001 to $100,000 range of adjusted gross income
- Students from Greater Newark (Newark, Irvington, Orange, East Orange) who meet the financial eligibility guidelines also are eligible for RU-N to the TOP support as part-time students and for taking summer courses.

In a concerted effort to make study away from campus more accessible and affordable to our students, our Office of Global Initiatives and Experiential Learning (GIEL) has been working with and complementing the work of Rutgers Global. Most notably, opportunities have been created for our students in numerous locations: California, Florida, Maine, New Hampshire, Texas, Vermont, and Puerto Rico, as well as international locations such as Cuba, Dominican Republic, Ecuador, India, Italy, Malta, Mexico, Nicaragua, Poland, South Korea, and Tanzania. It is important to note that GIEL intentionally created domestic study away opportunities in order that our undocumented students are also able to access off-campus experiential learning opportunities. GIEL worked with Rutgers Law School-Newark and GS-N to modify the RU Law School annual trip to Cuba to include graduate students, thereby establishing the first interdisciplinary experiential learning program at RU-N for graduate students and students in the professional schools. In collaboration with the Office of Enrollment Services, GIEL successfully established RU-N as a site for the National Student Exchange (previously only SAS-NB was a member).

A major indicator of our success in advancing student success and enhancing the student experience is that Rutgers-Newark has become a very much sought-after participant in state and national projects to establish best practices and benchmarks for improving student success. For example, Rutgers-Newark plays a leadership role in the Association of Public and Land-grant Universities (APLU) Powered by Publics Project, leading a working group of institutions with high enrollments of Pell-eligible students.

The Honors-Living-Learning Community (HLLC), established in 2015, in many ways embodies what we aspire to accomplish as an institution with regard to the student experience. It brings to fruition a shared vision of publicly engaged scholarship and higher education change. As we build an intentional community that pivots on promoting social justice it joins together our dreams and the expertise and capabilities we have developed over many years. It serves our role as an anchor institution in the communities in which we operate in very direct ways. In addition, because we aspire for the HLLC to be a model for honors initiatives throughout higher education, the work we are doing also represents a proof of concept for how to create and nurture such an initiative. As the HLLC encapsulates our aspirations for Rutgers-Newark’s educational model as a whole, we provide here a somewhat deeper dive into this model.

*Research demonstrates the gravity colleges and universities have within the education sector and that their impact is significantly consequential for essentially every area of society. We believe that the future of higher education depends on several factors*
including, effective educational (academic and co-curricular) approaches, full participation, the willingness to interrogate and move beyond traditional mindsets about who can contribute to as well as benefit from higher education and inclusive excellence. The HLLC model operationalizes these beliefs through implementing scalable and sustainable strategies focused squarely on honors as a valued domain within academe.

We begin by identifying dynamic, highly aspiring students, placing special emphasis on recruiting them from Newark and Greater Newark (approximately 50%) for annual cohorts of eighty students admitted in the fall of each year. The two-phase (large group 1; and one to one 2) admissions process presents students with the opportunity to tell their stories, demonstrate their analytic skills and show their commitments to academic excellence and social justice. Separate interviews are held for first year (recent high school graduates) and transfer candidates (associate degree or equivalent holders). Cohorts are comprised of 50 first-year students and 30 transfer students. Our admissions process does not in any way rely upon standardized testing. Stakeholders throughout the Newark and Rutgers-Newark campus community serving as evaluators for the large group interviews play a significant role in selecting candidates approximately 60% whom advance from the large group to the one-to-one interviews.

The extensive evidentiary base that supports high impact practices for student success and best pedagogical practices is prevalent within the HLLC curriculum which is essentially a secondary concentration (18 credits) focused on social justice. Three core courses, a set of elective courses and a capstone experience round out the curriculum. However, the model makes use of multiple pathways as a means to expand career awareness and address the potential aspirational nuances among HLLC Scholars. For example, our Urban Solutions Lab with major funding from the Prudential and PSEG foundations expands opportunities for students to understand the principles and practice of pro-social entrepreneurship whether or not their chosen major is in business fields. Our Science, Technology, Engineering, Arts, and Math (STEAM) Pathway supported by the PSEG foundation helps students consider interdisciplinary approaches that emanate from the natural and technical sciences but hold deep arts and humanities inflections. The Humanities Pathway employs generous funding from the Andrew W Mellon foundation to raise awareness about the possibilities of careers in the academy and beyond that pivot on humanities disciplines.

Additionally, Peer academic Support Communities (PASC) that leverage co-curricular assets have been established and activated to compliment the curricular pathways. Peer mentors and invested Scholars lead for example groups like Men of Character, L.I.G.H.T, Healing Sounds of Newark, LGBTQI as well as several disciplinary grounded groups (pre-law, public health). We are also blessed to work closely with the BOLD women’s leadership program with generous funding from the Helen Gurley Brown foundation. Each of these entities supports the campus wide engagement so critical to student success.

Experiential learning is a lynchpin of the HLLC. Scholars have the opportunity through deep engagement with community-based partners and organizations like the Ironbound
Community Corporation, the Newark Museum and Newark Public Library, The New Jersey Institute for Social Justice, the New Jersey Historical Society, to name a few as well. Scholars also meaningfully engage with campus entities like the Humanities Action Lab, Visual Means and Express Newark and the Institute of Jazz Studies for hands-on project development, problem solving, and imagining.

Information about the HLLC’s demographics and student success data may be found in the attached document titled, “HLLC Demographics.”

The HLLC has emerged as a national model for reconceptualizing honors, as well as a proof of concept for programming that we can envision offering to other students across Rutgers-Newark. Indeed, HLLC courses are open to non-HLLC students. Evidence of the HLLC’s success can be found in the substantial support it has been garnering from national and regional funders (see Fundraising and Alumni Development section below), in the steady stream of visitors it attracts from other institutions and national educational associations, as well as in major media attention it has earned, including the following.

- The PBS NewsHour reported on the HLLC in a feature story on October 16, 2018: https://www.pbs.org/newshour/show/at-this-college-academic-excellence-requires-passion-for-the-social-good#.W8cuH_YpC60.

Impact as an Anchor Institution
As articulated in our strategic plan, we want to be seen as one of the major anchor institutions in Newark, where our scholars and students engage in university-community collaboratives across a range of areas that make an impact locally. Among the specific goals articulated in our strategic plan and the ways we have achieved them are the following.

- Increases in the number of people who choose to live in the vibrant new areas of downtown Newark and in the neighborhoods proximate to our campus.

As participants in the city-wide Newark 2020 program initiated by Mayor Ras J. Baraka in 2017, we committed to join with the other anchor institutions in Newark to increase local hiring and procurement, as well as encourage more of our employees to live in Newark. Since the launch of the Hire.Buy.Live.Newark initiative under Newark 2020, we have met or surpassed our goals in each of those areas.

- With a goal of hiring 220 employees from Newark jointly with Rutgers Biomedical and Health Sciences, Rutgers-Newark hired 444 Newark residents and RBHS hired 137, for a total of 581.
o We increased procurement of goods and services from Newark businesses from 24% to 30% by December 2020 and grew the number of new local suppliers we use by 10%, also helping to match local suppliers to the needs of anchor institutions in Newark. This was achieved with comprehensive support from Rutgers Business School professor Kevin Lyons and his Center for Public Private Community Partnerships, which has established itself as the go-to resource on supply chain matters in Newark for partners across the sectors of the local economy. The center works with the Newark Anchor Collaborative to help the large employers and anchor institutions of Newark to increase sustainable business practices, such as forging and strengthening local supply chains that build local Minority- and Women-Owned Business Enterprises. While the pandemic changed the procurement landscape for us, as it did for many local anchors by reducing needs for goods and services, we are working assiduously to increase local buying once again as we return to full operations.

o With a goal of helping nine employees relocate to downtown Newark, we successfully helped 27 to do so.

- Growth in the formation of public-private partnerships that we directly initiate and whose benefits complement the economic and social development of Greater Newark.

Rutgers-Newark has played a central role in the formation of public-private partnerships that have been making an impact on the Greater Newark community. Perhaps most visible of these is the Newark Anchor Collaborative (NAC). Co-chaired by Chancellor Cantor, the NAC is an anchor initiative of the Newark Alliance, a leading local nonprofit organization dedicated to the ongoing economic revitalization of Newark, comprised of representatives of Newark’s major employers, nonprofits, and cultural institutions. NAC is an action-oriented think tank comprised of private and public institutional leaders from multiple fields and industries. Together, rather than apart, NAC anchors are spearheading initiatives that promote a vibrant and inclusive Newark economy, with each institution leveraging its philanthropic assets, organizational assets, and business capabilities to drive inclusive community economic growth, create more economic opportunity, build a healthier community, and generate a richer quality of life for all Newark residents.

- Significant increase in the availability and integration of public art in the life of the communities and neighborhoods in which we are embedded.

Launched by the Rutgers-Newark strategic plan, Express Newark has become a national model for catalyzing publicly engaged scholarship in the arts and leveraging the assets of an urban university to cultivate creativity among the city’s residents. It is a center for socially engaged art and design in which faculty, staff, students, artists, and community members create art together, learn collaboratively, and build coalitions to advocate for change. It honors the city’s historical legacy as an epicenter of art and activism by being a third space that bridges the campus and community and supports contemporary artists who are dedicated to social justice in Newark and beyond. With a focus on arts, entrepreneurship and social justice, Express Newark houses a variety of university and
community partners, offering numerous opportunities for collaboration, including college courses, internships, workshops to the public, and artist residencies.

- Local partnerships that create healthy communities

With support from Chancellor’s seed grants, Rutgers-Newark neuroscientist Mark Gluck has advanced remarkably successful initiatives in collaboration with local churches and health care providers to study and improve brain and heart health among African Americans in Greater Newark. Gluck has been exceptionally successful also in building on these initiatives to compete for major national grants from the NIH and NSF.

Another seed grant was used by Earth and Environmental Sciences professor Ashaki Rouff in a multi-year project to identify and remediate the presence of metal contaminants in high-contact soils in Newark from community gardens to parks, with plans to expand to other land use types in the future. She and her undergraduate and graduate students work with local community organizations to raise awareness about this environmental justice issue and collaborate on doing the research and implementing solutions.

In 2020, Rutgers-Newark joined the New Jersey Alliance for Clinical and Translational Science in successfully applying for a $5 million National Institutes of Health grant to launch outreach campaigns and expand access to COVID-19 testing for underserved and vulnerable communities in New Jersey. The grant funds a Rutgers-led study called the New Jersey Healthcare Essential Worker Outreach and Education Study - Testing Overlooked Occupations, or NJ HEROES TOO, under the NIH’s Rapid Acceleration of Diagnostics (RADx) initiative, RADx Underserved Populations (RADx-UP) program. The program supports research that aims to better understand COVID-19 testing patterns among underserved and vulnerable populations; strengthen the data on disparities in infection rates, disease progression and outcomes; and develop strategies to reduce the disparities in COVID-19 testing. The study brings together researchers, health care and community partners in a collaborative effort, and is led by the following six principal investigators including Diane Hill, Rutgers-Newark Assistant Chancellor and Director of the Office of University-Community Partnerships.

Further, in 2018, Rutgers-Newark became one of the nation’s first institutions to host a Truth, Racial Healing and Transformation (TRHT) Center. TRHT Campus Centers is a comprehensive, national, and community-based initiative developed by the Association of American Colleges and Universities and funded by Newman’s Own Foundation and the W.K. Kellogg Foundation to help bring about transformational and sustainable change that addresses the historic and contemporary effects of racism. Established at 10 colleges and universities in the United States, the TRHT Campus Centers engage and empower campus and community stakeholders to confront and dismantle the conscious and unconscious biases and misperceptions that exacerbate racial tension in America. Rutgers-Newark’s TRHT Center has since become a national model for community-based racial healing. For example, after the civil unrest surrounding the killings of George Floyd, Breonna Taylor, Ahmaud Aubrey, and many others, municipalities and
organizations across New Jersey contacted the TRHT Campus Center to collaborate and implement specialized programming for staff, constituents, executive and governing board members, and community partners. Our TRHT Campus Center responded by designing programs that fostered safe and responsible spaces in which individuals could share their thoughts and concerns openly without fear of reprisals. We hosted listening tours and facilitated healing circles/conversations and interactive workshops, assisting institutions in developing or revising their policies and procedures to promote more diverse and inclusive cultures. In the community of Scotch Plains/Fanwood in Union County, for example, the TRHT Campus Center launched a listening tour with a series of weekly, hourlong sessions to hear local residents’ views of race relations in both townships. Scotch Plains-Fanwood High School current students and alumni who presently attend Rutgers-Newark, Kean University, New York University, and Stanford University moderated two sessions that focused on the high incidence of racial disharmony at the school.

- Increasingly successful public safety interventions

The Newark Public Safety Collaborative (NPSC) was formed in 2018 with Chancellor’s seed grant funding as part of the Rutgers-Newark, School of Criminal Justice Anchor Initiative. Through direct partnership with the Newark Mayor’s Office, other city officials, and community stakeholders, the NPSC builds on successes of past violence reduction initiatives with a greater focus on (1) place-based predictive analytics and (2) data-driven community engagement for crime prevention and public safety in (3) transparent, civilly just and sustainable ways. NPSC brings together data analysts, social workers, policy makers and practitioners to contextualize ‘big data’ and make decisions for actions in coordinated fashion. The NPSC maximizes local resources and expertise to solve problems and improve the impact of public safety work already underway in Newark. Its strategy for crime prevention and public safety has been tested in multiple cities throughout New Jersey and the United States. A 2012 National Institute of Justice (NIJ) study found that a similar approach reduced gun crimes in Newark by 35%. Over 40 scientific articles have been published on this approach and related analytical techniques, as well as reports and full-length books. The NPSC is implemented using these and other best-practices informed by rigorous research conducted over many years, emphasizing evidence-based decision-making, problem solving, data analytics, transparency, efficient utilization of resources, and sustainability.

- Creating community wealth by creating and developing businesses
- Building local leadership capacity
- Sustainable practices that promote community and economic development
- Stimulating economic growth through local purchasing and real estate development

Rutgers-Newark has been concertedly addressing the above four integrated goals by investing in numerous programs and initiatives through which Rutgers-Newark faculty and staff members collaborate with partners across the public, private, and nonprofit sectors in Newark in pursuit of shared goals for racial equity and equitable growth. Among these are the following.
Rutgers-Newark has distinguished itself as a leader among anchor institutions in Newark through its participation in the city-wide Newark 2020 program described above, through which we hired 444 Newarkers, increased local procurement, and encouraged more employees to live downtown.

The Center for Urban Entrepreneurship and Economic Development (CUEED) is the first center of its kind in the nation to integrate scholarly works with private capital, government, and non-profit sectors to develop citywide resources and bring renewed economic growth and vitality through urban entrepreneurship. It cultivates new generations of urban entrepreneurs who actively seek socially conscious urban renaissance. In recent years, it has established numerous forms of support that are helping Newark entrepreneurs to build the infrastructure they need to succeed. Among the most notable has been a Black and Latino Angel Investment Fund, a group of investors providing seed-stage capital to high-growth, next-economy start-ups owned by people of color. They bring diverse experiences as New Jersey-based entrepreneurs and successful small business owners, academic leaders, corporate representatives, and venture corporation founders.

RU-Flourishing is an initiative designed to help previously incarcerated community members create flourishing lives through entrepreneurship. It is structured as a training, support, and engaged research program that has begun paying dividends quickly and will increase its impact over time. Business models that include giving back to their communities are commonplace among our participants and program graduates will come to represent an alumni group of entrepreneurs who can be relied on to support and nurture those who follow them. Some of our graduates are already giving back. RU-Flourishing will present insights from its work at conferences and publish in practitioner-oriented as well as scholarly outlets, and we will help train and support anyone who wants to build a similar program. Pre-pandemic, RU-Flourishing’s pilot program provided training to a cohort of 19 previously incarcerated individuals, meeting for a half-day two Sundays a month for nine months. Training and coaching staff included Rutgers faculty and experienced trainers, entrepreneurs, and professionals from the community, including some who had served time in prison. They made small grants to support several graduates’ ventures and the program is continuing to support their businesses through coaching, introductions, and having teams of Rutgers entrepreneurship students to work with them as part of class projects. They are now preparing to enroll a second cohort.

The Center on Law, Inequality and Metropolitan Equity, directed by Rutgers Law School-Newark professor David Troutt studies the role of law and policy in encouraging or inhibiting opportunity based on place. With strategic support from the Chancellor’s office, its non-partisan efforts are designed to promote more equitable approaches to public law and policy amid rapid demographic change, shrinking government resources and enduring racial and economic divides. Where possible, CLiME’s efforts recognize the interdependent relationship among places in a given region and the most inclusive conceptions of sustainability. Among its highest impact work to date have been studies on housing affordability in Newark.
that have been the foundation on which Mayor Baraka created an Equitable Growth Advisory Commission, to which he subsequently appointed professor Troutt. The commission now plays a significant role informing local policy development geared toward combatting market effects on housing affordability in Newark and increasing the supply of affordable housing.

- Improvements in the quality of life for children and families living near us
- Increases in the number of local students who are successful in postsecondary education

Rutgers-Newark has been concertedly addressing the above two integrated goals by investing in key programs and initiatives designed to strengthen the college-going culture in Newark and increase the city’s college going rate, whether those students enroll at Rutgers-Newark or another college.

- The Newark City of Learning Collaborative (NCLC) was launched in January 2015 to ensure that all Newark residents have the opportunity, information, and access to go to college, afford college, complete college, and ultimately obtain good jobs. It is housed at the Cornwall Center for Metropolitan Studies at Rutgers-Newark, with backbone support provided through strategic support from the Chancellor’s office. As Newark continues to experience an economic resurgence, residents need to be equipped with the skills and credentials to compete for employment in the city. Compared to state and national rates, Newarkers have fallen behind in post-secondary attainment, or degrees and credentials earned after high school. In 2018 roughly 21% of Newark residents had earned an associate degree or higher, compared to 46% of all New Jersey residents and 40% of Americans. In today’s economy, more than half of all jobs require a credential higher than a high school diploma or GED. For Newark to thrive, it is essential that more residents go to college. NCLC is made up of partners from community-based organizations, K – 12 schools, local government, foundations, corporations, and higher education. All partners support a shared goal of increasing the proportion of Newark residents with a degree or credential beyond high school to 25% by the year 2025 and ultimately sustaining Newark’s college-going culture well beyond 2025. NCLC ensures Newarkers have the opportunity, information, and access to obtain bachelor’s degrees, associate degrees, and high-quality credentials aligned to high-growth industries.

- Rutgers-Newark created the Center for PreCollege Programs in 2020 to concentrate longstanding, recent, and newly conceived efforts to provide support to students in Greater Newark’s K-12 schools, as well as to their parents—a crucially important constituency in a city with Newark’s college-going rate. This includes the following programs:
  - Abbott Leadership Institute—Develops informed and effective advocates for Newark’s public schools by empowering parents, students, educators and stakeholders with information about education policy, and knowledge of effective methods for civic engagement and leadership in school reform
  - Rutgers Future Scholars—Offers first-generation, low-income, academically promising middle school students from New Brunswick, Piscataway, Newark, Camden and Rahway the opportunity for a college
education, with pre-college programming, events, support, and mentoring that starts in the summer before 8th grade, continues through high school, and bridges to college, including scholarship support

- Talent Search (funded by TRIO, with two programs, serving East Orange and Orange/Newark)—Assists 6th to 12th graders with early preparation for post-secondary education through academic preparation and achievement, college and career planning, financial literacy, mentoring and counseling, cultural competency, civic engagement, and access to STEM education, including workshops on financial aid and the college application process and test preparation for students and parents, and guidance on navigating secondary school reentry, alternative education programs for secondary school dropouts that lead to receipt of diploma, entry into GED

- University Assisted Partnerships—At West Side High School and Malcolm X. Shabazz High School in Newark, Rutgers-Newark works collaboratively with school leadership and teachers to build the capacities of students and parents to address barriers that prevent students from reaching their full potential, providing academic enrichment, professional development, and university research to promote a college going culture.

- Upward Bound (funded by TRIO)—Rutgers-Newark’s Upward Bound Program is an intensive yearlong college preparatory program for students in the East Orange School District who would be the first generation in their families to attend college. It provides classroom instruction and academic support to participants from PROT, NJ School District. Intensive, year-round academic and enrichment services include instruction in mathematics through pre-calculus, laboratory science, composition, literature, and foreign language; one-to-one academic advising/counseling; group and individual academic advisement; online, in-person and after school tutorials; SAT and ACT test fee waivers; campus visits and presentations; cultural enrichment activities; assistance with the college admission process and financial aid application; financial literacy training; early-college opportunities

- STEM Academies—Remote and in-person STEM, academic enrichment, leadership, and college and career readiness programming

Through the year-round presence of these programs in the neighborhoods of Greater Newark, the center today serves more than 2,000 students and parents annually, sending a powerful and consistent message that the university belongs to Newarkers, that we “see” them, that we are their neighbors, that we want to learn from them, and that we are committed to helping them become full participants in the valuable resource that is Rutgers-Newark.

- The RU-N to the TOP program described earlier (see section on Student Experience) was designed precisely to support the goals of making it clear to residents of Newark and Greater Newark that college is accessible and affordable and that a college degree is achievable for them. Indeed, we believe it has contributed substantially to the increased enrollment of Newark residents at Rutgers-Newark of 104% from 2014 to 2019, prior to the pandemic, and has
helped us maintain our enrollment of Newark students substantially above earlier levels even through the pandemic.

- Satisfaction of community partners in their engagement with us

It should be clear from the extent of the partnerships described in all of the preceding that Rutgers-Newark has become well known as a trusted partner by leaders across the sectors in addressing the most significant challenges facing our community. Evidence of that trust can be found in the willingness of local anchor leaders to serve on the Rutgers-Newark Advisory Board. Indeed, the Mayor, himself, spoke to this trust in a public dialogue with Chancellor Cantor as part of the faculty-led symposium Dialogue in a Time of Fracture, held March 24, 2022, noting how much perceptions of Rutgers-Newark have changed among Newarkers since 2014.

**Fundraising and Alumni Development**
Under our strategic plan, Rutgers University – Newark has been on a striking upward trajectory in fundraising. While there have been ups and downs since 2014, funds raised in Fiscal Year 2022 were a remarkable 129% higher than in 2014. While substantial increases in fundraising have occurred across constituencies, it is particularly notable that alumni giving—an area with which many institutions struggle—has increased at Rutgers-Newark an astounding 343%. We take this to be a clarion message that alumni are very strongly supportive of the direction of our institution under the strategic plan and very proud of its accomplishments. A summary report on fundraising may be found in the attached document titled, “RU-N Fundraising Performance 2014-2022.”

Major gifts and grants have been secured from the following since 2014
- Prudential Foundation ($10 million for the Honors Living-Learning Community)
- Mellon Foundation (Multiple grants, including to Price Institute; HLLC; Humanities Action Lab; City Verses partnership between the Institute of Jazz Studies, M.F.A. in Creative Writing Program, and NJPAC; Professor Patricia Akhimie’s work on the RaceB4Race national project; NJSTEP)
- National Endowment for the Humanities
- Panasonic (to support the Newark City of Learning Collaborative)
- PSEG (to support the Urban Solutions Lab and a Science, Technology, Engineering, Arts, and Mathematics—STEAM—Pathway in the HLLC)
- Helen Gurley Brown Foundation (to support the BOLD Women’s Leadership Program, which was launched within the HLLC, but is now branching out across RU-N)
- Newcombe Foundation (to support work in the HLLC)
- Apple Inc. (to support creation of a data science minor and increasing the presence of data science in K-12 schools through Rutgers-Newark partnerships)

**Indicators of Excellence**
Finally, one can find triangulation on the impact of Rutgers-Newark’s prominence nationally in a range of publicly available indicators that focus on the substance of what it means for higher education institutions to serve the public good, such as the following.

- Rutgers University — Newark ranks number one in the nation for “return on investment” among institutions with a high percentage of low-income students, according to a 2022 report by the Georgetown University Center on Education and the Workforce. The study used eligibility for federal Pell Grants, which are awarded to students with high financial need, as an indicator of low-income status. It considered the percentage of schools’ Pell-eligible students and calculated return on investment as the amount of income graduates are projected to earn over a 40-year-period compared to the amount spent on college. About one-third of college students nationwide are eligible for Pell Grants, but with 59% of its undergraduates Pell-eligible, Rutgers-Newark makes a large impact on increasing student earnings. In addition to ranking first among schools where 50 percent or more students are Pell-eligible, Rutgers-Newark ranks 14th among public schools and 75th among all institutions, including those without a high proportion of Pell students.


- The Social Mobility Index from CollegeNET ranks RU-N #21 out of 1,449 institutions nationally ([http://www.socialmobilityindex.org/](http://www.socialmobilityindex.org/)), emphasizing the movement of students from Pell-eligibility to the top ½ of early-career income earners.

• The New America Foundation places RU-N among the “Best of the Best” universities nationally for having a “very high Pell” population with a “low net price”: [https://www.newamerica.org/education-policy/reports/undermining-pell-iv/].

• University of Southern California Center on Race and Equity gave RU-N the second highest grade nationally (3.25) on a scale they developed to reflect how well served black students are at every public, four-year institution in the U.S. Only three institutions received a higher grade ([https://race.usc.edu/wp-content/uploads/2018/09/Black-Students-at-Public-Colleges-and-Universities-A-50-State-Report-Card-Harper-and-Simmons-1-9-26.pdf]).

