



Great  
Universities  
and Their  
Cities

---

Proceedings of  
A Colloquium at  
Case Western Reserve  
University  
On the Occasion of the  
Inauguration of  
Edward M. Hundert, M.D.,  
as  
President of the University

January 31, 2003

		Section
Introduction	<i>Universities and Cities: Symbiosis</i> The Hon. Jane L. Campbell and Edward M. Hundert	Introduction
Keynote Address	<i>Universities and Cities: The View from New Haven</i> Richard C. Levin	Keynote
Breakout Sessions	<i>Downtown Revitalization: Yale University and the City of New Haven</i> Richard C. Levin and Anthony P. Rescigno	A
	<i>Human Resource Development: The University of Illinois at Chicago and the City of Chicago</i> Sylvia Manning and Benjamin Kendrick	B
	<i>Life Sciences: Washington University and the City of St. Louis</i> Mark Stephen Wrighton and John P. Dubinsky	C
	<i>Regional Technology Transfer: Virginia Commonwealth University and the City of Richmond</i> Eugene P. Trani and the Hon. Rudolph C. McCollum	D
	<i>Housing, Community Building, and Economic Development: Johns Hopkins University and the City of Baltimore</i> William R. Brody and Burton Sonenstein	E
	<i>Cultural and Artistic Development: York University and the City of Toronto</i> Lorna Marsden and the Hon. David H. Tsubouchi	F
	<i>K-12 and Continuing Education: Clark University and the City of Worcester</i> John E. Bassett and James Caradonio	G
	<i>Race Relations: Fisk University and the City of Nashville</i> Carolynn Reed Wallace and the Hon. Bill Purcell	H
	<i>Healthy Cities: The University of Rochester and the City of Rochester</i> Thomas H. Jackson and the Hon. William A. Johnson, Jr.	I
Appendices	Biographical Sketches of Participants	Profiles
	Roster of Attendees	Attendees
Note	Edited by Richard E. Baznik, Director of the Institute for the Study of the University in Society, Case Western Reserve University. October 2003.	

## Universities and Cities: Symbiosis

Hon. Jane L. Campbell, Mayor of Cleveland

Edward M. Hundert, M.D., President of Case Western Reserve University

UNIVERSITIES have emerged as key engines of change and development in modern society, in part because continued economic stability depends increasingly on a base of advanced knowledge that is continuously being extended and applied by a population of educated persons. At the same time, the role of cities is undergoing important change as technology eliminates traditional requirements of location and scheduling, with accompanying growth in suburban and exurban populations and economies.

These patterns carry implications for virtually every aspect of individual achievement and social interaction, and for cities as well as universities.

Cities need their universities:

- As economic generators in the knowledge-driven economy
- To anchor and sustain surrounding neighborhoods through employment, purchasing, and direct involvement in development
- To be resources for improving quality of life, from health care to human resource development to stimulating the arts and culture

Universities need strong cities around them:

- To attract and keep top faculty and students
- As sources of experiences that can both enhance and test learning across a wide range of disciplines
- To provide interaction with the university's research efforts, including application of research results through commercialization and other activities

The most effective universities of the next generation will be those that can serve as catalysts for vitality in their regions. In the plenary and breakout sessions of this colloquium, the nearly 900 participants from throughout this country and

Canada heard – and contributed to – discussions of how best to achieve this vision. The session co-chairs and moderators then joined Neal Conan, host of National Public Radio's *Talk of the Nation*, for a round-up discussion on the stage of Severance Hall at the end of the program.

The goal of this colloquium was to make it possible for all participants to leave with a stronger and more informed commitment to creating cohesion and alliances among great universities and their cities, and greater appreciation for the enormous benefits that these relationships can bring to all concerned. As this record of the discussions will attest, the program provided ample content and encouragement for achieving this goal. The motivation to make it happen – to convert these aspirations into value through partnerships in communities – must arise from the leadership of individual universities and their cities, however.

Case Western Reserve University and the City of Cleveland intend to forge the partnerships to make that happen here. We are focusing on four areas of activity, reflecting in each what we have learned from the exchange of ideas that took place at this colloquium:

- Technology transfer and regional economic development
- Healthy Cleveland, with an emphasis on school-based health programs
- Cultural and artistic development
- Neighborhood revitalization, including housing, K-12 education, human resource development, and race relations

We thank all those who joined us in this colloquium and who by their presentations and their comments contributed to a magnificent illustration of the collective power of great universities and their cities.

## Universities and Cities: The View from New Haven

Richard C. Levin, President of Yale University

In 1826, David Hudson founded a school in what had been known as the Western Reserve of Connecticut. He brought to the task the ideas and ambitions of the Connecticut institution he took as his model. For even in those early years of the Republic, Yale aspired to become something more than the collegiate school founded in 1701 to educate young Puritans for "service in Church and Civil State." Under the leadership of Timothy Dwight, Yale had begun the transition from college to university--opening a medical school and appointing the nation's first professor of natural science and its first professor of law. In the wake of these developments, the "Yale of the West" was established in the state of Ohio.

Today, I am honored to have the opportunity to bring to Cleveland some of the new ideas and ambitions of Case Western Reserve's mother institution, as you formally charge a Yale graduate with the responsibility of leadership. I bring sincere congratulations to Ed Hundert and warm greetings to Mayor Jane Campbell.

I am delighted that President Hundert chose to devote this day of his inauguration to a discussion of how universities can contribute to the advancement of their host cities. From the late nineteenth century through the mid-twentieth, industrial firms, financial institutions, and public utilities were typically the largest employers in most of our cities. In recent decades, however, as manufacturing jobs migrated out of cities and as banks and public utilities consolidated, universities and their associated medical centers have grown to become the largest employers in a surprising number of our cities. I am not talking simply of New Haven, Cambridge, Columbus, Ann Arbor, and Bloomington; I am referring also to Philadelphia, Boston, San Francisco, and Birmingham, Alabama.

With the increased local prominence of universities comes increased responsibility. As President Hundert has recognized in recent

speeches, a large university contributes to the wider community's well-being by its very presence: by attracting external research funding and creating jobs, by purchasing locally-provided goods and services, by bringing to the community highly educated citizens who tend to care about, and contribute to, the quality of the city's schools and cultural life. But, as President Hundert has noted, these passive contributions are not enough. By adopting active strategies for civic improvement, by becoming engaged institutional citizens, we can make a major difference in the quality of urban life. Such engagement is consistent with the goals of institutions that have for centuries educated students for public service. It also benefits universities to the extent that an improved quality of urban life helps to attract the best students and faculty from around the world.

My task this morning is to relate to you the story of Yale's partnership with the city of New Haven. Over the past decade this partnership has contributed substantially to the renaissance of a city that was suffering from the absence of industrial investment and job creation, a partially-abandoned downtown, blighted neighborhoods, and an unflattering external image. In the two years before I became president, a student was murdered on our campus and a major national magazine conveyed the impression that violent teen-age drug gangs ruled the streets. By contrast, last year, a feature article in the New York Times travel section called New Haven "an irresistible destination."

Outsiders have long regarded the presence of Yale as one of the city's major assets, but, except for episodic engagement, the University's contributions to the community did not derive from an active, conscious strategy of urban citizenship. It is true that our students, for more than a century, have played a highly constructive role as volunteers. Even a decade ago, two thousand students volunteered regularly in schools,

In a city with only one wealthy institution, and one that historically had been indifferent to local conditions, we had generations of distrust to overcome.

community centers, churches, soup kitchens, and homeless shelters, but these volunteer efforts were neither coordinated nor well supported institutionally. When I became president in 1993, there was much to be done to transform Yale into an active, contributing institutional citizen.

So much, in fact, that I decided that we needed to develop a comprehensive strategy for civic engagement, create administrative infrastructure to support the strategy, and make a substantial, long-term commitment to its implementation. I started by recruiting leadership, and I was fortunate to have near at hand the perfect entrepreneur to jump-start our efforts. Linda Lorimer had served Yale in several administrative positions prior to leaving in 1987 to become President of Randolph-Macon Women's College. While serving there, she was elected to the Yale Corporation, our governing body, and thus she remained intimately familiar with the University. She agreed to resign her position on the Corporation, return to Yale as Vice President and Secretary, and work with me to develop a comprehensive strategy for urban partnership.

We began by taking an inventory of the extensive volunteer effort already undertaken by more than one hundred groups around the campus. By compiling and publishing this information we hoped to make the city more aware of Yale's involvement, but also to understand for ourselves where we already had a foundation upon which trust could be built and collaboration expanded. In a city with only one wealthy institution, and one that historically had been indifferent to local conditions, we had generations of distrust to overcome.

Within weeks of taking office in 1993, Linda Lorimer and I, along with two outstanding assistants -- Michael Morand and Cynthia Farrar -- were hard at work talking with and listening to our neighbors: the newly elected Mayor, John DeStefano, members of the Board of Aldermen, leaders of the business community and clergy, the

school superintendent, principals, and leaders of neighborhood organizations. We have kept these channels of communication open ever since, maintaining the spirit and practice of honest and open dialogue, which is essential to enduring partnership.

From these early conversations and our survey of campus resources and existing interventions, we developed a strategic framework that we believed most appropriate given the particular needs of New Haven and the particular capabilities of our university. Other city-university partnerships will develop different priorities, but an overarching strategy is necessary to ensure that efforts are not dissipated.

In New Haven, we determined that we could make a constructive contribution in four areas that cried out for attention. These have remained our areas of focus throughout the past decade.

The first area of focus was economic development. We had considerable faculty strength in the biomedical sciences, but no track record of encouragement or support for the transfer of technology to local businesses.

The second priority was strengthening neighborhoods. Here we believed that increasing the rate of home ownership could improve the stability of neighborhoods and the commitment of residents, and that the university, with 10,000 employees, had the leverage to help. We also believed that as an educational institution, we had human resources that could assist the work of the public schools.

The third area of focus was to increase the safety, appearance, and vitality of our downtown. We believed that this would greatly improve perceptions of the city and also directly benefit the university community, since we are located in the heart of downtown New Haven.

Finally, we focused on the image of the city, recognizing that improvement in its physical and material conditions was not in itself enough to

change perceptions of the outside world. We needed to communicate as well.

At the beginning we recognized that most enduring contributions to the improvement of New Haven would require partnership with our neighbors, but these would take time to develop. To signal emphatically to both the university community and the city the seriousness of our commitment, we took three important unilateral steps during the first year of my tenure. First, to provide appropriate support for the implementation of our strategies, we established an Office of New Haven and State Affairs. Second, to demonstrate institutional endorsement of the prodigious volunteer efforts of our students, we established a program of paid summer internships to support the work of students in city agencies and nonprofit service organizations. The President's Public Service Fellowship attracts hundreds of applications every year for about 45 positions. Third, to stimulate immediately the process of strengthening neighborhoods, we announced what has become the most visible and successful of our urban initiatives: the Yale Homebuyer Program.

The Homebuyer program offers all Yale employees a substantial subsidy for purchasing a home in New Haven, where housing prices had been in decline for five or six years and there was a high vacancy rate even in the nicest neighborhoods. The subsidy was initially \$2,000 per year for ten years. From April 1994 through December 1995, we offered the subsidy to our employees for a home purchase anywhere within the city limits. By the end of 1995, nearly 200 employees had participated, and in the city's two upper-middle class neighborhoods prices had completely stabilized and vacancies had disappeared. At this point, we removed the subsidy from the high income neighborhoods, focused on the lower income neighborhoods surrounding the university, and increased the subsidy to \$7,000 on closing and \$2,000 per year for each of the next nine years. To date, more than 530 employees have purchased homes under the program. Over the last seven years, 80% of the participants were first time homebuyers and 55% were members of minority groups.

The Homebuyer program is an expensive proposition. We have committed over \$12 million to date and the annual cost of the program exceeds

\$1 million. Not every institution can afford an investment of this magnitude, but many employers can create programs tailored to their resources and the needs of their communities. Two other New Haven nonprofits -the Hospital of St. Raphael and the Mary Wade Nursing Home - now provide a one-time \$5,000 cash incentive for home purchases, and the University of Pennsylvania and the University of Southern California have developed programs appropriate to their local circumstances.

Before discussing in some detail the four main elements of our strategy, I have two observations about leadership. As a strategy unfolds, the skills needed for effective leadership may change. We recognized this after about three years. Linda Lorimer was an ideal start-up entrepreneur. She built bridges to every local constituency, developed an effective staff, and initiated scores of collaborative projects with neighborhood organizations and downtown leaders. By 1996, however, as our efforts to generate start-up companies were just beginning to show signs of life and when a large parcel of downtown real estate became available, it was clear to us that we needed an experienced urban developer on the team. Serendipitously, it was just at this moment that Bruce Alexander, an active Yale alumnus who developed Baltimore's Inner Harbor and New York's South Street Seaport, took early retirement from the Rouse Company. Our initial effort to recruit him for full-time service failed, but he agreed to come to New Haven on a volunteer basis a few days each month to help us with our very complicated negotiations to acquire the major downtown parcel. After a year and a half of volunteer service, he was hooked. Linda Lorimer moved on to other important assignments and Bruce became Yale's first Vice President for New Haven and State Affairs.

One more thought on the subject of leadership. In recruiting new deans as well as directors of major enterprises, I have made community outreach an explicit goal and a criterion against which performance is measured. The consequence is that our museums, the library, the athletics department, and every one of our ten professional schools has an expanded program of outreach.

Let me now take a few moments to sketch what we have been able to accomplish in each of

To build trust and credibility, it was essential to establish working partnerships with grassroots organizations and community leaders. Neighborhood partnerships also provide an opportunity to focus on a common purpose the enormous talent and energy of our student volunteers.

the priority areas we first identified a decade ago: economic development, neighborhood improvement, downtown revitalization, and improving the city's image.

In many communities around the country, the scientific research undertaken by universities has been a powerful engine of local economic development. Without critical mass in electrical engineering and computer science, Yale - and consequently New Haven - missed out on the technological revolution that spurred the development of Silicon Valley and Boston's Route 128. But Yale has impressive strength in biomedical sciences, and thus in 1993 we had tremendous unexploited potential to build a biotechnology industry in and around New Haven.

In prior years, however, the University had taken a relatively passive attitude toward the commercialization of its science and technology. Again, leadership was the answer. We recruited Greg Gardiner, a senior technology executive at a major pharmaceutical company, and provided him with the resources to recruit a very able staff, including Jon Soderstrom, who later became his successor. Within two years, our Office of Cooperative Research was transformed from a relative laggard to a national example of best practice in the area of technology transfer. We sought out faculty with an interest in commercializing their results, used students at the School of Management to prepare business plans, drew upon Yale's extensive connections in the venture capital business to find financing, and helped to find real estate solutions in New Haven. The results have been impressive. Twenty-five new biotechnology companies have been established in the greater New Haven area, seventeen within the city limits. These firms have attracted over \$1.5 billion in capital and together they now employ 1300 people. Since most of the companies have substantial funding, they have

weathered the recession and are focused on a longer-term horizon.

One of the major constraints in the initial years of this economic development effort was real estate. We worked closely with state and city officials to revive a long moribund Science Park at the factory location abandoned two decades ago by the Olin Corporation. Once the initial, publicly funded facilities had been fully leased, and it was clear that Yale was continuing to generate two or three new companies each year, private capital moved in to develop one million square feet of new space.

The development of a strong biotechnology industry in and around New Haven augurs well for the long term, but it does little to address the immediate needs of the inner city neighborhoods that surround our campus. To build trust and credibility, it was essential to establish working partnerships with grassroots organizations and community leaders. Neighborhood partnerships also provide an opportunity to coordinate and focus on a common purpose the enormous talent and energy of our student volunteers.

We chose first to work in the Dwight neighborhood, to the west of our campus, where, for several blocks, both students and community residents live side by side in low-rise apartments and multifamily houses. Beyond the transition area, the neighborhood becomes more homogeneous, a traditional inner city neighborhood, but with an excellent housing stock and the potential for improvement.

With a representative of our Office of New Haven Affairs serving as a crucial liaison, we mobilized faculty and students from the schools of architecture, law, and management to help neighborhood residents develop a comprehensive plan for neighborhood revitalization. We sought and won a sizeable federal grant to allow implementation of this resident-led plan that

supports job training, housing improvements, and the neighborhood elementary school. With the assistance of our Law School's clinical program and another federal grant, a new community development corporation was formed. Among the results of our collaborative efforts in the Dwight neighborhood are an addition to the elementary school designed by Yale architecture students, an extensive literacy program staffed by undergraduate volunteers, community gardens planted with the assistance of Forestry School students, improvisational children's theater programs mounted by Drama School students, and the first new urban supermarket in the state of Connecticut in a generation - an effort facilitated by the work of Management school students.

We are also working extensively in the Dixwell neighborhood northwest of campus, where we have rehabilitated a substantial number of residential properties that we lease to graduate students. These investments set in a motion a process that has encouraged other neighbors - including participants in our Homebuyer program - to invest in the upgrading of their own homes. Recently, Michael Morand has worked closely with Dixwell community residents on plans to develop a large vacant site that sits directly between the university and a new, very successful low-rise public housing project developed under a HOPE VI grant. We will use a portion of this site for a new headquarters for the University Police, which will provide safety and security to those nearby, and we will incorporate in the new facility a community center, with a computer cluster for school children and a meeting room for community organizations.

Complementing our neighborhood efforts are some very substantial public school collaborations. At the Hill Regional Career High Schools over 200 students participate in eight science courses taught by members of our medical and nursing school faculties, and 65 students live on campus during the summer to study science and work in laboratories. At the Cooperative Arts and Humanities Magnet High School, students from our School of Music play an active role in the instructional program. We also take pride in the twenty-five year old Yale New Haven Teachers Institute, an innovative program now being disseminated nationwide, where professors work

during the summer with public school teachers as partners in curriculum development.

As a final component of our neighborhood outreach, we have endeavored to make our campus more accessible to local school children. In addition to opening our museums to school visits, which has been the practice for generations, we now make our extensive athletic facilities available to hundreds of children enrolled in the National Youth Sports Program during the summer, and we host a citywide science fair each year.

We will describe our downtown revitalization efforts in detail at one of the breakout sessions that follows these remarks, but let me sketch them briefly.

Over the last decade we have made major investments to develop the downtown retail districts. To the immediate west of campus, there is a student-oriented retail strip on Broadway. We worked with the city to improve the streetscape and pedestrian amenities. We assembled the key properties, renovated them, and recruited an attractive mix of national and mostly local retailers. We have maintained high standards for facades and signage, required our tenants to remain open during the evenings, to give life to the street, and supported the development of local, minority-owned businesses. When I first recruited Bruce Alexander he asked me was there any store in particular that I wanted for Broadway. As a father of four, I replied "J. Crew." Bruce went to J. Crew and they announced promptly that they had no interest in New Haven. Five years later, J. Crew opened on Broadway. A recently hired faculty member who attended Yale College and then went to graduate school at a rival institution, told me upon his return to New Haven: "It's not even a close call. Broadway today is much better than Harvard Square!"

We have also worked to redevelop the central business district to the south of campus - the Chapel/College Street district. Early on, we helped at the Mayor's request to organize downtown property owners into a special service district, paying extra taxes for increased city services - cleaner streets, better lighting, more policing. Then, as I mentioned, a large, centrally located group of properties became available in the mid-1990s. The Mayor came to us with the request that the district be owned and managed as a unit, either



Urban partnership must be a clearly articulated institutional goal and widely understood to be a Presidential priority.

by us or by a developer we helped to locate. We took on the challenge, invested in the upgrade of fourteen individual properties with retail on the ground floor and residential space above. Now the revival of the downtown is well under way, and private capital is flowing in to renovate retail space for new restaurants and to convert abandoned or under-occupied commercial buildings to residential apartments. Today, much of the central business district is a twenty-four hour community with safe streets, and many new restaurants, clubs, and retailers.

Finally, I turn to the question of New Haven's image. The city has long been a center for arts and culture, but for most of the region and the nation this has been a well-kept secret. In fact there is no other city of New Haven's size in the Western Hemisphere that can match its array of two major repertory theaters, three symphony orchestras, two world-class art museums, and a major natural history museum. Now that the downtown has been revitalized, marketing New Haven has become a major community priority. About eight years ago, thanks to the efforts of two indomitable women of our community and with the support of the city, the University, and the Southern New England Telephone Company, we inaugurated an annual summer Festival of Arts and Ideas. This has become a major regional event, drawing organizations like the Royal Shakespeare Company and the Metropolitan Opera to New Haven. Thirty thousand people attended the Met's performance on the town green last summer. To publicize the Festival, the supporting program of summer concerts sponsored by the city, and the other cultural attractions of New Haven, we worked with the Mayor to fund a major regional marketing campaign. It is bearing fruit. I quote this year's Lonely Planet Guide to New England: "Bravo, New Haven. Much maligned for decades as a stagnant urban seaport, this city of 123,000 souls has risen from its own ashes to become an arts mecca. The city's center is a tranquil core: the New Haven Green, decorated with graceful colonial churches and venerable Yale University.

Scores of ethnic restaurants, theaters, museums, pubs, and clubs dot the neighborhood."

Successful collaborations require willing partners. We have worked hard to win the trust and confidence of community organizations and their leaders. This was not easy, because we had decades of bad feeling and resentment to overcome. It was not easy for New Haven's elected leaders to embrace the University. Yale-bashing had long been a winning political strategy. We were especially fortunate to initiate our efforts just as John DeStefano was elected as the Mayor of New Haven. He has courageously made the leap of faith toward partnership with us. We don't always see eye to eye; we have had some public disagreements and even more private disagreements. But the Mayor has recognized the enormous potential of mobilizing the University in support of civic objectives. Without his leadership our efforts would have fallen short.

We have learned many lessons over the past decade. Here are some of the things that I believe a university must do to have a substantial impact on its local community:

- Urban partnership must be a clearly articulated institutional goal and widely understood to be a Presidential priority.
- Recruit outstanding leadership and provide administrative resources sufficient for the tasks to be undertaken.
- Understand the University's existing points of contact with the community.
- Develop and maintain honest and open channels of communication with all urban constituencies.
- Formulate a comprehensive strategy of engagement, tailored to match the universities capabilities to the city's needs.
- Encourage investment by state and local government through a willingness to co-invest.
- Share credit with elected officials and community leaders.

- Have patience. Elected officials and neighborhood groups will sometimes need to distance themselves and demonstrate their independence. Give your partners room.

Universities are uniquely poised to strengthen urban America. As large employers seeking to attract students and faculty from afar, we have compelling practical reasons to do so. But our efforts also flow naturally from our mission and purpose. On our campuses we are devoted to the full development of human potential, and we provide extraordinary resources to facilitate such development in our students and faculty. Outside our walls, many of our neighbors lack the opportunity to flourish. To the extent that we can help those without privilege access such opportunity, we will help to insure the health of our democracy. Our responsibility transcends pragmatism. We must help our cities become what we aspire to be on our campuses - a place where human potential can be fully realized.

## Downtown Revitalization: Yale University and the City of New Haven

Co-Chair: President Richard C. Levin, Yale University

Co-Chair: Anthony P. Rescigno, President, Greater New Haven Chamber of Commerce and Executive Director, Regional Leadership Council

Moderator: Pat Mullin, Partner, Deloitte & Touche

Faculty Liaison: Gregory Stoup, Acting Director, Center for Regional Economic Issues

*Thesis: Universities can make important contributions to the nation's urban centers by supporting human, economic, and physical development in their host cities. The City Center, traditionally the hub of a region's commercial, intellectual, and social life, has always provided opportunities to enrich student learning and now many universities have in turn begun to take an active role in urban revitalization efforts.*

*Pat Mullin:*

When I think about today's program, I can't help but think about my days in public accounting. The one thing that I observed in those early days was that each of these small towns had a university at its center. But it's only in recent years that we have begun to recognize the importance of urban universities. Looking to the future, it's abundantly clear that urban universities can make important contributions to their cities. Today we are here to talk about the partnership of Yale University and the City of New Haven. My role as moderator is to keep us focused and to seek connections between today's presentation and our situation in Cleveland.

Now let me spend just a moment introducing our speakers. We have all heard from Rick Levin, President of Yale, this morning. We'll also hear from Tony Rescigno, President of the Greater New Haven Chamber of Commerce and Executive Director of the Regional Leadership Conference. Prior to this Tony was the first Selectman to the town of New Haven. Bruce Alexander, Vice President and Director of New Haven and State Affairs at Yale, was to be with us as well but was called away on a family emergency.

*Richard C. Levin:*

Bruce Alexander had hoped he would have the opportunity make these remarks, but his wife was in a traffic accident last night – she will be fine – so I am reading Bruce's speech.

You know from my earlier remarks that Yale is engaged in a wide range of partnerships. The focus in this session is on downtown revitalization, and we will focus on that particular segment of the university's engagement. How much of what I am about to say is relevant to other institutions and other cities is something of which you can be the best judge. Each situation really does differ, just as the financial assets of institutions differ. Yale is a relatively wealthy institution and has resources to commit that many would not. New Haven is also a relatively small city given the size of the university. We have 11,000 students, and New Haven only has 123,000 residents, so we are big piece of the city.

Although every institution is likely to contribute in different ways, there are probably some common prerequisites. The first is institutional commitment: the president and the trustees really have to be behind these partnerships. Ultimately a commitment to a city involves the allocation of one's resources, both human and financial, and the institution has to be prepared to commit. I believe one of the reasons I was selected for the job of the presidency of Yale was the trustees recognized that outreach to the city and investment in the city were needed. At that point, I should note, I was a 23-year New Haven resident and active in a lot of the city's activities just from my position as a professor at the university. You also have to add to the university's staff resources, so Bruce was introduced into our slender officer

It's important to have a strong relationship with the surrounding community and to build trust by working with community groups. Make it clear that the community's message back to the university is getting through.

team – we only have five vice presidents in a thin administration.

It is important that there be a reasonable expectation of visible results on the part of the university, whether that comes from altruism or self-interest. This requires setting forth a strategic plan, identifying some objectives, and finding ways of measuring progress. We did that: we developed the strategic plan in 1994, revised that plan in 1999, and we have been paying attention to the kind of progress we are making.

A couple of thoughts about the initiatives themselves. The private sector is enormously powerful, so it is important to find ways to unleash it to support the urban agenda. It is not sensible to try to fight the free market – engage it in your service. Try to figure out what the trends are, and encourage and ride these trends to success. Also, human resources are as important as financial resources, maybe even more so. The quality of civic leadership, the number of civic entrepreneurs in the city, this is all very important. While we have been fortunate in New Haven to find a handful of engaged business leaders, their numbers have been relatively thin because there aren't many large businesses in New Haven. That is a factor where an area like Cleveland might have a considerable advantage.

Another point is the mobilization of students and faculty. Volunteerism is a part of most universities, and our students are encouraged to support it. In some of the neighborhoods on New Haven we have actually tried to coordinate the work of multiple student volunteer groups, and we find that helps a lot.

Finally, it's important to have a strong relationship with the surrounding community and to build trust by working with community groups. Make it clear that the community's message back to the university is getting through. One of our strategic advantages was our organizational structure. We have a small number of officers, and Bruce Alexander is the Vice President for New

Haven—people knew if they were talking to Bruce it was getting to the top. We meet twice a week as a group, and all the officers really know what is happening in town. That is important for us, and it's important for the folks out in the community.

We have had one other advantage that has been an enormous asset in the downtown investments that we have made. About 25 years ago the State of Connecticut passed a very progressive piece of legislation whereby the state reimburses the cities and towns of Connecticut a considerable portion of the tax revenue that they lose by virtue of the tax exemptions of non-profits. Without such a program, every time universities wanted to expand their footprint, cities would resist because they would expect to lose tax revenue – unless they were very far-sighted and understand all the multiplier effects of an expanding university. New Haven – our Mayor – gets roughly \$.75 on the dollar of foregone taxes. More often than not, he also actually recovers the other \$.25 on the dollar in the following way: almost all the properties we have bought were in poor condition; we invest in them and rehabilitate them, and as a result their assessment goes up or doubles... This is a very important piece of enabling legislation.

Let me provide some examples of specific activities downtown. Some of the space downtown is being renovated for new biotech start ups. A building on George Street was one of the large facilities occupied by the Southern New England Phone Company – if you go back 20 years, they were a bigger employer than the university, though today they have less than 1,000 jobs in New Haven. This building, just at the fringe of downtown, was sitting empty, so developers decided to turn it into biotechnology space.

We are investing as well on the biotech side. Broadway is the student-oriented area to the west of the campus. We play a very major role there, because this is the youth-oriented retail section. When we make investments like this, we pay taxes because these are commercial properties.

One problem with being Yale in New Haven is that if you go out to buy a property, the price doubles.

When Bruce came to work for me, he asked what were his objectives, to manage this portfolio and make a profit and subsidize the university? I said that would be great, but we don't expect that. We expect to recover the cost of borrowing for the university's debt, which is low. That was a conscious decision on my part – to make that hurdle low. As long as these commercial developments are not a drain on cash, we can do good for the community and for ourselves by improving the surrounding area. So we try to operate on a break-even basis. The key here has been putting the right mix of retail.

The streetscape changes in the Broadway area were about a \$7 million dollar proposition. We put up \$2 million. The area has brick sidewalks, a joint investment with the city and the state to upgrade the whole pedestrian area. Gourmet Heaven is a particularly wonderful case. In one run-down stretch, there was one of these 24-hour convenience stores – ugly, selling nothing but junk food. When we announced we were going to close it to improve the space, the students were outraged. There was tremendous resistance. This has happened almost anytime we have closed anything. The moral of the story is that the thing you put in they love even more. A very enterprising Korean grocer in New York City, with a young family, felt New Haven would be good for raising a family. He opened a lovely place with prepared foods – and the junk food the kids want, but some healthy foods, too – and it stays open very late at night. We have actually enforced requirements that all of our tenants stay open until 9:00 at night, and many of them are open even later. We have also put restrictions on our tenants to make the spaces attractive and safe.

We had bought some properties through people who did not identify themselves as representing the university. One problem with being Yale in New Haven is that if you go out to buy a property, the price doubles.

So now let's look at the downtown. This is a bigger challenge because it's the core, really the center of downtown New Haven. A number of properties had begun to be redeveloped by a

private developer in the 1980s, but he went bankrupt. The FDIC was holding them and they were beginning to fall apart. The FDIC wanted to auction them off piece-meal. We were asked by the Mayor to find a developer – or to be the developer – so these properties could be packaged in one unit in the interest of consistency. Bruce Alexander had done many of the retail developments around the country, and he was perfect for this.

It took about two years to negotiate with the FDIC over the price. The buildings needed a tremendous amount of deferred maintenance work – what is a reasonable allowance for that level of deterioration? In the end, we were able to negotiate a very attractive package. We put several million dollars into renovating these spaces, and we brought excellent retail to the area.

As someone who has lived in New Haven, there has not been a time prior to the last three or four years, when we got into this and started to attract more private capital, that people walked around downtown New Haven feeling safe and secure. It is now a safe and attractive downtown. We provide an escort service for our students who have to get from one place to another. Successful restaurants are attracting droves of more restaurants, some of them in our properties. But for the most part, once we invested in these projects, other people have followed and we are now in the middle of a very positive investment dynamic – right through this recession.

One of the other unattractive parts of downtown New Haven, Chapel Street, is another block to the east of where we are making those investments. That was the really the most difficult retail neighborhood. We worked with the state to initiate a façade improvement program, which is having quite an impact.

Knight Square, about four blocks from the properties we developed at the western edge of downtown, was another truly dilapidated area. The state and the city had begun to redevelop it way back in the early 90s. About that time the state approached Yale for a contribution of \$10 million to the redevelopment project. We settled on buying

\$10 million of State bonds that they thought no one else would buy. This worked out really nicely. It's kind of an arts quarter, with a lot of residential, lots of students, close to the medical school – a lot of residents live in this area. We had a little trouble building the retail there, but as the footprint of the downtown continues to thrive we will see more of that happening.

We also promoted collaboration among the local merchants. We worked with the downtown business sector and convinced everyone that it was worth paying a surtax for street cleanliness, for extra safety patrol, and for street guides who are available to give information about New Haven.

Safety is really important, as I mentioned, and we have had a wonderful record of reduced crime over the entire decade. Crime in New Haven was a serious problem, especially in the downtown and around the campus. There has been continuous improvement. Amazingly, in the campus crime statistics that we must issue as a part of public record, we used to have one of the two highest crime rates of the Ivy League schools, and now we have the second lowest crime rate, just after Princeton's.

I mentioned that we have two great repertory theaters, the Yale Repertory Theater, located downtown, and the Longworth Theater, located out on Longworth. We've been working with them to convince them to move downtown as well, which they now intend to do. Downtown is also the site of the Schubert Theater, which has been renovated by public and private funds.

The downtown revitalization sells itself now because it's a great place, but marketing is important. In 1993, New Haven was one of the ten poorest cities in the nation, but New Haven County is one of the ten richest counties. So the suburbs are quite wealthy, and the many people who live there wouldn't come downtown because of the safety concerns. Now people come in.

We established the marketing program at the Mayor's request. He came to us and said we need to spend \$1 million marketing New Haven, and he offered \$500,000 from the city funds if the university would put up a quarter of a million. Together we recruited shares from the businesses community – that has been very successful.

I hope this has given you a sense of how vibrant and dynamic downtown New Haven has become. This is something that the university has done in partnership with city officials and with the local business community. It has been a very rewarding activity. I think the whole university community truly feels great about the result. I will close there and turn it over to Tony Rescigno, who plays an important dual role in our community as head of the Chamber of Commerce and Executive Director of the Regional Leadership Council, which brings together the civic and business leadership from all the surrounding suburbs. Tony himself was the First Selectman of North Haven, so he has just the right experience for working with the local officials.

*Anthony Rescigno:*

Thank you. As a lifelong resident of New Haven I saw the city in its worst days. I can tell you Dr. Levin has been modest about the progress that has been made in the past ten years under his leadership. The reason for the success of New Haven is the relationship-building that the university has done with other partners. It's a sincere relationship, where people trust the university. We have this wonderful world class institution – not as an institution but as a business partner. I think that says a lot for an academic institution to join with the business community and look at things from that perspective.

The university has built relationships not only with Mayor of New Haven and the various social agencies around the city, but with the other mayors and first selectmen in the suburbs. This is very important because often there is an isolationist feeling among the mayors in the suburban areas – they're off doing their things, and their towns are financially better off than the urban area. They can get very selfish and not think about what is going on in the center city. That has turned around in our region because of the work that has been done by the university. We now have buy-in from the suburbs, and I think that is crucial. You can do great things here in Cleveland, but if your suburbs think they are better than you and they don't want to support what you are doing in Cleveland, then it is not going to work.

Our state is interesting. We have 169 towns in Connecticut, and they all operate from an

With the efforts of the university, our mayor, the first selectmen, and the business community, we have pulled together to go with one voice to the legislature and the governor to make the point that we have true consensus here and we need your help on specific projects.

isolationist point of view. In our region, with help from the university, we were able to pull those mayors together to agree that we can't think anymore as little towns or suburbs. We need to think as a region from an economic development point of view. When people come in they look at it as an area, not a town – wanting to be close to the university, or near the harbor. The important thing is that the suburbs are on board with this very strongly and see that they need to support the urban center. Their endorsement is necessary when it comes to getting allocations from the state for investments in our municipalities.

Dr. Levin is also modest about the relationship that he has built up with the governor of our state. We have a Democratic mayor and a Republican governor – they don't always agree. New Haven is not the capitol, Hartford is. Typically, when the governor thinks about making investments in the cities, he says he wants to make investments in all the cities. What very often happens, however, is that a lot of money goes into the capitol, and the other cities take a back seat. With the efforts of the university, our mayor, the first selectmen, and the business community, we have pulled together to go with one voice to the legislature and the governor to make the point that we have true consensus here and we need your help on specific projects. That has been successful.

The thing I hear very often from the governor is, "Where does Yale sit on this particular issue?" That is the position that Yale University has put itself in with the governor. They want to know whether Yale is on board on a particular proposal this one. Invariably we say yes, because Yale is in on all of our discussions. The business community works very closely with Yale University on programs, initiatives, and making improvements at large. All the key meeting we have with the governor in New Haven are hosted by Dr. Levin at his house, which lends tremendous credibility to a Democratic mayor who often prompts the governor

to ask, "Am I getting the whole story here?" He has committed more dollars to New Haven in the last few years than we have seen in ages.

The bioscience influx into New Haven that Dr. Levin talked about has been remarkable. There are 25 new bio-science companies in our area, 17 right in the city. This represents \$1.5 billion of private investment by bio-science companies, adding about 1,300 employees, typically young professionals coming from other parts of the country who want to be in a city that is alive and vibrant. We have a two-pronged development attack: bioscience up front, followed by the arts and entertainment. The two seem so different, and yet they are so connected: these folks want a quality of life that only a great cultural city can provide, and we are doing that with the help of the university. We have a housing crisis – in a very positive sense – right now. We do not have enough housing for young professional who want to move in and live in the city, though new units are being built every week – with private money, no longer subsidized. This is the first time in decades where we have people who actually want to live in the city. This is just a terrific trend.

Yale – any great university – is a tourist attraction in itself. People want to visit Yale University. We understand that it's our greatest tourist attraction. Yale opens its doors to the public and they feel welcome, included. They don't feel like it's a place with some invisible barriers that we can't cross. They are very open to the public, to the neighborhoods, and to visitors. Our hotels are sold out virtually every night because of it, to the point where we are talking to other first class hotels about building space in our city.

I could go on and on about the strong relationships we have built with the university. We think we have something very special going, though I hope we're not gloating too much here. Thank you for listening.

*Could you talk about the role of community foundations in making all this happen?*

*President Levin:*

We have a pretty substantial community foundation that is a partner. They do support a wide range of cultural and social service activities throughout the city, but they focus pretty much on supporting non-profit organizations. What our community foundation has not done – and what I think a community foundation – needs to do – is to make some tough strategic choices and then concentrates its grants in ways that support these choices. I wish they could do that.

*What is being done to reduce the physical threats and violence?*

*Mr. Rescigno:*

If the police chief were here he could spend hours talking about the initiatives they have taken to understand the issues the neighborhoods, the drug gangs. The programs they have been instituted have been remarkable – they really know everybody that represents an issue in the community. They break it down like a company, with department heads – you call them captains or sergeants – for each neighborhood, so within that neighborhood the department head knows who and where the problems are. They have a good handle on it. They also have a good relationship with the university. Bruce Alexander and Rick Levin can call the police chief at any moment and get an audience with him to talk about an issue, and the business community can do the same.

*President Levin:*

We have our own police force with 85 officers. They are sworn officers by the New Haven Police Department, so they have full police powers and they work cooperatively with the city. That has been a big part of it.

*Mr. Rescigno:*

Let me tell you something interesting about how things have changed. The Regional Leadership Council, the 24 largest employers in our region, called in the police chief because we were concerned about panhandlers. He thought this

was a compliment, because we weren't calling him out of concern about too many murders or burglaries. For the most part these are social issues.

*What programs did Yale develop for low-income residents who were displaced by shopping centers?*

*President Levin:*

We really didn't displace any poor people from their residences. There is a city program that provides shelters for the homeless, and the police have worked with the panhandlers and the street people so they're not around the downtown all the time. There weren't a lot of people living in the buildings we renovated.

*I wonder if the governmental structure has been a problem in the development of the region.*

*Mr. Rescigno:*

A I mentioned earlier, the structure is very unusual in Connecticut. We have 169 separate entities, each with their own fire departments, taxing districts, etc., creating a level of competitiveness that is not always healthy because people fight with the next town over specific developments. Back in 1995 Yale University, along with the other mayors and first selectmen, and the business community, came together to form the Regional Growth Partnership. We hired staff, and we also agreed to put up money to support the region rather than individual towns. This agreement exists to this day, and it is extremely strong. Today we are working with Delta Airlines to their service into our local airport, and we're working together.

*President Levin:*

The bottom line is that we would be better off with a strong county government. This is effective, but it's a substitute for the real thing.

*Does Bruce Alexander report directly to you, and how much of your time is devoted to these efforts?*

*President Levin:*

Yes, he reports directly to me. He is one of six officers of the university, and we try to meet



weekly. The many various fractions of my time add up to about 350%, so.... When the governor comes to town, I am the host. I'm around.

*Mr. Rescigno:*

Let me make a point I think is critical. When we are speaking to Bruce Alexander, we feel like we are speaking to Rick Levin. It's a tremendous advantage to be able to do that.

*What process are you using to capture ideas from students and citizens?*

*President Levin:*

Let me take citizens first, rather than our university community. The staff in the office spends a lot of time reaching out to grass roots organizations. I myself meet a couple of times a year with leaders of grass roots groups. Yale had this terrible history with the city coming into 1990, and an even worse relationship with the labor unions. It's the last remaining challenge, and I can't get to them,

*Mr. Rescigno:*

Let me restate your question a little more broadly. Bruce Alexander told me if I took this job I would need to work very closely with the growth partnership group, the council of government, and the mayors and other local officials – that is the only way they wanted me in this job. They buy me into the process, along with the growth partnership, the mayors, and others, so we are working together.

*What motivates students and faculty to join in these community partnerships? Is it a requirement for tenure?*

*President Levin:*

Mostly altruism, I think, and a desire to be a good citizen motivate the involvement of both students and faculty. It's not highly incentivized. Yale kids are immensely high achievers – they are incredible. Every year there are Yale students who want to start some organization or another. Our faculty – and I have to say this from the heart – they live in this town because it is part of being a

good citizen. The university's stated commitment to the city absolutely changes the balance.

*How does impact of a Case Western Reserve, which is four or five miles away from downtown, spread to the downtown area?*

*President Levin:*

I think each university is in a different situation, which would dictate different modes of making contribution. Working with the school system, working with the health care systems, working with business – think of those areas and figure out what can be done.

*Mr. Rescigno:*

There are no easy answers. If you have a success on the campus and you're five miles away, I would engage the general business community in the region and ask for their help. Use some examples that may be taking place closer to the university. You can't have two different worlds – eventually that is going to drag everything down. If you see the value of improving the center city, I would bet that the business community, working with the university, city government, and the governor's office, could make a difference.

*Do you have any programs that focus on K-12 education in the community?*

*President Levin:*

We have been involved with a number of successful interventions in the public school system. Frankly, this is a situation where we can do a lot more, but we have had a problem – we've been body-checked by the school system. The mayor is willing, but the school bureaucracy is threatened by the university. It has not been easy. The mayor has asked us twice, once in 1994 and again in 1999, to take on projects with the schools, which I wanted to do. One was to create a set of social service organizations right on the school campus, sort of a family campus, and we were set to go. But it was like pushing a string – we just could not get the school system to cooperate. The same thing happened when the mayor wanted to start a high-powered college preparatory track – by the way, juniors and seniors in the school system

You can never guarantee an affirmative transition to a new set of people... The trustees provide some continuity: they are totally committed to this and they feel very strongly that it should be a high priority.

who are qualified can take two Yale courses a semester free, but this on site at the high school. Again we encountered one barrier after another, at the superintendent's level and the principals' level. We weren't playing hard ball. We were just coming in to see what we could suggest, but we got nowhere. School system reform is something that is needed in New Haven.

*What have you put in place to ensure that this effort keeps moving at an appropriate pace for the long term?*

*President Levin:*

You can never guarantee an affirmative transition to a new set of people – it could blow up. First of all, institutionalizing the Office of New Haven and State Affairs as an important entity in the university already signaled that this is a priority. The trustees provide some continuity: they are totally committed to this and they feel very strongly that it should be a high priority. We do succession planning – I don't know any other university that has actually done it – and we are working to get people exposed to the full set-up of university. Those are the elements, but who can guarantee what will happen in the city? We are well connected in the community, however, and I don't think too many people are going to be hostile to the university.

*Mr. Rescigno:*

Let me add one more element. The university has been around – it celebrated its 300<sup>th</sup> birthday in 2001 – and the chamber has been around for 209 years. We do think a lot about the political aspects of things because you never know when you are going to have a brand new mayor. We have been talking about forming an economic development corporation to take the major projects out of the hands of the politicians and place it under an independent organization that can control capital

investment for the State and municipalities. The organization could put in place concrete agreements, so if there were a new mayor, he or she would be obligated to follow up. We have thought about that, at least in political terms.

*Do the students reap the same benefits from these programs as the greater community does?*

*President Levin:*

I think so. I think the downtown revitalization has enhanced their social life. It is still the case that student life is focused inward on the residential college system that we have. But to the extent that there are more amenities, I think they do benefit.

*Have you tried free parking in some of those business areas?*

*Mr. Rescigno:*

You've hit on probably the key problem in the world. There isn't a meeting that I go to, whether it's with the arts and entertainment folks or the business community, where the number one issue isn't parking. Last week we had a meeting with restaurant owners, and 29 out of 30 people complained about parking. One person said "Thank God we have a parking problem – we've got people downtown now that we didn't have eight or nine years ago." We can address these issues, and we're attacking them in a lot of different ways. For example, there's free parking on certain evenings. This will be an ongoing issue, but you miss something very special if you don't come into the city. That is the message to give to your suburban friends – they have got to get into the city.

*Is there anything in place to attract people to come to downtown New Haven to get married?*

*President Levin:*

No, but it is surprising how many Yale College alumni met while they were at Yale and come back and get married at Yale – usually in the chapel. I didn't know we would be a nationally recognized wedding venue.

*Is Yale doing much in technology transfer that is helping downtown development?*

*President Levin:*

Yale was kind of a laggard in this area, although we did spin off a half-dozen companies in the 1980's. The key was hiring the right people as catalysts and finding out who was doing research that had commercial potential. We weren't ready for it. We did have one home run with the license of an AIDS drug that was invented in the 80's. That was actually bringing the university \$30 million a year in revenue, so it got people's attention.

*What advice do you have for a university president who does not have the kind of background you have? Does he need to hire a vice president for economic development?*

*President Levin:*

Even though I have the background I did bring in Bruce Alexander. Even an economist needed people in the trenches who understood what they were doing.

## Human Resource Development: University of Illinois at Chicago and the City of Chicago

Co-Chair: Chancellor Sylvia Manning, University of Illinois at Chicago

Co-Chair: Benjamin Kendrick, Executive Director, Marcy-Newberry Association

Moderator: President Jerry Sue Thornton, Cuyahoga Community College

Faculty Liaison: Dorothy Miller, Director, Center for Women

*Thesis: A college or university represents an important source of educated persons prepared to contribute to and gain from the area's cultural and economic activity. An institution that includes this objective in its larger mission will have a major impact on its community.*

*Jerry Sue Thornton:*

It is my distinct honor to serve as moderator for this break-out session about Human Resource Development. I am not going to go into great detail in introducing our presenters since they are profiled in the program booklet — they have certainly done a lot in Chicago. We feel very fortunate to be looking at Chicago as a model with implications for Cleveland and for Case Western Reserve University.

The first speaker will be Dr. Sylvia Manning, Chancellor of the University of Illinois at Chicago. It is the largest university in the Chicagoland area, with over 25,000 students. It is a major research university as well as one that is very engaged in its community. UIC is the region's 19<sup>th</sup> largest employer, with an annual budget of over \$1.2 billion dollars and a faculty of 12,000. There are a lot of resources -- including human resources -- at that university.

Following Dr. Manning we'll hear from a wonderful community leader, Benjamin Kendrick, the Executive Director of the Marcy-Newberry Association, which is on the west side of the City of Chicago. It is a 119-year-old association, and he has been there for 20 years as a community leader, community activist, and very much a part of that community. Under Ben's leadership, the association has grown to over 17 sites serving more than 35,000 people, with a budget of \$8.2 million. That's what community leadership can do in moving an association forward when there is a partnership between university and community.

*Sylvia Manning:*

Thank you very much. Our presentation will be divided into three parts. First, I'll tell you a little more about UIC, particularly its geography and who we are and what we are about -- including some brief information about human resource job training programs that we have had for some time. We will then discuss opportunities that arose as a consequence of a major development project which began about ten years ago with the acquisition of a big chunk of land adjacent to the campus. In that part of the presentation, Mr. Kendrick will tell you how he saw the project from the community perspective. At the end I will go back for a summary of where we are in the context of Mr. Kendrick's remarks, and I will try to draw the moral of the story as I see it from the university's point of view.

Even those of you who don't know Chicago have probably heard of "the Loop." The Loop is a fuzzy concept: it is downtown, but the boundaries of the Loop vary depending on who is talking. At the west end of the Loop the city is bounded by the Kennedy and Dan Ryan expressways, and at the south end of the Loop downtown there is an east/west expressway called the Eisenhower. The Kennedy/Ryan changes names at that intersection with the Eisenhower, so you have three expressways coming together. And in that southwest quadrant lies the UIC campus. We are five to ten minutes from the Loop. Historically, as I understand it, those three expressways functioned as a wall, and I still find myself telling people that they took the wall down -- you can come over here now.

