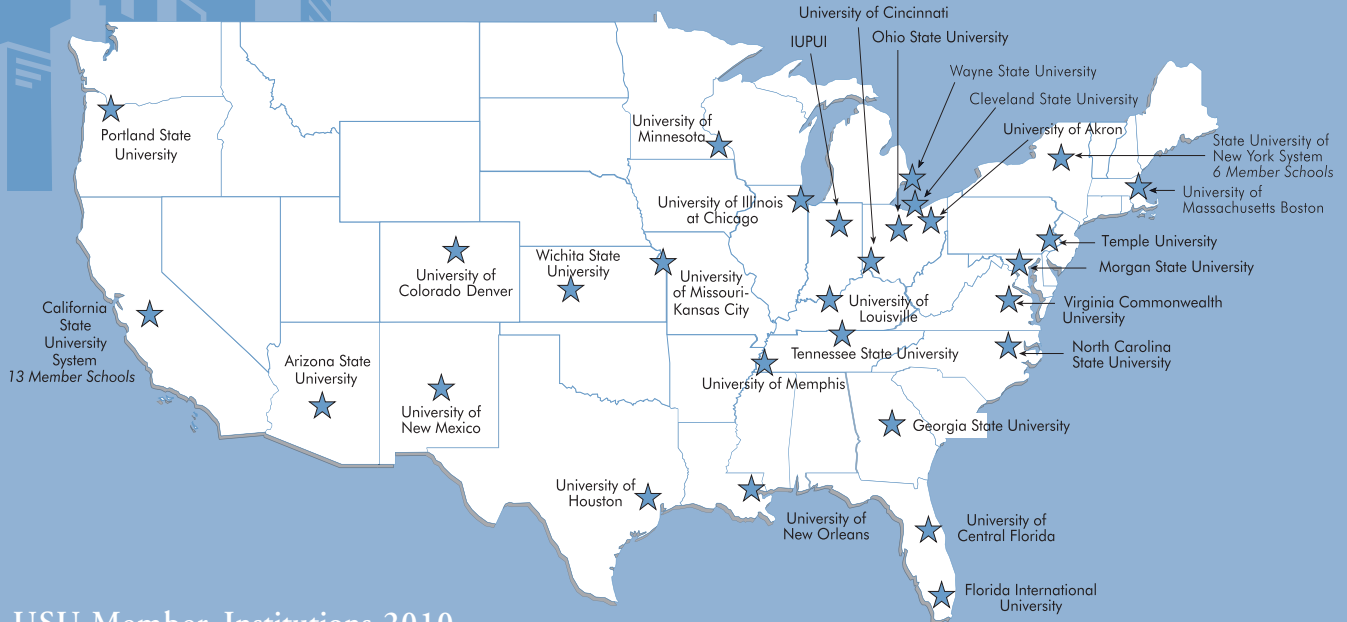


URBAN UNIVERSITIES:  
Anchors Generating  
Prosperity for  
America's Cities



USU

Coalition of  
Urban Serving Universities



**USU Member Institutions 2010**

Arizona State University

California State University (13 Member Schools)

California State Polytechnic University, Pomona

California State University, Dominguez Hills

California State University, East Bay

California State University, Fresno

California State University, Fullerton

California State University, Long Beach

California State University, Los Angeles

California State University, Northridge

California State University, Sacramento

California State University, San Bernardino

San Diego State University

San Francisco State University

San José State University

Cleveland State University

Florida International University

Georgia State University

Indiana University-Purdue University Indianapolis

Morgan State University

North Carolina State University

The Ohio State University

Portland State University

The State University of New York System (6 Member Schools)

University of Albany – SUNY

University at Buffalo – SUNY

Stony Brook University – SUNY

SUNY College of Environmental Science and Forestry

SUNY Downstate Medical Center

SUNY Upstate Medical University

Temple University

Tennessee State University

University of Akron

University of Central Florida

University of Cincinnati

University of Colorado Denver

University of Houston

University of Illinois at Chicago

University of Louisville

University of Massachusetts Boston

University of Memphis

University of Minnesota

University of Missouri - Kansas City

University of New Mexico

University of New Orleans

Virginia Commonwealth University

Wayne State University

Wichita State University



## PREFACE

The Coalition of Urban Serving Universities (USU) is a national network of 46 public urban research universities that represent all regions of the country. The organization is led by presidents and chancellors of USU institutions. The Coalition's aim is to create an agenda for the nation that recognizes and supports urban universities and their city partners in helping to build a stronger America in three initial areas:

- The *Education Pipeline/Urban Educator Corps* - to improve the quality and quantity of urban teachers and implement evidence-based “cradle-to-career” education partnerships
- The *Urban Health Initiative* - to increase the number, diversity, and competence of the health workforce and reduce health disparities in urban communities
- The *Strengthening Communities Initiative* - to revitalize neighborhoods, build community capacity, and strengthen regional economies

This document is the product of the Strengthening Communities Initiative. Members of the Steering Committee include: Sheila Martin, David Cox, David Perry, Debra Friedman, Geoff Maruyama, and Ken Stapleton.

As co-chairs of the Strengthening Community Steering Committee, we are proud to present this report to our USU colleagues and the broader university community as well as policy analysts and members of Congress. We have come a long way in the past five years in understanding the qualities of effective partnerships, in sharing ideas, and in implementing what works.

We are especially proud to report that the work of all three of the areas mentioned above and the diligence of the universities in making our case in Washington to the administration and the Congress has led to the introduction of the Urban University Renaissance Act of the 21st Century (UURA) by Oregon Congressman David Wu. The bill is a clear recognition of the important role and responsibility of the urban university in America's future.

Sincerely,



Wim Wiewel, Ph.D.  
President, Portland State University  
Co-Chair, Strengthening Communities  
Steering Committee, USU



Luis Proenza, Ph.D.  
President, University of Akron  
Co-Chair, Strengthening Communities  
Steering Committee, USU



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## LEADERSHIP TESTIMONIALS

*“Urban areas face many challenges and opportunities... Urban universities are distinctly positioned with a broad range of skills and resources – intellectual, human, technological, and social – to engage in these issues. A federal investment in urban universities will scale up innovative efforts around education, neighborhood revitalization, economic development, and health to provide a greater national impact on strengthening metropolitan prosperity.”*

Nancy L. Zimpher, Chair,  
Coalition of Urban Serving Universities  
Chancellor, State University of New York

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*“A core mission of urban universities is to build sustainable communities...we understand that it is only by supporting partnerships with local businesses, nonprofits, and K-12 that we can achieve our mission.”*

Wim Wiewel, President, Portland State University  
Co-Chair, Strengthening Communities  
Steering Committee, USU

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*“While we face many challenges in Oregon and around the nation, none is more urgent right now than the recovery of our economy and getting people back to work. Urban universities can serve as the heart of economic renewal by sharing their skills and resources with communities that surround them.”*

-U.S. Rep. David Wu, D-Ore.