• A documentary titled, “Unlikely,” which advocates for a new paradigm for higher education to be inclusive rather than exclusive, includes RU-N among those institutions that are at the forefront of this effort ([https://hechingerreport.org/two-new-documentaries-showcase-a-long-and-winding-road-to-college/]).

• The Hechinger Report did a similar feature story ([https://hechingerreport.org/how-one-university-is-luring-coveted-honors-students-with-social-justice/]). Earlier, they ran a similar story about RU-N’s success in closing the racial gap in graduation rates ([https://hechingerreport.org/traditional-admission-policies-increasing-racial-inequality/]).

• The Education Trust reported extensively on Rutgers-Newark’s long track record of success in closing racial gaps in graduation rates ([https://1k9gl1yevnfp2lpq1dhrqe17-wpengine.netdna-ssl.com/wp-content/uploads/2014/09/Rutgers-Newark_2014.pdf]).
Rutgers University – Newark Capital Investments
Since 2014
As of April 2022

We have made it among our highest institutional priorities to use the opportunities presented by capital projects not only to bring jobs to our city, but create new spaces for collaboration with cross-sector partners and community residents. Since 2014, Rutgers-Newark has completed capital projects whose total value exceeds $350 million. Among the projects making the greatest impact are the following.

**Honors Living-Learning Community**  
Cost: $81 Million  
The new, signature home for the Rutgers-Newark Honors Living-Learning Community opened in Fall 2021. In addition to accommodating nearly 400 resident students, it features numerous flexible, formal and informal meeting spaces, as well as a grand outdoor plaza adorned with signage reflecting the HLLC’s ethos. Attached to the HLLC is our new parking structure, Deck 4, 332 parking spaces. The building’s first floor includes approximately 23,000 square feet of retail space, with the first tenant, Jersey Mike’s sandwich shop, opening in Spring 2022.

**Dana Library/P3 Renovation**  
Cost: $19 Million  
Dana Library’s renovation was completed in 2021, including the long-awaited build-out of the third floor as a home for the Graduate School and study spaces. Renovations also were made to the second floor home of the P3 Collaboratory. A complete remaking of the building’s vertical circulation with a new elevator and attractive open stairwell core is reflected on the exterior with a beautifully colored design element that marks the remodeled main entry.

**Life Sciences II**  
Cost: $59 Million  
This striking new building at the core of campus on University Avenue opened in Fall 2017. It provides up-to-date research space and includes one lecture hall, with significant space reserved for future buildout.

**Express Newark**  
Cost: $25 Million  
Opened with the start of spring semester 2017 classes. It has been spectacularly successful as a catalyst for creative thinking and action across the disciplines and an indispensable resource for creatives and residents across the community.

**Deferred Maintenance Projects**  
Cost: $32 Million  
Numerous deferred maintenance projects have been undertaken over the past eight years that include repairing or replacing roofs, rebuilding sidewalks, repairing or replacing
HVAC equipment, elevator controls, fire safety, and achieving compliance with Americans with Disabilities Act standards. (Upgrades to instructional infrastructure is accounted for separately below.)

**One-Stop at Conklin Hall**  
Cost: $12 Million  
Fulfilling a long-time vision to offer students a one-stop experience for in-person management of all of their centralized student service needs, including Registrar, Bursar, and Financial Aid, the first floor of Conklin Hall will be renovated to accommodate a One-Stop Center. Expected to be complete during summer 2022, these renovations will make these pivotal services more accessible to all by placing them at street level in the very center of the campus.

**Rutgers Business School Renovation**  
Cost: $11 Million  
This project included new classrooms, lecture hall, office space, faculty lounge and new rear entrance at One Washington Park. The project was completed in 2017.

**Olson Hall Renovation**  
Cost: $11 Million  
We were able to secure funding from the recent Higher Education Capital Grant (one of the only projects awarded for Rutgers). Renovations focused on updating chemistry labs.

**Classroom Upgrades**  
Cost: $5 Million  
Over 90 classrooms have been improved, setting new classroom standards and expectations for a high-quality environment. Renovations and additions of classrooms completed as of the end of 2021 have increased overall seating capacity by 763 seats. Improvements include furniture, painting, carpet replacement, lighting enhancements and $4 million in technology upgrades alone.

**Alumni House**  
Cost: $4.5 Million  
Located at the corner of Washington St and Central Ave, this historic building will be renovated to house Rutgers-Newark’s Advancement and Alumni Relations staff. Opened in 2018, this project won a New Jersey Historic Preservation award for its combination of sensitivity to the past and adaptive reuse.

**Athletics Improvements: Frederick Douglass Field, Golden Dome, Baseball Field**  
Cost $4.5 Million  
Rutgers-Newark made headlines for renaming our athletic field for civil rights pioneer Frederick Douglass, who preached at an African American church that once stood on the site of the field, in what was once a neighborhood comprised largely of African Americans and included a verified stop on the Underground Railroad. Alumna Noelle Lorraine Williams secured that designation and has designed a striking memorial to Douglass intended for the site. The field received completely new turf and was officially
re-opened in 2018 at a celebration for which the keynote address was given by Frederick Douglass’ great-great-great grandson, Kenneth Morris. Another significant enhancement to our athletics facilities has been the new flooring in public areas of the Golden Dome. Finally, a permanent home for Rutgers-Newark’s baseball team was secured in partnership with Essex County Parks through cost-sharing to renovate and bring up to NCAA standards the main baseball field at Newark’s Weequahic Park, one of three city parks that were designed by the Olmsted Brothers, perhaps the most influential landscape architects in American history.

155 Washington Street, New Admissions Center  
Cost: $2.5 million  
This site was sold to L+M Development Partners to redevelop as a private housing project catering to college-age and post-college adults. The renovation of this facility (between the Center for Law and Justice and the Golden Dome) is scheduled to be completed by Fall 2022, including, by prior arrangement with the developer, approximately 5,000 square feet of space to relocate the Rutgers-Newark Admissions Office. The new admissions space will be transformative in making a strong first impression on prospective students and families, providing a reception area, counseling spaces, and a large meeting room for groups touring the campus, all in the context of an attractive, completely renovated building with historically detailed brickwork.

Paul Robeson Campus Center Renovation  
Cost: $2 Million  
Virtually all interior spaces—those used most intensively by our students—were renovated in 2020 and 2021, taking advantage of the university working in remote mode for much of that time. New furniture and carpeting along with freshly painted gathering spaces have

45 Bleeker Street  
Cost $1.5 million  
Rutgers-Newark was able to acquire the townhouse at 45 Bleeker Street, filling the gap in ownership of the four adjacent townhouses on that block, the other three of which are occupied by the Price Institute, Cornwall Center, and M.F.A. in Creative Writing Program. The Rutgers-Newark Human Resources Office will relocate to 45 Bleeker in the coming months.

Other Notable Projects:

- Starbucks – A second campus Starbucks was opened at One Washington Park, and the existing Starbucks in the Paul Robeson Campus Center was completely renovated to include a food service and dining/seating area opened in January 2017.

- Barnes & Noble Bookstore Relocation – B&N moved into their new facility on Halsey St at the Hahne & Co. building in February 2017. This 10,000 square foot facility has access from Halsey Street and a grand stairwell to lead visitors upstairs to lounge and textbook areas.
• **Kite & Key: The Rutgers Tech Store** – Opened in 2017 in the atrium of the Hahne & Co. Building, this is a Rutgers brand tech store modeled after popular Apple retail stores. There has been a Kite+Key in New Brunswick for many years, but Newark did not have this amenity for students, faculty, staff, and community members prior to this new store opening, owing to the advocacy of Rutgers-Newark leadership.

• **Wifi Upgrade** – This wifi expansion project completed in 2017 yielded 1,200 new wifi access points on campus, compared to the mere 150 access points available previously.
Rutgers University – Newark Enrollment

Newark Faculty Council
April 18, 2022
Rutgers-Newark Total Enrollment

• The total enrollment reached the highest level in 2019, with 9,319 undergraduate and 4,286 graduate students.

• Despite the effects of COVID, the undergraduate enrollment in 2021 remains above the 2016 level, and the graduate enrollment remains near the 2014 level.
New First-Year and New Transfer Enrollment

• New student first-year enrollment reached its highest level of 1,402 students in 2019. New transfer enrollment reached its highest level in 2018 with 1,248 new students.

• Post-COVID, new first-year enrollment has remains near the 2016 level, and new transfer enrollment remains near the 2014 level.
Undergraduate Enrollment by Race/Ethnicity

- From 2013 to 2019, the enrollment of Black increased 33%, LatinX 57%, Asian 2%, and White 7%.
- The COVID-19 period offset some of these gains, but the overall increases of Black (20%) and LatinX (55%) from 2013 to 2021 students remain significant.

See Appendix B for more details.
City of Newark and Greater Newark

• From 2013 to 2019, the number of students from the City of Newark increased 104%; Greater Newark (Irvington, Orange, and East Orange) increased 22%.

• Despite COVID, the overall gains from 2013 to 2021 are 66% for Newark and 7% for Greater Newark.

See Appendix C for more details
Undergraduate Enrollment by Pell Eligible and First Generation

- From 2013 to 2019, the number of Pell-eligible students increased 44%, and that of first-generation students increased 57%.
- During COVID-19 Period, these gains were reduced a little, but by 2021 Pell-eligible population retains a 26% increase and first-generation a 46% increase.

See Appendix D for more details.
Undergraduate Enrollment by Geographic Location

- From 2013 to 2019, the number of domestic students increased 22% and international students increased 279%.
- Even with significant decreases to the international student population during COVID, the number of domestic students remains up by 11% and that of international by 161% from 2013 to 2021.

See Appendix E for more details.
Graduate Enrollment by Geographic Location

- From 2013 to 2019, the number of international graduate students increased 84%.
- This population has shrunk significantly during, but still retained an increase of 26% over the entire period 2013-2019.

See Appendix F for more details
RUN to the TOP

• After a slight decrease in 2020-2021, the number of TOP eligible students increased again in 2021-2022.
• During the COVID-19 period, students were able to leverage additional Federal and State grants, thus TOP expenditures by RU-N decreased slightly on a per-student basis.

Note: 2021-2022 data preliminary as of February 22
## Appendix A-1: Undergraduate Enrollment by School

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<td>SASN</td>
<td>4,144</td>
<td>4,328</td>
<td>4,412</td>
<td>4,558</td>
<td>4,783</td>
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<td>5,084</td>
<td>4,985</td>
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<td>RBS-N</td>
<td>2,332</td>
<td>2,309</td>
<td>2,498</td>
<td>2,667</td>
<td>2,730</td>
<td>2,976</td>
<td>3,154</td>
<td>3,093</td>
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<td>SCJ</td>
<td>632</td>
<td>613</td>
<td>629</td>
<td>747</td>
<td>813</td>
<td>855</td>
<td>836</td>
<td>811</td>
<td>763</td>
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<tr>
<td>SPAA</td>
<td>109</td>
<td>158</td>
<td>174</td>
<td>198</td>
<td>225</td>
<td>241</td>
<td>245</td>
<td>229</td>
<td>196</td>
<td>79.8%</td>
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<tr>
<td>Total</td>
<td>7,217</td>
<td>7,408</td>
<td>7,713</td>
<td>8,170</td>
<td>8,551</td>
<td>9,142</td>
<td>9,319</td>
<td>9,118</td>
<td>8,334</td>
<td>15.5%</td>
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# Appendix A-2: Graduate Enrollment by School

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</thead>
<tbody>
<tr>
<td>GS-N</td>
<td>996</td>
<td>932</td>
<td>866</td>
<td>807</td>
<td>765</td>
<td>738</td>
<td>746</td>
<td>739</td>
<td>701</td>
<td>-29.6%</td>
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<tr>
<td>LAW-N</td>
<td>718</td>
<td>680</td>
<td>637</td>
<td>679</td>
<td>687</td>
<td>747</td>
<td>741</td>
<td>771</td>
<td>801</td>
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<tr>
<td>RBS</td>
<td>1,936</td>
<td>1,846</td>
<td>1,937</td>
<td>2,121</td>
<td>2,320</td>
<td>2,410</td>
<td>2,386</td>
<td>2,214</td>
<td>1,990</td>
<td>2.8%</td>
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<tr>
<td>SCJ</td>
<td>33</td>
<td>25</td>
<td>40</td>
<td>46</td>
<td>37</td>
<td>20</td>
<td>30</td>
<td>42</td>
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<tr>
<td>SPAA</td>
<td>314</td>
<td>425</td>
<td>529</td>
<td>502</td>
<td>412</td>
<td>394</td>
<td>383</td>
<td>347</td>
<td>281</td>
<td>-10.5%</td>
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<tr>
<td>Total</td>
<td>3,997</td>
<td>3,908</td>
<td>4,009</td>
<td>4,155</td>
<td>4,221</td>
<td>4,309</td>
<td>4,286</td>
<td>4,113</td>
<td>3,835</td>
<td>-4.1%</td>
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Appendix B: Undergraduate Enrollment by Race and Ethnicity

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<tbody>
<tr>
<td>Black</td>
<td>1,279</td>
<td>1,307</td>
<td>1,385</td>
<td>1,478</td>
<td>1,640</td>
<td>1,741</td>
<td>1,704</td>
<td>1,710</td>
<td>1,534</td>
<td>20%</td>
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<tr>
<td>LatinX</td>
<td>1,678</td>
<td>1,769</td>
<td>1,979</td>
<td>2,190</td>
<td>2,367</td>
<td>2,559</td>
<td>2,627</td>
<td>2,702</td>
<td>2,609</td>
<td>55%</td>
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<tr>
<td>Asian</td>
<td>1,579</td>
<td>1,580</td>
<td>1,627</td>
<td>1,653</td>
<td>1,566</td>
<td>1,671</td>
<td>1,606</td>
<td>1,573</td>
<td>1,464</td>
<td>-7%</td>
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<tr>
<td>White</td>
<td>1,801</td>
<td>1,834</td>
<td>1,855</td>
<td>1,917</td>
<td>1,914</td>
<td>1,999</td>
<td>1,922</td>
<td>1,858</td>
<td>1,706</td>
<td>-5%</td>
</tr>
<tr>
<td>International</td>
<td>214</td>
<td>213</td>
<td>287</td>
<td>356</td>
<td>444</td>
<td>553</td>
<td>810</td>
<td>735</td>
<td>558</td>
<td>161%</td>
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<tr>
<td>Other</td>
<td>666</td>
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<td>580</td>
<td>576</td>
<td>620</td>
<td>619</td>
<td>650</td>
<td>540</td>
<td>463</td>
<td>-30%</td>
</tr>
<tr>
<td>Total</td>
<td>7,217</td>
<td>7,408</td>
<td>7,713</td>
<td>8,170</td>
<td>8,551</td>
<td>9,142</td>
<td>9,319</td>
<td>9,118</td>
<td>8,334</td>
<td>15%</td>
</tr>
</tbody>
</table>
## Appendix C: Undergraduate Enrollment for City of Newark

<table>
<thead>
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<tbody>
<tr>
<td><strong>City of Newark</strong></td>
<td>660</td>
<td>711</td>
<td>760</td>
<td>937</td>
<td>1,050</td>
<td>1,231</td>
<td>1,347</td>
<td>1,207</td>
<td>1,098</td>
<td>66%</td>
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<tr>
<td><strong>Greater Newark</strong></td>
<td>294</td>
<td>272</td>
<td>309</td>
<td>321</td>
<td>373</td>
<td>381</td>
<td>358</td>
<td>365</td>
<td>316</td>
<td>7%</td>
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<tr>
<td><strong>Other NJ</strong></td>
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<td>6,425</td>
<td>6,644</td>
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<td>7,128</td>
<td>7,530</td>
<td>7,614</td>
<td>7,546</td>
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<tr>
<td><strong>Total</strong></td>
<td>7,217</td>
<td>7,408</td>
<td>7,713</td>
<td>8,170</td>
<td>8,551</td>
<td>9,142</td>
<td>9,319</td>
<td>9,118</td>
<td>8,334</td>
<td>15%</td>
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</table>
Appendix D: Undergraduate Enrollment by First Generation and Pell

<table>
<thead>
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<th></th>
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</tr>
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<tbody>
<tr>
<td>First Generation</td>
<td>2,042</td>
<td>2,155</td>
<td>2,328</td>
<td>2,554</td>
<td>2,812</td>
<td>3,061</td>
<td>3,214</td>
<td>3,265</td>
<td>2,978</td>
<td>46%</td>
</tr>
<tr>
<td>Not First</td>
<td>5,175</td>
<td>5,253</td>
<td>5,385</td>
<td>5,616</td>
<td>5,739</td>
<td>6,081</td>
<td>6,105</td>
<td>5,853</td>
<td>5,356</td>
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<td>Generation</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>Pell</td>
<td>3,755</td>
<td>3,922</td>
<td>4,102</td>
<td>4,456</td>
<td>5,025</td>
<td>5,330</td>
<td>5,390</td>
<td>5,031</td>
<td>4,726</td>
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<tr>
<td>Not Pell</td>
<td>3,462</td>
<td>3,486</td>
<td>3,611</td>
<td>3,714</td>
<td>3,526</td>
<td>3,812</td>
<td>3,929</td>
<td>4,087</td>
<td>3,608</td>
<td>4%</td>
</tr>
<tr>
<td>Total</td>
<td>7,217</td>
<td>7,408</td>
<td>7,713</td>
<td>8,170</td>
<td>8,551</td>
<td>9,142</td>
<td>9,319</td>
<td>9,118</td>
<td>8,334</td>
<td>15%</td>
</tr>
</tbody>
</table>
## Appendix E: Undergraduate Enrollment by Geographic Location

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>7,003</td>
<td>7,195</td>
<td>7,426</td>
<td>7,814</td>
<td>8,107</td>
<td>8,589</td>
<td>8,509</td>
<td>8,383</td>
<td>7,776</td>
<td>11%</td>
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<tr>
<td>International</td>
<td>214</td>
<td>213</td>
<td>287</td>
<td>356</td>
<td>444</td>
<td>553</td>
<td>810</td>
<td>735</td>
<td>558</td>
<td>161%</td>
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<tr>
<td>Total</td>
<td>7,217</td>
<td>7,408</td>
<td>7,713</td>
<td>8,170</td>
<td>8,551</td>
<td>9,142</td>
<td>9,319</td>
<td>9,118</td>
<td>8,334</td>
<td>15%</td>
</tr>
</tbody>
</table>
## Appendix F: Graduate Enrollment by Geographic Location

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>548</td>
<td>613</td>
<td>746</td>
<td>800</td>
<td>849</td>
<td>908</td>
<td>1009</td>
<td>759</td>
<td>688</td>
<td>26%</td>
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<tr>
<td>Total</td>
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<td>3,908</td>
<td>4,009</td>
<td>4,155</td>
<td>4,221</td>
<td>4,309</td>
<td>4,286</td>
<td>4,113</td>
<td>3,835</td>
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Rutgers University - Newark Degrees Awarded by Type 2013-2021

Degrees Awarded by Type

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Doctoral</th>
<th>First Professional</th>
<th>Bachelor</th>
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<tbody>
<tr>
<td>2013-14</td>
<td>85</td>
<td>228</td>
<td>1,090</td>
</tr>
<tr>
<td>2014-15</td>
<td>97</td>
<td>214</td>
<td>1,104</td>
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<tr>
<td>2015-16</td>
<td>74</td>
<td>176</td>
<td>1,589</td>
</tr>
<tr>
<td>2016-17</td>
<td>77</td>
<td>283</td>
<td>1,594</td>
</tr>
<tr>
<td>2017-18</td>
<td>94</td>
<td>293</td>
<td>1,515</td>
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<tr>
<td>2018-19</td>
<td>89</td>
<td>221</td>
<td>1,636</td>
</tr>
<tr>
<td>2019-20</td>
<td>63</td>
<td>216</td>
<td>1,611</td>
</tr>
<tr>
<td>2020-21</td>
<td>60</td>
<td>218</td>
<td>1,612</td>
</tr>
</tbody>
</table>

Grand Total: 3,915

"Admission Status" only represents the status of the first semester that students entered.
Current consortium:
- Drew University; NJDOC, Princeton University; Raritan Valley Community College; and Rutgers University (other institutions have also contributed coursework historically).
- RVCC offers an AA in Liberal Arts, Rutgers U. Newark offers a BA in Justice Studies, Drew offers MA certificate in Religious Leadership

Scope:
- We support and help coordinate AA and BA courses inside 5 facilities across NJ (2 closed in past two years).
- Offering approximately 150 courses/year to ~600 unique students statewide (pre-pandemic)
- Students come from facilities that represent adult men, women and youth populations.

Current Stats:

**Inside Prison**
- Over 1900 students have taken an NJ-STEP class in a NJ prison, over 1600 have completed at least one additional course.
- Over 340 degrees, including 51 B.A. degrees have been conferred inside an NJ prison
- Over 300 released students have enrolled at one or more college in the community, including all 19 NJ community colleges and Rutgers campuses statewide
- 489 unique students currently enrolled in AY2022; and 126 unique courses offered FA21/SP22 (summer pending)
- 3511 credits attempted (+289 enrollments in non-credit courses) FA21, SP22 will be a larger number but still adding

**Reentry**
- 37 reentry NJ-STEP students currently matriculating across all three main RU campuses ("Mountainview Students")
- 40 reentry students currently engaged with NJ-STEP in matriculating at one of 19 NJ Community Colleges
- 104 MVC/on-campus STEP students have graduated with their BA, 16 have gone on to earn graduate degrees at prestigious institutions here and abroad. Among them are two Trumann scholars, 1 Luce scholar and dozens of other merit based awards.
- Students in MVC have represented Rutgers on semesters abroad or research posts in Iceland, England and the Czech Republic.
- Alumni work in all industries and 90% employed full time within one year of graduation. Includes: private sector, non-profits, social service, education, and justice reform. There are multiple engineers out of the School of Engineering and one School of Nursing alumni employed as a registered nurse at Newark Beth Israel hospital.
Pandemic Impact:
- NJ-STEP was forced into distance education from Mar 2020-Aug 2021 (5 consecutive semesters) and returned to in-person instruction in Sept 21. We were forced back to distance/hybrid for Jan-Feb 2022 but have started back inside.
- High numbers of dropped classes, incomplete, students dropping out due to distance education.
- We have extremely limited classroom space with social distancing, it’s negatively impacting revenues and seat counts
- Still, 225 new students recruited, 63 AA and 3 BA degrees were conferred during lockdown
- We supported almost double annual student releases due to public health crisis and other sentence reductions.
- Over 20 laptops and hotspots were deployed to local halfway houses in Newark, Patterson and Camden which allowed dozen of ECCC and RU-N students to stay enrolled through campus shutdowns.

Other highlights:
- NJSTEP purchased 200 tablet devices and custom security cases to deploy at three target prisons this spring, marking the NJ’s first technology assisted college courses in prison. NJ-STEP staff and college OIT personnel have contributed significantly to the planning of this effort as well as NJDOCS K-12 technology assisted launch.
- We awarded almost 100k in scholarships for NJ-STEP graduate students in reentry
- We hired a community relations director to better serve the justice impacted population, have already made in-roads with Essex and Hudson county jails, Juvenile Justice facilities, the Newark youth houses and dozens of local employers.
- We launched a MA certificate in Religious Leadership with Drew Theological Seminary at East Jersey State Prison SP22
- We have fundraised another 500k (Across Jan 2021 through Mar 2023) that will enable us to better support reentry initiatives (technology and fellowships) and professional tutor training to alumni. These have been mainly distributed in Essex county but do not support staff lines, F&A or operational costs.
- We plan to launch another cohort of RU-Flourishing this year, a training, support, and engaged research program that helps our students create flourishing lives through entrepreneurship.
- Alumni continue to step into leadership roles, locally and nationally, in the areas of justice reform, launching reentry programs, housing initiatives, and successful policy reform efforts. (e.g. Tia Ryans - FORTE House Founder, Gov. Murphy’s Civilian Review Board for Edna Mahan; Ron Pierce – Policy Analyst NJISJ; Danny Feliciano – Casa Don Pedro, State Lead Abatement Coordinator; Terrell Blount, Director of Formerly Incarcerated Graduates Network (FICGN)).
## External Funding for RU-N 2012 - 2021

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Arts and Sciences</th>
<th>Business School</th>
<th>Chancellor's Office</th>
<th>CMBN</th>
<th>Criminal Justice</th>
<th>CMBN</th>
<th>Nursing</th>
<th>Law</th>
<th>Graduate School</th>
<th>SPAA</th>
<th>Total RU-N campus</th>
</tr>
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<tr>
<td>FY12</td>
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<td>15,075,905</td>
<td>10,647,978</td>
<td>17,107,628</td>
<td>14,424,320</td>
<td>20,999,942</td>
<td>15,281,328</td>
<td>19,561,519</td>
<td>20,029,068</td>
<td>3,102,971</td>
<td>$27,223,575</td>
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<tr>
<td>FY13</td>
<td>15,075,905</td>
<td>7,815,486</td>
<td>5,862,114</td>
<td>4,738,922</td>
<td>4,823,659</td>
<td>6,625,645</td>
<td>8,408,843</td>
<td>5,015,016</td>
<td>3,984,124</td>
<td>1,100,694</td>
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<tr>
<td>FY14</td>
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<td>4,235,607</td>
<td>10,174,520</td>
<td>12,447,587</td>
<td>5,863,487</td>
<td>635,775</td>
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</tr>
<tr>
<td>FY15</td>
<td>14,424,320</td>
<td>5,862,114</td>
<td>4,738,922</td>
<td>4,823,659</td>
<td>4,235,607</td>
<td>6,625,645</td>
<td>8,408,843</td>
<td>5,015,016</td>
<td>3,984,124</td>
<td>1,100,694</td>
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<tr>
<td>FY16</td>
<td>20,999,942</td>
<td>5,383,565</td>
<td>4,235,607</td>
<td>4,823,659</td>
<td>4,235,607</td>
<td>6,625,645</td>
<td>8,408,843</td>
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<td>3,984,124</td>
<td>1,100,694</td>
<td>$25,150,025</td>
</tr>
<tr>
<td>FY17</td>
<td>15,281,328</td>
<td>7,018,806</td>
<td>4,738,992</td>
<td>4,823,659</td>
<td>4,235,607</td>
<td>6,625,645</td>
<td>8,408,843</td>
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<td>1,100,694</td>
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<tr>
<td>FY18</td>
<td>19,561,519</td>
<td>6,625,645</td>
<td>4,823,659</td>
<td>4,823,659</td>
<td>4,235,607</td>
<td>6,625,645</td>
<td>8,408,843</td>
<td>5,015,016</td>
<td>3,984,124</td>
<td>1,100,694</td>
<td>$34,986,643</td>
</tr>
<tr>
<td>FY19</td>
<td>20,029,068</td>
<td>10,174,520</td>
<td>4,823,659</td>
<td>4,823,659</td>
<td>4,235,607</td>
<td>6,625,645</td>
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<td>3,984,124</td>
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<tr>
<td>FY20</td>
<td>20,029,068</td>
<td>12,447,587</td>
<td>4,823,659</td>
<td>4,823,659</td>
<td>4,235,607</td>
<td>6,625,645</td>
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<td>3,984,124</td>
<td>1,100,694</td>
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</tr>
<tr>
<td>FY21</td>
<td>20,029,068</td>
<td>3,984,124</td>
<td>4,823,659</td>
<td>4,823,659</td>
<td>4,235,607</td>
<td>6,625,645</td>
<td>8,408,843</td>
<td>5,015,016</td>
<td>3,984,124</td>
<td>1,100,694</td>
<td>$33,660,412</td>
</tr>
</tbody>
</table>

a. CMBN was an independent Center prior to FY2013
b. The School of Nursing was a part of Rutgers - Newark prior to FY2015
c. RBS received a $5M award in FY20 which was allocated entirely to that year.
Rutgers University – Newark:

Where Opportunity Meets Excellence

Spring 2017 Update
Introduction

The Rutgers University – Newark Strategic Plan was composed following an expansive, inclusive, highly democratic listening process designed to an answer to three questions:

- What is higher education being called upon to do right now?
- What is our story at Rutgers University–Newark?
- If this is our moment, what shall we do?