The question was whether our identity should be that of an Urbana-Champaign “wannabe....” By 1993 we had formulated a response to that question that I believe is enormously significant to what we are discussing today: we are the public research university in the city.

In the history of Chicago and UIC, that is not insignificant. UIC was created in 1982 out of two prior university systems which were both part of the University of Illinois system. I will take the most recent one first. As the GIs were coming home in 1946, the GI Bill was about to create an influx of students at the University of Illinois. The University of Illinois just happens to be Champaign, which is about 120 miles worth of soy beans south of Chicago. The university created two campuses to accommodate this overflow, and one of them was in Chicago. By the late 1950’s, there was more and more pressure to create a four-year university or college for the youth of Chicago, and that resulted in 1965 in the opening of the campus called the University of Illinois at Chicago Circle – the only university in the known history of mankind to be named after a traffic intersection.

Just ¾ of a mile due west was the health sciences center of the University of Illinois. It had been there since the 19<sup>th</sup> century, initially as the College of Pharmacy, which began prior to the establishment of the State of Illinois, growing later to encompass six health sciences colleges. In 1982, that health sciences group and the Chicago Circle campus were merged and given a new name, the University of Illinois at Chicago, and that is where we remain today.

We’ve got the east side and the west side, as we now call them, and they are distinct. Between the two we have ¾ mile, which includes what is left of Little Italy, the region of Chicago that was razed to build the Chicago Circle campus. This was an enormously controversial event – there are a lot of Italians who remember it to this day. The area retains the best string of Italian restaurants outside of Rome, along with the Jane Addams residential complex, the oldest public housing in the United States. Over the last ten years the area has seen gradual gentrification, so that mixed in with those properties are townhouses that run in the \$300,000-

\$500,000 price range. It is really an unusual and mixed environment.

When the two universities merged in 1982, we became overnight one of the country’s leading research universities. We then wrestled in the 80’s what a public research university in a city should be. The question was whether our identity should be that of an Urbana-Champaign “wannabe.” But, after all, Urbana-Champaign is a Big Ten, high-ranking institution.

By 1993 we had formulated a response to that question that I believe is enormously significant to what we are discussing today: we are the public research university in the city. We developed a program called the Great Cities Initiative, demonstrating a commitment – as well as our enormous self-interest – in taking our intellectual research resources to the community, creating partnerships to address the problems of great cities. People say that about 20 years from now some 80% of the world’s population will be living in eight mega-cities. If the problems of cities aren’t solved soon, those problems are going to get really tough. I feel that this mission is enormously important, not just for us but for the models that we can create nationally and even internationally.

A couple of years ago we decided to stop calling it the “Great Cities Initiative” because, after ten years, it was time to stop initiating. We decided to call it the “Great Cities Commitment.” It’s a huge umbrella that we have hung over the campus to encompass the things that we do. Our Great Cities Commitment is essentially research-based and partnership-driven. It also embraces some new and experimental ways of delivering training and education — as long as they are based in partnership. Let me tell you very briefly about two of them.

One of them is called the Bridge to Advanced Technological Education, a program that focuses on our immediate neighborhood. To the south of us

is an area called Pilsen -- if you think about that word, you can imagine which immigrant group lived there initially. It is now a Latino neighborhood. To the north and west we have Chicago's Near West, with a mixed population that is heavily African American.

In 1998, UIC received funding from the National Science Foundation to join in a partnership which was to advance technological education. The key to it is that it is a multi-level training program, and it therefore is a multi-partner program.

One of the questions that arises is how a university does all this. We don't -- we're not capable of doing a lot of what is in this program. Let me describe first what is in the program and then who does it. There are several levels:

- Basic skills remediation.
- Technology learning skills bridge.
- Intensive GED (high school equivalency) prep course.
- Pre-technology bridge, the top-level program that includes 16 weeks of intensive instruction, case management, counseling, paid internships during the training, job placement assistance and follow-up, and advanced placement in community college associate degree programs in manufacturing technology.

There is also a Spanish language version of the program which is run by two of the partners.

Now who are the partners? UIC has a very limited role — we are able to be an NSF grantee, however, so we are able to serve as the conduit for the funding. We coordinate curriculum development, piloted some programs, and provided technical assistance, but we did not deliver the instruction. Our partners included the Richard J. Daley Community College, which played multiple roles, one of which was to deliver instruction. Another partner is Instituto del Progreso Latino, which also provides recruitment and counseling and is the lead entity in the Spanish language version of the program, working with another community college, Westside Tech. The Illinois Institute of Technology provided technical assistance and was particularly instrumental in working with students making the transition from this bridge into the IIT baccalaureate program in

manufacturing technology. The Chicago Manufacturing Center provided industrial input and marketing assistance.

What kind of results do we have? Of 389 graduates of the manufacturing bridge, 78% have been placed in jobs in those fields, at a starting wage of \$10.13 per hour. Another 84 participants are enrolled in community college certificate or degree programs. In addition, there are some 678 graduates of the vocational ESL, the pre-bridge program of bilingual and technical programs run by Instituto del Progreso Latino and Westside Tech. UIC's grant was only for three years, through 2001, but our role was as facilitator. The partners who actually operated the programs have institutionalized these activities, and they continue. The UIC faculty member who played a central role continues to work in workforce development, but no longer has a lead role in this project.

A second project involves community day care training. In 1994, UIC's Center for Urban Economic Development conducted a study for the Westside Consortium — Ben Kendrick is heavily involved in that consortium as well, and you'll hear more about it from him. They surveyed 570 housing residents to determine their experiences of the residents regarding work, education, and training. They found that the primary barrier for women was child care. They also learned that the primary business interest in the area was child care service. There is a moral here.

The story is actually more complicated than the version I'm giving, and Ben might want to amend it a bit. Basically UIC had funding to help address issues like this, but once again we couldn't simply go in and tell people what was needed, and we weren't in a position to deliver services. But we could work with community partners. Malcolm X Community College, which is virtually adjacent to our campus, created a training program so people could become licensed child care providers.

The program has thus far produced six cohorts of graduates, more than 75% of whom have come from Chicago's west side. They are primarily African American, but several are Latino. We have had a total 161 participants, 156 of whom completed the program. A university would give anything for a completion rate like that.

The outcomes were very interesting. Ten of the graduates immediately obtained licenses and

With this kind of history to boast about, you would think we'd have it all down pat, that we'd really know how to do this. Not true.

started day care centers, and five others qualified for employment in day care centers. That looks very low, and when I asked about it I learned that 60% of the other graduates went on to further certificate and degree programs at the community college. We may have started with a limited, short-term goal, but once the participants started learning what they could do, learning their own power, they were motivated and they continue to take classes.

These are just two examples. The point in this presentation is that we do have some success in partnership with community groups and residents in work force training, and we also have similar projects in other areas like healthcare provision, education and economic development.

With this kind of history to boast about, you would think we'd have it all down pat, that we'd really know how to do this. Not true. We fumbled, and we continue to fumble. What we would like to focus on next is a situation where we did fumble very badly, but where we think we have come out the other end with something very positive.

On the east side of the campus near the intersection of those expressways, there is a 55-acre parcel of land that UIC acquired for further development. As we planned this effort, we began talking about how to proceed, and ultimately did partner with a private developer to develop this parcel. The acquisition took place in the late 80's and starts to get talked about, Mr. Kendrick

*Benjamin Kendrick:*

Thank you Chancellor Manning. I am very glad to be here. The area we are talking about is one of the most interesting communities in the City of Chicago. It was an embarkation point for primarily European immigrants. From the 1880s to about 1900 they were Eastern Europeans. From 1900 to about 1936 they were Jews. From 1942 to about 1955 they were African Americans, as part of the "Great migration." And since 1970 we have seen a great influence of Hispanics.

So it has been the first home for immigrants to Chicago, and conditions in the community reflect that. It has been a poor community, a place where people have struggled to become Americanized, struggled to attain the dream. When trains would come to that area, immigrants would get off at the 12<sup>th</sup> Street station and agents from factories would be there to get whole families and take them back to the neighborhood. They would put eight or nine people in one room, and then they would go downstairs to the factory where they had children working 12 to 14 hours a day. It was in this area that Jane Addams began the settlement house movement.

I am very proud to say that Martha Newberry and Elizabeth Marcy came into the area about the same time, in 1883. Mrs. Marcy's husband was a professor at Northwestern University, and she was a member of the Methodist Church in Evanston. Her friends had told her about how these immigrants were living, and it bothered her so much that she couldn't sleep at night. The women decided it was their Christian duty to do something, so they talked to the men in the church, but the men were not interested. So several of the women set up a jar in front of the church to collect nickels and dimes, which upset the minister. They gave the women what they called "pocket money," which they used to rent an apartment on the second floor of a building in the neighborhood. They began to teach classes on American citizenship and on how to prepare the food that was available in this country. It's interesting that the community center was on the second floor and there was a bar on the first floor. In records I have read, they would say that "the devil is downstairs and God is working upstairs."

Also in this area is one of Chicago's real landmarks, the Maxwell Street Market. When I was a young man growing up in this neighborhood, thousands of poor people of all races went there to shop for furniture, clothing, toys, car parts -- it was said that if you noticed your hub caps were gone, wait 20 minutes and go down there and buy

Also in this area is one of the largest clusters of medical facilities in the world.... And yet a few years ago we had to start a Westside initiative, Westside Future, because we had teen pregnancy and infant mortality rates that were beyond those of Third World countries.

them back. It was a hard-working, bustling community. There is a book titled *Gem of the Prairie*, by Herbert Asbury, who also wrote *The Gangs of New York*. It is a history of Chicago's underworld and describes the neighborhood conditions in which these people lived. Other books have described the area in which the university is building a new campus as having been a feeding ground for the Mafia in Chicago, and profiled the 237 gangs that operated in Chicago, identifying the gangs from Maxwell Street near Westside gangs as being the most vicious. So, it was a poor community, full of immigrants, full of opportunities, and full of pitfalls.

My family moved into the community in 1950, when I was eight years old. I remained until I was a 17-year-old junior in high school. I didn't go to high school in the community, but I certainly lived and survived on the streets of that community. I could go all over that community because I got up very early in the morning to deliver my papers. I got to meet the Hispanics, the Italians, and the Eastern Europeans. My first real job was with the Chicago Youth Centers when I was 18 years old, working in their summer programs.

My family moved when I was 17, but I came back when I was 18 and I have worked on the west side all of my life. It was a vibrant, working class community, with many small and medium size commercial operations and a functioning market area. In this community, we moved around the fringes of our neighborhoods -- we all knew where we could go and couldn't go. There were very identifiable borders between the various ethnic groups. There were gangs in that area -- drug gangs, not shooting gangs -- and there were street clubs. Most of us did something. We played softball -- 12" softball, 16" softball -- and there were films at the local movie theater.

As a result of that urban disturbance, commercial flight took place. Investments in the

neighborhood dried up, and individuals who were able to move certainly moved.

Over the past few years, three private developments have been built by community development corporations -- I built one, and a group called the Westside Organization built another -- but for the most part housing stock in the community has gone down. Out of our total efforts we were not able to build even a thousand units, while we saw many thousands of units dissipate. Also in this area is one of the largest clusters of medical facilities in the world: Cooke County Hospital, Rush Presbyterian, UIC, and others. And yet a few years ago we had to start an initiative called Westside Future, because we had teen pregnancy and infant mortality rates that were beyond those of Third World countries. We had babies dying of malnutrition, poor pre- and post-natal care -- it was a disgrace. The community came together, and we have changed that drastically.

With the decline and isolation of public housing and the medical center expanding its boundaries, the African American community around it was gobbled up, leaving only the public housing.

Into this mix of a transitional Hispanic community and a deteriorating African American community came UIC. The Chancellor has already mentioned that the beginning of UIC was clouded in controversy because it destroyed an Italian community and a commercial strip that had been very significant in all of our minds. There are those who talk about UIC being a barrier created by the downtown politicians to keep the minorities from migrating into some choice neighborhoods. UIC was part of that history, and as a result there were protests and picketing when UIC was built. I can remember the gangs in Chicago being organized by Rev. Jesse Jackson and marching on the construction sites because African Americans and other minorities were not able to get jobs. But UIC



was built, and some members of the community took advantage of the opportunity educationally.

Then followed the rumor that UIC was going to take down public housing to build dormitories for students. Fears about dislocation and relocation, mixed with confusion and fatalism, were rampant in the community. The presence of those kinds of emotions creates the opportunity for explosions in a variety of ways. Nobody knew what UIC was going to do because we did not have anyone at the university to talk to. I had been around 15 years at that time, but I didn't know anybody at the university and nobody at the university reached out to me. As Executive Director of Marcy Newberry, many of my neighbors came to me to ask whether they would take our homes. I could not tell them -- I didn't know.

After a while, the agency executives tried to get an appointment with the Chancellor, James Stukel, who is now President of the University of Illinois. We were very surprised -- after one phone call, we had an appointment. We met him in his office and asked directly whether the university was going to displace the families and destroy this last pocket of an African American community that has been here for over 70 years. His answer was very clear: "I have no intention of doing that." At that point, he said, the university was talking about a new campus, but that would be years down the road. We all agreed that one of the problems was the isolation of the university, and that it would be a good idea to create a forum in which information around the redevelopment could be shared.

The university's foundation funded the Westside Consortium. It started off with five members, and today we have 28 voting members. We have quarterly meetings, and we work with from 80 to 100 groups and organizations. The group has become so respected that that any developer or planner, or anyone wanting to run a child care program or a Boy Scout group -- whatever you want to do in the neighborhood -- sees the advantage of talking with us. I try to use the consortium in a very positive way, as a way to resolve problems that individuals may have with one or with another group. You do not want to take conflicts like this to the total community.

A few years ago, when UIC decided that they would create a new south campus, we had the opportunity to build on this relationship. However,

the early years of the project were filled with problems. Chancellor Stukel had left, and there was a new Chancellor. It was almost as if we had moved from this great period of collaboration and working together to a period in which the university began to see us as adversaries, as obstacles to creating the campus. We in the community decided what we had to do, because the magnitude of building the campus would change the nature and character of our community. We would be most affected by this change, and we felt that we should have been invited to have that discussion.

We had also learned something in the Westside Consortium, however: for the first time we reached out to the Hispanic community. We asked the Hispanic community what they felt about this expansion, and whether they had been invited to the table. We learned that UIC had cut a deal on the side with the Hispanic community and promised them a lot of things that they had not promised us. This angered the community to no end, but we also learned that not everyone in the Hispanic community had been benefited from these promises -- certain groups received promises, and others did not -- so they were factionalized. I began to promote the "Big Tent" approach: everybody has to sit at the table, everybody has to be in the tent, and most important of all everybody would speak with one voice. We would go to the university together to address this issue.

A lot of pressure was put on me and on the Hispanic community to back off. Representatives of the project maintained that they were working in the interest of the university and I was not. I told them I was not -- I was working in the interest of the community. The community is pro-community, not anti-development, pro-community, not anti-university. If the university is part of the community, they are part of what we are about. And if they are not part of the community, they are not what we are about.

UIC announced the creation of a community advisory committee for this new development project. Many members of the Westside Consortium were part of that group, along with those who were anti-Westside Consortium. We had a faction within the committee that was working together, and another faction that was not. Anyone

The university ultimately unveiled a community covenant calling for 51% of all the jobs in this development project to go to the community -- to women and minorities -- and for 45% of all contracts to go to these groups... It included the entire package we'd been negotiating for.

with any organizing experience could see it was crafted to keep the community divided.

The issues we raised with the university were about potential increases in property taxes. Much of the housing in the neighborhood belonged to seniors and working class poor who would have difficulty maintaining their homes if taxes increased. We were also concerned about security issues, whether the university would create a wall around these houses and cut up the streets so you would have to go five blocks in one direction just to travel one block in another direction. We felt that the neighborhood needed to be open, with free access for the people living in the community.

And what were our employment opportunities? About 80% of the African American males in the area were unemployed, and unemployment among young adults was 90-95% during the summer. We wanted the university to make itself available to us, to identify employment opportunities in this \$500 million construction project. Chicago Public Housing had also decided that they were going to redo public housing, which they said would be a \$500 million project as well. Here we had \$1 billion in construction projects, and nobody had bothered to sit down with the community to discuss how we could leverage this to lift the local economy.

For us it was a no-brainer. We agitated for opportunities for employment, for commercial and economic development, and for the university to be willing to let the community take advantage of all of its resources, economic as well as educational. For 3 ½ years we debated, discussed, presented and approved plans, approved the process – and the process got changed. In hindsight, I think it was wonderful that it took so long, because in that 3 ½ years we got to know each other very well, and we built a strong alliance with the Hispanic community that has held together in some very difficult times.

The problem with the process was that the university kept changing its leadership. Every six months a new person would walk into the meeting and announce himself or herself as the new representative from the university – what's been done doesn't count; we'll start all over, and start in good faith. We were very disenchanted because the reality was that the issues we presented publicly got thrown out the window, and we started over again. Many community residents walked out, quit the committee. We concluded it was a process to keep us involved without having any real input. Looking back on it, I believe the university – being a state institution, being placed there with state dollars, adhering to the state culture of Springfield, and concerned about state funding for its budget -- didn't understand city-community revenue issues, because they'd never had to. Their orientation was down-state. In any meeting, all they talked about was down-state. We in Chicago were very actively involved in city politics, but the university wasn't accustomed to working at that level, or to having local residents involved in the process.

Who knows where it would have ended had not a new revenue vehicle come into being: TIF, Tax Increment Financing. In this approach, you take an area that is generating very little taxes and you cap the taxes at that level. You then redevelop the area, and the difference between the capped tax level and the new taxes generated stays in that community, where it pays for infrastructure -- lighting, sewer work, etc. It is a very attractive package for a developer coming into an area.

In order to get Tax Increment Financing approved, however, community support is required. Previously we had needed the university, but now – for the first time – the university needed the community. My position was very clear: I don't know if I can speak in support of this project to the city council, I said. I don't think I can, I added, and I am really struggling not to speak

against the project. A lot of us felt the same way. We went to a meeting with the university, a long, heated, and debate-filled meeting, followed by other such meetings.

The university ultimately unveiled a community covenant calling for 51% of all the jobs in this development project to go to the community -- to women and minorities -- and for 45% of all contracts to go to these groups. It also called for job training and economic development initiatives -- it included the entire package we'd been negotiating for. Needless to say, we went to city hall to express support for the project, and the university got its funding.

We have moved forward with the covenant as the basis for our relationship with the university. More than 50 men and women got jobs in construction, and more than 50 young people got into apprenticeship programs with the union. I have a 27-person group that watches over all the materials and equipment being trucked in and out -- the same people who were creating problems when they weren't part of the project. We pay a decent, living wage. It has been an outstandingly successful program.

*Chancellor Manning:*

We developed programs as part of the covenant, including a community hiring program. You can promise that you will have a certain percentage of contracts, a certain percentage of jobs going to minorities and to women and local residents, but you really need to do some work to make that real. The other issue is that when some people think of minority businesses, they think of women-owned and minority-owned firms. We added the category of locals -- local residents and businesses in the area -- and that has been very important to us because we really wanted to work with the surrounding communities. We are not just going to look at your color and your gender. We also want to know that you are part of this community, because that is what we are trying to do, to be part of the community.

So far, by the way, we are completely on track with both the contracting goals and the employment goals. That is helped in part by a community hiring program in which we partner with our developer and six community organizations for employment referrals. The

contractors can tell this organization that they need some people, and hire them. We also talk with the community advisory committee at the beginning of a project about the contractors' employment needs, and the committee and the six groups involved in the program visit the sites to meet with the referred employees and with their supervisors, so they get feedback on the program. We have hired 93 people through that effort.

We have an apprentice sponsorship program, where the contractors sponsor some of these employees to become members of the union. We have tutors to work with the apprentices to ensure that they will succeed. We have a targeted marketing program in which we work with community businesses, particularly small businesses, to help them bid on contracts. A number of these contractors have moved on to become regular bidders and have a tremendous success rate. We have partnered with the small contractors network to help with various issues like bonding and insurance. Very briefly, I want to recommend a fast-pay program, where you pay the subcontractors directly so they don't have to wait for repayment from the general contractor. For a small business in a local community, cash flow can mean success or failure for the entire business.

There is a moral to the story. As Mr. Kendrick said, things evolve along the way. To do that you need an adaptable structure, but that doesn't mean you can keep changing the leadership. We need consistency of leadership, and we need fairness for all the community groups. Above all, I think we learned you need mutual respect between the community and the university. You have to respect each other for the expertise and the resources that each brings. That means that the university has to sit down with the community groups directly, forthrightly, and face-to-face, without mediation and without fear. For us, being local was a large part of it. The other thing that was helpful was that we were working with a community that was both diverse and organized. If we hadn't had partners like the Westside Consortium, I am not sure we would ever have reached the point where we could have the dialogue with the community.

In the past few years, this experience has transformed UIC. We see ourselves differently, and we behave differently. We thought we would tell that story so that others might flounder less, or

Community organizations perform a crucial intermediary role, which they can do far better than we, so I would advise not running it entirely from the university. Rather, find community organizations that can help with the outreach.

maybe not at all. To give you an example of the rewards that an institution can receive, ten days from now UIC will submit a proposal seeking to become one of the two sites nationally to be funded by the National Institutes of Health to build a Level IV Biosafety Containment Laboratory. That is where research will be conducted on immunization and treatment of the most dangerous communicable diseases, and where first-strike capacity will be developed in the event of terrorist attacks or other outbreaks of these diseases.

In order to win this bid, one of the things we need is community support. A lab like this was built somewhere in Canada, but it was never able to open because people regarded it as a danger to the community. These facilities are not dangerous in that way, but people don't understand that. This time our first instinct was to go to the community and ask for help – perhaps by forming a task force, holding community hearings, listening to people, telling us what you hear, and helping us deliver the story. What happened was absolutely astounding. They responded that this is terrific, this is good for Chicago, this is good for our community, and they agreed be part of this effort.

Ben always reminds me that there are things that we are going to disagree about, but the fact that we can talk together and that we are learning to work together makes it a very gratifying experience.

*What kind of structure and staffing were put into place to make sure this was successful?*

*Chancellor Manning:*

The program is coordinated by the University's Associate Chancellor for Access and Equity – it really is a large part of her job. [Case Western Reserve has] the advantage of being private, while we are a public university, with all sorts of Illinois procurement regulations that stop at contracts below \$30,000. But that makes sense in a way for

the kind of contracts we are doing. We have to make sure that potential bidders are informed of these opportunities, and we reach out to help these contractors figure out how to do the bidding.

Community organizations perform a crucial intermediary role, which they can do far better than we, so I would advise not running it entirely from the university. Rather, find community organizations that can help with the outreach.

Incidentally, in this \$550 million development there is a retail component. UIC will be the landlord for the retail area. We have done similar things to encourage local businesses -- dry cleaners and others -- to open up on that area. Again, we had to reach out to local businesses. You can't just post an announcement on the web.

*Mr. Kendrick:*

We have an employment committee and a contract committee. The employment committee has the responsibility to monitor the numbers. We asked a group called Women in Trade to place a representative on our committee, and she keeps us straight if we don't have the correct percentages. The hardest thing is that subcontractors don't want them on the job site. Before they sign the contract, we tell them what the employment goals are and what the mix should be, and we tell them we are going to be monitoring their performance.

*Chancellor Manning:*

When we are entering into a large contract with a general contractor, we are in a good position to influence what the contractor does relative to subcontractors. We can be facilitators: "We'll help you find [minority and women contractors] if you can't, but, goodness gracious, do you mean to say that you've have been a general contractor in Chicago for 30 years and you can't find them? But if you don't, we will help you...."

*You have two partners at the table, but what role does the city play? Is it active or reactive?*

*Chancellor Manning:*

The whole project that we are talking about was, as Ben suggested, made possible by tax increment financing. I think the city played a positive role because, in the early going, the university's presence at the table was not entirely voluntary. The city government in Chicago was pretty savvy about the need to distribute the resources through the Chicago population, so in fact they played a very positive role, as I see it.

*Mr. Kendrick:*

The city appointed a person from the Planning Department to negotiate with the university and the community to keep us on track, so they were there and have stayed with us. The leadership issue was a problem again here: they have changed people several times. The city does play a role, and I think it's the basis for our whole relationship. The city made us sit at the table, and we got to know each other. We didn't dislike each other at all. In fact, I like Sylvia -- she is great.

*What techniques do your two organizations use to encourage neighborhood participation in training programs?*

*Mr. Kendrick:*

The public housing sector has really solved that. We did a 15-week jobs program for construction training, working with an organization called the Executive Service Corps, which is a group of retired executives. We had each one of our people sit with this team of retired executives to interview them about job habits, attitudes, etc. Previously it took us two years to train 20 people, so we soon learned how to compress our training program to reflect the realities of placing jobs. One of the problems is that contractors, particularly sub-contractors, have teams of eight or so people who may go all over the city doing dry wall work. When we say we want you to hire a community person, we have to fit into these close-knit situations.

*Chancellor Manning:*

Let me mention another program that may address your question. In the mid 90's there was a campaign to increase the numbers of entry-level staff on the campus who came from local areas. They worked on this for 18 months, using an approach in which our employment office would do more public outreach. At the end of 18 months, nothing had happened -- it simply didn't work. We came to understand that the civil service system -- we are a public institution -- has a lot of procedures for hiring, testing, etc. that create barriers for people. We were able to negotiate a change so that in certain job categories we can hire 10% of the employees outside the civil service system. They come in as "earner-trainees," working for 80% of regular salary for six months, after which they can become 100% regular-status employees. They don't have to take the civil service test because their performance during that six-month period *is* the test. Now we have more than 60 employees on campus as a result of the program.

*How do you define "local?" How far away from your center does that go? In terms of our own center here, would we be talking about the city limits, or are we talking about an x-mile radius around the campus?*

*Mr. Kendrick:*

We actually sat down and drew a map, and we agreed that the communities adjacent to the development would be mostly affected. What we wanted was priority -- not exclusivity, but priority. We wanted the local area to have the first shot. In the implementation, it really hasn't mattered. The project is large enough that we're able to meet the local initiative and still serve the broader community. It put the community in a position where we don't have to explain to other areas of the city why we're getting priority. The local area was identified as the near neighbors who would be mostly affected, particularly by the property taxes, the reconfiguration of streets, and the removal of certain amenities that the community had enjoyed. That's how we identified it.

*President Thornton:*

To extend the answer for Case Western Reserve University, Dr. Hundert wrote in the [January 26,

At the beginning, we worked with a consulting group to find the contractors and help us fill the jobs. That sounds good, but it really didn't work well... It looked like a buffer: we will hire these guys to talk to those guys.

2003] *Plain Dealer* that a first step is looking at the adjacent communities and developing a community center on the site of the former Mount Sinai Hospital that will help address health issues, issues of children, and other community priorities, with the idea of moving out even farther.

*Chancellor Manning:*

At the beginning of this project we worked with a consulting group to find the contractors and help us fill the jobs. That sounds good, but it really didn't work well because it put somebody between us and the community. It looked like a buffer: we will hire these guys to talk to those guys. Another reason was the complexity of the community. At least in Chicago, you can't hire one organization that reaches out in an even-handed way to the entire community. By mutual agreement, that contract terminated about a year and a half ago, and in its place we work with a number of groups, particularly one called Westside 2000, an organization that seeks to improve the jobs and business climate for small local firms. Because these organizations are the ones that are close-in, we go to them and we ask them to find us the sub-contractors.

*Mr. Kendrick:*

I think what Chancellor Manning said is important. We have had to deal with the realities of the union, working both with them and around them. We have to pay to send trainees to apprenticeship schools, and we've had to find sub-contractors willing to sponsor employees in apprenticeship school. The university just paid for a bus to take 16 people out to the suburbs — most of the apprenticeship schools are in the suburbs. We found that the unions were as amenable to some of our issues as the university was. It's a matter of approaching it from a mutually understandable point of view. Unions are definitely an obstacle to getting unskilled labor jobs, but unions are definitely a benefit in getting decent

living wages.

*Is there is any connection with the Chicago Empowerment Zone?*

*Mr. Kendrick:*

The Hispanic community and the African American community [do not have] an Empowerment Zone, but rather what is known as an Enterprise Zone. It doesn't have all the benefits of an Empowerment Zone, but we will take what we can get. Pilsen has used some of their Empowerment Zone dollars to do job training

*I would be interested in what kind of leverage you have in the immediate community in terms of your student body, and how would a private institution differ in being able to make use of some of the financial tools that helped to your miracle happen?*

*Chancellor Manning:*

The student aspect is interesting. One of the bragging points for UIC is the diversity of our campus. Organizations that rank universities place us 4<sup>th</sup> in diversity among universities like ourselves. Among our students there is no ethnic group that holds the majority — no ethnic group over 50%. That said, we are doing wonderfully well with Latino students — 18% of our student body is Latino, and that number is growing. But we are not doing as well with African American students. A vast majority of our students are from Cook County and the surrounding areas, drawing very, very heavily from the City of Chicago and therefore, to some degree, from the neighborhood near the campus. We are not succeeding in recruiting students from public housing projects.

In Chicago, one of the issues with the African American population is south side vs. west side. We have done much better on the south side, and we have to be much more serious about how we do that kind of local recruiting. We have two different

projects in the west side now, working through churches that help us to reach out. Recently our College of Education declared that its priority is going to be training teachers and principals for hard-to-staff, big-city schools. Those are schools that have difficulty hiring teachers, and where the teachers they do hire are so unprepared to teach there that they are gone in three years, a terrible attrition problem. So we are going to train teachers to work in these schools. We hope that we will in time improve the situation, because right now we really don't have anything to boast about. We also want to partner with Malcolm X College, which is adjacent to our campus, because we think that community colleges can provide a transition from high school to four-year college that we simply can't. If they are right next to us, those students can still use our libraries, we can have a joint admission programs -- we could do all sorts of wonderful things.

When you talk about the private vs. the public, it brought to mind my reaction as I listened to the President of Yale University talk this morning about a million here, a million there. Good grief, we are a state institution -- we don't have that sort of flexibility. What we put in looks like peanuts compared to what a place like Yale can put in, and flexibility is an enormous advantage. Tax Increment Financing is not restricted to government organizations, and I know these things work differently in other states, but when a university is building and hiring, you have this power.

## Life Sciences: Washington University and the City of St. Louis

Co-Chair: Chancellor Mark Stephen Wrighton, Washington University

Co-Chair: John P. Dubinsky, President of Westmoreland Associates

Moderator: Mark E. Coticchia, Vice President for Research and Technology Management, Case Western Reserve University

Faculty Liaison: P. Hunter Peckham, Professor of Biomedical Engineering

*Thesis: As a magnet for outstanding scholars, as a source of new ideas and other innovations, and as a generator of significant revenue to the region, a large-scale research enterprise based in a research university can itself become a valuable asset for the community.*

*Mark Coticchia:*

Welcome to the Life Sciences session of Great Universities and their Cities, being held in honor of the inauguration of Case Western Reserve University President, Edward Hundert. My name is Mark Coticchia. I am Vice President for Research and Technology Management here at Case Western Reserve University.

Dr Mark Wrighton has been Chancellor and Professor of Chemistry of Washington University of St. Louis since 1995. After an outstanding career of over 20 years at MIT in the Department of Chemistry, he became Provost in 1990. Since 1995 he has provided much of the leadership for economic development of the St. Louis region that we will hear about today.

Mr. John Dubinsky is a business leader and civic leader extraordinaire. He spent some 30 years with Mark Twain Bancshares in St. Louis, becoming its President and CEO. He is now President and CEO of Westmoreland Associates. He is an active and prominent alumnus of Washington University.

I also want to recognize Dr. Hunter Peckham, Professor of Biomedical Engineering and Orthopedics at Case Western Reserve University, who is assisting us with this session.

*John Dubinsky:*

Let me say by way of background that I come from a business background and, as was stated, I have been involved in commercial banking most of my career, along with a lot of civic activities. I

have been very active in various urban activities, such as neighborhood revitalization, economic growth, etc.

I thought that a good way to begin today would be to just remind all about St. Louis. I don't know that much about Cleveland, but after inquiring a bit I think we would find the communities are somewhat similar. St. Louis has about 2.6 million people in the metropolitan area, so it is slightly smaller than Cleveland. Reflecting on what your mayor said today, our core cities are about the same size, about 400,000 people. The population flight of the privileged class and the middle class has been going on for 15 years, so the core city of St. Louis -- of which Washington University is on the edge -- has seen severe population decline. We have a public school system that is a challenge, not what we would like it to be. In the context of the challenge that was given us today, the core city has a number of problems that affect the entire metropolitan area, though the suburbs to some extent are lively and growing nicely. The overall community has an annual growth rate of 1 or 2%.

One of the great things about St. Louis, one of its strengths, is that we have not only Washington University, but two other research universities: St. Louis University, which is a Jesuit school, and the University of Missouri at St. Louis, one of the four campuses of the University of Missouri.

Also, historically we have had a number of science based corporations headquartered in St. Louis, so there is a community of science based people there. As it relates to the future, we are right



There is a general commitment in the community, reflecting a lot of hard work on the part of a lot of people, that plant and life science is the most important thing we have to work on.

on the edge of America's agricultural region. You may not realize this, but much of American agricultural crop is shipped by barge on the Missouri River and the Mississippi River -- it's the most cost efficient way to do it. As a result of this transportation system, a tremendous amount of business from the agricultural region west of St. Louis has come through the city over the years. And we have a number of other key life science institutions in St. Louis -- The Danforth Plant Science Center that Dr. Wrighton will talk more about; The Missouri Botanical Garden, which is not only a wonderful place to visit but has a major worldwide research operation; and BJC Health Care System, whose board I must tell you I chair. Our health care system has 26,000 employees, by far the largest employer in the State and in the city, and thus has a huge impact on what happens in St. Louis and what happens in plant science.

St. Louis is an exciting place for those people that live there. Our Gateway Arch is one of the most visited monuments in the nation, and is so named because St. Louis is called the gateway to the west -- it's where the eastern part of the United States ends, and Kansas City is where the western part of the United States begins. That has to do with the old railroads: the eastern railroads went from the east coast to St. Louis, and the western railroads went from Kansas City to the west.

We have a number of challenges that will be familiar to you in Cleveland also. We used to have about two dozen Fortune 500 companies headquartered in St. Louis. Due to mergers, relocations, and other changes, that number is closer to one dozen today. And, on average, the one dozen we have are probably smaller than the two dozen we used to have. St. Louis has been and remains a business-oriented city, but a lot of the economic hub has left.

I have already described St. Louis itself as having a declining population similar to Cleveland's. What might be a little bit different than in Cleveland is that St. Louis has very little

discretionary money, and in fact has a \$20 million budget deficit it is trying to close. That's not insurmountable, but the State of Missouri has a \$1 billion budget deficit, and that's a real problem given the size of the state economy -- they have almost no discretionary money. I have three children in their 20's, and I can report St. Louis is not a place that is ranked at the top of young people's list of where they want to move, though it's a great place to raise families. People that move to St. Louis from out of town to join Washington University, CitiGroup, or Monsanto tend to come kicking and screaming. They come for the job opportunity, but after a couple of years in St. Louis you can't pry them out -- they like the lifestyle and the economics. It's a comfortable place to bring up a family.

The people in St. Louis seem to have concluded that, in this new economy where manufacturing jobs have left St. Louis and where St. Louis realistically is not the number one airport hub in the Midwest, the future relates to building plant science and biomedical science. I think there is a general commitment in the community, reflecting a lot of hard work on the part of a lot of people, that plant and life science is the most important thing we have to work on -- in spite of the fact that the city and the state have very little money, there is agreement of that. In the St. Louis community, in meeting after meeting, there has been a general commitment to building the life science.

A number of leaders of the community hired a company called Bechtel to identify the major factors that would be necessary to advance in plant and biomedical science, and what basic assets we have to start with. They pointed to the area's strong research universities, noting that plant and biomedical sciences are going to grow near research universities. It is a big advantage that St. Louis, Boston, San Francisco, and Cleveland share.

On the other hand, there are some negatives which we haven't overcome yet. For example, because St. Louis was a corporate town, full of big

companies, there is not a lot of entrepreneurial spirit in the region. People want to work for Boeing, or for Monsanto, or for Ralston Purina, or for Anheiser Busch. It's not like California, where people start their own businesses and figure out what they can do with their new ideas. A second huge problem in St. Louis – and here – is that historically there has been a shortage of venture capital in the region. That's important because we know that people that give venture capital to companies want those companies to be located near the source of the venture capital. So, if you don't have locally based venture capital sources, the new businesses you succeed in starting up will eventually move to where the venture capital is, which traditionally has been either on the east coast or the west coast. In addition, there is not a lot of infrastructure for start-up companies in St. Louis – incubators, wet labs, attorneys who understand small companies, accountants, etc.

An example of what has been done, starting about ten years ago, is the Center For Emerging Technology. This is a very successful biomedical incubator, located next to the Washington University Medical School. It has doubled in size, and today houses 14 growing companies.

St. Louis has a tradition of doing some partnerships for the benefit of the community. In the area we are talking about – near the western boundary of the city – there is an impressive collection of anchor institutions: Washington University Medical School, which is ranked among the top few in the country; Barnes Jewish Hospital, which is ranked as the 7<sup>th</sup> best hospital in the country; St. Louis Children's Hospital, recently ranked as the 4<sup>th</sup> best children's hospital in the country; and BJC Health Care, which I described before, which is system of 14 hospitals that have about a 33% market share in the St. Louis community. All these institutions are located near each other, and they have worked together for a number of years to improve that neighborhood – the central west end. Recently, about 1995, these institutions embarked on a neighborhood redevelopment project – resembling in many ways Dr. Levin's description of Yale's efforts – in a neighborhood that is right near the hospitals and the medical school. Washington University put up \$5 million, BJC Health System put up \$5 million, and the bank I ran put up \$1 million – for a total of

\$11 million in equity to do neighborhood redevelopment. In the medical center itself – the doctors, the hospitals, etc. – we have probably invested a billion dollars over the last five years or so with the goal of making the environment good for patients, doctors, research, and students.

Finally, starting about five years ago, we jointly developed what is called the Alvin J. Siteman Cancer Center, an NIH-designated cancer center that opened about six months ago. It is a combination of an ambulatory facility and research facility that cost about \$150 million – one donor generously gave \$35 million.

That is the background on St. Louis and what we have done in some partnerships in the region. Now let me turn it over to Chancellor Wrighton.

*Chancellor Wrighton:*

Thank you every much, John. It is a pleasure to be here. Let me congratulate those of you from Cleveland on recruiting such an outstanding academician as Ed Hundert. I have had the opportunity to interact with him both when he visited St. Louis on his own initiative, and also have had the opportunity visit with him informally at meetings of research university leaders. He is a great person, and I know he will do well here.

I also want to express my gratitude to those who have organized the colloquium. I appreciate the opportunity to be here. My frustration is that I wish I could go to each of the other breakout sessions, because while we have many issues in common, I might say that we have a lot more that we can do. We look forward to participating in the plenary session at 1:30 so we can hear some of the results of what we should be doing.

Let me clarify one aspect of our aspirations in St. Louis, and suggest that Cleveland also could be in a competitive position. Our special place, we believe, is to be *the* leader in plant science and a leader in the biomedical sciences. The scope of life sciences research related to human health in the United States is so large, and the infrastructure so well developed, that it is probably not realistic that any one region would assume the overall leadership position in a field so vitally important to all major urban areas.

The biomedical research enterprise is strong here in Cleveland, and you have much to be proud

A research university, one that has the power to attract talented people from all parts of America and the world, makes its greatest contribution to its community in the form of a continuing flow of these remarkable people.

of. In plant science, however, I would say there is a different situation. Plant science as a fundamental science has been funded largely by the Department of Agriculture, and to a lesser extent by the National Science Foundation. National Science Foundation support for plant science is much, much less than NSF's support for fundamental biology in relation to human health. In that regard we are advocates for advancing federal support for plant science, positioning ourselves to be the leader in this area. Our location in the heart of the agricultural region and our very strong position in the fundamental science place us in a very good position.

In terms of cultural challenges in St. Louis, I will share one other element that I found interesting when I moved to St. Louis from the Greater Boston area, where I worked for 23 years at MIT. The motto of the State of Missouri is "The Show Me State," implying a level of conservatism that I did not find in Boston. In Boston, I was often engaged in interactions that would lead to entrepreneurial activities, and it was said that anywhere two or more faculty members were getting together, they were forming a company – and if not that, they were writing proposals together. In St. Louis, we have developed some momentum on this front – I am deeply appreciative of the support our region has received from leaders like John Dubinsky who have played a critical role in reshaping the agenda for the future – but ours is still a work in progress. We have much to do as we look to the future, and we look forward to the discussion that will follow our comments.

Let me just address a few things I think we can do, some of the progress that we have made, and indicate some of the areas of challenge. As Ed Hundert charged us, I also want to identify some areas where we face difficulties and perhaps do not have all the ways to overcome these barriers – your input would be valuable.

A research university, one that has the power to attract talented people from all parts of America

and the world, makes its greatest contribution to its community in the form of a continuing flow of these remarkable people. The challenge, of course, for St. Louis and Cleveland alike, is to engage these young people as they leave our institutions with great education, leadership potential, civic engagement and, in science, the "know-how and the show-how" to advance technological innovation. We need to work together with our community to make sure that the region remains attractive to the young men and women who leave our institution with their degrees.

Another important aspect of what we do, of course, is to bring intellectual leadership to our communities. We strengthen our institutions and our communities by recruiting outstanding faculty. Lest you wonder why people in my position are always out on the campaign trail looking for money, we are anxious to be able to recruit the most outstanding faculty and then provide them the resources they need to do their work – to realize the potential that they have.

One of the important misunderstandings of the research university community in the wider community is that the research we do is not fundamentally a money-making enterprise. Indeed, I say that research universities are "cost-minus contractors:" everything we do, with the quality that we commit to, we do with less revenue than our expenses. Why do we do this? We do it because we want to fulfill the aspirations of the people we recruit to our institutions – our faculty and our students. We dedicate a very substantial fraction of the spendable income from our endowments to supporting the research mission, the educational mission, and the service mission of our institutions, and those resources are vital because they provide the seed resources to support neighborhood redevelopment as well as to recruit those outstanding faculty members, who need strong infrastructure to launch research programs that will ultimately be supported by the federal government, by corporations, and by foundations.

Research universities today must also be proactive in technology transfer. Certainly we at Washington University have had a long tradition in biological research as an example, but we have not had a tradition of technology transfer as long or strong as those MIT or Stanford, two of the premier institutions that have led America in bringing research results to benefit society through commercial development based on technological innovation. We know that we must dedicate both our financial and human resources to support the infrastructure that will bring this all about.

The university was founded in 1853 – this is our 150<sup>th</sup> year. We were not founded by a migrating group of people, like Case Western Reserve, but we do have a long and strong history. The institution was founded by St. Louisians for St. Louis, and one of the ironies of our aspiration to be a national and indeed international leader – and I would say the same for Case Western Reserve – is that these aspirations actually bring greatest benefit to our region. All of the resources that we bring to the university are ultimately expended in the community. We attract people to St. Louis – while we are not exactly as frequently visited as the Arch, we are a center of activity. So while we have this regional focus, we believe that great benefit will come to the region by being best in class nationally and internationally.

We are similar in size to Case Western Reserve University, and we do have many programs in common. We have approximately 11,000 full time students, half of whom are undergraduates. We have about 10,000 staff members, including 1,200 faculty members, many of whom are in the School of Medicine. The operating budget is about \$1.3 billion, of which \$400 million represents support for research programs, with the leading sponsor being the National Institutes of Health. Our endowment value as of June 30, 2002, with a little bit of erosion since, is about \$4 billion. We are a life sciences focused university, not only because we have a great medical school, but also great many of our other campus activities include a big commitment to the life sciences. The School of Medicine has long been regarded as one of the top five research-oriented medical schools, and we have a large commitment at the same time to patient care, which is conducted in collaboration with our teaching hospitals, Barnes Jewish

Hospital and St. Louis Children's Hospital. Our patient care revenue last year was over \$300 million. Other key areas of the university are engaged in support of life sciences, including the School of Social Work, which is one of the top programs in the nation, and main campus departments of biology, psychology, biomedical engineering, and chemistry – all have research activities and educational programs that advance the life sciences at the university.

Like many institutions, we have made major investments in research. Washington University figured prominently in the program to sequence the human genome, and we contributed the largest fraction of the sequencing data. It is a collaborative project, as many of you know, and we are fortunate to have received extremely generous support for our involvement in it. In the aftermath of that project there is to be a major focus on taking advantage of what we have learned, using genetics to advance the practice of medicine, so focusing on human genetics will be a very important undertaking as we look to the near future. It is also interesting to note that the processes used in sequencing the human genome can be applied as well in sequencing the plant genome – DNA is DNA, so the technological developments that have surrounded the sequencing of the human genome are applicable to the plant genome as well.

There are a few specific investments that the university has made in recent times to stimulate developments in the life sciences. One of these is a commitment made by the Washington University trustees to begin building venture capital funds in the region. The trustees oversee the endowment of the university, which is, of course, an asset intended to support our programs in perpetuity. Our general policy with the endowment is to use spendable income equal to a small fraction of the corpus, so that that spendable income will grow slightly but steadily beyond the rate of inflation. If historical investment returns are sustained, we will continue to advance what we are able to do with the spendable portion.

The trustees decided to invest in venture capital funds in the region, in part to increase venture capital funding for science-based start-ups in the region, but also because – being prudent overseers – they expect to realize a significant return. University endowments are among the investment

You need a critical mass of physical infrastructure, but it is recruiting talented people that will make this a thriving undertaking.

assets with the longest horizon in the nation – we’re there for the long term as an institution, unlike some of our corporate friends. We’re not merging, we’re not relocating our headquarters. We are firmly based in St. Louis, and have this very long view. Investing a portion of our endowment in venture capital funds in the region would appear to be in our interest, and this policy has already attracted very substantial investments by others alongside the university’s commitment.

A second commitment made by the trustees, again from the endowment, is \$15 million to support in the development of real estate assets that could be provided to start-up companies and to existing, mature companies in the region surrounding the Washington University School of Medicine, a region that our community is focusing upon as a life sciences region in the community. There have been major investments in research facilities, educational programs, recruiting people, and supporting their ideas. These are more traditional aspects of university investment, but we have focused on life science as our major core area for the future. We founded a center for technology management, and have recruited an outstanding leader, Michael Douglas, who reports to our Vice Chancellor for Research, Ted Cicero. We have developed a very strong program for transferring what we are doing in our research laboratories into the growing start-up companies. The Center for Emerging Technologies that John mentioned is full of such companies, almost of all of which have been founded by Washington University community members.

Perhaps the best recent example of partnership yielding real results is the development of the Donald Danforth Plant Science Center, located across the highway from the corporate headquarters of Monsanto. The Danforth Center is the result of a very substantial collaboration among several institutions in the community, and is intended to be the leading center for plant science research in America. Its financial structure – it is a public/private partnership – illustrates the resolve

of the community and our supporters. The State of Missouri provided tax credits of \$25 million. The Monsanto Corporation made a commitment of \$50 million, in addition to eleven acres of land and financial support for the development of a new incubator. The Danforth Foundation of St. Louis made a commitment of \$60 million. The founding partners in the new center were Monsanto, Washington University, the University of Missouri, and the Missouri Botanical Gardens. We later added Purdue University and the University of Illinois.

One of the critical aspects of this undertaking was identifying an outstanding leader to serve as the founding President, and we were fortunate to recruit Roger Beachy back to St. Louis for this role. He had been in our Department of Biology, and was one of the innovators in plant engineering. To lure him back from his new position at the Scripps Institute in Southern California, we worked collaboratively to assemble \$75 million dollars to build the Nidus Center for Scientific, an independent science facility that, with Roger’s leadership, recruiting great people. Located on the Monsanto campus, just across the street from the Danforth Science Center, it’s a new incubator focused on life sciences. The Center for Emerging Technologies, on the other hand, includes companies with an information technology focus as well as life sciences. The Nidus Center is receiving substantial support from Monsanto as we strive to develop another sector of the community that will be focused on life sciences. You need a critical mass of physical infrastructure, but it is recruiting talented people that will make this a thriving undertaking.

