

**SERIES:** Caucus: New Jersey with Steve Adubato  
**TITLE:** Up-Close with Dr. Steve Diner  
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STEVE ADUBATO, host:

For eight consecutive years, US News & World Report has named Rutgers Newark the most ethnically diverse national university in the country. I'm Steve Adubato. Joining us today to discuss this and other important issues in the world of higher education is Dr. Steven Diner, provost of the Rutgers Newark campus.

Good to see you, Steve.

Dr. STEVEN J. DINER (PhD, Provost, Rutgers Newark): Good to be here.

ADUBATO: Now we've been together several times. We've talked about the development of the campus.

Dr. DINER: We have.

ADUBATO: Right now, Rutgers Newark is part of a larger Rutgers world. Describe that world and the Rutgers Newark piece of it.

Dr. DINER: Well, Rutgers University has something over 50,000 students, 35,000 of them in New Brunswick, 10,000 in Newark and 5,000 in Camden. The Newark campus is a PhD-granting campus. We award about 60 PhDs a year. We have Rutgers Law School, Rutgers Business School, School of Criminal Justice and nursing, as well as the whole range of arts and science programs. And we think of ourselves as the most urban of the campuses; although in fact, all three are located in cities. But we take the urban mission very seriously.

ADUBATO: Now I introduced you as the provost. A fair number of people watching us in the Tri-State area are saying, 'And so what does that mean?' What does it mean?

Dr. DINER: Well, it derives from the medieval church, but we won't go there.

ADUBATO: No, no, no, no. I'm curious. It derives from the--or is that too long a conversation?

Dr. DINER: Well, it was a position in medieval church, but...

ADUBATO: So an important position?

Dr. DINER: An important position. Yes. The provost of the Newark campus or the Camden campus is essentially the CEO of the campus. And

I report to Dick McCormick, who is the president of Rutgers. So I'm the head of the campus.

ADUBATO: They should just say...

Dr. DINER: The head of the campus.

ADUBATO: ...Steve Diner, The Head of the Campus.

Dr. DINER: That would be a lot simpler. Right.

ADUBATO: That would be. Let's talk about--a little bit about the campus. And, again, we said in the introduction that we wanted to talk about some larger issues in higher education. This diversity issue. There's a lot of rhetoric around it. People like to use the word diversity.

Dr. DINER: Right.

ADUBATO: But the Rutgers Newark campus is really diverse. Number one, how diverse? Number two, how did they get that way? And number three, what are the benefits? Go ahead.

Dr. DINER: It's enormously diverse, and in ways that US News & World Report don't even understand. US News & World Report does an algorithm based on the percentage of students in the five large groupings, you know, white, Asian, African-American...

ADUBATO: What's this algorithm by the way? You got me thinking about it. A formula.

Dr. DINER: Oh, it's a formula. A formula.

ADUBATO: Right. It's how they come up with this ranking.

Dr. DINER: You know, Hispanic and so on.

ADUBATO: OK.

Dr. DINER: So they do, you know, try to see the proportions of those students. And on that formula, we come out number one in the country in PhD-granting universities.

ADUBATO: Of ethnically diverse campuses?

Dr. DINER: Yes. But those categories conceal more than they reveal. Africa-American--does that mean born in the United States of multiple generations here, which is the significant portion of our student body, or immigrants from Africa or the Caribbean or other parts of the world?

ADUBATO: Right.

Dr. DINER: Asian. Do we mean South Asian? Do we mean Hindu? Do we mean Pakistani? Do we mean East Asia? Chinese? Vietnamese? Japanese? And the answer, by the way, is all of those.

ADUBATO: And you have all of those students from those countries--countries from all those places, on the Rutgers Newark campus?

Dr. DINER: All over the world. All over the world.

ADUBATO: How do are they getting to Rutgers Newark with all the options they have in the United States?

Dr. DINER: Well, there are many different things. We do not have a huge out-of-state enrollment. It's growing. But we're mostly an in-state enrollment. And we are mostly a commuter school, although that's changing. We'll talk about that.