Our collective response constitutes an ambitious agenda to take on pressing global and local challenges, recognizing our location as both a defining influence in our story and a distinctive strength. Newark, New Jersey, is a great American city, the state’s largest and among America’s oldest, where the great challenges facing the growing metropolitan areas across our nation and around the world can be found, as can the assets needed to take on those challenges. The plan commits us to honoring and advancing our legacies: cultivating generations of talented students from a breathtaking diversity of backgrounds who clearly see and highly value education as the road to opportunity; supporting faculty in their work to produce high-impact scholarship, engage the community, and prepare these students for professional success and informed citizenship in an increasingly complex world; and supporting our staff, who are committed to advancing an inclusive campus culture focused on excellence.

We recognized from the beginning of our planning process that work like this can never be finished, so our plan was written not as a recipe, but, reflecting the metaphor employed by Chancellor Cantor in its introduction, as a jazz score: establishing themes, but leaving ample room for creativity to emerge through improvisation. Reflecting this approach, the plan is organized around eight Strategic Priorities to guide our work, supplemented by four Action Modes to spur immediate action on issues and projects advancing those priorities.

**Strategic Priorities**

1. Invest in collaboration in academic and research programs
2. Invest in our students
3. Invest in our faculty and graduate and professional students
4. Value our professional and support staff as key to our success
5. Invest in the spaces and places where we live, learn, create, and engage the world
6. Invest in anchor institution collaboration
7. Leverage our diversity and building civic dialogue
8. Tell the Rutgers University–Newark story more effectively

**Action Mode 1: The responsibility of Rutgers University–Newark’s leadership**

**Action Mode 2: Strategic seed-grants**

**Action Mode 3: Creating a sustained understanding of the challenge we face:** Strategic Plan Working Groups
• New Professoriate
• Staffing for the New Mission
• Anchor Institution Strategy
• Leveraging Diversity

Action Mode 4: Cross-Cutting initiatives – taking a big step forward: Honors Living-Learning Community

Since the Strategic Plan was finished in summer 2014, a great deal of progress has been made in pursuit of all of these, many identified explicitly in the plan and some that arose through creative, strategic development processes inspired by the plan’s themes. The present document presents a summary of highlights from that work.

To describe our progress in pursuit of this plan as succinctly as we can for the purpose of informing the Rutgers-wide Middle States Decennial Review self-study, we have organized this update into four broad categories of activities that reveal the highly integrated approach we have taken to addressing our Strategic Priorities and Action Modes articulated in the plan.

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   3.b. Arts & Culture .................................................................. 36
   3.c. Education .......................................................................... 39
   3.d. Urban Economic Development ......................................... 43
   3.e. Science in the Urban Environment .................................... 49

4. Telling Our Story ........................................................................ 53

Numerous programs, projects, and initiatives have been undertaken, the success of which has carried forward the optimism and energy of our faculty, staff, and students evident in our strategic planning process. We can only hope to describe here a representative sample. We invite follow-up questions should the reader wish additional detail on any aspect of our collective work.
1. Student Programs

Our students are at the center of our strategic plan—who they are, what their incredibly diverse backgrounds are, and how they represent generations of opportunity seekers who came to Rutgers University – Newark before them, as well as the increasingly diverse generations to come. They are the force that perhaps more than any other has made our university what it is today, reflected in our having sought and earned designation by the White House as a Hispanic Serving Institution. With this centering thought in mind and our strategic plan as a guide, we have undertaken numerous initiatives over the past three years—some aiming to serve students directly, others indirectly—to recognize them as our greatest asset and to do the best we can by them.

Enrollment
We set a goal to increase our enrollment of students from Newark and Greater Newark, recognizing that among the most effective ways that we could answer the question, “What is higher education being called upon to do right now?” would be to increase the number of students from our community who attend college. This is not a mere numbers game, but a commitment to work hand-in-glove with K-12 education and many partners on increasing college readiness so that more students from our community are prepared for college. We are on track to meet our goal of increasing enrollment by 1,000 and to achieve our goals to increase student success.

This work started with the recognition that we needed to intertwine seamlessly our human resources of Academic Affairs and Student Affairs to bridge, even blur, traditional organizational boundaries so that we more clearly recognize and more strongly support “the whole student.” Among the signature efforts undertaken in pursuit of our strategic vision across the full breadth of those functions are the following.

- RUNways
  Building upon the foundations of the federally funded Garden State LSAMP and Bridges to the Baccalaureate programs, RUN has worked with its most important transfer-in institutions, including neighboring Essex County College and nearby Passaic and Hudson County Community Colleges, to create academic pathways for transfer students in high-demand disciplines such as biology, criminal justice, supply chain management, and the arts. These pathways—which we refer to collectively as RUNways—consist of perspicuous step-by-step guidance for students and counselors of course sequences that are aligned with respect to prerequisites and outcomes, are further supported by a network of student academic and financial support made available to county college students by RUN and, prospectively, supportive learning communities for such students once they arrive at RUN. This pathways approach also has been extended to Newark high schools through the Kresge-funded Pathway to Academic Achievement and Success program.
• We have introduced new financial aid initiatives—increasing institutional funding and securing new external funds—and re-organized our existing financial support programs and communications efforts to align with our strategic plan and concomitant enrollment goals. This is evident in the following.
  o **RUN to the TOP**: This “last-dollar” financial aid program guarantees aid to completely cover full-time, in-state tuition and fees for admitted students whose adjusted gross family income is $60,000 or less and who are either a resident of Newark or a New Jersey resident transferring in with an associate’s degree from a New Jersey county college. 637 students benefited from this scholarship in fall 2016, the first semester in which it was available. This program also offers residential scholarships to all students admitted to our new Honors Living-Learning Community (HLLC), which benefited an additional 86 for fall 2016.
  o **UndocuRutgers & TheDream.US**: Created an event, now in its 3rd iteration (2014-15, 2015-16, 2016-17) for undocumented individuals and their families to promote knowledge of college options for this population of students and prospective students in northern NJ. For fall 2016, we added a scholarship option for undocumented students through a partnership with TheDream.US that provides $25,000 of support for eligible recipients, supplemented with RUN institutional funds.
  o **Cooperman College Scholars**: This is a partner program that supports academically talented, highly motivated students with financial need from Essex County, New Jersey, in their efforts to attain a four-year college degree. As one of four partner colleges, 14 of the 75 of the first cohort of CCS students attended Rutgers University-Newark for a summer college immersion experience prior to entering this upcoming fall 2016. The Scholars took courses led by RU-N college faculty, receive mentorship from current RU-N students, and experience on-campus living in student dormitories. Participants of the program also benefit from a scholarship to attend Rutgers University, as well as mentoring and other resources to give them a jumpstart in their first year at Rutgers University.
  o **Second Chance Pell**: In support of the over 500 students in the NJ STEP program, based at RUN, Rutgers University was selected as an experimental site for the US Department of Education’s Second Chance Pell program. NJ STEP is an association of higher education institutions in New Jersey that works in partnership with the New Jersey Department of Corrections to provide higher education courses for students under the custody of the State while they are incarcerated and an opportunity to pursue a four year degree in a campus setting post-release. Second Chance Pell helps to make this program possible for participants who remain incarcerated.
  o **Debunking Myths about Financial Aid + Hands on Community FAFSA Completion Workshop**: Financial aid literacy session aimed at simplifying the FAFSA, explaining federal and state resources, and what academic requirements are required for admission to colleges. Approximately 450 families served at multiple locations in the City of Newark.
Life after Debt: A series of workshops (RU Financially Fit, RU Loan Repay Ready, RU Ready for Grad School) created to improve financial literacy of enrolled students at various stages in their academic career.

Director of Enrollment Communications/Marketing: A new position created fall 2016 to create recruitment materials, oversee website design, and develop general communications strategy to better define RUN in minds of prospective students and their families.

We likewise have concorded our efforts to support student academic success through graduation both in terms of services offered and improving infrastructure to support teaching and learning.

RUN 4 Success: This is a software toolbox for counselors and advisors that is designed to help them case-manage for successful student outcomes. By combining predictive analytics – based on 10 years of in-house academic data – with robust capabilities for tracking, communications, and appointment management, R4S allows advisors to intervene with at-risk students before they get into serious difficulty. The system went live for fall 2016 and is now being used by advising units across campus. To date, almost 8,000 student-advisor interactions have been managed and recorded in the system, which is the beginning of the establishment of a useful database on how our students are being supported by our campus success network. The position of Executive Director for Student Retention was created to lead the R4S implementation and other student success initiatives across campus.

Student Resource Center: This assisted computing center in Blumenthal Hall opened in January 2016 and supplements the existing office functions of Blumenthal Mall (Registrar, Financial Aid, and Business/Financial Services) by enabling students to complete online transactions locally with the support of professional staff and peer advisors, who can assist students in navigating options for course registration, loans and other forms of financial aid, payment plans, insurance, and other important enrollment services.

Career Acceleration: In conjunction with 3rd party partner Braven, we have introduced a career accelerator experience from which 150 students have benefited to date. The accelerator is designed for first-generation students, who are matched with early- to mid-career professionals from local businesses, government agencies, and non-profit organizations, who provide career mentoring and guide them through Braven’s curriculum to develop key competencies in leadership, communication, self-efficacy, problem solving, all meant to ensure that the participating students remain on the path to graduation and to strong post-graduate outcomes in meaningful careers and/or post-graduate study.

We are engaging an external review team in spring 2017 to examine the current state of our Career Development Center, to meet with various community stakeholders, and to make recommendations on what is needed to create a Career Development Center at RU-N that meets the needs of our student population and the aims of our strategic plan with respect to student outcomes and post-graduate productivity.

myRUN: This website now well along in development will showcase and market to our students the student services that are available to them. Designed with
intensive student feedback, it will significantly reduce the complexity of our numerous websites and offices that provide student services and uses student-centric terminology so that students will quickly find the service student they seek. Additionally, another project to automate our paper-based processes will allow students to process more than a dozen common transactions online. It will be fully launched on April 22nd for Admitted Student Day.

- **Campus Wireless Upgrade:** Both the indoor and outdoor wireless network access was vastly improved in 2015 and 2016. In cooperation with the City of Newark, the outdoor wireless network was installed that provides the fastest public wifi throughout the University and continues to both Washington and Military Parks. At the same time, a massive upgrade of the indoor wireless network was finished in 2016. This project increased our indoor wireless network by ten times with the installation of more than 1300 high capacity high-speed wireless access points with a particular focus on student-centric areas and classrooms.

- **Classroom Improvement Project:** Over the summers of 2015 and 2016, $3.5 million dollars of facilities and technology improvements were made in 62 learning spaces. All of the University's auditoriums, instructional computing classrooms, and distance learning classrooms were upgraded, as well as numerous other sizes and types of classrooms. The project will continue in the summer of 2017 with $1.5 million dollars of improvements in some of our more specialized classrooms including our Physics Labs and Active Learning Classrooms.

- **The Paul Robeson Campus Center** has been refreshed to provide modern, student-friendly, welcoming lounge, gaming, and dining spaces, as well as a fully renovated, full-service Starbucks for the community's enjoyment and use. The new Starbucks will include an expanded lounge area which will be contiguous to the new University game room, convenience store and "Student Street," the most prominent programming and relaxation space in the Center. Further, in response to student input, we executed a request for proposals for a new dining services provider and welcomed Gourmet Dining Services in the fall of 2016 to that role, following many years under another provider.

- We have significantly reshaped supports for students in their personal lives, understanding that students experience college in ways that often completely blur boundaries between the academic and the personal.

  - We created the **CARE Team**, which quickly has become an important campus resource that supports students in crisis and tracks "red-flag" behaviors. It is a national best practice. The Team summons a variety of campus resources to support students in need. The resources utilized depend on the individual circumstance of the student involved. The resources potentially include academic advising, financial aid, counseling services, disability services, or other, and the approach to supporting the student includes consistent follow-up. Additionally, the team tracks and addresses student behavior that may indicate harmful intentions to self or others. We rely heavily on the support of offices across the University to make the Team successful.

  - We organized a **Health and Wellness Working Group**, responsible for creating comprehensive health and wellness outreach to the entire RU-N community. Its
upcoming launch, "WeRWellness" (Spring 17) will provide a series of programs that will broadly define wellness for the RU-N student community, and support the health and wellness needs of the RU-N population.

- We organized a **Sexual Assault Curriculum Team** in fall 2016, providing sexual assault prevention education for students from orientation through their graduation from the University. The Team is led by the Director of Title IX and Americans with Disabilities Act.

- We restructured the Office of Student Life during summer 2016, realigning resources so that our Student Governing Association and RU-N's more than 70 active student organizations have strong and forward-thinking professional support, and so that a leadership development curriculum for registered student organizations and fraternities and sororities could be developed.

- We hired RU-N's first professional staff member devoted to veteran student concerns (currently 350-400 self-identified students). We are strengthening support for students with disabilities (increased from 350-450 in fall 2016) by hiring a director for disability services who will provide strategic support and leadership for this growing student population and area of services.

- We have strengthened Counseling Services to enhance its outreach to students by increasing the number of groups that are available to students (e.g., multicultural identity, international women, etc.) and by piloting TAO, an online counseling resource made available to students after an initial Counseling Center intake.

- We have broadened and elevated the visibility of the work of our **LGBTQ and Intercultural Resource Center** and are hiring to fill an additional staff position in this vitally important office. The Center, located in Conklin, had previously been devoted solely to the needs of LGBTQ students. With the new staffing and mission, we are aiming to recognize the intersectionality of students' lives and to provide programs and services that support the richness of our students' identities. A major inaugural initiative of the Center will be to launch an Intergroup Dialogue (IGD) program that will respond to the student request to know and understand each other more deeply. The University's first IGD retreat will take place in early April.

- The division of Student Affairs in collaboration with other campus partners is hosting a **Leadership and Social Justice Retreat** during Spring 2017 for first- and second-year students at Rutgers-Newark. The retreat’s mission is focused on cultivating leadership and facilitation skills in order to strengthen relationships and foster intergroup dialogue between diverse communities on campus.

  **Goals:**
  1. Build capacity for 1st and 2nd year students interested in strengthening cross-cultural alliances, and enhancing social justice/diversity programming on campus
  2. Recruit students who wish to seed the monthly “intergroup dialogue series” on campus beginning in Fall 2017
  3. Facilitate difficult discussion around race, identity, class, gender and sexuality
  4. Generate Interest for Intergroup Dialogue academic course
5. Identify a cohort of student leaders to work with the LGBTQ & Intercultural Resource Center
   o Further leveraging our resident expertise in Student Affairs, we will offer in fall 2017 an Intergroup Dialogue Course open to all undergraduates through our program in American Studies. Students will be trained in facilitation and dialogue skills, host monthly dialogues for the campus community about issues related to identity, equity, and community, and conduct training for campus groups related to diversity and equity.

- To better enable us to assess the effectiveness of these and related initiatives, we created an Office of Institutional Effectiveness in early 2015, with the mission of promoting a data-rich environment for better decision-making process and more outcome-driven assessment. Since then, the office has partnered with several Rutgers offices and units to improve access to reliable information, to create and maintain reports and other data products that were needed to improve effectiveness and efficiency. These products include a Factbook, Key Performance Indicators, periodic enrollment reports, and recruitment targets. The office also provided timely support to academic and administrative units on projects and initiatives that were directly or indirectly related to the strategic areas. Over the last two years, the office has assisted a number of different grant application efforts that were led by faculties or program directors; it has provided data support to schools, departments, programs and faculty for projects that were related to improving student success, experience and outcome; it assisted regularly the Newark City of Learning Collaborative (described in the section on Anchor Institution Work), Honors Living-Learning Community (described in detail below) and other special programs (HSI eligibility application and Title III/V grant application) that contribute to Rutgers-Newark’s role as an anchor institution in and of City of Newark. In many different ways, it provided support to initiatives and projects that have helped the RUN’s stories told more effectively. Drawing upon these successful accomplishments, the office is committed to maintaining a high level of support to these different strategic areas, to improve services, and to bring more positive impacts on the promotion of data-rich environment in RUN.

- **The Rutgers University–Newark Debate Team**, housed at the School of Public Affairs and Administration (SPAA), is the current **undisputed national championship team**. It is only the second team in U.S. collegiate debate history to win both the Cross Examination Debate Association (CEDA) National Tournament and the National Debate Tournament (NDT) in a single season.

Founded in 2008, the Chancellor’s office has invested in recent years to provide SPAA with support for the coach and providing scholarship support for debaters. The team is open to participation by any undergraduate student at the university; team members range from first-years to seniors with majors such as social work, economics, public administration, criminal justice, and psychology. Christopher Kozak, as the Director of Debate, has lead the team to three consecutive years as the #1 ranked team in the Northeast. The team competes at the highest level nationally, attending tournaments that bring them into head-to-head competition with all of the major national universities, making their success all the more striking.
Equally striking is that many of the RU-N debaters refined their skills in the Newark Public Schools’ remarkably strong debate program, with which they maintain close ties, working intensively with high school students affiliated with the Newark Debate Academy. The debate program further supports debate at the local level with internships as assistant coaches at many schools in the Newark area ranging from elementary grade students to high school students.

Veteran RU-N debate pair Devane Murphy (SPAA ’19) and Nicole Nave (SPAA ’19) won both of the recent major national tournaments, defeating close to 100 of the nation’s best teams at the CEDA tournament at Johnson County Community College, and besting 78 teams at the 71st NDT at Kansas University. They clinched the championship in a decisive 8-1 victory in the final round over the top seeded University of Missouri-Kansas City. Their victory marked the first time an RU-N Debate Team has won a national debate championship in the history of the university’s debate program. Murphy and Nave’s efforts earned fourth place speaker and first place speaker awards, respectively. Nave also won the All-American Award for her debate and academic success, joining the ranks of only 30 debaters per year who receive the honor. Nave gave a record-setting performance by earning a perfect score (30 points) in five out of her eight debates – the highest number of perfect scorings earned at an individual debate at a CEDA national championship tournament. Nave’s win made her the second Rutgers debater – the first being former RU-N student Elijah Smith – and the second black woman to win top speaker at a CEDA national championship tournament.

A week after their CEDA win, Murphy and Nave continued their historic run at the prestigious National Debate Tournament (March 24 – 27) held at the University of Kansas where they triumphed in the finals over Georgetown University in a 4-1 decision. Entering the tournament as a fourth seeded team, they dominated the competition in a string of victories over nine universities, including Emory University, the University of Georgia, Wake Forest University, the University of Southern California, the University of Missouri-Kansas City, and Kansas University. Murphy and Nave ended the tournament with a 1-2 finish in the speaker awards with Murphy winning top NDT speaker. They were the first black partnership to win the coveted top two speaker awards, with Nave being the first black woman to win second speaker at the NDT. Nave and Murphy are also the second black duo to win the championship, the first being former RU-N student Elijah Smith and current RU-N coach Ryan Wash.

Deep Dive: The Honors Living-Learning Community
The efficacy and impact of our approach to bridging/blurring the boundaries between academic and student affairs to better serve our remarkable students is nowhere more evident than in our Honors Living-Learning Community (HLLC). Our strategic plan proposed that we undertake this signature initiative that epitomizes our commitment to engaging the next diverse generation of change makers in our midst by creating a residential, inter-generational learning community that would house 400 students, based on an expansive talent search that moves well beyond the typical narrow indicators of merit, interviewing for leadership skills, grit, commitment to social change. Among the distinguishing features of the HLLC are the following.
• A recruitment process that creates intense cohorts of very diverse students
  o We are committed to an inclusive process which expands traditional metrics used to identify ability, intelligence, and academic potential. The HLLC admissions process creates a welcoming environment for all students participating, and making students feel valued and “college material”—especially those who have often been marginalized through biased and narrow admissions processes. Our process supported an increase in yield for all students participating in our process, even those who were not admitted into the HLLC.
  o We have enlisted the support of 180 staff and faculty from multiple disciplines and departments to be trained evaluators in the HLLC admissions process. All faculty and staff are committed to a shared vision for redefining traditional notions of merit so that we can meet our fullest potential as a university community.
  o The fall 2016 incoming HLLC class was incredibly diverse as a result and looked different from most honors programs:
    47% were first generation college-going
    86% students of color
    37% transfer students
    Non-citizens: 9
    Dreamers: 3
    1 student who grew up in foster care
    1 student formerly incarcerated
    3 student parents
    1 married student
    About 1/5 identify as Muslim
    At least 5 of our students have been homeless
  o Financial aid packages for HLLC students maximize grants from all sources to make enrollment optimally affordable, including full room and board under the RUN to the TOP program (described above).

• Students enter the HLLC in cohorts created with diverse student experiences. Their cohorts are their primary support network, meeting bi-weekly with their faculty mentors. Faculty mentors are highly committed to social change, working both in the classroom and in the community on the issues of urban life (from mass incarceration to environmental degradation to economic inequality and school segregation) that most define their own life experiences and the community of Newark within which we reside and that allow the local to resonate globally—hence, a “strength model”—serving to reap what Scott Page calls the “diversity bonus.” Mentors are trained in a cultural competence model also utilized by students in their own curriculum. Faculty mentors are given a curriculum that provides theoretical foundations and guidelines on how to manage difficult conversations related to identity. Cohort meetings include discussions related to acclimating to the campus environment, utilizing the cohort as a support system, and tools for success on campus. Faculty often come from very different identity backgrounds than our students. Faculty receive regular guidance through their own learning and a support community of other faculty mentors on a bi-weekly basis supported by the HLLC deans. Within bi-weekly support meetings for mentors, best practices and strategies are
discussed for addressing complex issues related to identity and community. HLLC Deans are able to use this information to better support students and create system wide strategies for addressing community issues.

- The HLLC curriculum includes two common, 1.5-credit courses, HLLC 301 and 302, focused on cultural competence, skills and tools to interact effectively across difference and be agents of change in diverse communities. Students are in diverse learning communities of 20 including transfers, first years, students from all backgrounds and identities. At capacity, we will have five sections with 20 students in each. The courses are team taught by graduate students from different academic disciplines and different identity backgrounds who are trained in the curriculum and receive intensive pedagogical support collectively on a weekly basis. They are trained in difficult dialogue and content knowledge related to issues of social inequity.
  - Course content explores the role that local citizens have played in impacting social change over time and presently. Because our incoming class is 2/3 Newark students, their experiences and narratives as Newark residents are brought to the center. This complete paradigm shift has been transformative for all of our students because they have never been in a core course in which the dominant narrative and history discussed was not a European one. This course also connects themes within Newark to larger global and national issues. The dialogue occurring in the course is challenging and rich because the students are so diverse. They work through the issues that emerge in their smaller recitation classes. The course is taught by a scholar-activist who has been deeply embedded in the Newark community and struggle for justice since the 60s. Students have been attending his community classes in Newark through his organization on the weekends if they choose for extra credit. They are in dialogue with Newark community members in these classes and the issues they are discussing directly impact the community members in the class.
  - The HLLC also offers electives in which publicly engaged scholars teach courses with 20 diverse HLLC students. The courses are interdisciplinary, team taught by faculty from different academic departments and community members in collaboration with community partners. The issues discussed in class directly relate to community issues. Our diverse students continue to engage deeply in what it means to be a citizen and agent of change through their own cultural and academic lens.