The Danforth Plant Science Center at steady state will run \$15 million in annual expenditures, with 200 staff members. It’s important for the community to realize that the resources associated with the center are primarily coming from outside our community – including federal support, corporate support from others than Monsanto, and foundation support from others than the Danforth

Foundation. The main challenge for the Danforth Center is to develop an endowment strong enough that they can commit to the quality expectations of Washington University, whose aspiration in this partnership is to be the academic cornerstone of the plant science initiative. Attracting endowment for a research institute is somewhat more difficult because it doesn't have large numbers of alumni as we do. This is a distinct advantage for a university, so this is a challenge that we accept together.

Let me offer a couple of examples of the infrastructure investments that we have made on the main campus. We have just completed Whittaker Hall for Biomedical Engineering, housing classrooms and research space. This is a brand new department of the university, reflecting a very strong partnership between the main campus school of engineering and the school of medicine. Also completed this year is our new chemistry building – for the moment the best chemistry building in America because it includes a number of design innovations. Its early design called for energy consumption in the building that would be approximately 1/3 of all the energy consumed by the university's main campus, and we decided that would have to be driven that down to about 12%. If you know about chemistry buildings, you know they are most expensive buildings to operate on university campuses.

Other building additions include new space for the George Horn School of Social Work, doubling the space that we had for that school, and the building for our Department of Psychology, which has emerged as one of the strongest programs in cognitive psychology. We are still making other major investments in our infrastructure, as illustrated by the new building for earth and planetary sciences. This isn't the heart of the discussion today, but this is a \$40 million dollar project, but completing this building will allow the Department of Biology to expand by an equal amount of space.

Let me summarize by saying that the critical elements for a focus on life sciences are in fact present in St. Louis. The infrastructure issues are being addressed, though this has been a particularly difficult couple of years in which to do this. Obviously anyone who has any invested assets at all will realize that they have lost value from a couple of years ago, and in the technology

sector in particular there has been a draw-back of interest. It is true that a number of companies that were able to gather their investments prior to 2000 are in still pretty good shape, but it is noteworthy that in the month of January 2003 there was not a single IPO in the United States, as far as I can tell from what I read in *The Wall Street Journal*. But even so, as you heard me say we continue to deploy assets to support the development of life sciences, and we will continue to do so as our resources permit. We have aligned our civic, corporate, educational, and government leaders. As President Levin indicated, we are not always on the same page. We have our disagreements, sometimes in public and more frequently in private, but we have a very strong dialogue under way and a great deal of community resolve. Even in difficult times, we're gaining momentum through this alignment of the interests of a number of institutions to focus on the life sciences initiative.

John and I would be delighted to engage you in discussion, and we look forward to your suggestions. We hope we will have an opportunity to learn a great deal from you. Thank you.

*Mr. Coticchia:*

I would like to call on Dr. Hunter Peckham to raise the first question.

*Dr. Pekham:*

*How does Washington University provide support for start-up companies?*

*Chancellor Wrighton:*

We had a fairly passive attitude toward new companies until about ten years ago. The Center for Emerging Technologies was founded in the mid-1990s, as John indicated, and before that there was not a great deal being done with respect to infrastructure. Now the university has made a commitment to start a new Center for Technology Management led by Dr. Michael Douglas, who came to St. Louis when he was recruited by Sigma-Aldrich, and we recruited him out of the business world to join us. He has a relationship with the business community and other sectors needed to provide infrastructure – a community of legal advisors and bankers – and now we have a network

Venture capital is a national business. In spite of the new venture funds in St. Louis, you need outside venture capital to come in to the community to join with the local venture funds.

that is beginning to operate. The Center for Emerging Technologies provides a home, the infrastructure, and some guidance. The Nidus Center for Scientific Enterprise has been much more structured in terms of its commitment to provide help and support to companies who present themselves as candidates for admission to the incubator. They receive assistance with business plans and finding local management as they take ideas from the concept and development stage into a company. The center works with networks in the community to find the right investor group for each company. So there is more oversight, more of a managed structure, but we are still not there yet. More work needs to be done.

*How does the University make its venture fund investments?*

*Chancellor Wrighton:*

The university's money actually goes into a venture capital company fund in St. Louis. We listen to what their plan is, and we are interested in having them invest in the St. Louis region, but we don't require them to do so. Remember the board expects to make money on this – not every important deal will take place in St. Louis. Nor do we require that they invest in companies that are spawned through the research activities of Washington University, but we are a major research center in the community, it won't surprise anyone that some of our spin-off companies receive support from those venture capital companies. They also work in partnership with other venture capital firms – in Cleveland, perhaps, and in Boston and San Francisco – and they bring them to our community so they learn what we are doing. The most important point is that resources in St. Louis are deployed in many instances to support new companies in our region. And with the money being based there, those companies will have a stronger commitment to remain in the region. My greatest hope that these 13 or 14

fledgling companies in the Center for Emerging Technologies, a similar number in the Nidus Center, and a few others that are on their own remain as research companies, but become operating companies in our region, growing and actually selling products. There is a big difference between a research company and an operating company, with the latter requiring a much more complicated infrastructure. It is present in other parts of the country, and we are developing it in St. Louis.

*Mr. Dubinsky:*

Venture capital is a national business. In spite of the new venture funds in St. Louis, you need outside venture capital to come in to the community to join with the local venture funds. The way that really works is that a St. Louis company will invest in a deal in Boston, and a Boston company will invest in a deal in St. Louis or San Francisco – or whatever. It's a national networking business. You will not be successful unless you have local venture capital firm that develop working relationships with similar firms outside your community.

*Besides life sciences, what other industrial sectors are you focusing on in St. Louis? What related industries are located in St. Louis to make that strategy effective?*

*Mr. Dubinsky:*

In this we may differ from Cleveland. One of the advantages of St. Louis is that we have a very diversified economy. While there are these big companies that we have described, there is no one sector that is dominant in St. Louis. You have four auto plants, you have companies like Anheiser Busch, Monsanto, you have the universities, and you have a number of tech companies now. If there is a source of concern in the community that's getting some attention, I would have to say it's

airline travel with the shake-out of the airline industry. The good news is that St. Louis is now a regional hub for American Airlines. They control 85% of the flights in and out of St. Louis, Southwest probably controls 10%, and miscellaneous airlines handle the rest. It used to be 85% with TWA, which was the first airline company to go bankrupt. The worry in the community – and should be the worry in any community – is that if you can't get people in and out, they won't come. In every business community and every research community, this is a huge asset. It's not the prettiest project in the world, but we are finally beginning a \$2-\$3 billion airport renovation, with the goal of having a more competitive facility for whatever the major airlines will be. There is a lot of emphasis on what happens to the airline industry, because if American were to drop one of its hubs, and that were to be the one in St. Louis, it would be a real problem.

*You mentioned that civic, corporate, educational, and government leaders are supportive, but they are not always on the same page. What keeps the coalition moving forward? Who are the conveners? And what role has the philanthropic sector played as a partner with you?*

*Chancellor Wrighton:*

I think a lot of people have been conveners, and many are vying for significant leadership roles. I think every one of them has an important contribution to make. A great deal of the credit for bringing people together and sustaining the effort goes to my predecessor at the university, Dr. William H. Danforth, who continues as a board member of the university. He has been a major convener in recent years of a group that we call the Coalition for Plant and Life Sciences.

Philanthropy has proven to be significant. Like many institutions, we are in the midst of a major fund raising campaign, and St. Louis as a community has been very generous to us. In the course of the campaign we secured commitments of more than \$1.3 billion dollars, about half of it coming from our region. This support has enabled us to make those investments on the medical school campus and on the main campus, to build the research facilities and to recruit the most talented faculty and students to come to the region.

I think these have been critical to our success.

*Mr. Dubinsky:*

From a business standpoint, there have been disappointments on the leadership issue. We should be getting more leadership from the elected political officials, in my opinion, whether it be the governor or the mayor. We have a pretty good mayor now. But, you obviously have a heck of a mayor, and your mayor's enthusiasm and cheer-leading will be a force to bring lots of people together. Unfortunately, in my opinion, we do not have that in St. Louis.

*None of us want to lose out on the new industrial revolution based on biological and biomedical research, but how many can succeed?*

*Chancellor Wrighton:*

A lot of people ask how many institutions like Case Western Reserve, Washington University, and others who aspire to be stronger – how many of these can America support? In fact, it can support a very large number of number one research universities. In my view, there is no single number one university. You could suggest Harvard – despite Rick Levin's presence here today and your strong association with Yale, I think you have to acknowledge at a certain level that Harvard will for years be acknowledged as a special American asset, the premier institution of higher education. But I graduated from California Institute of Technology, which by comparison to Washington University and MIT is a very small place, but it is in my view a number one place for science education based on the quality and impact of the work they do. Similarly, you can take a Princeton University, which is also premier. But it is a university without professional schools – no medical school, no law school. Its focus is on the arts and sciences, and if your emphasis is the sciences, Princeton could also claim to be number one.

Your question really relates to how strong this revolution will be, and how great its economic consequences will be for our regions. Part of the answer is that a very large fraction of GDP is now spent on health care – on the order of 20%. That means that all of us have a major stake in this, and



We have moved into an era I call the age of biology, a time of profound change in both understanding and application that will have enormous benefits in terms of economics and advancing human health.

I think that major urban areas that have the privilege of having major research universities with a medical center enjoy a great advantage. It is due to the activities of these enterprises that we enjoy the best in health care and we have the greatest opportunity to achieve economic well-being through advances in biology. Our special place will include this commitment to plant science, and our leadership position is both possible and uncertain. We have a lot to do before we can make a credible claim to be number one.

Those who have been in science for a long time might reflect on the importance of chemistry and physics 100 years ago, at the time the Washington University campus was being built in its current location. It was when we developed an understanding of the electronic structure of atoms, the era of Albert Einstein. We have moved into an era I call the age of biology, and this will be a time of profound change in both understanding and application that will have enormous benefits in terms of economics and advancing human health.

*How does Washington University collaborate with other institutions of higher education in St. Louis?*

*Chancellor Wrighton:*

As John mentioned, there are three universities in our region engaged in research at one level or another, and we are partnered with them both in education and research. A premier example is the relationship between the University of Missouri at St. Louis and Washington University. They do not have an engineering school, and we do, but they recruit students who can take the preliminary courses and then transfer to complete an engineering degree at Washington University. It's a collaborative program that has been supported by the University of Missouri system. With no public engineering school in our large metropolitan area, this has proved to be a rewarding approach for institutions. It's true at most university campuses

that our facilities are not used 100% of the time. These major assets can then be deployed in these collaborations -- laboratories that are not utilized around the clock can be particularly valuable assets.

We also have cooperative educational programs with St. Louis University and the University of Missouri at St. Louis, most of them reflecting interactions between our respective faculties. Certainly the Danforth Plant Science Center has also encouraged a great deal of collaboration -- more with the Columbia campus of the University of Missouri than with the St. Louis campus.

*Mr. Dubinski:*

Let me respond to a different part of that question from a business standpoint. We have created another partnership that involved \$29 million, half of which came from Washington University and the rest came from other institutions. Of the institutions that are involved in the partnership, Washington University is far and away the most prestigious, but to get the partnership done, Washington University agreed to give equal representation to the other institutions. If you want to create together business partnerships among the universities, one way to do it is to have a governing system that may not reflect exactly the relative financial commitments of the partners. Nobody wants to invest their money -- no matter how small the amount -- into a partnership where they are treated as second-class citizens. You have to treat everybody as a first-class citizen, at least from a business standpoint.

*With a great deal of the secrets locked up in DNA now becoming unraveled, what measures are you taking to ensure that the Pandora's box that we have opened now doesn't get into the wrong hands?*

*Chancellor Wrighton:*

That is a particularly timely question considering the world in which we live today. In fact in this arena St. Louis University has one of the leading programs in bio-terrorism research, and that's an additional area of collaboration between us. We are working to stay abreast of the new regulatory issues on these matters, and I think that every institution engaged in the use of hazardous substances – whether known or new – has the responsibility to have appropriate safety measures in place. We think we do, yet we also know that all this work is being done by human beings and thus not a completely predictable environment, but we are doing all we can to stay on top of it.

Your question also alludes to matters of genetic engineering and genetically modified organisms – particularly genetically modified plants – which has been an important commercial aspiration with the Monsanto Corporation. There I think we have the responsibility as we conduct the research to ensure that what is being promulgated is safe, and at the moment it would appear that those safety considerations have been incorporated into the systems of approvals. This is familiar ground for the medical enterprise because of the process of developing new pharmaceuticals, and many of the procedures in place there have proven to be effective.

*On the presumption that mistakes will be made, what measures will be taken with these living plants and animals and human beings?*

*Chancellor Wrighton:*

In this regard we have a very strong collaboration with the Missouri Botanical Garden. They have in fact taken a leadership role in documenting biological diversity, working with us and others to preserve that diversity. While we haven't mentioned the Missouri Botanical Garden thus far, it is arguably one of the best in America in research areas related to ecology and biological diversity. It was in collaboration the Garden, Washington University in 1895 granted its first Ph.D. in botany to a woman. Our main campus Department of Biology is not ignoring human biology, but we have a lot of that covered in our medical school. Strengths of our main campus department include ecology, environmental biology, evolution, and areas that relating to

understanding and preserving biological diversity.

*What are the implications for students and practicing scientists of commercialization of technologies, the integration and sharing of knowledge, and promoting spin-off businesses and economic activity?*

*Mr. Dubinsky:*

I would say the implications are huge. One of the things I have learned in some of the work that we have done is that scientists don't think the way that we business people think. Scientists want to work together. They want to park their car once, go to Starbucks, and dialogue with fellow scientists – whether from their own or other institutions. Deep down, many of the scientists at the university view themselves as the siblings of scientists in industry. It's a scientific community. This has a huge effect because it leads to more intellectual capital and more intellectual capabilities, and people appreciate the work that other scientists are doing.

*Chancellor Wrighton:*

That's very true. Look at the regions that have been hot-beds of activity in terms of technological innovations forming new companies, Silicon Valley and the areas around Harvard and MIT. You find people joining start-up companies there. Though we know that not all of these companies succeed, there is not so much negativity associated with failure in these start-ups. People move around a lot, developing strong networks of people who have great ideas and are willing to work hard to pursue them with a special kind of dedication – and the realization that it may not all work out.

I have reflected on this for a long time in my own career. In the world of chemistry, which is my education, great companies like Dupont, Dow, and Union Carbide, and others earlier represented great places of employment. Just listing those companies and reading the newspapers will bring you to the realization that any expectation of real lifelong employment and security by joining a blue chip company is simply unrealistic. There is great receptivity among young people to starting with a company you may never have heard of, such as those in our incubator. They will go to work with them, make friends, and build relationships –

We must work hard to make our community more attractive to newly minted Ph.D.s leaving universities armed with know-how, show-how, and enthusiasm to take the ideas they have developed and build new organizations on them.

they'll network. They will also be listening to the scientists from Monsanto, and they may find later that they offer jobs to the Monsanto people, or they may be drawn into projects at Monsanto later. That community, which we're trying to build in St. Louis, is present in some parts of the country. That is why we must work hard to make our community more attractive to newly minted Ph.D.s and to the people who are leaving universities armed with that know-how, show-how, and enthusiasm to take the ideas they have developed and build new organizations on them.

*Can you comment on the relationship between public health and the emphasis on commercial development in the life sciences?*

*Chancellor Wrighton:*

A number of the pharmaceutical companies have been addressing this issue in connection with AIDS treatment for people in Africa. Institutions like ours have the responsibility to be engaged with our own communities where we offer health care services. In this regard, I might note that we are undertaking work in St. Louis with a disadvantaged population in areas such as obesity, diabetics, and diseases that are especially problematic. The return in a commercial sense – start-up companies, for example – may well be there if we develop new procedures, instrumentation, diagnostic tools, or pharmaceuticals, but the real benefit is going to come from the community itself being stronger. A healthier community will be more economically viable, and that's certainly a part of responsibilities that any academic health center in a major urban area takes on. Care for the indigent is a very large component of how we bring benefit to the region. It is not easily measured in dollars and cents, but if the community is wealthier, we feel that down the road we will be, too.

*In technology transfer at Washington University, is the primary philosophy that it is a service function to the faculty, or is that function charged with earning enough money to support itself, or both? How do you balance these two philosophies?*

*Chancellor Wrighton:*

The reason we do this is to bring benefits to society as rapidly as possible from the research that we do. Within the American system, part of what you do is to protect the intellectual property through patenting. That is an imperative, because if you have something that appears to be efficacious and worthy of development, particularly in the pharmaceutical arena, you will need to invest an enormous amount of resources in the development process, and no investor will provide those resources unless there is intellectual property protection.

Our Center for Technology Management's first goal is not to make money – though we hope they do, of course – but to manage the results of research to benefit society by bringing new companies along, transferring the technology to mature companies, and seeing that it's used. So, in some large measure, they are marriage brokers. I like our staff to know about the research before it's published, before disclosure has been made, and certainly before a patent has to be applied for, so that we can make suggestions about potential commercial applications. In practice, however, I tell them they have to self sufficient financially, and I think you will understand why I have to say that. We are a broadly based institution, with a law school, humanities and social sciences departments, a business school, and schools of art and social work, and others. These other programs don't have such opportunities, but if the Technology Management office is not self sufficient, it would imply that unrestricted resources are being applied to that office. No technology licensing offices at major universities bring in revenue streams that materially change the

way their institutions function. I would say the largest fractional contribution to any major university's operating budget might be in the 10% range, and that would be pretty large. We receive on the order of \$10 to \$20 million a year on an operating budget of \$1.3 billion. Our hope is that people associated with the university, who are founding these companies and creating wealth, will ultimately remember that there was some help provided by the university, and our alumni and our friends will be our big donors. It is not our primary objective to make money.

*When you committed endowment funds to venture capital and real estate development, did you raise new endowment funds for that purpose, earmark existing endowment funds, or both?*

*Mr. Dubinsky*

I am going to answer half of that. The endowment funds that I had a material impact on were those of the health system, where we have considerable resources that have been earned through the years. The answer there, in the spirit that Dr. Levin described today, is that the board committed those funds to these endeavors as a sign of leadership, recognition of the fact that if we, the largest employer in the community, didn't do it, then who would do it? We did not raise any additional endowment funds just for that purpose. Note that we invested some endowment funds for these ventures from the health system, and the university invested some of its own to form this partnership. Mark can speak to the university's rationale.

*Chancellor Wrighton:*

The governance of Washington University provides for a small number of trustees who serve as investment committee, which makes decisions about managing the endowment with a certain goal in mind for the investment return. The strategy they take to achieve that goal is represented in their asset allocation, often including use of so-called "alternative investments." The commitment of money to be invested in the venture funds was treated as a different category within "alternative investments." We did not seek from the community an additional \$40 million in endowment funds to be invested in the venture

funds. What we hoped – and this has happened – was that by putting in the \$40 million we would encourage others with substantial resources, e.g., foundations, wealthy individuals, and others, to assist in building the supply of venture capital in the region. In a way, our money was intended as a challenge, and we have been rewarded. We have followed a similar strategy for the funds we have committed toward the development of real estate for the life sciences thrust.

*Mr. Dubinsky:*

I have been on both sides of this issue. Intellectually, in my opinion, you need to believe that these endowment funds are investments, not philanthropy. They have long pay-off periods, and they entail more than the normal amount of risk. In selling this idea to other trustees, whether it be at universities or health systems, you need to make the argument – and believe it – that these investments will be repaid over a long time at a reasonable, not maximum, rate of return and, as Mark said, give some diversification to the portfolio taken as a whole.

*What is your strategy for keeping students in the area after graduation? Is there a plan to educate the students and promote them to keep their talents in the St. Louis region, to develop new ideas which would promote bio-tech and economic development in the region?*

*Chancellor Wrighton:*

The plan, of course, is to encourage the students to become engaged in the new businesses that are being spawned. We find with 90% of our students coming from outside St. Louis, indeed 90% coming from outside the State of Missouri, that we have the opportunity to work with people from around the country and all around the world. When they come to St. Louis, for many it is the first time they have been in the Midwest. It may interest you to know that our second largest city in terms of alumni population is actually New York, second only to St. Louis. We are proactive in assisting the students in coming to know the community. The regional chamber has networking clubs for young people, and we encourage our students to become involved. As Rick Levin pointed out for New Haven, we encourage our students to become

involved in a number of community activities, including public service and internships, but our real hope is that the community itself will have sufficient strength in employment opportunities for our students that they will be encouraged to stay, as has happened with some of the professions – architecture and law, to name two.

*Students are attracted to our universities for many reasons – the luster of the research and the reputation of the faculty, to name two. But then there is the matter of cost. Our students at Case Western Reserve University’s School of Medicine typically have a loan indebtedness of over \$100,000 when they graduate. I just wonder how you are handling that at Washington University.*

*Chancellor Wrighton:*

We are addressing that issue not only with the medical school, but with all levels. As our tuition has risen at a more rapid rate than the Consumer Price Index measure of inflation, we have made the commitment to strengthen financial aid programs. Among today’s undergraduates at Washington University, as it was 10 years ago, half are paying the full cost, and the other half receives about half the expenses associated with attending the University. In terms of the revenue we receive against our “sticker price,” we get roughly 75 cents on the dollar. For medical school, where the tuition is even higher than in the undergraduate program and where I think we have to acknowledge the students’ earning potential is delayed by additional training requirements and by the diminished environment for physicians, one needs to take special steps. Fully a third of our medical students today receive full support for their programs. We have nearly perfect gender balance and we have strong, though not ideal, representation of members of minority groups. We have just taken a look at the issue of student indebtedness, and we are introducing ways to curb the maximum indebtedness any student would have in connection with attending Washington University. So we are aware of the issue and we’re working hard to address it. It’s an issue that we all need to address so that there can continue to be a steady stream of great new physicians.

*Mr. Coticchia:*

I think you can see why President Hundert asked our distinguished visitors from St. Louis to share their experience with us. In closing, I want again to thank Chancellor Wrighton and Mr. Dubinsky for sharing their experiences and ideas with us. I am sure that these insights will be very helpful to us as we continue to build the future of Case Western Reserve University and our region. Thank you very much for your participation.

## Breakout Session H:

# Race Relations: Fisk University and the City of Nashville

*Co-Chair:* President Carolyn Reed Wallace, Fisk University

*Co-Chair:* Mayor William Purcell, Nashville, Tennessee

*Moderator:* Rev. Joan Campbell, Director of Religion, The Chautauqua Institution

*Faculty Liaison:* Professor André Michel, School of Dentistry

*Thesis: A university that is committed to building a just and fair community on its own campus can contribute to these same qualities in its larger community. Faculty, students, and staff bring specialized backgrounds and perspectives that can help a city's leaders and residents strengthen relations across racial boundaries.*

*Rev. Joan Campbell:*

I want to officially welcome you to this session on race relations. We are very glad you are here. Several of us noted this morning that this is one of the most important workshops to be held on this important issue, and on the matter of partnerships that can be built between the university and the City of Cleveland.

First a word or two about myself. I am the Rev. Joan Campbell. I am the Director of Religion at the Chautauqua Institution. I know many of you in this room, and have a long history in the City of Cleveland working in the area of race relations. My claim to fame these days is that I am the mother of the Mayor.

Let me introduce to you the two panelists who will be with you this morning. We will have about a 40-minute presentation, followed by discussion. There are two ways that you can engage in the question period: you can write your question on a card and give it to a staff person who is helping us, or if you wish to engage directly, we will have microphones available for you.

We have the privilege of having with us this morning Mayor William Purcell, the fifth Mayor of Nashville, Tennessee, and his partner from Fisk University, President Carolyn Reed Wallace. Dr. Wallace has been the President of Fisk University for 17 months (I was going to say almost two years, but she tracks it by the number of days and hours). We are very honored that they are here to share their experiences. Our task is to listen to what they have to share with us, particularly for how this might instruct us in what we might do

here in Cleveland. Mayor Purcell will begin.

*Mayor Bill Purcell:*

Thank you. It is an honor for me to be in your company today. Rev. Campbell told you a bit about herself, but she neglected to say that she also served as General Secretary of the National Council of Churches and has been ordained in two separate Protestant churches. I am also honored to be here with the President of Fisk University, Dr. Carolyn Reed Wallace. I mention these things because I see myself as the light political interlude between the very moral and the very intellectual, so I won't take very long, actually.

Let me say at the beginning that I am a great booster and admirer of the City of Nashville and the people of Nashville, and they would expect that of their Mayor. I am not here today to tell you that Nashville is *the* model that I would suggest you adopt for your city, whether it be Cleveland or any other in this country. I would suggest to you only that Nashville is *a* model of a city that wants to get it right. Nashville is also a city that now considers our institutions of higher learning our partners in this work.

I was in the legislature for 12 years, during which I passed legislation for Family Resource Centers that was a significant innovation in Tennessee law. As I was leaving the legislature, I decided that I wanted to work in higher education. I went to Vanderbilt University, where I started a center for child and family policy within the Institute for Public Policy Studies. They had been

I think national politics are very complicated, state politics are more complicated, and local politics are even slightly more difficult than that. Ultimately, I think the politics of higher education are the most complicated in the world.

studying the issues of family resource centers for many years, and they had some of the best research on family resource centers that there were, but the problem was that I had had no idea they were researching this during the time I was passing the law. Now that I was at Vanderbilt, I decided that I would attempt to bring the great dialogue that was occurring in child and family policy about brain development to higher education and the community at the same time – bring everyone together. I called the medical school and said that since they were doing great research in this area I would like them to send someone to make a presentation on this issue. They asked who I was, and I explained. They asked where I was located, and I explained I was on the other side of the campus. They asked exactly what school I was in, and I explained again, and they said, well, really, we are very busy. So I called Arts and Sciences, and said they'd been doing this great research, and could you...? They asked who I was, I explained, and we went through the same drill again. I talked to the School of Education, and they said they would consider it and get back to me. I finally worked my way up, or sideways – however you look at the nursing school. It was apparent that no one had called them in a long time, because they said they would be there. I went back to the medical school and said the nursing school was participating, and they said they would be there. I called Arts and Sciences and said the nursing school and medical school are participating, and they said in that case they would be happy to attend, and ultimately education participated as well.

I share this with you so you know I have some sense of the complexities within institutions of higher education, and in their relationships with the rest of the world. I think national politics are very complicated, state politics are more complicated, and local politics are even slightly more difficult than that. Ultimately, I think the politics of higher education are the most complicated in the world. If

you understand that, you will see why I think Dr. Reed Wallace and I have the hardest session of the entire day. It is very clear to me that we have these two great sets of issues coming together at the same time, and we now recognize how much more we can do together. How do we get there?

First, I think we need to understand a bit about how we got to where we are. With 570,000 people in 533 square miles, Nashville is slightly larger than Cleveland. In the early 1800s it called itself the “Athens of the South” because it wanted to be a place of learning. That was largely aspirational at the time, because it was not until the 1920s that we realized that because we worked at it, and because of location and other issues, we had seven four-year colleges and universities. Today there are a total of 28,700 students at Fisk University, Aquinas College, Belmont University, Lipscomb State University, Tennessee State University, Trevecca Nazarene University, and Vanderbilt University. As the Athens of the South, we should be particularly knowledgeable about how these institutions could help each other and help us, and how we could help them as well, but it wasn't always so.

This division between institution and town was as compelling in Nashville as any other place despite many great efforts, especially at Fisk, and especially around the topic of race relations. It was in the 1950s that the Institute of Race Relations first came to exist in Nashville. This led importantly to initiatives at Fisk and at American Baptist College that were instrumental in the civil rights reforms that occurred within Nashville and ultimately throughout the country. In fact, it was a young man, James Lawson, who came to Cleveland with his father, who was transferring between pulpits, and who was inspired by his time here listening to the preaching in the pulpits of Cleveland that he decided to come to Fisk University to begin the discussions that ultimately led to so much of the desegregation that occurred in Nashville and across the Southeast. There were

many helpful connections, but in the end there was lot of state and national policy that cut the other way, federal housing policy, highway policy, and other policies that preserved practices that were contrary to good race relations. They tended to keep the races separate, while people of faith and good will were working hard to do just the opposite.

If you look at those efforts in the 60s and 70s, and then move into the 80s, you could question whether the trends were going negative – and in some cases they were. In the decade before I became mayor, there was an article in the Wall Street Journal in which the then-mayor called Vanderbilt an 800-pound gorilla. That was the kind of relationship that existed between the institution and the city at that time. Despite efforts by Fisk, the divide was visible across the board.

In 1999 some things changed. A mayor – this mayor – was elected who was notoriously employed by an institution of higher education. That same day a metro council was elected that was 25% African American and 25% women. It included the first county-wide officials who were African American. Today we have a vice mayor who is African American in the City of Nashville. On my first day in office, at a meeting at Fisk University, we set the pace for all terms that follow. In that brief discussion with the presidents of Fisk and the other institutions of higher education, I shared my desire for a partnership with the institutions within the larger city, and I think gives us the most hope that this moment.

The challenges remain, however, for cities to discard the old notion that higher education is a separate sphere from the life of the city and to understand that both can be tremendous assets to each other. The second challenge is for cities to ask for help. Cities need help to understand where we are, to know what we can do, in order to decide what we must and will do. Higher education has the resources to look at this from 1,000 or 5,000 feet and even higher, and to understand what is going on in all of the comparable cities across the country. This is typically not possible for city leaders, who are there in real time dealing with issues that are right in front of them. In my case, that's why I am so hopeful about the relationship between Fisk University and Nashville.

Fisk and the Race Relations Institute have a special capacity to lead not just for Nashville but for the rest of the country. I have asked Fisk and Dr. Carolyn Reed Wallace to consider leading in a way that will help us first; however, because we need the help now to assess the state of race relations in the city and all the issues that cluster around it. We have all kinds of surveys. *Travel and Leisure Magazine* said we were one of the ten places in the world that you ought to go at Christmas, and then explained why. BET said that Nashville is one of the ten best places for black families to live, to flourish – they said that Cleveland was 15<sup>th</sup>, by the way, and that Chicago, Baltimore, and St. Louis were 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup>. A recent survey looked at cities that were the most integrated, and our county was ranked third out of the 50 largest US cities in the percentage of residents living on black/white integrated blocks, a very hopeful and encouraging statistic at this moment in our city.

These disconnected facts illustrate that there is a lot of information that we need to help us understand where we are right now. These universities, and especially Fisk University, are uniquely positioned to help us assess conditions within our cities and track these indicators over time – in real time. These are things that we have not kept up with, so it is difficult for us to tell where we are. When the first diversity study of the City of Nashville was done in 1999, it was based on data from 1995. Now here we sit in the year 2003 and those data are no longer useful to me in knowing what to do tomorrow, next week, or next year to affect issues of purchasing, contracting and employment within the city. Institutions of higher learning are uniquely positioned to help us to have the right data in real time, and to present and explain the tools that are available to cities to improve conditions for in the future. I hope the collaboration that we will undertake will ultimately benefit not only Nashville but other cities as well, and that in the end we will have a much better understanding of what we ought to know right now and what we can do about what we know. I look forward to the day when I can come to Case Western Reserve, to Cleveland, to any place in America – most importantly, I look forward to the day I can stand up in Nashville and say – "We are the model that other cities in America should



When I became President of Fisk, one of the things that I did was remove the wire fence that separated the university from the community that surrounds it. It seemed to me to be a wonderful preamble to what would become the purpose of that institution during my presidency.

follow in the area of race relations, and that it has been informed in special ways by our institutions of higher education, especially Fisk University."

*President Reed Wallace:*

I join Mayor Purcell in saying it is a privilege to be here. This is a day of symbolism and reality. It is a day of investiture of your new president, an individual who we can all take pride in knowing and having worked with. It seems particularly fortuitous that I am sitting here in Cleveland because, a little more than a year ago, Fisk University and Case Western Reserve University discussed ways in which we could cross state lines to collaborate. I was introduced to Dr. Singer by Dr. Adrienne Lash Jones, who is a member of my Board and is a resident of Cleveland. We have signed an agreement that basically says Case Western Reserve and Fisk will collaborate: we will send our students to Cleveland and you will send students to Nashville, and we will send some of our faculty to Case Western Reserve and you will send some of your faculty to Fisk.

All of this is part of the concept of partnership, and while Fisk and Case are doing it across state lines, we are also doing it my new hometown of Nashville, and I am proud to say that. Shortly after I arrived in Nashville, some 17½ months ago, I had an invitation to visit with the mayor. We talked as two individuals curious to know about the other's interests and visions, and finally we reached an agreement that, in my judgment, ought to exist between every university president and his or her mayor. That agreement was to find ways to bring together the resources of my institution and the City of Nashville so as to create a better Nashville and a better informed student population. We have started to implement that agreement, and I am going to give you an illustration or two.

Before I do that, however, on the off chance there is somebody in here who does not know about Fisk University, I going to read a bit from

our mission statement to help you understand that we are in no way separate and apart from the topic of today's colloquium – it is the essence of who and what we are. The mission of Fisk is: "To provide liberal arts education of the highest quality. The ultimate goal is to prepare students to be skilled, resourceful, and imaginative leaders who will address effectively the challenges of life in a technological society, a pluralistic nation, and a multicultural world." We then go on to say that we implement the mission by developing in our students capacities for critical analyses, esthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Fisk University education, both academic and co-curricular, encourages a rich knowledge of self and others, an appreciation of commonality and difference, the full, open, and civil discussion of ideas, thoughtful discourse, and the integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.

When I became President of Fisk, one of the things that I did was remove the wired fence that separated the university from the community that surrounds it. It seemed to me to be a wonderful preamble to what would become the purpose of that institution during my presidency. As with many of the historically black universities and colleges of the nation, Fisk sits in the heart of what is called an urban area, where there is a fair amount of poverty. The people in the area feel disenfranchised and disengaged, not connected with the larger community. So it struck me as ludicrous that this 136-year-old university, which takes pride in identifying as one of its graduates W. E. B. Du Bois, who wrote the book *Souls of Black Folks*, a university that graduated a John Hope Franklin, graduated a Congressman John Lewis,

We don't want to have future generations come back to places like Case Western Reserve in another 50, 75, or 100 years with the same kinds of questions that we are raising now about race. We say we live in the freest, most democratic society in the world. It's time for us to solve some of these problems that appear to be so intractable.

graduated a Nikki Giovanni, that such a university should have fences separating it from the people, so we removed those fences. While we decided we loved Robert Frost, that part of Frost's poem was wrong: good fences do not make good neighbors. The mayor and I talked about how could we bring together our resources to create vitality, rejuvenation, a sense of hope, deeper literacy, and a deeper understanding of health and wellness needs in that area. While it would be disingenuous of me to suggest that we have accomplished all of those goals, I can tell you that we have come together to think about how we might do it.

Fisk University and Vanderbilt University, which is one of our neighbors, have been engaged in a discussion about how might we through our combined resources and talents reinvigorate the Race Relations Institute, which has been part of Fisk University since 1942. The goal of the Race Relations Institute at that time was to bring together some of the brightest minds in this country to help us understand why is it that a nation that has fought a civil war and has made some extraordinary accomplishments was still seriously divided by the question of race. I wanted to bring something with me today to show you that the questions we are struggling with today are the questions that were struggled with in 1940s – and long before then. This is a collection called *Ebony and Topaz* by Dr. Charles S. Johnson, the first Black president of Fisk, who was also the founding head of the Race Relations Institute. His idea was to bring together the artistic, intellectual, and scientific reasoning of a broad number of people to consider questions about race in America.

The mayor and I have agreed, as has Vanderbilt President Gordon Gee, to cooperate in our effort to revitalize the Race Relations Institute. We don't want to have future generations come back to places like Case Western Reserve in another 50, 75, or 100 years with the same kinds of questions

that we are raising now about race. We say we live in the freest, most democratic society in the world. It's time for us to solve some of these problems that appear to be so intractable.

Let me tell you about a couple of things that we at Fisk and the City of Nashville have pledged to do. First, we know that we are losing far too many young people to the ravages of drugs. They are taking over the minds, the souls, the bodies, and the spirits of people. At Fisk, with almost no resources because we are a poor school, we decided we would find a way to go into the community and in a sense rescue these young people, give them a sense of their full potential by working with them after school. How does this relate to race? It relates to race because, not just in Nashville but across this country, too many Hispanic and Black youngsters lose their way. So we have decided to work in partnership with the public school system, sharing our talents and the resources that we have. We have a wonderful superintendent of schools in Nashville who is relatively new. He has bought into this idea of working collaboratively with us. So partnerships between the schools and the university will be one way of trying to get at the problem of race and the factors that separate one race from another.

The other, as the Mayor suggested, is finding a way of using the city and the schools as laboratories of excellence, if you will. In Nashville, we have community development groups that work together on common problems. I am proud to tell you that our CDC in the north Nashville area has decided that one way to solve a serious problem in the inner city is to find a way to bring back to the inner city greater diversity – not only racial diversity, but economic diversity. With the cooperation of the city's personnel, Fisk recently received \$550,000 to rehabilitate several houses, including the former home of James Weldon Johnson, a very famous American artist, poet,

It's not simply a matter of the university community working with the mayor and his staff. It's a matter of these two parties working in conjunction with the people of Nashville...

dramatist, and musician who taught at Fisk and who lived on the edge of the Fisk campus. We are rehabilitating it with goal of having someone live in it who will be a part of the community. We don't care what the color of the person is. We just care that the person's interests and philosophy coincide with ours.

As a university community, we have decided that all of the studies in the world will do no good if we cannot find a way to engage the thinking of the people at the grass roots level, where there is an opportunity to put in to practice the findings of studies. It's not simply a matter of the university community working with the mayor and his staff. It's a matter of these two parties working in conjunction with the people of Nashville, some of whom don't have the benefit of a formal education, but many of whom have lots of wisdom and have the political wherewithal to support a good idea.

Where do we go from here? People who are well-intentioned and courageous have an absolute responsibility to face a problem and, after having faced the problem, to create concrete solutions to the problem. We believe the three most important ways to do that are:

1. To try to revitalize our community by bringing back into the midst of the community a variety of people – so poor people and rich people and middle-class people are not afraid to work and live and study together.
2. To find a way to save our youth. It costs about \$38,000 a year to keep a man or a woman in prison, and we are tired of it. I need that money at Fisk University, and I am going after it. But more importantly, America needs the human potential of those men and women whose minds have been destroyed by drugs and the like, and we are going after the young, pure, untainted youngsters. We are going to make it our business to lock hands and not to allow the political divides that

sometimes separate people keep us from accomplishing the goal.

3. To prevent the stereotypical perceptions that sometimes separate people and make them frightened and distrustful separate us. Just because a person is brown or black – or white, for that matter – gives them no special privilege. We are going to try to bring people together so they can understand that these are simply perceptions, and that they are wrong.

I have plenty of other things to share with you, but I thought that we should stop so we could engage in a discussion. Thank you very much.

*Rev. Campbell:*

Before I open it up to questions from other participants, let me ask Bill and Carolyn if they each have a question of the other.

*Mayor Purcell:*

I am interested in the timeline you have in mind in our discussion with Vanderbilt for the redirection of the Race Relations Institute. I think that would be important for the people in this room to know.

*President Reed Wallace:*

We have had a series of discussions with Chancellor Gee at Vanderbilt and with our respective provosts, and we have gotten to a point where we have exchanged the names of faculty from both institutions to do the real conceptual part of this activity. Our expectation is that by June we will have a plan in hand and will have done some of the preliminary work to begin staffing the Race Relations Institute. No later than October 1, we will have full-time staff and community volunteers as well as interns from both of our schools working on race relations.

One of the things that I would like to ask Mayor Purcell includes Nashville, but it goes beyond that.

As mayor of a city that is clearly taking some quantum steps, what two or three things would you say to us as a national group that we ought to think about if we want to avoid making costly mistakes, particularly in the area of race relations? What are some things that politicians know that others of us who don't have that background ought to know as we seek to bring together the university community and the larger community of citizens?

*Mayor Purcell*

In answering that I will pick up where I stopped. I think the easiest place for political people – and for the larger city and the nation – to get off track is when we react without knowing all the facts. Harry Truman, long after he was President, responding to criticism that he had been harsh and not as political about things as he should have been, said “I never gave anybody hell – I just told the truth and they thought it was hell.” I think that, fearing hell, we sometimes avoid determining the facts, and we try very hard to move on to some happy fact or different fact or try to divert attention from it. From my perspective, our greatest need is to have some understanding of where we really are. I've mentioned the diversity studies. This year I determined we needed another diversity study. My instincts told me we were making progress, but I needed to go back and look at the whole thing. But what if we go back and find we are worse off? That might not be political good news, but you have just got to know. The first thing is to want to seek the truth, the second to have no fear of it, and the third to spend time – which we most often do not do – explaining it and hearing back from the rest of the world, especially from the community that you live in. It sounds so simple, but it most frequently isn't done. Once the story is released, once the headline is written, once the balloon is launched, we go on to other things. In this case there is a clear need to explain and test the data and the conclusions, and it has to happen in the city. Frankly, the only people that can make that happen that are people in positions of leadership, like the university presidents and elected officials. Once we have the facts, we have the basis for discussion.

*President Reed Wallace*

There is one more thing that I didn't say earlier that I want to add. When I look at the material in

*Ebony and Topaz* and the material in *Souls of Black Folk* as a way of trying to frame my own remarks, one of the things that stood out very clearly is that at a certain point in American society, when we talked about race relations we were talking about Black and White. What has become so clear to me now is that a paradigm shift is upon us: it is not simply Black and White. I don't mean in any way to discount the importance of trying to get our arms around that issue, but now it really does consist of everything from the way we view religion, the way we view gender, the way we view nationality – there are so many things added to the issue of race, not to mention the question of class. In this context, what is the issue of race, and why it is as it is and how do we begin to untangle some of the problems?

*Isn't it time we look at the use of government force – that we try to end government force as an instrument to bring about better race relations?*

*Mayor Purcell:*

Let me begin by saying that I think I disagree with everything that you said. In fact James Lawson, the man I mentioned as having been such a critical figure in Nashville, came to Nashville on the premise that force in fact would not be the solution to problems at that time. At the heart of the teaching of Dr. Martin Luther King and so much of the civil rights movement was not the notion of force at all, but a passive, non-violent response as the appropriate reaction. We could and should talk among ourselves for days and years about that, but I think it is wrong to characterize these issues as simply the exercise of government force. You may think it was wrong for President Eisenhower to send the National Guard into the State of Arkansas, but I frankly think we are way past that discussion and understand that it was then the only feasible reaction to what was clearly appropriate action by the United States Supreme Court. If anything, in my opinion, it was too late.

*President Reed Wallace:*

I have to agree with the Mayor, but I want to ask you a question. Could you give us a concrete example of how we might approach this question in a way that does not involve what the Mayor and

I have talked about?

*For example, the impact of forced busing to achieve desegregation in schools on the for-sale and rental housing markets.*

*Mayor Purcell:*

It is interesting to note that some of the issues that you raise are right now before the United States Supreme Court, and that will provide an opportunity for your position to be heard. I will quote my Congressman on this subject: "Thank God for Colin Powell, and I hope the United States Supreme Court listens to Colin Powell."

*Rev. Campbell:*

We started with questions about exactly what it is that makes this problem so difficult, and that is the very different perceptions that people have of things that have happened historically. Thank you for the question. We will move on to the next question.

*What specifically are you doing in the schools to which you referred, and what support have you been receiving from the business community for your efforts to bring about better relationships?*

*President Reed Wallace:*

With regard to the schools, we are just at this moment putting together our plans. I can tell you that we at Fisk have started at no cost to area residents some training sessions at night designed for Hispanic students in the area of technology. These are students who have graduated from the public school system or who are in their last year in the public school system, and our goal is to offer them an opportunity to gain additional skills in the area of computer technology. I would like Fisk to be able to run summer institutes for teachers from middle school and senior high school students in the areas of math, science, and the humanities, all taught in an interdisciplinary fashion. We would also like to have more of our students work with elementary school students in an after-school care program. Their parents are working, and they can't get to the children, so the children are home alone. We want them to come to the Fisk campus where we will reinforce their

skills in reading, writing, and math, and provide tutoring. These are two concrete things that are in our planning that will be presented to the system and the school superintendent.

*Mayor Purcell:*

I think on a national level, it is intriguing to note that American corporations are taking the side of the University of Michigan in the litigation before the United States Supreme Court. The position of these corporations is that affirmative action to lift up society is beneficial to business. I hope we can all be encouraging and reinforcing toward those kinds of efforts, especially if we are in higher education and we see the way these things work together. In Nashville, the Chamber of Commerce has been terrifically supportive of public education, very focused on it and on bringing business leaders into the schools. There is recognition in Nashville that businesses you want to recruit and retain will eventually ask you about the golf course, but invariably they ask first about the schools that their children will go to and their workers will come from. The Chamber recognizes that those schools have to be good – all of them. It's not sufficient just to have a few good private schools. That is where the Chamber is simply on the basis of economic necessity, not to mention a basic moral understanding that may never have existed before.

*Rev. Campbell:*

I have a few questions that have been submitted on cards, so let me go to one of those.

*How can Fisk and the City of Nashville act to strengthen the economic base of the community surrounding Fisk?*

*President Reed Wallace:*

I mentioned that we have a community development corporation, and with this CDC we are seeking ways to rehab some of the properties in the area. We definitely believe it is crucial to refurbish reasonably priced properties in order to bring people back into the community.

*Mayor Purcell:*

Our kids rose to their feet and applauded and they said they wanted a democratic society. What they also said to me – and they are right – is that we can't have a fully democratic university unless when we move outside this university we can expect the same from the larger society.

This direct focus on economic development is critical, particularly the activities that President Reed Wallace has mentioned, and the CDC and our Department of Housing are focused on those areas. The city recognizes now that you have to do it all at the same time. We have had very good economic initiatives, but one of the mistakes was that these ideas originated inside the government and were not as collaborative with the neighborhoods as they should have been. My sense is that you have to do it all at the same time – you have to make sure everyone feels safe wherever they live, wherever they work, wherever they go to school. They have to feel safe. So public safety becomes an issue simultaneously with all those other concerns.

The public schools have to be lifted up as well. In the next two years, about three blocks from Fisk, we will build what we think of as a laboratory elementary magnet school. On the Tennessee State University campus, we have a similar middle school that was just dedicated this past week, where kids can come in contact with and be lifted by university students, and student teachers can have the experience of working with kids who most need them. On top of these things, the neighborhood needs a dry cleaner, a restaurant, a bank branch, and a library – and right now we are building the first police precinct in that area. The challenge – and the solution – is doing it all at the same time.

*Rev. Campbell:*

*Could each of you share some of the roadblocks you have had to face in dealing with race relations?*

*President Reed Wallace:*

Five months after I became president, I faced a very unpleasant leadership crisis. It was just unimaginable to me that this particular issue

should come up at Fisk University, given the institution's history, and it is going to surprise you when I tell you what the issue was. I was talking about a diverse community on the Fisk campus, and I was speaking diversity from the point of bringing Hispanics, Asians, and whites onto the campus. There was real anger, confusion, and a sense of stress among a small group of people on the campus, who in effect told me, "The minute you do that, Fisk will lose its identity. It will be at risk, it will be imperiled, it will no longer be a historically Black institution." I was overcome with stress, but later I was able to see very clearly that this is exactly the kind of discourse that America has to have if it is going to move to the next level. So we used what was very unsettling at the time to create on our campus a series of public debates and forums in which students expressed themselves fully, as did those of us who had other perspectives. I am very proud to say that when I, as the President, said, "If you want a segregated university, line up and we will give you your transcripts, because we don't want you," our kids rose to their feet and applauded and they said they wanted a democratic society. What they also said to me – and they are right – is that we can't have a fully democratic university unless when we move outside this university we can expect the same from the larger society.

This why I am working with this gentleman and with my colleagues down the street at Vanderbilt, Belmont, Tennessee State, and Meharry Medical College – we are trying to fix it so that we can, once and for all, get past this imbalance in how people look at it. It can't simply be Black people having a fully integrated Fisk with a fully integrated faculty, while Vanderbilt has a segregated Vanderbilt. Happily that is not the case, because we have leadership at Vanderbilt as we do at some of other neighboring institutions. The biggest problem was this whole question of fear that Fisk University would become an institution

that would not be special for the people for whom it was established. The fear led to the debate, and to the open and courageous response of our wonderful students and faculty.

*Mayor Purcell:*

For me the toughest thing is working at it from both sides of the equation at the same time. It's having the city and the bureaucracy focusing on these issues while at the same you need grassroots leadership. Most often you find one or the other, either leadership coming from the city imposing its will – this is usually not successful – or the neighborhoods get organized about something they don't want and they find themselves alone leading it. It's hard to get both of these to happen at the same time, while maintaining the strength of the collaboration in the face of what seem to be intractable problems. Keeping everyone together in the face of a huge issue is hardest for me.

*Is there any attempt to bring these issues into the schools system as you begin to work with the schools so that younger students can talk about them?*

*President Reed Wallace:*

My goal basically is to bring together a diverse community of people who will be secure enough about themselves to transcend race or religion or other agendas. I hope I don't sound like a Pollyanna.