ADUBATO: That's changing, too, with the dormitories and the housing.

Dr. DINER: And hopefully we'll talk about that later in the show.

ADUBATO: We will. Absolutely.

Dr. DINER: But the students who come to our campus are heavily immigrants from different parts of the world. A survey done last fall--self-reported--of our freshman class, found 40 percent of our first-year students said that they themselves are immigrants. That means they came to this country when they were two, or 12 or 16 or whatever. And another 40 percent said that their parents were immigrants to the United States.

ADUBATO: What does that really mean? Just break it down.

Dr. DINER: We also--but let me give you...

ADUBATO: Sure.

Dr. DINER: Let me just give you a couple of other statistics. Fifteen percent of those students said that their religion was Hindu.

ADUBATO: Fifteen percent.

Dr. DINER: Fifteen. Seven and a half percent said their religion was Muslim. So--and US News doesn't even look at those. It doesn't look at religion.

ADUBATO: So you're even more diverse...

Dr. DINER: So we're even more diverse.

ADUBATO: ...than what US News & World Report said.

Dr. DINER: Exactly.

ADUBATO: Now let's go to this. Devil's advocate question. I mean, I should disclose I've been a faculty member and part of the university and the campus for almost 20 years now.

Dr. DINER: Truth in advertising.

ADUBATO: Yes. I started when I was 14. But...

Dr. DINER: Yeah.

ADUBATO: That's untrue. Why is it so important that the campus, that the student body be so ethnically diverse? What does that add to the campus?

Dr. DINER: Students learn as much from each other as they learn from the faculty. We faculty don't always like to admit that, but much of the education experience, much of the college experience is, first of all, the interaction among students. And students who have been in our campus talk about how much they learn from each other, also how comfortable they are no matter what their background because there are no majorities on campus.

ADUBATO: There are no majorities on the campus?

Dr. DINER: There are no majorities on the campus.

ADUBATO: So at another campus, I don't know, 15, 10, 20 miles away, 65 percent of the students are white.

Dr. DINER: Yeah.

ADUBATO: Kids born in this country who happen to be white. Does that make a difference because they're the "majority"?

Dr. DINER: It does. It does. And students, others--many of those campuses deal with it very successfully.

ADUBATO: Sure.

Dr. DINER: But students who are not in the majority have a recognition of the fact that they're not in the majority and, you know, feel some kind of degree of marginality.

ADUBATO: But doesn't it make it more comp...

Dr. DINER: At our campus, no one's marginal.

ADUBATO: I understand what you're saying, Steve. But, again, devil's advocate. Doesn't it make it more complicated when you don't have--not that you don't have a majority, but you have so many different students--and I'm not going to say kids because these students are older, younger, whatever.

Dr. DINER: Yeah. Yeah.

ADUBATO: Doesn't it make it more complicated and difficult to manage that situation? And isn't conflict or the potential of conflict that much greater?

Dr. DINER: No. It's much less. It's much less. We have Jewish students and Muslim students in dialogue, monthly dialogues...

ADUBATO: Formally?

Dr. DINER: ...formal monthly dialogues on our campus. We have not had--now it could change.

ADUBATO: Sure.

Dr. DINER: But we have not had any of the, you know, highly publicized conflicts over divisive issues, Israel-Arab conflicts or other issues of that sort on our campus. I'm not saying it couldn't happen.

ADUBATO: Right.

Dr. DINER: But we have an ease of interaction. And the ease of interaction is greatest among resident students because they're not only going to class together, they're living together. And we see that when we go into the residence halls, the way in which students interact with each other. But there's an educational side to it, as well. In the classroom--now it probably doesn't matter when you're teaching chemistry or math. But in the subjects I teach--and I taught a course this semester.

ADUBATO: Tell folks your background.

Dr. DINER: I'm a historian. American-urban history, immigration and ethnicity, those are my fields.

ADUBATO: This is your thing.

Dr. DINER: That's my thing.

ADUBATO: So you're teaching your class this semester in?

