

Higher Education as Catalysts

*Building a Culture of Health
on Campus and in Communities*



July 2018

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This is the full report. We also offer an [Executive Summary](#).

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Higher Education as Catalysts

Building a Culture of Health on Campus and in Communities

INTRODUCTION

The Robert Wood Johnson Foundation (RWJF) is committed to working alongside others to build a national Culture of Health that provides everyone in America a fair and just opportunity for health and well-being. With their mission of teaching, research and service—as well as having substantial human and economic assets—higher education institutions have been, and can continue to play an important role in helping to achieve this vision both on and off campus.

The U.S. higher education sector comprises more than 4,700 colleges and universities, enrolls more than 21 million students, and employs over 4 million people. It collectively spends over \$350 billion a year, with a total endowment of over \$300 billion. The labor value of student volunteerism and service learning is estimated to exceed \$9 billion. By taking a comprehensive, strategic campus- or systemwide approach that supports students, employees and the surrounding community—colleges and universities can foster academic achievement and contribute to the health and well-being of students, staff, and residents in their surrounding communities.

Colleges and universities can play a vital role in providing opportunities for all. Because the college and university student population has evolved to include people with diverse backgrounds, income levels, and goals—people who in the past did not go to college—including first-generation college students, older students, and foster youth—the higher education sector is uniquely positioned to support populations that often start behind and stay behind by addressing and improving health equity:

- More low-income students are arriving on campus without a safety net. A considerable number of students struggle to finish their degree programs because they can't get enough food to eat or can't secure adequate housing. Higher education institutions understand that students' ability to meet basic needs such as these can compromise their overall health and academic success and are taking active steps to provide support.
- Education, housing, employment opportunities, and social connections can be more important to overall health than access to health care. At the same time, poor

health can limit success at school, finding a job, or being able to afford housing. These same factors are at play on campuses and in their surrounding communities.

- College tuition is rising faster than inflation, medical care costs, or need-based financial aid. At community colleges, costs have increased 28 percent since 2000.
- More students are struggling with basic needs. The number of homeless students increased from 47,200 in 2009 to 58,000 in 2016.¹ One in three community college students experience hunger, and 43 percent of four-year college students with meal plans experience food insecurity.²
- An increasing number of students are battling mental health issues, including anxiety, depression, eating disorders, sleep deprivation, stress, and suicide. More than half of college students have reported feeling overwhelming anxiety and more than a third have reported feeling so depressed that they found it difficult to function.
- By 2020, two-thirds of all jobs will require education and training beyond high school. The implication is that the United States could face a shortfall of five million college-educated workers two years from now. Moving more students into the college pipeline won't necessarily solve this workforce problem; a more holistic approach to supporting students throughout their time at college is needed.

In 2017, RWJF commissioned Sarena Seifer, M.D., to review dozens of articles and reports ([Appendix B](#)); conduct interviews with nearly 70 key informants ([Appendix C](#)); and analyze 124 responses to an RWJF request for information. The goal was to identify promising, win-win approaches that higher education institutions can undertake to build a Culture of Health, both on and off campus—while also benefitting institutions from both mission and business standpoints. The research pointed to four focus areas where colleges and universities can continue to foster a Culture of Health. Though they differ in scope, each area can have impact.

¹Data from the 2016 Free Application for Federal Student Aid

²Data from Wisconsin HOPE Lab survey of 70 community colleges. <http://wihopelab.com>

1. CREATING A HEALTHY CAMPUS This includes efforts to build a Culture of Health within an academic institution where students learn to understand and improve their community’s many influences on health. Areas of focus include:

- student basic needs: food security and housing; mental health; resilience
- alcohol, tobacco, and other drug use
- sexual assault; campus safety; gun violence
- healthy food; physical activity
- environmental sustainability

2. FOSTERING AN ENGAGED CAMPUS that integrates community engagement into the institution’s core missions of teaching, research and service. Areas of focus include:

- student voting and political participation
- K–12 education; educational opportunity and attainment
- urban problem solving and city building; neighborhood development
- community organizing
- health