What you suggested is hard, but it isn't the hardest thing. I have not myself thought of it that way, but what I will tell you that at a major research university Blacks sit together, Muslims sit together, and whites sit together, and I have myself often wondered why. I have concluded that people do that because they feel a need for community and security. I read recently about a youngster who tried to step into another community and who was rebuffed. Du Bois describes how when he was growing up in Massachusetts, he understood racism one day in his elementary school when a new kid rejected him – he gave a postcard to a little girl and she refused to accept it. He said that was the first time in his conscious memory that he knew something about him was different from all of the other kids. And it's true: sometimes, often

without knowing it, we do things that cause people to seek the comfort and security of their own – and it is not just white people doing it to black people or black people doing it to white people. How do you get past that? I think the only way you do it is to continue to engage people – their hearts and minds – in open experience.

*Prior to trying to revitalize the Race Relations Institute, how did the City of Nashville address or promote cross-cultural relationships? Did partnerships extend to working with organizations representing the black community, etc.?*

*Mayor Purcell:*

In that regard Nashville is not different from but in some ways better off than the rest of the country. We have had a set of relationships going back a number of years. Within the new diverse leadership of the City, I think you see that same set of discussions occurring.

The partnership with Fisk is important, but there is also an important partnership between the City and Meharry Medical College, which is one of the two outstanding African-American medical schools in America. They are a partner with the City of Nashville in our general hospital, and together we have sustained it and strengthened it. The hospital itself is co-located with Meharry Medical College, and the management is in collaboration with Vanderbilt University as well. This partnership has been going on almost ten years and has revitalized the City's general hospital, but it also has provided a significant training ground for Meharry physicians. That is an extremely important example of what cities can do when they start thinking about their own resources and needs and their ability to work with the institutions of higher education.

At the same time, it was not until 1999 that Nashville really acknowledged just how diverse it was. Before that, for example, there was no public discussion or agreement about the number of Hispanics in Nashville. I can remember a meeting where someone said there are 40,000 Hispanic people in the City of Nashville, and every mouth in the room came open. It wasn't until the census of 2001 that the City understood the number of Asian within our boundary. The public schools see this sooner, but it had not revealed itself to the larger

city. These issues are important.

*Rev. Campbell:*

It is my task to bring to a conclusion a discussion that is just starting. Let me thank you, Mayor Purcell and Dr. Reed Wallace, for your excellent presentations. I would just offer two thoughts in concluding.

First, over all the many years I have been doing this work, I have always thought that we need to find those unique individuals who can function as translators. Both of you mentioned the ways that academics see things, and sometimes I don't think we are all speaking the same language. To be certain, our ways of understanding reality are expressed very differently. What we need in our cities are people who can walk between these worlds and help people talk to one another.

The second is just for you, Carolyn, to share with your students. Read the speech that Dr. Martin Luther King delivered at Riverside Church. He had been told that if he do not focus only on issues of race, only on the issues of blacks and whites, but turned his attention to issues of poverty and peace, he would destroy the civil rights movement. He turned around and said, "Quite to the contrary, we are all one people and we live on one planet, or we are going to be no people at all."

Thank you so very much.



## Regional Technology Transfer: Virginia Commonwealth University and the City of Richmond

Co-Chair: President Eugene P. Trani, Virginia Commonwealth University

Co-Chair: Mayor Rudolph C. McCollum, Richmond, Virginia

Moderator: Joseph Frolik, Associate Editor, *The Plain Dealer*

Faculty Liaison: Cyrus Taylor, Professor of Physics; Director, Science Entrepreneurship Program

*Thesis: As centers of advanced research and interaction with industry, universities can help position their regions nationally and internationally within the competitive environment for technological advancement and related economic growth.*

*Joseph Frolik:*

I want to welcome you to this is breakout session Partners in Regional Economic Development, part of the Great Universities and Their Cities Colloquium being held today in honor of the inauguration of Edward Hundert the new President of Case Western Reserve University. I am your moderator for the session. I am Associate Editor of *The Plain Dealer*, a morning paper here in Cleveland and the largest paper in Ohio. That title is a fancy way of saying I am an editorial writer for the paper. If you have any complaints about what's in the paper, you really don't need to see me. On the editorial page, I write about government, politics, and economic development in Northeast Ohio, and I have been the lead writer from the editorial perspective on *The Plain Dealer's* "Quiet Crisis" project, a multi-media partnership that includes both the news and editorial sides of *The Plain Dealer* as well as the local public radio and public television stations.

This session is right in line with many of the issues and themes that we have been writing about in "The Quiet Crisis" for the past year and a half. How does the city reinvent itself for the knowledge economy? What's the role of universities – public and private – and other research efforts in that process of reinvention? How can the institutions of government, academia, and the private sector work together to create a climate of growth and opportunity, and particularly of widespread opportunity?

Beside the high-tech efforts that our guests are going to describe, I think the Clevelanders here in attendance will particularly want to pay special

attention to a couple other initiatives that are going to be discussed in this presentation. Richmond is in the process of finishing and about to open a new downtown convention center, an issue that is very hot here. They managed to do it for a little under \$170 million, which got a big reaction when I mentioned it to some Clevelanders this morning. Maybe the Mayor can tell us how he did that. We may want to hire him as our general contractor.

They are also going to be talking about the "Richmond Renaissance," a very interesting, community-wide effort to ensure that jobs and contracts benefit the city's residents, particularly minority- and female-owned firms, so that opportunities generated through economic development initiatives reach deep down into the community.

With no more ado, let me introduce our distinguished guests. Dr. Gene Trani has been President of Virginia Commonwealth University since 1990. The Honorable Rudy McCollum has been Mayor of Richmond, Virginia, since 2001. He will never forget his first day in office, nor will anyone else. His first day as Mayor was September 11, 2001.

*President Eugene Trani:*

Thank you, Joe. The Mayor and I are very honored to be here, and we would like to welcome you to Richmond for the next 40 minutes. We're going to talk about Virginia Commonwealth University and the City of Richmond as partners in economic development. We'll go through a whole series of issues, with have ample discussion of the

Of a \$200 billion higher education budget, 68% of it has never left downtown Cleveland, Chicago, New York, Los Angeles, Boston, or Richmond.... The question that Porter raises is how to leverage that spending as an economic engine for these communities.

two that Joe has mentioned: the convention center and minority participation in prosperity, which is a very significant issue for Richmond as well as for Cleveland. We are also delighted that your new President and the Mayor have devoted this time to such important issues of university-community-city collaborations. I am going to describe the subject and Virginia Commonwealth University, and the Mayor is going to focus on Richmond, so fasten your safety belt.

There is an organization called “CEOs for the Cities” that Charles Ratner co-chairs with Mayor Richard Daley Chicago, and for which I am the university co-chair. They have focused a lot on collaboration between cities, universities, and businesses, including Virginia Commonwealth University, the City of Richmond, the Virginia Biotechnology Research Park, and the organization that Joe mentioned, Richmond Renaissance. There is a recent study of higher education done by “CEOs for the Cities” by Michael Porter did that notes that, of a \$200 billion higher education budget, 68% of it has never left downtown Cleveland, Chicago, New York, Los Angeles, Boston, or Richmond. In fact only \$26 billion, or 13%, is spent in the non-urban areas, and only \$38 billion in the urban fringe. It’s all downtown. The question that Porter raises is how to leverage that spending as an economic engine for these communities. You can see what happens: 2 million workers, \$100 billion worth of land, 19,000 licenses of innovation – it’s just incredible what goes on in the cities. That is the purpose of this agenda, “Leveraging Colleges and Universities for Urban Economic Revitalization.”

What is Virginia Commonwealth University? You have actually seen VCU a lot in the news, but you probably haven’t focused on it. Recently our faculty member John Fenn won the Nobel Prize in Chemistry – that telephone call came in October. He was awakened at 5:15 a.m., and they called me shortly thereafter, and it’s been a circus since then.

It’s a wonderful thing, but I don’t know that a university could stand this on an annual basis.

The second thing that you didn’t know that you know about VCU is that we have a wonderful trauma center. The Ashland, Virginia, sniper victim wound up at our medical center, and you saw the head of our medical center on CNN over and over again. The shooting was 18 miles away from our hospital, and 29 minutes later the victim was in our hospital and they had started the surgery. It demonstrates the importance of that kind of a medical center.

The third thing you know about VCU is somewhat controversial. We were the first university in the country to raise questions about whether to proceed with a voluntary smallpox vaccination project before either war is declared or there was clear evidence of smallpox. We were joined in that concern by 80 hospitals, the American Nurses Association, and the Institute of Medicine, all asking whether the vaccination was more dangerous than the threat. So VCU is a much better known institution just because of the media.

In 1991, shortly after my arrival, the Greater Richmond Chamber of Commerce analyzed the future of our metropolitan area and identified two things that Richmond needed: an engineering school and a research park. Eleven years later, CEOs for Cities picked Virginia Commonwealth University and Columbia University in New York as their two major case studies, at least in part because of the success of those two efforts. VCU has 26,000 students and 16,000 employees. Yesterday the chief financial officers of the university and the health system informed me that our budget has crossed the \$1.5 million line.

We are a huge an economic presence in Richmond. The next largest employer in the metropolitan area of a million is Capitol One, with about 10,000 employees. We have a big health system, with 31,000 inpatient visits, 83,000 emergency visits, 1,000 to 2,000 helicopter

landings on top of our hospitals annually, and -- an unfortunate sign of the times -- 600 gun-shot victims taken to our trauma center each year. That is Virginia Commonwealth University.

VCU's major projects for the 1990s were the School of Engineering, development of the Virginia Bio-Technology Research Park, development of VCU's Life Sciences, and reconfiguring our academic medical center for its survival. Planning for the School of Engineering was initiated in 1994. It's a 21<sup>st</sup> century engineering school, with departments of biomedical, chemical, computer science, electrical, and mechanical engineering. Half of the faculty members are in the life sciences -- that's the kind of school it is. How do you assist a major medical center with a 21<sup>st</sup> century School of Engineering. The state put up \$17.5 million to develop a micro-electronics training center, but the business community put up \$43 million for phase one of engineering, and is now out raising \$34 million for phase two. The state is putting up \$10 million for a bio-processing, bio-sensor, and bio-chip research facility. So the State does something, but the business community is doing a fair amount as well for the School of Engineering. We have really bet the farm on the life sciences. I don't know whether in 1990 it looked like a good bet. If you saw the movie "The Graduate," it's not plastics, it's life sciences.

Jim Warren, an architect here in Cleveland, helped designed the first two buildings for the research park. He said his 80-year-old mother told him that bio-technology is the electricity of the 21<sup>st</sup> century -- that's a pretty good line. Whatever it is, it's clearly the science that is going to dominate everything from genetically altered agricultural products to far more than new hips. It's a tremendous science, and we need to understand that. It's everything from environmental science to bio-informatics and forensic science, from science teacher preparation, to public health and integrating the life sciences. We are developing a new doctoral program in medical physics to develop the future of radiation oncology -- its things like that.

We've had \$700 million in university health system construction projects in the past ten years. Another \$200 million has been funded, so we'll be at \$1 billion. Of that total, \$413 million is in life

science health care infrastructure -- the new school of engineering, a new medical sciences building, the new Massey Cancer Center. It's a huge infrastructure. So while it was interesting to hear President Levin in his wonderful presentation this morning talk about a new supermarket in New Haven, we not only have a new supermarket being built, but we already have a new Lowe's completed in downtown Richmond on the edge of one of the two campuses of Virginia Commonwealth University, at least part of the reason we put \$82 million in buildings on Broad Street in that section of Richmond. Now the private sector is developing like crazy.

Now, let me introduce the Mayor to answer the question, "What is the City of Richmond?"

*Mayor Rudolph McCollum:*

As you can tell, the City of Richmond is an exciting place. VCU is really a major player in that effort, and certainly is why Dr. Trani and I have been able to work very closely together. While I became Mayor in September of 2001, I have been also serving as a member of the city council since 1996. Part of the district that I represent is VCU, and Dr. Trani and I have been working together for quite some time on a number of issues affecting the university *vis-à-vis* the city.

The Richmond region includes more than one million people, but the city *per se* has 197,970 residents. We are experiencing tremendous growth as a result of some initiatives by city council, particularly in the area of tax abatements and similar policies, which have really spurred housing development in our communities. Despite the fact that the country and the state have been experiencing financial difficulties, we have been able to weather those storms as a result of our diverse economy. We have dozen Fortune 1,000 companies and about a half dozen Fortune 500 firms, and the industries they represent provide for some great diversity. Leading industries include biotechnology, manufacturing, government, tourism, etc.

One of the things we are really looking at is downtown development, anchored by our convention center, which we are expanding from 150,000 to 600,000 square feet. It's located in the heart of our downtown -- as a matter of fact, it's almost adjacent to the bio-tech research park. The

Despite the fact that the country and the state have been experiencing financial difficulties, we have been able to weather those storms as a result of our diverse economy.

project is not just an effort of the city, but it is being financed through increased hotel taxes contributed through the City of Richmond as well as three of our surrounding jurisdictions. All agreed to increase these taxes and to use the proceeds to finance the bonds for that \$162 million facility. We have also formed an authority to address the operating aspects of the convention center. The state provided some initial seed monies of \$10 million at the outset. The convention center's front door is on Broad Street, the main thoroughfare for the City of Richmond, which has been a major center of blight since 1989. So we have made a turnaround, not just with the convention center as an anchor, but throughout the entire area.

Richmond is almost four centuries old, and like other major urban areas of that vintage was built along a river, in our case the James River. George Washington surveyed the area a long time ago, and then it was really just neglected until very recently. The EPA, as it did in a number of places across the country, cited several jurisdictions for allowing pollution to be put into the James River, and we were required to improve our efforts. We turned a lemon into lemonade. We were able to capture and then move the pollution upstream to tanks where we would eventually clean that pollution, but we decided to do that underground and to do it beneath the canal system that had previously been abandoned. As a result, we were able to create an infrastructure which we are now using for economic development purposes, a 1¼-mile area with the potential for \$500 million worth of development along our riverfront.

A number of other tourism amenities are part of this effort as well. One project that city council just approved is an \$85 million mixed-used entertainment development being built by people who were involved in developing Baltimore's Inner Harbor as well. Across the street from the convention center we are looking at a major performing arts center area, \$100 million in potential development. In addition, we are

renovating our existing arts facility as well as creating some new venues. That project has unfortunately been delayed because of financial challenges at the state level, to whom we are looking to provide some capital assistance for the project.

We have got a lot of other exciting things going on in the City of Richmond, including new areas in our Tobacco Row. One of our major businesses in Richmond is Phillip Morris, which over the centuries has had a lot of tobacco factories, most of which of course eventually became dilapidated. These are being renovated now into loft apartments, and we are providing not only residential opportunities but also the amenities that go along with that – transportation, economical food outlets, etc. Our train station, which was built 100 years ago and abandoned 40 years ago, was a centerpiece of an earlier economic development approach that tried to convert the facility into a shopping mall. I remember that my wife, in one of her first jobs out of college, was manager at one of the stores there that went under. Then we got a fascinating idea: let's use it as a train station. So, with the help of our friends at the federal level, we are going to reopen the station this spring, and trains will be coming back to downtown Richmond, rather than entering the area about ten miles away. Imagine the impact that's going to have for us.

There's a lot more going on. A new federal courts building, a \$94 million project, is coming on line. The Hotel Miller and Rhoads, site of our anchor stores downtown about 20 years ago and more recently a white elephant, has been converted into a hotel using historic tax credits. You can imagine being able to affect development throughout the areas surrounding that project. Some of our other historic areas have benefited as well, such as the Monroe Ward and the Jackson Ward, which was the Wall Street of the South for African Americans early in the century.

Forest City, based here in Cleveland, was one of the major developers in bringing those new

If we have learned anything, it's that it's extremely important that federal, state, city, and university officials sit down and talk about capital construction.

apartments on line. Those new lofts are nifty, state-of-the-art spaces, attractive to all those young folks coming into downtown and wanting to find a place to live. We really appreciate the support we have received in bringing this area alive, because it had been attempted earlier and fell through.

In connection with these efforts, we have most recently created a community development authority to assist in the development of our infrastructure downtown, with the goal of selling of about \$95 million in bonds to provide infrastructure improvements that will make downtown much more accessible from a pedestrian standpoint – parking facilities, sidewalks, etc. As a result of activities like these, Richmond has been able to put itself on the map.

*President Trani:*

We agree with President Levin that image is very important: if you don't pay attention to that, you are going to lose the battle. So what's the image of Cleveland and how are you changing that image? A lot of you are going to come to Richmond around the 400<sup>th</sup> anniversary of Jamestown in 2007, and you are going to see something that is new and vibrant.

The focus of this session is partnerships in economic development. A major lynchpin of our effort has been the development of the Virginia Biotechnology Research Park in downtown Richmond, on 34 acres of what used to be surface parking lots, right at the Interstate exit for Richmond, nestled between the medical center, city hall, the state capital, the convention center, the coliseum, and I-95. When you go through Richmond on I-95, you are right on the edge of the research park and the medical center. The Virginia Biotechnology Research Park has been opened for seven years. This spring we will dedicate buildings 7 and 8, which will bring us to 587,000 square feet of developed space, plus 10,000 square feet that is not spoken for yet. There are 38 private companies, four VCU institutes, six non-profit organizations,

and four state laboratories. Together they employ 1,400 people on what used to be parking lots, the result of \$145 million in capital investment on the edge of the historic African American business district called Jackson Ward, which the Mayor mentioned. If you are fans of author Patricia Cornwell, Dr. Kay Scarpetta's new home is nestled in the Virginia Biotechnology Research Park – the office of the Chief Medical Examiner and the Virginia Division of Forensic Science.

If we have learned anything, it's that it's extremely important that federal, state, city, and university officials to sit down and talk about capital construction. The Virginia Biotechnology Research Park sits in downtown Richmond because the state made the decision to put a \$31 million new state forensic division, Kay Scarpetta's home, there rather than next to the airport. That is a decision that could have been lost in a heartbeat. The state has not only put up that \$31 million building, but has now followed it with another \$63 million laboratory that will open in April. The anthrax from Washington and Virginia was tested at the Virginia Division of Consolidated Labs. So that state will have a \$100 million block of 300,000 square feet of state-of-the-art laboratories, as good as any in the country, as the anchor of the Virginia Bio-Technology Research Park. Since it's across from the convention center, the city added a 210-car parking deck for the convention center. That was not easy to do, but through negotiations and the efforts of the Mayor, it's been done. We open in April.

The Cleveland Clinic gets its hearts for transplantation through a computer system in Richmond called UNOS, United Network for Organ Sharing, that started at our medical center as a voluntary organization with Duke, Johns Hopkins, and Georgetown in the 1960s. It's now a nationwide organization with a ten-year contract with the Department of Health and Human Services that coordinates allocation and waiting lists for organ transplantation – hearts, livers, lungs, etc. They are just finishing an \$18 million

facility that will have a computer system better than any air traffic control system in the United States. The UNOS model is in Korea and in Japan – it's the major solid organ transplant registry.

The building that Jim Warren designed, an incubator center that represented an investment of \$5 million by the State, opened in 1995 as the first facility in the Biotechnology Park, providing 25,000 square feet with ten wet laboratory suites and 12 private offices. Some 47 start-up companies have lived in that building over the past seven years, 14 from VCU, and 33 others attracted by proximity to our faculty. Their average length of stay is 2.5 years. Of 16 "graduates," one was acquired by another firm, four located to larger space in the park, and 11 located outside the research park. The park's "alumni" include three publicly traded companies, all of which have stayed in the Richmond metropolitan area. We have also developed the Virginia Biosciences Center, a non-profit life sciences business accelerator that helps companies with business strategy and basic support services.

Virginia Commonwealth University's research budget, which in 2000 was \$124 million, was \$136 million in 2001, \$170 million in 2002, and this year will hit \$200 million. We have almost doubled our research budget in a four-year period.

Our technology transfer profile has changed significantly between 1995 and 2001. On average, you ought to have one invention disclosure for every \$1 million of funded research. We had 15 in 1995, growing to \$119 in 2001, with 23 new technology licenses. In 1995 we received \$55,000 in licensing revenue, which last year we received \$1.2 million. In the past decade, 35 new companies have been started – that is a major part of what we do. Among these is Allos Therapeutics, one that interests me a great deal. The head of our Department of Medicinal Chemistry, Dr. Donald Abraham, had been looking for a cure for sickle cell anemia. He didn't find it, but he did find a series of compounds that move oxygen through the blood at double the rate of anything else on the market, which is obviously very important for stroke, for chemotherapy, and for many other conditions. We set up an institute around him, the Institute for Structural Biology and Drug Design, and worked with him to launch Allos Therapeutics. It went public about three years ago, raised \$95

million, and is listed on NASDAQ. It now has two drugs in stage III trials that are looking very successful. And, by the way, VCU will get 1% of the firm's gross revenues forever if production takes place in Virginia. If it takes place elsewhere, we get 1/4% of the gross forever – we put a "Produce in Virginia" incentive in the package.

The final topic we want to mention is a black/white partnership organization called Richmond Renaissance, which just celebrated its 20<sup>th</sup> anniversary.

*Mayor McCollum:*

I serve as President of Richmond Renaissance, and Dr. Trani serves as Chair. As he indicated, this has been a regional effort to move the entire community forward. It was established to address our demographics, which are very similar to Cleveland's. We are 58% African Americans in our community, and of the nine districts in the City of Richmond, five are majority African American. Now we are seeing even more growth from the Hispanic and Asian communities – Richmond is becoming more diverse.

Twenty years ago, an organization was established to help the community address diversity, which we hadn't been able to do previously. It was a partnership among the major sectors in the community – business, corporate, religious, and others – for the sole purpose of sitting down at the table and working out these issues, particularly those associated with the development of our downtown. We saw there was stagnation, that we weren't accomplishing the things that we wanted to accomplish.

Now, after 20 years of working together, the Richmond Renaissance has been a major force in many of the projects that we are talking about here today. More than that, Richmond Renaissance has developed an initiative which is really going to respond to the Croson decision [*Richmond v. J.A. Croson Company*] by the U.S. the Supreme Court a dozen or so, overthrowing Richmond's minority set-aside program for city development projects because it was found not to be justified from a statistical standpoint. One of the issues that came to the foreground was how to ensure that all groups in the community would be able to share in the growth and development of our entire community. Through a supplier diversity program, we have

One of the issues was how to ensure that all groups in the community would be able to share in the growth and development of our entire community. Through a supplier diversity program, we have been able to ensure this inclusiveness in the process and in these opportunities.

been able to ensure this inclusiveness in the process and in these opportunities.

The key to success has been that Richmond Renaissance has as its major players the corporate leaders of the community. Once we get their buy-in, it flows down within their organizations. It has certainly enhanced capacity in the minority business community business and the women's business development programs.

#### *President Trani*

Richmond Renaissance is an organization with 60 board members, with an executive committee of 24, half white and half black. By statute, the Mayor is president of Richmond Renaissance. There is a chair and a vice chair. I'm serving in my second year. In the end, the most significant thing that Richmond Renaissance will have done is create an African American economic participation committee and get the head of the Federal Reserve Bank in Richmond to head it.

In promoting supplier diversity, Virginia Commonwealth University went from \$1.9 million to \$6 million in purchasing and contracts with MBEs over a ten-year period. Even more important from my perspective – I should tell you that my father ran a construction company – is what we're doing the construction area in light of the Croson decision. Not through set asides, but through voluntary programs, 24% of VCU's construction for the Virginia Commonwealth University Health System has been awarded to MBEs. Even more staggering is that, for the complicated, \$62 million building where anthrax is being tested, 32% of the contracts went to MBEs and WBEs. We have just published "Best Practices in Construction: a Commitment to Supplier Diversity," the agreement that the black and white contractors have come to. There are twelve points:

- Start early.

- Communicate clearly.
- Get help.
- If you don't have in-house capacity for MBEs and WBEs, establish an objective.
- Develop a plan.
- Establish a budget.
- Monitor job performance.
- Competitive negotiation. If you simply take the lowest bid, you have no control over the contracts that the contractor awards. If you negotiate competitively, you can make it part of your negotiation, and you can even do it with a state-sponsored project. Consider competitive negotiation as your technique.
- Consider financial assistance. The owner of the building should consider assisting the general contractor in implementing the MBE/WBE plan by providing flexibility in bonding requirements.
- Provide super-prompt payments or early release of retained contingency funds.
- Consider a joint venture – we do all kinds of joint ventures in Virginia.
- Avoid pass-throughs. Referring back to Patricia Cornwell's laboratory, we determined that 15% of that \$30 million project was going to be minority participation, but there was a pass-through in which a majority contractor and a minority contractor signed a deal and the minority contractor got \$60,000. Avoid pass-throughs – nobody likes them. The owners don't like them, the majority contractors don't like them, the minority contractors don't like them, nor does the city. You can get scammed through pass-throughs. Determine what counts.

So we have a set of guidelines, and now what Richmond Renaissance is doing is voluntarily getting white and black contractors to sit down with Dominion Resources, Philip Morris, the

## Start early. Communicate clearly. Get help.

Richmond International Airport, Capitol One, Anthem – one of the largest insurance companies in the United States – and the Richmond Convention Center, and working out how this prosperity is shared. If this prosperity isn't shared, as you change the face of downtown Cleveland you are going to see privileged vs. non-privileged, those very important words that President Levin talked about.

### *Mayor McCollum:*

As the city's principal elected official, my goal is to increase our tax base to the point where we can enhance the quality of life for all of our citizens. Through some of the state-of-the-art activities associated with the biotech research park, as well as our efforts with our convention center, we're enhancing Richmond's stature, making it a more attractive destination city for tourism and other interests, and promoting educational opportunities and jobs for our citizens. These benefits touch every aspect of our community.

### *President Trani:*

Those are benefits to the city and region, you might say. Why should the university care? This activity supports Virginia Commonwealth University's research goals, serves as an outlet for commercializing VCU's technologies, and attracts multi-national research partners. Some 144 biotechnology, pharmaceutical, and bioscience-related companies are thriving in Virginia. When I first got to Virginia Commonwealth University I had a sabbatical proposal come across my desk from one of our sociologists who wanted to study urban poverty in Birmingham, England. I said she could go, but only if she agreed to compare it to Richmond. She learned an awful lot about urban poverty in Richmond. You almost have to take that kind of an attitude.

I want to take you to Ireland for a second – bear with me. I am a university president in my 13<sup>th</sup> year, which is a long haul, and who signed a contract for another four years. That contract specifies that every four years I go away for a sabbatical. I just finished my third sabbatical, this

time at University College Dublin, which I summarized in a report called “Dublin Diaries” that is on our website. It's a study of high technology development in Ireland. Are you aware that Ireland produces more software than the United States right now? This is a country of 4 million people! They bet the farm on the intersection of information, communication technology, and the life sciences. Wyeth Pharmaceuticals is building a \$1.7 billion processing plant, the largest investment in the history of the company, not in Cleveland or in Richmond, but in West Dublin. When I went out to visit the site manager, Red Shaw, he asked me, "Are you going to be nicer than Governor McCreevey was yesterday?" "Why," I said, "what did he do?" "He sat here for two hours and complained that we're not building it in New Jersey." Why Ireland? Because a country came to understand that it had to get its business community, its intellectual community, and its government community focused on being something other than a colony. They've done it!

### *Mr. Frolik:*

You have a great story to tell about what you have done since 1991 when you got that recommendation from the Chamber of Commerce. Can you talk about the barriers you had to overcome to move the idea forward, to open the research park in 1995, and to convince people that you wanted to give up some prime real estate in your downtown area for commercial development, which at the time there was no guarantee that it would succeed?

### *Mayor McCollum:*

Eight years ago Richmond was not the city it is today. We had people still migrating out to the suburbs. Even today, the two counties surrounding the city are larger than the city itself. Since 1995, however, there have been a number of changes in the governing philosophy. The area where the park is located, right behind city hall, had not been very productive for many years. So we saw this as a great opportunity not just to get some jobs, but to



Our elected officials have close relationships with their constituencies in the community – it’s not just Dr. Trani and I who have a good working relationship,

see high-end, state-of-the-art high tech, a new experience for the City of Richmond and a way to enhance people's interest in being in the city. The fact that I serve on the board of the authority for the biotech research park shows just how strong our interest is in the success of the park. We saw this as something that we could help shape the future of Richmond, particularly how we are going to market the entire community.

*President Trani:*

In the governance of the biotech research park, the board is set up as a public authority, which in Virginia is like a county government. By statute there are nine members, six of whom are appointed by the governor to serve three-year terms, and two for one- year terms. The Mayor by statute is a member of that board, as are the Governor's Secretary for Commerce and Trade and the President of VCU. Then we have a companion board and an administrator from the two largest adjoining counties where we’ve set up satellite facilities connected to the biotech research park. When our companies get big, where are they going to go? We don't want the manufacturing downtown.

It's not easy, and what President Levin said is true, including giving distance to elected officials. The Mayor and I don't agree on everything, but we talk a lot and I would say that we are together on 95% of the issues. Both of our campuses are immediately adjacent to African American neighborhoods. We have put \$85 million of development on Broad Street, but we made the commitment that we are not going to move north of Marshall into Carver, but the residents are still nervous about what we are putting up. We are building new residential facilities, moving from 2,700 student residential units to about 6,000. Rather than living out in distant apartment complexes, the students want to live around the academic campus. And, as President Levin suggested, we’ve put in police substations, meeting rooms, an NYSF, and computers for kids in an

apartment complex that we developed on the south side of Marshall Street. Working with the city, our police have been given joint jurisdiction of the neighborhoods around our campuses. What you heard about New Haven also goes in Richmond.

*How did your two organizations staff this effort?*

*President Trani:*

The Mayor, the City Manager, and I meet on a regular basis.

*Mayor McCullom:*

It’s all about constant communication. From the city’s standpoint, we dedicate resources to areas where we see major potential opportunities. Many of you are aware that working through these processes can be very onerous. We try to have staff people assigned to these issues assist as much as possible, and we work at the ground level with the community. Our elected officials have close relationships with their constituencies in the community – it’s not just Dr. Trani and I who have a good working relationship,

*President Trani:*

Let me give you a current issue, complete with its bumps. We have a great art school, with 160 faculty members and 3,000 students. Our sculpture department was ranked 5<sup>th</sup> in the nation by U.S. News & World Report. We have a major graffiti problem in Richmond, and the community believes VCU students are tagging buildings on a regular basis – and in some cases they are right, but in many others they are wrong. The taggers are primarily high school students from the metropolitan area. So the community has now asked us what are we going to do about our students who are arrested and convicted for defacing buildings in their neighborhood. Are we going to expel those students? Are we going to suspend them? We are looking at that issue right now. We have historically have disciplined

As a major research university with a huge medical center, we have an important public education role that goes beyond our students....

students for offenses committed on the university grounds, but have not paid any attention to arrests in the community. At the request of one of the Mayor's colleagues, whose district includes the academic campus of Virginia Commonwealth University, we are going to explore that issue and see what is being done nationally at other universities because graffiti tagging is a major problem in Richmond.

*What is your view on how to close this gap between the science and technology on the one hand and regional economic growth on the other?*

*President Trani:*

It's not just through technology transfer. As a major research university with a huge medical center, we have an important public education role that goes beyond our medical students, our dental students, our pharmacy students, and our nursing students. We've produced a television program called "Secrets of the Sequence," which helps lay people understand the nature of advanced bioscience research. We were the first university to set up a "mini-medical school" program, doing public education one evening a week for six to eight weeks. At the science museum and other facilities, our medical faculty members talk with the young people about their work. You have to have public discussion of these issues – you can't do it all with technology transfer. All universities have a public education responsibility working with public schools in their communities. Beyond that the technology transfer is extremely important.

*Mayor McCollum:*

I can't respond from a technical standpoint – I'm just an old lawyer. To me the key point is connecting people in such a way that they can be able to see themselves in those capacities in the future. VCU is a very active participant in our public school system – day care for our young people prior to entering school, training our principals to be better educators, and special

programs for kids while they are in school. We have a contract with the university to provide health services through our health department. Those are the connections I see between the university and the community and the city that really bode well for the kind of relationships we can build in other areas.

*President Trani:*

I would like to say something about health care and one other project that I am working on. First, there is no city or county hospital in Richmond. It's the VCU medical center. So, it's a major academic medical center, but it's also a community hospital. How does that hospital survive economically? That's an important question. We're a federation like Case Western Reserve. Our merger occurred in 1968. The only difficulty was that until 1990 my three predecessors never merged the institutions, and that has been a very difficult thing for me.

The most important thing we are doing right now is reintegrating a major medical center back into a university. Nobody else has done that. We begin VCU life sciences with a freshman-level course, "Integrated Life Sciences 101." Can you believe that the chair of our surgery department spends a week with 350 freshman students, or that the head of our heart transplant program spends a week with 350 students in Integrated Life Sciences? It is happening at VCU. We take 16 of our research stars and give them a week apiece to turn on some of the brightest young minds regarding careers in the environment, in telemedicine, in transplant surgery. Until American universities do that on a regular basis, we are not going to be maximizing the opportunities that American higher education has.

*I haven't heard any comments about regional cooperation. There are a lot of communities around Cleveland. What do you do to make sure that the other communities that are potential areas*

*for growth participate in it?*

*President Trani:*

There were significant municipal and county contributions to the research park and school of engineering projects from the surrounding region. The administrators from Chesterfield and Henrico Counties are on the operations board of the biotech research park, and we have set up satellite facilities at their premier business parks where they can host manufacturing. If your goal is economic development, simply moving things from the City of Richmond to Chesterfield County represents failure, so we work very hard at regional collaboration. But I can tell you as a VCU's president that I actually got money, taxpayer dollars, from Richmond, from Henrico County, and from Chesterfield County for these two projects.

*Mayor McCollum:*

As I indicated previously with regard to the convention center, that was a major collaborative effort. The authority was established to include representation from all four of the jurisdictions: the city and the three surrounding counties. All of them participate in allocating proceeds from the bond financing for construction and operating expense. This was critically important for Richmond because Virginia is somewhat unusual nationally with regard to the structures of our government entities. We have independent cities in the Commonwealth of Virginia. The City of Richmond, for example, is not part of any county. As you can imagine, we are extremely competitive with one another. The city has the greatest disadvantage because we are the smallest in geographic size – 62.5 square miles, most of which was built out almost 400 years ago.

*President Trani:*

One historical footnote might be of interest. The School of Engineering, which is located in downtown Richmond, had an offer of 20 acres from Chesterfield County and an offer of a comparable site in Henrico County. But it would have been silly to locate the engineering school away from the rest of the university.

*Mayor McCollum:*

People recognize that cities are your hubs – that's where your center of activity is. That is how we can get commitment from our counties.

*Have you been successful in getting older companies to participate in the research efforts, and if so, how?*

*President Trani:*

The first thing to look at, which is often a hidden asset, is the research facilities that these corporations have. Think about the implications for the companies of having their research centers there – their investment in people and in the companies' future product lines. Think as well about how university researchers might collaborate with some of these companies to get access to their facilities. The Federal Reserve Bank in Richmond is nearly impregnable. It's 19 stories high and seven stories deep, and down there seven stories below ground is the computer center for the whole Federal Reserve. What could that mean as a research laboratory? You need to do an inventory of old line manufacturing firms – you'll often find that they're doing a lot of research

In addition, think about educating people not only to be engineers but also technicians and other technical staff. What are you doing with your community college system to make sure that are going to be two-year technology graduates in your region to meet the employment needs of area companies? Once again, it's collaboration.

*How are you providing the training and re-training for people in Richmond so they can fill these higher-skilled jobs?*

*President Trani:*

There are two forms of economic development. There is "trophy hunting," and we have done our share of trophy hunting in Richmond for years. The second avenue is growing your own. To convince a company to move to Richmond recently, the local community college set up programs to retrain workers from other manufacturing sectors to work in semi-conductor chip technology. These were six-month and two-year programs that met the company's needs. The

There are two forms of economic development. There is "trophy hunting," and we have done our share of trophy hunting in Richmond for years. The second avenue is growing your own.

average wage at these technology-based companies is quite different than the average wage at, for example, Phillip Morris. So the engineering school became important to the employers because of research, but they looked to the community college for training and retraining. In Cleveland you have Cuyahoga Community College – they are a major part of your solution.

*Mayor McCollum:*

This kind of information filters down into the public schools, particularly the high school level. Those curricula have to be adjusted to reflect future opportunities, so that young people are prepared to enter into realistic programs at the community college level.

*President Trani:*

I should add that one of our two local community colleges, J. Sargeant Reynolds Community College, has a campus at our research park where they offer biotech training, dental hygiene training, and other programs.

*What success have you had in bringing larger, more established companies that aren't located in Virginia to Richmond, and what has been the role of research activity at the university in helping to make that happen?*

*President Trani:*

I have a great story about that. We were trophy hunting. The trophy turned out to be Motorola, which never came to Virginia, but ultimately they jointly built with Infinion a \$2 billion dollar plant in Richmond. I was sitting at home at 10:30 one evening in 1992 or 1993 when the state's head of economic development called. "Dr. Trani," he said, "aren't you planning a school of engineering at VCU?" I said we were. He asked "would you like a clean room for that school?" I'd written on the origins of the Cold War and the legacy of

Woodrow Wilson, but I had no idea what a clean room was. I said, "You bet we want a clean room!" In the end, the package that brought the Motorola/Infinion deal to Richmond included a \$10 million, 27,000 square foot laboratory in the school of engineering, with 7,500 square feet of Class 1000 space. That was important to Motorola and Infinion, because it meant we would be training engineers in modern semi-conductor technology.

*Are you raising money for operating costs, not just for building the structure?*

*President Trani:*

Sure. First of all, the private group will do the fund raising for the building. We don't even own the engineering school building. An entity called the Virginia Commonwealth School of Engineering owns the building and leases it to us for a \$1 per year. This is part of the economic development strategy of the Commonwealth of Virginia. What facilities at the university will help recruit a Motorola, a Siemens, a Wyeth in Ireland?

*Of the 38 companies in the research park, how many of them are university technology spin-offs, how many have come from the region, and how many have been transplanted from other places?*

*President Trani:*

About 17 of these firms were actually started by university faculty members with our encouragement. Our Chair of Surgery, one of the national leaders in telemedicine, has about \$3 million in research support. We're starting five companies around his technology. He came to Richmond in part because we were interested in doing that.

*Can tell us where and how venture capital may have been employed in these activities?*

just another part of Cleveland's and Case Western Reserve's contribution to modern American science.

*President Trani:*

On the east coast there are huge pockets of venture capital, with enormous amounts in the DC-Northern Virginia area and south of us around the Research Triangle. There are some venture capital funds that have started in Richmond, but it's an area in which we are lagging, and we need to work on it. But, we are also geographically going out. Northern Virginia has done very well in nurturing information technology – they are a real hot-bed, particularly with companies that have spun out of the Department of Defense – but they had no medical school. They do now – our medical school. We are recruiting the first 24 medical students to come to Richmond for their first two years, to be followed by years three and four at Inova Fairfax Hospital in Northern Virginia. So the relationship between Virginia Commonwealth University and the Inova Health System is going to blossom into a major relationship. Between the information technology strength in Northern Virginia and the life sciences strength in Central Virginia, I believe there is going to be a lot of prosperity in the 21<sup>st</sup> century.

*We have all this wonderful technology, but how do we go about telling people what we've got?*

*President Trani:*

Look at Indianapolis, with a wonderful science museum that has captured a community. There is another one to the south of Cleveland (I hate to mention what Columbus is doing with its science museum). Richmond is rich in history – we relive it again and again – but the focus is not the Civil War, it's the technological history of Richmond. The whole history of the tobacco industry, for better or worse, was Richmond. The first electric streetcars in the United States, Richmond. Nylon, Richmond. Bullet-proof materials, Richmond. The second heart transplant in the United States, Richmond. Get your community to focus on their technological history. Help them understand that the technologies are changing, so they have to pay attention to the life sciences and the new technologies. You do have a great tradition in Cleveland, and you need to help people that this is

## Housing, Community Building, and Economic Development: Johns Hopkins University and the City of Baltimore

Co-Chair: President William R. Brody, The Johns Hopkins University

Co-Chair: Burton Sonenstein, Chief Financial Officer, The Annie E. Casey Foundation

Moderator: Steven A. Minter, President & Executive Director, The Cleveland Foundation

Faculty Liaison: Professor Claudia Coulton, Director of the Center on Urban Poverty and Social Change,  
Mandel School of Applied Social Sciences

*Thesis: A university cannot succeed in attracting and retaining outstanding scholars to its community if the region lacks appropriate housing. Likewise, housing quality and maintenance represent key indicators of a community's overall stability. A university concerned about its community's future will seek to help improve housing in the area.*

*Steven A. Minter:*

It's a privilege to be able to be engaged in a discussion like this. The session was originally to focus on housing, but let's retitle it to include community building and economic development as well.

Learning from experiences of others has been a staple of my career at the Cleveland Foundation. One of the most powerful things that has helped us in Cleveland, and I know it's true for other community foundations around the country, is to be inspired by developments elsewhere. You say to yourself, "Maybe it's possible for us to do this here better than they did it there." I am also reminded that in December 1980 I accompanied then-Mayor George Voinovich of Cleveland and four or five of his cabinet members to Baltimore, where we saw a city that was ahead of us in its renaissance. We met with a number of people there to learn how they had done things. I recall very well a conversation with then-Mayor Schaefer of Baltimore about how they did some of these things, and he said they had gone to Pittsburgh, where they were inspired by the Golden Triangle, The Allegheny Conference, and other approaches they saw there. They learned from Pittsburgh, and shaped what they learned so it could be used in Baltimore. We concluded that we really should be able to do something on our lakefront – some festivals, create row houses in certain areas, and develop new science museums and a great aquarium – we ought to be able to do those things. Today our lakefront includes every one of those features except an aquarium, which

goes to show you that no matter how much money you might have spent, things don't come about.

You are going to hear today a case study about what is going on in East Baltimore, and about the work of two great institutions how they have collaborated with the city to build a public/private partnership. This is not just a show-and-tell session, but rather a working session where we can gather a few of the lessons that have been learned along the way.

There will be two presentations, followed by plenty of time for dialogue. The first presenter will be Dr. William Brody, President of John Hopkins University. Here is a man who has been involved in chemistry and medicine, holds a patent, and has now effectively taken on the role of chief physical and economic development director of a significant portion of the City of Baltimore. Dr. Brody is joined this morning by Linda Robertson, Vice President for Government, Community, and Public Affairs at Hopkins, who is serving as a resource person.

Dr. Brody will be followed by Burton Sonenstein, the Chief Financial Officer for the Annie E. Casey Foundation, which last year gave away some \$200 million, and is known all around this nation for its commitment to change the way we deal with public policy issues that affect the lives of children and families. The Foundation maintains an index that gives us in Cleveland great pain – despite everything we try to do, we keep finding out it's accurate. It tells us that the way that we care for our children ranks us at the bottom of the list of major urban areas in the United States,

We have a vested interest in making sure we have a vital and vibrant community around us... We are growing, replacing outdated structures and adding new facilities, and some of this translates to jobs and opportunities for people.

and this represents quite a significant challenge for us. Mr. Sonenstein has had quite a distinguished career in both the non-profit sector and in business.

*President Brody:*

I bring greetings from Mayor Martin O'Malley of Baltimore, who was unable to be here. What I am going to talk about today is a partnership that began with the Mayor but now involves Hopkins and the Annie E. Casey Foundation. This is very much a work in progress, so we have a few lessons learned, but mostly we have a lot of hopeful optimism.

Let me first give you a sketch of Hopkins. Most people think of Hopkins through one of its nine divisions, through the medical school or the hospital, for example, but they probably don't know we are the largest non-government employer in the State of Maryland with over 38,000 people. Our annual revenues are over \$3.5 billion, and we have been growing significantly -- in fact, we are the largest research university in terms of government-funded grants, which last year totaled about \$1.2 billion. The School of Medicine and the School of Public Health are the leading recipients of NIH grants in those fields nationally, and we are the largest recipient of NASA grants -- we have launched eleven satellites -- and I could go on and on. We are a very complex enterprise, and are the anchor tenant for the City of Baltimore.

One day I asked Mayor O'Malley how he'd like to bring a company to Baltimore that has 1,000 employees and he started salivating. I explained that Hopkins has 1,000 jobs a year for the last four years. People think of universities in a lot of ways -- spinning off technologies, for example -- but they don't think of them as job creators. These are jobs, these are our employees. We have added \$100 million to our budget in each of the last four years, and that translates to a lot of employment opportunities for the people of Baltimore.

I am going to focus on the East Baltimore campus, home of School of Medicine, the School of Nursing, and the John Hopkins Hospital and Health Center, which together represent 75% of the revenue of the University. It's a 52-acre campus that has been in East Baltimore for over 100 years and has been actively involved in a number of community development programs. Each year I get asked what we're doing in the community, and I stop after describing a couple of million dollars of direct cash infusion into the community and literally hundreds of projects.

Despite all that, we have substantial challenges, particularly in East Baltimore. If you were to ask me how I would spend a billion dollars, the answer is that we are going to spend a billion dollars over the next eight years upgrading our campus in East Baltimore. We have a vested interest in making sure we have a vital and vibrant community around us, and that is one of the challenges that we are addressing. We are growing, replacing outdated structures and adding new facilities, and some of this translates to jobs and opportunities for people.

As the neighborhood has continued to decline, it has created business problems. When I took office in 1996, I said we were not into community development -- our value-added would lie in creating these jobs and perhaps in technology transfer. Like George Bush who found himself with 9/11, however, we face urban terrorism much worse than what happened in New York City. You know the adage about the frog and a pot of water. If you put a frog in a pot of water and slowly bring it to a boil, the frog will die. If you throw a frog into a boiling pot of water, the frog will jump out. East Baltimore had steadily declined for so long that I think there wasn't a clear understanding of just how far amok things had gone. For example, we spend \$14 to \$16 million a year just on security services for our East Baltimore campus -- it's a very safe campus. But if you go one block north, you are at one of the worst drug corners in the United States. It is the most blighted neighborhood

in all of Baltimore certainly, if not in the country. Fully 25% of all the problems with children in the State of Maryland are located just north of the John Hopkins Hospital.

The health statistics were so bad we started a partnership with the community, an urban health institute, and that project is rolling out and is becoming very successful. But it also became very clear that unless you address the more fundamental needs of the community, the health initiative by itself would not be success.

We were able to use some empowerment zone money in Baltimore; but it couldn't be focused on one area. In East Baltimore we started with a community organization called the Baltimore Action Coalition to do a lot of things, positive things like job training. But they would also go in and renovate homes. They would renovate one home, and before the renovation was over the other four homes on that block would be abandoned. Although they were boarded up, some of those abandoned homes would be used by the homeless, or more often by the drug dealers. No matter what you did, you couldn't make a difference.

Watching this happen, we were perplexed. The area's crime rate is double of that of the city as a whole, although Baltimore had some alarming statistics for violent crime, alcohol and substance abuse are rampant. In the City of Baltimore, out of a population of little over 500,000, has 60,000 intravenous drug addicts, many of them concentrated in a area that starts literally one block from the medical school dean's office, despite all the efforts to change that. The issues that underlie the problem include poverty, joblessness, dilapidated housing stock, lead-based paint in 96% of the homes – lead paint problems are rampant.

Not long after I became President, I read a book called *The Corner: A Year in the Life of an Inner-City Neighborhood*, that changed my mind. If you read *The Corner*, you learn a little bit about the sociology of life on the street and the drug trade. Thirty years ago heroin was the dominant drug, and was controlled by the Mafia or some other organized drug syndicate. They didn't sell drugs to children – there was a line even in that trade over which people didn't cross. Then drug of choice switched to crack cocaine, and several things shifted. First of all, in place of large organized crime, there were thousands of gangs, and each

corner was controlled by one of those gangs. Second, addiction to cocaine is different. A heroin addict gets a fix and is docile for the next 24 hours, but as soon as a crack cocaine addict gets high, he or she has to do something to get the resources for the next fix, so the crime rate is up dramatically. It almost made sense to bring the Mafia into East Baltimore and let them organize – at least then we would have one group to deal with rather than hundreds of different gangs.

The lawlessness shocked the city. You may have read about some people who decided to continue to live in one of these houses in East Baltimore kept complaining about a man across the street who was dealing drugs. One night somebody threw a Molotov cocktail into their house. The police came said they were worried, that they would put them into a witness protection program and would move them, but the family said no, they would stay. The next week somebody threw gasoline through the window – presumably this young man from across the street – and all but one of the members of the family were killed.