Dr. DINER: I'm teaching a one-credit honors college seminar on public policy issues in America that grow out of racial, ethnic and religious diversity.

ADUBATO: You designed the course?

Dr. DINER: I designed the course. It's a course I taught in another institution before I came here...

ADUBATO: Right.

Dr. DINER: ...but I streamlined it for one credit so that I could fit it into my schedule. And it gives me an opportunity to interact with students. So one week, we were talking about affirmative action. And one week, we were talking about racial classification. You should have heard the conversation around racial classification.

ADUBATO: Describe it.

Dr. DINER: These students exploded these categories. They said, 'African-American, what does that mean?' You know, one woman said--and her skin is very black--and said, 'I grew up in Europe because my parents were in Europe, and so I consider my culture European. But people call me African-American.' Now what's more important, culture

or skin color?' You know, this was her take. And it wasn't ... (unintelligible).

ADUBATO: But the government put the box together. Here's the dilemma.

Dr. DINER: OK.

ADUBATO: And I know we're supposed to be talking about higher ed, and we are. But it just shows how in many ways, Rutgers Newark is dealing with the community service, or the public service part of our mission...

Dr. DINER: Well...

ADUBATO: ...is to really deal with real issues.

Dr. DINER: We like to say that we're the future of America.

ADUBATO: The campus?

Dr. DINER: You want to see what America is going to look like in 50 years, come to Rutgers Newark now.

ADUBATO: OK. But on that point, the government is saying...

Dr. DINER: Yeah. Yeah.

ADUBATO: And I don't want to make this a discussion of affirmative action, but the government says, 'Hey, pick a box.'

Dr. DINER: Right.

ADUBATO: 'African-American, Caucasian, Hispanic, whatever.' And you're saying that box may work for the purpose of...

Dr. DINER: That's right. And t--you know, five or six students in the seminar of 15 said, well, one anc--you know, one side of my family is Palestinian, one side of my family is Cuban. I don't know what box to check. I have one white parent.

ADUBATO: What'd you tell them?

Dr. DINER: I have one black parent. I have one Asian parent. I have one black parent.

ADUBATO: What do you tell them?

Dr. DINER: Well, I don't tell them. I'm the teacher. But in this course, the purpose is to get students to decide what they think is appropriate. There's no right or wrong answer. But we explore the issues of racial classification.

ADUBATO: Wow.

Dr. DINER: Or we talk about bilingual education, which is a hot issue. And two-thirds of the students in the class talked about how

they learned English.

ADUBATO: How did they do it?

Dr. DINER: Well, mostly they said, 'Nobody put me into bilingual classes. What is this bilingual nonsense? I was thrown in. I was forced to learn English. You can't--if you don't learn English, you'll never succeed in this country.' And they had no use for bilingual.

ADUBATO: But full immersion. Right in.

Dr. DINER: Full immersion. They had no use for bilingual education...

ADUBATO: Wow.

Dr. DINER: ...based on their own experiences.

ADUBATO: I bet you all this--other teachers...

Dr. DINER: Now I'm not saying this is the right or wrong answer.

ADUBATO: No. But that was their experience.

Dr. DINER: But when you talk about issues like this in a class of this kind, it is so unbelievably exciting.

ADUBATO: Well, the other thing about that is I think about all the so-called policy-makers, politicians, government officials who debate and talk about these issues. And it seems to me none of the young people and others who are in your class are included in that discussion...

Dr. DINER: That's right.

ADUBATO: ...and they're the ones it affects the most.

Dr. DINER: That's right.

ADUBATO: You talked about the resident students, Steve...

Dr. DINER: Yes.

ADUBATO: ...talking--saying the resident students had less conflict or you didn't see it there because they were together.

Dr. DINER: Well, the friendships were stronger. Yes.

ADUBATO: OK. Put the resident population--and this is important, not just for Rutgers Newark but for other campuses across the East Coast, where you're seeing us--you say it's basically a commuter school, but it's changing. What percentage of the students are resident students? And what percentage will be resident students down the road and why?