3. LAUNCHING A GRAND CHALLENGE that motivates the institution to align its academic activities and business operations in a sustained effort to understand, address, and solve a major local or global issue—such as:

- climate change
- global health
- population health

4. EMBRACING THE ROLE AS AN ANCHOR INSTITUTION

as a catalyst to attract and retain residents, create jobs, and support economic growth. Colleges and universities can leverage billions of dollars to benefit surrounding communities by focusing on strategic community wealth building and economic equity. Areas of focus include:

- Procurement (“Buy Local”)
- Human Resources (“Hire Local”)
- Real Estate Development (“Build Local”)
- Endowment Investing (“Invest Local”)

CHALLENGES AND OPPORTUNITIES

Pursuing these four focus areas allows higher education institutions to fully embrace their role in improving community well-being both on and off campus. While many institutions recognize the benefits of doing so, obstacles remain, including:

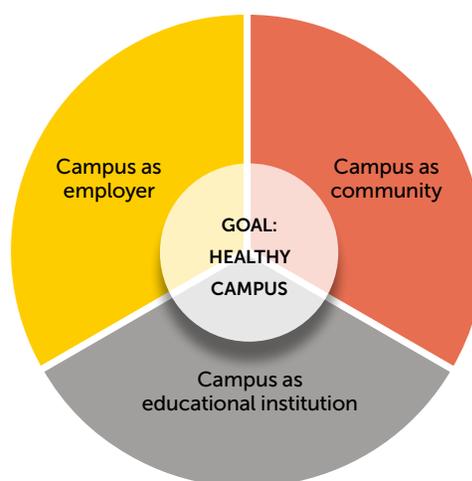
- The discontinuation of significant federal funding initiatives to support their community engagement.
- A difficulty in the academic institution sector to involve students or faculty in the development of anchor strategies within its business operations.
- A lack of leaders or champions integrated into an institution’s core functions, structures, and policies.

To overcome these obstacles, colleges and universities are turning to state government, city government, and philanthropy as funding partners for community-focused efforts. They are also expanding their identity beyond campus walls to include the surrounding community. This shift involves moving away from episodic community service and outreach efforts to service learning embedded in the curriculum; community partnerships and community-based participatory research; and acting as partners in place-based community and economic development.

There is growing interest among colleges and universities in strategic, “whole campus” and collective impact approaches, recognizing that they are one of many actors in a community and are collaborating with community-based organizations, local government, and other anchor institutions to get things done.

This report describes dozens of initiatives from across the country that are proving to be successful in their approaches and can serve as models for others. We provide just a few examples below, which are not meant to be mutually exclusive or exhaustive. Many more examples of initiatives are included in Appendix A.

HIGHER EDUCATION STRATEGIES TO BUILD HEALTHY CAMPUS/COMMUNITY



1. CREATING A HEALTHY CAMPUS

Colleges and universities have long focused on ensuring that students have access to health services on campus. As far back as 1920, the American College Health Association (ACHA) was formed to make certain that the health needs of students at higher education institutions were met. ACHA, with a membership of 800 institutions, continues to do that. But in the past two decades, colleges and universities have begun to expand their interpretations of what a healthy campus is and what is needed to ensure that students, as well as faculty and staff, are healthy.

“At CUNY, we believe that by promoting the health of our students and by enabling them to bring health messages and resources to their peers, families and communities, we promote the population health of young adults in New York City and of our city’s low-income populations. In this way, universities can become a health-promoting resource for low-income communities and another resource for reducing inequalities in health.”

Nick Freudenberg, PhD, Co-Principal Investigator, Healthy CUNY

Student learning is at the core of the academic mission. Students’ physical, mental, emotional, social, and spiritual health and well-being can significantly influence their success. Increasingly, academic leaders are also viewing population-level health concerns, such as alcohol, violence, stress, and depression as campus-wide issues that affect the health of students and their academic progress. At the same time, they are seeing an economic benefit to coordinating multiple existing campus and community services to achieve focused health aims. This can help draw the best student, faculty and staff base, and elevate the institution within the community.