- As part of a national pilot project funded by the Helen Gurley Brown Foundation, the HLLC is the hub of a new program called: **BOLD Women’s Leadership Network**. In the spirit of Helen Gurley Brown, the BOLD Network is an intergenerational initiative across four institutions of higher education led by women presidents that have demonstrated their commitment to collaboration, innovation, diversity and inclusion. The BOLD Network is focused on developing courageous leadership among young women within higher education who possess the skills necessary to move discourse forward on some of our most challenging social issues. Rooted within an intergenerational mentoring network of women from all sectors, BOLD Scholars aim to leverage their own identities, strengths, and collective knowledge to positively impact social change and foster inclusive campus environments. The BOLD Network is committed to supporting young women from all backgrounds and especially those who have been significantly
underrepresented in higher education in terms of socioeconomic class, race, ethnicity, religion, sexual orientation, gender identity, citizenship, and ability.

Initial Participating Partner Institutions:
California State University Fullerton, Fullerton CA
Middlebury College, Middlebury VT
Rutgers University-Newark, Newark NJ
Smith College, North Hampton MA

The BOLD Network has launched a two-year beta program supporting 60 BOLD Scholars on four college/university campuses beginning in January, 2017. 40 BOLD Scholars will be chosen in January of 2017 from students in the junior class of their respective schools (Rutgers University – Newark will select a cohort of 10 first-year BOLD Scholars as members of their Honors Living-Learning Community, a program critically informing the model of the BOLD Scholars initiative). 20 additional scholars will be chosen across the four institutions in fall 2017. As part of the two-year beta program, Rutgers University – Newark and California State University Fullerton will select community college graduates as members of their second cohorts.

- The Foundation will fund scholarships of $25,000 per BOLD Scholar per year for tuition, room and board.
- BOLD Scholars are members of cohorts at each partner institution (10 women per institution in January 2017 and 5 women per institution in Fall 2017), supported by Faculty Mentors and site program staff at each partner institution.
- Mentors follow a curriculum focused on intergroup dialogue & leadership development, community transformation projects, and group cohesion, designed to provide a common ideology, skill set, framework, and structure for the implementation and execution of the BOLD program across network campuses.
2. Faculty and Academic Programs

“As an institution that always has been keenly attuned to the fact that the questions and problems of the world are not neatly defined and, therefore, demand approaches that integrate scholarship and teaching across disciplinary boundaries, Rutgers University–Newark places a high priority on increasing cross-unit collaboration in academic and research programs. We eagerly embrace the challenge to think and act in ways that cut across traditional boundaries, fully recognizing that high-impact scholarship often requires cross-disciplinary engagement, that the workforce needs people with both broad and deep skill sets, and that informed and engaged citizenship increasingly demands critical thinking across fields regardless of profession.” (Strategic Plan, p.21)

Initiatives that we have undertaken in pursuit of our strategic plan priorities to invest in collaboration in academic and research programs and invest in our faculty and graduate and professional students are tightly interwoven. This reflects the inherent synergy between fostering high-impact scholarship and educating students broadly and deeply for the demands of being informed and engaged citizens and professionals—a relationship evident in the range of representative examples below illustrating investments we have made over the past three years.

The Chancellor’s Seed Grant Program in many ways exemplifies that synergy. The program provides seed funds for interdisciplinary teams to catalyze innovative, high impact scholarship across many areas, including those that support economic development; strong, healthy neighborhoods; diversity and social justice; new RU-N academic programs and degrees; K-20 education; arts and culture; and science. To provide a fair mechanism for evaluating these opportunities, the Chancellor’s office and the Newark Faculty Council worked together to appoint a standing Strategic Seed-Grant Committee comprising faculty, staff, and students. Criteria employed by the committee are:

- Originality: contributing to the spirit of innovation on our campus.
- Impact: high-impact scholarship that positively affects the lives of our students, our university community, and/or another identifiable community is central.
- Mission focus: proposals should address one or more of the priorities articulated in the strategic plan.
- Interdisciplinarity: demonstrating partnerships across two or more academic RU-N units and where appropriate, with other academic partners, agencies and organizations.
- Sustainability: how the project will impact and see further collaborative work.
- A competitive advantage is given to proposals that: (1) provide professional development, training and/or research opportunities for undergraduate and graduate students and post-docs, and/or (2) demonstrate support from additional sources (e.g., deans, directors, external funding), including matching funds and/or cost-sharing.

Since it was initiated in 2015, this program has awarded nearly $6 million over two grant cycles, with substantial funding going to every school/college of RU-N, while engaging partners from areas of Rutgers outside of RU-N, as well as from the local and regional community, as indicated in the attached table (Appendix A). Representative examples include:
• A $12,000 grant to a team including archivists from the Institute of Jazz Studies, members of the departments of history and arts, culture, and media, and community partners from the Newark History Society and Newark Public Library, who are collaborating on offering training to community groups in preserving material artifacts that reveal the histories of their organizations and to community residents to do likewise for their families; at the same time, our faculty and staff members advance knowledge in their disciplines, gained through learning and working through the challenges of doing historical preservation and piecing together previously untold histories of organizations and individuals who operate in resource-constrained conditions.

• A $50,000 grant to a team led by Rutgers Business School faculty members working with faculty from the School of Public Affairs and Administration, faculty and clinical staff from Rutgers Biomedical and Health Sciences (RBHS) in public health, medicine, and nursing, and local health practitioners and community groups to bring telemedicine to underserved communities like Newark’s neighborhoods in order to build a feasible business model for leveraging technology to revolutionize health assessment and health care delivery.

• A $75,000 grant went to LandCare, a team of faculty members from the School of Criminal Justice and RBHS to work with community groups in Newark to reclaim abandoned lots as green spaces, an evidence-based strategy to increase economic viability and improve public safety, health and overall community well-being, while researching this strategy’s effectiveness, advancing our understanding of the social determinants of crime, and providing a unique opportunity to cultivate local youth on the margins of our educational and/or criminal justice systems with employable skills.

• A $125,000 grant went to a team of RU-N faculty members in earth and environmental sciences and in biology who are working with the research and administrative leadership of the renowned Meadowlands Environmental Research Institute to transition the institute to operate under the auspices of RU-N in order to strengthen and increase the long-term stability of the institute’s work; the institute leverages its location in one of the nation’s most important wetlands in one of the world’s most densely populated metropolitan areas to generate the knowledge and predictive understanding necessary to sustain and conserve the Hackensack Meadowlands Estuary—and by extension, ecosystems like it nationally and globally—through scientific study while fostering the diverse next generation of earth and environmental scientists.

• A $175,000 grant went to a team of RU-N faculty members from law, education, and social work collaborating with doctors and other clinical staff members from Rutgers Biomedical and Health Sciences who have formed a Health, Education, Advocacy and Law (HEAL) Collaborative to improve the overall health and well-being of children and families in Greater Newark by addressing the adverse effects of social determinants of health through collaborative education, service, research, and scholarship; the HEAL team has provided life-changing support to scores of families in our region already, while providing a superb educational environment for professional students in law, medicine, social work, and education, who gain deep experience in the vital skills of working with other professionals on the ground in assessing and addressing interconnected challenges in health, education, and family/community dynamics that individuals in low-income communities often experience.
The **Initiative for Multidisciplinary Research Teams (IMRT)** grant program is intended to foster the creation of viable multi-disciplinary research teams that can tackle the complex, multifaceted research questions that face us today with the aim of positioning these teams to compete effectively for extramural support. Providing up to $160,000 for direct costs, these awards may be used to support the establishment of new multi-faculty research programs or the addition of substantial and enduring new disciplines/elements to existing programs. IMRT projects funded thus far have brought together faculty from multiple schools, disciplines across RU-N and campuses throughout Rutgers, as well as from the New Jersey Institute of Technology (NJIT). Some teams already have attracted external funding from agencies including the National Science Foundation, National Institutes for Health, and National Institute of Justice, among others. The attached table summarizes projects funded over the program’s two years, 2015 and 2016 (Appendix B). Examples include:

**Synergistic Exploration of Paneth Cell Plasticity in Epithelial Pathogenesis**
A broad, interdisciplinary, multi-institution team including Rutgers-Newark biologists Nan Gao and Ed Bonder was joined by Rutgers Biomedical and Health Sciences researchers from the New Jersey Medical School and Cancer Institute of New Jersey, as well as a colleague from University Medical Center of Princeton for this work. They have leveraged a $160,000 RU-N IMRT grant to help secure outside support totaling $690,000 from the Crohn’s and Colitis Foundation of America and the New Jersey Commission on Cancer Research.

**Forecasting Crime Emergence and Persistence**
Rutgers-Newark School of Criminal Justice faculty members Joel Caplan and Les Kennedy are collaborating with a biologist from New Jersey Institute of Technology who specializes in collective behaviors and with local law enforcement agencies to study hyper-localized geographic areas with high incidences of crime. They have leveraged a $148,500 RU-N IMRT award to secure an additional $618,247 from the U.S. Department of Justice.

**Participatory Research on African-American Brain Health: The Rutgers University-Newark Center of Excellence in Community-Based Participatory Research on African-American Brain Health**
The exceptionally broad coalition working on this project led by Rutgers-Newark neuroscientist Mark Gluck includes Rutgers-Newark psychologists, a criminal justice faculty member, and Rutgers Biomedical and Health Sciences researchers. They leveraged a $160,000 RU-N IMRT grant to secure $2,201,047 in additional total funding from the New Jersey Department of Health and National Institutes of Health.

The **Initiative for Humanities, Arts, Social Sciences, and Business Research Teams (IHASSRT)** Awards was created in 2016 to target additional seed funding for collaborative projects in the arts, social sciences, humanities, and/or industry professionals working together on new problems and opportunities raised by technological and cultural change. The research portfolio may include music and theatre arts, comparative media studies, literature, global studies and languages, digital humanities, philosophy, history, sociology, economics, political science, anthropology and other fields in the arts, humanities, social sciences, and business. The award of
up to $50,000 covers expenses directly related to research and other creative endeavors, disbursed in two phases: in the first, the grantees build a viable research/creative team and craft a plan to seek external support (e.g., to acquire needed datasets, host guest speakers, conduct scientific and scholarly retreats, identify potential external funding sources/opportunities, and visit sponsors such as government agencies or foundations; in the second, the team conducts its collaborative studies, publishes and/or exhibits its work, and prepares funding proposals to external sponsors. The two initial projects funded under IHASSRT are excellent examples of investments in scholarship that is global in scale, but resonates profoundly with local issues in Greater Newark, where we have one of the densest populations of immigrants in the United States:

- “Exploring the Dynamics of Migration: A Multi-National and Multi-Institutional Network in South Africa, Switzerland, Ottawa, Newark, and Malta,” which leverages the expansive collaborative networks of faculty and staff from the Graduate School and College of Arts & Sciences departments of sociology and political science. Together, they will examine how, despite very different social, economic, cultural, and environmental contexts, these areas face many of the same fundamental issues with regard to migration, including: how to create infrastructures that support migrant communities and how to embrace demographic transformation while combating xenophobia. With youth at the forefront of international migration policies, this initiative considers education to be a central focus of analysis.

- “Meeting the Challenges of Educating Refugee Youth: A Cross National Study of Urban Refugee Families and Children,” led by a political scientist and a sociologist from Rutgers-Newark collaborating with an education scholar from the University of Fribourg, Switzerland; they are conducting a large-scale, cross-national analysis of how refugee families and children in different social and political contexts are being integrated in education systems and institutions, merging institutional analysis (top down) and network analysis (bottom up) to create a full understanding of how refugees are producing and maintaining social capital while forming potentially new forms of transnational ethnic networks to resist and adapt to some of the social and political barriers they face and pave ways for institutional integration.

Strategic Opportunity Investments
Throughout the strategic planning process and pursuit of the plan’s priorities since, the Chancellor’s office has worked closely with the academic units of the university—schools, colleges, research centers and institutes, and the library, for example—to identity opportunities to make investments that would have outsized impacts by simply re-conceptualizing existing assets such as programs, relationships, and overlapping strengths across units. A few of the many examples of such investments over the past three years include:

Global Urban Studies
Building on Rutgers-Newark’s longstanding Urban Systems Ph.D. program, our new Global Urban Studies track emphasizes policy-oriented, interdisciplinary, and global knowledge about cities through innovative curriculum and research grounded in the social sciences. The program is designed to train scholar-teachers who bridge theory, social science research, and practice, poised to help cities in the U.S. and around the world thrive as inclusive places, grounded in the understanding that urban challenges,
while place-based, often share fundamental underpinnings such as persistent inequalities across increasingly diverse groups of people. With this in mind the program features collaborative scholarship with community partners in the Greater Newark metro area and cities around the world. Our campus hosts a wealth of faculty and students diversely engaged in global urban studies, leveraging this energy and expertise across Rutgers colleges and schools, departments, programs and research centers to produce a cutting-edge program to address critical urban issues. Affiliated faculty and students are diversely engaged in global urban studies, bringing energy and expertise from across the College of Arts and Sciences, School of Public Affairs and Administration, Rutgers Law School, Newark, and Rutgers Business School to study issues such as: urban education, comparative and international education, international migration and immigration, urban violence, political participation, the arts and urban development, race and ethnicity, public health and housing, and sustainable environment. They have forged research partnerships with universities and scholars in countries in North and South America, Europe, and Asia, as well as a special emerging focus on Africa.

**Data Science**

Established in 2014, the Rutgers-Newark Institute for Data Science, Learning, and Applications (I-DSLA), is a forum for stimulating multidisciplinary, data-intensive research collaborations and to train undergraduate and graduate students to be competitive for the growing number of data intensive jobs in the current and future marketplace around the world. I-DSLA is the Rutgers-wide coordinator to the NSF Northeast Big Data Innovation Hub, under the NSF’s Industry and University Cooperative Research program, which fosters partnerships among universities, industry and government. Industry and government members of the Center include Northrop Grumman, IBM, Dell, and LexisNexis, NASA, NSA, NIST, and DHS. Should we say how much external funding has been secured through I-DSLA?

**Institute of Jazz Studies (IJS)**

While the IJS is widely acknowledged as the world’s most comprehensive jazz archive and has been a part of Rutgers-Newark for 50 years, its existence has been a virtual secret known only to jazz cognoscenti. A high priority of the strategic plan has been to make the presence of this superlative asset popularly known nationally and internationally, while leveraging its presence to enhance Rutgers-Newark academic programs across the spectrum of disciplines, catalyze collaboration with Newark’s other anchor institutions in the arts and culture, and inspire youth in Greater Newark to build upon Newark’s own extraordinary legacy as a global jazz capital. The leadership of the IJS has been restructured to achieve these goals, with the creation of an executive director position designed to elevate the institute in all of these ways and more. Following a national search that galvanized the attention of the jazz world, Wayne Winborne, a broadly experienced and respected executive and impresario, was hired in 2015. Since that time, he has forged a groundbreaking relationship with the New Jersey Performing Arts Center to present jazz performances at Rutgers-Newark and across the city, in the process cultivating exceptionally talented young musicians, elevating jazz’ visibility as an art form and uniquely American contribution to global culture, and incubating academic
programming that recognizes and integrates those characteristics and contributions—all while continuing to build the IJS’ collections.

Newest Americans and Humanities Action Lab
Newest Americans is a collaboratory—a collaborative laboratory—led by project partners RU-N, VII Photo (an internationally renowned collective of photojournalists) and Talking Eyes Media (an award-winning social documentary production company). Professional journalists, media-makers and artists work alongside RU-N faculty and students to research, produce and disseminate stories that define our shifting national culture. In partnership with regional cultural, civic and public history organizations, Newest Americans investigates and documents hyper-local stories with a broader resonance, making this a project with both Jersey roots and a global reach. Since 2014, with strategic support from the Rutgers-Newark Chancellor’s Office, Newest Americans has produced a multimedia digital magazine, mounted gallery and museum exhibits, and numerous public humanities events that have engaged audiences in in-depth conversations about the challenges and opportunities presented by the majority minority country we are becoming. Newest Americans curriculum has been utilized in classes ranging from public history to narrative journalism to multimedia storytelling, and our work has been featured in national print and online publications including Photo District News, National Geographic, The Atlantic, and The New York Times (where one documentary video, “Hijabi World,” has received nearly 2 million views). Newest Americans is rooted in the curriculum of the multidisciplinary Department of Arts, Culture and Media and the doctoral program in American Studies and Global Urban Studies, where undergraduate and graduate students are trained by and work alongside faculty from multiple academic and arts disciplines and local partners. Together they are developing a replicable curriculum that promotes multimedia, project-based, civically engaged learning. The Newest Americans team recently was awarded a grant from the National Endowment for the Humanities for $310,000 to leverage its ability to solicit stories from community members and render them in compelling multimedia terms, focusing on New Jersey residents exploring and representing their immigrant and migrant histories and the present-day challenges of rapidly shifting demographics. Among other aspects of the new project, they will renovate a school bus to serve as a mobile public history lab.

The intellectual gravity of the Newest Americans has enabled us to recruit the nationally prominent Humanities Action Lab (HAL) to relocate to Rutgers-Newark from The New School, effective during academic year 2017-18, bringing with it a new National Endowment for the Humanities grant of $310,000. HAL is a collaboration of 20 universities working with issue organizations and public spaces to:

- Foster new public dialogue on contested, deadlocked social issues, through public humanities projects that explore the diverse local histories and current realities of shared global concerns.
- Open space for experimentation and innovation in how design and the humanities can help confront urgent social problems.
- Combine and connect the diverse local perspectives of communities around the world, to create widely applicable and flexible models.
- Create new public humanities prototypes that take on difficult issues and experiment with untested formats.

HAL partners create a major public project every three years that explores the history, memory, and current realities of a pressing social issue. Each project includes curricula made available to partner institutions, an exhibit, digital platform, oral histories, face-to-face community dialogues, and interactive media. Students and community partners in each participating locality contribute their local histories and perspectives to the international project, which then travels to each community that created it, opening a space to generate and exchange unique locally-grounded approaches to common global questions. The first such project, *States of Incarceration: A National Dialogue of Local Histories* focused on the past, present, and future of incarceration, exploring the explosion of prisons and incarcerated people in the US—including immigration detention centers—and its global dimensions.

**South Africa Collaborations**

Rutgers-Newark has been investing in forging strong ties with institutions and organizations in South Africa through collaborative work on several levels, strategically building relationships to undergird multi-faceted, long-term projects. For example, Dean of the Graduate School Kyle Farmbry has been working for three years with U.S. Agency for International Development (USAID) funding to support several Rutgers-Newark graduate students who have been spending several months in South Africa’s Western Cape Province in community development initiatives in partnership with the Provincial Ministry for Social Development and The Community Chest of the Western Cape. These collaborations have led to discussions with the South African Ministry of Education and Training through which Rutgers-Newark would be the U.S. host for U.S. universities that might work with The South African Ministry of Higher Education and Training to develop partnerships between higher education institutions in both nations in areas of collaborative professional development and doctoral student development. At the same time, Rutgers-Newark Institute of Jazz Studies (described above) Executive Director Wayne Winborne has been meeting with peers in South Africa to build awareness of the Institute’s globally significant holdings and explore establishing a similar jazz archive in South Africa, recognizing the importance of preserving the history of music and jazz in South Africa, which has numerous jazz legends to celebrate and stories to be told.

Further, a delegation from the University of Pretoria led by Vice Chancellor Cheryl de la Rey visited Rutgers-Newark last year on a Kresge Foundation-funded trip to several U.S. universities to examine anchor institutions strategies; Chancellor Cantor and Vice Chancellor de la Rey agreed to collaborate on conceptualizing a partnership between Rutgers-Newark and the University of Pretoria’s Mamelodi Campus to co-develop anchor institution strategies for community capacity building in Pretoria and Newark.

**Center for Urban Entrepreneurship and Economic Development (CUEED)**

This world class, research-driven, teaching- and practitioner-oriented, entrepreneurship and economic development program at Rutgers Business School aims to illuminate profitable business investment for the purpose of revitalizing urban communities and strengthening diverse constituencies, with Newark as a primary site for its work. Among its accomplishments:
From 2010 - 2015, CUEED assisted small businesses to generate approximately $30M in annual revenue in the State of New Jersey ($6M in Newark, NJ)
Over that same period, CUEED assisted small businesses to create 214 new jobs in New Jersey
CUEED-assisted small businesses have a 5-year survival rate of 65% compared to the national average of 50%

Among the vehicles behind these achievements and CUEED’s ongoing work are:
- **The Newark Business Hub**, which elevates media, art and entertainment industry entrepreneurs, of whom there are many in Newark. The Hub enhances the entrepreneurial ecosystem by providing educational resources, inspiration and collaboration opportunities that help creative individuals start and expand profitable businesses, create wealth and jobs and change the narrative of Newark.
- **The Entrepreneurship Pioneers Initiative (EPI)**, a comprehensive, award-winning, capacity-building training program focused on helping first generation entrepreneurs in New Jersey.
- **Etsy Craft Entrepreneurship Program**
  In partnership with Etsy, a leader in e-commerce for creative entrepreneurs, CUEED offered classes to help craft makers establish an online business. The target audience for the Etsy Craft Entrepreneurship Program is low to middle income individuals, providing them with an opportunity to generate additional income and reach a national market.
- **Public-Private-Community-Partnership (PPCP) Office**
  This program created by Professor Kevin Lyons under the auspices of CUEED builds capacities through partnership, demonstrating the potential of enhancing opportunities of communities for sustainable strategic on-off campus partnerships for local income enhancement, sustainable livelihoods and participatory development across all sectors and topics.

Among the significant recognitions CUEED has earned is the prestigious Economic Development Gold Award for the Entrepreneurship Pioneers Initiative, by The International Economic Development Council, the world’s largest organization serving the economic development profession with more than 4,500 members in the U.S., Canada, Europe, Australia and other countries. The Council also appointed CUEED Executive Director Lyneir Richardson to serve on its board of directors.

**MFA in Creative Writing and Writers @ Newark Program**
Although the MFA in Creative Writing at RU-N is less than a decade old, it is considered one of the finest programs in the Unites States. In fact, it started gathering plaudits even before the first class was held in fall 2007, when *The Atlantic* magazine hailed it as one of the “Five Up-and Coming Programs in Creative Writing in the U.S.” (2007 Fiction/Summer Reading issue). Three years later, *Poets & Writers* magazine ranked the program among the top 50 MFA programs in the nation. The Program at RU-N focuses on the real world experience its students bring to the classroom and on creative exchange beyond the university campus. It offers a 36-credit studio/academic program in fiction or poetry, with concentrations in literature/book arts, performance
and media studies, or cultural, political, and ethnic studies. The program’s diverse faculty of highly acclaimed and awarded authors and poets includes a 2014 National Book Award finalist in poetry, two Stegner Fellows, four Fulbright Fellows, three Granta New Voices, and five inclusions on “Best of 2013” First Book lists.

As part of its commitment to creative exchange beyond the classroom, the MFA program annually brings renowned writers and poets to campus in its Writers @ Newark Reading Series, which presents free public readings and discussions. Crucially, Writers @ Newark collaborates with local schools in Newark and Greater Newark to hold readings and workshops for the next generation of writers from our region’s magnificently diverse communities.

As of fall 2016, with support from the Chancellor’s office, the Rutgers-Newark Master of Fine Arts in Creative Writing Program fully funds every admitted full-time student. Each receive full in-state tuition remission, as well as a $15,000 Chancellor’s Stipend each year. Full-time accepted students are eligible for other types of financial assistance; these funds can take the form of a teaching assistantship (TA), part-time lectureship (PTL), or a Truman Capote Fellowship, at the department’s discretion. Six MFA students participate in community outreach as Chancellor’s MFA Mentors in local Newark high schools.

M.A. in Public Humanities and the Clement A. Price Chair
With support from the Chancellor’s office, the Rutgers-Newark American Studies program has created a track in its M.A. program in American Studies dedicated to preparing scholar-professionals in the public humanities. This program emphasizes public scholarship through engagement with questions that arise from the problems of public life and scholars’ interests in communicating their work to the public beyond academic institutions. In both cases, we train public scholars to think of themselves as being in a conversation with the public, in a dialogue between equals. This program is designed to ground students in the history, theory and methods of the public humanities, and in a foundation in nonprofit management, and bring it all together with project-based courses, an internship and capstone, preparing students for careers in cultural and community institutions.

Students are encouraged to incorporate work in public scholarship into their academic program, either by engaging in an “applied” or public project, by working with a public institution, or by participating in the several public programs developed annually by the institutes, centers, and academic departments at Rutgers-Newark. They also are encouraged to work collaboratively with professionals such as curators, librarians, archivists, or education staff at local organizations, all of whom are deeply engaged with making scholarly materials available to the general public.

To build out our capacities in this area, Rutgers-Newark created the Clement A. Price Chair in Public History and the Humanities; the search for its inaugural occupant is now under way. With generous funding provided by the Andrew W. Mellon Foundation and other donors, the Price Chair will further the vision of Clement Alexander Price, the eminent historian of African American life, official historian of the city of Newark, fervent advocate of the public humanities, and founder of the Rutgers Institute on Ethnicity, Culture and the Modern Experience, which Rutgers renamed posthumously the Clement A. Price Institute on Ethnicity, Culture and the
Modern Experience. The Price Institute (https://www.ncas.rutgers.edu/iceme) is a community-oriented center for public history and the humanities that, through public programs, symposia, and fellowship opportunities, promotes creativity and critical thinking in civic life. It was founded by the late Dr. Price in the belief that the humanities have a central role to play in the continued revitalization of Greater Newark, thereby serving as a model for other communities across the nation. A centerpiece of civic and scholarly dialogue in Newark and the region, the Price Institute is an exemplar for using public humanities to cultivate democratic citizenship in urban areas.