Dr. DINER: OK. Right now, we have about 800 resident students in a capacity of 600-something. Now you may ask how we do that?

ADUBATO: Yes.

Dr. DINER: We have tripled every suite--undergraduate suite so suites designed for six have seven students, and we have 150 students in this building of the Robert Treat Hotel, where the studio is located.

ADUBATO: Where we're taping?

Dr. DINER: Yes. Where we're taping. So we've done that. We broke ground, literally, two weeks ago. The construction is under way for a new 600-bed residence hall, 13 stories with retail on the ground level. And that's the first of several projects we hope to launch. We would like to be somewhere between a third and a half residential in 10 to 15 years.

ADUBATO: Why?

Dr. DINER: Many reasons. First of all, students get a fuller and more complete education when they can live on campus. And there has been an amazing demand for students to live on campus. We're responding to the need.

ADUBATO: Amazing demand for students to live in downtown Newark.

Dr. DINER: Downtown Newark. Yes. If you had said 10 or 15 years ago...

ADUBATO: You know, a lot of people are very surprised right now.

Dr. DINER: I know a lot of people are very surprised. If you had said 10 or 15 years ago that they were beating down the doors to live in downtown Newark, people would have thought you had been out in the sun too long.

ADUBATO: Yes.

Dr. DINER: But in fact, that's the case. This is not just a Newark phenomenon. It's a national phenomenon. All around the country, students are opting for urban schools. Students more and more are growing up in low-density, relatively homogeneous communities. These are students who don't carry the racial stereotypes and fear of central cities that those of us who grew up in the '50s and the '60s grew up with.

ADUBATO: Why?

Dr. DINER: Well, they haven't experienced it that way. And they--cities have come back every place. New York City, which was declared, you know, practically dead in its financial crisis in the 1970s, now every kid who graduates college, they want to live in Manhattan.

ADUBATO: Right.

Dr. DINER: They can't afford it, but they want to live there. So

cities are now seen as exciting and dynamic. And young people more and more want to go to college in cities. Newark has come back very dramatically. And we are both a beneficiary of Newark's revitalization and an agent of Newark's revitalization.

ADUBATO: What do you mean agent? How do you drive it? I mean, we're doing this show--our partners are right across the street at the New Jersey Performing Arts Center.

Dr. DINER: Right.

ADUBATO: Art Goldman and our friends over there, one of our sponsors and friends. I mean, you have all kinds of other activities down here. How are you driving it?

Dr. DINER: We are driving it--first of all, in Newark's darkest hour, so to speak, in the years when--after the deterioration from the riots and disinvestment...

ADUBATO: The late riots--the riots in the late '60s.

Dr. DINER: But the disinvestment, the departure...

ADUBATO: Everybody ran.

Dr. DINER: Everybody ran except universities didn't run. The hospitals didn't run either. But, you know, I won't say everybody ran. But the universities...

ADUBATO: Right. Some of the corporations stayed, but go ahead.

Dr. DINER: Yeah . Some of the corporations stayed, but universities don't move. So we continued to grow. We continued to build. While others were disinvesting in Newark, higher education was not. And we continued to build strong institutions. Rutgers is a top-flight research university with a superb faculty. And we built that foundation, invested in buildings. And so the city of Newark, people don't like to think of it as a college town, but it is.

ADUBATO: What do students do at night?

Dr. DINER: Well, that's one of the problems. There are things to do at night. There's not enough to do at night. And one of the reasons I'm very enthusiastic about the new downtown redevelopment, the arena and the like it's going to increase the number of things...

ADUBATO: The sports arena.

Dr. DINER: ...students can do at night. But there are places to go, and we are doing more on our campus. We're creating more parties, more events. We have events and 300, 400, 500 students come. Not all from Rutgers Newark. They come from the other schools.

ADUBATO: Right.