The election of Martin O'Malley as Mayor in 1999 offered a ray of hope in this situation. Mayor O'Malley came to office with a primary mandate to reduce crime in the city, he has reduced crime by 30%. Part of his focus was to have the police focus in high crime areas. A police commissioner, who was not from Baltimore, came in, looked at East Baltimore, and told the Mayor this was the worst urban situation he'd ever seen. So the Mayor became convinced that we could not make a change by fixing up one row house or dealing with one drug dealer at a time, that we had to do a massive change.

At the same time at Johns Hopkins, Dr. Elias Zerhouni, who now directs the National Institutes of Health, was conducting a survey to see if there would be any opportunity for Johns Hopkins to build a biotechnology park. He found that a large number of pharmaceutical companies would be interested in locating a research facility in Baltimore if it were located within walking distance of the Johns Hopkins Hospital. But you really can't build a biotechnology park if you have all the drug gangs sitting on the other side of the biotechnology park. You really need a viable community. So the project really linked Mayor O'Malley's idea of a dramatic transformation with



This is not about a biotechnology park, it's not about schools. This is about building a viable community in East Baltimore.

the opportunity to develop a biotechnology park to serve as an economic engine to help fund the redevelopment, and this is the East Baltimore Development Plan. I will introduce it briefly, and then turn it over to Burt.

The basic idea is to take 100 acres, a large parcel of land to the north of the John Hopkins Hospital, and build a viable community. This is not about a biotechnology park, it's not about schools. This is about building a viable community in East Baltimore. We would use about 20 acres to build a bio-technology park, with research laboratories and support structures to bring in both large and small companies. In the rest of the area, we would rebuild the streets and build mixed-income housing, both subsidized and market-rate. Hopkins has committed substantial resources for relocation benefits. This is the scope of the project. Doug Nelson and Burt Sonenstein of the Casey Foundation came along and said they were willing to help the city and Hopkins, and the Foundation has decided to make this one of their main activities.

*Burton Sonenstein:*

Let me start with an overview of the Casey Foundation. We have grown very rapidly in the last five to ten years. I find that the Foundation gets most of its recognition from our sponsorship of National Public Radio, where you hear about us two or three times a day.

Annie Casey was a very interesting person. She has the distinction of being the mother of the founder of United Parcel Service. All those brown trucks began with a couple of bicycles in Seattle in 1900 by a fellow named Jim Casey. He and his brother successfully grew the company and moved it from Seattle, to Chicago, and now to Atlanta. Neither he nor his brother married, and ultimately left all of their stock in UPS to two foundations, one in Seattle and the other in Greenwich, Connecticut. The one in Greenwich is the Annie E. Casey Foundation, with a mission focused on disadvantaged children. The one in Seattle, Casey

Family Programs, focuses on direct service to children, foster care, and adoptive care.

United Parcel Service went public only 2½ years ago, at which point the value of Annie E. Casey's stock – we own about 10% of UPS – became worth about \$3.5 billion, providing a very substantial corpus to support the work of the Foundation. Similarly, the Casey Family Programs holdings grew in value to \$2–3 billion. It is an interesting commentary on corporate philanthropy that the founders of this major national corporation – I think it is one of the top 30 on the Fortune 100 – left the money that made in business to philanthropy, to support children that they never met. We are one of the few foundations that does not accept any applications delivered by Fed Ex. To communicate with us you must use UPS. Otherwise they go into a pile unopened.

The mission of the foundation is an interesting backdrop for this fascinating partnership with a major research university. Our mission is to improve outcomes for kids, and that has been our focus since the beginning. We have a rather unusual approach to that mission: we invest in families, believing that families are the key to helping vulnerable children. The place matters: we invest in neighborhoods. Most of our programming involves 15 cities around the country where we believe that comprehensive investment will support families and get them into the economic mainstream. We believe in connections among employment, family life, spiritual life, social welfare assistance – all of the connections that help vulnerable families survive in our society.

Our program is called Making Connections, and I think it is now a successful model for promoting the welfare of children and families and neighborhood revitalization. To sum it up, we are making significant investments to extend the networks of people and organizations on the premise that kids and families do better when they live in a supportive environment. That is the simple logic behind the \$200 million dollars a year that we invest in this mission.

This combination of a biotech park and neighborhood revitalization in East Baltimore just seemed to be the ideal situation, bringing together the city, the university, the neighborhood, and community groups in an economic development plan that could be an engine for community development and community revitalization.

When I arrived in Baltimore after having worked in higher education, one of my first questions was, “What are we doing with Johns Hopkins and what are we doing in Baltimore?” There wasn’t much of a response. We had done some funding initiatives with Hopkins, and we had done some local grant-making in Baltimore, but we had not really taken the opportunity to make these special initiatives of the foundation. I was told Casey supports several hometowns. Our hometown used to be Greenwich, Connecticut. If you know Greenwich, you know it is one of the wealthiest suburbs in Fairfield County, Connecticut. The story goes that we ran out of poor people to serve in Greenwich so we moved to Baltimore where we would have more of a population to serve. We consider our hometowns to be Baltimore, Atlanta (where UPS is headquartered), and Washington, D.C., because it’s close to a Baltimore and we knew there’s a lot to do there. We just added New Haven – we have established a New England headquarters in New Haven. But there clearly was a focus on Baltimore and we began to think of ways to grow a partnership or relationship there.

This combination of a biotech park and neighborhood revitalization in East Baltimore just seemed to be the ideal situation, bringing together the city, the university, the neighborhood, and community groups in an economic development plan that could be an engine for community development and community revitalization. That has been the basis for what is still an early stage courtship – I think we are in our first year of working with Hopkins.

I wanted to talk about a couple of the vehicles that we have used in this effort, about what is hard in this process. The architect’s rendering of the East Baltimore project is something we look at every day, because when you look at the reality it is important to remember what the potential is. The Casey Foundation is located about ½ mile west of

the medical center, and we have a converted fire house in East Baltimore that serves as a teen pregnancy center, so we do have occasion to visit East Baltimore on a regular basis. The Foundation has a human development agenda as opposed to economic development agenda, but we know these have to work very closely together to succeed. There will be more than 1000 housing units rehabbed to support economic redevelopment. There will be a commercial area surrounding the housing – now there isn’t even a supermarket. Right now the only retail outlets I can recall in East Baltimore are liquor stores and convenience stores, and there are no service establishments, such as day care and senior programs. We hope to bring these in.

Central to all this is a commitment to minority inclusion in all elements of the plan. In the early stages, long before Casey was involved, Hopkins negotiated a remarkable inclusion plan with the City of Baltimore. It not only provides for minority and resident inclusion in the construction and other employment opportunities that surround the new biotech center, but also provides for participation in some of the revenue streams that will be generated by the biotech center and for community representation as this development proceeds.

There are 800 households that need to relocate over the next two to three years for this project to begin. One of early important steps that was taken was creating the East Baltimore Development Corporation, a community development corporation to oversee the economic and other aspects of the entire project. EBDI serves as a quasi-public authority for the project. Bill Brody sits on that board along with our President, Doug Nelson, several business and community leaders, and representation from the Governor’s office as well. In consultation with the residents and the city, we have already determined that funding for the relocation of 800 households that is provided

under federal regulations is grossly inadequate, even for East Baltimore. The average value of a home in East Baltimore is in the range of \$10,000 or less range per row house. Under normal condemnation proceedings, one would receive the fair market value of one's home and therefore one would receive about \$10,000 and perhaps a few thousand more to relocate to another housing unit. Clearly that is not only unrealistic, but it adds to the sense of community mistrust and anger over the impact of redevelopment on the residents of the area. We have agreed with Hopkins to provide a \$10 million supplemental relocation fund, to be administered by the East Baltimore Development Corporation as follows:

- Each family that relocates within the City of Baltimore would receive a \$70,000 subsidy in addition to the fair market value of their house, a very substantial payment to help them afford reasonable alternative housing in the City of Baltimore.
- A family relocating outside the City of Baltimore they would receive a \$22,000 relocation payment in addition to the value of their house.
- Families who rent would receive a supplement to their rental subsidies (from Section 8 and other sources), topping up the benefit and extending it up to 60 months if they relocate to rental housing in Baltimore.

Through these measures, we have attempted to make a much more reasonable situation out of a very difficult relocation problem.

We have also established a human development agenda, which is taking a case study approach to every family that will be affected by the redevelopment. We'll engage a case management firm and develop a case approach to providing support services for each family, whether it's financial counseling on the purchase or rental of a home, legal services, or others. For example, we find there are many issues about who owns the homes that are affected. We are providing free appraisals to each family so that we make every effort to get the best value we can for the existing housing. We will provide counseling on health matters, education, and transportation to a new job – whatever is needed to help the family relocate successfully to a new neighborhood and a new situation.

In addition to these services, we are providing an investment of about \$500,000 to gather data to track, on a family-by-family basis, current health, economic, educational, and other outcomes so that every family will be better off as a result of their relocation than in their previous situation in East Baltimore. It's a very substantial human agenda. We like to think of it as a "best practice" model for relocation, doing it the way it should be done rather than taking the traditional approach of clearing land, evicting residents, and essentially gentrifying the area to be redeveloped.

This is just beginning. The city has passed the legislation for the acquisition, the State has made its initial appropriation, and the university and the foundation have pledged the relocation funding support. We are now developing very extensive guidelines, which will be shared with the residents so that the whole process is transparent. We've conducted a number of discussions with residents, and several interesting issues have emerged. Many of the current residents are elderly, and for them relocation is a very difficult process. They don't necessarily want to buy another house in Baltimore and start over, perhaps preferring to move into assisted living or senior housing, so we have had to supplement some rigid federal guidelines with some flexible wraparounds so that their needs are met. Some of the residents are grandparents who provide care for their grandchildren, so we have had to ensure they have access to education and health. We have situations where multiple families – related and unrelated – were living in the same dwelling related and unrelated, but federal regulations don't easily accommodate these aspects of living in poverty. We are trying to anticipate all of those situations and to develop transparent policies so that people will know what to expect when they are told their homes will be bought and they will be relocated within the next six to twelve months. This is a very interesting and challenging process.

One of the topics that has emerged is the notion of the university as an anchor institution. If you haven't read the book *Beyond the Campus*, I highly recommend it. It's a case study of about six universities around the country that have taken on that anchor role in their communities with respect to revitalization. Universities are the largest employers in about a third of the urban areas in the

We continue to work hard to maintain the involvement of community groups in the process so that this doesn't become a top-down process where the privileged university or foundation is doing what we think is "right."

United States, many institutions finding they are the *de facto* anchors because other employers have left. This anchor model can be replicated, we believe, and we're working to see that elements of it can be applied in our relationship with Hopkins, which is by far the largest employer in the area. We are hoping to re-examine with Hopkins how its economic, social, and educational activities can be focused on the East Baltimore area.

In monthly meetings with Hopkins, we are at this point trying to identify the most promising opportunities for action so there can be some early impacts. Those appear to be focusing on education, such as help we might provide to the school system, particularly with educational and job training offerings in anticipation of a biomedical center in East Baltimore. We are also exploring opportunities in housing, including the potential for housing that would be attractive to Hopkins faculty and staff and to Casey employees. We are looking at other social services, preschool programs, and the like to see whether some of the existing activities in these areas can be enhanced and whether the many individual initiatives already under way could be built upon to expand those services in East Baltimore.

Finally, we continue to work hard to maintain the involvement of community groups in the process so that this doesn't become a top-down process where the privileged university or foundation is doing what we think is "right" for the area. Through EBDI and other groups, we are trying to sustain a dialogue in which we share responsibility for identifying opportunities for improvement.

One of the most difficult aspects of this kind of project is getting collaboration under way. It's hard enough doing this within a university setting, but adding the challenges of collaboration among a major foundation, a university, and a city is even more daunting. We hope to make progress in that effort over the next six to twelve months.

*Mr. Minter:*

*Thank you. I am sure this has stimulated some questions, but I'm going to exercise my prerogative right away and ask two questions. First, who is running this project on an every day basis?*

*President Brody:*

We have the East Baltimore Development Corporation, formed through an agreement with the city, the community, the state, Hopkins, and Casey – all the parties. That board now has an interim CEO, and we're looking for a full-time CEO to run the project on a day-to-day basis. The interim CEO is Laurie Schwartz, who worked for the Mayor and who is carrying on the day-to-day business.

*Mr. Minter:*

*My next question is what are the things that worry you the most at this stage?*

*President Brody:*

I think the basic answer is that we proposed a project that we don't know exactly how we are going to get done, and we don't know how we are going to finance it. We do have pieces of the financing done – there will be tax increment financing, for example – but it is not clear in this economic atmosphere whether the biotechnology companies will relocate. It is not clear whether the state, which was flush with cash, would put up as much money as we had hoped. Once we get cleared land, I think people's attitudes will shift from "this is never going to happen" to "yes, this is going to happen."

One thing I have learned already is not to listen to what politicians say, but to watch what they do. There was so much rhetoric going on that I was convinced we would never get condemnation bills through the City Council. Working with the President of City Council, Mayor O'Malley

It's been challenging to change the mindset of the foundation from one that viewed Baltimore as one of our initiatives to one that sees Baltimore as our primary initiative...

accomplished that as promised, but it wasn't easy. They exempted a couple of properties from condemnation, including a liquor store. But the exemptions are small and we can deal with them.

There are so many things that could derail the project. When people get negative; I tell them this area is so bad that the only alternative is calling in the National Guard and declaring martial law. There are 700 families in the area now. Do we wait until there are only 100 families, or maybe 50? The number is going to decrease if we do nothing. There is no going back to East Baltimore as it is, no renovating five row houses and declaring victory. We have to do the major project. We don't have all the resources and all the tasks identified, but we do have a good board whose members are focused on doing what is best for the project – that has been heartening to see. There are big issues with the community, and we are attempting to solve that, and we're getting wonderful help from the community representatives on that front. There are issues with my organization as well. For example, the faculty doesn't simply accept the wisdom of spending some valuable resources on community development because they have seen a lot of projects fail.

*Mr. Sonenstein:*

It's been challenging to change the mindset of the foundation from one that viewed Baltimore as one of our initiatives to one that sees Baltimore as our primary initiative, and then sustaining that mindset because this project is in competition with those we fund in fifteen other cities. Baltimore is not the mission of our foundation, but it has to become a much higher priority in the thinking of everyone in the foundation and not be viewed as a distraction from other work. We hope we can create that new mindset within the foundation, and also develop incentives within the University so people there will think of the East Baltimore project as something to become more involved with in terms of research, teaching, or simply

service.

*In many ways, Case Western Reserve has brought in the resources to create partnerships. How do you organize the university so it can become the kind of anchor you are talking about? Does it take a President to be able to create that corporate commitment? What has been your experience there?*

*President Brody:*

First of all, it has been exceedingly difficult. This project really got going through funding by the School of Medicine, and the hospital actually spends large sums of money on community relations, so there was an opportunity that you don't necessarily have in an academic institution. I think of people at a university as being wealthy, but in fact there are very few uncommitted resources. You have to have a carrot – some seed funds, say – and you announce that if two divisions will work together, then we'll fund part of that collaboration. We did that after 9/11 to put together an emergency preparedness plan at the university level – I put up some seed funds, and each of the division had to put up matching funds. I think there is an opportunity to do that either by having the President designate some discretionary funds or by getting a grant from a foundation to provide the seed funds. The last resort is to tax each of the divisions – that takes a long time – and get them to agree that community development is something that has to get done.

*What process did you use to convince the residents that they would be better off as a result of this process?*

*President Brody:*

There are two pieces to this: "BC" and "AC," or Before Casey and After Casey. Before Casey came on board, there were negotiations that went

There is very little in this for the university except the opportunity to have a viable community where our faculty, residents, students, and staff can live and walk to work.

on for over a year with elected officials from East Baltimore and the state delegates, extensive meetings over what would constitute an appropriate relocation package. Although there was unhappiness about relocating, I think many of them recognized that something had to be done. Then the focus was the economic package. Once EBDI was formed and Casey was involved, it became clear we had to do much more with the community to make sure the process was fair and equitable. There are all sorts of complicated issues, particularly when you deal with renters, a group that was initially ignored. It turned out there are more renters than home-owners in the area.

*Mr. Sonenstein:*

I think it required taking what had been viewed as a relocation and development project and beginning to think of it as a human development agenda, engaging community groups on broader human issues. It was clear that counseling was a major component of gaining the community's confidence that there would be somebody listening to them and dealing with the human side of it, the full range of problems that people had been dealing with for almost a year. I think there was always unanimous support in for redevelopment in City Council, and no opposition from the community activist groups. We opened a resource center in an abandoned building in East Baltimore, and we staffed it with Casey people, establishing a high level of community engagement and maintaining that commitment. That is the hard work. It isn't just about writing the check.

*Our problem is different – we're land locked.*

*President Brody:*

I will say one thing that is slightly different. After the demise of East Baltimore, when Baltimore was literally on fire, there was an agreement between the East Baltimore community, the Johns Hopkins Hospital, and the associated

community to "red-line" the current campus boundary and not move beyond that red line. The community distrusted the university and feared it would encroach on their area. But it was also a red line that prevented the university from salvaging neighborhoods. It's only been in the last couple of years that the university has bought some land and converted it to parks. This doesn't directly address your problem, but often there is a threat in the community and the neighborhood starts going downhill before the university can do anything to help stabilize it.

*What happens to the drug dealers and users? Do they just move to another neighborhoods that is on the verge of sliding?*

*President Brody:*

I don't know where they go, but they move. We have already seen evidence of that when the police go in and put pressure on them – they move. So we are not going to solve the drug problem, but what has happened in Baltimore is due to the decline of the neighborhoods with the huge exodus of the middle class – both white and African American. This is really about building a viable community to be able to attract more tax-paying residents and businesses and build up the tax base of the city.

*You made reference to faculty concerns about getting involved in this project. Can you say more?*

*President Brody:*

We are dealing with a situation *in extremis*. We have multiple campuses, but now faculty who need to see a graduate school applicant or a medical school applicant will drive into East Baltimore, take one look, turn around, and drive out without even completing the interview. We have patients who won't drive into the inner city. Our campus is very safe, but we occasionally have people walk a half a block away and something happens. You can make a commitment to do this, but how much of a

commitment can you implement before you get the push-back? I don't know where that line is.

*Mr. Minter:*

Can I just ask how the university views its role in the larger context of the city and the region, as distinct from or interrelated to what is going on in East Baltimore?

*President Brody:*

We are somewhat unusual in that we have somewhere between eleven and twelve campuses between Washington and Baltimore, so we are geographically dispersed. You can't tell where our campus begins and ends. We are able to serve most of the constituencies within the State. We also have campuses in Italy, China, and Singapore. It's a little harder to talk about how all of this affects the State of Maryland, but we do have broad geographic coverage and we do have more part-time students than full-time students, which is a measure of community impact.

*Mr. Sonenstein:*

I should mention another development that involves the two of us. We have created something called the Baltimore Fund, which is a social venture capital fund, a \$15 million fund that will invest in for-profit businesses that need capital and will generate extended employment, particularly entry-level employment, not only in the City of Baltimore but in the general Baltimore area. We have enlisted ten other foundations in Baltimore to build that \$15 million. We have then folded that \$15 million into a \$45 million social venture capital fund called Urban Growth Partners, running from New Jersey down through Virginia. That's a first for Casey, in that we're using our endowment to do what we call "double bottom line investing." This involves conceding a little on the return – though there is still the expectation of a reasonable return – in exchange for the social benefit of the investment. This could take the form of investing in municipal bonds or loans to charter schools, projects with expected returns on capital of perhaps 5-6% rather than our target return of 10-12%. That gives us a second source of capital to finance what we think are mission-related

activities.

*Do you consider community development a byproduct of advancing the university's interests?*

*President Brody:*

To be fair, there is very little in this for the university except the opportunity to have a viable community where our faculty, residents, students, and staff can live and walk to work. Our mission is not building communities -- we don't get any direct economic benefit out of this. Maybe if it works, we can reduce our spending on security, but it's hard to point to anything concrete. What we do get is an environment in which the university becomes more attractive to the people we are seeking. Mostly it's about building a community where people can live near where they work.

We needed a biotechnology park because part of the funding for this project comes from tax-increment financing. You raise that money based on the premise that you can increase property tax revenues. The only way you can do this, since we're not replacing that many homes, is to have commercial space that generates a lot more property tax revenues. So it's not all about jobs, because a lot of these pharmaceutical firms don't employ that many people. It's all about building a vibrant community and helping the city. So the better the city does, the better we do.

*Mr. Minter:*

We have run out of time. I refer you to a joint study done by the Initiative for a Competitive Inner-City and CEOs for Cities, *Leveraging Colleges and Universities for Urban Economic Revitalization: An Action Agenda*, that suggests what college and university leaders can do. You can go to the CEOs for Cities website to get a copy of it.

Let me conclude by saying that it was a very helpful overview. Thank you very much.

## Cultural and Artistic Development: York University and the City of Toronto

Co-Chair: President Lorna Marsden, York University

Co-Chair: David H. Tsubouchi, Minister of Culture, Province of Ontario

Moderator: Thomas B. Schorgl, President and CEO, Community Partnership for Arts and Culture

Faculty Liaison: Professor Georgia Cowart, Chair, Department of Music

*Thesis: The arts and culture represent fundamental assets to community building, affecting quality of life and a region's resilience and spirit. A university can contribute to this capacity through collaboration with area arts and cultural groups.*

*Thomas Schorgl:*

Welcome to an amazing program. It is going to be, I am sure, a model for other communities and other universities in coming years.

It is a very great pleasure to introduce to you two people who have done extraordinary things, not only in their communities but throughout their country. To my immediate left is Dr. Lorna Marsden, President and Vice Chancellor of York University. She has provided leadership and certainly vision for the arts departments at York and for its connections to the City of Toronto as well as all of Ontario.

And to my far left is the Honorable David Tsubouche, Minister of Culture for Ontario, an attorney and, I hear, a poet.

*Lorna Marsden:*

Thank you very much. It's a real honor and pleasure to be here in Cleveland to celebrate the installation of Edward Hundert as President of this extraordinary university. I bring greetings from Canada and Toronto. We are delighted that there are so many Canadians here today, including graduates from York University. It's wonderful.

Let me give you a little context. Toronto is a conglomeration of seven cities and many, many villages and neighborhoods, with about 5 million people in the Greater Toronto area. It's the largest city in Canada, the capitol of the Province of Ontario, and the cultural capitol of Canada, York University lies at the heart of the Greater Toronto area.

In Canada, a country of about 30 million plus people, our university has the first, the largest, and the most finely integrated fine arts faculty. Since the founding of York University in 1959 we have had courses on arts and culture, but in 1968 we created a separate faculty of fine arts with three explicit goals:

- To educate fine arts majors fully, not only in fine arts but in the sciences and the arts generally.
- To enrich the campus experience for everyone at York University.
- To engage and animate the city.

The faculty continues to fulfill this mission, and has created generations of great audiences, great amateurs, and great professionals in the creative arts. One of our most wonderful graduates comes from our creative writing programs. It is not in the faculty of Fine Arts, but it's a program that produces novelists, playwrights, and this poet. This graduate is a very well published poet. Typical of our great graduates, he has done the unexpected. After a degree in the arts and creative writing he went on to law school at York University and established a very successful law practice. (You will recall that T. S. Eliot was a banker.) He is a vital part of his community – Markham, Ontario, just north of our main campus -- where in another unexpected but very successful move he has twice won election to the Ontario legislature. He is a senior cabinet minister in the government of Ontario, where he holds two important portfolios. One of these is Minister of Culture, where he is known and genuinely loved by poets, writers, performers, painters and other artists because he in



turn genuinely loves and appreciates and engages himself in the arts world. So, it's my great pleasure to invite my colleague, a politician, a double graduate of York University, and a great Canadian, the Honorable David Tsubouchi, to begin.

*David Tsubouchi:*

Thank you, Lorna, for the introduction. I must say that as the result of speaking this morning to President Hundert and Mayor Campbell, they want us to be quite focused in terms of what we had to overcome instead of just what we are actually doing. What are the solutions, and how do we go about doing it?

I thank Lorna for asking me to come to this wonderful university and attend here this tremendous symposium. It's a great idea because it gives us an opportunity not only to present to you, but to learn. I learned a few things this morning listening to President Levin. This is good timing because right now we are looking at all the budgets for the various ministries. One of my jobs is the Share and Matching Board, where I have to approve all government spending. So while I'm here [Dr. Marsden] has me isolated where she can talk with me about university, so I have to be very kind to them.

The problem we have in the arts and culture community today, and in all kinds of aspects of our society, is a lack of recognizing and promoting innovation. I had an opportunity to speak two days ago at a symposium in Toronto. All the arts industries were there -- the film industry, the publishing industry, the stage, the dance, everyone was there. The conclusion at the end of all this was that although money and resources are very important in the community, it's not simply that. It's ideas.

In my other job as chair of Management Board, I am also in charge of all of HR for the government, and I have a chance to address interns that come into the government. The interns that we try to recruit are the best and the brightest people we can get to bring to government. We are looking for people who are smart and are creative and who really have the potential to get to the positions of deputy minister, the highest position in our civil service. The problem with government, the problem with many institutions, the problem with all levels of government, frankly, is that we try to

recruit these very smart, very bright, very creative people, and then we expect to bring them down to some level of mediocrity, because mediocrity seems safe. That's the way it's always been done. The problem is that you are dragging your people down below the level of demand in the community, so you are creating a gap. What we need to do is promote excellence, promote ideas -- including new and innovative ideas.

A couple of weeks ago I saw an old movie on TV in which Don Ameche played Alexander Graham Bell, who invented the telephone. He tried for years to find the proper conductor for a telephone, and he tried all kinds of metals, all kinds of chemicals, until finally he succeeded, but it was only through trial and error. Now innovation and creativity will necessarily lead to mistakes. It is up to us as people who make these decisions, whether as an administrator of a university, the president of a company, or the minister in our government, to recognize the fact that this is a reality and not to discourage it somehow, as we so often do.

So we need innovation in the culture industry, but what do we do about this? Movies again. I watched another movie maybe three days ago called "The Moth-Man Prophecies," science fiction about how some supernatural being had given the residents of a town the ability to predict the future. How do you explain that? One explanation was that, if you were a window washer up 50 stories on a building and you are able to look out, you have a different perspective. Perhaps you can see in the far distance that a police car coming along the road is going to arrive at the hotel in maybe 5 minutes. Does that give you psychic ability, or just a different view of the world?

Well, our problem has been not only in the culture community but also in all levels of government, where we operate in silos -- federal, state, local, and even universities, who probably aren't in this whole mathematical equation at all. They should be, since they are out there operating silos with limited dollars. It is up to us to look 50 stories up and get people working together. That is our biggest challenge.

How do we do that? Being a politician I can explain this, but with a degree of cynicism. Politics doesn't always do the common sense, practical, smart thing. First of all, there is a fear of the

Politics doesn't always do the common sense, practical, smart thing.... You don't really address the common good because of other factors that are totally irrelevant to what you are trying to do.

unknown: you don't want to make a mistake, because if you do sometimes it is on the front page of the local newspaper. Second, there is a certain amount of tension if you have a different party in charge federally than you do in the state. I don't know how that works here, whether there is a party system at the local level, but it does occur in some of the cities in Canada. You have a natural tension because not everybody is on the same page, so you don't really address the common good because of other factors that are totally irrelevant to what you are trying to do.

I know we talked about Yale a lot this morning because of our new president here, but there is a lot to be said for the Harvard method of getting to yes. How do we get people to see the commonalities of what we have to deal with and get past the political differences, past the parochial local concerns, trying to get to the point where we are trying to do something for the cultural and arts community? I will give you a practical example.

In the City of Toronto, when I had only been in the cultural portfolio for not even a year yet, the first challenge I had was to lead a huge cultural project through the Super Build Corporation that we, the provincial government, and the federal government were going to go together as partners. Its goal was to put money into the cultural infrastructure of the City of Toronto. There were red tape, political differences -- whatever you want to call them, there was a lot of tension there. Two things were holding us up. First, the National Ballet School, which to me is a real institution in the City of Toronto, by the way, and is very important for the community, did not qualify for this level of grant because they were not considered "cultural tourism." Second, our Canadian opera company wanted a new spot for a new house. We were supposed to be 50/50 partners with the federal government, but the piece of property they wanted -- which we owned and were willing to give to them -- was probably worth \$9 million more than the federal contribution, and we

shouldn't give more than the federal government. My predecessor wanted to give them the piece of property and take back a mortgage of \$9 million on the opera house. Who in their right mind in the private sector will give you money to go to an opera house if the money is simply going to be paid over to the provincial government? It makes absolutely no sense.

The ballet school, problem #1, didn't fit into the parameters of our grant program. Those are the rules. But am I not I the minister? Can't I change the rules? The point I am trying to make is that is that culture for culture's sake is important. Cultural tourism is important, but not everything fits within this square hole. So you drill the hole out a little bit so it fits. The good thing is that with my other portfolio -- the management board, which is in charge of all government spending and all government assets, including land -- I said, "For God's sake, just give them the land! We'll give them \$9 million more and we'll get credit for it. Big deal! We'll get on with life and we won't be stuck with this 50/50 requirement. I was able to work out things with my counterpart at the federal level, get past those differences, and do something for the common good for the Province of Ontario and the City of Toronto.

I will give you another example at the local level. Sometimes you just scratch your head and ask why politicians don't use their heads. This stuff is not rocket science. We had the discovery of the very first parliament site in the Province of Ontario -- which was burned down by the Americans, by the way. The site was under danger of being developed for condominiums. Because of the way we characterize things in Canada, the local community has jurisdiction over a find like that. Against the best advice of my colleagues, I stuck my nose in. We are still in negotiations, but I think we will be able to save this site and have an interpretation center there. You have got to look beyond your own personal interests and what is politically safe.

This gets back to what the President of Yale was saying today: universities, governments, it's all about leadership. I believe you do have some strong leaders here, by the way. The Mayor seems to be a very strong person and believes in what's she is doing, and you have a great president here who I think will bring a good vision to this university. You need to engage the private sector as well, and that is part of what we do in the Super Build Fund, which is a great thing for us. Our investment in the Super Build, between the federal government and ourselves, was about \$250 million. That funding leveraged further investments from the private sector to benefit the cultural community in Toronto. And, that is a great way of doing things because we as government like to have partners.

It strikes me that universities have a far reaching affect on their communities. If you look at economic development quickly, as decision makers do, they consider infrastructure, the roads, whether you have low taxes and all these other things. There are two other factors that are relevant. One is quality of life (decision makers do like to make sure they have that quality of life where they live, and secondarily where their employees live), and the other is a work force that can provide you with the skills you need. That is where universities come in, and why they are an integral part of economic development. I am fortunate that my community has one of the highest post-secondary school educated populations in the country: about 35% of our residents have university degrees, and over 50% have some sort of a college diploma or other diploma. That is a pretty high-skilled and educated population. You can't build industries around the core without having a strong human resource, and that's part of the answer here, I believe, and that's part of filling in this donut here in some of the cities.

I should add -- because Lorna will be angry if I don't -- that the cultural communities in our Province have an impact equivalent to about \$8.6 billion on our economy and generate the equivalent of 230,000 jobs.

Part of what we need to do is to consider our vision for the future, and that means engaging the young. We have several ways to fund cultural programs in Ontario. One is the Trillium

Foundation, which provides \$100 million every year for all kinds of programs, whether it's for the environment, social services, culture or recreation. By the way, that money is generated by gaming revenue. We have dedicated that money solely for that purpose. That was there before us, but we just increased the fund from \$10 million to \$100 million.

There is a program I want to talk about that relates to this Foundation. We really don't have a kind of hole in the donut in Toronto, but we do have some areas that are not doing as well as others. One of these is an area called Regents Park, an intercity area in Toronto. The Trillium Foundation funded programs in Regents Park.

If I can just take a step back, let me explain why I like these programs. Speaking personally, all the Japanese Americans and the Japanese Canadians in my country were interned during the Second World War. Both my parents were born in Canada, but they lost everything -- our house, our business, all our worldly goods. They were able to take only about 50 pounds of goods to these camps. We had no money, no possessions, so we started from nothing. My parents wanted a better life, and they believed the answer was through education. That is why I am a strong advocate for libraries. Libraries don't care how much money you have or what color skin it is. You have equal access to that library and its information no matter who you are. In addition, education and educators made an impact on my life. If we can somehow ensure these kids not only get through high school, which is an important first step, but get into technical training colleges and arts degrees at universities, it's part of their future. That is why this Regent Park program is so good. In part it's a mentoring program to deal with illiteracy among these kids. We have a problem there, and we need to deal with it. That is one way we invest in Ontario.

People think about sports programs as a way to break the cycle of dependency and poverty, and that is true to a certain extent. These programs engage kids and occupy their time in a productive way, and they create sportsmanship. These are good things, and not everyone has that ability. But if we can use sports as a way to leverage kids out of this cycle of dependency, why don't we use cultural activities that way? We have one, the Soul

We need to overcome the natural resistance that comes with big institutions – just as it does in government – and get into creativity and innovation.

Pepper Group in Toronto, that mentors kids. They actually give them jobs and get them to learn how to work with an actual theater professional company. That's the important part: they get experience and they are paid to do it, which helps them an awful lot. Or, even The National Ballet School. People always think of ballet as a very elitist art form. Well, entrance into this school depends on your abilities, not your ability to pay. So if you are skilled and you have no money, you can go to The National Ballet School, where over 50% of the kids are subsidized, so it means that you can get into a career in dance. These are the opportunities we need to open up, and we can only do that if we break down these silos of governments and engage them with universities.

There is a wonderful little book by Spencer Johnson called *Who Moved My Cheese?* And it is all about embracing change, because change is going to come. I have got news for you folks: somebody has moved the cheese here. The world has changed, and we need to change with it. We need to overcome the natural resistance that comes with big institutions – just as it does in government – and get into creativity and innovation. Let me tell you a little story. There are three theaters together in Toronto's main theater district, all in competition with each other, and they don't know what to do to compete. So, the theater on this side has a sign that says, "Biggest Bargains In Town." And the guy in this theater on the other end puts up a sign that says, "Smallest Prices In Town." The guy in the middle has a problem: what can he say? He thinks about it and the next morning he puts up a sign that says, "Main Entrance Here." The point is that I believe the universities are a hugely unused motivator not only in the cultural area but in economic development. It should be the main door that we need to gain access, but we all need to realize that -- politicians, the private sector, everyone in this room. If I can leave you one message, it's that I believe our future is deeply entrenched in universities. What we need to do is unlock that potential for the benefit of all.

As an alumnus of York University twice over, it is such a pleasure to be here with Lorna, who shows such tremendous leadership in our university, my university, and on behalf of universities. The world doesn't move without vision, and the one thing I have learned from working with Lorna is that she has that vision. And you can't simply declare yourselves visionaries, by the way. Visionaries are people that implement ideas. Lorna implements ideas, and it is my great pleasure to introduce her. Dr. Lorna Marsden.

*President Marsden:*

As you can see we are extremely fortunate in our Province, not only with our graduates but with our ministers. I want to take you back and give you a little context about what has happened at York University. In the 1950s Toronto was known as "Toronto the Good," but it wasn't in a good way. Our city was boring, stodgy, and very conservative. The citizens of Toronto repeatedly voted to keep Toronto dry. The drinking establishments that existed were segregated by gender, everybody was home by 9:00 p.m., and if you wanted any fun, you left town. Peter Ustinov in that period said that Toronto was like New York but run by the Swiss. The only university in those days was based on the Oxbridge model, which encouraged the performing arts for amateurs in their spare time, but not as part of the curriculum.

Now the visionaries, the group of people that came out of the YMCA in Toronto, and who created York University in 1959, knew that our city and our country had changed and that there was a untapped reservoir of creative talent just waiting to be unleashed. They set out to harness the brain power and the talents of creative people from the entire city, including the new immigrant groups and the old establishment. They built a curriculum that incorporated music, the new poets, and a founding course in the university called Imagination and Perception, based in the humanities faculty. Through this course they reached out to students in Toronto's new

Our relationship with Toronto's cultural life goes deeper, because it is a condition of faculty contracts that they must involve themselves not only in their scholarship but also in the city's performances.

communities and incorporated a world vision, a global vision. For example, from the very beginning we had South Asian music performing at York University. Film, video, dance, modern dance – the entire university is interdisciplinary. A fine arts student must perform in more than one of the arts. If you are in theater you must also be in dance. If you are in visual arts you must also be in another field. You get the idea: they must study in a broad curriculum. In addition, right from the beginning they were required to attend a management course, because we know that all artists are at some stage self-employed and have to manage their own businesses. In 1970 we started the first MBA in arts management in North America, and it is still thriving. There are still only five MBAs in arts management in this continent.

What the founders of York did was to tap into what they knew people were actually doing in their parlors and, quite literally, to give it a stage. We built a theater, Burton Auditorium, which in the 1970s was only major stage in town for serious production. We had Marcel Marceau in a series on mime, playwrights, critic Erik Bentley from New York, who one legendary night performed Brecht and Kurt Weill songs, and then incidentally came out on the stage of Burton Auditorium. The Danny Grossman Dance Company was founded when Danny was performing on that same stage. So, York University was just fierce with creators. We have Allen Ginsberg, Lawrence Ferlinghetti, W. H. Auden, Sir Henry Moore, and Sir Anthony Carol -- and all of them taught. They would come for three weeks at a time, to teach and to create. We have sculpture all over the campus.

So, over the past four decades Toronto has emerged into a leading center for cultural and artistic activity, and York University has grown into Canada's third largest university. We have about 43,000 students and are a leading research institution. How does this relate to what we do today? A lot of the work that we do is through our alumni. The most obvious contribution to the city

is through the educating of artists, writers, technicians, managers, cultural entrepreneurs. The group that made "The Red Violin" are our graduates, for example, and they stay in touch with our students and keep the stream of talent moving. If you read the list of York alumni, you see the names of those who are running, performing in, and creating in all the major cultural venues in Canada and in many other places around the world. Why is our Dean Philip Sutherland not here today? Well, he is a stage designer and he is in Naples, Florida, adapting his production of the play "Proof" from a small Toronto stage to very big one there, where that show has just opened. And, a troop of die-hard theater fans has followed him from Toronto to see this new production. That is one of the benefits that we see in the city: the audience grows as well.

But, our relationship with Toronto's cultural life goes deeper, because it is a condition of faculty contracts that they must involve themselves not only in their scholarship but also in the city's performances. All of our students are performers, and they are informed audiences. They are very hands-on in the field as they create a new partnership or collaboration, taking an idea from the classroom or an art studio or community theater and bringing it back into the classroom. We link these venues in different ways, with the goal of pushing back the boundaries of those relationships. In the 1970s, for example, our faculty of fine arts took over what was then the very famous David Mirvish Gallery Bookstore in downtown Toronto. He wanted to move on, so we took over the lease and ran it for many years as a living laboratory. The faculty and students came downtown to give performances and lectures in mathematics, philosophy, and the arts. And, David Mirvish, who was then a young entrepreneur, went off to produce live theater and musicals in London, England, and in Toronto. A lot of you have seen his productions -- "Mama Mia," "The Lion King," and many others -- that now draw very large

numbers of people into Toronto. Hope you have all been, and if you haven't I hope you will come.

In the 1970s, with the baby boom in its teenage years, York University ran "culture buses" through the neighborhoods of the city, staffed by student employed to work up constructive action in the local parks. This was funded by government grants for youth employment. This kind of cultural activities through all the neighborhoods established relationships that have really continued.

I want to talk about a program that is in keeping with this long tradition, but is a fairly innovative new partnership with our Harbourfront Center. This is a very high profile tourist attraction, though it also attracts a large turn-out of local people. And of course it is run by York graduates. It's on the waterfront, and it draws a very diverse public with excellent activities that enliven, educate, and entertain. It showcases both Canadian and international talent, at very low prices in the interest of high participation. Over the years our students and graduates have performed, installed art, and worked in other roles for the organization.

Very recently one of our professors had the idea to push this relationship further, giving participants the chance to develop a much richer understanding of arts and cultures and the techniques behind them through several festivals. We now call it "Cultural Exchanges," and last summer there were three festivals chosen, all of them featuring distinctive facets of the global cultural mosaic:

- "Deeper Blues," focusing on the rich diversity and universality of blues culture and the urban folk music revival. Of course in this country you think of it as part of your national cultural mosaic, but in Canada you are part of the global cultural mosaic.
- "The Silk Road and Beyond," exploring the cross currents of Asian music and dance and featuring something called the "World's Fair Feast of Food and Culture."
- "Latin Beats," delving into the vibrant dance and music traditions of Central and South America.

Each of these festivals has cognate research and academic programs back on the campus, so we have a real body of highly informed faculty and students.

The festivals were open to everybody in town, and you could sign up for special weekend sessions that allowed the participants to get behind the scenes for each festival. Teachers -- many from York -- conducted workshops and other activities to help participants gain a richer understanding of what the performances meant, of the culture and history behind them, how you plan a festival, what the economics of it are, how you run lighting, costumes, and all the other mechanics. It is a wonderful outreach program.

Another cultural program is Theater at York, with people invited to performances and other activities on the campus, of course. But we our dancers, choreographers, and technicians from York Dance Ensemble go on tour as an outreach to local schools -- they do matinees in high schools, for example. We also have a respected avant art gallery that draws people in from all over world.

Programs such as these, along with things like the Harbourfront program, combine two important elements that I think make them work:

- An interdisciplinary approach which is not easy. Specialists and faculties always want to pull back into their intellectual silos, and it's hard work for the Dean and the leadership to keep people interdisciplinary.
- A very active embrace of the diverse cultures that make up our city.

The university is also a bit of a talent magnet. If you are young, if you are artistically ambitious, if you are from a small town or a big city, you are likely to be hanging around our campus because there is a lot of action all night long. And, some of these talented people become our students. We are also a talent magnet for a certain type of creator, people who is also scholars and performers, and they become our faculty. We select our faculty very carefully to combine these talents, they have to want to be part of the city. These people provide a very stimulating environment along with practical contacts for our students in the business of doing arts and culture. If they don't like that, they are not going to do very well at York University.

Then, of course, we have people like Philip Silver, our Dean. He was the stage designer at Stratford, just outside Toronto, where the Shakespearian festival has been going on for many,

Dynamic business enterprises are attracted to cities that have active cultural centers, because they know that the creative people that they want to employ gravitate to cities that cater to their creative side.

many years. He has designed the stages for 20 years, and he continues working in his field while he serves as Dean. We have other great faculty members, such as Oscar Petersen, who taught for many years in our jazz program and served as Chancellor of the University of 1991-1994. We have great critics, film historians, and broadcasters like Seth Feldman, award-winning choreographers who work for the top dance companies in Canada, England, and the United States, and splendid sculptors like Judith Schwartz and Ted Below, who teach in our programs.

But our focus is not only in the downtown core. We also embrace all the seven cities that make up Toronto. Our faculty and students perform in places like the Minister's hometown, Markham, in the Markham Theater, and in the living arts center in Mississauga, which is a community just to the west of Toronto. And, of course in the great downtown institutions that you have already heard about: the great art gallery, the Royal Ontario Museum, The Hummingbird Center, Roy Thompson Hall, The Royal Alex Hall, and in hundreds of small theaters and clubs galleries, stages, and film venues that have sprung up over the past 40 years around this rich cultural life. Accompanying them are restaurants, book stores, bars, fashion designers, ticket agencies, radio stations, television, advertising agencies, and the vibrancy of a clean, safe, and exciting city, where 10% of workforce is in the cultural sector and many, many more in related industries.

Dynamic business enterprises are attracted to cities that have active cultural centers, because they know that the creative people that they want to employ gravitate to cities that cater to their creative side, cities like New York, like Seattle, like Dublin, like Toronto, and like Cleveland. Richard Florida has written a splendid study of the importance of the intertwining of culture and the economy, and Toronto is a great example.

So what is our lesson? York was born right at the start of this cultural revolution in Canada, and

Toronto is a product of many people who grew the city from many countries of the world, including the United States. We have drawn a lot of talent from this country and others around the world, and they have influenced each other and they have made Toronto a most exciting place. This year, when we hosted the International Association of Deans of Fine Arts, we featured an African drum and dance ensemble that was initiated by some of our faculty, with student performers from every culture. When they perform you simply have to participate. Suddenly there were all these visiting Deans dancing -- I wish I had a camera.

Much of this originated in the leadership that was provided by the founders of the university, who understood the surrounding areas. They fundamentally believed that the interdisciplinary approach helps creative people avoid being boxed in. Further, the government really does provide an environment where the arts and culture thrive, and takes an interest in it. Finally, all the individuals who genuinely support the arts are able to collaborate to make Toronto an area that is truly thriving.

So we can say once again that we are "Toronto The Good," but this time in a whole new way. We hope you will come and visit and give us your critique.

*Mr. Schorgl:*

Thank you, Dr. Marsden. Let me start the discussion portion of the session by calling on Alex Machaskee, President and Publisher of *The Plain Dealer*.

*This has been a wonderful presentation, and I thank you. I want to underscore the importance of the arts and culture. We see a very good example of that in one of our Cleveland Public Schools, the Cleveland School of the Arts. We have been affiliated with that school as a sponsor for some time. The point is that the students at the School of*

*the Arts come from all the same disadvantaged neighborhoods as the rest of the kids in the Cleveland Schools, yet they continually lead the entire district in performance in a wide range of academic and extracurricular activities. I don't think this is an accident.*

*I do have three specific questions. First, what needs to be done to get more university faculty on non-profit boards? Second, it seems to me that the area where a lot of nonprofits get into trouble is in financial management. With the fine Weatherhead School of Management here, it seems that there could be a logical connection between the management school and the non-profit arts sector. Finally, as the City of Cleveland provides no funds for the arts, what is the possibility that an effort could be mounted to get at least some of the entertainment tax money diverted back into the arts?*

*Minister Tsubouchi:*

We have a different way of making appointments. Most of the major cultural institutions are in my ministry, and we have input in regard to the boards for Stratford and the Shaw Festival. We look to the board leadership to give us suggestions as to who should sit on the board. They have been quite good in some of those areas, even making sure that we included a university psychologist. In Niagara, where the Shaw is, it's pretty important to engage the private sector with all the wineries, but also to engage Niagara College.

Lorna has a point that she is going to make on the management issue, and I couldn't agree with you more. I regret that it took me five years before I realized I needed a business plan. Doctors and lawyers are not great managers of money either; but it's also true in the arts community. Tom Schorgl has some wonderful programs that he has told me about, because I love incubator programs. But beyond the incubator you've got to have mentoring, support, and shadowing to ensure success. Government at all levels needs to recognize that a thriving cultural community generates huge economic advantage.

*President Marsden:*

Maybe I can just add a word from the university's point of view. In this university in Cleveland, and in ours and every other university, faculty members are really competing on a global level. When you come and join a university, your competition is not your colleagues -- it's the world out there. So time is an extraordinary valuable resource. If faculty members are focusing on publishing, participating at levels that we all want them to, it's pretty tough to ask them to take time to serve as board members on non-profits, which as we all know can be very time-consuming. I think that has to be taken into account. Young faculty members must be able to establish their reputations in their fields in order to develop their careers.

It would help in some circumstances for the non-profits that need faculty members to work through the leadership of the university. It's so tempting for young faculty members to say that they would love to sit on boards, but in their complicated lives that might not be a very good career move. It's a tragedy then when they don't get tenure, or they don't get promoted. We need to understand more about the time constraints and the work in both those important areas.

*Any discussion about local public sector support for artists and arts and cultural organizations, good or bad?*

*Minister Tsubouchi:*

Good, obviously. We are doing it, but we are not doing it in a way that maximizes our resources. You have the City of Toronto with a number of grant programs, you have us, and you have the federal government. We need to put this all together so we are spending the money as smartly as possible.

*How did you manage to get past the red tape?*

*Minister Tsubouchi:*

That is an excellent question, one we still haven't solved yet. It really rests on the leadership and their willingness to get to a point where we can agree on things. We have a different party in power federally in Canada than we do provincially. I have been able to get some good relationships with the



Prime Minister's office and my counterpart, so as a result we were able to work out things.

Governments can put lot of red tape in front of you if they don't want to do something, or they can really help you if they want to do something. There has to be the will to do that frankly. Maybe universities can have some role in the mediation of all this, and perhaps the private sector as well. Once people get together and say "This is silly -- stop arguing about this stuff, let's invest, let's do these things" -- then you can do it. It comes down to leadership, I think, and people willing to break through those barriers.