*“Institutions of higher education generally are place-based, and this means that the competitive and comparative advantages of universities are inextricably linked to the vitality and sustainability of their surrounding communities.”*

-Luis Proenza, President, University of Akron  
Co-Chair, Strengthening Communities  
Steering Committee, USU

*“We are always looking for opportunities to improve our communities...Support[ing] university partnerships will help us to align those efforts and move more quickly toward a healthier, more prosperous metropolitan region.”*

-Sheila Martin, Director,  
Institute of Portland Metropolitan Studies  
Portland State University

*Urban Universities: Anchors Generating Prosperity for America's Cities* demonstrates the value and power of urban universities. It presents an agenda for institutions and the Federal Government to strengthen institutional contributions to locally targeted policies and programs, all with the goal of improving cities and their metropolitan regions. Urban research universities are an important national asset. They serve as anchors in all of the 100 most populous metropolitan regions in the United States. Their assets – leadership, expertise, capital, land, and resources for innovation – give them unparalleled advantages to help develop our cities and metropolitan areas.





## INTRODUCTION

### Marshalling the Resources to Renew American Prosperity

The nation's political and thought leaders are taking an essential step toward renewed prosperity by turning their focus to our cities. Perceptive observers—including Bruce Katz of the Brookings Institution, author Neil Peirce, and Joe Cortrright, writing for CEOs for Cities<sup>i</sup>—have identified metropolitan regions as the appropriate geographic targets for economic and community development initiatives. Metropolitan areas drive the national economy and provide a reflection of its health. For all of the challenges they face, our metropolitan regions contain most of the nation's population, function as centers of culture and entertainment, offer high-quality places to live and work, and serve as hubs of transportation and economic activity.

Policy makers have come to realize the importance of “anchor institutions” in metropolitan regions. Public and private entities committed to their locations, anchor institutions have dramatic impacts on cities and regions, influencing their identity, culture, and economy. They include universities, hospitals, foundations, cultural institutions, and some corporations.

Recognizing the ties between their own success and that of their regions, many universities have embraced their roles as anchor institutions and assumed greater responsibility for economic and community development. In fact, universities are unique among institutions in the scale and breadth of human, cultural, and economic resources they control, including many of the attributes required for successful economic and community development—leadership, expertise, capital, land, and tools for innovation.

This paper articulates the value and role of urban universities as anchor institutions and engines of metropolitan success. Founded on their long-term commitment to the metropolitan areas they inhabit, the power of urban universities is magnified by strong collaboration with their traditional partners in government and the nonprofit and for-profit sectors. By expanding the number and scope of these broad-based, robust partnerships—supported by targeted federal investment—urban universities can help lead our cities and

metropolitan regions to long-term competitiveness, environmental sustainability, and enduring vitality as healthy, high-quality communities.

*Urban universities  
can help lead our  
cities to long-term  
competitiveness  
and vitality*

# I. OUR CITIES CAN'T WAIT

## Cities Are Best Positioned to Lead Our Nation to Renewed Prosperity

The United States is a metropolitan nation. Cities and their surrounding regions are key building blocks of our society and the nation's economy. Although the largest 100 U.S. metropolitan areas comprise only about 12 percent of the nation's land, they contained 65 percent of its population in 2005, possessed 68 percent of its jobs, and created 75 percent of its gross domestic product.<sup>ii</sup> This concentration is increasing—the 100 largest metropolitan areas generated 76 percent of the nation's population growth from 2000 to 2005.<sup>iii</sup>

As the nation emerges from the worst recession in 50 years, metropolitan regions are critical to rebuilding national prosperity. They contain the majority of assets crucial for future economic growth and quality of life. The nation's innovation assets — research and development (R&D) funding, patent generation, venture capital, and knowledge-economy jobs — are concentrated in these areas. Nearly 70 percent of our nation's research universities are located in the 100 most populous metropolitan regions. They also contain 75 percent of the nation's graduate-degree holders, and their share is growing.<sup>iv</sup> The nation's metropolitan areas function as centers of culture and entertainment, as well as being hubs of innovation and transportation. These assets give metropolitan regions competitive advantages that drive both economic prosperity and quality of life in the United States.

## But Cities Face Significant Challenges

Despite these competitive assets, cities and their metropolitan areas face pressing problems:

*Inadequate education systems.* Many studies have pointed to a severe and deepening shortage of workers in the health professions, the sciences, technology, engineering, and mathematics.<sup>v</sup> These shortages should represent an opportunity for young people to find rewarding, well-paying careers. But the opportunity is squandered because the education system fails to prepare students adequately starting in their early years. For example, the National Center for Education Statistics has documented poor mathematical performance among the nation's fourth- and eighth-grade students.<sup>vi</sup> Many of these students don't progress in their education to pursue these careers. Nationwide, for every ten students who start high school, seven finish on time, four enroll in college, and only two complete a degree on time.<sup>vii</sup> The numbers are worse for the nation's millions of children in urban schools: In the largest 50 cities, the high school graduation rate is scarcely above 50 percent.<sup>viii</sup>

*Sluggish innovation systems.* Strong recovery from the current recession will depend on innovation—the nation's ability to create, adapt, and commercialize knowledge.<sup>ix</sup> Yet we no longer can take for granted U.S. leadership in scientific research and innovation. Numerous studies, including the National Academies landmark report, *Rising Above the Gathering Storm*, present evidence of the nation's slipping competitiveness in innovation. Other nations, in contrast, are accelerating their investments in research and technology.<sup>x</sup> Because metropolitan areas are reservoirs for the nation's innovation assets, national and metropolitan leaders must place greater emphasis on mobilizing these resources—particularly urban research universities—to create new industries, improve productivity, and stimulate job growth.



*Population growth and aging infrastructure.* Cities must find ways to meet the coming wave of population growth by building environmentally sustainable, healthy, and high-quality urban places. By 2050, the nation’s population will grow by more than 130 million people, and this growth will occur largely in metropolitan areas.<sup>xi</sup> This growth will require vast amounts of new construction for housing, office and retail space, transportation links, and other infrastructure, at a time when existing infrastructure is in serious decline.<sup>xii</sup> Meeting these demands will challenge our current system of planning, financing, and regulating growth, but these changes also present an extraordinary opportunity to shape our metropolitan areas and to advance economic, environmental, and social sustainability.