Dr. DINER: They come from neighboring areas. We're trying to create more of that life on the campus. But the other thing is the building

of housing--and we're trying to build it with retail. You know, our new residence hall has retail on the ground level. Everything we build now in the way of residential work has to--residential buildings has to consider retail and, you know, creating a pedestrian life. We are helping and part of the group of people who are creating a pedestrian downtown in Newark. So by putting more resident students on campus, we are benefiting from but also contributing to the revitalization of downtown Newark by creating the vibrant, pedestrian-friendly, 24/7 neighborhood.

ADUBATO: As you talk about, Steve--I want to follow up here, but I want to move to the student Ambassadors' initiative, which we recently featured on the program. It was great, and I'll explain that in a second. But real quick, follow up. You said you're the CEO. The provost is really the CEO of the campus. As you describe the residence activities, the building of the housing but then the retail activity, I'm thinking, Steve Diner, who's an academic, who is a scholar, published all over the place, sounds to me like a businessman. I don't mean that as a criticism.

Dr. DINER: When...

ADUBATO: Have you become more of a businessman than you ever thought you would be?

Dr. DINER: Yes. No question. When...

ADUBATO: You're making deals.

Dr. DINER: When my predecessor...

ADUBATO: Norman Samuels, the great Norman Samuels.

Dr. DINER: ...Norman Samuels, the great Norman Samuels...

ADUBATO: Yep.

Dr. DINER: ...distinguished provost, 20 years, when he left the position and we had a big banquet for him...

ADUBATO: Yep.

Dr. DINER: ...the chair of the board of governors, at that time Gene O'Hara, got up and roasted Norman and told a lot of jokes about Norman.

ADUBATO: I was there. It was a good party.

Dr. DINER: And one of the things he said was Norman Samuels always talks about the lofty academic purposes of the university. But every time he talks to me, it's another real estate deal. And I laughed. Little did I know...

ADUBATO: Right.

Dr. DINER: ...that half my life would be consumed with real estate.

ADUBATO: It wasn't a joke.

Dr. DINER: It's not a joke.

ADUBATO: You weren't trained to do real estate transactions.

Dr. DINER: I wasn't trained, but fortunately I have a superb academic--superb vice provost--executive vice provost, Gene Vincenti, who's been doing it for years, and...

ADUBATO: Gene's great. But it is an exciting part of your job.

Dr. DINER: Yeah, it's very exciting. And I am an urban historian. And I'm an urbanist and a scholar of cities. And so I come to it with a certain energy because I think I do understand something about cities and the role they play.

ADUBATO: Beyond the bottom line.

Dr. DINER: Beyond the bottom line.

ADUBATO: Let's do this. We had the Ambassadors program--the Rutgers student...

Dr. DINER: Yes.

ADUBATO: ...Ambassadors with our good friend Marsha Brown...

Dr. DINER: Yeah.

ADUBATO: ...who is part of the senior team at Rutgers Newark. Describe the Ambassadors program and why it's so important representing the campus.

Dr. DINER: OK. As the campus becomes more and more attractive, there is a danger that we will squeeze out the students for whom this campus has always existed. That is first-generation college students, students born without privilege. And we are particularly concerned that we reach out to students in the Newark public schools. There are students in the public schools who don't graduate high school. And we have pre-college programs. We try to help them, but, you know, they're not coming to Rutgers. There are students who graduate Newark public schools and are not remotely able to succeed at Rutgers and it wouldn't do any good.

ADUBATO: They couldn't compete.

Dr. DINER: They couldn't compete. However, there are many more students graduating Newark public schools who could come to Rutgers Newark, who think they can't come, who think they can't afford it, who think it's an alien institution, a white institution...

ADUBATO: Too far away. A white institution.

Dr. DINER: ...a hostile institution. And we've got to break through that. And I'm determined that we identify and support every Newark high school graduate who could come to Rutgers Newark. And so we

created this Ambassadors program. And the ambassadors are students at Rutgers Newark, mostly students who have themselves grown up in Newark or nearby Irvington or East Orange...

ADUBATO: Yeah. Urban kids.

Dr. DINER: Urban kids, and--who have been successful at Rutgers Newark, and they go into every high school in Newark, and they talk to the kids about coming to Rutgers Newark.