*What about turf wars?*

*Minister Tsubouchi:*

There is a lot of turf warfare. At one time I was a regulator of gaming and a regulator of alcohol in Ontario. We had a huge problem with horse racing -- you had the standardbreds, the thoroughbreds, the quarter horses, etc. and no one could agree. They are all in the same industry until you put them together in a room and force them to try and find some solutions. That is what we are trying to do in the cultural community -- get them to work together, and to understand that together they represent a force much stronger than if they are going their separate ways.

*We do not have government support for the arts in this country as you do in Canada, which is a big problem, but our government has supported sports. It seems to me that through leadership there should be some way to get sports to give back to the arts. I think there needs to be a real drive in the community to support the arts.*

*The arts institutions in Cleveland are very white institutions. Isn't there some sort of partnership that can be developed that increases the diversity in the arts in our community, both in the leadership roles and the practitioner roles?*

*Minister Tsubouchi:*

In 1993, UNESCO reported that Toronto was one of the most diverse cities, and that was confirmed recently by a North American census. In Toronto, the majority of people are visible

minorities. My town of Markham went from a community of about 35,000 when I moved there -- I was the only Oriental there, and I think we had one black family -- to a community now that is about 60% visible minorities. It's a kind of global community we have.

One of things I have done recently is formed the Minister's Council of all the different communities in Ontario. We have representatives of at least 25 ethnic groups there. Our challenge is a little bit different. We have people who are engaged in many different areas, we want to get them engaged in areas they have not traditionally been part of. In our town, the Chinese population is about 30% of the total. Our challenge now is to help this population become aware of our town's heritage, while at the same time combining the strengths of both cultures. I think we are being pretty successful at doing that. You need to engage all parts of your community, because in diversity lies a lot of strength.

I get back to the emphasis on young people. You have to have the community engaged, you have to have leaders engaged, you have to have role models. Without role models it is difficult for these kids to think they can do things. I talk to a lot of groups of high school kids and I tell them that is not good enough for you to think that you should be the assistant to the president of the company or the assistant to the Prime Minister of Canada. Strive to be the president of the company, or the Prime Minister of the country. It's possible to do that. They look at me and say, maybe it is.

*President Marsden:*

In our experience, the arts are the single best way to do this, because there is nobody who doesn't have cultural roots. There is nobody who doesn't resonate to music or dance, or film -- all of us have this. I especially want to note a phenomenon that I know is true in this country as well as in Canada, the so-called "third generation." That first generation, immigrants like my parents, sent their kids to university. The children of my generation are the ones that want to go back to the land of origin, who want to learn the original language. Our biggest success is in those young third generation kids. If you really take the time to understand where we all come from you can get those young people engaged, and it's tremendously

I think that lurking in all our souls is a desire to be somewhere in the arts.

successful.

*I am Georgia Cowart, Chair of the Music Department here. I just want to say what an inspiring day this has been -- thank you, Dr. Hundert, and thanks to our guests here. Like all of you I have been inspired by what you have said about the strengths that lie in bringing us all together. What I would like to do here is to start a dialogue so we stay in touch, and I would like to tell you a little bit about our situation here. We have challenges, too.*

*Instead of New Haven surrounding us, we have University Circle. It's such an exciting time to contemplate the kinds of ways that we can look beyond the silos around us through some of the initiatives we are taking. We have one of the finest conservatories and a very good music department, and we collaborate with the conservatory, as well as with the Rock and Roll Hall of Fame -- we have an annual conference that we organize around their programming. We have the Cleveland Orchestra, of course, and we are planning to have a course built around their programming. We have the Cleveland Museum of Art, and we are hoping to have an interdisciplinary concert series in different rooms of the museum. We don't attract primarily performing artists. Rather, our bands and orchestras draw students from all over the university.*

*What we have to offer the community, I think, is our ability to interpret the arts and tell people why they are meaningful. In that light, I would like your suggestions as to how we can collaborate to use our expertise and knowledge of the arts to provide a bridge to the community.*

*President Marsden:*

What I was trying to say in my presentation might be useful. What York University did was highly opportunistic: there was an unmet need, and it was a great opportunity for us. I think that is the only way it is resonated with the community. We

have set programs, but we really have to do is look for a need and respond to it -- and it works. I am sure you can do that, and you no doubt already are.

*Minister Tsubouchi:*

One thing that I heard this morning was a call to go forth and multiply out there in the communities, to really have people from university go out into the community. There are so many communities out there, however, and the kids don't understand them because they have no connection with them whatsoever.

There's a program I like, "Shakespeare Works," that takes Shakespeare into the schools. They give kids small roles to play. Some of these kids previously had no interest in school -- they just lounged in the back of the classroom. Now the program comes in, and the kids get up and get into their parts, and all of the sudden the teachers tell me and these kids' lives have changed -- they're now interested. There is a role for educators beyond simply saying, "here is the book, here is the interpretation

Lucky for me, by the way, that my high school English teacher was a fellow named Mr. Collins, who was 6'5", 250 lbs., and a football coach. Because Mr. Collins taught us English and loved Shakespeare, it was okay for the rest of the guys on that football team to like Shakespeare. I like Shakespeare because of him -- he made an impact on my life. We need to show these kids that there is another world out there other than the world they're in.

*You spoke about an interdisciplinary focus. I would be interested in your comments on how you and your colleagues sustain that focus.*

*President Marsden:*

That is a constant struggle against our natural tendency to be specialists. We insist on it in the curriculum. We have what I believe is very confusing organizational structure with overlapping faculties and colleges. It's not easy for anyone who is looking at it in an organizational

sense to understand, but for students, it's different. They have a requirement that they take arts, sciences, etc. and we develop programs that work that way, e.g., the law faculty and the fine arts faculty, the business school and the fine arts faculty. Students in all those faculties take a number of their courses in another faculty, even at the Masters level, and sometimes at the Doctoral level as well. If you don't like that kind of program you are not going to come to York.

In September I had a luncheon for our top scholarship winners. When I asked why they came to York, the typical response was, "My parents say I am going to be an engineer, but here I can do engineering and theater." I think that lurking in all our souls is a desire to be somewhere in the arts. We set out to provide the curricular opportunity, but it is an endless struggle -- and sometimes it doesn't work.

*Minister Tsubouchi:*

I used to hate that. I wanted to study English, but I was forced to take this course in physics and one in sociology. In fact, I did better in sociology and physics than I did in English. But, as I look back now, it was a good thing to do, because otherwise I would not gotten a broad view.

*Things are so expensive in downtown Toronto. Is there anything being done to address the problem?*

*Minister Tsubouchi:*

I am not sure if that is a transportation problem, or a housing problem, or all kinds of problems. Right now the Super Build Corporation is dealing not simply with the arts investment but with infrastructure in general. We are in a discussion right now with Toronto about public transit. We have come to the conclusion that, with the kind of growth that Toronto is experiencing, we need to invest in public transit. You need highways, too, but you need public transit -- which also has an impact on the environment.

The same problem exists with housing. In my community of Markham, the average house price is \$320,000 -- that's average, not the maximum. So when my daughter got married, she couldn't afford to live in a house in Markham. They are up in Niagara now. So there is a real problem there. I

want my kids living close to me -- it's their community, too. It's the same for seniors. The government is working on this, but you can't just attract people, you got to make it possible for them to move through the city.

*How can we more effectively promote the arts in our public schools?*

*Minister Tsubouchi:*

Our former Premier was at a dinner with some engineers and he was talking about the importance of technical training to the economy of Ontario. At one point he said, "Where would you be if you had an English degree and you studied Latin?" Since he was sitting beside me, I leaned over and said, "I'm in your Cabinet."

I never expected that literature was actually going to help me in my day-to-day work, but I am Minister of Culture, so it does. Yes, it is important, and I think our schools recognize that. When I am sorting through budgets, I am constantly aware that we cannot go one way or the other too much because there is a balance required. It is important to support education in all its aspects. Our kids need to have some choices, too. If you only have spaces in technical colleges to go to consider, that is a mistake. That is where you need balance, but it's a challenge.

*President Marsden:*

If I could just add a word here, I do think we in Toronto are in great danger of losing our music because the schools are no longer able to provide instruments and classes. Most musicians don't come from families where they are able to have private lessons all the time, especially in the more esoteric instruments. This is something we would see in our music program in the public schools and try to address. We are getting too many students who don't have backgrounds in instrumental music. We have been sliding backwards on that.

*I think we have a positioning problem -- we have to reposition what we have. But we are not framing this right. We have to view it from above.*

*Minister Tsubouchi:*

The point you are making is a very good one. For example, I was approached by the film industry. They said, "We have money and you have money as a government. Why can't we work together and make our money go further and do a better job of marketing Toronto for the film industry?" As I listened, I included the theater industry as well. I said, "What a good idea. Let's do it." it is a good idea, and we are doing it. You have got to promote what you have -- in Cleveland and outside of Cleveland. This is a lovely city. This is my first visit, and I am going to come back. This is a beautiful, beautiful city, and you should be proud of it and make sure people know about it.

*President Marsden:*

It's a challenge to get the word out, especially for small productions and for start-ups, such as students who have graduated and have a dance group. I think there is a lot we haven't yet explored in the City of Toronto, but we do have alternative press and four daily newspapers. But we also have a very thriving alternative press, a lot of it electronic, and we have some wonderful critics. There are "wars of words," so you have to read all the papers to find out whether you really should go to that art show. And that is terrific, that really draws in the crowd.

*Minister Tsubouchi:*

The Ontario Arts Council is part of my ministry. We provide grants to more 1,200 individual artists, more than 800 organizations, and 236 communities across the Province. Most of those are start-up organizations that really need the help, so I want to plug more money into the Arts Council because it has a huge effect out there in the community.

*We have so many good things (in Cleveland's arts community), but I think it's our public voice that needs to be improved. Each one of you can be a promotional voice.*

*Mr. Schorgl:*

The governments have to realize the arts are money makers and certainly that is true in Northeast Ohio.

In closing, I think we are saying here that the arts and cultural community and the university both should be more deeply involved in public policy. But there is only one person that can get involved in public policy: you, with your vote. So stay focused as things start to roll out, such as the "Quiet Crisis: articles in *The Plain Dealer*, which offered a thorough analysis of the economic impact of the arts and culture, and the different lecture series. I hope you believe as I believe that 2003 in Cuyahoga County is the year for arts and culture.

## K-12 and Continuing Education: Clark University and the City of Worcester

Co-Chair: President John E. Bassett, Clark University

Co-Chair: Superintendent James Caradonio, Worcester City Schools

Moderator: Barbara Byrd-Bennett, Chief Executive Officer, Cleveland Municipal School District

Faculty Liaison: Professor Robert V. Edwards, Department of Chemical Engineering

*Thesis: Education is a key engine of democracy and equity in a mixed economy. A university's involvement in education within its community should incorporate strengthening pre-college and lifelong learning activities. They not only benefit the community but also strengthen learning experiences for traditional university students.*

*Barbara Byrd-Bennett:*

I am very pleased to have to welcome you here today to this session on K-12 and Continuing Education as part of the "Great Universities and Their Cities" Colloquium. I am Dr. Barbara Byrd Bennett, Chief Executive Officer of The Cleveland Municipal School District. It's an honor to be here at the inauguration of Case Western Reserve's President Edward Hundert.

Our speakers in this session will be Dr. John Bassett, President of Clark University in Worcester, Massachusetts, and Dr. James Caradonio, Superintendent of Worcester's city schools. They will help us explore how education is a key engine of democracy and equity in a mixed economy. This topic is something that all of us contemplate as we seek to define our roles in integrating our educational system seamlessly into the community. One of my colleagues said to me, "It's like building a plane while it's in the air." It's not an easy task, and none of us can achieve it alone. This is about relationships, about two-way streets and opportunities for mutual gain and growth.

*John E. Bassett:*

I have been 2½ years in New England, and I still cannot talk like a New Englander. For those of you who know me, you know how thrilled and honored I am to be a part of this tremendous ceremony in a place where Kay and I spent seven of the most wonderful years of our life. I am reminded, however, that the last person that Case Western Reserve sent to Clark University was

Albert Michelson, the first American scientist to win the Nobel Prize, so there seems to have been some deterioration in the relationship.

In October of 2001 the Carnegie Corporation named the City of Worcester, in its partnership with Clark, one of seven recipients nationwide of an \$8 million grant to reconceptualize urban high school education in the United States. The project is under way, but is best understood as the next phase of a long-term partnership between Clark and the Worcester schools. To appreciate that, however, one must also understand the commitment made by Clark University over the last seventeen years to partner with her neighbors in rebuilding a depressed area of a New England industrial city. The educational partnership exemplifies the potential that universities and public schools working together have to address some critical challenges facing American education. The neighborhood partnership exemplifies the potential for cities and universities to collaborate for the enhancement of both.

I will in turn therefore review an \$80 million partnership to rebuild the Main South area of Worcester, then explain the importance of the Jacob Hiatt Center for Urban Education to the city, and then explore the primary initiatives in the Carnegie-funded grant for educational reform. James Caradonio, Superintendent of Schools, is providing a much sharper sense of how this all plays out in the trenches, again in the context of understanding better the challenges, barriers, and land mines one finds whenever and wherever the agenda is education reform.

Only in the last two decades has the truth come home to any of us that decaying surroundings reduce market share by making a college less attractive to tuition-paying parents and students.

Worcester is a city 40 miles west of Boston that, like Lowell and Providence, was at the heart of the Industrial Revolution in America. Its manufacturing emphasis was in metal products and armaments, and it thrived until after World War II, reaching a peak in population of over 220,000. In the 1950s and 1960s it began a decline that culminated in the larger companies closing, moving, or selling out to firms located elsewhere, even abroad. The Main South neighborhood, where Clark is located, was a stable and prosperous middle class and blue-collar part of town located two miles southwest of City Hall. During the fifties and sixties, as in other cities, families began to move to the suburbs, and, of course, with jobs leaving town urban flight accelerated. The Main South neighborhood currently is about 41% white, with some of that coming from Central or Eastern European countries such as Albania and Greece; about 35% is Hispanic or Latino, about 9% African American, and about 11% Asian including many from Vietnam and China. About 31% of families are below the federal poverty line, and many are single-parent households.

Clark is a relatively small school, founded in 1887 as a graduate-research university and now teaching about 2000 undergraduates and 500 graduate students each year. Its endowment is about \$150,000,000.

By the 1980s University Park, the neighborhood immediately around Clark, had decayed. Far too many housing units – including those "triple-deckers" unique to the region, where three parts of an extended family might live on three different floors – were owned by absentee landlords, who badly neglected their properties. The area became a center of the drug trade and prostitution. Clark, like so many of its peers nationally, built bigger fences to keep the problem outside. Only in the last two decades has the truth come home to any of us-Yale, Penn, Trinity, Clark, CWRU, Southern Cal-that decaying surroundings reduce market share by making a college less attractive to tuition-paying parents and students.

Recent university initiatives nationwide have been accompanied by ethical justifications for an increased role for community engagement, service learning, and volunteerism in undergraduate education. That the initial thrust by Universities grew out of enlightened self-interest, not altruism, does not diminish at all what was a long-overdue appreciation of an institution's interdependence with its community.

Change in Main South came in 1985 shortly after Richard Traina arrived as the seventh president of Clark. With encouragement and funding from SEEDCO, an arm of the Ford Foundation, Clark brought vision and leadership to a partnership that established a Community Development Corporation. The University did not adopt a top-down philanthropic model, but has held only one seat on the board of the CDC and only gradually built trust among often suspicious neighbors.

In the 1990s the CDC, the University, and other area institutions created the University Park Partnership, which helped the initiative move to a higher and more ambitious level. Clark early on did provide leadership, as well as unsecured loans for renovations, and helped to leverage millions of federal, state, and private dollars. Under an outstanding Executive Director, Steve Teasdale, the CDC has renovated and either sold or rented 220 housing units, helped establish 20 new store fronts, and improved lighting, paving, and policing. It provides advice for new home buyers, help with budgeting for maintenance costs, and arrangements for elderly home owners to live out their lives in their homes if they wish.

None of this has been as easy as it may sound in retrospect. First, as I have said, the neighborhood did not trust Clark. The University had fenced out the neighbors; it had bought up residential land for expansion; students could be noisy and careless; their cars were being parked in places neighbors had been using; and Clark had a reputation for far-left leaning that did not sell well in blue-collar

The two key components to success have been first that the project has been a real partnership with the neighbors, not top-down charity, and second that the University had the political and economic experience and connections to help leverage public and private funding.

areas. Trustees of the University, moreover, had talked about deserting Main South for more rural surroundings.

Relationships gradually turned around because of mutual self-interest, as residents realized how important Clark's political know-how and financial support could be to rebuilding in the neighborhood, and trustees recognized that Clark's future depended on having healthy surroundings that would not discourage students from applying. Of course, after the project began the neighbors also needed to realize that Clark could not be simply a "cash cow" for them.

University Park has been a \$40 million project. It has four emphases: housing and physical rehabilitation, education, economic development, and recreational opportunities. Clark itself has invested approximately \$7 million already. Clark provides a full scholarship to any child who grows up in the neighborhood and qualifies for admission. Currently eleven such students are enrolled. It provides a summer camp, use of campus facilities, music lessons, and other advantages to neighborhood children. It subsidizes faculty and staff who purchase homes there. Twenty-two have done so. Dick Traina also made a substantive but highly symbolic decision to move the president's home back to the campus in Main South and out of one of the most affluent west-side neighborhoods. The move was important to Clark, but also built further trust among those neighbors who had been very suspicious of the University, neighbors such as activist Billy Breault, a custodian at Holy Cross who will gladly charge into a trustees' or city council meeting and let you know just how he and his neighbors feel about something.

This year the Main South initiative took off in a new direction while the earlier work continued. The new dimension is a neighborhood just north of University Park that is called "Kilby-Gardner"

after two local streets. It is a troubled area, with dilapidated houses and widespread drug trade, as well as old industrial brownfields. The properties and the necessary funding have now been secured, so that in three years there should be at least sixty new housing units for first-time home buyers and renters. Clark will put a new athletic field there, and the Worcester Boys and Girls Club will build its new home adjacent to the field. The project will cost over \$35 million, again a combination of federal, state, local, and private dollars, including the pieces from the Boys and Girls Club and Clark. So overall these two initiatives to rebuild Main South will cost around \$80 million, with at least \$10-12 million coming from Clark. While there are a few differences of opinion on the project within the faculty and among trustees, the overwhelming majority of both have been very supportive, and that is important.

At a meeting of college presidents in January 2001, Senator Ted Kennedy said that Clark University had set a national standard for how a university should relate to its neighborhood. The two key components to success have been first that the project has been a real partnership with the neighbors, not top-down charity, and second that the University had the political and economic experience and connections to help leverage public and private funding.

Central to Clark's larger commitment to its community and city for over a decade has been the goal of improving the education of Worcester's students. Worcester schools are really rather good. One measure of their recognized quality is the fact that 85% of young persons eligible to attend them do so, a very high urban figure for a region of the country known for sending its children to private and parochial schools. Clark's Education program has been granting graduate degrees and preparing teachers since 1937. In the 1980s, however, like several other universities, Clark dedicated itself to

a more engaged interaction with the city's schools. Before long, as school teachers had opportunities to keep abreast of advances in their teaching fields and pedagogy research, college faculty realized how much they could also learn about learning from teachers who are in the classroom five days a week. All of America's schools and colleges have much to gain from such collaborations, although the nature of the collaboration may vary depending on expertise in a college and the nature of its partner schools.

In 1991 a Clark trustee, Jacob Hiatt, a local philanthropist and successful businessman, indeed also an immigrant, made possible – through a large gift – a University dream, the Jacob Hiatt Center for Urban Education. The Center's first two initiatives were to promote "teacher research" and to assess "best practices" that could be brought to the education of all students, in particular those from low-income families. The Center actively involved Worcester teachers in research about teaching practices, and this involvement created a more engaged community of teachers sharing questions and answers about their profession. Within three years, then, the Center established its Professional Development School collaborative, a partnership of several schools in Main South with a focus on teacher preparation, education reform, and professional development. Clark faculty in Education and in the arts and sciences are involved and learn as much from their K-12 partners as they impart. Coordinators assigned in the various schools are key players in facilitating change and preparing new teachers, some of whom of course are Clark graduates. Over the past eight years, hundreds of teachers and future teachers have benefited from what is really a K-16 program. Clark meanwhile has provided over \$2M in free graduate tuition for Worcester teachers.

Two big problems face collaborations of this kind. First is the disdain that arts and science teachers have for too many of their colleagues in Education. It not only paralyzes productive synergies on the college campus but also impedes healthy interaction between secondary and university faculties. During five years on a national oversight committee for an NSF funded initiative to improve science and math education in the Los Angeles area, I frequently saw the deleterious effects of such snobbery. In Worcester, Clark has

benefited perhaps from not having a separate School of Education, but rather a department and center connected closely to other units.

The second problem can be a similar superiority assumed by college faculty toward high school teachers, but I have invariably found that can be corrected by regular interaction. At least the college faculty willing to work with their high school colleagues soon learn that there is the same range of excellent to weak teachers in both institutions. The cultures of high schools and universities are different, but the individuals in both who are committed to improving learning find that they have a lot of mutual interests and shared goals and that they do learn from each other.

Three years ago the Hiatt Center co-founded the Massachusetts Coalition for Teacher Quality and Student Achievement. It collaborates with colleges and schools in the Boston, Worcester, and Springfield areas, focuses on preparation of excellent teachers, and emphasizes partnerships among schools. It has benefited from a five-year Title II grant, and it is widely recognized as a model teacher-preparation program. Just as individual colleges and schools can mutually benefit from collaboration, so can partnering cities and colleges within a region, particularly in fields like teacher training and professional development.

Much of the work of the Hiatt Center has revolved around a Main South high school, a middle school, and two elementary schools, one of which – the Jacob Hiatt Magnet School – has been recognized by the U.S. Department of Education as a "Model Professional Development School" and also as a "Blue Ribbon School." The newest component, however, is a remarkable six-year-old 7th-to-12th grade school, the University Park Campus School, preparing to graduate its first senior class next June. Created by Clark and the Worcester Public Schools, it is overseen by an outstanding principal, Donna Rodrigues, who by the way has lived in the neighborhood for more than 30 years. It is a model of small-school success and urban-school success.

UPCS is a neighborhood school, not a charter or exam school. It requires applications, but only to ensure parental or family commitment behind each student. Some 70% of the students at UPCS come from homes where English is not the language spoken, and 78% qualify for free or reduced-cost



lunches. Many students enter 7th grade at a 3rd-grade reading level. Nonetheless, no UPCS student has ever failed the English part of the rigorous Massachusetts Comprehensive Assessment System test. Of last year's tenth graders, no one failed or even finished in the "needs improvement" category of the English exam, and no one failed the math exam. The school had the 8th highest average overall MCAS score among all public schools in the state, including those in wealthy suburbs.

Entering and walking through the school, located in a very old and unimposing former elementary school building, a visitor soon is infected by the positive learning atmosphere and leaves saying, "Yes, this is what education is all about." The teachers are almost all involved with Hiatt Center programs. The students are ambitious, and they are courteous. A year ago eleven juniors were taking courses at Clark, and not one of them received less than a B-minus. Twelve more are taking courses this year. The program was established with an extended academic day and with after-school tutoring available. Clark professors and students are engaged in tutoring and providing program enhancements. Parents are there in the evening for adult education courses. Behind it all stand a creative principal, who builds a great team, and a supportive superintendent and system.

Education reform in Worcester has not proceeded without hurdles, glitches, and even land mines. Some are endemic to education reform, some are peculiar to place and time. Ed reform always struggles against teachers and principals unwilling to change their ways, including those playing out the string to retirement and lacking the will or interest to rethink how young people learn. Putting one or two change-minded teachers in a school with no critical mass or administration committed to reform is a recipe for failure. I certainly learned that from my Los Angeles experience.

Worcester has faced such problems, but has had a lot to offer on the other side – free graduate tuition, programs of the Hiatt Center, constructive ways to address perceived threats of charter-school initiatives, and open lines of communication that build trust. There remains some jealousy of UPCS on the part of Worcester teachers who complain that it gets too many favors, too much publicity, and is spoiled by its Clark-related resources. The

new Carnegie grant aims at expanding some of the UPCS benefits more widely. But no one believed it would have to succeed in the face of a multi-million dollar deficit in the city and its school system. When budget cuts first loomed, some school committee members asked to have Carnegie funds cover the deficit. Fortunately the grant is funded through Clark, not the city, and the funds are restricted to reform initiatives. But in tough times it will take more than the wisdom of Solomon to balance those initiatives with maintenance of infrastructure and mainstream strengths. Because the size of high school classes involved in Carnegie is limited, for example, elementary teachers in Worcester are worried that to make its budget the city might greatly increase the size of their classes. The teachers' union hints it may hold Carnegie hostage to its demands in the next contract negotiations. This, too, will pass, and ed reform will lead to many improvements, but the battle will have to be fought on the public relations-media side as well as on the academic side.

Now, not all high school students in the United States can be at such a small school as UPCS, with its own fine university across the street to give support. But the school and the Hiatt Center are learning things that can change teaching and learning for the better around the cities of America. Thus the desire for Worcester and Clark to be partners with the Carnegie Corporation in its "Schools for a New Society" initiative. Carnegie, as you know, like other foundations, was distressed at the state of schooling in America's large cities and at the failure of earlier reform efforts. I can remember visiting 4th grade classes in Cleveland and being told that only 1/3 of those then bright-eyed children would ever graduate from high school. Even in some reasonably good middle class districts, as Tom Van der Ark of the Gates Foundation recently told me, you will find that of a class of 8th graders perhaps no more than 1/3 will graduate ready for college, another 1/3 will muddle through, and 1/3 will drop out before graduation. The Carnegie Corporation decided to commit some \$40 million to a grant program in a limited number of pilot cities whose initiatives showed promise of being successful and of being transportable and replicable elsewhere. The Worcester-Clark partnership was one of twenty invited applicants.

In the last ten years I've spoken with many superintendents and principals who say that if they could have one wish it would be for parents at home to be supportive of and engaged with their children's educational and personal-development goals.

In 2000 it was awarded one of ten planning grants made to finalists, and in October 2001 was named one of the recipients of an \$8 million grant, which was a challenge grant requiring a commitment by the University and the school system to raise a matching \$8 million.

The planning year was completed last spring, and the partnership is now in the first full year of the grant. To some extent the plan is to involve Worcester schools more generally in what have been successful initiatives in Clark's Main South area. The initiative has also benefited from the sponsorship of the Worcester Education Partnership, made up of leaders from the community, business, labor, and service agencies. Chaired by Paul Reville, one of the two fathers of education reform in Massachusetts, it helped define commitments and collaborations, best practices, and needs as the Carnegie grant was prepared, and it has continued its effective leadership.

There are five central proposals in the Clark-Worcester project:

1. It proposes that "small learning communities" with personalized support for students are a major asset in educating students. Implementation involves breaking down some very large schools into manageable, less impersonal, and programmatically integrated communities. The strategy fits well with the "Small Schools" initiative of the Gates Foundation, which is partnering with Carnegie in education reform.
2. The project proposes to establish a "professional learning culture" in the schools, modeled on the Hiatt Center's Professional Development School program. In such a culture teachers are directly involved in researching and defining best practices and making informed decisions

about curriculum and pedagogy for their own school.

3. The project proposes to strengthen curriculum in core areas. It particularly emphasizes improving literacy and numeracy, fundamental skills on which the rest depends.
4. It proposes a model of "Youth Development" in which students participate in all parts of school life in an integrated way. The schools are concerned with the growth and counseling of the entire person.
5. It emphasizes the involvement of family and community in the education of students and the maintenance of a home environment supportive of the student's education and success.

In the last ten years I've spoken with many superintendents and principals who say that if they could have one wish it would be for parents at home to be supportive of and engaged with their children's educational and personal-development goals. Every time I see a young person from a troubled neighborhood and poverty who has done well, I find someone at home, a parent or grandparent usually, who values education and keeps the young person on track to his or her success. If that support can be combined with a sense of a learning community in the schools, with a teaching staff committed to knowing the best ways to learn, with a strong curriculum, and with an appreciation of the whole child-if that can be done, and it can be, then America can begin to stop wasting generations of urban children, to stop the gap between our best and worst educated children from expanding every year, and, yes, to face up to our other crisis in K-12 education: How will we once again attract enough of our best and brightest into teaching in order to replace the thousands of educators-teachers, principals, and superintendents

As a nation, we can no longer afford to have the top quartile well educated and the other 75% trying unionization and other methods to get themselves a decent wage. This is not an easy thing; this is a deep culture change.

due to retire from America's schools in the next decade?

The project is under way, and Jim is going to tell you a lot more about how it is working. Jim, I turn it over to you.

*James Caradonio:*

We are here talking about collaboration, and I want you to know that collaboration is an unnatural act performed by non-consenting adults. In 1971, in some comments on school-college partnerships, Martin Haberman said, "Slow-witted, lumbering elephants circle each other, only to discover that they are both males and incapable of even friendship." I think we are trying to go against the hype, especially the hype coming out of Washington that says our schools are emergency wards – they are not. We are here to try to show that, as in other communities, there is hope. I am going to tell you briefly what is going on inside our high schools. We've been at this for three years now, but we don't have the answers. We certainly look forward to establishing a dialogue with any other school system, but at the same time we will try to give straight answers.

In the words of a very conservative newspaper in our region, I am from the "People's Republic of Massachusetts." That newspaper was often very critical of the schools, but in time has come around to understand what we are about and has given up on simplistic solutions – charter schools, vouchers, and other such prescriptions. It reminds me of the old adage about changing the curriculum in colleges being like moving cemeteries. In high schools, we are bringing together very interesting groups of people to whom change is a four letter word.

As we looked at the Carnegie project, it was a big puzzle: how do you fit together the elements so that the core is academic achievement? How do you integrate personalized learning, for example, with the goal of equal opportunity for development

and learning for all students? As a nation, we can no longer afford to have the top quartile well educated and the other 75% trying unionization and other methods to get themselves a decent wage. This is not an easy thing; this is a deep culture change.

The pieces to the puzzle are school structure and organization, certainly academic curriculum, professional development, community engagement, and community-connected curricula. We are seeing a lot of those examples. With the other colleges in our partnership, we have a pipeline that can take our students from elementary school right into the University of Massachusetts Medical School. In the Carnegie project, the only intermediary is Clark University, while the other participants are either higher education funds or school-business partnerships.

These key changes are often grouped in silos, but what I really like is the image of the Olympic symbol, intertwining the professional culture with the others. It's a wonderful mess, but you have to do all five things at the same time -- if you try to do just one, it's not going to happen. It's not enough medicine, not enough oomph to address the needs that students have, especially students from low-income families.

You have to spend a lot of time letting everybody understand what these new high schools are going to look like. In Worcester, we have detailed 25 things that characterize effective high schools, what we're moving from and what we're moving toward, what the role of the school is, what the role of the district is, what the role of the higher education partner is. The New England Small Schools Network works with us very closely to provide technical assistance to help our schools in the community.

On any given day the boxes in the organization chart change, but people know what their roles are. They know what the schools are working on, and the individual actions that each school must work on during the course of a year, all broken down in

very clear, concrete categories. Take Doherty Memorial High School, for example, which has a pipeline which might be very interesting to Case and to your school system. We work very closely with our community college and with Worcester Polytechnic Institute to prepare students to become engineers. So each of our small schools has a buddy institution some place else.

The talk about small learning communities is far too overblown. When the media in Worcester talk about the Carnegie project, they immediately talk about small schools. We have to remind them that small schools are a means, not the end. An extremely important role for the universities is to be a light at the end of the tunnel. This is a role played by all our university partners, although all of them are trying to catch up with Clark and the Hiatt Center.

We have adopted the Epstein Model from John Hopkins, and we are requiring all our schools to address family involvement. Too often the recommendation is to adopt a middle-class orientation: if you bake cookies and go to meetings, that's family involvement. That really doesn't work for anybody any more except for a handful of parents who can bake cookies and go to meetings. We want to see the fervor of kindergarten at the high school level. We want to see the fervor of kindergartners' parents at the high school level. We're educating parents: "we know your children say they really don't want you around, but they really do, and this is how you negotiate that."

Literacy development requires disciplinary habits of mind and content understanding in a personalized learning environment. In combination with parent and community support, this equals academic achievement. They don't get any more complicated than that. Literacy is the civil right of the 21<sup>st</sup> century: if you aren't literate you are dead, and adolescent literacy development is a very bog challenge. Too often we look at literacy development in pre-school and elementary school and we try to use it on adolescents, but it doesn't work that way. Again the Hiatt Center is masterful in adolescent literacy development. They have a very strong orientation in psychology, and they help understand the issue. there are real ways to do that: teach reading, readers' workshops, readers' circles, book clubs, writers' workshops, and active

learning. Our kids have never been more active in the classroom and never have enjoyed it more, and our teachers are working harder than they ever have, and they are enjoying it more.

Our literacy coaching strategies spring from the work of Dr. Tom Del Prete of the Hiatt Center, who is our key partner in this, and I thought we would share it with you. These coaching strategies are very important to us. Each high school has a full-time literacy coach, paid for by the Carnegie grant, and they model behavior with teachers. They do team teaching – we do not believe in drive-by staff development. That is the core.

Now some observation from the trenches. *Pay attention to the system of change.* You have to talk about the metaphors. For instance, is the model for change the soccer game or the marching band? I would say it's the soccer game. Changing the band really doesn't work, but that is usually what the politicians and media want you to do.

*Pause and look at where you are in the process.* As others have noted, there can be an "implementation dip." It's not uncommon to bang our heads on the table and have someone walk up and say, "It's okay, Jim, we are at the implementation dip. It gets worse before it gets better."

*Articulate a vision.* You have to be very clear about where you are going and why you are doing this. We are teachers, but sometimes we don't remember.

*Build on strengths.* Too much of this is being done by trying to bludgeon people into greatness. I have not visited one high school in Cleveland, but I can tell you right now there are great things in those schools. Find those great things. We told our teachers that Carnegie chose us because we were good, but we weren't good everywhere. Do you want to be good everywhere? That is what we are talking about. We built on strengths, we find support, and we thank the champions. Many of the things that we want done are things many of our teachers were already doing -- quietly, thinking that nobody wanted them to do this -- and they are delighted.

*Reform benefits the teachers as well as the students.* These are the things we should be asking for, because these are better working conditions for

That is what is what this colloquium is about: business partners, chambers of commerce, community-based organizations.

your employees and they are better learning conditions for your students.

*The 20/80 rule.* You know, kids spend 20% of their time in school and 80% of their time outside school, but we're responsible as if they spend 100% of their time in school and never go home or out in the community. We need to bring in the people who are responsible for the other 80% of the time, and that is why we talk about family focus.

*Have smart, committed partners.* That is what this colloquium is about: business partners, chambers of commerce, community-based organizations. Worcester's Working Coalition for Latino Students is absolutely phenomenal. And out of the Carnegie project came a group of African American parents called Uniting Our Voices who are now developing their own tutoring program for African American males at the 7<sup>th</sup> grade level. If we find kids that don't come to the tutoring sessions for the state exams, they go knock on the doors and they bring in the parents and the kids. They work inside the schools to announce our programs and they get huge attendance -- 150 or so people. When we run the meetings we get two.

*Teachers' Union leadership.* Before I went to the first discussions of the Carnegie project, I said the Teachers Union president had to be on board with all these reforms.

*Commit to a few measurable goals.* Peter Drucker said the trouble with public institutions is they have too many goals, and when you have too many goals, you never get anywhere. So we have committed to increased student attendance, decreased drop-out rates, and increasing college attendance in four-year institutions. We have a lot of kids that go to community college, but we don't have enough that go on to four-year schools.

*The pacing process.* There is a great tension between pace and pulse. If you go too fast you lose everybody, and if you have no pulse you're dead. So what usually happens is that pace far exceeds the amount of time available, and the fast pace kills all the innovation -- and we blame the people,

especially teachers. You need a multi-year roll-out. Carnegie has given us five years, but we have milestones, and we get together three or four times a year to assess where we are.

*Focus on high standards for all students.* The irony of the Carnegie grant is that the Corporation has given us funding do away with the so-called "Carnegie Unit" approach to measuring time in the high school curriculum, which was started by ten university presidents at the end of the 19<sup>th</sup> century and hasn't made much sense since then. Kids put in their time, and the faculty teach "subjects," but with no real focus on learning. What you have to do is say that content is the standard, and the time can vary. We tell our kids that you don't have a constitutional right to finish high school in four years. If you need a fifth year, if you need more time, we'll give you that time.

*Small schools are a means and not the end.* You want new wine in those new small schools -- you don't want the old wine. It is much easier to start new, stand-alone small schools -- and we know that from University Park -- than it is to take the big, comprehensive high schools and make them into condos.

*Keep reform moving forward in times of budget cuts.* The good news is that most of what we're talking about doesn't require money. We still have students, we still will have parents, we still will have university partners, and we will still need to teach literacy. The challenges might be greater because of resources -- maybe you used to have 20 in the class and now you might have 25 -- but you can still do it. Sustainability lies in institutionalizing these best practices. The teachers are right when they note that we've been here before and ask what is going to happen when you leave. Will it have been just a fad? And now I have a wonderful problem, with the large elementary schools asking "What about us?"

*University involvement.* With Clark, we have cut across many departments and divisions -- it's not just the Education Department. I think the key things are research, best practices, and action

research. We are starting to pair up Clark psychology students with our high school students.

*After school-programs, tutors, mentors, summer jobs.* Last summer our connection with the university provided summer jobs and in-depth tutoring for 177 kids. It was an absolutely wonderful program: the kids had such status because they got tutoring at college campuses rather than at some auditorium. It worked out very, very well.

In summary, we're talking about personalizing, about cultural change, and above all about motivation and teamwork.

*Dr. Byrd-Bennett:*

I think that everyone hear will agree that we have just heard dynamic, passionate, smart, and meaningful comments about the relationship between Clark University and the Worcester Schools. I would like at this time to open the dialogue to questions you may have, maintaining our focus on the broader issue of economic development and how that fits with our situation here in Cleveland.

*What is being done to work with ex-felons being returned into the community to help them become good citizens?*

*Mr. Caradonio*

For my part, I want to make sure they never become felons, so we put a lot of time and money into alternative education programs, and we work very closely with the Division of Youth Services. I meet once a month with the police gang unit, and we have a list of all the students who are identified as gang members and we monitor their progress in school. It is great at the end of the year when you say that they have graduated.

*President Bassett:*

I think I agree with Jim that a lot of our attention has been to reach the young people before they fall into that category. The next step comes with education in prisons -- how well do we prepare them for the day that they re-enter society? I don't know that I have a systematic answer about what we are doing to deal with that category. It is larger statewide and national issue, but I think

some of it needs to be done while they are in prison, because otherwise they are not going to be ready to come back.

*Studies show that, in math and science, kids are turned off by the time they are in the 8<sup>th</sup> grade. Given that, would your time be better spent in elementary education, K-8, or do you think concentrating on high school is the best approach?*

*Mr. Caradonio:*

You have to do both. We have a huge mobility rate, and we have to pick them up wherever they come to us. If they were living somewhere else and they come to us in the 9<sup>th</sup> grade with poor math preparation, it is our job to fix it. We need to do both, and we are driven to do both, because we have a State testing system that requires you to pass an exit exam to enter grade 10. We really need to make sure those students have the math skills they need to do that. It's a very tough test, and many of our students don't have the literacy skills to answer the mathematical questions.

*President Bassett:*

Actually the phenomenon takes place earlier than that the 8<sup>th</sup> grade. I think we can show in the 0-5 age period that certain kinds of family support for learning are crucial. In fact, some people are focusing now on what can be done before kindergarten. The problem lies in part in teacher preparation, where some kind of math and science phobia developed over time.

*Dr. Byrd-Bennett:*

I would like to just add that the mobility rate, which Mr. Cardonio mentioned, is 27% in Cleveland. The number of children entering our system vs. the mobility rate counts as part of our drop-out rate, so that in reality you are playing with a skewed number. If I am a student named Barbara Byrd-Bennett and I enter our system and then move to West Virginia, I am counted as part of the denominator that calculates the drop-out rate for the Cleveland Schools.

*The Cleveland Schools have something called the Adopt A School Plan. Some of these relationships aren't working as well as they could, although the*

When a district has focus and purpose, I believe that the dialogue changes so that the district becomes empowered to specify the resources we need. It is not necessary or helpful any more, at least not here in Cleveland, to just write the check and go away.

*initial desire was to be a partner with the Cleveland Public Schools. How would you redesign a partnership that would be more effective?*

*Mr. Caradonio:*

First of all I would rephrase it-- language is very important. I never liked being "adopted" because that meant that we were unequal. We changed the rhetoric, and I think it became reality, a true partnership. We had to figure out what we were going to give back to the banks, the insurance companies, and the university. And you have to tend to the care and feeding of these partnerships. If you think we have lack of stability within the schools, you should see the mobility inside the corporations, and I work with these partnerships in Boston and all over. There may be somebody assigned to these partnerships, but in this economy they don't want to leave their desk, because when they get back to the office it might be gone. It depends as well on the organizations you are working with. Big corporations have the vice president in charge of feeding good works, but the smaller businesses don't. You really need to invest in some type of intermediary organization to do nothing but the care and feeding of these partnerships.

*President Bassett::*

We talk about cities and partnerships, but we have to think about what kinds of cities and communities we have here and how partnerships develop over time. I think what is important is for the community to have a sense of responsibility for the education that takes place. We have a lot of fine cities in America that don't have a single major corporate headquarters and don't have a lot of universities, but if the community feels it's important, there is a natural emphasis in the community to ensure support for education.

*Dr. Byrd-Bennett:*

I think that partnerships are tied up in the historic evolution of the school district. What I inherited here were people keeping our schools afloat. When a district has focus and purpose, I believe that the dialogue changes so that the district becomes empowered to specify the resources we need. It is not necessary or helpful any more, at least not here in Cleveland, to just write the check and go away. I think refocusing on the mission of the partnership is imperative.

*When you said the schools need to give back to the corporations, what do you have in mind?*

*Mr. Caradonio:*

I'll give you a simple one. Some of our banks absolutely love the fact that our kids do artwork around Christmas and Thanksgiving. Oh, we say, that's not a big thing, but it's a big thing to them and they count on it. You have to ask your partners what you can give back. When their employees come in and read to the children, they see that as something we give to them, because they see their employees come back to work energized. We do a lot of TV commercials, paid for by our business partners, that show the world what they have done in the public schools. We have done 18 of them. It's called cause-related marketing: their employees feel a lot better about the companies, and externally people think they are working on education. I really urge you to stimulate partnerships with more of the small businesses. Some of our richest partnerships are done with small companies.

*You talk about small schools, but how small?*

*Mr. Caradonio:*

In our system, no more than 400, and we're trying to break high schools down. But University

Park has about 275, so whatever works.

*Dr. Byrd-Bennett:*

Before I get to the next question, many of you may know John Hay High School will be completely renovated and will have three completely separate schools in the building, with 350 to 400 students in each.

*How is the school providing for the physical well-being of the deprived students so that they are prepared to learn daily?*

*Dr. Byrd-Bennett:*

First I would take issue with the term “deprived.” I think that my children are extremely needy. One of the first elements that the Cleveland Municipal School District did was to participate in universal meals for all of our children with significant needs.

Working with the city and our health providers in town, we now have 94% of our children completely immunized. We too recognize that we can’t teach a young person whose stomach is talking to him. We know that about children, and these are just two of the ways that we have addressed health issues.

*How can we help families become better prepared to support their kids in school?*

*Mr. Caradonio:*

I think we have to go to the parents. Every one of our high schools has a home/school liaison. The other approach is to use the media. We have our own cable TV station, so we survey them and find out what they’re interested in. We offer geometry, but we don’t expect parents to be experts in it, so we have a geometry mediation program. The parents’ job is to get the child to the clinic – they don’t have to know all about medicine.

*Dr. Byrd-Bennett:*

I think it crosses class, race, and social status. As a middle class parent, the last thing I wanted to do is have somebody from the schools knock on my door and tell me about my daughter. I was not a happy camper. However, a part of our

partnership work is to talk to the folks here in Cleveland who employ the parents so it is part of the working condition.

*Mr. Caradonio:*

The City of Boston allows their employees to take off work to visit their children’s schools. There are ways that the government can help you.

*What are we doing to broaden a parent’s horizons and to increase his or her ability to raise that child and help that child’s education?*

*Mr. Caradonio:*

One of our best programs – a national model, in fact -- is called Parents and Teachers, run by a group in Missouri. From the day a child is born, we work with the parents to teach literacy. It helps parents get into adult education. I would mention as well the Head Start program. To get back to the mobility issue, a lot of folks don’t stay long enough to get the medicine because of housing issues, because of spousal abuse. We have done surveys in the neighborhood about why residents move so much, and we find that mobility isn’t a problem, it’s a symptom. The problem is the lack of good jobs, good houses, and good relationships. We need to build around those services and build the resiliency of the children. We have “Leave No Child Behind,” but we should have “Leave No Parent Behind,” too.

*President Bassett:*

You’ve put your finger right on the central problem. The community has to address this issue. In Worcester, through the United Way, we have the Active Children’s Leadership Council. Traditionally the best predictor of the child’s success in school is the mother’s education.

*Dr. Byrd-Bennett:*

A little historical context. Here in Cleveland, as a result of a desegregation case, parents said we don’t have good feelings about having to ride a bus for an hour and a half from the east side to the west side to shuffle racial balances. We have worked very hard to make schools a friendlier place and to move back to neighborhood schools as the city works with universities to build the neighborhoods.



That is a challenging part of the work. In the “Leave It to Beaver” days, that was not a problem. It’s something that we all struggle with.

*How involved is the faith-based community in your school district, and what do you see as its role in public education?*

*Mr. Caradonio:*

One of the members of our steering committee is a representative from our local churches. They run a center for higher education, and I would say they are probably the leaders.

*President Bassett:*

I think the Worcester Educational partnership has evolved out of the faith-based community. They partner as a general way of doing business.

*Dr. Byrd-Bennett:*

In Cleveland, the faith-based community is inextricably related to the success of our children, 70% of whom are African American, and a large share of the rest Latino. We go to the churches regularly with outreach programs and to share information.

I think that your questions have demonstrated how important this topic is, how engaged the community needs to be in our schools. Clearly it is beneficial for the university, for the K-12 system and for our city and governmental agencies to be engaged with the schools. Our mutual destinies depend upon relationships that we forge with each other. The university has the savvy to leverage the resources needed in K-12 system – we heard about the Hiatt Center, for example, and we in Cleveland need to go after more support like that. I think we also learned that this work is messy and complicated, that we need to take immediate steps to see that these partnerships are forged, but to recognize as well that the results are not often immediate. It takes time. Lastly, high school reform is critical to the survival of the K-12 system, and clearly to the city.

I thank you so much for your attention and fabulous questions.

## Healthy Cities: University of Rochester and the City of Rochester

Co-Chair: President Thomas H. Jackson, University of Rochester

Co-Chair: Mayor William A. Johnson, Jr., City of Rochester

Moderator: Terry R. White, President and CEO, The MetroHealth System

Faculty Liaison: Professor Scott H. Frank, Department of Epidemiology and Biostatistics; Director,  
Public Health Program

*Thesis: University-based teaching and research programs in health services bring to a region a capacity for specialized and leading-edge services, with potential benefits for area residents.*

*Terry R. White:*

This is being held in the honor of the inauguration of the President of Case Western Reserve University President, Edward M. Hundert. My name is Terry White and I serve as the President of The MetroHealth System here in Cleveland. MetroHealth is the safety net hospital within Case Western Reserve's affiliates, and we are the largest charity care provider in the State of Ohio. So you can see the relationship with MetroHealth's mission and our discussion today.

My role today is to keep us on focus and to facilitate a connection between today's presentations and meaningful opportunities here and in other cities. Our format will begin with presentations by two distinguished guests, followed by open discussion.

We have with us William A. Johnson, Jr., Mayor of the City of Rochester, New York, and Thomas H. Jackson, President of the University of Rochester. At this point I would like to turn the podium over to President Jackson.

*Thomas H. Jackson:*

With others I would like to welcome all of you today to a part of this inaugural ceremony. An inauguration is one of the ways that a university distinguishes itself, and I applaud President Hundert for choosing to use this occasion to talk about universities and cities. Not only are universities large citizens in communities, but as I am fond of saying in Rochester, the community matters a lot because we compete internationally for students, faculty, and staff. The health and

vitality of a community with which we are inextricably linked is an important and often under-appreciated consideration.

Today's topic and our presence here on the program, I suppose, are not accidental. Many of you know President Hundert was for too brief a period of time Dean of the School of Medicine and Dentistry at the University of Rochester. Our loss is Case Western Reserve's gain. He was instrumental in the project that we will be talking about today, and I think that augers well for Cleveland. The same impulses that led him to support it in Rochester will lead him to do so here.