The Price Chair will be a leading public humanist and scholar who will shape national discourse on issues of race, ethnicity, and urban life as Director of the Price Institute. As Director, the Price Chair will oversee a professional administrative staff, several endowments and grants, and a longstanding series of successful programs. Recognizing that public history and the humanities have a central role to play in the civic vitality and health of the United States, and especially in the continued revitalization of legacy cities like Newark, the Price Chair will partner broadly in producing cross-disciplinary scholarship that informs the difficult challenges facing communities. Placing current events in a historical context in the manner of the Marion Thompson Wright Lecture Series and other Rutgers-Newark-sponsored symposia, the Price Chair will promote and facilitate discourse in complex and controversial arenas of social relations that help define the health and well-being of a community. Moreover, the holder will help cultivate the next generation of scholars, civic leaders, and citizens to further RU-N’s commitment to engage locally and collaboratively on scholarship that resonates globally. To this end, the Price Chair will convene and mentor a community of scholars through the institutionalization of the Faculty Scholarly Colloquium. Drawing on a cohort of junior faculty, postdoctoral fellows, and graduate students, the Colloquium will focus on the creative use of the public humanities to build democratic capacity in communities across the nation.

Faculty Recruitment

“Recruiting and retaining strong faculty and growing the next generation of graduate and professional students are important priorities for RU-N. This agenda item includes a range of topics, including: supporting an environment of high-quality scholarship in both basic and applied research and disciplines; recruiting faculty who are engaged in the mission of RU-N; creating a multi-dimensionally diverse faculty; 26 supporting faculty professional development for tenure-track and non-tenure track faculty members, part-time lecturers, and professors of practice; and establishing a career path that enables a foundation for evaluating excellence in and rewarding public scholarship.” (Strategic Plan, p.25)

Faculty diversity is a core element of Rutgers-Newark’s Strategic Plan. While RU-N has been recognized as being among the most diverse research universities in the country owing to the diversity of our student body, the university is striving to achieve widespread faculty diversity. There are, however, pockets of excellence of faculty diversity in specific departments and programs. For example, one department in the Rutgers Business School (RBS) was listed recently as one of the top departments in the U.S. in terms having tenured/tenure-track faculty from underrepresented populations, and RBS was identified as the top business school for
diverse faculty by The Ph.D. Project, a national effort to bring greater diversity to schools of business across the country. Similarly, the PhD Program in RBS was listed as the number one program in the country in terms of PhD students from unrepresented populations.

The Chancellor’s Office has made it a priority to significantly increase the diversity of the faculty through an aggressive program of hiring and retaining faculty from diverse backgrounds. Evidence of the actions and initiatives undertaken to achieve the goals of greater faculty diversity was manifested in the establishment of The Chancellor’s Commission on Diversity and Transformation (described below). In addition, the Chancellor’s Office has worked closely with the deans of each school to foster greater faculty diversity by supporting the following strategies:

- **Cluster hiring opportunities**
  - Negotiations are in the final stages as of this writing for cluster hires in law (to attract leading engaged scholars of race and law) and in Islamic studies, with several years of initial funding for these opportunity hires provided by the Chancellor’s office, giving deans time to budget for the positions in the long term as the faculty size fluctuates normally.

- **Targeted diversity hiring opportunities**
  - Opportunity hires strategically subsidized by the Chancellor’s office have been made in recent months in business, urban education, mathematics and computer science, history, and Spanish and Portuguese to help diversify those faculties, even when there were no regular faculty openings.

- **Mentoring and retention initiatives**
  - The P3 Collaboratory (described below) coordinates a number of activities designed to build cohorts of colleagues within and across disciplines to provide mutual support mechanisms.
  - The Chancellor and Provost work very closely with deans to identify key senior faculty who might be recruited away and bolster support for them and their activities to strengthen their ties to RU-N.

- **Visits by the Provost to each school to meet with faculty to promote diversity hiring**
  - The Provost has been meeting with faculty members school by school and department by department to identify key opportunities to diversify the faculty, drawing upon his personal experience as a founder of the national model Ph.D. Project—business—to cultivate a more diverse faculty.

- **Diversification of academic leadership**
  - The Chancellor’s office seeks to lead by example in building a leadership team that is highly diverse. For example, of the 18 members of the RU-N leadership team, nine are African American, two are Latino/a, and ten are women; among the seven deans, as of fall 2017, four are African American and two are women.

Many of the initiatives on diversity hiring are intertwined with the efforts of the P3 Collaboratory for Pedagogy, Professional Development and Publicly-Engaged Scholarship (described above).
Commission on Diversity and Transformation
Established in 2015 by Chancellor Nancy Cantor, the Rutgers University – Newark Commission on Diversity and Transformation is a dynamic and intentional action group focused on leveraging RU-N's diversity to effect institutional change. The Commission aims to generate knowledge and suggest actions to create curriculum, scholarship, initiatives, places, and spaces for both intragroup solidarity and inter-cultural engagement. In its early deliberations, the Commission identified four areas on which to focus its initial efforts to foster a nurturing community of tolerance and inclusion: community engagement; campus climate and student experience; staff and faculty professional development and competency; and faculty diversity and retention. With input from students, faculty, staff, and representatives from various RU-N organizations, the Commission has advanced the following preliminary recommendations:

- Provide financial support to students, faculty, and staff for pursuit of publicly engaged scholarship
- Organize scholarly symposia that showcase excellence in publicly engaged scholarship
- Offer research development workshops in publicly engaged scholarship
- Recognize and reward excellence in publicly engaged scholarship and collaboration
- Develop mentorship and peer-to-peer support programs that benefit high school students and RU-N students
- Hold an intercultural community-building retreat during the 2016-2017 academic year
- Develop intergroup dialogue programs for students, faculty, and staff
- Establish a well-trained bias response team
- Offer more culturally appropriate food choices on-campus and broaden the pool of off-campus vendors that accept Raider Dollars
- Enhance study abroad options for students of all socioeconomic backgrounds
- Provide professional development opportunities for RU-N staff
- Revamp the orientation process for new employees
- Offer GED programs and ESL classes to staff
- Create a cultural competency program for faculty, managers, and supervisors
- Evaluate cultural competencies of faculty, managers, and supervisors
- Encourage more hires of faculty in thematic, interdisciplinary clusters or cohorts
- Provide resources and training that enhance and facilitate the creation of diverse pools of faculty candidates
- Encourage faculty leaders and stakeholders to spearhead efforts to diversify RU-N faculty across all schools, departments, and disciplines
- Create a best practices guide for faculty retention and mentorship at all levels of the professoriate
- Establish a summer research institute to promote successful research projects among faculty and students of underrepresented groups
- Develop leadership development programs in cooperation with the P3 Collaboratory

Supporting research
Our strategic priorities related to research call upon us to leverage RU-N’s existing strengths, invest in boundary-crossing scholarly initiatives that transcend departments, disciplines, colleges, and to think even beyond our institutional boundaries, tapping research and curricular expertise
where it already exists, building new bridges across institutions that will, in turn, build new opportunities for faculty, staff, and students by strengthening our connections to the world. Our success in pursuit of these priorities is evident in many of the cross-cutting examples above—including the major internal grant programs that we have created—and in the selected projects and programs described briefly below, which give a sense of some of the major achievements in research-focused activity since 2014.

a. **Neurosciences Pilot Program.** To support one of our strongest and highest-impact groups, we established the Neuroscience Research Collaboration Initiative throughout Rutgers (Newark, New Brunswick, and RBHS), NJIT, Kessler Institute, and VA Hospital. The objectives of this program are: 1) foster new collaborative, interdisciplinary research in the neurosciences not only across Rutgers but also neighboring institutions, including NJIT, Kessler Foundation Research Center, and East Orange VA Medical Center; and (2) support pilot experiments that will lead to sustained funding from external agencies. As of to date, this program has resulted in several NIH and NSF grants. (Appendix C)

b. **Rutgers Grant Awards in Big Data Analytics Program.** Aims at enhancing the creation of viable data-intensive, multi-disciplinary Rutgers-wide research collaborations that will enable research teams to compete effectively for external support in areas related to big data analytics. The program is sponsored by Rutgers I-DSLAM, Rutgers ORED, RBHS, and the Rutgers system-wide Senior Vice President & Chief Information Officer.

c. **Tuition Discount Program.** This program aims at enhancing the RU-N research environment where Ph.D. students are actively mentored by researchers and exposed to cutting-edge research, RU-N schools are able to recruit and retain world-class faculty, and for RU-N to stay competitive as an R2 research institution. RU-N is investing in a program that offers a tuition discount to Ph.D. students whose salary and fringe benefits are supported on an external grant.

d. **High Performance and Research Computing.** We have deployed and now maintain a state-of-the-art computational environment (NM3 cluster) that makes RU-N uniquely positioned to attract and retain highly-qualified faculty tackling computationally demanding problems in the life and STEM sciences. This computational environment will enhance training of STEM graduate and undergraduate students by supporting classes where this advanced instrument will be a strong focus.

e. **Research Support Staff.** We hired a Senior Grant Facilitator whose responsibilities include identifying and developing external sources of funding; assisting faculty in the preparation of competitive funding proposals; developing collaborative multidisciplinary project teams across RU-N for significant funding opportunities; and expanding relationships between RU-N and private funding entities, including businesses.

f. **NIH and NJ Department of Health Mental Health and Physical Activity in Older African Americans.** The focus of this multi-faceted ongoing work is on studies of risk and resilience to Alzheimer’s disease in older African Americans through the African American Brain Health Initiative (www.brainhealth.rutgers.edu). Integrating community engagement, public education, and fundamental research on aging and
Alzheimer’s in Newark’s African American communities, RU-N Center for Molecular and Behavioral Neuroscience and RBHS have embarked on two research programs: The first, funded by the NJ Department of Health, studies how a 5-month series of twice weekly dance-based classes can improve physical and mental health in older African Americans. The second, funded by the NIH’s National Institute of Aging employs functional brain imaging to study a broad range of risk factors for Alzheimer’s disease in this community. (This project is described in greater detail in the Anchor Institutions Work section.)

g. NSF Louis Stokes Alliance for Minority Participation (LSAMP) Initiative. The Garden State LSAMP is an RU-N lead initiative in collaboration with RU-NB and several colleges and universities in northern New Jersey, including NJCU, WPU, Montclair State University, Kean University, and Essex County College. The focus of the collaborative efforts is to improve the success of underrepresented minority students in STEM disciplines. This highly successful and award-winning program provides academic support, research opportunities, stipends and a learning community to support the participating students who number 3,000 across the alliance. (This program is described in greater detail in the Anchor Institutions Work section.)

h. NIH Initiative for Minority Student Development (IMSD) program, Minority Biomedical Research Support Program. This is a five-year competitive renewal of our Minority Biomedical Research Support Program that is now in its 33rd year of continuous funding by the NIH at RU-N. The grant supports 10 Minority doctoral students and 10 Minority undergraduate students per year. The doctoral students receive salary at parity with departmental graduate assistants plus tuition, fees, and research and conference-attendance allowance. The undergraduate students receive salary plus research and conference attendance allowance. The ten Ph.D.s. whom we graduated in the previous grant cycle were in the units of Biology, Chemistry, Environmental Science, Neuroscience, Nursing, and Psychology.

i. New Jersey Scholarship and Transformative Education in Prison (NJ-STEP). Started in 2012, this project has been funded by 5 consecutive matching grants from the Ford Foundation and the Sunshine Lady Foundation, totaling $5 million. It has also received funding from other sources, including the Office of the NJ Secretary of Higher Education and gifts from private donors. NJ-STEP was recently selected to be part of the US Department of Education Second Chance Pell Experiment, which will raise at least $1 million a year in funding for the next three years. NJ-STEP is a consortium of higher education institutions operating out of RU-N, offering college courses in 8 NJ prisons, leading to the AA and BA degree. Its institutional partners have already awarded 125 AA degrees and through Rutgers, expects to award the first 25 BA degrees next year. The current in-prison enrollment is almost 600 students taking over 120 classes. More than 150 STEP students have gone on to study at 2-year and 4-year colleges after their release from prison, including almost 100 who have enrolled in Rutgers and participated in the nationally recognized STEP Mountainview community. STEP alumni have been awarded two Truman Fellowships and 5 master’s degrees. (This program is described in greater detail in the Anchor Institutions Work section.)
j. **The Safer Newark Council.** This group, whose research and infrastructure backbone is based at Rutgers-Newark, provides an independent source of data about public safety in Newark, helping coordinate various strategies underway in Newark, and working with public and private sector entities to bring systematic thinking to Newark’s public safety agenda. Housed in the School of Criminal Justice (SCJ), RU-N. The SNC works closely with the Newark Police Department, the Mayor's Office, and various public/private service providers to be strategic about public safety targets. The SNC also writes grant proposals to fund new, evidence-based public safety activity. SNC has been funded by the Victoria Foundation, Prudential Foundation, MCJ Amelior Foundation, and PSE&G, as well as the U.S. Department of Justice. (This program is described in greater detail in the Anchor Institutions Work section.)

k. **NIH Supported Brain Network Mechanisms of Instructed Learning Initiative.** This $1,996,430 collaborative (RU-N, University of Pennsylvania, and UC Santa Barbara) grant aims to utilize the tools of network science to understand how instructed learning, e.g., during psychotherapy, is implemented in human brain networks, from initial learning to automaticity and expertise after extensive practice. Understanding this shift from controlled to practiced/automatic processing will provide vital clues to the brain’s dynamic transformation from injured to rehabilitated in a wide variety of psychiatric diseases.

l. **NSF Platforms for Advanced Wireless Research & Smart Cities.** The Rutgers-Newark I-DSLA and RBS Public Private Community Partnership program together with Rutgers WINLAB and Rutgers Office of Advanced Research Computing are collaborating with the Chief Technology Officer of the Newark Mayor's Office and the President/CEO of Newark Community Economic Development Corporation on a major research project, as part of a related major NSF five-year proposal to implement a holistic integrated approach to evolve Newark into a “Smart City” – smart safe city, smart connected health, smart transportation, and Internet-enabled economic growth.

m. **Enhancing Manufacturing Productivity and Collaborations in the City of Newark.** This initiative involves Rutgers I-DSLA, RBS Public Private Community Partnership Program together with our strategic partners: the City of Newark, Newark Economic Development Corporation, Newark Regional Business Partnership, Newark Bound, Newark Workforce Investment Board, The Rutgers Academic Research Community (REI, EcoComplex, Cornwall Center, etc.), Newark Anchor Institutions, New Jersey Manufacturing Extension Program, the Prudential Foundation, and RWJBarnabas. The initiative aims at developing and deploying data and analytics infrastructures that help build on Newark’s competitive advantages in “the next economy” and promote a “high road” vision of manufacturing through: i) leveraging existing knowledge, strengths, and capacities citywide and regionally; ii) forging strategic partnerships; supporting outreach, inclusion, and civic engagement; iii) accelerating innovation to improve productivity, processes, and product development; iv) connecting manufacturers to new market opportunities; v) creating a 21st century manufacturing workforce; and vi) linking physical transformation to economic transformation.
Deep Dive: The P3 Collaboratory for Pedagogy, Professional Development, and Publicly Engaged Scholarship

The P3 Collaboratory for Pedagogy, Professional Development and Publicly-Engaged Scholarship, established in September 2016, is a comprehensive development center conceived by faculty, staff and students and created as a result of recommendations of the New Professoriate Study Group that formed to address priorities of the strategic plan at the intersection of scholarship and pedagogy.

P3 engages in the life of the professoriate from preparation of graduate students for diverse career trajectories, through identification and recruitment of promising scholars, providing the best supports for a successful career from hiring to retirement and beyond. Under a general rubric of faculty and student development, P3 provides support to increase excellence in teaching, high impact scholarship (particularly publicly engaged scholarship), leadership development, and career success. P3 is a place for scholars across RU-N and beyond to come together across disciplinary, rank and professional boundaries to engage in critical challenges facing our community and society; to be a part of teaching, scholarship and leadership learning communities; and to join in discussions that are of utmost importance to the university community.

In a very brief time, P3 has made its mark on the university community, beginning with the Chancellor’s Conference on the New Professoriate, October 28-19, 2016, in which faculty from RU-N engaged in conversations with peers and national thought leaders on issues of diversity and inclusion, broadening the professoriate and training graduate students for diverse careers, and engaging in high impact scholarship. Immediately on the heels of the conference, three new initiatives were launched, including:

ACUE’s Teaching Excellence for Student Success program
This is a hybrid program that involves the viewing of online modules with weekly meetings of cohorts to review and support effective practices. The curriculum has 25 modules covering five content areas, including: designing an effective course and class, establishing a productive classroom environment, using active learning techniques, promoting higher order thinking, and assessing to inform instruction and promote learning. The typical ACUE course involves cohorts of faculty (and graduate students) who independently view the online module(s) for the week, try out one or more new techniques, and then meet with other members of their cohort to discuss their experience and refine their techniques. At the end of the course, all participants receive a nationally recognized teaching certificate (ACUE’s curriculum has been endorsed by the American Council on Education) and serves as a clear marker of commitment to teaching excellence beyond the traditional student evaluations. The first course will be offered in the Spring 2017 semester to a cohort of over 40 faculty and PhD students. To prepare for this course, a course experience seminar was offered on October 31 with approximately 50 attending.

Institutional member of the National Center on Faculty Development and Diversity
As of November 1, RU-N became an institutional member of the National Center on Faculty Development and Diversity. This organization is dedicated to faculty career success through enhancing and supporting scholarship and work/life balance. Individual faculty members and graduate students are eligible to participate. After they have enrolled, they may participate in any program, including single webinars and multi-week short courses. The NCFDD also provides career guidance, a weekly e-newsletter, and has a large library of on-line resources, including all previous webinars. Of particular interest to our RU-N community is the Faculty Success Program and the Dissertation Success Program.

**John N. Gardner Gateways to Completion**
Gateways to Completion (G2C) is a comprehensive process that mobilizes institutions to substantially improve gateway courses. Specifically, the G2C process is designed to help institutions, and/or the systems of which they are a part, collect and analyze data to craft and implement a plan for enhancing student learning and success in high-enrollment courses that have historically resulted in high rates of Ds, Fs, Withdrawals, and Incompletes (high DFWI rates). Lack of success in these courses is correlated with altered higher education goals including, for many students, the failure to complete a degree or certificate. These unrealized aspirations can limit social mobility and create increased debt – debt which students may never be able to repay. This program has been implemented in conjunction with College of Arts & Sciences will continue through 2019.

**Publicly-Engaged Scholarship (P-ES) College-Level Self Study**
Also starting in the Fall 2016 is a collaboration with the American Association of State Colleges and Universities (AASCU). Rutgers University-Newark is one of four institutions participating in a PE-S college-level self-study. We know that we are among the leaders of PE-S as an institution and we also know that many RU-N faculty members are actively engaged in this kind of high impact scholarship. The rubric is designed to help us understand what kinds of support exist at the college/school level. The Faculty of Arts and Sciences-Newark (FAS-N) has volunteered to serve as the pilot for this project and we expect that participating in the self-study process, that FAS-N and the University as a whole can learn more about how we can support this kind of scholarship.

Finally, P3 is now administering the Chancellor’s Seed Grant program (see above) beginning in the 2017/18 cycle. P3 is to occupy space to be renovated on Dana Library’s third floor in 2019, where it is now housed in temporary offices on the second floor.
3. Anchor Institution Work

The very identity of anchor institutions like Rutgers University – Newark emerges from their connectedness – physical, spiritual, economic, social, cultural and human capital links— to the places in which they have long roots and interdependent futures. We like to say that Rutgers-Newark is not just “in” Newark but “of” Newark, inhabiting iconic buildings once centerpieces of a proud downtown that is once again being reborn, tracing our institutional identity as a richly multi-racial, multi-ethnic haven for opportunity-making to the narratives of migration, rebellion, and immigration that define the strength and resilience of the city of Newark’s remarkable 350-year history.

For us, being an anchor institution comes down to collaboration, sitting down with partners across the public, private, and nonprofit sectors of Newark to identify challenges that we can and must work on together, each of us bringing our assets to the table to plan ways forward. In the process, our city and each partner gains. In our case, for example, our faculty and students gain from exceptional opportunities (1) to address some of the most pressing problems in their disciplines as they occur in all their messiness in the world—which, more often than not, demands that we learn to work better across disciplines—and (2) to work with and learn from professionals practicing in their fields, as well as community residents who grapple with those problems every day. Doing this work takes discipline, as not every challenge facing the people of our city is something that we as an institution are well positioned to address, but the process of carefully choosing projects that align with our strengths gives us the greatest chance of actually moving the needle on the challenges we take on together with our partners.

Following are descriptions of anchor institution work being done across the schools and colleges of Rutgers-Newark, weaving together the approaches of multiple disciplines to address pressing local challenges. Critically, in each of these areas, we know that the work being done locally is not just about Newark; quite to the contrary, the issues we are tackling resonate in metropolitan areas across the nation and around the world.
3.a. Anchor Work on Strong, Healthy, Safe Communities

Strong, healthy, and safe communities are places where people and their families can thrive, linking this area of anchor institution activity to many other aims. These are neighborhoods that thrive economically, where healthy lifestyles prevail, and where young people can readily see realistic pathways from cradle to rewarding careers, staying in school to prepare them for an adulthood characterized by economic and civic productivity and lifelong learning. Rutgers-Newark faculty, staff, and students across disciplines from criminal justice to psychology, social work, history, urban education, and beyond have been working intensively with local partners on issues in this domain. While a direct causal connection to recent dramatic crime reduction in Newark is not possible owing to the complexity of possible factors involved, it is conspicuous that violent crime in the city is down significantly concurrent with the increased intensiveness of cross-sector engagement including Rutgers-Newark; overall crime in 2016 was down 13%—its lowest level in 50 years—with homicides down 11% and shootings down 21%. While there are many forms of engagement we have with local partners, the following are among the most notable.

Safer Newark Council
The Safer Newark Council works to make Newark safer and feel safer through assessment, coordination, partnership, communication, and above all, developing a racially just, trauma-informed, citywide violence reduction strategy, tailored to the specific issues in Newark, which integrates law enforcement, social services, and community empowerment. With faculty and staff of the Rutgers University – Newark School of Criminal Justice supporting its infrastructure, the Safer Newark Council is a cross-sector group with public safety as its core program with three main goals:

1. To provide an independent assessment of the current status of public safety in Newark and share with its citizens.
2. To identify and promote a set of strategic priorities for improving Newark’s public safety city-wide.
3. To create a medium for aligning evidence-based and problem-oriented public safety initiatives with these strategic priorities, making connections between the city’s current array of public and private public safety activity, and identifying gaps in that work.

A Working Group of public safety professionals focuses on developing a coordinated, city-wide public safety strategy, comprised of several ongoing pieces of public safety strategy, including the following:

- City of Newark: Policy staff, Newark Community Street Team, Health and Wellness, and My Brother’s Keeper Newark
- Newark Police Department
- Essex County Probation and New Jersey State Parole
- Newark Housing Authority
- Rutgers University – Newark: School of Criminal Justice and Psychology Department
- NJ Transit
- Victoria Foundation
NJ-STEP
Based at Rutgers University – Newark, the New Jersey Scholarship and Transformative Education in Prisons Consortium (NJ-STEP) is an association of higher education institutions in New Jersey that works in partnership with the State of New Jersey Department of Corrections and New Jersey State Parole Board, to (a) provide higher education courses for all students under the custody of the State of New Jersey while they are incarcerated, and (b) assist in the transition to college life upon their release into the community. NJ-STEP’s vision is that every person in prison who qualifies for college have the opportunity to take college classes while incarcerated and continue that education upon release. Current member institutions are: Cumberland Community College; Drew University; Essex County College; Mercer County Community College; Princeton University; Raritan Valley Community College; Rutgers University; Salem Community College; and The College of New Jersey (TCNJ).

Each consortium member has a working partnership with one or more of the correctional facilities in New Jersey. Every consortium member is responsible for selecting teachers and offering courses in the partner facility. The central staff of the consortium coordinate the schedule of courses to be offered at each facility, so that course offerings match what students need in order to continue their matriculation. Part-time academic counselors assigned to each facility maintain progress records for all students of the consortium, to identify the courses needed at each facility. Students receive regular advisement about what courses to take in order to maintain progress toward the degree. The A.A. degree in liberal studies is currently offered, with plans to expand to a B.A. degree.

Newark Fairmount Promise Neighborhood
The Newark Fairmount Promise Neighborhood (NFPN) is a collaborative of resident, service, nonprofit, philanthropic, and government organizations working together to support development in the Fairmount community of Newark, NJ. NFPN is one of more than 40 federal Promise Neighborhoods across the country operating under the shared vision that "all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career." Among the multidimensional programs initiatives over the past three years have been the following.

- NFPN coordinates the First 1,000 Days: Early Childhood Nutrition Education Program, a one-year collaboration among Rutgers University-Newark, Nestlé Nutrition US and Program for Parents, Inc. that provides a research-based, unbranded, peer-reviewed
curriculum and training for local residents to act as advocates and deliver educational materials throughout the community. To date, the program has graduated more than 280 Fairmount residents as trainers, themselves, who are empowered to promote healthier lifestyles in their neighborhood.

- The team has been an active participant in the New Jersey Communities of Practice, comprised of the two Department of Education funded Promise sites (Newark and Camden), as well as a state supported program in Paterson. Organized by the Commissioner of Higher Education, Dr. Rochelle Hendricks, and Anthony Welch, Senior Policy Advisor, these communities have met periodically to share experiences; learn more about state services and opportunities and how to access them; and to jointly determine how to work with the state to improve the overall effectiveness of our programs.