ADUBATO: Isn't it great? You're part of the--we also have a partnership with Teach for America.

Dr. DINER: Yes.

ADUBATO: And I happen to know that you were one of the Teach for America "celebrities"...

Dr. DINER: Right.

ADUBATO: ...who went in to teach at--I guess at Malcolm X Shabazz High School.

Dr. DINER: Yes. That's right, a couple weeks ago.

ADUBATO: And you were telling a story before we got on the air that you were going to teach, and these kids are largely African-American kids over at Shabazz.

Dr. DINER: Yes. Yes.

ADUBATO: And you said to--I think, to Marsha Brown, 'I'm not going in there by myself. I want one of our students to go in there as well to talk.'

Dr. DINER: That's right.

ADUBATO: And you picked a young man.

Dr. DINER: Yes. Mubarak Guy.

ADUBATO: Yeah. Mubarak, in fact, who was on that show, the Ambassadors show, talented, talented young man, probably run for president one day.

Dr. DINER: Extraordinary. Yeah.

ADUBATO: You bring him in, right?

Dr. DINER: Yeah.

ADUBATO: You give your thing. The kids react fairly well.

Dr. DINER: That's right.

ADUBATO: What happens when he talks?

Dr. DINER: It was electric. I mean, I gave a guest lecture. I gave a lecture actually on the history of immigration. It was very well-received. Students were very attentive, very responsive. I'm perfectly happy to go into Shabazz and leave, but I wanted to use it as an opportunity to promote Rutgers Newark. And if the provost gives a nice lecture, that's not going to excite kids about coming to Rutgers Newark. But when Mubarak got up and said, 'Look. I grew up in Newark. All my cousins went to Malcolm X Shabazz. I went to west side. This is what's--my story. I love this campus. I feel you meet every kind of person.' This is what he said. He said, 'You meet every kind of person from every part of the world on this campus. Everyone feels at home. This is a great place. You've really got to think about this campus.' The students were--they were eating out of his hand. It was just marvelous.

ADUBATO: So a student at Rutgers Newark, who comes out of the Newark urban experience, talking to those kids has a very powerful impact.

Dr. DINER: Very powerful.

ADUBATO: OK. We've got five minutes left, and we've got a lot of ground to cover. Students and faculty are involved in a lot of other ways in the "community." Correct?

Dr. DINER: Correct.

ADUBATO: Give us a couple of others.

Dr. DINER: Oh, well, the Police Institute...

ADUBATO: Yeah, that's cool.

Dr. DINER: ...in the School of Criminal Justice is....

ADUBATO: George Kelling.

Dr. DINER: George Kelling.

ADUBATO: To describe, George Kelling, who--by the way, George Kelling was on last year, great guy. He's the guy who really created this whole concept, the brok--is it the Broken Window?

Dr. DINER: Yes. Yes.

ADUBATO: The Broken Window concept. In New York City, Rudy Giuliani, right? When they were improving the situation, and he said, 'Look, there's a broken window. You fix it right away.'

Dr. DINER: You cut down on the quality of life crimes.

ADUBATO: Why do you fix the broken window right away?

Dr. DINER: Because it makes people feel secure.

ADUBATO: Right.

Dr. DINER: It makes people feel comfortable.

ADUBATO: Now we have Kelling. Rutgers Newark has Kelling.

Dr. DINER: Yes.

ADUBATO: He creates the Police Institute. How is that connected to the community and not just some lofty academic initiative?

Dr. DINER: The Police Institute has done a couple of things. One, it has provided training for law enforcement officers from every community, from Newark, but smaller communities, state troopers and has provided training for them in what we know about policing, crime...

ADUBATO: Yep.

Dr. DINER: ...and the ways in which police can really reduce crime, mostly through this kind of theory of broken windows and community policing and being visible..

ADUBATO: Dealing with cops.

Dr. DINER: ...being out there. It also put together the Safe for Cities Project, in which they got together in one room for the first time everybody in Essex County who could contribute to a reduction in youth violence. And those people had never been together in one room. But a university can be the neutral territory that brings people together.