If you are at the University of Rochester, you can't help talking about George Eastman, founder of the Eastman Kodak Company and, in our present context, maybe America's major donor to higher education. He left somewhere between \$300 million and \$6 billion to the University of Rochester. He left between \$100-\$500 million to MIT, and about \$100 million to Tuskegee. He is a major figure in American higher education. In 1921, when he provided funds to allow us to establish a School of Medicine and Dentistry, he said that part of his vision included a healthy Rochester. Cities move slowly sometimes, and here it is 80 years later that we are actually talking about trying to work on that same topic through what we call "Project Believe."

What is Project Believe? It was launched in October 2000, and a lot of the activity since then has focused on clarifying how we can define and make progress with respect to it. We think several things are essential. It requires the active participation of a university with an academic

It requires the active participation of a university with an academic medical center, but also the involvement of the community itself – the top political leadership as well as community organization and groups.

medical center, but also the involvement of the community itself – the top political leadership as well as community organization and groups. One of the first important steps was to form an external advisory group – with not just local but national experts – that advised on developing an approach on how to tackle something like community health, or the audacious goal of making Rochester the nation’s healthiest community by 2020.

In March 2002, former US Surgeon General David Satcher, who is an alumnus of Case Western Reserve and who spent years in Rochester as a resident, joined our team as Senior Advisor for Community Health, working with us on Project Believe. He was there earlier this week, meeting with the faith-based community in Rochester. If you don't get out where people congregate, a lot of your goals will not be accomplished. David Satcher convinced us to focus on two of the goals from his Surgeon General’s reports, called “Healthy People 2010:” the idea of measurable outcomes from increased quality of life, and the elimination of disparities.

Central to the project is the role of an academic medical center. We bring the research discipline and evidence-based, quantitative approach to make sure that our work in the community is based on proven methods. We have an established community and preventive medicine program, so there is a fair understanding of some of the drivers of behavioral change. We have a staff of epidemiologists who are trained in sources and patterns of disease, so you can get to the basic issues involved in health. And you have a large physician population out in the region that’s aware of what the community health issues are and can provide feedback back into the academic center.

It’s important to define what you mean by health – either individual health or community health. The definition issued by the World Health Organization more than a century ago remains a good starting point: “a state of complete physical, mental, and social well-being, not merely the

absence of disease or infirmity.” The definition is important to understanding how the community will respond to it. You need to look beyond the issues that we traditionally associate with an academic medical center, such as access to care, immunization, health screenings, etc. These represent only one dimension of what we mean by health. Equally important are an individual’s own behavior, dietary habits, tobacco and alcohol use, and the characteristics of the surrounding community – violence, poverty, environmental quality, education, etc. Until you capture the interrelationships among all of these dimensions, I don't think you can come up with an effective approach to becoming a healthy community.

As a nation, we spend a lot of time on the prevention and treatment of disease, but that is only one aspect of what is needed here. If you focus on this too narrowly, you don't get into a lot of the factors that you really need to understand. This is what makes an academic medical center a necessary but not sufficient ingredient in the project: you have to go beyond the skills of the academic medical center into the community to deal with matters of individual behavior and environmental influences. There are some things that the academic medical center can attack directly. We can't directly affect many others, however, but we can work with other community organizations to develop collaborative approaches, and we can use the academic medical center's resources to try to bring about change through these collaborations.

We began with David Satcher’s suggested goals of increasing the quality years of life and eliminating disparities based on racial and ethnic differences. The “Healthy People 2010” report included 467 specific objectives and 28 focus areas, but also identified ten leading health indicators:

- Access
- Overweight & Obesity
- Physical Activity

- Tobacco Use
- Immunization
- Environmental Quality
- Mental Health
- Substance Abuse
- Responsible Sexual Behavior
- Injury & Violence

Note how little they are based on concerns about disease. There is some of that in “access,” but by and large they are not the traditional way that we go into this, e.g., focusing on incidence of cancer, incidence of stroke, etc.

With respect to disparities, there are six additional indicators that we need to focus on that may reflect differences among various groups:

- Infant Mortality
- Cardiovascular Disease
- Diabetes
- HIV/AIDS
- Adult Immunization
- Breast/Colorectal Cancer

Let me offer a couple of examples of the baseline data we use to let us know whether we are making progress toward the project’s goals. The data include information for the entire nation as well as for Greater Rochester, with both sets showing disparities for various demographic groups on each of the leading health indicators.

One of the things we focused on early in our media effort was overweight and obesity, with considerable disparity among ethnic groups – African Americans in our metro area were more likely to be overweight. The data reflect the incidence of body mass indices over 29.9, by population. Relating to that, we also tracked physical activity, finding that Monroe County (where Rochester is located) was significantly better than the nation as a whole, nearly attaining already the project’s ultimate goal. The data helped us choose the issues on which to focus, and thus obesity was picked rather than physical activity as the area to be emphasized. Similarly, tobacco use is an area in which I suspect every metro area has a lot of work to do, and we went through a similar analysis there.

The role of the university in this has several dimensions. First, it brings a scientific, data-driven,

evidence-based approach, with the ability to quantify goals as well as progress toward those goals. But the way the university can interact emerges through a variety of initiatives launched internally. For example, we have a small grants program in which we award approximately \$50,000 to selected proposals by faculty and staff for interventions in the focus areas we have selected. In 2002, we repeated that program with an emphasis on overweight and obesity, asking for proposals to work with the community on those issues.

A second approach involves specific intervention, tackling an issue neighborhood by neighborhood. We have formed a linkage with one of the public schools in the area that faces an extraordinarily difficult challenge: about 85% of the students at the school have lead poisoning problems at home. We hooked up with that school to try to get at health issues among young kids early on. Over a period of time we will move to address the focused issues in different neighborhoods.

The third and final dimension I want to mention is aggressive work to bring about partnerships between the university and the community. We are not going to affect the health of the community unless we have some substantial buy-in from that community. This involves operating out there where people work and live so we can see issues the way they see them. In that way, both parties can contribute substantial knowledge to the project and can begin to figure out how to interact with each other.

Ultimately, Project Believe will succeed if it is thought of as a community initiative, not a university initiative. The university has to be a key player in it, but it has to be owned by the community. Therefore we have worked to link Project Believe to “Rochester 2010,” which the Mayor will be speaking about, making it part of a set of broadly based community goals and objectives.

I have a final point, and it is to focus on community, community, community. The project has to be actively engaged with the community and be owned by the community. It can't be viewed somehow as a university venture, or more cynically as an effort by the university to get more people into its health care system. You have to

Focus on community, community, community. The project ... can't be viewed somehow as a university venture, or more cynically as an effort by the university to get more people into its health care system. You have to distance this from what you do as a health care provider.

distance this from what you do as a health care provider. With that, let me turn it over to my colleague, Mayor Bill Johnson.

*Mayor William A. Johnson, Jr.:*

Thank you. I am honored as well to be here on this auspicious occasion. My familiarity with Ed Hundert is not superficial. About three years ago he traveled with me to Krakow, Poland, as part of our Sister Cities program where, through a joint initiative, we are trying to improve the quality of life of the citizens of Krakow as well. This is a major element in all Sister Cities programs. We have Sister Cities in some of the most underprivileged parts of the world, where we try form collaborations to improve the quality of life.

This discussion this morning is very important for me, as a mayor in my 10<sup>th</sup> year in office. I would like to accomplish two things. First, I would like to emphasize the ambitious and admirable task that the university has set for itself. If anything, Tom Jackson has understated the remarkable potential of Project Believe. Second, I would like to show how the City of Rochester, through its citizen planning process, has set up a structure that encourages and enables partnerships, particularly strong campus-community partnerships.

Project Believe is necessary because of entrenched, concentrated poverty in America's cities. We have what we call "the Crescent," a crescent-shaped concentration of poverty neighborhoods within the city. The Crescent has grown over the past 40 years. In 1960 there were two census tracts with 40% or more of their residents below the poverty line, and four tracts with 20% or more of their residents in poverty. These poverty census tracts grew throughout the 70's, 80's and 90's, and in 2000 the City had 20 census tracts with 40% or more of their residents living in poverty, and 46 tracts with 20% or more

of their residents living in poverty, out of a total of 83 census tracts.

Within the Crescent are concentrated the majority of our region's most difficult problems: serious crime, the highest incidence of property foreclosures, the most vacant buildings, and the most lead-based paint problems. A large number of residents of the Crescent spend more than 50% of their income on housing, and about 5,000 children in the Crescent live in welfare households. Of course, these issues are not unique to Rochester. Concentrated poverty is a reality in all Northeastern and Midwestern cities. Beyond the downtown and waterfront revitalizations, all older central cities have their crescents. This suggests the enormity of the scope of Project Believe: if we can relieve the health-related problems of the Crescent's residents, many other associated problems will likely also be mitigated, issues involving family stability, work force development, and children's educational development.

Project Believe is a partnership between the University of Rochester and the community designed to reduce the disparities that are so visible in the Crescent. Let me describe the context in which this partnership exists. In 1998, City Council in Rochester developed a new master comprehensive plan for the city. The resulting plan, "Rochester 2010: the Renaissance," was not only for the city but for the broader region as well. The planning process included participation by thousands of citizens from the region, culminating in the development of eleven campaigns. The Renaissance Plan sets an agenda for this region far beyond land use. The 2010 campaign focuses on educational excellence, environmental stewardship, healthy urban neighborhoods, culture, and many other elements. Each goal has a number of strategies and benchmarks for tracking progress. Campaign teams composed of stakeholders from around the region work together with city staff to

devise and implement specific action steps to achieve these goals.

The city has also developed internal processes to ensure that its own resources, policies, and practices support the goals of the 2010 plan. Every city budget request must be supported by the plan – there is absolutely no compromise on this.

Renaissance 2010 is a regional plan, though many of its campaigns are concentrated within the city of Rochester. This is important because it acknowledges the fact that the city is the core of the region, and as the city goes, so goes the region. In the initial 2010 planning process, the city used a well-established process of citizen empowerment called Neighbors Building Neighborhoods. Through the NBN process, the city was divided into ten geographic sectors for planning purposes. Each sector has its own planning council, and the city provided financial and administrative support. Thousands of residents in the ten NBN sectors worked together to develop plans for the future of their own neighborhoods within the context of the overall Renaissance Plan. All of the ten NBN action plans are incorporated into a comprehensive master plan.

I would like to talk about the NBN process for a moment because citizen empowerment in Rochester is a very disciplined process. One facet is the NBN Training Institute, where residents get free training in leadership and technical planning skills. Last year 450 residents completed these courses. I believe that the City of Rochester is one of the leaders in citizen empowerment – in fact, some researchers have said that no city gives its residents more power than Rochester. More salient to today's discussion, the Renaissance 2010 plan and the NBN process together help to provide a rich environment for the university to focus its assets to support the community and its vision for the future. The plan provides a strategic focus in which results can be measured and positive outcomes produced for both citizens and the university. The NBN process provides a structure for actually working with the residents and including them in all phases of the process.

Let me provide a few examples. Residents of NBN Sector #4 engaged in a lengthy strategic planning process to tie their neighborhood more closely to the University of Rochester, whose main campus lies just across the Genesee River from the

Sector #4 neighborhood. The visioning process resulted in major development in Brooks Landing in our 19<sup>th</sup> Ward, where the university is an active partner in a \$20 million development which will include a hotel and conference center and nearly 50,000 square feet of restaurant, retail, and commercial space, benefiting both the university and the neighborhoods. The project will break ground this spring. Last year, in partnership with residents and the city, the university invested \$1.6 million to renovate a park across from Brooks Landing. Also, in support of the 2010 plan and the need to build up the region's center city, the university is preparing to renovate its Eastman School of Music complex, which provides over 700 concerts per year, most of them free. The Eastman School is an important anchor in downtown Rochester's east end entertainment district, and is also working with others in the community to help secure funding for a new performing arts center in the area. The Eastman School is also heavily involved in music education in the city schools.

Another important campaign in the 2010 Plan focuses on economic vitality. The university is an important part in achieving the goals of this campaign because it is in the middle of a \$500 million expansion of its biomedical research facilities within the city. We are working with the university to locate spin-off businesses near the medical campus.

This is not an exhaustive list of our partnerships. There are many other exciting collaborative projects between the city, its residents, and the University of Rochester – as well as other area universities such as Cornell and the Rochester Institute of Technology. The point is that we believe that we have created an environment that allows us to work together to achieve results that meet organizational needs and that benefit the broader needs of the entire region.

The City of Rochester's challenge in these partnerships with universities is to better leverage the civic infrastructure that we already have in place. First, we have to acknowledge the realities of working with institutions of higher learning, with their emphasis on teaching and research and their concerns about financial advancement and survival. We have to search out and respond to university needs that link with the city's goals.

We have to search out and respond to university needs that link with the city's goals. Partnerships are fruitful because we have matched up these needs and goals.

Partnerships are fruitful because we have matched up these needs and goals.

One example is the current collaboration between Project Believe and Campaign Three of the 2010 plan, focusing on Health, Safety, and Responsibility. This campaign has many goals that support our citizens and families in leading healthy, safe, and productive lives. Let me give you a few examples from 2002 to let you know how the goals are being implemented by community partnerships. One of the strategies in Campaign Three was the reduction of fire fatalities, particularly child fatalities within the city. This was a particularly poignant goal because two years ago, on the day our current fire chief began his new job, four children died in a house fire in the city. The Rochester Fire Department trained groups of residents from the NBN sector to conduct a census of their neighborhoods to identify at-risk situations to which the Fire Department could respond. As a result, there was not a single fire fatality in the City in 2002, the first year without a fatal fire in the modern history of the department. February 2003 will mark a period of 24 months without a single fatality. In the prior 35 years, the city had an average of nine fatalities a year. And I am proud to say that we have not lost a child to fire since March 2000.

Another strategy in Campaign Three focused on the reduction of illegal drug markets and drug sales in the community. In 2002 we held a major drug summit, financed by a grant from Eastman Kodak, which resulted in a report listing specific strategies to address the drug problem. Responsibilities for implementation were to be shared between the Police Department, the faith-based community, schools, non-profit groups, NBN sectors, and many other stakeholders. The City of Rochester will spend significant funds to implement the strategies.

Strategies in Campaign Three also include increasing the access of residents to health care services. Through a unique collaboration with the University of Rochester in 2002, our fire stations became immunization sites and, in the near future,

five stations in the city will be used to provide residents access to telemedicine services, treating various ailments through the uses of remote evaluations.

Again, these are only a few examples. The point is that we are integrating public services and public needs with public health. The city and its residents, guided by the 2010 Plan, can work with the University of Rochester and Project Believe to maintain healthy neighborhoods, and the university can use the structure of the plan and the NBN process to achieve its goal.

In closing I would like to leave you with two concepts. One is "the Crescent:" it illustrates the public health reality of older American cities which I sometimes fear many of us overlook or refuse to acknowledge. The image of the Crescent also illustrates what a truly monumental effort the University of Rochester is undertaking with Project Believe. I believe it is also image that suggests that major university medical centers located within urban communities are uniquely positioned to work with those communities to alleviate many of the health problems associated with concentrated poverty in urban America.

The second concept suggests that the can-do spirit of an organized citizenry is a powerful force. The point is that the more a community can provide a structure within which to operate, and the more clearly discernable its strategic focus is, the more measurable will be the results.

*How do we get folks living outside the city to support the inner city?*

*President Jackson:*

The City of Rochester is about 255,000 people, and the metropolitan area is a pretty well defined region of about one million people, so 75% of the metropolitan area population lives outside the city. You see the same kinds of issues as everywhere else: people moving to the suburbs and the inner city facing serious issues and transformation. How

do you get that support? There are many universities and colleges in the Rochester area, but we are the only one located in the City of Rochester, and I think that gives us a special obligation to step forward. One of things I think we can do – and it is probably harder in Cleveland because Cleveland is bigger – is that we can put moral force behind the development. As was mentioned this morning, universities are not just there – they are becoming major economic engines and major employers. We are the second largest employer in the City of Rochester. Kodak is still first, but the day is not far off when we are likely to be a larger employer than Kodak. I think we actually have an opportunity to use our moral authority to speak out about the importance of the revitalization in the city, and it's in our own interest as well. I think that example is not irrelevant to Cleveland.

*Mayor Johnson:*

You have to be conscious and purposeful about this participation. Just to illustrate, we have no constitutional authority for land use outside our corporate boundaries. But, early in the process, we made it clear that we wanted suburban residents in this process because many of them depend upon the city for their livelihood, recreation, and pleasure – all the region's major cultural and recreational assets are still located within the city limits. People find that they have to rely on the city, so we reached out through a mechanism we call our Stewardship Council to involve residents who live outside the city limits. We have extended participation to eight counties, some of them distinctly rural, in our effort to cultivate inclusiveness and interconnections. We want to demonstrate that when we take on a major development project it can have positive benefits for people who live beyond our borders – and vice versa. I won't say that it is easy to do, because there are some natural barriers that people erect – some natural fears – but I think you have to work through those. And I believe if you consult, you will achieve some success, and you will redefine Cleveland proper in that same process. For example, we had a visioning exercise early on and we decided to stop referring to the central business district as downtown Rochester – we refer to it now as the Center City. By trying to reposition

ourselves in that fashion, we constantly remind folks that there is a reason to be downtown. They need us and we need them.

*President Jackson:*

One last comment on that. Part of what we're describing is self-consciously redefining the role of the city area. Cities grow up out of economic necessity, though some factors change over time. But if you look where we are in Cleveland right now – the University Circle area, a rich cultural district – this set of resources is not going to move out easily to the suburbs. It's important to get the buy-in of the surrounding communities to support those things that are so central and that are only going to take place in the city.

*Have there been any measurable results and, if not, when will they be available?*

*President Jackson:*

We have no measurable goals yet because it really was only in the last year that we defined the program and set up baseline goals. The next step in the strategy is to pick a couple of goals, and we're just now going out into the community to work on those issues. Measurable success is something you will see in the next five years. I think you have to focus – “health” is too broad a topic by itself. Getting the baseline data out is unmistakably important to making any progress.

*Mayor Johnson:*

For “Rochester 2010,” the frame of reference was that we were going to improve the quality of life for those children who would enter school in 1998 and who would normally graduate from high school in 2010. We are now in our fifth year. We just gave a voluminous status report to our stewardship council, making the point that we must tie our goals to our budget process. We submit our budget to city council with a clear indication of how much of the \$350 million budget is directed toward the goals of Project 2010. In the last five years, we have spent hundreds of millions of dollars, and we have visible projects – we have to remind people of what's been done. We consciously focus on producing results and



Believing that you can make a difference in your own life is a really important community message ... because one of the major drivers of success is affecting individual behavior.

illustrating to a skeptical world that they are real.

*How do we turn concepts like the “Quiet Crisis” into believing in our own renaissance?*

*President Jackson:*

Project Believe involved a series of billboards that were exactly on that theme: “Your father may have a heart disease, but you don't have to have it. Believe.” Or, “Can you imagine life without glasses? Believe.” Believing that you can make a difference in your own life is a really important community message, one that that you have to lead with, because one of the major drivers of success is affecting individual behavior.

*Mayor Johnson:*

You have to put meaning into the concepts involved, such as “empowerment” and others. Getting a group of people together and having them review plans is fine, but in our case these people view themselves as a governing body for a particular region, the leaders of a community development corporation that is actually partnering with the university. It is only when people see that their time is appreciated, and that their input is not only sought out but acted upon, that you can convert that feeling of despair into something that is very, very dynamic. We don't have all that we need to transform our communities, so we need to depend on individual citizens to work with us. Before becoming Mayor I ran the Urban League in Rochester for 21 years. I came to city hall with the view that I was the outside guy – the guy coming in to make government work for the citizens, not just for me and a few of my cronies. I think you have got to have that belief. Tom Jackson and I came to our jobs about the same time, and I went to him because we have one connection: he spent some time in Charlottesville, Virginia, and I was born 60 miles down the road from there. I believe that anyone who has spent some time in Virginia

has something to contribute, and over these ten years we have shown in our own way that this is true. The point is to reach out and ask for help.

*What is the role of the public health community in the Healthy City campaign?*

*President Jackson:*

The city's health department is a key player in this because they are one of the agencies that can move some of the community resources around. It's part of involving other official organizations in community early on as major players, getting them into the planning process. This has to be a collaborative effort, not something that you unilaterally announce that you are going to do. You have to invite other people to do it with you, ask them to be involved in planning how it's going to be done.

*Mayor Johnson:*

Tom cited the project at School #17, which involved the public health community very extensively. Our research showed that the neighborhoods surrounding that school have the highest concentration of lead paint and contaminated properties of any in the city, and 90% of the children in that school had been affected by lead paint. Now the university and their health system have partnered with another health system to provide a unique clinic that is attached to that school and provides a tremendous amount of free services to one of the poorest neighborhoods in the city. What we like about Rochester is that everyone tries to improve on a model, so that has led to a whole host of other kinds of activities where we can reach out. Our health community is an active partner in this whole renaissance.

*Do you have some examples of taking one of these priority problems and consciously thinking about an integrated, coordinated approach that deals*

*with all of these different elements?*

*President Jackson:*

You are right. The best way to approach it – and I will use the example the Mayor used – is to get into a particular community that has an identified problem, working there with the principal of the school and the faculty of the school and intervening in those kids' lives in a meaningful way that can improve their health. It's not nearly as comprehensive as your question suggests, but it is probably as comprehensive as we can be within the finite notion of attacking problems before they spill out and become even bigger societal problems.

*Mayor Johnson:*

I mentioned the drug summit that we convened a year ago. That summit led to some research that showed that not only do we have a large number of drug houses, but we also had the highest urban drop-out rate of any school system in the State of New York. We tied those two notions and found that the drop-outs were actually populating the drug trade. We convened a meeting of school principals, heads of police sections, and every youth service agency in the city – almost 200 people in all – and they will be reporting back within 60 days on how we can begin to address this drop-out problem more effectively. The drop-out problem becomes very acute around 9<sup>th</sup> grade, so we know we have to back up five or six years before that to have success. Previously drugs were viewed as a police issue, but now we see that it is as much a lack of education. We have to find ways not only to keep these kids in school but to identify more economic opportunities that can provide outlets for them. Collaborating across interdisciplinary lines is very important.

*You indicated the importance of making community care a major goal. Can you give us some insight as to how you did it? What was the faculty response, and how do you acknowledge and reward their involvement in the community?*

*President Jackson:*

The most important first step is to initiate dialogue between the city and the university, and

that does not always happen. President Levin was talking about past days at Yale. I was a student at Yale during that time, and the animosity between Yale and the city was pretty extraordinary. The animosity between the City of Rochester and the university in the past has also been pretty palpable. I think it is important to reach out to community leaders, so when you start the initiatives you already have a receptive audience that you know how to work with. Further, I think you need leadership. This effort started in the Dean's office and the office of the Vice President for Health Affairs – it didn't trickle up from faculty. Again, as President Levin said, there are millions of connections that faculty and students have with the community, but in the best university fashion they tend to be disorganized, so you need a way of making this a priority at the top. You have to be willing to change incentive structures and systems – you have to shift funding around, or so symbolic things like change the mission of the medical center. But it has to go beyond symbols to articulate this shift of resources so that faculty view this as something they care about on a day-to-day opportunity rather than something they view as somebody else's problem. You don't get far in universities if you don't change incentives.

*Have you involved school nurses and school-based clinics in your program?*

*Mayor Johnson:*

Yes we have, particularly at the middle school level. We work with United Way, the county, and other organizations to make them multi-purpose centers. Many of these children and their families had no prior access to these services, so we had to create within this one environment the opportunity for them to receive something other than educational services. As Tom said, it becomes an extraordinarily expensive proposition – this past year the county faced a \$65 million deficit and it tried to eliminate the school nurses.

*Is there a role for medical students in the project?*

*President Jackson:*

I think this is an important part of the project. One of its features is that 4<sup>th</sup> year students all take

One of the changes that comes once you add this as a fourth mission of the school – which we have done – is that you give people appointments who are going to dedicate themselves to working in the community just as they would in any of the other missions of the school.

externships in community-based medical practices to deal with health issues in the community. That's part of the official training of medical students that we had never done before. It's a small step in the right direction. Because of the cost that you are talking about, we are doing it at a single site, School #17. To address the situation system-wide, I think we will look at something like telemedicine, where somebody at the school can access somebody back at a base to get the information they need to treat a situation.

*Can you talk briefly about any initiatives you have in health literacy?*

*Mayor Johnson:*

Lead paint poisoning is a massive problem, with probably 20,000 structures in the community that need lead abatement, which represents an enormous expense. But recently we identified funding to do two things: (1) to create a community education program where residents could be better informed about how lead-based paint affects children and some of the very simple steps that residents, owners, and occupants can take to minimize the problem, and (2) to go in and abate a small number of houses. This is just a drop in the bucket, but at least it's a beginning. I have some hope that the educational component of that program will have a far greater impact. Speaking personally, I think it is absolutely essential that we lead by example, that through our own behavior we demonstrate the importance of physical exercise. Even in my declining years I hope to be a much better example than I have been in the past.

*President Jackson:*

I think that community education is important, but we have a long way to go. At the personal level, I went from no exercise to an hour a day, seven days a week. Actually one of my regrets in

coming to a program like this is that I have to take a day off from the exercise program – it's that important to me to do it. It has a dramatic effect on you.

*To what extent were medical students involved in discussions that led to this partnership?*

*What are your plans to form partnerships with some of the undergraduate programs?*

*President Jackson:*

They were not involved that much except on the curricular side, where we talked with them about the kind of externships they would want. They have been heavily involved in that aspect, but less so in other areas. As for spilling across Elmwood Avenue from the medical center to the rest of the campus, that is a next step. It would not just be the undergraduates or the pre-med students, however, since there are other important units in universities – such as teacher education programs in education or business schools – that have expertise they can bring to bear on these issues. We have not done that yet, but I think you are right: that that is an important internal step for us as we move this process forward.

*Mayor Johnson:*

In a broader context, though, the University of Rochester and other universities have students actively engaged in a whole host of community activities. The University of Rochester has something called Wilson Day, where students actually spend three or four days learning about the community. Cornell University's School of Architecture and Urban Planning sends about 90 students a year to work with our NBN sector groups, and other colleges have done likewise. I think there is a tradition for government and the non-profit sector to create a host of partnerships with universities – not just with their top leadership

but also with their students.

*What kind of academic appointments or credentials are you able to give people who are recruited to the University and who are willing to spend their lives in the community?*

*President Jackson:*

I think that is a good question. One of the changes that comes once you add this as a fourth mission of the school – which we have done – is that you give people appointments who are going to dedicate themselves to working in the community just as they would in any of the other missions of the school. Some people will specialize in research, others in community care – and you now have a charter document saying both of these support the mission of the School of Medicine and Dentistry. That is an important step to take, so it does not just depend on the whim of a particular dean or other leader. It has to be something you can actually point to and say that, just as we are advancing or hiring or promoting somebody for his or her excellence in clinical care or in research, we are doing exactly the same thing based on excellence in community care. That is something I

am fully comfortable with.

*How have you involved your university's nursing program in this effort?*

*President Jackson:*

Our School of Nursing is a full participant in this because a lot of the interventions you can make involve the skills of nurse practitioners – particularly as you work out into the community. The nursing faculty and students at the school represent an incredible resource. Any community that has a nursing school or a population of nurses from their health care delivery system seems to me to have a very valuable asset.

*Mr. White:*

We have just run out of time. I have heard vision, partnership, leadership, community, all measured with access, resource, and results. I think you can see why Rochester has a project they can believe in, Project Believe. Please join me in giving our presenters a hand for all they have accomplished.

## Profiles of Participants (accurate as of January 2003)

### **Dr. John E. Bassett** **President, Clark University**

Dr. John E. Bassett became Clark University's president in 2000. Prior to that, he had served as Dean of the College of Arts and Sciences at Case Western Reserve University since 1993.

Among his achievements at CWRU, Dr. Bassett led efforts to establish centers for science education and research, child development, the humanities, Judaic studies, policy studies and science and mathematics education. He also developed the College Scholars Program for undergraduates and the WWW Ethics Center for Engineering and Science, an on-line ethics center funded by the National Science Foundation.

Dr. Bassett built relationships with the outside community at CWRU and had become increasingly involved with the city of Cleveland. He focused his efforts on developing and enhancing collaborative programs with many Cleveland cultural institutions to enhance the college's academic and internship programs. He also established an MFA program in acting with the Cleveland Playhouse.

For nine years prior to joining the CWRU faculty, Dr. Bassett was professor and chair of the English Department at North Carolina State University. He also served on the faculty at Wayne State University from 1970 to 1984. His main area of scholarship is American Literature, with an emphasis on the works of William Faulkner and Mark Twain. He is the author or editor of nine books, including recent works on the Harlem renaissance, Thomas Wolfe, and southern literature.

As Clark University's 8<sup>th</sup> President, Dr. Bassett has updated information technology and alumni programs, has completed a campus master plan, began a hiring plan for new faculty, and successfully closed a \$106 million campaign started before his arrival. He is currently working to strengthen graduate education, improve visibility for the University, increase its pool of prospective undergraduate students, build a stronger sense of community internally, and

maximize Clark's relationship with the city. In addition to continuing and expanding Clark's work with the University Park Partnership neighborhood initiative, he hopes to examine program opportunities in Worcester with hospitals, other universities, the Worcester Art Museum, Foothills Theater, the Antiquarian Society, and other institutions.

Dr. Bassett earned the Ph.D. in English from the University of Rochester in 1970, and his master's degree in English and bachelor's degree in history from Ohio Wesleyan University.

### **William R. Brody, M.D.** **President, The Johns Hopkins University**

Dr. William R. Brody became president of The Johns Hopkins University in 1996. Immediately prior to assuming that position, Dr. Brody was Provost of the Academic Health Center at the University of Minnesota. From 1987 to 1994, he was the Martin Donner Professor and director of the Department of Radiology, professor of electrical and computer engineering, professor of biomedical engineering at Johns Hopkins, and radiologist-in-chief of The Johns Hopkins Hospital.

Dr. Brody was professor of radiology and electrical engineering at Stanford University from 1977 to 1986. He has been a co-founder of three medical device companies, and served as the president and chief executive officer of Resonex Inc. from 1984 to 1987. He has over 100 publications and one U.S. patent in the field of medical imaging and has made contributions in medical acoustics, computed tomography, digital radiography and magnetic resonance imaging.

In 2002, President George W. Bush appointed Dr. Brody to a two-year term on the President's Foreign Intelligence Advisory Board. Dr. Brody also serves on the boards of AEGON USA and Avistar Communications, Medtronic Inc., Mercantile Bankshares, the Baltimore Museum of Art, and the Greater Baltimore Committee; on the governing committee of the Whitaker Foundation and the executive committee of the Council on

Competitiveness; and on the selection committee of the Goldseker Foundation. He formerly served on the board of the Minnesota Orchestra Association, and on the Corporation of the Massachusetts Institute of Technology. Dr. Brody is a member of the Institute of Medicine, and a fellow of the Institute of Electrical and Electronic Engineers, the American College of Cardiology and the American Institute of Biomedical Engineering.

Dr. Brody earned the B.S. and M.S. degrees in electrical engineering from the Massachusetts Institute of Technology, and the M.D. and Ph.D., also in electrical engineering, from Stanford University.

**Barbara Byrd-Bennett  
CEO, Cleveland Municipal School District**

Barbara Byrd-Bennett is CEO of The Cleveland Municipal School District. Throughout her career, she has demonstrated a skill at working cooperatively and collaboratively with individuals and groups including students, parents, teachers, administrators, unions, businesses, universities and community-based organizations to improve student academic achievement. She has shown a keen sensitivity and responsiveness to the needs of special education populations and diverse ethnic and linguistic groups.

Barbara Byrd-Bennett grew up in Harlem and graduated high school at the age of 16. She received a Bachelor of Arts degree in English from Long Island University at the age of 19 and holds a master's in English literature from New York University and a master's in education administration from Pace University. She was a Penn Fellow at Teachers College of Columbia University during doctoral studies.

Ms. Byrd-Bennett lives in Cleveland and serves on the board of trustees of United Way Services, the Shoes and Clothes for Kids, the Cleveland Scholarship Programs, the Greater Cleveland Roundtable, WVIZ/PBS, and the Rock and Roll Hall of Fame and Museum. She is a member of the International Women's Forum. She has also been appointed to the Education Committee of the States National Center for Educational Accountability, and to the Visiting Committee of the Mandel School of Applied Social Sciences for

a four-year term. A nationally recognized authority on urban education, she is a vice president of the Urban Superintendents Association of America and a frequent presenter at national symposia.

**Hon. Jane L. Campbell  
Mayor of Cleveland**

Mayor Jane L. Campbell's political career began at a young age: she ran for student council in elementary school. A tough race ended in a tie, with the victory being handed to her young male opponent. "They gave it to him because, I was told, boys needed to develop their leadership skills," the Mayor recalls. "I didn't think about it much then, but it resonates with me now."

After graduating from high school, she attended her parents' alma mater, the University of Michigan, where she graduated with honors. A thirst for adventure, coupled with her desire to give back to her community, led her to apply to the VISTA (Volunteers In Service To America) program. After serving in Racine, Wisconsin, she returned to Cleveland, where her heart is. She spearheaded and managed WomenSpace, the coalition of women's groups whose mantra was "social change for the betterment of women." There she helped create the first shelter for battered women in Ohio and worked to engage women in community decision-making. Under her leadership, WomenSpace worked with state legislators to establish domestic violence as a crime. Additionally, she worked to pass the Equal Rights Amendment nationally. As executive director of the Friends of Shaker Square, she concentrated on three particular areas of the Shaker Square neighborhoods: apartment renovation, commercial renovation, and security.

Mayor Campbell began her career as an elected official in the Ohio House of Representatives. There she concentrated her legislative efforts on issues of particular interest to children, families, and senior citizens, as well as economic development. In 1996, she was elected Cuyahoga County Commissioner after waging a tough campaign against the Republican incumbent. She chaired the Welfare Reform: Next Step Task Force for the National Association of Counties and the Human and Youth Committee while a county commissioner, thus continuing her focus on

children and families. In November 2001, she was elected the 55th Mayor of the City of Cleveland. As Mayor, she is committed to making a good city great again by making Cleveland stronger, smarter, and safer to increase the population by three percent by 2010.

**Reverend Dr. Joan Brown Campbell  
Director of Religion, Chautauqua Institution**

The Rev. Dr. Joan Brown Campbell is the Director of the Department of Religion at the Chautauqua Institution. She previously served as General Secretary of the National Council of the Churches of Christ in the USA, where she was chief executive officer and official spokesperson for the NCC, whose member churches represent more than 42 million U.S. Christians. During a distinguished career marked by a commitment to ecumenical dialogue, she has served as President of the National Association of Ecumenical Staff and as a member of the Steering Committee for U.S. Church Leaders. Dr. Campbell fought for civil rights in the 1960s with the Rev. Martin Luther King Jr.

Dr. Campbell, who has 11 honorary degrees, is a popular preacher and lecturer having given 473 speeches/sermons in her tenure as General Secretary. Her commitment to interfaith relations was recognized during the World Summit of Religious and Spiritual Leaders.

**Dr. James Caradonio  
Superintendent of Worcester City Schools**

Dr. James Caradonio is superintendent of Worcester Public Schools, overseeing a school system of more than 25,000 students, 2,000+ teachers and 50 schools. Prior to his appointment, he was the deputy superintendent of Worcester Public Schools. Prior to that he was assistant superintendent for the East Greenwich (RI) Public Schools, a district of 2,100 students, 170 teachers and six schools.

He served as consultant for the Cambridge (MA) Public Schools, assisting principals, teachers and administrators in developing and evaluating school-based and district strategic plans. For many years he worked in the Boston Public Schools as director of Adult and Vocational Education director of the Humphrey Occupational Resource

Center, director of Curriculum/Staff Development, administrative planner for Bilingual Vocational Education. He also taught at Boston State College, the University of Rhode Island, College of the Holy Cross, Clark University, Harvard University and Worcester State College.

Dr. Caradonio initiated the Human Resource Development Partnership, a consortium of public schools, community-based organizations, and Roxbury Community College to provide job training for underemployed adults and dropouts. He also co-chaired a task force with staff from the city of Worcester's Vocational Education schools and the Worcester Public Schools and coordinated the Mayor's Task Force to expand Adult Education in Worcester.

He earned a bachelor's degree from Merrimack College, a master's degree from Northeastern University, and the doctorate from Harvard University's Graduate School of Education in Administration, Planning and Social Policy.

**Mark E. Coticchia  
Vice President for Research and Technology  
Management, Case Western Reserve  
University**

Mark Coticchia is the senior officer directing research support and planning and technology commercialization at Case Western Reserve University. He was most recently the Senior Director of technology transfer at the Redleaf Group in Pittsburgh. Redleaf is a technology operating company that provides services and capital for pre-seed and seed stage technology companies. His background includes 12 years at Carnegie Mellon University in technology management and transfer.

He holds a bachelor of science in civil engineering and a masters degree in industrial engineering, both from the University of Pittsburgh.

**John P. Dubinsky  
President, Westmoreland Associates**

John P. Dubinsky spent 30 years with Mark Twain Bancshares Inc., where he became president in 1975 and chief executive officer in 1986. Under his leadership, the bank grew from two to 35 locations and from \$70 million to more than \$3

billion in assets. He joined Mercantile as president and CEO following its merger with Mark Twain in 1997.

A Washington University graduate, Mr. Dubinsky has served on several important advisory groups at the institution, including the Medical School National Council, the John M. Olin School of Business National Council, and the Admissions-Student Recruiting Committee. He graduated in 1965 with a bachelor of arts in political science from the College of Arts and Sciences and then earned a master of business administration in 1967 from the business school. For his outstanding service to his alma mater, he received the Distinguished Alumni Award in 1995. He also serves on several boards, including Barnes-Jewish Hospital, BJC Health System, the St. Louis Science Center and the St. Louis Regional Housing Alliance.

**Joseph Frolik**  
**Associate Editor, *The Plain Dealer***

Joseph Frolik is associate editor of *The Plain Dealer*. He joined the paper's editorial board in February 2001, after more than 12 years as its national correspondent. On the editorial page and in columns, he writes primarily about Cleveland City Hall, Cuyahoga County government, local politics and the economy of Northeast Ohio. He has been the editorial page's lead writer in its "Quiet Crisis" commentary.

Frolik joined the Plain Dealer in 1981 after working for newspapers in California and Texas. During his career in Cleveland, he has reported on national politics and on a range of public policy issues from abortion to welfare. He covered space shots, earthquakes and hurricanes, wrote about Kenyon's small college swimming dynasty and detailed San Francisco's place in the development of rock 'n' roll.

He was born in 1954 in Sycamore, Ill., a small town west of Chicago, and began working for the weekly paper there as a high school freshman. He graduated with honors from Northwestern University's Medill School of Journalism, then attended the University of California (Berkeley)'s Boalt Hall School of Law. He took a leave of absence from Boalt Hall to write about rock 'n' roll

in Austin and somehow never returned to graduate school.

**Edward M. Hundert, M.D.**  
**President, Case Western Reserve University**

Edward M. Hundert, M.D., became president of Case Western Reserve University in 2002. A nationally known scholar, educator, psychiatrist, and medical ethicist, Hundert is a leader in developing innovative and effective learning experiences in higher education.

Prior to coming to Case Western Reserve, President Hundert was Professor of Psychiatry and Medical Humanities and Dean of the School of Medicine and Dentistry at the University of Rochester, serving there from 1997 to 2002. His academic career earlier included service on the faculty of Harvard Medical School, where he held appointments in the departments of psychiatry and medical ethics from 1984 to 1997. He also served seven years as Associate Dean for Student Affairs at Harvard. President Hundert's pioneering research on the "informal curriculum" in medical education helped shape the national discussion of professionalism in medicine. For six consecutive years he was voted the "faculty member who did the most for the class" by Harvard Medical School graduates.

During his tenure at Rochester, where he also served as Senior Associate Dean for Medical Education, President Hundert led the school's faculty and students in creating the "Double Helix Curriculum," a sweeping integration of the basic and clinical sciences across the four-year medical school experience. He also led the development of a new facility for the school that is designed around this innovative curriculum.

President Hundert earned a bachelor's degree in mathematics and the history of science and medicine, *summa cum laude*, in 1978 from Yale University, earning the Russell Henry Chittenden Prize to "the graduating senior with highest standing in mathematics and the natural sciences." He attended Oxford University as a Marshall Scholar, earning a master's degree in philosophy, politics, and economics, and receiving the George Batterby Prize for the highest "First Class Honours" in this field. Four years later he earned the M.D. from Harvard Medical School, where he



was awarded the Sirgay Sanger Prize for excellence in psychiatric research. He then completed a psychiatric residency at McLean Hospital in Belmont, Mass., a Harvard affiliate, where he was named chief resident and received numerous fellowships and prizes. At each level of his education he was recognized for outstanding performance.

He has written numerous articles and chapters on a variety of topics in psychiatry, philosophy, medical ethics and medical education, as well as two books: *Philosophy, Psychiatry and Neuroscience: Three Approaches to the Mind* and *Lessons from an Optical Illusion: On Nature and Nurture, Knowledge and Values*.

**Thomas H. Jackson**  
**President, University of Rochester**

Thomas H. Jackson, President of the University of Rochester since 1994, also holds faculty positions in the University's Department of Political Science and in the William E. Simon Graduate School of Business Administration. Before he became Rochester's ninth president, he was vice president and provost of the University of Virginia, which he first joined in 1988 as dean of Virginia's School of Law. He had been professor of law at Harvard from 1986 to 1988 and served on the Stanford University faculty from 1977 to 1986.

A 1972 graduate of Williams College, President Jackson earned a law degree from Yale in 1975. He first clerked for U.S. District Court Judge Marvin E. Frankel in New York in 1975-76, and then for Supreme Court Justice (now Chief Justice) William H. Rehnquist in 1976-77. President Jackson is the author of bankruptcy and commercial law texts used in law schools across the country, and served as Special Master for the U.S. Supreme Court in a dispute involving every state in the country over the disposition of unclaimed dividends held by brokerage houses.

**Hon. William A. Johnson, Jr.**  
**Mayor, City of Rochester, New York**

In January 1994, William A. Johnson, Jr. became the 64th Mayor of the City of Rochester, the first African American to hold the position of chief executive for New York's third largest city. In January

1998, he began his second term in office after running unopposed.

He has been instrumental in launching new programs and initiatives that position Rochester as a viable and vibrant renaissance city. His efforts have been concentrated in the areas deemed most critical to improving the quality of life for all city residents: public safety, economic development, neighborhood revitalization, human services, education, and a regional focus on government services. As a result, Rochester was designated an All America City in 1998, and one of America's Most Livable Cities in 2000 by Partners for a Livable Community. In 1999, *Governing* magazine named him one of the Top 10 Public Officials in America.

Mayor Johnson earned the B.A. and M.A. degrees in political science from Howard University and taught political science at C.S. Mott Community College in Flint, Michigan, for four years before becoming Deputy Executive Director of Flint's Urban League. Less than two years later, he was named President and CEO of the Urban League of Rochester, New York, a position he held for 21 years.

**Benjamin Kendrick**  
**Executive Director, Marcy-Newberry Association**

Mr. Kendrick has served as executive director of the 119-year-old Marcy-Newberry Association for 23 years. The agency provides a wide range of services, from daily all-day childcare and enrichment activities for children to evening athletic and adult programs. Over the last two decades, the agency has grown under Kendrick's leadership from two sites serving 2,000 persons a year to 17 sites serving 35,000 persons with a budget of \$8.2 million. It is also the city's Service Connector to assist CHA public housing residents with referrals for relocation, job, health and other social services.

Mr. Kendrick has received numerous awards and recognition, including profiles and mentions in *The Chicago Defender*, *The Chicago Sun-Times*, *The Chicago Journal* and *The Chicago Reporter*, to name a few. He is the recent recipient of the

Urban Hero Award by the Commission on the Urban Agenda. He has also received the Malcolm X College Partnership Award, Holy Angels Church Social Service Award, the Westside Organization Award, ABLA Public Housing Community Award, United Way Executive of the Year Award, among others.

Mr. Kendrick has served on the board of the Weiboldt Foundation, the Chicago Reporter Editorial Board, the Community Renewal Society, Friends of the Park Board, Black Executives Coalition, the Mayor's Citywide Youth Council, and the United Methodist Church Northern Illinois Housing Committee. He completed undergraduate studies at Wiley College and Wilberforce University and earned graduate credit at George Williams College and the University of Illinois at Chicago.

**Richard C. Levin**  
**President, Yale University**

Richard C. Levin became the twenty-second President of Yale University in 1993. Under his leadership, Yale has completed a \$1.7 billion fundraising campaign, and invested the first \$1.4 billion of a \$3 billion campus renovation and building program. He has developed an effective partnership with the city of New Haven to revitalize commercial activity near the campus and increase the number of new companies based on research conducted at Yale that locate in New Haven. He has supported numerous outreach efforts of students and faculty, including a Public Service Fellowship Program for students who spend their summers in local community service.

Prior to his appointment as president, President Levin devoted himself for two decades to teaching, research, and administration. His teaching included courses on microeconomics, industrial organization, antitrust, the oil industry, the competitiveness of U.S. manufacturing industries, and the history of economic thought. He served on dozens of major committees, supervised an unusually large number of doctoral dissertations, chaired the economics department, and served as dean of the graduate school.

In recognition of his contributions to higher education, he was awarded an honorary degree of doctor of civil law from Oxford University in

1998, as well as honorary degrees from Harvard and Princeton. He is a Fellow of the American Academy of Arts and Sciences.

President Levin serves as a member of the Board of Science, Technology, and Economic Policy at the National Academy of Sciences, and he is currently directing a major study of the economic effects of changes in intellectual property law for the Academy. President Levin also serves as a trustee of the William and Flora Hewlett Foundation, one of the largest philanthropic organizations in the United States. He recently played a leadership role in the formation of a distance learning collaboration among Oxford, Stanford and Yale.

President Levin earned the bachelor's degree in history from Stanford University in 1968 and studied politics and philosophy at Oxford University, where he earned a B.Litt. degree. In 1974 he received the Ph.D. in economics from Yale and was named to the Yale faculty.

**Sylvia Manning**  
**Chancellor, University of Illinois at Chicago**

As chancellor of the University of Illinois at Chicago, Sylvia Manning heads the Chicago area's largest university, with 25,000 students; one of the nation's leading academic research enterprises, with annual external grant and contract research expenditures of more than \$160 million; and the city's 19th-largest employer, with 12,000 faculty and staff and a \$1.2 billion budget. She was named interim chancellor of UIC in September 1999 and appointed permanent chancellor in July 2000. During her tenure, UIC has: substantially increased its volume of sponsored research; installed new leadership in the health sciences (UIC operates the state's major public medical center); seen the medical center return to a sound fiscal base; established a model system for the protection of human participants in research trials; started construction on the 10-year South Campus expansion, which will transform the UIC campus with new academic units, student residences, retail establishments and private homes; and been honored for promoting campus diversity.

Chancellor Manning also has concentrated on the external relationships of a major research university that has embraced its urban

surroundings. Through its Great Cities Commitment, UIC operates hundreds of programs which engage with civic, community, government and foundation partners to enhance the quality of urban life in Chicago and metropolitan areas worldwide. She has reorganized the campus's administrative structure to bring offices engaging with external stakeholders under one roof to serve both UIC and its community, city and state more effectively. She serves on the executive committee of the board of directors of the Chicagoland Chamber of Commerce; on the boards of Chicago United, the Noble Street charter school, The Chicago Metro History Education Committee, Project Impact (a statewide initiative designed to improve academic performance of Latino youth) and the Chicago Central Area Committee. She is a member of the Union League Club and the Commercial Club.

Chancellor Manning is an honors graduate of McGill University and completed graduate study at Yale University.

**Lorna Marsden**  
**President and Vice Chancellor, York University**

President and Vice Chancellor of York University since 1997, Dr. Marsden heads Canada's third largest university, an internationally renowned academic institution celebrated for producing graduates who achieve groundbreaking success. As York University's sixth president and vice-chancellor, Dr. Marsden leads York's mission of excellence in research and teaching in an innovative, interdisciplinary environment. York is home to the Faculty of Fine Arts, Canada's largest and most comprehensive program of its kind. York's fine arts programs emphasize contemporary artistic production and processes, including the integration of new technologies, alongside traditional modes of artistic theory and practice. There is a strong commitment to the inclusion of global cultures and to collaborative, interdisciplinary and intercultural work.