- NFPN is working with Program for Parents, Inc. to improve the early childcare centers and develop action teams of parent leaders who can help community members overcome barriers to enrolling their child into high quality preschool programs. New Jersey has a quality improvement program titled Grow NJ Kids; 6 of the 11 centers in Fairmount are already enrolled and on-track to be high quality centers. One of our key partners, Programs for Parents, is managing the centers that are enrolled in the program.

- As part of the Children’s Defense Fund Freedom School network, NFPN and the Rutgers-Newark Graduate School collaborated with the Newark Public Schools to offer a Freedom School program at the district’s 13th Avenue School in Fairmount. It provided a summer academic enrichment program through which students participated in numerous extracurricular activities throughout the city and engaged in daily in-classroom activities that enhanced their appreciation of reading. Local residents, civic leaders, and university personnel served as daily readers for the children.

- NFPN serves as the backbone organization to support Community Conversations among key stakeholders invested in Fairmount. This forum was designed to help stakeholders understand the type of infrastructure that must be built to support the cradle-to-career continuum of solutions to improve outcomes for children and families. One outcome of these conversations was the formation of the West Ward Community Coalition Council, a coalition of 80 residents focused on creating a process for leveraging and producing measurable improvement collectively to help transform the ward into a healthy, safe community of opportunity for residents.

- NFPN also is the community engagement coordinating point for the African American Brain Health Initiative.

**African American Brain Health Initiative (AABHI)**

Led by neuroscientist Mark Gluck and the team of researchers and graduate students of his lab, the AABHI studies the cognitive, neural, and lifestyle factors associated with cognitive resilience and early cognitive decline in older African Americans. Their work starts with the recognition that African Americans are at elevated risk for age-related cognitive decline and memory loss,
having twice the rate of Alzheimer’s disease (AD) compared to that of white Americans. Stress, sleep deprivation, sedentary lifestyles, poor cardiovascular fitness, depressive symptoms, high body mass, and low education are all known risk factors for cognitive decline and AD. Their higher rates among African Americans, particularly in lower socioeconomic groups, have been well documented in epidemiological studies, but little is known about the relative importance and interactions among these different risk factors within African-American communities.

To address these gaps in understanding these disparities, AABHI is recruiting 120 African Americans, age 65 and above, who receive an extensive battery of neuropsychological, cognitive, health, fitness, and lifestyle assessments as well as measures of education and verbal fluency. Recruited through a network of 15 churches in Newark with the help of the Newark Fairmount Promise Neighborhood team, AABHI is also offering to its study participants and to their greater church communities educational programming to improve brain health, including cooking and exercise classes. To date, they have reached more than 1,500 residents.

**LandCare Newark**

LandCare Newark is a project funded by a Chancellor’s Seed Grant that cleans, greens, and maintains blighted vacant lots, which has a positive impact on many different aspects of community life, while building partnerships that can help to solve some of the most intransigent and complex problems faced by legacy cities. Vacant properties are associated with a range of negative health and safety outcomes, including psychological distress, drug use, self-reported physical dysfunction, and crime (including gun violence). Today, cities with an abundance of vacant properties and slow growth are increasingly viewing blighted abandoned land (and buildings for that matter) as potential assets rather than problems by including them as part of comprehensive revitalization strategies that prominently feature their positive use and reuse. Work in a number of cities has shown that cleaning and maintaining lots is related to increased home values, reduced violence and crime, and improved resident satisfaction, health and well-being. Partners in LandCare Newark include researchers and practitioners from Rutgers-Newark, the Greater Newark Conservancy, YouthBuild, and the City of Newark with technical support from the University of Pennsylvania and the Philadelphia Horticultural Society. Sites in the South and West Wards of Newark that are on major thoroughfares and near schools have been targeted. A core element of this project is the engagement of “opportunity youth” in neighborhood improvements to benefit both the individual youth and the surrounding Newark community. Not only do YouthBuild students work to transform the spaces (while learning about urban environments, soil types and treatments and how to choose plants and trees for these locations), they also engage in a participatory research project to learn about and give input into vacant land reuse. Faculty with experience in community-based, participatory research train students in qualitative research methods. Under faculty supervision, the students design and conduct focus groups with young people from the city of Newark to learn about how the youth of Newark view the vacant land in their neighborhoods, how they use it (or don’t) and what could be done to improve it.

**RU-N Center on Youth Violence and Juvenile Justice**

This center is grounded in the understanding that the most effective youth violence and delinquency prevention approaches are community-wide; guided by multi-agency, multi-disciplinary working groups; and enhanced by university scholarship. Building on the extensive
community network established through the **Greater Newark Youth Violence Consortium** (a group of nearly 40 community agencies representing behavioral health, social services, education, courts, policing and juvenile corrections) convened by Rutgers-Newark, the Center on Youth Violence and Juvenile Justice serves as a hub for innovative and integrative approaches to promoting positive youth development, reducing delinquency, and preventing youth violence. Under the direction of psychology professor Paul Boxer, who also is a senior fellow in the School of Criminal Justice, the center has assembled a broad based coalition of approximately 30 partners including Rutgers-Newark faculty experts—including the Rutgers-Newark Department of Psychology and the School of Criminal Justice, as well as Rutgers Behavioral Health Care—and community organizations to engage in ongoing problem solving to improve and expand services and research on these topics in the greater Newark community and beyond. In addition to service development, such as the pioneering youth outreach program conducted in partnership with the Newark Police Department, the Center is supporting new research collaborations among Center affiliates through “campus-community connection” sub-grants, in which teams of Rutgers faculty and community agency leaders plan and implement small scale but large impact research projects designed to establish new foundations for academic-community partnerships, evaluation and programming.
3.b. Anchor Work on Arts & Culture

Many short- and long-term initiatives are being cultivated intensively under our strategic plan that catalyze reciprocal engagement with Newark residents representing an expansive array of world cultures, and with the city’s remarkable set of arts anchors and organizations, including NJPAC, the Newark Museum, Newark Arts Council, and galleries and performance venues large and small. Examples include: the Latin@ Studies Working Group of faculty and staff across the College of Arts & Sciences, Rutgers Business School, and School of Public Affairs and Administration, which is developing a curriculum and hosting a “conversatorio” lecture series focused on Newark’s Puerto Rican community, among other projects; and Queer Newark Oral History Project, a community-based and community-directed initiative supported by Rutgers University-Newark that is dedicated to preserving the history of LGBTQ people and communities in Newark. The range of this type of work will be extended in 2017 with the addition of the Humanities Action Lab (HAL), a national coalition of universities, issue organizations, and public spaces in 20 cities, which will move to Rutgers-Newark from The New School. HAL is a collaborative that produces community-curated public humanities projects on urgent social issues. Students and stakeholders in each city develop local chapters of national traveling exhibits, web projects, public programs, and other platforms for civic engagement, with projects traveling nationally and internationally to museums, public libraries, cultural centers, and other spaces in each of the communities that helped create them.

A signature initiative in this realm is Express Newark (EN), a university-community collaboratory that leverages the arts and culture to express the stories of the people and the city of Newark, opened in January 2017 as part of a multi-functional project in the Hahne & Co. building, an iconic former department store in the heart of downtown that has been completely renovated and preserved after having been shuttered for 30 years. An exemplar of creative place-making, EN activates 50,000 square feet of the massive 500,000 square foot building. L+M Developers credit anchor tenants Rutgers University – Newark (RU-N) and Whole Foods with cementing construction funding from the project’s key investors: Prudential and Goldman Sachs. EN is contributing to the local economy and providing diverse opportunities for Newarkers to experience and participate in the arts and spur university-community collaboration to generate publicly engaged scholarship.

EN is co-directed by Victor Davson, founding director of Aljira, a Center for Contemporary Art, Newark’s longest lived and most respected gallery, and Anne Schaper Englot, RU-N professor of architecture and humanities in the interdisciplinary Arts, Culture and Media (ACM) department. Reflecting our commitment to two-way engagement with the Newark community, EN programming is planned by an operations committee including ACM faculty, the director of the Paul Robeson Gallery, the director of the Institute of Jazz Studies, the director of the Center for Urban Entrepreneurship and Economic Development at the Rutgers Business School (RBS) who leads an arts entrepreneurship program, Newark artists and leaders from other Newark arts anchor institutions (NJPAC, Newark Museum, Newark Arts Council) and the Mayor’s cultural affairs director. Additionally, Davson and Schaper Englot have constituted an Artists Committee of local artists from diverse backgrounds to advise on the conduct of EN’s Artist-in-Residence program. Resident and non-
resident artists participate in programming, which includes teaching workshops, lecturing about their work, and curating or showing in exhibits. The advisory committee discusses difficult questions—artist selection, gentrification, white privilege, how to connect who is “in” with who is “out”—and, in doing so, enacts EN as a “third space,” “where established and often unequal relationships of power and expertise can be shifted to acknowledge what each member of the partnership brings to the table.”

EN programs are designed to support cross-unit, cross-sector, cross-institutional social practice and allow expansion of existing programs which include:

- **The Design Consortium**, a faculty/student collaborative offering free graphic design services to Newark nonprofits;
- Resident partner the **Newark Print Shop**, which runs a variety of community-focused programs including Print Club, a weekly open studio for artists of all levels to come and make art together;
- **Form Design Studio and Lab** moves STEM to STEAM facilitating phenomenological exploration through the digital mapping, scanning and 3D modeling and construction and physical 3D printing of objects from sculptural elements to neurological pathways to anthropologic artifacts to abstract environments and vessels;
- Signature space for the **Institute of Jazz Studies** for exhibitions and performances to showcase local and global artists as well as their renowned collection of famous artists’ instruments, costumes, letters, and other priceless artifacts, and collaborates extensively with NJPAC and Jazz House Kids in programming;
- A large **Lecture Hall/Maker Space** that seats 250, equipped with projectors, screens and speakers for events, presentations, lectures, screenings, workshops, and performances;
- **The Paul Robeson Galleries at Express Newark**, curating and presenting exhibits that highlight cultural issues; community artists work with curators from venues such as the Newark Museum and other galleries (Aljira: A Center for Contemporary Art and Gallery Aferro, for example) to create hands-on workshops for the community exploring art exhibits around provocative and timely themes;
- **Shine**: a portrait studio, a collective of Newark photographers that empowers the Newark community working with faculty, students, and photographers to explore issues of identity and representation by providing complimentary portraits to school children and neighborhood groups, and teaching about the Hahne’s building’s historic role in American portraiture as the site of the portrait studio where legendary Harlem Renaissance photographer James Van Der Zee apprenticed;
- **HYCIDE**, a resident community partner with Shine that is a community photography magazine dedicated to subculture, art and conflict, collaborating with YouthBuild Newark alternative high school and Bridges Outreach programs for the homeless.
- **Artist-in-Residence studios** house a rotating selection of visual, media and performing artists.

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• The **Community Media Center** run by the faculty, staff and students from the Rutgers University - Newark Video Production program in conjunction with the Center for Urban Entrepreneurship and Economic Development’s **Newark Business HUB** collaborates with local media entrepreneurs such as Cobblestone Media, DreamPlay Media and East Side High School to ensure that Newarkers of all generations have access to sound recording and broadcasting, videotaping and editing equipment to develop tools to tell stories in multimedia that will weave the counter-narrative of this diverse community, told by, rather than merely about, its members;

• **Scarlet Magazine**, a student publication at Rutgers University - Newark that focuses on local and national news, lifestyle, college life and peer advice, and appeals to both undergraduate and graduate students;

• MFA in Creative Writing faculty will be resident in Express Newark to run the **Writers @ Newark** series of readings and spoken-word programs that engage community poets of all ages creating opportunities for high school students in Newark to participate in the renowned Dodge Poetry Festival;

• **The Newest Americans** (described earlier), a multidisciplinary digital communications platform created as a university-community collaboration between Rutgers-Newark and Talking Eyes Media and VII Photojournalists is housed here.
3.c. Anchor Work on Education

As America urbanizes relentlessly and its population grows fastest among groups that historically have been left on the sidelines of educational opportunity, increasing postsecondary educational attainment in cities like Newark—whose population today looks like America’s will in two or three decades—must be among our nation’s highest priorities. Anthony Carnevale noted in his recent report on the jobs recovery after the Great Recession, entitled *America’s Divided Recovery: College Haves and Have-Nots* that of the 11.5 million jobs added in the recovery, only 80,000 went to those with high school diplomas or less—that is less than 1%.\(^2\) Such data underline the imperative to increase college completion for poor and working class students, especially in predominantly minority communities. Numerous initiatives across Rutgers-Newark’s schools and colleges share the aim of addressing this imperative.

**Newark City of Learning Collaborative**

The Newark “City of Learning” Collaborative is an umbrella initiative under which Rutgers-Newark organizes conceptually a number of cross-cutting efforts across its schools and colleges that share the goal of increasing the percentage of Newark residents who hold postsecondary credentials. Specifically, the collaborative supports the City of Newark 2012 Master Plan goal: increasing the number of Newark adults with high-quality postsecondary degrees and credentials from 13% to 25% by 2025. This collective impact consortium, is managed by Rutgers-Newark’s Cornwall Center for Metropolitan Studies as a backbone organization gathering data city-wide and convening multiple “learning groups” drawing on these different partner organizations.

NCLC works on many fronts, ranging from developing cohort-pipeline programs with middle and high school students, sharing “college knowledge” with students and families (including financial aid information), supporting test preparation, fostering dual enrollment programs for high school students and aligning curricular and transfer pathways from 2- to 4-year institutions, providing leadership training institutes with high school students that engage the corporate community, and working with the City on its summer youth employment program.

Each anchor institution and collaborating partner plays to its strengths and commits its resources to particular projects that facilitate the larger goal of changing the post-secondary attainment map in Newark – whether it is Rutgers-Newark announcing a robust financial aid support program for students from Newark, Essex County College and Rutgers and NJIT creating cohorts of high school students in Newark Achieves, the corporate community stepping forward with summer internships, and the City of Newark creating Centers of Hope for programming in neighborhoods. Even more critical is the engagement of NCLC as a holistic entity in major education initiatives as they arise in the city – for example, the Newark Public Schools and the City of Newark, along with several philanthropic groups and community-based organizations, have embarked on an ambitious program to build neighborhood community schools with social, health, and academic supports throughout the South Ward of Newark, and NCLC is at this table; or, similarly, these same groups have combined to tackle head-on the question of educational

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attainment for “disconnected youth” (some 4,000 or more not in their high school seats) and NCLC is once again a central backbone resource to this major city-wide initiative.

Currently, there are four lines of work that best exemplify NCLC activities supporting the Strategic Plan’s vision of the development of K-20 educational pipelines and pathways. The incubation of cohorts has emerged as a key strategy for creating college pathway opportunities for nearly a thousand young people over the next several years, including the nascent PAS, YLSP, and Aspen cohorts. The cohort approach overlaps with conversations to structure the City’s first University-Assisted Partnership for a South Ward high school that could potentially impact a cluster of five schools in that ward. Both efforts are informing NCLC’s overarching systemic work to create a citywide conversation around increasing the quantity of high-quality seats available at Newark high schools with special foci, as well as engaging the broader community in the development of a framework to gauge NCLC’s progress on an annual basis.

I. College Pathways
   A. PAS Cohort – January 21, 2017 launch for 150 10th graders who will experience a multi-year, college readiness program that engages them in the exploration of their personal narratives through exposure to several art mediums.
   B. YLSP Cohort - January 21, 2017 launch for 50 in-district and opportunity youth who will experience a multi-year, college readiness/social justice program that enables them to develop their individual and collective voices to examine the world in which they live.
   C. Aspen Cohort - March 2017 launch of a values-based leadership program for 24 young people, ages 16 – 20. Aspen Fellows will learn leadership skills, examine and discuss contemporary issues, explore critical trends and issues that impact the Newark community. Fellows will also work in group projects designed to address specific challenges that adversely impact their community.

II. Malcolm X Shabazz University-Assisted Partnership (UAP): RU-N will become the lead partner institution in structuring a school-level turnaround effort for a chronically-underperforming high school in the South Ward. The UAP ultimately aims to expand Shabazz’s college-going culture, as well as support the effective integration of programs and services in ways that tailor interventions for Shabazz students facing academic and social-emotional challenges that often impede the successful completion of high school and transition to the post-secondary level.

III. Increasing Access to High-Quality District Opportunities: NCLC has recently engaged the Superintendent and the Mayor in the development of a series of parent convenings to raise awareness about the availability of district options that include high-performing specialized high schools (e.g., Science Park, Arts High, and Bard Early College High School). Beyond the mobilization of the parent constituency, NCLC will work with all relevant stakeholders to examine and influence key policy changes necessary for creating additional seats and capacity at the more selective schools to serve more Newark students, including those who have been historically under-represented.

IV. Engaging Community in Assessment of Outcomes: NCLC is working with network partners in the design of an annual community impact statement that will report on the city’s progress toward meeting the 25 by 2025 target on an annual basis.
Beyond NCLC’s work in Newark, specifically, schools and colleges of Rutgers-Newark also have created programs focused on cultivating talent in specific disciplines across New Jersey and beyond. For example, the earth and environmental sciences professor Alec Gates directs the state-wide Garden State Louis Stokes Alliance for Minority Participation (GS-LSAMP) Program, part of a National Science Foundation-funded network, which is designed to greatly increase the number of professionals in STEM (Science, Technology, Engineering and Math) fields from minority groups who are traditionally underrepresented. The program provides support services at many levels to help interested students be successful in STEM majors. It is an alliance of 9 colleges and universities across the state of New Jersey. In Phase I, the goal of the GS-LSAMP was to increase the number of underrepresented minority students who graduate with STEM degrees. The alliance exceeded this goal by doubling the number. In Phase II, the GS-LSAMP goals are:

- Integrate and increase research among undergraduate students
- Opportunities for international research (i.e. study abroad)
- Build a pipeline for GS-LSAMP Scholars from community colleges to four-year institutions
- Build a pipeline for GS-LSAMP Scholars in baccalaureate study to graduate study

The GS-LSAMP focus on post-baccalaureate studies creates a learning community among the STEM students in its partner institutions to increase their success and provide them with increased opportunities in the STEM fields. Participating institutions in the GS-LSAMP collaborate to provide students in their partner institutions with unique opportunities for research, travel, and careers in STEM. Currently, GS-LSAMP has cohorts of underrepresented minority students in STEM at seven predominantly public 4-year institutions, with more than 1,000 students graduating annually across those institutions, and 211 GS-LSAMP Scholars currently at Rutgers-Newark. Further, GS-LSAMP has realized the goal of building a pipeline from community colleges to four-year institutions through the Bridges to Baccalaureate (B2B) Program, which includes five two-year New Jersey county colleges that are federally designated Hispanic Serving Institutions; these institutions currently have 1,000 B2B students enrolled, who are gaining STEM research opportunities, peer mentoring, career and transfer advising, and access to an online math bridge program to improve their preparation for moving on in STEM.

Rutgers Business School has created a Pre-College Enrichment Program (RBS-PREP) recruits students from Newark and Greater Newark area high schools to provide them early exposure to Rutgers Business School, careers in business, college level courses, and campus life. Up to 20 high school juniors are selected annually by committee during the fall for participation during spring semester. All RBS – PREP participants enroll in a spring Management Skills course that meets Saturday mornings. High school student participants are paired with an RBS student tutor/mentor for enrichment sessions, during which the tutor/mentors reviews class assignments, notes, and work to help answer any questions high school participants may have. Enrichment sessions conclude each week with scheduled guest speakers and/or activities meant to highlight and expose participants to student life at Rutgers, RBS, careers in business, life skills and issues surrounding diversity. Successful completion of the RBS – PREP program results in the high school juniors earning 3 academic course credits toward completing their undergraduate education should they be admitted to RBS.
RBS also created the **New Jersey County College Case Competition (NJC)**, which provides New Jersey county college students, from diverse backgrounds and disciplines, the ability to collaborate, network and demonstrate their talent, knowledge and skills to a panel of expert judges as they solve a real-world business problem. Rutgers Business School created this program, now in its second year, to afford students at New Jersey’s two-year institutions the opportunity to use creativity, analytics, and presentation skills well beyond the classroom environment, as well as encourage them to set their sights on attaining higher degrees.

Participants gain the opportunity to take part in a real world business case competition in which they are called upon to think more broadly about important business problems. In 2016, six county colleges and over fifty students participated in the first annual event. In 2017, RBS is looking to double the number of participants.
3.d. Anchor Work on Economic Development

One of the greatest and most persistent challenges facing urban America over the past half-century, especially legacy cities like Newark, has been to restore prosperity through inclusive economic development that both supports revitalization of downtowns and builds capacity among the residents of neighborhoods to spur further development as entrepreneurs and to chart their courses through high-quality jobs and professional career paths. This challenge, tied inextricably to issues such as education, creativity, and public health and safety, remains one of the most vexing problems facing our cities and the focus of scholars across the disciplines at Rutgers-Newark. Our strategic planning process surfaced this broad interest, resulting in a strongly articulated desire to find ways to leverage the work of our faculty, staff, and students from all of our schools and colleges on the many aspects of urban economic development in collaboration with community partners and residents, which, in turn, has led to investment in existing and new projects designed to do exactly that.

The School of Public Affairs and Administration, for example, leads the Newark-focused Evidence-Based Economic Development Initiative. One aspect of this has been to develop a City of Newark App, called “myNewark,” which is accessible for iOS and Android devices, assisting the public with accessing and utilizing government services. Services and resources found on myNewark include the ability to report non-emergency issues and current news, providing a real-time civic engagement platform empowering Newark residents to be actively engaged community members and report neighborhood issues directly into city government work order systems from their smartphone. Established in 2014 with a Chancellor’s Seed Grant, the initiative also provides current, independent and insightful data to economic development decision-makers and citizens throughout the Newark region. Partners include the Rutgers Business School (RBS), the City of Newark, and the Newark Regional Business Partnership (NRBP).

Much of Rutgers-Newark’s anchor work in economic development grows out of the engagement of the Rutgers Business School with partners across the city and region. As is the case with the RBS Center for Urban Entrepreneurship and Economic Development (described in detail earlier), capacity building is a key component of this work, with projects ranging from one-day charrettes or workshops on specific issues, to procurement or contracting opportunities, to the development of pipeline education-to-profession plans, urban agricultural-food system planning, international business, and community economic master plans. Faculty and students are involved in most technical assistance projects. Examples include:

- Integration of the Rutgers Business School’s Public Private Community Partnership program and our various Supply Chain Management community based projects.
- Participation with the cross-sector Hire-Buy-Live initiative in Newark
- Development and Implementation of the Newark High School-to-Newark Professional Pipeline Initiative
- Development and implementation of the Newark Anchor Institution Local Public/Private Procurement Master Plan (Buy Local)
  - Development of Big Data B2B Anchor Procurement System
- Study of Potential Impacts of Port Newark Expansion on Newark, NJ
- City of Newark Diverse Business Redevelopment and Marketing Assistance Program
• Participation in the Rutgers WINLAB - NSF Platforms for Advanced Wireless Research (PAWR) & Smart Cities for Newark, New Jersey
• Development of new and emerging strategic plans with our existing Newark-based stakeholder partners (City, Community Partners, Local Businesses, etc.)

Rutgers Business School faculty and staff are constantly involved in timely, cutting edge, relevant, applied research. Some recent research projects include:
• Development of the Newark Industrial Solution Center (Garfield Foundation Grant); this project created the most comprehensive study of local manufacturing and business to enable the implementation of the Newark Anchor Institution Procurement Program
• Successful participation in the U.S. State Department Mandela Washington Fellowship Program and the development of the Newark/Sub-Saharan African MWF Corporation (an export/import business to connect Newark, NJ and the United States to the African marketplace)
• RWJBarnabas Supplier Diversity Development Program
• RWJBarnabas Small Business Contracts
• Development of the Newark Industrial Solutions Center Big Data Anchor Institution B2B System
• Participation in Newark Economic Development Corporation programs
• Development of the City of Newark Green Purchasing Guidelines
• Development of the Innovation in Precision Manufacturing: New Technology to New Business, Partnerships for Innovation
• Development of the Urban Heat Map and Climate Change Impact Analysis System for Newark, NJ via MARKAL-TIMES software and the development of Urban Green Space on Economic Vitality (will be used to develop the Newark Urban Agriculture Project-Newark Riverfront Food Market)
• Sustainable Redevelopment Potential (and freshwater conversion) along the Passaic and Hudson River Communities
• Newark Ward-Neighborhood Industrial and Business Corridor Land and Gap analysis Suitability Study
• Conducted a study on the economic impact of the multi-sector Industries in Newark and/or distressed communities
• Conducted a study of anchor procurement and the economic impact of the hire/live local initiative (with an analysis of affordable housing and sustainable year-round public transportation network access to housing/work)
• Comprehensive review of the economic viability of medium-to-large sized urban communities

Now under consideration is a proposal to organize these wide-ranging initiatives under a Rutgers – Newark Anchor Institution Research Center that would encompass all of the strategic pillars of academic excellence needed to be a comprehensive applied research center on anchor institutions, studying and applying solutions that communities, particularly in Newark and the surrounding region, can implement in order to foster quality growth and development. The center would bring together public, private and community partners on issues related to a sustained integrated culture to buy (localized anchor institution procurement strategy), live (anchor and local business strategy to live in the community) and hire (anchor institution pipeline strategy to
Staffing for the New Mission

Another vital element of our anchor work in economic development stems from embracing Rutgers-Newark’s role as a major employer in Newark and Greater Newark—a role that has been the focus of our Staffing for the New Mission Working Group created as an important, immediate outcome of the RU-N strategic plan. Among this group’s major contributions so far have been a number of recommendations for reorganizing and expanding services of our Human Resources office in Newark to reflect more clearly our anchor institution mission. The following initiatives have been launched by HR-Newark in response to the group’s recommendations.