*Diminishing social equity and civic capacity.* Since the 1960s, income inequality has increased in the United States.<sup>xiii</sup> This trend is starkly apparent in metropolitan areas—from 1990 to 2000, metropolitan areas experienced a shrinking proportion of families with middle-class incomes and a decline in middle-class neighborhoods.<sup>xiv</sup> As inequality rises, fewer children will have an opportunity for upward mobility. Only 35 percent of children born in the bottom fifth of the income scale will ever achieve middle-class status.<sup>xv</sup> And while poverty is typically thought of as an “inner-city” problem, a recent shift of poverty toward the suburbs underscores the codependence between cities and suburbs.<sup>xvi</sup> Some have argued that rising inequality and suburbanization have eroded the very social structures and civic capacity required to address these problems.<sup>xvii</sup>

## Rising to the Challenge: Place-Based Policy and Metropolitan Development

Place-based policies are emerging as a promising tool for addressing these challenges because they target the unique needs and resources of a specific geographic area. As a recent White House memorandum noted: “Place-based policies leverage investments by focusing resources in targeted places and drawing on the compounding effect of well-coordinated action.”<sup>xviii</sup> For example:

- Unemployment and worker shortages can be addressed with targeted training programs designed to improve the match between skills available and skills needed in a particular region.
- Efforts to spur innovation can focus research and commercialization on a community’s existing or emerging industry clusters.
- Policies to improve the quality of neighborhoods can be tailored to a community’s values and vision of the future.
- Strengthening community capacity and lowering barriers to achievement can be matched with each community’s unique resources.

But successful place-based strategy requires sustained partnerships. No single entity in a community commands the financial, human, or social capital required to make significant progress on the difficult issues facing our cities and metropolitan areas. These partnerships must include committed institutions that 1) understand and represent the community’s values and assets, 2) know about existing and emerging effective practices, 3) control key resources, and 4) have records of successful partnerships with other metropolitan stakeholders.

## II. URBAN UNIVERSITIES ARE ANCHORS FOR METROPOLITAN DEVELOPMENT

### Anchor Institutions Are Critical to Cities

Anchor institutions have an important role in implementing place-based policy for metropolitan regions. Anchor institutions are public and private entities committed to their locations; they include universities, hospitals, foundations, cultural institutions, and some corporations (utilities, for example).<sup>xix</sup> These institutions have dramatic impacts on cities and their suburbs, influencing their region's identity, culture, and economy. They own land, hire workers, spend money, and participate in civic life — investments that make them deeply rooted in their locations. One essential characteristic is that they represent “sticky capital”<sup>xx</sup>: Unlike most corporations, anchor institutions cannot easily pick up and leave, so they have strong incentives to be part of shaping a community's future.

### Universities Are Unique Among Urban Anchors

Urban universities are anchors in all of the 100 most populous metropolitan regions in the United States. They possess a scale and breadth of resources available to few other urban-based entities. Their unique assets put them in unparalleled positions to partner in the development of cities.

Often the largest employers in their cities, urban universities are significant economic engines. In 2006-07, public and private urban universities together employed one million staff members and spent more than \$200 billion.<sup>xxi</sup> They have further impact on their local economies through the students they educate, their contracting and employment practices, real-estate development, and other activities. Moreover, they are linked into local networks of people, leadership, and organizations, and in some communities are seen as more “neutral” than other institutions, enabling them to convene stakeholders in multiple networks.

Over the past decade, universities have taken more expansive roles in the development of cities. This has occurred in part out of necessity, as city or state leaders approach university presidents to undertake real-estate development or revitalization projects that require levels of capital, expertise, and motivation difficult to find outside the university.<sup>xxii</sup> The *Chronicle of Higher Education* branded this trend, “The College President as Urban Planner.”<sup>xxiii</sup>

### Mission Is Critical

Given the unique breadth and depth of their resources and networks, urban universities are effective partners for policies targeted toward improving their metropolitan areas. But they are best suited to roles consistent with their core missions of research, teaching, and service.

*Unlike corporations,  
anchor institutions  
cannot easily pick up  
and leave*

5



*Urban universities nurture and develop human capital.* Public and private urban universities together educate some 4.7 million students. In the 2006-2007 academic year, they granted more than 55 percent of all bachelor's degrees, 65 percent of master's degrees, and more than 70 percent of PhD's.<sup>xxiv</sup>

Urban universities adapt their educational strategies and partnerships in response to local needs. They train scientists for specific emerging regional industries and prepare teachers for local school systems. They are convening region-wide partnerships to improve education at all levels. They develop citizens and leaders who will manage new companies, pioneer new industries, and foster public and nonprofit organizations.

*Urban universities contribute to innovation.* The value of research at urban universities totals more than \$27 billion—74 percent of the value of all research conducted at research universities. More than two-thirds of all energy research in the United States is conducted at urban universities, making significant contributions to the nation's search for solutions to global warming and dependence on foreign oil.<sup>xxv</sup> Urban universities also attract many foreign students and faculty members, strengthening the global connections available to their cities.

To maximize their economic impact, urban universities focus research and innovation efforts on important local and regional needs. University-based research helps local businesses demonstrate the effectiveness of their products and improves industry productivity and cluster development, enhancing the competitiveness of the region.

*Urban universities partner to create quality places.* Because they control significant urban real estate, urban universities help shape the places they inhabit. University real-estate development is perceived as “an important part of the community development process”<sup>xxvi</sup> in most metropolitan areas. Many universities work with local partners to ensure that the university's development plans also promote the community's vision of the future. Many are playing major roles in revitalizing distressed neighborhoods and contributing to the achievement of community goals such as public safety, home ownership, improved neighborhood services, better transportation choices, and job generation.

*Urban universities increase community capacity and promote equity.* As they deepen their partnerships with public, nonprofit, and for-profit organizations, urban universities use their resources to build community capacity for assessing, documenting, discussing, and solving local problems. Faculty members and students use their objectivity, their capacity for research and data analysis, and their knowledge of best practices to raise the level of debate and the effectiveness of interventions. These partnerships often involve people who have not in the past had a voice in shaping their community.

## Qualities of Successful University-Community Partnerships<sup>xxvii</sup>

What are the characteristics of partnerships that deliver the greatest benefit to all parties?

***Leadership and institutionalization.*** Partnerships that have the greatest impact are those that align with the university's institutional mission and philosophy. Community engagement must have the leadership of top-level administrators. Incentives for faculty members and staff are a strong signal that engagement is a top institutional priority.

***Mutuality.*** Not every project must offer equal benefits to each partner or require equal contributions, but reciprocity is critically important. Each partner must feel it is receiving value from the relationship or the partnership will not last.

***Measurable impact.*** Universities and their partners should be able to identify specific, measurable improvements in their communities that have resulted from the partnerships. Since the ultimate impacts may take years to materialize, the partners must mutually define both short-term and long-term goals.

***Sustainability.*** The most successful partnerships are long-term relationships that last beyond the period of a specific grant, project, or program. This requires that partnerships engage a broad set of stakeholders and be flexible enough to address new issues as they emerge.

***Inclusion and communication.*** By engaging from the outset a broad set of stakeholders and residents, including those from different age groups and cultures, partnerships can focus on the most relevant issues. Rather than soliciting input at one stage in the process, universities must invite ideas on a regular basis, offer feedback, and engage in an honest dialogue.