Dr. Marsden began her academic career at the University of Toronto, where she taught economic sociology and held a series of administrative positions. In January 1984, Prime Minister Trudeau appointed Dr. Marsden to the Senate of Canada where she served in a number of capacities. In 1992, she resigned from the Senate to

become president & vice-chancellor of Wilfrid Laurier University, a liberal arts university in southwestern Ontario. She was the third president of the National Action Committee on the Status of Women; policy chair and vice-president of the Liberal Party of Canada; and is a founder of the Canadian Institute for Advanced Research. She serves in a variety of organizations where research and action meet in the service of students, the Canadian and international communities.

Dr. Marsden earned the B.A. from the University of Toronto in 1968. She went on to Princeton University, where she earned a PhD in 1972.

**Hon. Rudolph C. McCollum**  
**Mayor, City of Richmond, Virginia**

Mayor "Rudy" McCollum was elected to City Council in 1996 and has served as Chairman of the Organizational Development Committee, member of the Finance Committee and member of the Audit Committee. As the current assistant to the President for Governmental Affairs for Virginia Union University, Mayor McCollum is dedicated to cultivating strong working relationships between universities and their communities.

Mayor McCollum also serves as president of Richmond Renaissance, member of the Criminal Justice Board, member of Greater Richmond Partnership, member of Maymont Foundation, member of the Public Utilities Subcommittee, and member of the Richmond Regional Planning District Commission. He holds the B.A. in economics from Howard University and earned the J.D. from the University of Maryland School of Law.

**Steven A. Minter**  
**President & Executive Director, The Cleveland Foundation**

Steven A. Minter is the president and executive director of The Cleveland Foundation, the nation's oldest and second largest community foundation. The Foundation's mission involves improving the quality of life in Greater Cleveland, building community endowment and providing leadership on key community issues. During his 27-year tenure at the Foundation, he has been engaged in building a strong and vibrant community and

participating in the turn-around of the city. At the Foundation, he has served as a program officer (1975-1979), the associate director and program officer for Civic Affairs (1979-1983), and in his current leadership position (1984-present).

In addition to his role at the Foundation, Mr. Minter is an active individual in the community. He serves on the boards of many nonprofit organizations, including United Way Services, the Cleveland Initiative for Education, The Community Partnership for Arts and Culture, The Greater Cleveland Roundtable, The Union Club, and the Cleveland Initiative on Education. He also co-chairs the United Way Vision Council, a public-private partnership designing Cleveland's health and human services agenda. His regional and national board activities include Ohio Principal's Leadership Academy, where he is a member of the steering committee; the College of Wooster; chair of the board for the Learning Communities Network; and chair of the board of directors for Community Foundations of America. Mr. Minter also serves on the corporate boards of The Goodyear Tire & Rubber Company, Dominion Resources, Inc., and Key Corporation.

During his career, he has received many honors, including the 2001 Louis Stokes Community Visionary Award, presented by Fairfax Renaissance Development Corporation; 1999 Man of the Year Award, presented by the 100 Black Men of Greater Cleveland; the 1991 Ohio Governor's Award for Education; 1985 Cleveland Black Professional of the Year Award and many others.

Mr. Minter holds a master's degree in social administration from the Mandel School at Case Western Reserve University and a B.A. in education from Baldwin-Wallace College. He is a member of the National Academy of Public Administration, the American Public Human Services Association, the National Association of Social Workers, and the Association of Blank Foundation Executives and is a life member of the NAACP.

**Pat Mullin**  
**Partner, Deloitte & Touche**

Pat Mullin currently serves as the Managing Partner for the Northern Ohio practice of Deloitte

& Touche. He has more than 30 years of public accounting experience in a variety of industries, including real estate, retail, government, leasing and manufacturing. He specializes in the tax problems of high net worth individuals and corporate executives, including current income tax planning, estate and gift tax planning, and review and analysis of various types of investments. He has significant experience in planning the conversion of real estate structures into REITs, planning and consultation regarding the structure of real estate, preparation of prospective financial information, assistance with negotiating partnership agreement provision, IRS ruling requests analysis of debt structures, and taking companies public.

Mr. Mullin is affiliated with the American Institute of Certified Public Accountants, Ohio Society of Certified Public Accountants, ICSC and the Urban Land Institute. His community service is far reaching and includes the Visiting Committee of the Weatherhead School of Management at Case Western Reserve University, the Board of Trustees of the City Club of Cleveland, Cleveland Zoological Society, chair of the Board of the Downtown Cleveland Partnership, and membership on the boards of the Gates Mills Land Conservancy, the Greater Cleveland Roundtable, the Kent State University Foundation, the Northeast Ohio Council on Higher Education, and the Western Reserve Historical Society.

Mr. Mullin graduated from Kent State University with a B.B.A. in Accounting and went on to obtain a Financial Planning Specialist – AICPA Special Designation. Mullin also taught as an Adjunct professor of Taxation at Akron University.

**Hon. Bill Purcell**  
**Mayor of Nashville, Tennessee**

In 1999, Bill Purcell became the fifth mayor of the Metropolitan Government since its formation in 1963. His administration has focused on the need for good schools in every neighborhood, safe neighborhoods in every part of the city, and a quality of life shared by all Nashvillians.

Making education the top priority of the city, Mayor Purcell fulfilled his promise to visit each of Nashville's 127 public schools during his first year

in office. His school visits have created a dialogue with students, teachers and parents, about the learning that is taking place in the classroom and what we need to do to make schools better. The Mayor's focus on results is evidenced by his decision to conduct the first ever performance audit of the school system.

Mayor Purcell focused early in his administration on ensuring safety in neighborhoods. He restored funding for a police class to train new officers in his first year. He also funded a new precinct for Hermitage and began preparations for a North Nashville precinct. In his first public acts as mayor, he renewed the city's ethics policy and established two new offices within the office of mayor: an Office of Neighborhoods and an Office of Economic and Community Development to help ensure that the economic blessings of the city are equally shared throughout it. He later established a Division of Affordable Housing, with the goal of assuring access to decent, safe, and affordable housing for all Nashville families by the end of the decade.

An attorney by profession, Mayor Purcell first entered public service in 1986 when he was elected to the Tennessee House of Representatives. A former House Majority Leader and former Chair of the Select Committee on Children and Youth, his efforts in the legislature put him at the forefront of a host of reforms in education, criminal sentencing, health care, and workers compensation.

Mayor Purcell holds the A.B. degree from Hamilton College and the J.D from Vanderbilt University School of Law.

### **Carolynn Reid-Wallace President, Fisk University**

Dr. Carolynn Reid-Wallace has been president of Fisk University, her alma mater, Fisk University, since 2001. She earlier spent five years as Senior Vice President for Education and Programming at the Corporation for Public Broadcasting. She has also lectured on higher education topics across the country.

In 1991, Dr. Reid-Wallace was a presidential appointee to the position of Assistant Secretary for Postsecondary Education, United States Department of Education. Prior to her DOE assignment, she was the Vice Chancellor for

Academic Affairs (chief academic officer) of the City University of New York, the third largest public university in the United States. She also served as Director of Precollegiate Education and Assistant Director of the National Endowment for the Humanities, Division of Education Programs, under Dr. Lynne Cheney.

Dr. Reid-Wallace is the former Dean of the College and Vice President for Academic Affairs and Acting Chief Executive Officer at Bowie State College. She was an English Professor at Bowie, Talladega College, Grinnell College, Howard University, and as professor of English at several colleges and universities, including CUNY.

In April 2000, Dr. Reid-Wallace was elected Chairman of the Board of Governance of the United States Open University. She is Secretary of the George Washington University Board of Trustees, and a member of the Board of Governance of the University of Puget Sound in Tacoma, Washington. She serves on the Board of Directors of First Book, a national non-profit organization that gives disadvantaged children the opportunity to read and own their first new books. She is a former member of the Board of the Carnegie Foundation for the Advancement of Teaching, former Chairman of the Maryland Committee for the Council of the National Endowment for the Humanities, former Vice Chair of the Council of the National Endowment for the Humanities, and former member and Secretary of the Board of American College Testing, Inc. (ACT).

Dr. Reid-Wallace holds the Ph.D. in English and American Literature from George Washington University, an M.A. from Adelphi University, and a B.A. from Fisk University.

*[Note: Dr. Reid-Wallace resigned from the position of President of Fisk University in October 2003.]*

### **Anthony P. Rescigno President, Greater New Haven Chamber of Commerce and Executive Director, Regional Leadership Council**

Anthony P. Rescigno, formerly First Selectman of North Haven, Connecticut, has served since 2000 as President of Greater New Haven Chamber of Commerce, the nation's third oldest business

organization, and as Executive Director of the Regional Leadership Conference since September 2000. He is known as a consensus builder and leader among area mayors, and was instrumental in forming the Regional Growth Partnership in 1996. In North Haven he has promoted community involvement, business retention, and active participation in regional entities such as the South Central Regional Council of Governments.

During his years in industry, Mr. Rescigno developed a subsidiary of Plasticrete specializing in the distribution of building materials and served as its president from 1981 to 1986. He serves on the Board of Directors of Plasticrete Block & Supply Corp. and Complete Business Solutions, Inc., an information system consulting firm.

**Thomas B. Schorgl  
President and CEO, Community Partnership  
for Arts and Culture**

Tom Schorgl has been President and CEO of the Community Partnership for Arts and Culture since 1997. The Community Partnership for Arts and Culture is a seven county regional-community arts and cultural services organization that works with public sector, private sector, and cultural sector clients to deliver programs and services in the areas of public policy, communication, capacity building and research. Schorgl developed Northeast Ohio's first regional cultural plan.

Prior to coming to Cleveland, Schorgl was president at Culture Works in Dayton, a philanthropic and multi-service not-for-profit cultural organization that worked with corporate, public (local, county, state, federal), neighborhood, and educational leadership to strengthen community and cultural development. He was Executive Director of the Indiana Arts Commission in Indianapolis from 1983 to 1994, consults on cultural and arts initiatives in numerous states, and is widely published.

Schorgl holds Masters of Fine Arts from both Miami University (Ohio) and the University of Iowa, and a Bachelor of Fine Arts from the University of Iowa.

**Burton Sonenstein  
Chief Financial Officer, The Annie E. Casie  
Foundation**

Burton Sonenstein, a long-time executive of nonprofit and corporate organizations, is the chief financial officer of the Annie E. Casey Foundation, a private philanthropy based in Baltimore that supports efforts to assist disadvantaged children and families throughout the nation. Before joining the foundation, Mr. Sonenstein was the founder and chief executive officer of United Insurance Management Co., a Chevy Chase, Md.-based company that provides liability insurance to K-12 schools and colleges and universities.

**Jerry Sue Thornton  
President, Cuyahoga Community College**

Dr. Thornton has been President of Cuyahoga Community College since 1992. During her tenure, the College has reallocated resources, restructured, and embarked on a Total Quality Management initiative. Committed to the College having a strong community focus, Dr. Thornton serves on many boards including the Greater Cleveland Growth Association, National City Bank, Bearings, Inc., the Greater Cleveland Roundtable, The Urban League of Greater Cleveland, United Way Services, the Rock and Roll Hall of Fame and Museum (Cleveland and New York Boards), the Cleveland Bicentennial Commission and the Cleveland Foundation.

Dr. Thornton began her career as a junior high school teacher in Earlington, Kentucky, moved on to Murray High School and then to Triton College in River Grove, Illinois, where she became Dean of Arts and Sciences. In 1985 she became president of Lakewood Community College in White Bear Lake, Minnesota, and continued in that position until coming to Tri-C.

Her educational background includes a Ph.D. from the University of Texas at Austin; study at The Institute for the Management of Lifelong Education, the Harvard Graduate School of Education; she also holds the B.A. and the M.A. from Murray State University in Kentucky

**Eugene P. Trani  
President, Virginia Commonwealth University**

Dr. Eugene P. Trani became president of Virginia Commonwealth University in 1990. He came from the University of Wisconsin System, where he was vice president for academic affairs

and professor of history. One of Dr. Trani's first achievements at VCU was establishing the Community Service Associates Program, which links faculty with the community on projects that can benefit from faculty expertise. Since that time, he has established the School of Engineering, the Virginia Biotechnology Research Park, VCU Life Sciences, and a visionary master site plan leading to the redevelopment of Broad Street – all in partnership with the public and private sectors. Dr. Trani has spearheaded long-range planning for VCU's academic health center, which led in 2000 to the establishment of the Virginia Commonwealth University Health System, a merger of the clinical activities of the Medical College of Virginia Hospitals, MCV Physicians, and VCU's School of Medicine.

Dr. Trani serves on numerous corporate and civic boards in the Richmond area and has held scholarly positions in the United States and abroad, including serving on the Board of Advisors for the Institute for United States Studies at the University of London. From April to June 1998, he was a Fellow at St. John's College in Cambridge, England. A specialist in U.S. foreign affairs, Dr. Trani has co-authored *The First Cold War: The Legacy of Woodrow Wilson in U.S.-Soviet Relations*, to be published this summer by the University of Missouri Press and Olma-Press in Moscow.

His academic and community leadership has been recognized by the Central Richmond Association, the National Association of Community Leadership, the National Conference of Christians and Jews, and the Greater Richmond Technology Council. He served as chair of the Greater Richmond Chamber of Commerce for 1997-98. In September 1998, Virginia Governor Jim Gilmore appointed him to the Governor's Commission on Information Technology.

Dr. Trani is a graduate of the University of Notre Dame and earned the master's and doctoral degrees from Indiana University.

**Hon. David H. Tsubouchi**  
**Chair of Management Board of Cabinet**  
**Minister of Culture, Province of Ontario**

The Honourable David H. Tsubouchi was re-elected to the Ontario Legislature as the Member

of Provincial Parliament for Markham on June 3, 1999. Premier Ernie Eves reappointed Minister Tsubouchi Chair of Management Board of Cabinet in 2002 with the added responsibility of Minister of Culture.

Minister Tsubouchi was Solicitor General of Ontario from 1999 to 2001. In recognition of his commitment to law enforcement, he received a special award from the Police Association of Ontario, an Award of Appreciation from the First Nations Chiefs of Police and from the Ontario Society for the Prevention of Cruelty to Animals. Minister Tsubouchi is also an Honourary Patron of the Gardiner Museum of Ceramic Art, a Recipient of the Queen's Jubilee Medal, and a Director of the P.C. Ontario Fund.

Minister Tsubouchi's academic background includes a B.A. in English from York University and an L.L.B. from the Osgoode Hall Law School.

**Terry R. White**  
**President and CEO, The MetroHealth System**

Terry R. White joined The MetroHealth System in 1994, and as its top executive is responsible for directing all operational activities of one of the largest, most comprehensive and integrated health care providers in Ohio. MetroHealth has a strong community health mission as evidenced by its being the number one charity care and Medicaid provider in the State of Ohio.

Mr. White's career in health care spans more than 30 years. Before joining MetroHealth, he served as chief executive officer and director of the University of Cincinnati Hospital for three years. From 1986 to 1991, he was executive vice president and then senior executive vice president at University Hospitals of Cleveland. Prior to his service there, he served as president and chief executive officer of Lutheran Medical Center from 1974 to 1986. Before coming to Lutheran, he spent almost seven years as administrator of South Side Hospital, a unit of the Youngstown Hospital Association.

Active in the greater Cleveland community, Mr. White's affiliations include Leadership Cleveland, the Boy Scouts of America, the Salvation Army and Bay Presbyterian Church. Professionally, he is a member of the Ohio Hospital Association (Board Chair 1998), American Hospital Association

(member in the House of Delegates and Regional Policy Board), American College of Hospital Administrators (FACHE), American Academy of Medical Administrators and Greater Cleveland Hospital Association.

A graduate of Ohio University with a bachelor's degree in liberal arts, Mr. White also earned the M.B.A. from Xavier University's Graduate Program in Health and Hospital Administration.

Chancellor Wrighton earned the B.S. degree from Florida State University, and the Ph.D. from California Institute of Technology.

**Mark Stephen Wrighton**  
**Chancellor, Washington University in St. Louis**

Dr. Mark Stephen Wrighton has been Chancellor of Washington University in St. Louis since 1995. Prior to coming to Washington University, he was Provost of Massachusetts Institute of Technology from 1990-1995. From 1972-1990, he held chemistry professorships at M.I.T. From 1981 until 1989, he held the Frederick G. Keyes Chair in Chemistry, and in 1989 he was appointed the first holder of the Ciba-Geigy Chair in Chemistry. He was Head of the Department of Chemistry from 1987-1990.

Chancellor Wrighton is the author or co-author of more than 400 articles published in professional and scholarly journals, and he holds 14 patents. He has lectured widely on his research work and has given more than 40 named lectureships at distinguished colleges and universities in the United States and other countries. He received an Honorary Doctor of Science Degree from the University of West Florida in 1983 and the Distinguished Alumni Award from California Institute of Technology in 1992.

He currently serves as a member of the Boards of Directors of the Cabot Corporation, Helix Technology Corporation, Ionics, Inc., and OIS Optical Imaging Systems, Inc. He is also a member of the Corporation of Draper Laboratory. In St. Louis, he is a trustee of the Missouri Botanical Garden, the St. Louis Symphony, the St. Louis Art Museum, the St. Louis Science Center and the Mary Institute and St. Louis Country Day School, a director of the United Way, and an *ex officio* member of Civic Progress and the Board of Directors of the Regional Commerce and Growth Association.



## Registered Colloquium Attendees

Affiliation and home city shown as provided during the registration process. All attendees identified with Case Western Reserve University are Cleveland area residents unless otherwise noted.

David Abbott President, University Circle, Inc. Cleveland	John Anoliefo Director, Famicos Foundation Cleveland	John E. Barnes International Affairs Liaison City of Cleveland
Marc Abraham	Mohsen Anvari Dean, Weatherhead School of Management Case Western Reserve University	Richard Barrett
Susan Abramof Sergio's Cleveland	Timothy Armbruster President and CEO, The Goldseker Foundation Baltimore, Maryland	Kenneth A. Basch Vice President for Campus Planning and Operations Case Western Reserve University
Sergio Abramof Sergio's Cleveland		Kay Bassett Worcester, Massachusetts
Robert Adamus	Meri Armour	Greg Bassett Lecturer in Music Case Western Reserve University
Stanley Adelstein Cleveland	Larry Arnold	
Hope Adelstein Cleveland	Kathy Augustine need	John Bassett President, Clark University Worcester, Massachusetts
Mary Ahern	Sarah Austin Trustee, Case Western Reserve University Earlsville, Virginia	Dorothy Baunach Deputy Director, Cleveland Tomorrow Cleveland
Joan Ainsworth Assistant Dean for Development and Alumni Relations, College of Arts and Sciences Case Western Reserve University	William Ayars William Ayars and Associate	Robert Baxter Edison BioTechnology Center Cleveland
Dick Ainsworth Cleveland	Brian Bacher	
Bruce Alexander Vice President for New Haven and State Affairs, Yale University New Haven, Connecticut	Liz Bailey	Richard E. Baznik Vice President for Community and Government Relations Case Western Reserve University
	Margaret Bakale	
Lynne Alfred	Mitchell Balk Executive Director, The Mt. Sinai Health Care Foundation Cleveland	Ronald Beach
Ann Allard	Malvin Bank Partner, Thompson Hine LLP Cleveland	Jennifer Beargie
Marva Allen-Murrell		Ruth Begun
Donna B. Anderson	Gerald Barna Acting Deputy Director, NASA Glenn Research Center Cleveland	Stephen Behm Biomec, Inc. Cleveland
Ruth Anderson Professor Emerita of Nursing Case Western Reserve University		Gina Beim

William Beisel The University of Akron Akron, Ohio	Evelyn Bonder	William Bruner, M.D. Trustee, Case Western Reserve University University Ophthalmology Associates, Inc. Cleveland
Diane Bell	Rev. Catherine G. Borchert Doctoral Student in History Case Western Reserve University	Richard Brysacz
Nathan A. Berger, M.D. Director, Center for Science, Health, and Society Case Western Reserve University	John Borthwick	Chris Bush
Sosamma Berger, M.D. Assistant Professor of Hematology/Oncology Case Western Reserve University	Janice Bowdler	William Buss
Michael Bidwell	William Bowen Executive Director, Case Alumni Association Case Western Reserve University	Barbara Byrd-Bennett Chief Executive Officer, Cleveland Municipal School District Cleveland
Dante Biello Retired Vice President, Cuyahoga Community College Cleveland	Marilyn Brandt	Phil Calabrese Thompson Hine LLP Cleveland
Jeanne Biello Cleveland	Raymond Brandt	Ann Calkins Cleveland
Timothy Biro Ohio Innovation Fund	Paul Brickner	Hugh Calkins Cleveland
Paul Blake	Robert Briggs Executive Director, GAR Foundation Akron, Ohio	Roy Call
John Bodak	Matthew Brinn	Hon. Jane L. Campbell Mayor, City of Cleveland
Richard Bogomolny Chairman and CEO, First National Supermarkets Cleveland	Hon. Patricia Britt Member, Cleveland City Council Field Service Specialist, Mandel School of Applied Social Sciences Case Western Reserve University	Rev. Joan Brown Campbell Director of Religion The Chatauqua Institution
Jerry Bohinc	Carol Broadbent	Kathleen Canda
Philip Bolton Agio Press, Inc. Atlanta, Georgia	William Brody President, Johns Hopkins University Baltimore, Maryland	James Caradonio Superintendent Worcester (Mass.) Public Schools
Charles P. Bolton Chairman of the Board of Trustees, Case Western Reserve University Chairman of the Board, Brittany Corporation Cleveland	Richard Browdie	Cynthia Carlin
Julia Bolton Cleveland	Bob Brown Assistant Director of Planning City of Cleveland	Matt Carroll Acting Health Director City of Cleveland
Josef Bomback	Marlene Brown	Catherine Carter
	Robert Brownlee Alumnus	Carol Cartwright President, Kent State University Kent, Ohio
	Pamela Brownlee	
	Erwin Bruder Prim Capital Corporation	

Theodore J. Castele, M.D. Trustee, Case Western Reserve University Cleveland	Diane Coleman Cypress Research Cleveland	Aurelia Crews Cisco
Mary Cavicchi	Stacy Condon Cleveland Tomorrow Cleveland	Nancy Cronin Cleveland
Paul Cevasco		Herbert Crowther
Subodh Chandra Law Director City of Cleveland	Daniel Connell	Kathleen Crowther Cleveland Restoration Society Cleveland
K. Laurence Chang Professor Emeritus of Economics Case Western Reserve University	Christopher Connor Chairman & CEO, The Sherwin- Williams Company Cleveland	Timothy Cunningham
Thomas Chema The Gateway Group Cleveland	James P. Conway Associate Vice President Emeritus Case Western Reserve University	Pam Cunningham
Larry Christman President, Association of Independent Colleges and Universities of Ohio Columbus, Ohio	James Cookinham President, NEOSA Cleveland	Timothy Curtiss
Al Christoph	Grovsie Cooley	Susan Curtiss
Roderich Chu Chancellor, Ohio Board of Regents Columbus, Ohio	Hon. Colleen Conway Cooney Cuyahoga County Court of Common Pleas Cleveland	Constance Curtiss, M.D.
Carol Chumney	Debbie Corbets	William Cushwa Alumnus Granger, Indiana
Marjorie Ann Ciarlillo Cleveland	Mark E. Coticchia Vice President for Research & Technology Management Case Western Reserve University	Anna Jean Cushwa
Leo Cifelli	James Coutts	Bruce Danford Staff, Ohio General Assembly Columbus, Ohio
Shasta Clark CrainTech.com Cleveland	Dale Cowan	George D'Angelo
Leslie Clarke	Deborah Cowan	Mary D'Angelo
Elizabeth Click	Marjorie Cowen Tulane University New Orleans, Louisiana	Richard Danielson
Christopher Coburn Executive Director, CCF Innovations, The Cleveland Clinic Foundation Cleveland	Darrell Cox Chairman	Paula Davidson
	Henry Coyle	M. Murray Davidson Retired Vice President, University Circle, Inc. Cleveland
	Patrick E. Crago Professor and Chairman, Biomedical Engineering Case Western Reserve University	Cheryl Davis Greater Cleveland Growth Association Cleveland
		Lorelei Davis
		Virginia Dawson History Enterprises Cleveland

Joanne De Marco Vice President, Cleveland Teachers Union Cleveland	Jerry Doyle Deloitte & Touche LLP	Frank Falcione
Rosalie DeBlase	James Draper Diretor of Public Safety City of Cleveland	Lori Faur Fifth Third Bank
John DeFord	John Dubinsky President and CEO, Westmoreland Associates St. Louis, Missouri	Daniel Federman
Linda DeMarco		Betty Federman
David Deming Director, Cleveland Institute of Art Cleveland	Monica Dumitriu Romanova L.L.C. Cleveland	Nanci Ferrante
Anthony Dennis CEO, Edison BioTechnology Center Cleveland	Jennifer Duran	Lee Fisher President, Center for Families & Children Cleveland
Courtney DeOreo University Circle, Inc. Cleveland	Suzette Dutch Senmed Medical Ventures	Kathleen Fitzsimons Cleveland
James DeRosa	William Easterling Community Advisory Council, Case Western Reserve University Cleveland	Nancy Fleming
Jan Devereaux		Archibald Fletcher
Amy Diamant Cleveland	Wilma Easterling Cleveland	Dorothy Fletcher
Michael Diamant Yanowitz & Arnson Co., LPA Cleveland	Dennis Eckart President, Greater Cleveland Growth Association Cleveland	Barbara Flowerman
Morris Dixon	Edward J. Eckart, Jr. Commissioner of EMS City of Cleveland	Janice Focke
Diane Dobrea Calfee, Halter & Griswold LLP Cleveland	George Edwards Executive Director, The Black Trades Council of Ohio, Inc. Cleveland	Joseph Foley Professor Emeritus of Neurology Case Western Reserve University
Marsha Dobrzynski		Allen Ford Trustee, Case Western Reserve University Cleveland
Pamela Docherty Calfee, Halter & Griswold LLP	Bernice Eisenberg	Melissa Freilino
Barry Doggett Cleveland Tomorrow Cleveland	Jeremy Elliott	Joseph Frolik Associate Editor, <i>The Plain Dealer</i> Cleveland
Ann Dolan	Malcolm Elsoffer	Gwendolyn Fuller
Albert Dolan	Louise Elsoffer	Jane Fumich Director of Aging City of Cleveland
James D'Orazio	Lillian Emmons	Margaret Garbincus
	Debra Ernsberger	John Gardner
	Rob Evans	Anne Gardner

Thomas Garvey	Suzanne Gold	Armin Guggenheim
Victor Gelb Victor Gelb, Inc. Cleveland	Margaret Gold	Charlotte Guggenheim
Martin Gelfand	Jerold S. Goldberg Dean, School of Dentistry; Interim Dean, School of Medicine Case Western Reserve University	John Gustat University Circle, Inc. Cleveland
Martha Gelfand	Lev Gonick Vice President for Information Technology Services & Chief Information Officer Case Western Reserve University	Angel Guzman Chief Executive Officer, Hispanic Business Association Cleveland
Kevin G. Gerrity Chief, Division of Fire City of Cleveland	Lynnette Goodman	Henry Guzman City of Cleveland
James Gibans HGF, Incorporated Cleveland	William Gordon Professor Emeritus of Physics Case Western Reserve University	Peter Hackett Director, Cleveland Playhouse Cleveland
Nina Gibans Cleveland State University Cleveland	Jean Gordon	Gladys Haddad Director, Western Reserve Studies Program Case Western Reserve University
Pamela Gill	Harriet Gould	Elaine G. Hadden Trustee, Case Western Reserve University Cleveland
Grover Cleveland Gilmore Dean, Mandel School of Applied Social Sciences Case Western Reserve University	William Gould	Jan Hagesfeld-Bohinc Alzheimer's Association
Linda Gilmore Cleveland State University Cleveland	Robert Graham	Joseph Hahn Chairman, CCF Innovations, The Cleveland Clinic Foundation Cleveland
Thomas Gilmore	Helen Graham	Janice Hammond
Nan Gisser	Jerome Gratry	Robert Hanson
Celeste Glasgow Press Secretary, Mayor's Office City of Cleveland	Alvin Gray	M. Harlan J.M. Smucker Company
Daniel Glasson Cleveland	Luanne Greene Ayers/Saint/Gross	Jim Haviland
Pamela Gleisser Cleveland	Nancy Griffith	Anne Hawk
Brian Gleisser Executive Director, Miles Ahead, Inc. Cleveland	Louise Grip	Shirley Hawk Former Member, Ohio Board of Education Cleveland
Thomas Goecke	Adam Gross Ayers/Saint/Gross Baltimore, Maryland	Grace Hays
Bernard Gold	Rhonda Gross Executive Vice President and Chief Operating Officer Case Western Reserve University	
	Brent Grover	
	Candace Grover	
	Graham Grund	

Mary Hellerstein	Edward M. Hundert, M.D. President, Case Western Reserve University	Thomas Jackson President, University of Rochester Rochester, New York
Bettyann Helms		
Wade Farley Helms	Irwin Hundert	Joy Jacobs
Tim Hennessy Deputy Chief, Cleveland Police City of Cleveland	Murray Hundert	Sue James
	Hazel Hundert	Craig James CatalystStrategies Cleveland
Kathryn Hexler	Rose Hundert	
Charles Hickman Executive Director, Northeast Ohio Council on Higher Education Cleveland	Mary Hundert Case Western Reserve University	Erik Janas Intergovernmental Affairs Officer
	David Hunt Trustee, Case Western Reserve University	Dolores Janca
Jane Hill	Chairman, Project Return, Inc. New Orleans, Louisiana	Nancy Johnson, M.D. Cleveland
Edith Hirsch		Gwendolyn Johnson Former Associate Dean for Student Affairs Case Western Reserve University
Iris Hollander-November	Patricia Hunt Hathaway Brown School Cleveland	
Peter Holmes Cleveland	Jennie Hwang Trustee, Case Western Reserve University	Hon. William Johnson Mayor, City of Rochester (New York)
Mary Holmes Cleveland	President, H-Technologies Group, Inc. Cleveland	Adrienne Lash Jones Associate Professor Emerita of African-American Studies, Oberlin College Cleveland
Mark Honeycutt		
Elaine Hopkins Cleveland	Angela Ifill	
Chloe Hopson	Judy Ilcin	L. Morris Jones, M.D.
Ralph I. Horwitz, M.D. Vice President for Medical Affairs and Dean, School of Medicine Case Western Reserve University	Frank Ilcin Cleveland	Allen Judd
	Scott Inkley, M.D. Professor Emeritus of Medicine Case Western Reserve University	Maria Jukic
Sarah Horwitz Cleveland	Mayor, Village of Hunting Valley (Ohio)	Henri Junod, Jr.
Linda M. Hudecek Director of Community Development City of Cleveland	Yvette Ittu Cleveland Tomorrow Cleveland	Stephen Kaiser Kaiser Associates
Geraldine Hull	James Izanec	Richard Karberg Cuyahoga Community College Cleveland
		Joanne Kaufman
Dorothy Humel Hovorka Honorary Trustee, Case Western Reserve University Cleveland	Yen Izanec	Marie Kaufmann
	Robert Jackimowicz Cleveland City Council City of Cleveland	

Joseph Keithley  
Trustee, Case Western Reserve  
University  
CEO, Keithley Instruments, Inc.  
Cleveland

Nancy Keithley  
Cleveland

Douglas Kelly

Alberta Kelvie  
Alumna, Case Western Reserve  
University  
Hudson, Ohio

Benjamin Kendrick  
Executive Director, Marcy-  
Newberry Association  
Chicago, Illinois

John Kennell, M.D.  
Professor Emeritus of Pediatrics  
Case Western Reserve University

Margaret Kennell  
Cleveland

Joyce Kessler

Walter Kim  
NASA

Hilda Kisella

Jack Kleinhenz  
Greater Cleveland Growth  
Association  
Cleveland

S. Lee Kohrman  
President, David & Inez Myers  
Foundation  
Cleveland

Margery Kohrman

Lenore Kola  
Dean of Graduate Studies  
Case Western Reserve University

Mary Ellen Kollar  
Cleveland Public Library  
Cleveland

Michael Konicek  
Director of Public Utilities  
City of Cleveland

Gerald Korngold  
Professor and Dean, School of Law  
Case Western Reserve University

Jason Korosec

Norman Kozokoff

Phyllis Kozokoff

Deborah Krejsa

Jonalyn Krupka  
Secretary, Civil Service Commission

Kenneth Kutina  
Vice President Emeritus for  
Institutional Planning  
Case Western Reserve University

Judith J. Kutina  
Cleveland

William Laidlaw  
Former Dean, Weatherhead School  
of Management  
Case Western Reserve University

Donna Laidlaw  
Director of Real Estate  
University Circle, Inc.

Anthony Lang

Ann Lang  
CEO's for Cities

Susan LaPine

Hal LaPine

John Lauer  
Cleveland

Edith Lauer  
Trustee, Case Western Reserve  
University  
Cleveland

Charles Lawrence

Christine Lawrence

Ron Ledin

Benson Lee  
President, Technology Management,  
Inc.  
Cleveland

Vicki Lee  
Cleveland

Irving Lefkowitz  
Professor Emeritus of Systems  
Engineering  
Case Western Reserve University

Madelyn Lefkowitz  
Cleveland

L. Douglas Lenkoski, M.D.  
Professor Emeritus of Psychiatry  
Case Western Reserve University

Edith Lerner  
Associate Professor of Nutrition  
Chair, Faculty Senate  
Case Western Reserve University

Paul Levin

Richard Levin  
President, Yale University  
New Haven, Connecticut

Matthew Levy

Ruth Levy

Miyoshi Levy

Jerome Lewandowski  
Lewandowski & Associates

John F. Lewis  
Trustee, Case Western Reserve  
University  
Partner, Squire, Sanders & Dempsey  
Cleveland

Cathy M. Lewis  
Chair of the Board of Trustees, The  
Cleveland Foundation  
Cleveland

Belle Likover  
Cleveland

Daniel Linsalata	Joel Makee University Attorney Case Western Reserve University	Douglas Mayers
Jocelyne Linsalata		Nancy McAfee
Frank Linsalata Trustee, Case Western Reserve University CEO, Linsalata Capital Partners Cleveland	John Makley	Stan McBee
	Kathryn Makley	Hon. Rudolph McCollum Mayor, City of Richmond, Virginia
	Diane Malarik	Tanja McCoy-Stewart
Steven Litt Art and Architecture Critic, <i>The Plain Dealer</i> Cleveland	Phyllis Mancino	Rasheryl McCreary
	Bridget Manke	Lolita McDavid Associate Professor of Pediatrics Case Western Reserve University
Pearl Livingstone	Arlene Mann	
Kurt Loebel	Sylvia Manning Chancellor, University of Illinois at Chicago	David M. McGuirk Chief Operating Officer City of Cleveland
Ingrid Loebel	Chicago, Illinois	
Jeanne Longmuir Calfee, Halter & Griswold LLP	Richard Manuel	Theodore McKinley
	Tina Mares-Siemen	Paula McNichols
Al Lopez Hispanic Program Coordinator Cuyahoga Community College Cleveland	Lorna Marsden President, York University Toronto, Ontario Canada	Gerald McNichols
		Harold McRae Trustee, Case Western Reserve University Chicago, Illinois
Charles P. Lucas Chairman, Board of Trustees, The Greater Cleveland Chapter of the NAACP Cleveland	David C. Marsh	
	T Martin	Jack Melody
	Elizabeth Martin	Jennifer Merritt
Susan Luria	Joan Mason	Martin Michaelson Partner, Hogan & Hartson Washington, D.C.
Annette Lusher	John Massie	
Michael Luton Cleveland	Stephen Matas	Charlotte Miller
Alex Machaskee President & Publisher, <i>The Plain Dealer</i> Cleveland	Giedra Matas	Mary Miller
	Janet Mattox The Research Institute at University Hospitals	Robert Miller Director, Generation Foundation Cleveland
Sarah Mack NAACP	Melodie Mayberry-Stewart Chief Technology Officer City of Cleveland	Kathy Miller
Michael David Macko		David Miller Associate Professor of Social Work Case Western Reserve University
William Madar Former CEO, Nordson Corporation Cleveland	Ruth Schwartz Mayers Washington University in St. Louis St. Louis, Missouri	



Genevieve Miller Associate Professor Emerita of the History of Science Case Western Reserve University	Lindsay Morgenthaler Honorary Trustee, Case Western Reserve University Cleveland	Janet Narten Eva L. and Joseph M. Bruening Foundation Cleveland
Werner Minshall Minshall Stewart Properties Cleveland	David Morgenthaler Morgenthaler Ventures Cleveland	Clyde Nash  Deborah Nash
Steven Minter President and Executive Director, The Cleveland Foundation Alumnus Cleveland	Mario Morino Trustee, Case Western Reserve University Chairman, The Morino Institute Cleveland	Ronald Neill  Rachel Nelson Cleveland  Douglas Nelson President. The Annie E. Casey Foundation Baltimore, Maryland
Dolly Minter Cleveland	John Morley Trustee, Case Western Reserve University President, Evergreen Ventures, Ltd. Cleveland	Raymond Nelson The Andrews School Mentor, Ohio
Patricia Mintz Cuyahoga Community College	Sally Morley Cleveland	Mimi Nelson
Dorothy Mitchell	Milton Moss	Mark Nezam
Elizabeth Mohlar	Gregg Mossberger	Glenn Nicholls Vice President for Student Affairs Case Western Reserve University
John Mohlar	Linda Mottaz	Tracey Nichols
John C. Mok Director of Port Control City of Cleveland	Tim Mueller Chief Development Officer City of Cleveland	Joan Nist
Thomas Moloney	Kay Muller ATC	Linda Noelker
Vicki Montague	Patrick Mullin Office Managing Partner, Deloitte & Touche Foundation Cleveland	Eric Nord Retired CEO, Nordson Corporation Oberlin, Ohio
William Montague Director, Louis Stokes VA Medical Center Cleveland	Auxilia Chideme Munodawafa	Jane Nord Oberlin, Ohio
Judy Montfort	Sylvia Munodawafa	Mort November
Edward Moore Calfee, Halter & Griswold, LLP	Cynthia Murphy	Karen Hundert Novick
Kimberley Moore	Brian Murphy	Alan Novick
Lana Moresky Cleveland	Jonathan Murray Early Stage Partners Cleveland	Oddvar Nygaard Professor Emeritus of Radiology Case Western Reserve University
Amy Morgenstern Cleveland	Marsha Nall	

Tom O'Hara Managing Editor, <i>The Plain Dealer</i> Cleveland	Jim Petras	Stephen Rajki University Architect Case Western Reserve University
Brenda Olcott	John Phillips Assistant University Attorney Case Western Reserve University	Clay Rankin Sycamore Partners, LLC Cleveland
Tom Olcott	John Pickens Alumitech of Cleveland, inc.	Beth Rankin
Chloe Oldenburg Cleveland	Frances Pickett	Denise Reading
Ron Orr	Loretta Pierce	Leonard Redon
Nancy Osgood Director of Marketing for Executive Education, Weatherhead School of Management Case Western Reserve University	Raymond C. Pierce Partner, Baker & Hostetler LLP Cleveland	Mildred Redon
Dennis Osgood	Sasi Pillay Chief Information Officer, NASA Glenn Research Center Cleveland	Julie Rehm Battelle Ventures Cleveland
Patti Paddock	Richard Pogue Trustee, Case Western Reserve University Senior Advisor, Dix & Eaton Cleveland	Katherine Lee Reid Director, Cleveland Museum of Art Cleveland
Laura Palinkas Assistant Director of Public Safety City of Cleveland	Marvin Pozdol	Carolynn Reid-Wallace President, Fisk University Nashville, Tennessee
A. George Palmer	Charleyse Pratt	Carol Renner Trustee, Case Western Reserve University Cleveland
Yoh-Han Pao Distinguished Professor Emeritus of Engineering Case Western Reserve University	Edward Pressman	Anthony Rescigno President, Grater New Haven Chamber of Commerce Executive Director, Regional Leadership Council New Haven, Connecticut
Leah Pappas Partner, Calfee, Halter & Griswold LLP Columbus, Ohio	Hon. Bill Purcell Mayor, City of Nashville, Tennessee	Mark W. Ricchiuto Director of Public Service City of Cleveland
Cheryl Patterson	Pat Purdy Program Manager, Community Relations Board City of Cleveland	Donna Richardson Aventor
David Pauer	Agnar Pytte President Emeritus Case Western Reserve University Etna, New Hampshire	Dwight Robinson
Robin A. Penca National Association of Women Business Owners	Anah Pytte Etna, New Hampshire	Keith Robinson Associate Professor Emeritus of Physics Case Western Reserve University
Timothy Peppard Chief of Police, University Circle, Inc. Cleveland	Susan Raia Hewitt Associates, LLC	
Kevin Peterca	Joyce Rajki Cleveland	
Jim Petras		

Margaret Robinson Dean, Undergraduate Studies Case Western Reserve University	Hossein Sadid Vice President for Finance and Administration and Controller Case Western Reserve University	Theodore Schroeder  Dana Schroeder
Larry Robinson Robinson Investment Company Cleveland	Victor George Sandorf  Busara Sauda	Joel Schwartz  Sandra Schwartz Regional Director, National Conference for Community and Justice Cleveland
Barbara Robinson Chair Emerita, Ohio Arts Council Cleveland	James Saunders  Samuel Savin Dean, College of Arts and Sciences Case Western Reserve University	Richard Schwarz Cleveland
Elaine Rocker Cleveland	Robert Savinell Dean, Case School of Engineering Case Western Reserve University	Wynell Schweitzer  Don Scipione Acme Express, Inc.
Joseph Roman Executive Director, Cleveland Tomorrow Cleveland	Raymond T. Sawyer Sawyer LLC Cleveland	Charles Scott  Suzanne Scott
Eduardo A. Romero Director of Personnel & Human Resources City of Cleveland	Joseph Scaminace President, COO & Director, Sherwin-Williams Company Cleveland	Jean Seaton  Robert Seaton Retired President, Planned Giving Systems
Chris Ronayne Director of Planning City of Cleveland	Joan Schattinger	
H Rorimer	Ralph Schey Cleveland	David Seed
Eleanor Rose	Gail Schlang	William Seelbach NACCO Industries Cleveland
Wendy Rosett	A. Benedict Schneider, M.D., Associate Clinical Professor Emeritus of Medicine Case Western Reserve University	Benjamin Segall Professor Emeritus of Physics Case Western Reserve University
Robert Ross	Peter Schofield	Annette Segall Cleveland
Hon. Beryl Rothschild Mayor, City of University Heights, Ohio	Alan Schonberg	Thomas Seitz
Fred Rothstein, M.D. Interim CEO, University Hospital Health Systems Cleveland	Thomas Schorgl President and CEO, Community Partnership for Arts and Culture Cleveland	Nancy Seitz  Julian Sevryn
Marian Rubin	Alvin Schorr Leonard W. Mayo Professor Emeritus of Family and Child Welfare Case Western Reserve University	Leah Shaikh  Robert Shakno Jewish Family Services Association Cleveland
Larry Rudawsky President, University Alumni Association Case Western Reserve University	Ann Schorr	

Jerome Sheehan Director of Government Relations, John Carroll University University Hts., Ohio	Katherine Smith	Stephen Strnisha Deputy Director, Cleveland Tomorrow Cleveland
John Sherwin President, Sherwick Fund Cleveland	Helen Smith	David Sweet President, Youngstown State University Youngstown, Ohio
Clara Sherwin	Agnes Smith	Patricia Sweet Youngstown, Ohio
David Shriver	Hon. Shirley Smith Ohio House of Representatives Cleveland	Seth Taft Jones, Day Cleveland, Ohio
Susan Shurin, M.D. Vice President of the Corporation Case Western Reserve University	William Smith	Frances Taft Cleveland Institute of Art Cleveland
Henrietta Silberger	Marcia Snavelly	Rick Taft Cleveland
Martin Silverman	Bettie Sogor Edison BioTechnology Center Cleveland	Ted Takacs
Sheila Silverman	Bill Sorensen Executive Director, Foundry Educational Foundation	Craig A. Tame Chief Health & Public Safety Officer City of Cleveland
Robert Simha Professor Emeritus of Manromolecular Science Case Western Reserve University	Donald Southam	Pauline Tarver Executove Director, Greater Cleveland Chapter of the NAACP Cleveland
Marjorie Simon	Gloria Southam	Anne Taylor
Dwayne Simpson	John Spooner	Kenya Taylor Director of Consumer Affairs
Steven Sims Director of Economic Development City of Cleveland	Claire Spooner	Eddie Taylor Integrated Consulting Svcs, Ltd.
Lynn T. Singer Deputy Provost and Vice President for Academic Programs Case Western Reserve University	Dan Stahura Vice President for Finance, University Circle, Inc. Cleveland	Jennifer Thomas Cleveland Clicks Cleveland
Karen Skunta Karen Skunta & Company Cleveland	R. Thomas Stanton Chairman f the Board, University Circle, Inc. Managing Partner, Squire, Sanders & Dempsey Cleveland	Paul Thompson
Shelia Slempp	Ben Stefanski Cleveland	Chris Thompson CrainTech.com Cleveland
Deborah C. Small	Thomas Steindler	
Maurice Small	Walter Stinson Cleveland	
Barry Smernoff	Mrs. Walter Stinson Cleveland	
Nicholas Smilanich	Lynn Strauch	
Gavin Smith	Thomas Strauch	

Jerry Sue Thornton President, Cuyahoga Community College Cleveland	Ralph Tyler	Richard Watson Trustee, Case Western Reserve University President and Managing Partner, Spieth Bell McCurdy & Newell Co. Cleveland
Terrance Toohig	JoAnn Uhlik Director, Innovation and Competitiveness	Susan Weaver Lindner, Weaver, Crane & Brondou
Daniel Tosteson, M.D. Harvard Medical School Boston, Massachusetts	Christina Vacca	Lisa Weitzman
Marjorie Townsend Cleveland	Russell Valentine	Carol Weitzner
Eugene Trani President, Virginia Commonwealth University Richmond, Virginia	Marilyn Vance	Charles Weller
Jocelyn Travis	Denise VanLeer Community Development Director, Fairfax Renaissance Development Corporation Cleveland	Lucy Weller
James Treleaven, Ph.D.	Mitzie Verne Cleveland	William Wendling Cleveland
Robert Tschannen	Les Vinney President, CEO & Director, Steris Corporation Mentor, Ohio	Wilma Werstler
June Tschannen	Victor Voinovich Victor S. Voinovich Company Cleveland	Richard Werstler
Peter Tsivitse Cleveland	Daryl Walker	Sally Wertheim
Marilyn Tsivitse Cleveland	Eileen Walsh	Stanley Wertheim
Hon. David Tsubuchi Chair, Management Board of Cabinet Minister of Culture, Province of Ontario Toronto, Ontario Canada	Janet Ward	William West Cleveland
Hon. Stephanie Tubbs Jones (D-11) U. S. House of Representatives Washington, D.C., and Cleveland	Russell Warren Trustee, Case Western Reserve University President and Chief Executive Officer, The TransAction Group Cleveland	Ron White City of Independence, Ohio
Memphis Tufts	James Warring Osborn Architects and Engineers	Donna Whyte Assistant Vice President
Rosemary Tufts	David Warshawsky	Debra Wiener
Dorothy Turick	Lee Warshawsky	Carol Willen Mandel Center for Nonprofit Organizations Case Western Reserve University
Monica Turoczy Northeast Ohio Council of Higher Education Cleveland	Judy Watson Cleveland	Patricia Wilson
		Gregory Wilson Kent State University Kent, Ohio
		Ruth Winslow

Lorna Wisham  
Director of Community Relations  
City of Cleveland

Curtis Witchey

Nelson Wittenmyer

Daniel Wolnik

Pierrette Woodford

Lynne Woodman

Mark Wrighton  
Chancellor and Professor of  
Chemistry, Washington  
University in St. Louis  
St. Louis, Missouri

May Wykle  
Dean of the Frances Payne Bolton  
School of Nursing  
Case Western Reserve University

Alice Wyner

Bennett Yanowitz  
Kahn, Kleinman, Yanowitz &  
Arnson  
Cleveland

Melodie Yates

Ronald Zabransky

Andrew Zashin

Marcia Zashin

Thomas Zenty  
President and CEO, University  
Hospitals Health System  
Cleveland

Thea Zimmerman

Pen Zimmerman

Richard Zimmerman  
ZZ Design, Inc.

Armando Zubizarreta  
Professor Emeritus of Spanish and  
Comparative Literature  
Case Western Reserve University

Judith Zubizarreta

James Zull  
Professor of Biology  
Director, University Center for  
Innovation in Teaching and  
Education  
Case Western Reserve University