- Staffed HR-Newark in an effort to better address the needs of the RU-N Strategic Plan
- Created and implemented an updated Staff Appreciation and Development Day with the following elements
  - Community update on strategic plan
  - Conference style learning sessions
  - Community style BBQ for all participants
- Created and published a RU-N specific HR-Newark website at http://hr.newark.rutgers.edu/
- The new website has a suggestion box for all employees http://hr.newark.rutgers.edu/webform/suggestion-form
- Collaborated with University Human Resources (UHR) and piloted the Manage/Supervisor Certificate Program for RU-N; the pilot program was launched with 15 members of the RU-N community in Fall 2016.
- Created and implemented New Employee Orientation that has a focus on RU-N and the RU-N strategic plan; the extended NEO is the afternoon with representatives from the Office of the Chancellor, student government associations, and the staff council working group. The new afternoon program was launched in October 2016. The current program only includes fulltime (class 1 and class 3) employees. In February 2017, all class 4 (temporary) employees will be added to the program.
- Added RU-N anchor mission language into every staff posting – for example, “Rutgers University-Newark, an urban, public research university and anchor institution, located in Newark, New Jersey, a city of promise, is seeking a Director of Disability Services.”
- Created and implemented a number of professional development opportunities
  - Lunch and learn around health issues
  - Providing yoga from a Newark-based organization
  - Providing professional development calendar where offerings occur at the university for all RU-N staff;
  - Created and implemented a Professional Development calendar for RU-N employees http://hr.newark.rutgers.edu/events
  - Created and implemented a number of service focused custom sessions for various units in enrollment services and Express Newark staff
Collaborated with UHR to bring a number of onboarding transaction items to RU-N (HCM training; new absence recording; overtime; etc.)

Created and implemented an HR-Newark based ROCS training that is offered on a monthly basis

- Holding monthly meetings with HR-Liaisons around RU-N in an effort to improve communication and increase education around national HR issues and RU policies and procedures
- Collaborated with UHR to create and implement the HR-Newark service surveys
- Convened a staff council working group that has created and submitted an initial draft of the RU-N Staff Council By-laws
- Convened a working group to research and explore the need and potential creation of an Ombudsperson’s Office. A final white paper was submitted to the Office of the Chancellor in June 2016. A strategic advisory group on the whitepaper was established and convened in December 2016.
- Convened a talent management advisory group.
- Collaborated with the City of Newark on various workforce development program offerings, including Hire Newark
- Collaborated with local capacity-building nonprofit Leadership Newark to implement the RU-N/Leadership Newark Fellowship process that provides five RU-N staff members annually the opportunity to participate in Leadership Newark programming designed to develop the next generation of civic leaders

**Capital Investments**

We have made it among our highest institutional priorities to use the opportunities presented by capital projects not only to bring jobs to our city, but create new spaces for collaboration with cross-sector partners and community residents. Currently, Rutgers-Newark has newly completed or in-process capital projects whose total value exceeds $350 million. They include the following.

**January 2017**

**Express Newark**

Project cost $25 Million

Opened with the start of spring semester 2017 classes. (Programming is fully described under the section Anchor Institution Work in the Arts & Culture.) We estimate that 1,000 students across RU-N schools use this facility weekly at present.

**Honors Living-Learning Community**

Project Cost $81 Million

RBH is moving aggressively with the development of the HLLC building. The scope of work includes 399 beds for residents, a parking structure providing 322 spaces and approximately 23,000 square feet of retail. We expect to complete the project in fall 2018.
Life Sciences II
Project Cost $59 Million
Expected completion timeframe is July 2017, with the facility opening formally for the fall 2017 semester. This building is designed to provide research space and includes one lecture hall. About a third of the building is shelled for future research and proposed space for a vivarium.

Alumni House
Project Estimated Cost $4.5 Million
Located at the corner of Washington St and Central Ave, this historic building will be renovated to house Development and Alumni Relations. Design has been completed which includes preserving the existing building and constructing an addition to the historic structure. The renovation and construction is expected to start in April and the project completed in the spring of 2018.

Dana Library/P3 Renovation
Project Estimated Cost Phase I (P3-Library 3rd Floor) $11 Million; Phase II (Overall Building) $19 Million
Preparing space in Dana Library to house P3: A Collaboratory for Pedagogy, Professional Development and Publicly-Engaged Scholarship (Phase I), described earlier in this document, and renovation of the existing building will proceed in two phases. The selection of the architect has been completed and design will begin shortly. The design of the P3 space is anticipated to be completed and out to bid for construction in the fall of 2017. Completion of Phase I is projected in the fall of 2018. Completion of Phase II will be determined once funding is fully secured.

Rutgers Business School Renovation
Project Cost $11 Million
This project includes new classrooms, lecture hall, office space, faculty lounge and new rear entrance at One Washington. The project will be completed this spring.

Paul Robeson Campus Center Renovation
Project Estimated Cost $30 Million
The vision document for the renovation of the building is completed. Final version will be available this week. Next, we will proceed with producing an RFP for architect services for design. Funding to be confirmed over the next year.

Olson Hall Renovation
Project Estimated Cost $10 Million
We were able to secure funding from the recent Higher Education Capital Grant (one of the only projects awarded for Rutgers). A RFP for architecture and engineering design was issued and a firm was selected. Design will began in February 2017 and completion is expected in the fall of 2019.
Deferred Maintenance Projects
Project Cost $14 Million
Last fall, we received approval for $14 Million over three years from the Rutgers Central Bank to fund deferred maintenance projects. This funding was the first and largest to be awarded from the new Central Bank. The funding will be used to fund replacement of roofs, HVAC equipment, elevator controls, fire safety, sidewalks and fund Americans with Disabilities Act improvements. Several projects are in design or out to bid.

Classroom Upgrades
Project Cost $5 Million
Over 60 classrooms have been improved over the past two years. The initiative set new classroom standards and expectation for a high quality environment. Classroom improvements include furniture, painting, carpet replacement, lighting enhancements and technology upgrades. The remaining unimproved classrooms (about 30) will be upgraded over the next year.

155 Washington Street
Project Estimate $50 Million
The renovation of this facility (between the Center for Law and Justice and the Golden Dome) will be completed under a private/public partnership agreement. The RFP was issued and responses received. We expect the proposals will include retail, university space and rental housing.

One Stop/Transportation HUB
Project Cost $10
Feasibility project is underway to improve Conklin and Boyden Hall to determine if the scope of this project to provide a central campus hub with amenities for commuters and a one-stop student services center can be met within these buildings. The analysis will be completed during spring 2017.

Other Notable Projects:
Project Cost Estimate $5 Million
- Starbucks Refresh – Newly renovated food service and dining/seating area opened in January 2017.
- Barnes & Noble Bookstore Relocation – B&N moved into their new facility on Halsey St at the Hahne & Co. building in February 2017. This 10,000 square foot facility has access from Halsey Street and a grand stairwell to lead visitors upstairs to lounge and textbook areas.
- Kite & Key: The Rutgers Tech Store – This is a Rutgers brand tech store modeled after popular Apple retail stores. The store will be located in the Hahne’s grand atrium, across from Whole Foods. This location was approved by Apple, making this store an authorized Apple dealer. The store is targeted to open in May 2017.
- Wifi Upgrade – This wifi expansion project completed in 2017 yielded 1,200 new wifi access points on campus, compared to the mere 150 access points available previously.
3.e. Anchor Work on Science in the Urban Environment

With more than 80% of Americans and 50% of the world population living in metropolitan areas today—and both percentages growing inexorably—it is vital for science to address directly the challenges of urban environments. Scientists across the spectrum of fields at RU-N long have taken this imperative seriously, with research, education, and engagement initiatives that take on crucial urban science themes such as health, urban ecosystems, environmental sustainability, and increasing diversity in the science, technology, engineering, and mathematics (STEM) fields. They include:

- Ecologists like Claus Holzapfel, who use the Rutgers-Newark campus and Newark’s downtown as a living laboratory, inviting students, faculty, staff, and community members to observe and document the interrelationships among flora, fauna, and physical environment in our urban ecosystem
- Entomologists like Jessica Ware, who discover new species of insects that have adapted specifically to live in corners and crevices created by the crush of humanity in one of the world’s most densely populated metropolitan areas
- Geologists like Alec Gates, who has partnered with local arts nonprofit GlassRoots to ignite interest among local school children in the science of volcanos (documenting a 41% increase in interest) through ingenious, hands-on lessons in glass making
- Neuroscientists like April Benasich, who work with urban families to identify early indicators of language disorders and design cost-effective interventions to get infant brains to rewire themselves and avoid such roadblocks
- Chemists like Huixin He, who lead breakthroughs in finding “green” substitutes for heavy metal catalysts that are essential for making everything from electronics, plastics, and pharmaceuticals to automobiles and fuel cells, but leave a toxic trail in their wake
- Psychologists like Paul Boxer, who work with law enforcement agencies, the courts, community organizations like Big Brothers Big Sisters, and “opportunity youth” to pave alternate, evidence-based paths to individual achievement and healthier, safer neighborhoods
- Criminologists like Joel Caplan who crunch large data sets to identify the hyper-local geography of violence in cities like Newark and suggest data-driven strategies for reducing crime
- Supply chain management experts like Rutgers Business School’s Ben Melamed, who partner with health care providers and community organizations to model efficient delivery of primary care to under-served communities

In pursuit of our strategic plan’s vision, we have been investing anew and intensively in such high-impact scholarship through means such as the Chancellor’s Seed Grants and Initiative for Multidisciplinary Research Teams. Through competitive funding initiatives such as these, the Chancellor’s office has provided **$3.3 million since 2014** to launch innovative, cross-disciplinary research initiatives in the sciences alone—with a new round of funding to be allocated in spring 2017. (See full descriptions in previous sections and related appendices.) Likewise, we have sought to elevate the visibility of our scientists’ work through new relationships with the New York Academy of Sciences (NYAS), while working collaboratively with partners through NYAS
programs such as the Computer Science Readiness in Afterschool Learning Environments Initiative to forge and broaden STEM pathways for young people in Newark and communities like Newark across metropolitan America, where engaged, hands-on STEM instruction is not consistently available for young people due to a lack of resources in public schools—clearly one of the greatest challenges facing science in urban environments today.

Through the combination of Rutgers-Newark’s targeted funding mechanisms, we have invested in 40 collaborative projects in the sciences since 2014. Two that provide insight into the expansiveness of collaborations being supported are described below.

**The Newark Environmental Sustainability Institute (NESI)**

Located at the Newark Bay, Newark is the largest city in the most densely populated state in the nation with one of the longest legacies of human intervention in North America. As such, Newark is challenged not only by pollution, engineering intervention, and infrastructure, but also by increased risks associated with flooding, sea level rise, and saltwater intrusion into groundwater. In addition, Newark still suffers from historic events that left one-third of its population in poverty, the children in under-resourced public schools, and a legacy of industrial toxins and Superfund sites. The Newark Environmental Sustainability Institute serves as the convener of expertise, research, and educational intervention essential to making the greater Newark region more sustainable. Its mission is to advance urban sustainability in the greater Newark region, through research, education and community outreach using an interdisciplinary approach that incorporates social, political and natural sciences, together with the reporting capabilities of documentary media. Founded in 2015 as a unique collaboration between the departments of Biological Sciences, Earth and Environmental Sciences, Anthropology, and Arts, Culture and Media, NESI’s core team vision is to pursue a multi-dimensional, interdisciplinary approach to urban environmental sustainability, which currently does not exist in the region. This team includes:

- Karina Schäfer, Project PI, Associate Professor Ecosystem Ecologist, Biological Sciences
- Lee Slater, Henry Rutgers Professor, Earth & Environmental Sciences
- Timothy Raphael, Associate Professor, Arts, Culture & Media, Director, Center for Migration and the Global City
- Genese Sodikoff, Associate Professor, Sociology and Anthropology
- Deborah Greenwood, Ph.D., Institute Director

This team organizes NESI’s efforts to (1) conduct research to address important questions in urban environmental sustainability in an interdisciplinary research and action framework utilizing existing faculty expertise and accomplishments, (2) establish programs that provide instruction to undergraduate and graduate students, by creating an undergraduate major in urban environmental sustainability and an applied master’s degree program (an internship program will integrate community-based research opportunities and practical work experience), and (3) build university/community coalitions and collaboration in the development of research and curricula, and the exchange of information in order to identify and address sustainability issues of primary importance within the communities. In addition to developing a new undergraduate major that is now making its way through the Rutgers approval process, NESI presents a seminar series, which this year included the School of Criminal Justice’s Ron Clarke, one of the world’s leading
experts on crimes against wildlife, and offered a regional sustainability workshop titled, Building Partnerships: Education & Community as a Path to Urban Sustainability, which connected university and community around initiatives such as building institutes, integration of education and research, and developing effective community partnerships in sustainability.

**The Meadowlands Environmental Research Institute (MERI)**
In spring 2017, Rutgers-Newark and the New Jersey Sports and Exposition Authority (NJSEA) formally announced the merger of the Authority’s Meadowlands Environmental Research Institute into the university’s Department of Earth & Environmental Sciences. The move enhances and expands critical scientific research in the Hackensack Meadowlands Estuary that leads to a broad array of environmental improvements. Rutgers-Newark and MERI actually have a long and fruitful history: the Institute began as part of Rutgers-Newark in 1999 and became the scientific and research arm of the Meadowlands agency in 2004. MERI and RU-N scientists have already worked together over the past 13 years on wetlands studies based in and around the Hackensack River within the District, making the merger even more practical.

MERI’s mission is to generate the knowledge and predictive understanding necessary to sustain and conserve the Hackensack Meadowlands Estuary—a critically important wetland for the region, the nation, and the world—and through scientific endeavor foster the next generation of earth and environmental scientists. Its objectives are to:

- Train environmental scientists by addressing the environmental problems of the Hackensack Estuary
- Apply and develop new technologies to address the legacy of environmental problems in the Meadowlands
- Promote regional gathering and sharing of planning and environmental information

MERI’s research has helped to considerably improve the air, water and sediment quality in and around the Hackensack River and its marshes. This work has played a key role in the revitalization of the Meadowlands’ unique urban ecosystem and wetlands, leading to the return of birds, fish and other species of wildlife that now call the area home. Current MERI research includes studies measuring the amount of gasses emitted and taken in by wetlands, mapping and monitoring marsh vegetation, and measuring and assessing marsh sediment quality. A joint wetlands study between MERI and the NJSEA’s Natural Resources Department is examining the biodiversity and pollutant levels in macroinvertebrates and the sediments in which they live. The study will produce new knowledge about the ecological health of the Hackensack River system, its surrounding marshlands and the associated food web. MERI resources include a cutting-edge research laboratory with more than a dozen precision instruments that identify, measure, and analyze organic and non-organic compounds using ion chromatography and mass spectrometry.

In addition to performing field research, MERI provides important resources through its award-winning Geographic Information Systems group (GIS). The GIS group produces hi-tech, digital maps of all properties in Meadowlands District municipalities that are available online as well as aerial and topographical images that enhance on-the-ground scientific research. It also provides a water level alert system and flood prediction maps to first responders and the public.
The MERI Library collection includes more than 12,000 hard copy and digitalized books, engineering reports, research studies, photographs, maps, newspaper clippings and other current and historical documents related to the Meadowlands region.

The Institute also maintains a weather station in DeKorte Park, the home of the NJSEA. The station is included in the NJ Weather & Climate Network, which is managed by Rutgers University.
4. Telling Our Story

Rutgers University – Newark’s strategies to tell its story more effectively are grounded in embracing our identity as an urban, public research university that:

- takes its anchor institution role very seriously;
- enrolls an extraordinarily diverse student body with no majority group, that includes high proportions of first-generation college-going students and first generation Americans;
- is committed to being recognized not just for having diversity—as, for example, with our federal recognition as a Hispanic Serving Institution—but “doing” diversity through numerous structures, programs, and projects aimed at leveraging our diversity to improve our scholarship and education;
- actively recruits more than half of its undergraduate students through pathways from two-year institutions;
- approaches academic and physical infrastructure plans with an aim to extend flexibility to its high proportion of students who work full or part time in addition to attending school full time;
- prioritizes investment of resources to support cross-disciplinary, high-impact scholarship by its faculty, staff, and students, especially as they engage partners locally on projects that resonate globally; and
- has established a track record of graduating students of exceptional ability who routinely outperform expectations.

Collectively, these characteristics make Rutgers-Newark’s story something of a counter-narrative to the prevailing image of what a university is in America. At the same time—indeed, because of that—we understand Rutgers-Newark to be positioned to model what it means for American universities to innovate in the 21st century while realizing the promise of the increasingly diverse generations that rise and will continue to rise before us for the foreseeable future, as so compelling illustrated by Brookings Institution demographer Bill Frey.3

Measures of our success in telling our story in these terms to strategically important constituencies—such as prospective students and families, the media, funding organizations, peer institutions, and government agencies—can be found in a number of indicators that our story resonates with our many constituencies, including the following:

- Enrollment of undergraduates is up 13% since 2013.
- Our Honors Living-Learning Community attracted more than 900 applications for 60 slots open to first-year students for 2017.
- We have received accolades from major national educational organizations such as the Education Trust, which has on more than one occasion in recent months lauded Rutgers-Newark in national reporting on best practices in closing the racial/ethnic graduation gap.
- Members of the Rutgers-Newark leadership team are frequently invited to present in national venues focused on innovation in higher education based on their work at RU-N.

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Among the many prominent organizations who have sought Chancellor Cantor as a speaker in the recent past, for example, are:

- The White House
- U.S. Department of Education
- Council of Europe
- Ford Foundation
- Mellon Foundation
- Cleveland Higher Education Compact

Rutgers-Newark also is meeting with unprecedented success in attracting partners to our work, including substantial engagements with the following:

- Office of the President of the United States of America, which selected Rutgers-Newark as a site for a policy speech on criminal justice reform by President Barack Obama in November 2015
- Ford Foundation, which is supporting the Newark City of Learning Collaborative
- Mellon Foundation, which is supporting the Clement A. Price Chair in Public History and Humanities
- Kresge Foundation, which is supporting the Newark City of Learning Collaborative
- Lumina Foundation, which has supported the Newark City of Learning Collaborative
- U.S. Department of Education, which has hosted Chancellor Cantor and other members of our leadership team in invited national higher education policy discussions and featured Rutgers-Newark as a model in its 2016 College Completion Toolkit
- National Endowment for the Humanities, which is supporting the Newest Americans and the Humanities Action Lab
- New York Academy of Sciences, which is partnering with us to increase diversity in STEM disciplines
- The American Assembly, which hosted a conference at Rutgers-Newark to announce its Action Agenda for Legacy City Preservation
- Prudential Foundation, which is partnering with us on numerous projects, including the Newark Hire-Buy-Live city-wide project and Express Newark
- Audible.com, which is sponsoring the Newark Venture Partners tech entrepreneurs incubator in the Rutgers Business School space at 1 Washington Place
- Bank of America, which is supporting Express Newark
- Panasonic, which is supporting Express Newark
- Helen Gurley Brown’s Pussycat Foundation, which is supporting the BOLD program
- Victoria Foundation, which is supporting numerous initiatives including the Newark City of Learning Collaborative
- Private donors who have provided $1 million of support each toward naming our Institute on Ethnicity, Culture and the Modern Experience for late Rutgers-Newark historian and co-founding director Clement A. Price, including Marc E. Berson, Raymond G. Chambers (both of whom are Rutgers-Newark alumni), Paul V. Profeta, and Chancellor Cantor and her husband Steven Brechin.

Recognition of Rutgers-Newark’s strengths and thought leadership as a higher education institution also has come from the media, including:
• A feature story in The Atlantic, titled “A University That Prioritizes the Students Who Are Often Ignored: with the national college-graduation rate for black students half that of whites, this school is changing the rules of the game—and beating the odds.” Based on reporting from its media partner The Hechinger Report, this story addressed Rutgers-Newark’s remarkable track record in graduating students at rates between 9% and 13% higher than predicted, given the students’ demographics.

• A feature story in The New York Times on the Rutgers-Newark Institute of Jazz Studies, the world’s most comprehensive jazz archive, and on the hiring of Executive Director Wayne Winborne, whose mission is to elevate the visibility of the institute while partnering with other arts anchors in Newark such as the New Jersey Performing Arts Center and jazz radio station WBGO to cultivate new generations to perform and sustain jazz as an art form.

• The Star-Ledger featured stories that underlined Rutgers-Newark’s investments in 15 Washington Street and Express Newark in the Hahne’s building as efforts to forge stronger two-way ties between the university and the community.

• Through investment in a partnership with academic media engine The Conversation, we have provided a platform for Rutgers-Newark scholars to engage audiences as public intellectuals, garnering more than 775,000 views of their insightful essays globally.

Likewise, our relations with the public sector locally, statewide, and nationally have been transformed under our strategic plan as we have reorganized our efforts to engage public officials—which had not been done comprehensively before at Rutgers-Newark—through our Office of External and Governmental Relations. This office, under the direction of Vice Chancellor Marcia Brown, includes the Office of University-Community Partnerships (OUCP), with the tandem functioning as counselor to and problem solver for the Chancellor and leadership team, building broad public understanding, visibility, and support for the university’s strategic priorities through institutional representation, advocacy, and strategic engagement with city, state and federal elected officials, government agencies, civic leaders, academic institutions and community-based organization representatives, as well as providing strategic support for the work of the overall executive team. This team has blazed a trail in public-sector engagement for Rutgers-Newark through the following means.

• Building support and deeper connections with key legislators through:
  o Legislative open houses
  o Strategically promoting legislative initiatives (e.g., a bill to make telemedicine more widely available in under-served communities, consonant with the work of a Rutgers-Newark multidisciplinary team, as described earlier)
  o Connecting federal relations offices and federal agencies to faculty research interests
  o Promoting and connecting faculty scholarship with state and federal agencies and policymakers (e.g., cultivating a relationship between the Rutgers-Newark African American Brain Health Initiative and the New Jersey Department of Health)

• Enabling and supporting the Rutgers University – Newark Advisory Board, created by statute, as key stakeholders and advocates

• Strengthening relationships with the City of Newark administration, including through:
• Weekly meetings with Mayor’s chief of staff
• Representing the Chancellor on key city initiatives (i.e. city-wide jobs initiative)
• Strengthening connections between the Newark City of Learning Collaborative pathways programs and the city administration
• Monitoring progress of, and advise, Safer Newark Council (described earlier) on strengthening relationships with the city administration and funders

• Support faculty and staff in their publicly engaged scholarship by helping to forge and strengthen relationships with community partners, including the following.
  • Newark Brain Health Ambassadors, Scholars and Pioneers Program (part of the African American Brain Health Initiative, described earlier)
  • Greater Newark Youth Violence Consortium (described earlier)
  • Rutgers Business School/New Jersey Small Business Development Center: Entrepreneur Empowerment Initiative
  • HEAL Collaborative (described earlier)
  • Latina/o Studies Working Group: Institutional Memory, Public Collaborations, and Cultural Theory (described earlier)
  • Telemedicine Delivery for Underserved Populations in Greater Newark (described earlier)
  • Newark LandCare - Greening Vacant Lots for a Safer, Healthier City (described earlier)
  • Abbott Leadership Initiative: Youth Media Symposium College Success Center

• Serve as convener of local public, private, and nonprofit entities to foster collaboration for the collective benefit of local neighborhoods
  • OUCP is the backbone organization supporting Community Conversations with key stakeholders invested in the West Ward of Newark, where the Newark Fairmount Promise Neighborhood (described in detail earlier) is located. These forums are designed to help stakeholders deliberate and collaborate in devising a cradle-to-career continuum of solutions to improve circumstances for children and families in the West Ward.

Transformation is now coming to the Office of Communications, which provides support for internal and external communications functions across the divisions of Rutgers-Newark. It began with efforts to align communications priorities with our strategic plan priorities, supporting:

• Our participation in national consortia of like-minded institutions such as the Anchor Institutions Task Force, a 600-member national group of higher education institutions and medical centers that embrace their role as anchor institutions in their communities
• Our participation in the Anchor Dashboard Learning Cohort, a national pilot project in which six urban research institutions are working under the guidance of the Democracy Collaborative with funding from the Annie E. Casey Foundation to identify metrics that could serve as indicators of the success of anchor institution engagement
• Communications regarding the ongoing implementation of our strategic plan, including formal strategic plan updates to the community, information fairs by the Chancellor’s Seed Grants, and the opening of Express Newark, and the creation of web-based resources for all of these
• Chancellor Cantor and the leadership team in their numerous opportunities to tell the story of Rutgers-Newark to audiences locally, nationally, and globally, whether in person or through publications, including more than a dozen chapters and journal articles published on our work in just the last three years (see bibliography in Appendix D).

Having activated network of communications professionals across Rutgers-Newark to increase sharing of stories internally and externally through print, web, and social media, and to attune our storytelling more closely to messages that support our institutional identity as articulated in the strategic plan, the Office of Communications is now focused on internal reorganization under the leadership of its new, but deeply and broadly experienced, director, Kimberlee Williams, who has been a communications leader in the Newark community for more than a decade.