*University assets include leadership,  
expertise, capital, land, and  
resources for innovation.*

7



### III. HOW URBAN UNIVERSITIES ARE CONTRIBUTING TO METROPOLITAN PROSPERITY

Recognizing and embracing their key role in the recovery and long-term vitality of America's cities and metropolitan regions, urban university presidents created the Coalition of Urban Serving Universities (USU). The Coalition is a national network of public, urban-based research universities<sup>xxviii</sup> dedicated to improving the economic prosperity and quality of life and place in cities. The USU is committed to strengthening university partnerships and pursuing an evidence-based approach to university work in cities.

Over the past year, the Coalition embarked on a data-gathering process including both national data collection and a member survey of engagement activities relevant to community and economic development. The USU survey was conducted in the summer of 2009, followed by interviews to supplement survey results. The purpose of the survey was to better understand the nature and extent of urban university partnerships, and to begin to quantify partnership investments and impacts on cities. The survey covered a number of areas including: 1) overall engagement of leadership, faculty, and students; 2) partnerships to improve urban communities (on a range of issues); 3) economic development and technology transfer activities; and 4) physical/neighborhood development.

*Urban universities educate 4.7 million students,  
have one million employees, and spend  
\$200 billion annually.*

## NATIONAL OVERVIEW: Urban Universities Have Major Impact on Cities

Urban research universities—a category that includes all members of the Coalition of Urban Serving Universities—are an important national asset. This is made clear by a few facts, drawn from the survey and national data<sup>xxx</sup>, concerning not only the scale of their classroom activities, the impact of their payrolls on local economies, and the centrality of their campuses in the physical fabric of their cities, but also their role in offering cultural activities, spurring innovation and job growth, revitalizing communities, and working with local organizations. A further breakdown of this data is contained in *Urban Universities as Anchor Institutions: A Report of National Data and Survey Findings*,<sup>xxx</sup> but here are a few highlights:

- Urban research universities are among the top employers in their cities. In 2006-07, they employed 1 million full-time staff members.
- These institutions spend a combined \$200 billion each year. The average USU institution spends \$445 million annually on wages and salaries in the local economy.
- The average USU member owns 580 acres of real estate, most of which is in the heart of American cities. USUs have developed and own an average of 627,000 square feet of mixed-use real estate (retail, office, housing, academic). And they have room to grow—21 percent of their land is undeveloped.
- USU members, on average, own 17 cultural and athletic facilities attracting 756,000 visitors annually.
- Nearly all USU members generate patents and license university technology. Most actively collaborate with local industries, provides incubator space for startups and assist in small-business development.
- Urban research universities spend \$6 billion each year on public service, money often used to leverage further investments in their communities.
- Among USU members, all have stated missions of engaging their communities, and most are accompanied by formal strategic plans and specific budget allocations.
- Engagement involves administrators, faculty, and staff. At the average USU, nearly 200 faculty members and 20 percent of the student body are engaged in learning through service to the community each year. The typical USU president serves on 10 boards or leadership committees involved in business, technology, government, education, and culture.
- Partnerships cover a range of urban issues. Some 85 percent of USUs have partnerships related to transportation, 80 percent have partnerships related to environmental sustainability, 77 percent have community school and public-health partnerships, and 62 percent have workforce partnerships. All USUs are engaged in public-safety initiatives, and nine out of ten assist nonprofit organizations.





### The Power of SUNY

In April 2010, the State University of New York (SUNY) launched a six-point strategic plan—The Power of SUNY—to guide the institution for the next 10 years. The plan positions SUNY to be the driving force behind economic revitalization and improved quality of life in New York. Its six big ideas -- aimed at bringing SUNY's 64 campuses together -- are SUNY and the Entrepreneur Century, SUNY and the Seamless Education Pipeline, SUNY and a Healthier New York, SUNY and an Energy-Smart New York, SUNY and the Vibrant Community, and SUNY and the World.

## Case Studies: Local Initiatives That Are Models of Community Engagement

The impact urban universities can and do have on their communities can be seen in case studies of innovative programs that show significant promise or already have documented evidence of success. Here, divided into several categories of community engagement, are examples of what is being accomplished.

### Prioritizing and Institutionalizing Engagement

While community engagement is a priority among all USU member institutions, they are at different stages in the evolution of their partnerships. Some are relatively new to organized community partnership and are in the process of establishing trust with partners, building institutional arrangements, and shifting the internal culture of the university. Others have been partnering with their communities for years and demonstrate tangible results from their sustained commitment.

*University of Illinois at Chicago.* UIC's metropolitan engagement is embodied in its "Great Cities Commitment," which comprises hundreds of teaching, research, and service programs intended to "improve the quality of urban life" in Chicago. Founded in 1993, Great Cities involves faculty members, students, and staff from all 13 UIC colleges and has developed partnerships with public and private entities focusing on health care, education, affordable housing, economic development, and transportation. Originally funded through a grant from the U.S. Department of Housing and Urban Development, Great Cities has attracted additional city, state, and private money. Significant resources have been invested by the university to implement an array of programs and find research-based solutions to metropolitan problems. Its work is guided by the "Partner Councils," which is composed of large and diverse sets of stakeholders to ensure that the work is responsive to the needs of the city.

### UIC – Great Cities Commitment Directory of Programs<sup>xxxii</sup>

- Arts and Culture
- Biotechnology
- Business and Entrepreneurial Development
- Education Innovation
- Environmental Protection
- Geriatric Empowerment
- Global Healthcare
- Health and Wellness
- Healthcare for At-Risk Populations
- Industry Partnerships
- Neighborhood Revitalization
- Rehabilitation and Disability Studies
- Services for the Disadvantaged
- Transportation Innovations
- Undergraduate Support
- Urban Infrastructure Improvement
- Violence Prevention
- Workforce Development

*University of Minnesota.* One of the original land-grant universities, UM has a tradition of engagement and leadership across the state, especially in rural communities. In 2005, the university made a strategic decision to partner with the City of Minneapolis and apply its experience and resources to improving one of the state’s most populous and underserved urban areas, North Minneapolis. The result is known as the “Northside Partnership.”

After two years of listening to residents and working to eliminate barriers related to decades of mistrust, the university invested \$5 million to purchase and renovate a 21,000-square-foot shopping plaza in the neighborhood. This facility—the nation’s first “Urban Research and Outreach/Engagement Center (UROC)” —weaves together research and public engagement for the purpose of developing long-term partnerships. Initial efforts focus on three core areas: 1) developing human talent, including early childhood education and school readiness, professional development for youth workers, college readiness, and out-of-school programs; 2) urban wellness, including increasing availability and consumption of healthy foods, providing health-and-wellness programming, and training health professionals; and 3) economic and community development, including job-skills training, technical assistance to neighborhood organizations and small businesses, and computer and other technical support and capacity building for the North Minneapolis community.