ADUBATO: We should make it clear that a university is supposed to have three missions: One, a research mission. Second, a teaching mission. And a third is a public service mission.

Dr. DINER: Right.

ADUBATO: You were describing the public service mission, but I--to me it's a hybrid because it also involves--there's research opportunities in that, as well as teaching. Correct?

Dr. DINER: Right.

ADUBATO: By the way, let's make it clear that Rutgers Newark is more than simply a--not that there's anything wrong with being an undergraduate institution--a lot more than that. Talk about the law school real quick.

Dr. DINER: We have a first-rate law school. It has been distinguished for years and years by its clinical-legal programs. Again, they provide legal services to people in Newark and surrounding communities.

(Graphic on screen)

[www.newark.rutgers.edu](http://www.newark.rutgers.edu) For More Information

Dr. DINER: It was really the first law school in the country to embrace clinical-legal education back in the '60s when that was not en

vogue the way it is now. So the law school is really a major player in the city of Newark.

(Graphic on screen)

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ADUBATO: What about the Cornwall Center? By the way, folks, hopefully we're putting up the Rutgers Web site or they can connect through our Web site. Great. You're ahead of me. You didn't even need me to tell you that. Cornwall Center is?

Dr. DINER: We have the Cornwall Center for metropolitan studies, headed by Stephanie Bush-Baskette, who used to be...

ADUBATO: Former state legislator.

Dr. DINER: State legislator, commissioner of community affairs in the Florio administration.

ADUBATO: Yes.

Dr. DINER: And an academic, as well. And she's really been very, very dynamic. She's been here about a year.

ADUBATO: Dedicated to--the center dedicated to?

Dr. DINER: Dedicated to research on cities in metropolitan areas, and this area in particular, and trying to connect all the resources of the university, all the intellectual research capacity of the university to specific urban policy issues as needed.

ADUBATO: You know--and by the way, our producers are telling me about a bunch of other programs. We don't have time to go into all of them. Please log on to our site, to the Rutgers Newark site. You're going to find out more. Let me ask you, Steven, in the minute or so we have left. We talked about being more of an entrepreneur businessperson than you ever thought you'd have to be and you clearly love that part of it. You came here two years back, replacing a giant in Dr. Norman Samuels.

Dr. DINER: Right.

ADUBATO: Is this the job you thought it would be or is it so much more?

Dr. DINER: It's even more than I thought it would be. It's much more than I thought it would be. I didn't fully understand--even having been dean of arts and sciences first and being on the campus for four years and been very involved, I didn't understand how much opportunity there would be to be deeply involved in the physical building, in the planning of the revitalization of University Heights, of the James Street area...

ADUBATO: These are local initiatives that have tremendous impact on the city.

Dr. DINER: ...to have a seat at the table as important people talk about the transformation of downtown Newark and the central role our campus is going to play in that. I didn't fully appreciate how much of that I would be doing, and it is great. I love it.

ADUBATO: What could Rutgers Newark look like in five years, 10 years?

Dr. DINER: I think Rutgers Newark will be in a dynamic, vibrant, downtown residential neighborhood. It will be a very desirable place for all kinds of people to live. More and more of our faculty and staff will want to live on campus. A significant portion of our students will live on campus. It will be...

ADUBATO: A few seconds left.

Dr. DINER: ...on a smaller scale, kind of like NYU. It'll be a dynamic neighborhood, close to New York because a lot of our students will take the train into New York. But also there will be more night life. There will be bars and restaurants and jazz clubs and things for students to do.

ADUBATO: Your--Steven, sorry for cutting you off. You're painting a beautiful picture. Thank you so much. You did a wonderful job, terrific.

Dr. DINER: Great pleasure.

Announcer: If you would like more information on this program, or if you'd like to express an opinion, e-mail us at [info@caucusnj.org](mailto:info@caucusnj.org). And visit us on the World Wide Web at [www.caucusnj.org](http://www.caucusnj.org).

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