Deep Dive: Alumni Engagement—Citizen Alum

Drawing inspiration from Rutgers-Newark’s identity as an anchor institution, we aim to foster innovation in our connections to and relationships with alumni by focusing on alumni as allies in both (1) revitalizing the public missions and responsibilities of universities and (2) preparing new generations of alumni who are engaged citizens. Reflecting a budding national movement along these lines, we are adopting the term “Citizen Alum” to describe our approach. Citizen Alum construes alumni, individually and collectively, as “doers” rather than exclusively as university donors: participants who contribute to their alma maters and the broader society in forms that include, but are not limited to, charitable contributions. This philosophy also provides a framework for developing a theory of change where alumni are included in the transitions and transformations taking place in higher education. In 2016, we hired a professional staff member to organize our thinking along these lines and orchestrate activities to advance our work to motivate alumni-centered service, programming, and research.

Our alumni are testimony to RU-N’s legacy and strength as a gateway to opportunity and excellence for our graduates, and we seek them as collaborators to further manifest RU-N’s long-standing identity as a university that is of Newark (not simply “in” Newark). Thus, we have committed to fashioning a participatory model of Citizen Alum, which reflects our ethos as an anchor institution serving the city and people of Newark. Beginning with a core team, we are welcoming and supporting alumni in activating their social networks, to participate as community champions in further bringing to life the spirit of citizenship felt among people in this city and this academic institution. Citizen Alum will become a cultural feature of the alumni experience at RU-N and—consistent with our overall approach to telling our story—it will uphold and embrace RU-N’s shared destiny with Newark.

In the coming months, this alumni engagement strategy will focus on the following elements:

• Expand how we show and tell our story to alumni locally and beyond (e.g., alumni stories, RU-N history and legacies)
• Engage our story and trajectory to inform how we prioritize, plan, and conduct alumni events (e.g., recurring signature events; alumni-engaged events)
• Create paths and road maps to enhance alumni participation in new chapters of our story (e.g., intergenerational connections and mentoring, as through our work with Braven, described earlier; Newark-based and other local publicly-engaged initiatives)
# Appendix A
## Chancellor's Seed Grants 2015

<table>
<thead>
<tr>
<th>Primary Investigator</th>
<th>Project Title</th>
<th>Amount Awarded</th>
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<tbody>
<tr>
<td>Bartowski</td>
<td>The Collaboratory at RU-N</td>
<td>$75,000</td>
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<td>Bell</td>
<td>Paul Robeson Galleries (PRG) -- Pop Up Exhibitions</td>
<td>$40,000</td>
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<td>Berryman</td>
<td>Abbott Leadership Institute Youth Media Symposium College Success Centers</td>
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<td>Boxer</td>
<td>The RU-N Center for Services and Research on Youth Violence and Juvenile Justice</td>
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<td>Cortes</td>
<td>Latina/o Studies Working Group: Institutional Memory, Public Collaborations, and Cultural Theory</td>
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<td>Friedman</td>
<td>Regulation of microRNAs by proNGF</td>
<td>$50,000</td>
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<tr>
<td>Gates</td>
<td>Integration of the Meadowlands Environmental Research Institute into Rutgers University - Newark</td>
<td>$125,000</td>
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<tr>
<td>Jordan</td>
<td>Center for Sustainable Chemical Approaches using Enzyme-assisted and Green Chemical Synthesis of High Value Molecules for Chemical Biology and Biochemistry</td>
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<tr>
<td>Komisaruk</td>
<td>Identification of Genital Sensory Neurotransmitters Toward Control of Genital Pain</td>
<td>$75,000</td>
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<tr>
<td>Phillips</td>
<td>RU-N MFA Program Artists Chapbooks/Broadside Collaboration with ACM/Nick Kline, Endless Editions, and Express Newark</td>
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<td>Piotrowiak</td>
<td>SURF - Newark Center for Multiscale Surface and Structure Characterization</td>
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<td>Rivera</td>
<td>The Etiological Role of Implicit Self-Stereotyping in Childhood Obesity</td>
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<td>Rodriguez</td>
<td>Imaging Regenerative Processes at Rutgers University - Newark</td>
<td>$75,000</td>
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<td>Rouff</td>
<td>Pharmaceutical Association with Wastewater Phosphates</td>
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<td>Satter</td>
<td>The Queer Newark Oral History Project</td>
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<td>Schafer</td>
<td>Institute of Urban Sustainability and Environment (iUSE) at Newark</td>
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<tr>
<td>Schock</td>
<td>International Institute for Peace</td>
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<tr>
<td>Shaw</td>
<td>Newark Brain Health Ambassadors, Scholars, and Pioneers Program</td>
<td>$49,482</td>
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<tr>
<td>Sidney</td>
<td>Launching Global Urban Studies Doctoral Program at RU-N</td>
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<tr>
<td>Tricomi</td>
<td>Investigating the neural mechanisms underlying Attention deficit/Hyperactivity Disorder (AD/HD)</td>
<td>$49,482</td>
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**School/College Total**: $1,513,964

## Rutgers Business School

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<th>Primary Investigator</th>
<th>Project Title</th>
<th>Amount Awarded</th>
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<tbody>
<tr>
<td>Abruzzo</td>
<td>Master's in Urban Arts &amp; Culture</td>
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<td>Atluri</td>
<td>A Programmatic Approach to Effective Cancer Treatment Discovery and Adverse Event Prevention Using Data Analytics</td>
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<tr>
<td>Hopper</td>
<td>New Jersey Small Business Development Center Entrepreneur Empowerment Initiative</td>
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<tr>
<td>Lin</td>
<td>Large-Scale Data Analytics for Cardiovascular Diseases</td>
<td>$70,000</td>
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## Appendix A
### Chancellor's Seed Grants 2015

<table>
<thead>
<tr>
<th>Primary Investigator</th>
<th>Project Title</th>
<th>Amount Awarded</th>
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<tr>
<td>Melamed</td>
<td>Telemedicine Delivery for Underserved Populations in Greater Newark</td>
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<td>Richardson</td>
<td>Newark Media and Arts Hub Entrepreneurs Training</td>
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<tr>
<td>Vaidya</td>
<td>Addressing the Cardiovascular Disease Challenge: Building Personalized Network-Oriented Models for Understanding and Predicting Cardiovascular Diseases</td>
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<td>Xiong</td>
<td>Dynamic Urban Transportation Supply-Demand Pattern Analysis with Location-Based Social Network Data</td>
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<td>Zhao</td>
<td>Supply Chain Analytics Laboratory</td>
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<td><strong>School/College Total</strong></td>
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### School of Criminal Justice

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<th>Primary Investigator</th>
<th>Project Title</th>
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<tr>
<td>Christian</td>
<td>Re-Visioning Reentry: Developing a Campaign for Strengths-Based Reintegration of Formerly Incarcerated Individuals in Newark</td>
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<td>Griffiths</td>
<td>Launching a Criminal Justice and Community Building (CJCB) Program</td>
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<td>Hohl</td>
<td>Newark LandCare - Greening Vacant Lots for a Safer, Healthier City</td>
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<td>Leipold</td>
<td>Social Justice Learning Community</td>
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<tr>
<td>Maruna</td>
<td>Crossing Borders in Master's Degree Education in Criminal Justice</td>
<td>$75,000</td>
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<tr>
<td>Renigfo</td>
<td>Common Ground: Strengthening Rutgers' response to new challenges in Law, Health, and Dev't</td>
<td>$100,000</td>
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<td>Sullivan</td>
<td>Proposal for a Seed Grant to Plan a Cross-School Minor in Social Justice</td>
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### School of Public Affairs & Administration

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<td>Holzer</td>
<td>Proposal to Establish a Center for Evidence-Based Economic Development</td>
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<td>Zhang</td>
<td>Rutgers Institute on Anti-Corruption Studies (RIACS) Project</td>
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### Rutgers Law School, Newark

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<td>Boddie</td>
<td>Building a Model for Controlled, Inter-district Choice to Promote Racial and Class Integration in Essex County Public Schools</td>
<td>$49,392</td>
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<td>Eakeley</td>
<td>Entrepreneurship Clinic Proposal</td>
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<tr>
<td>Friedman</td>
<td>Newark Educational Access and Advocacy Project</td>
<td>$75,000</td>
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<tr>
<td>Gupta</td>
<td>Immigrant Legal Services &amp; Policy Project</td>
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<td>Kim</td>
<td>Institute for Gender and Sexuality Law and Policy (IGSLP)</td>
<td>$100,000</td>
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<td>Rothman</td>
<td>To Expand the Rutgers Law Associates Fellowship Program</td>
<td>$100,000</td>
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<td>Trout</td>
<td>Proposal for Project on Trauma, Schools and Poverty</td>
<td>$50,000</td>
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<td>Valverde</td>
<td>Rutgers - H.E.A.L Interprofessional Center for Children and Families (Health, Education, Advocacy, and Law)</td>
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<td><strong>School/College Total</strong></td>
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## Appendix A
### Chancellor's Seed Grants 2015

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<th>Primary Investigator</th>
<th>Project Title</th>
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<tr>
<td>Anglin, Cornwall Center</td>
<td>The Rutgers Newark Research Commercialization and Enterprise Incubation Initiative (RCEII)</td>
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<td>Morisseau, Office of Financial Aid</td>
<td>Blumenthal Hall Access and Success Services &quot;Student Loan Awareness Simplified&quot;</td>
<td>$50,000</td>
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<tr>
<td>Walton, Office of Student Life</td>
<td>Rutgers University-Newark International Leadership Exchange</td>
<td>$50,000</td>
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<td>Cuervo, Dana Library</td>
<td>Newark Citizen Historian Initiative</td>
<td>$12,000</td>
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<td><strong>Other Units Total</strong></td>
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<td><strong>GRAND TOTAL</strong></td>
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## Appendix A
### Chancellor's Seed Grants 2016

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<tr>
<td>Austin/Keene</td>
<td>Lives in Translation</td>
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<td>Barr</td>
<td>Rutgers Newark Institute for the Study of Worker Cooperatives</td>
<td>$25,000</td>
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<td>Benson</td>
<td>Community Writing Center: Building the Community One Word at a Time</td>
<td>$35,000</td>
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<td>Berryman</td>
<td>Extending Our Reach: Parents, At-Risk Youth and College Success</td>
<td>$60,000</td>
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<tr>
<td>Bonawitz</td>
<td>A Data Science Approach to Investigating Cognitive and Affective Basis of Learning through Constructing in the Newark Community</td>
<td>$75,000</td>
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<tr>
<td>Bonder</td>
<td>Rutgers Newark Initiative for Professional Development in STEM</td>
<td>$80,000</td>
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<tr>
<td>Gluck</td>
<td>Trauma and Resiliency in Newark's Victims of Violence</td>
<td>$75,000</td>
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<tr>
<td>Hanson</td>
<td>The Creation of the Rutgers Cognitive Science Center (RCSC)</td>
<td>$50,000</td>
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<td>Hinton</td>
<td>Rethinking Prevention: Diagnosis, Mediation, Intervention</td>
<td>$80,000</td>
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<td>Hohl</td>
<td>Youth Driven Neighborhood Revitalization</td>
<td>$75,000</td>
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<td>Jackle/Pietrangelo</td>
<td>Leveraging PolyRU-N: A New Polymer and Nanomaterials Initiative</td>
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<td>Jordan</td>
<td>Multidisciplinary Center for Sustainable Synthesis</td>
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<tr>
<td>Josephson</td>
<td>Community Organizing and Democratic Change</td>
<td>$25,000</td>
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<tr>
<td>Kustka</td>
<td>MENISCUS: Molecular Environmental &amp; Imaging Sciences for Underrepresented Groups</td>
<td>$70,000</td>
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<tr>
<td>Lew</td>
<td>Building Research and Internship Opportunities in Africa for Graduate Students in the Social Sciences</td>
<td>$20,000</td>
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<tr>
<td>Polack</td>
<td>Development and Maintenance of a Functional Neuronal Connectivity in the Cerebral Cortex</td>
<td>$80,000</td>
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<td>Rizzo</td>
<td>Launching a Public Humanities Master's Track in American Studies: Interdisciplinary Public Scholarship and Community Collaboration</td>
<td>$60,000</td>
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<tr>
<td>Rodriguez</td>
<td>Initiative in Minority and Graduate Education (IMAGE) Program</td>
<td>$50,000</td>
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<td>Rosario</td>
<td>Breaking Boundaries: Building Better Teachers</td>
<td>$50,000</td>
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<tr>
<td>Slater</td>
<td>Urban Environmental Sustainability Major Emphasizing Place-Based Learning via Community Engagement</td>
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<td>Williams</td>
<td>The North: Civil Rights and Beyond in Urban America</td>
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<tr>
<td>Winborne</td>
<td>A United States - Africa Partnership for Democratic Internationalism</td>
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<tr>
<td><strong>School/College Total</strong></td>
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### Rutgers Business School

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<th>Primary Investigator</th>
<th>Project Name</th>
<th>Amount Awarded</th>
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<tbody>
<tr>
<td>Hopper</td>
<td>&quot;Stepping Up to Business Success&quot;</td>
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<td>Lyons</td>
<td>RU-Newark Green Zone 2020 EmCARS Initiative</td>
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<tr>
<td>Qi</td>
<td>Rutgers Supply Chain Budding-Knowledge Program</td>
<td>$50,000</td>
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<tr>
<td><strong>School/College Total</strong></td>
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## Appendix A
### Chancellor's Seed Grants 2016

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<th>Primary Investigator</th>
<th>Project Name</th>
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<td></td>
<td><strong>School of Criminal Justice</strong></td>
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<tr>
<td>Bacak</td>
<td>The Weight of Public Service: Occupational Health among Public Defenders</td>
<td>$70,000</td>
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<td>Rengifo</td>
<td>Community Court Mental Health Initiative (CCMHI)</td>
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<td><strong>School/College Total</strong></td>
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<td><strong>School of Public Affairs &amp; Administration</strong></td>
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<tr>
<td>McDougle</td>
<td>The University Classroom as a Philanthropic Learning Laboratory</td>
<td>$50,000</td>
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<tr>
<td>Van Ryzin</td>
<td>Center for Experimental and Behavioral Public Administration</td>
<td>$50,000</td>
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<td><strong>School/College Total</strong></td>
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<td><strong>$100,000</strong></td>
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<td><strong>2016 LAW</strong></td>
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<td>Contesse</td>
<td>Transnational Legal Initiative (TLI) on LGBTI rights - Scholarship and Advocacy</td>
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<td>Feathers</td>
<td>LGBTQ Legal Education and Outreach Project &quot;LEOP&quot;</td>
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<td>Mandelbaum</td>
<td>Youth Advocate</td>
<td>$50,000</td>
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<td><strong>School/College Total</strong></td>
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<td><strong>Other Units</strong></td>
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<tr>
<td>Fong, Dana Library</td>
<td>Boot Camps for Graduate Student Success</td>
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## Appendix B
### Initiative for Multidisciplinary Research Teams (IMRT) Awards

<table>
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<th>Project Title</th>
<th>Investigators</th>
<th>School/College, Institution</th>
<th>Amount Awarded</th>
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<tbody>
<tr>
<td><strong>2015</strong></td>
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<tr>
<td>Synergistic Exploration of Paneth Cell Plasticity in Epithelial Pathogenesis</td>
<td>Nan Gao, Primary Investigator</td>
<td>FASN, RU-N</td>
<td>$160,000</td>
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<td></td>
<td>Patricia A. Fitzgerald-Bocarsly</td>
<td>NJMS and GSBS, RBHS</td>
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<td></td>
<td>George Yap</td>
<td>NJMS and GSBS, RBHS</td>
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<td>Michael P. Verzi</td>
<td>SAS, RU-NB; Cancer Institute of New Jersey, RBHS</td>
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<td>Edward M. Bonder</td>
<td>FASN, RU-N</td>
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<td></td>
<td>Lanjing Zhang</td>
<td>University Medical Center of Princeton</td>
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<tr>
<td>Forecasting Crime Emergence and Persistence Participatory Research on African-American Brain Health</td>
<td>Joel Caplan, Primary Investigator</td>
<td>SCJ, RU-N</td>
<td>$148,500</td>
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<td>Les Kennedy</td>
<td>SCJ, RU-N</td>
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<td></td>
<td>Simon Garnier</td>
<td>New Jersey Institute of Technology</td>
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<tr>
<td>The Rutgers University - Newark Center of Excellence in Community-Based Participatory Research on African-American Brain Health</td>
<td>Mark Gluck, Primary Investigator</td>
<td>FASN, RU-N</td>
<td>$160,000</td>
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<tr>
<td></td>
<td>Diane Hill</td>
<td>Assistant Chancellor</td>
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<td></td>
<td>Michael Cole</td>
<td>FASN, RU-N</td>
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<td></td>
<td>Mauricio Delgado</td>
<td>FASN, RU-N</td>
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<td></td>
<td>Vanessa LoBue</td>
<td>FASN, RU-N</td>
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<td></td>
<td>Luis Rivera</td>
<td>FASN, RU-N</td>
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<td></td>
<td>Bonita Veysey</td>
<td>SCJ, RU-N</td>
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<td>Steve Silverstein</td>
<td>UBHC, RBHS</td>
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<td>Anays Sotolongo</td>
<td>RWJMS, RBHS</td>
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<tr>
<td>A Novel Model for Autism Spectrum Disorders: Semaphorin Signaling Regulates Neuronal Morphology Leading to Altered Brain Circuitry and Behavioral Output</td>
<td>Tracy S. Tran, Primary Investigator</td>
<td>FASN, RU-N</td>
<td>$160,000</td>
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<td></td>
<td>Michael W. Shiflett</td>
<td>FASN, RU-N</td>
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<td></td>
<td>James M. Tepper</td>
<td>FASN, RU-N</td>
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</table>
## Appendix B
### Initiative for Multidisciplinary Research Teams (IMRT) Awards

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Investigators</th>
<th>School/College, Institution</th>
<th>Amount Awarded</th>
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<tbody>
<tr>
<td>Brain Injury Induced Alzheimer’s-Like Disease</td>
<td>Radek Dobrowolski, Primary Investigator</td>
<td>FASN, RU-N</td>
<td>$160,000</td>
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<tr>
<td></td>
<td>Kevin Pang</td>
<td>Veterans Affairs Medical Center, RBHS</td>
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<td></td>
<td>Thomas Biederer</td>
<td>Tufts University</td>
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<tr>
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<tr>
<td>Tailoring the Properties of Organic Semiconductors by Chemical Surface Modification</td>
<td>Elena Galoppini, Primary Investigator</td>
<td>FASN, RU-N</td>
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<tr>
<td></td>
<td>Robert A. Bartynski</td>
<td>SAS, RU-NB</td>
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<tr>
<td></td>
<td>Vitaly Podzorov</td>
<td>SAS, RU-NB</td>
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<tr>
<td>Myelin Dysfunction after Concussive Brain Injury</td>
<td>Haesun Kim, Primary Investigator</td>
<td>FASN, RU-N</td>
<td>$160,000</td>
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<tr>
<td></td>
<td>Bryan Pfister</td>
<td>New Jersey Institute of Technology</td>
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<tr>
<td>The Center for Conservation Criminology and Ecology: Reducing Wildlife Crime using Situational Conflict Prevention</td>
<td>Ronald V. Clarke, Primary Investigator</td>
<td>SCJ, RU-N</td>
<td>$160,000</td>
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<td></td>
<td>Gareth J. Russell</td>
<td>New Jersey Institute of Technology</td>
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<td></td>
<td>Judith Weis</td>
<td>FASN, RU-N</td>
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<td></td>
<td>Simon J. Garnier</td>
<td>New Jersey Institute of Technology</td>
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<td></td>
<td>Justin Kurland</td>
<td>SCJ, RU-N</td>
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# Appendix C
## Neurosciences Pilot Program Grants

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<tbody>
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<td><strong>Neurodevelopment</strong></td>
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<tr>
<td>Neurodevelopment</td>
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<tr>
<td>mTOR Signaling and Homocysteine in the Brain</td>
<td>Radek Dobrowolski, Primary Investigator</td>
<td>FASN, RU-N</td>
<td>$40,000</td>
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<tr>
<td></td>
<td>Hieronim Jakubowski</td>
<td>NJMS, RBHS</td>
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<tr>
<td><strong>Neurodegeneration</strong></td>
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<tr>
<td>Neurodegeneration</td>
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<tr>
<td>Role of Semaphorin-Neuropilin Signaling in Hippocampal Interneurons and Epilepsy</td>
<td>Vijji Santhakumar, Primary Investigator</td>
<td>NJMS, RBHS</td>
<td>$40,000</td>
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<tr>
<td></td>
<td>Tracy Tran</td>
<td>FASN, RU-N</td>
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<tr>
<td><strong>Cognitive &amp; Sensory</strong></td>
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<tr>
<td>Role of Sensory Cortex in Behavioral Response Inhibition</td>
<td>David J. Margolis, Primary Investigator</td>
<td>SAS, RU-N</td>
<td>$40,000</td>
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<td></td>
<td>James M. Tepper</td>
<td>FASN, RU-N</td>
<td></td>
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<td>Therapeutic effects of transcranial alternating current stimulation in schizophrenia</td>
<td>Bart Krekelberg, Primary Investigator</td>
<td>FASN, RU-N</td>
<td>$40,000</td>
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<tr>
<td></td>
<td>Brian Keane</td>
<td>UBHC, RBHS</td>
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<tr>
<td><strong>Year Total</strong></td>
<td></td>
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<td>$160,000</td>
</tr>
<tr>
<td><strong>2016</strong></td>
<td></td>
<td></td>
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<tr>
<td>Neurocognitive and Brain imaging Biomarkers that Track the Progression of Striatal Neurodegeneration in Early Prodromal Huntington’s Disease</td>
<td>Mark Gluck, Primary Investigator</td>
<td>FASN, RU-N</td>
<td>$40,000</td>
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<td></td>
<td>Daniel Schneider</td>
<td>RWJMS, RBHS</td>
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<tr>
<td>Novel Model Targeting Semaphorin-Neuropilin Signaling in Inhibitory Circuit Development to Examine Mechanisms of Pediatric Epilepsy–Autism Comorbidity</td>
<td>Tracy Tran, Primary Investigator</td>
<td>FASN, RU-N</td>
<td>$40,000</td>
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<td></td>
<td>Vijayalakshmi Santhakumar</td>
<td>NJMS, RBHS</td>
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<tr>
<td><strong>Year Total</strong></td>
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<td><strong>GRAND TOTAL</strong></td>
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<td>$240,000</td>
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</tbody>
</table>
Appendix D
Selected Bibliography Highlighting Rutgers-Newark and/or Its Anchor Institution Approach

Chapters


Op-Eds and Articles


Appendix D
Selected Bibliography Highlighting Rutgers-Newark and/or Its Anchor Institution Approach


Rutgers University - Newark
Honors Living-Learning Community
Demographics

**Enrollment 2015-2019 (326 Scholars)**

<table>
<thead>
<tr>
<th>School of Enrollment</th>
<th>Residency:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newark College of Arts and Sciences: 203 (62%)</td>
<td>City of Newark: 159 (49%)</td>
</tr>
<tr>
<td>Rutgers Business School – Newark: 64 (20%)</td>
<td>Greater Newark ( Irvington, Orange, East Orange): 19 (6%)</td>
</tr>
<tr>
<td>School of Criminal Justice: 38 (12%)</td>
<td>Other NJ: 96 (29%)</td>
</tr>
<tr>
<td>School of Public Affairs and Administration: 21 (6%)</td>
<td>Out of State/Other*: 52 (16%)</td>
</tr>
</tbody>
</table>

*Other includes Non-NJ Residency as result of Immigration Status

**Gender:**
- Male: 130 (40%)
- Female: 196 (60%)

**Admit Type**
- First-Year: 219 (67%)
- Transfer: 107 (33%)

**Pell Recipients:** 218 (67%)

**Race/Ethnicity:**
- Black: 134 (41%)
- Latino: 101 (31%)
- White: 23 (7%)
- Asian: 18 (6%)
- Two or More: 11 (3%)
- Other: 30 (9%)
- Not Reported: 9 (3%)

---

**Retention Rate**

**Enrolled from High School:**
- First Year – Second Year: 96%
- Second Year – Third Year: 91%
- Third Year – Fourth Year: 85%

**Enrolled from Community College:**
- First Year – Second Year: 94%
- Second Year – Third Year: N/A
First Year Retention - 2nd Year Enrollment (2015-2018)

Transfer Retention - 2nd Year Enrollment (2016-2018)

Sources: RU-N Institutional Data, National Center for Education Statistics (NCES)

FY Graduation Rate 4 Years (2015)

Transfer Graduation Rates (2016-2017)

Sources: RU-N Institutional Data, National Center for Education Statistics (NCES)
## Graduation Retention Rates

<table>
<thead>
<tr>
<th>Enrolled from High School:</th>
<th>Enrolled from Community College:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cohort 15 – Pilot Only</strong></td>
<td><strong>Cohort 16 &amp; 17</strong></td>
</tr>
<tr>
<td>Four Years: 57%</td>
<td>Two Years: 55%</td>
</tr>
<tr>
<td>Five Years: 63%</td>
<td>Two and Half Years: 64%</td>
</tr>
<tr>
<td>Six Years: Not Available</td>
<td>Three Years: 100%</td>
</tr>
</tbody>
</table>

## Graduation Profile (2015-2020)

- **Graduates: 100 Scholars**
  - Graduated with Honors: 53%
    - Summa Cum Laude: 38%
    - Magna Cum Laude: 30%
    - Cum Laude: 32%
  - Graduate Average GPA 3.5

- **Graduates by Entry Type**
  - Enrolled from High School: 42
  - Enrolled from Community College: 58

- **Graduates by RU-N School**
  - Newark College of Arts and Sciences: 52
  - Rutgers Business School – Newark: 18
  - School of Criminal Justice: 18
  - School of Public Affairs and Administration: 12