*Portland State University.* PSU has a long history of commitment to and success in community engagement. Its activities are characterized by three institutional strategies: 1) embed engagement into curricula via the implementation of community-based learning and other active pedagogies; 2) build students’ civic capacity and skills for active democratic participation in communities; and 3) offer formal rewards to faculty for community-engaged research and service. This integrated approach—involving faculty members, students, and community partners in every phase of development and implementation—is broadly understood as “the PSU way.”

### PSU Community-University Partnership

- More than 400 businesses and organizations work with PSU students and faculty annually
- In 2007, students volunteered 1.44 million hours worth \$25 million to the metropolitan region
- One notable program, the Community Watershed Stewardship program installed 80,000 plants and restored 50 acres of watershed along two miles of waterways

### University of Minnesota Northside Partnership

The UNP is a collaborative effort between the university, the city, and one of Minneapolis’ most underserved urban neighborhoods.

- Includes a 5 million dollar university investment to establish the nation’s first urban research and outreach center
- The 21,000 foot facility is a visible symbol and vehicle for stimulating neighborhood improvement in education, health, and economic development



Student volunteer efforts in the metropolitan region were valued at \$25 million.<sup>xxxii</sup> In 2007-2008, more than 7,800 students, faculty members, and staff engaged in partnerships with business, government, and community organizations through academic courses, research, and other service efforts. PSU's award-winning Community Watershed program has led to more than 27,000 community volunteers donating a quarter-million hours to install 80,000 plants and restore 50 acres of the region's watershed along two miles of waterways.

**Arizona State University.** Downtown Phoenix has a high concentration of low-income Latino residents who until recently were little served by ASU's main campus, located in the inner suburb of Tempe. ASU President Michael Crow, together with business leaders, proposed the creation of a downtown campus in 1985. Plans were adopted in 2003. In 2006, \$223 million in bond funding was allocated to create the new campus, which requires an ongoing and significant long-term financial and academic commitment by the university. ASU launched the new campus by creating several new programs and moving some existing ones (i.e., the College of Nursing and the College of Public Programs) to better serve downtown residents.

### ASU Downtown Campus

- Creates 1,300 new jobs and contributes \$570 million annual economic impact
- Enrollment of 7,000 otherwise underserved students

Since the campus opened in 2006, the number of students has more than doubled from 3,000 to 7,000. ASU projects explosive growth at the new campus, anticipating that it will create 1,300 new jobs in Downtown Phoenix with \$167 million annual economic impact.

## Human Capital Development

USU member institutions participate in community partnerships to improve the effectiveness of the entire educational system, from kindergarten through graduate school. Many create work-force-training partnerships to improve the match between available talent and the needs of local businesses and organizations. Many also train entrepreneurs to start and run successful businesses.

**University of Cincinnati.** In 2006, UC launched a first-of-its-kind educational partnership called "Strive." The partnership connects the education, business, nonprofit, community, civic, and philanthropic sectors in efforts to help every child achieve educational success from "cradle to career." There are now more than 300 Strive partners with combined annual budgets of more than \$7 billion working toward a shared set of educational goals to help children both in the urban core of Cincinnati and on the other side of the Ohio River in Northern Kentucky.

Strive's powerful "Roadmap to Success" focuses on the critical transition points in a child's life from preschool through college and on practices proven to help students negotiate them. The alignment of resources toward these critical transition points—starting kindergarten, starting middle school, entering high school, graduating from high school, and the freshman and sophomore years of college—is leading to measurable improvements in student outcomes.<sup>xxxiii</sup> The success of Strive has encouraged other cities to develop similar partnerships. The program

is being expanded, with the support of Living Cities and the USU Coalition, to four additional cities and their university partners: California State University—East Bay (Hayward), the University of Houston, Indiana University-Purdue University Indianapolis, and Virginia Commonwealth University (Richmond). Additional sites are under development at Portland State University, Arizona State University (Phoenix), California State—Fresno, the University of Memphis, and the University of New Mexico (Albuquerque).

*University of Missouri—Kansas City.* Concerned about achievement gaps and high teacher-turnover rates in the Kansas City region’s urban school districts, UMKC joined community partners to launch the Institute for Urban Education (IUE), a teacher-education program focused on preparing teachers for success in urban classrooms.

### University of Missouri—Kansas City Institute of Urban Education

- Aims at reducing achievement gaps in Kansas City Schools and reducing teacher turnover
- The inaugural class graduated in May of 2009. After 4 years of tuition-free training, including 1,400 hours of field experience, graduates are prepared to enter urban classrooms as full-fledged teachers
- Program is nationally recognized as a model for urban-teacher preparation with emphasis on math, science, and literacy

program was launched in August 2005 and the middle-school program the following year, in 2006.

*Temple University.* Temple established its Office of Partnership Schools when the Philadelphia School District asked it to lead a group of public schools in the neighborhoods surrounding its main campus in North Philadelphia. Four elementary schools with about 1,800 students are involved. The schools remain part of the city school district but are under the direct leadership of Temple, which directs and manages the schools’ reform strategies, educational programs, and professional-development activities. It is also responsible for managing the budgets and principal selections and evaluations.

### University of Cincinnati Strive Program

- 2010 annual report indicates improvement on 40 of 54 key measures of success
- 53% of Cincinnati Public Schools students were prepared for school at kindergarten in 2009-10, compared to 44% in 2005-06
- 70% of kindergarten students in Newport Independent Schools were prepared for school, an increase of 10 percentage points from 2005-06
- Increase of 10 percentage points in Cincinnati Public Schools graduates enrolling in college since 2004, most at UC

IUE is a four-year program that leads to a Bachelor of Arts degree in elementary or middle-school education. Students are recruited from inner-city schools similar to ones in which they will teach. Scholarships are awarded in exchange for a commitment to teach in a Kansas City-area urban school district following graduation. With a focus on teaching math, science, and literacy, the program also helps prepare teachers for success in urban classrooms by introducing issues of social justice and multicultural learning styles. The elementary



Temple Partnership School students have made significant improvements in math and literacy, according to state assessment-test data. In math, 35 percent of tested students scored at or above grade level, an increase of 29 percent since 2003. In reading, 24 percent scored at or above grade level, a 14-percent increase since 2003.

### Temple Partnership Schools

- Established in 2002
- Involves four elementary schools and approximately 1,800 students in kindergarten through grade eight
- In math, 35 percent of tested students scored at or above grade level, an increase of 29 percent since 2003. In reading, 24 percent scored at or above grade level, a 14-percent increase since 2003

### Cal State–San Bernardino Inland Empire Center for Entrepreneurship

- Created/retained more than 500 jobs
- \$17 million in economic impact

*California State University, San Bernardino.* Cal State San Bernardino runs several programs that develop business skills especially for woman entrepreneurs. The Inland Empire Center for Entrepreneurship seeks to spur entrepreneurial activity by offering consulting, training, mentoring, and project-based services to help aspiring entrepreneurs open businesses and assist existing business owners in taking theirs to the next level. The center has served more than 15,000 individuals since 2002 and has created or helped retain more than 500 jobs.

*Urban Educator Corps.* A clearinghouse for education reform has been established by the Coalition of Urban Serving Universities. The Urban Educator Corps (UEC) is made up of education-school deans and faculty members from more than 30 public urban research universities. Together they are improving the quality of urban education by addressing issues of teacher quality, student retention and success, and P–20 partnerships. These efforts involve teacher-preparation programs at Georgia State University in Atlanta and the University of Colorado–Denver; a program for training principals of urban schools at Wichita State University; a program led by Tennessee State University in Nashville that focuses on improved training for mathematics teachers at historically black colleges and universities; and a partnership at Florida International University in Miami to instruct linguistically and culturally diverse parents, caregivers, and children in English as a Second Language, literacy, and school involvement.

### Developing Industry Clusters and Promoting Innovation

USU member institutions are taking leading roles in developing and promoting the competitiveness of their regions’ key industry clusters. This alignment between industry needs and university research, degree programs, and service programs provides major benefits to students, businesses, and local economies. The following case studies exemplify unique, large-scale approaches to promoting innovation locally and in the regions’ key clusters.

*California State University, Fresno.* Cal State Fresno's Office of Community and Economic Development is home to the Regional Jobs Initiative (RJI), a public-private partnership formed in 2003, with the goal of creating 29,300 new jobs by 2008, in the region's key industry clusters. RJI is based on the recognition that regional economies are made up of related industries, or clusters, that benefit one another. Twelve industry cluster initiatives have been formed with significant backing from industry leaders, public agencies, and other partners.

The program has promoted connections among companies in construction, durable-goods manufacturing, tourism, information processing, and health care, focusing on the resources they need for success, including trained workers, innovation, incubators, and startup capital. The program reported in 2008 that 17,000 new jobs had been created.<sup>xxxiv</sup> A unique feature of the program is that the university—not the state or regional economic development authority—is the key convener of the cluster initiatives.

*University of Central Florida.* UCF in Orlando has taken the unusual step of organizing its research and graduate programs not around traditional academic disciplines but around the region's key industry clusters. These include optics and photonics, simulation and training, information technology and computer science, aerospace and aviation, alternative energy and conservation, materials science and engineering, nanotechnology, and the life sciences.

To provide incentives for research partnerships in these areas, the university offers a cash match for projects in which faculty members partner with local companies. A relatively modest \$2 million

in incentives each year has supported 615 projects with 250 local companies, generating more than \$130 million in total research funding. The university incubates technology businesses in five locations; the businesses have created more than 900 jobs since 1998.

## Cal State–Fresno Regional Jobs Initiative

- 17,000 new jobs in targeted industry clusters, 2003 to 2008

## University of Central Florida University-Industry Partnerships and Tech Corridor

- Leveraged \$2 million annual university funding into more than \$130 million of total research funding
- Supported 250 local companies with 615 research projects
- Incubation program generated 900 jobs, \$179 million in investment, and \$200 million in booked business



### NC State Centennial Campus

- 59 tenants, including private companies, nonprofits, and government agencies
- 26 companies graduated from the business incubator
- 2,200 non-university “partner” employees

#### *North Carolina State University.*

The Centennial Campus at NC State in Raleigh also uses co-location to help align university research with industry needs and bridge the gap between university and business cultures. The campus was developed with the idea that locating some of the region’s most innovative companies in the same place

as key university departments would stimulate an “open innovation model” to accelerate the transfer of basic research from university laboratories to businesses to create market value and economic growth. Located on a 1,334-acre site adjacent to NC State’s main campus, Centennial Campus houses more than 130 companies, government agencies, and NC State research and academic units. Nearly \$1 billion has been invested in state-of-the-art facilities and labs, which have attracted more than 1,600 corporate and government employees who work alongside 1,000-plus faculty, staff, post-docs, and students. The park offers a variety of amenities, including libraries, walking trails, residential and food-service facilities, a lake, a golf course, and a public middle school. Three of NC State’s colleges—Engineering, Textiles, and Veterinary Medicine—are largely or entirely located on the Centennial Campus, as are 59 tenants.

### VCU Biotechnology Research Park

- 1.1 million square feet housing 60 public and private life science organizations and 12,000 employees
- The park transformed a once blighted area into a biotech research hub and vibrant urban neighborhood

*Virginia Commonwealth University.* VCU took the lead in 1995 in establishing the Virginia Biotechnology Research Park. Located adjacent to the VCU College of Medicine in Richmond, the park has nine buildings and 1.1 million square feet of dedicated research and office space housing 60 public and private life-science organizations and 12,000 employees. These organizations include VCU research institutes, state and federal laboratories, and companies large and small. The park has transformed a once-blighted area of downtown Richmond into a biotechnology research hub and vibrant urban area.

### Creating Quality Places

Creating and maintaining attractive, livable neighborhoods is one of the most visible effects that universities can have. Many urban universities take active roles in revitalizing urban neighborhoods. USU member institutions assist in the recovery of urban housing markets and the transformation of neighborhoods to vibrant, 24-hour areas where people live and work. They do this by offering housing programs to assist their own employees, developing mixed-use real estate, participating in beautification efforts, and consulting on planning and transportation projects. Universities also contribute to public-safety efforts in partnership with local police, providing money for neighborhood police patrols, collecting and monitoring crime data for their campuses and surrounding neighborhoods, and pursuing strategies in partnership with the community to reduce crime. Some USU members also have developed community partnerships to promote sustainable development and environmental responsibility.

## 18 USU member institutions spent \$100M on sustainability initiatives

- Arizona State U.
- Florida International U.
- Indiana University-
- Purdue University Indianapolis
- Morgan State U.
- Portland State U.
- The University of Akron
- University of Central Florida
- University of Cincinnati
- University of Houston
- University of Illinois at Chicago
- University of Louisville
- University of Memphis
- University of Minnesota
- University of Missouri-Kansas City
- University of New Mexico
- Wichita State U.
- California State University, Fresno
- California State University, San Bernardino

**University of Akron.** The goal of University Park Alliance (UPA) is to revitalize a 50-block area immediately surrounding the University of Akron. To date, \$334 million has been invested to reshape and improve the quality of life in the university's neighboring communities.

Championed by President Luis Proenza, the UPA is a partnership with the city, Summa Health System, community leaders (including representatives from neighborhood watch groups), nonprofits, private companies, and other anchor institutions. The project combines strategies related to university real-estate development, new business growth, crime prevention, housing, education, and neighborhood beautification. The alliance has helped generate 1000 new jobs, 80 new housing units, more than \$300 million in private investment, and \$52 million in additional civic investment.

UPA's Community Outreach Partnership Center provides more than 10,000 hours of community services in University Park each year. Its outreach arm offers services that were not formerly available, including health screenings, classes, and tutoring. Akron public schools have cosponsored the creation on the university campus of a high school where potential first-generation college students can get a head start. A new pre-kindergarten program for school children is also in the works.

**Ohio State University.** Since 1995, OSU's Campus Partners for Community Urban Redevelopment project has led efforts to revitalize neighborhoods surrounding the campus. Employing both academic and institutional resources, the university promoted neighborhood planning and consensus-building in Columbus as well as leveraged significant investment by the public, private, and nonprofit sectors to increase public safety, fight disinvestment, and improve quality of life in the area.

The university's Communities Properties Initiative is a \$100-million project to rehabilitate low-income housing and revitalize surrounding neighborhoods. Other initiatives include a homeownership incentive program to encourage faculty members to buy homes in surrounding neighborhoods, measures to improve public services and education, and development of a major mixed-use project with retail, entertainment, residential, and commercial space.

### University of Akron University Park Alliance

- 1,000 new jobs
- 80 new housing units with more underway
- 12-percent increase in property values
- Investment of \$334 million by the university leveraged an additional \$352 million in private-and public-sector funding
- Development of an early-college high school for first-generation college students





### University-Community Partnerships

	Percentage of USU Member Institutions Involved	Average amount invested by each USU Member (millions)
Partnerships with Non Profits	90%	\$1.2
PK-12 School Initiatives and Partnerships	80%	\$1.4
Public Health Partnerships	80%	\$9
Local Small Business Partnerships and Programs	76%	\$2.1
Sustainability Partnerships	77%	\$4.4

*University of Cincinnati.* In 2003, the university joined four leading nonprofit groups in founding the Uptown Consortium to develop a mixed-use approach to community development in the uptown area where they are located. To date, their efforts have resulted in the investment of more than \$325 million in the six neighborhoods surrounding its campus.

### Building Civic Capacity and Promoting Equity

USU member institutions partner with local governments, non-profits, and for-profit entities to build capacity in communities for assessing, documenting, discussing, and solving neighborhood and community problems. Some provide support and training to help non-profit organizations acquire and manage funding to meet community needs. Several universities collect information and develop data that help community organizations document issues, promote discussion around a common set of facts, and develop solutions.

Many universities promote equity by providing education—perhaps the most important factor in upward economic mobility—to community residents who have few other opportunities. Some target unemployed populations for employment and training services. Universities also offer access to campus athletic and cultural facilities that provide art, culture, and entertainment that otherwise would not be available, especially to lower-income communities.

#### University of Memphis Blue CRUSH Program

- University-based advanced technologies helped boost crime-fighting effectiveness of Memphis City Police
- From 2006- 2010, overall crime declined 34.5% across the City of Memphis, with violent crime dropping 39.7% and property crime 33.4%

*University of Memphis.* The university partners with the Memphis Police Department on the Blue CRUSH (Crime Reduction Utilizing Statistical History) program. Blue CRUSH began in 2005 as part of a larger safety partnership called Operation Safe Community Memphis. Memphis law-enforcement officials credit this innovative program with dramatic citywide reductions in crime. From 2006-2010, overall crime declined 34.5% across the City of Memphis, with violent crime dropping 39.7% and property crime reduced 33.4%.

*University of Illinois at Chicago.* An initiative of the UIC Great Cities Institute, the Illinois Resource Net (IRN) builds community capacity by connecting Illinois nonprofits and local-government units with information and resources to help in securing federal and state funds. IRN offers an interactive Web site, workshops and online courses, and technical assistance in designing high-caliber proposals. This assistance has led to 23 grants totaling more than \$5 million in federal and state funds.

*University of Louisville.* The university's Family Scholar House Partnership helps low-income single mothers pursue college educations by providing housing for them and their children. The university also provides residents with tuition remission and helps coordinate an early childhood development center for their children. The facility has 56 affordable apartments and is at full capacity after its first year in operation.

### Family Scholar House Partnership

- 56 affordable housing units for low-income single mothers to pursue a college education
- Includes an early childhood development center operated by the university
- After one year, the program is at full capacity

## IV. ACTION AGENDA: HOW URBAN UNIVERSITIES CAN BUILD ON CURRENT SUCCESS

For all the successful initiatives that USU member institutions have undertaken, it is evident to Coalition leaders that addressing urban needs requires a larger strategic vision and a sustained commitment. This means pursuing a national agenda for urban-university engagement while simultaneously increasing the effectiveness of individual institutions within cities. The preliminary conclusions from our research and reflection on this matter include the following:

*Urban universities are increasingly involved in their communities, but they remain a largely untapped resource.*

The complexity of urban issues today demands the formation of partnerships that leverage resources to address the most pressing problems. USU member institutions are committed to creating a new paradigm for collaboration among federal, state, and local governments, foundations, and community organizations. The resources that universities have to offer— talent, research capability, advanced technologies, real estate, and understanding of local issues—make them natural partners in improving the prosperity of metropolitan America.

While some universities already are innovating and taking a lead in local economic and community development, others have only recently begun to consider how they might use their resources to partner with other local leaders to accomplish shared goals. Much of their great potential remains untapped.



*Urban universities must engage in more strategic, permanent partnerships.*

While some universities have found creative ways to institutionalize and sustain their commitment to engagement, other institutions' partnerships are still ad hoc, grant-dependent, or disconnected from larger city or regional strategies. Meaningful impact requires sustained effort, and successful partnerships take time. Such efforts typically require universities commit ongoing funding and develop systemic mechanisms to institutionalize engagement throughout the university. As stated by one foundation leader, "Universities have to show that they have skin in the game."

But universities need a mutual commitment from their partners. Because these partnerships are critical to the prosperity of their regions and are of interest to local, state, federal, and foundation partners, universities look to their partners for a similar commitment of their own resources. No one entity can—or should—shoulder the responsibility alone.

*Urban universities can be most effective by focusing on issues relevant to their own regions.*

Universities have broad knowledge, interests, and capacity, but they must take steps to identify the greatest needs and priorities for local citizens and leaders. They can be key to uncovering emerging issues and trends, bringing them to the attention of the local community, and collaborating on developing solutions. Universities can build civic capacity and promote equity by ensuring that all segments of the community are represented when leaders are setting priorities and formulating solutions.

*Better methods are needed for measuring impact and sharing best practices.*

An effective prosperity policy requires a comprehensive information system—not simply data, but data-collection systems, methods of interpretation, and ways to democratize problem-solving by disseminating information and empowering community members to use it. Such an information system can guide the development and implementation of evidence-based policies.

Universities do not currently have a standardized method for collecting data or measuring outcomes and impacts of their partnerships. Collected data often varies widely among institutions and is insufficient for guiding policy, evaluating efforts, or improving the design of partnerships. While some kinds of data—for example, that collected by the Association of University Technology Managers—have been standardized, a great deal of work is needed to arrive at agreed-upon standard measures of impact. The USU Coalition is partnering with the Association of Public and Land-Grant Universities and other organizations to develop metrics and tools to overcome this shortcoming.

A community of practice—to identify successful models and share experiences—will go a long way toward ensuring that new ideas are tested and improvements are achieved. Institutions and leaders working in isolation have limited knowledge and fewer opportunities or incentive to evolve. The Coalition of Urban Serving Universities serves as this community of practice. While in its infancy, the Coalition is taking steps to increase the benefits to its members and beyond.

## V. ACTION AGENDA: HOW THE FEDERAL GOVERNMENT CAN HELP

The federal government has a history of partnering with urban universities to meet the needs of their metropolitan areas through a number of programs in various executive agencies. For example:

- The Community Outreach Partnerships Center program of the Department of Housing and Urban Development (HUD) has funded community-development partnerships such as those of the University of Akron’s University Park Alliance.
- The Department of Education’s Teacher Quality Enhancement Program has stimulated collaboration between universities and K-12 school systems to provide future teachers intensive clinical experiences and exposure to urban-education issues, leadership training for principals and superintendents, and dissemination of information about effective practices.
- The Department of Labor’s WIRED program has engaged urban universities in partnerships with private, nonprofit, and government organizations to customize workforce-training and job-creation programs.
- The University Centers program of the Commerce Department’s Economic Development Administration has provided funding for universities to offer a variety of services to their communities, including technical assistance and training, organizational development, and applied policy research to address regional economic-development issues.

Below are six crucial areas in which the federal government can help urban universities achieve their promise. Many of these are addressed in the Urban University Renaissance Act of the 21st Century, introduced in Congress by Representative David Wu of Oregon.

### Build Institutional Capacity for Long-term Engagement

Survey data indicate that some USU member institutions have been successful in building productive, long-term partnerships that demonstrate leadership, mutuality, results, sustainability, and inclusiveness. To encourage more universities to participate in these difficult but worthwhile efforts, the Coalition recommends the following:

- Establish a new competitive grant program, perhaps within HUD’s Office of University Partnerships, to encourage universities to create and sustain campus-wide cultures that promote working with and strengthening local communities.
- Create an “urban grant university” program that designates selected urban universities as leaders in community engagement and excellence in fields relevant to the mission of HUD. Modeled after the federal Sea Grant and Space Grant programs, this program would focus on research, education, and outreach related specifically to urban needs.
- Expand and update the Community Outreach Partnership Center Program to address the need for greater collaboration, responsiveness to community needs, and a clear evaluation component.



## Apply University Expertise to Community Needs

Many university faculty members and administrators have expertise and interest relevant to the needs of their cities. This talent can be better leveraged and connected to urban needs through the following:

- Establish a competitive grant program within HUD for early-career researchers to conduct research on urban needs, much like the National Science Foundation's successful Early CAREER Research Grant program.
- Establish a new competitive grant program within the Environmental Protection Agency to focus university research and service on developing environmental solutions within distressed urban neighborhoods.
- Create a research-grant program specifically for universities to build the capacity of local governments and nonprofits to respond to vital urban needs and collaborate on regional issues.
- Establish a HUD grant program to help universities provide technical assistance to nonprofit organizations related to community development and affordable housing.

## Improve University Capacity for Creating Quality Places

Urban universities have a profound impact on their neighborhoods, and many universities work closely with community partners to ensure that university development serves the community's vision – whether that is safer neighborhoods, more services, or better and more affordable housing. But meeting multiple objectives with university real-estate development can raise its cost, discouraging institutions from embracing the community's vision. To help overcome this problem, the Coalition proposes:

- Develop a matching program for investments by state or local agencies that leverage the assets of anchor institutions to improve public spaces and other neighborhood assets. For example, offer a fund for developing and connecting university transit systems to regional transit systems.
- Provide matching federal grants for housing programs that assist employees at urban universities in an effort to increase local homeownership.
- Consider developing a program that employs youths aged 17 to 24 in energy-retrofit programs for existing HUD-supported affordable housing.

## Harness University Resources to Stimulate Innovation and Strengthen Industry Clusters

Universities need to further strengthen their knowledge of and responsiveness to local industry clusters. Attention should be paid especially to emerging clusters that require assistance in marketing new products and ideas, but assistance also should go to existing clusters that need to reinvent their products and business processes to meet international competition. To encourage more effective collaboration in innovation and workforce development, the Coalition recommends:

- Reauthorize the Economic Development Administration's University Centers program and increase its funding, enabling additional centers to be established in the top 100 metro areas.

- Establish a government-related coordinating board to align federal programs that support industry and universities in their innovative activities.
- Offer competitive grants for regional industry clusters to collaborate and generate innovation and higher-wage employment.

## Support Collaborative Partnerships to Improve Urban Education

As key stakeholders in the urban education system, universities can play a catalytic role in improving urban education systems. University resources should be directed to strengthening the education pipeline, as well as aligning training programs with urban needs and workforce expectations. Key federal steps include:

- Create a federal program for urban school districts and universities to design and implement mechanisms to improve teacher effectiveness and retention in urban schools.
- Support urban P-16 education councils – including universities, mayors, superintendents, and business and community leaders – to work collaboratively and enact citywide policy initiatives to improve high school graduation rates, and ensure urban students succeed and persist in a college education.

## Collect Data, Develop Evaluation Methods, and Create Partnerships to Identify and Share Best Practices

Urban universities are at different stages in developing community partnerships to develop human capital, stimulate innovation, create quality places, and promote civic capacity and social equity. As universities gain experience, it is important that the community of practice be able to evaluate approaches to community partnerships, share best practices, and support other institutions in the difficult but rewarding process of building long-term partnerships. To strengthen this process, we propose the following:

- Create a training program to encourage the development of new information systems that will help universities and their partners improve the effectiveness of neighborhood initiatives. The National Neighborhood Indicators Partnership, facilitated by the Urban Institute, would be a key partner in these initiatives.
- Develop awards for universities that recognize the qualities of successful community partnerships, including leadership and institutionalization, mutual benefit, impact and measurable change, sustainability, and inclusion and communication.

These new federal efforts—along with those already in existence—would provide new momentum for urban universities to realize their enormous potential for anchoring the initiatives needed to meet the most pressing social and economic challenges in our metropolitan areas. Much as the Morrill Land Grant Act in the 19th century helped state universities serve rural areas and agriculture at a time when the United States was an agrarian nation, these new federal programs could be a powerful force in triggering a renaissance in the metropolitan areas where most Americans now live and work—and in ushering in a new era of American prosperity.



## End Notes

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Urban Serving Universities