Building a Culture of Health in an academic institution is multifaceted and requires: securing leadership support; identifying wellness champions for students and faculty/staff; forging internal and external partnerships; and implementing strategies to make healthy choices the easier choices. Many academic institutions have instituted various wellness programs for students and employees, but some are now looking to implement comprehensive, integrated approaches to health and well-being.

Colleges and universities often focus their efforts on faculty/staff and students as two separate populations. While there are differences in needs between the groups, there are also many overlapping areas, in which both students and staff may struggle—including tobacco use, access to health care, safety, and healthy food in campus eateries.

The lines between campus and community are also beginning to blur. Increasing numbers of college students in the United States now attend public universities or community colleges where a majority of students are low-income, minority, recent immigrants, part-time or full-time workers, parents, and/or live off campus. For these institutions, the distinction between a “healthy campus” and a “healthy community” can be somewhat artificial. For example, students interact daily with their families, peers, co-workers and neighbors. Most will continue to live in these communities after graduation, having the potential to play a continuing role in creating a Culture of Health.

Creating a campus environment that supports student health increasingly is being viewed as an important, broad institutional responsibility that requires commitment and activities both inside and outside the classroom. Colleges and universities are using three frames to guide their efforts to build a Culture of Health within their own academic institutions:

- **Campus as Community:** addressing the health of faculty, staff, and students
- **Campus as Employer:** addressing the health of employees
- **Campus as Educational Institution:** addressing the health of students

Within these frames, higher-education institutions are taking two general approaches:

- one focused on **health broadly defined**
- the other focused on **specific health conditions and social determinants of health**

Several national organizations focus on health broadly defined, including the American College Health Association (ACHA); the Network for Improvement and Innovation in College Health; The National Consortium for Building Healthy Academic Communities, and others. At the same time, several colleges and universities are striving to become “the healthiest campus in the nation.” Under this rubric, some of the best campus-wide efforts are categorized by:

- Core institutional funding from the President’s or Chancellor’s office
- Broad leadership support from across the institution

- Health being embraced as a core value
- Leveraging existing programs, services, and resources
- Alignment with existing community initiatives
- Engaging the whole campus community, including students, faculty and staff

A number of national organizations focus solely on college health, while others with broader mandates have specific initiatives designed to support a healthy campus. One, for example:

ACHA is the principal leadership organization for advancing the health of college students and campus communities through advocacy, education, and research. ACHA's membership includes over 800 institutions that reflect the diversity of higher education: two- and four-year schools, public and private, large and small. ACHA also serves more than 2,800 individual college health care professionals from a wide range of disciplines. **ACHA's Healthy Campus 2020** initiative fosters healthy environments and behaviors on campuses nationwide. The initiative's vision is campus communities in which all members — students, faculty and staff — live long, healthy lives. Its goals are to:

- Create social and physical environments that promote good health for all
- Support efforts to increase academic success, productivity, student and faculty/staff retention, and life-long learning
- Attain high-quality, longer lives free of preventable disease, disability, injury, and premature death
- Achieve health equity, eliminate disparities, and improve the health of the entire campus community
- Promote quality of life, healthy development, and positive health behaviors

The Healthy Campus 2020 initiative centers on a set of national health objectives for students, faculty and staff; promotes an action model using an ecological approach; and provides a toolkit for implementation based on the MAP-IT (Mobilize, Assess, Plan, Implement and Track) framework that goes beyond traditional interventions of education, prevention, diagnosis and treatment to include collaborative efforts that address the social determinants of health.

www.acha.org/HealthyCampus

CAMPUS AS COMMUNITY

A growing number of colleges and universities are viewing the campus as a community and publicly stating their intentions to become “the healthiest campus in the nation.” They are launching campus-wide initiatives aimed at students, faculty and staff. One of the initiatives leading the way is described here:

Healthy Duke is an initiative, inspired in part by ACHA's Healthy Campus 2020 that invites the Duke community to work together to build the healthiest university in the nation, where 47,000 faculty, staff, and students thrive and feel valued. In the fall of 2016, Chancellor Eugene Washington engaged leadership across the institution to explore how Duke could harness the collective impact of people, programs, and strategies to create a framework to begin this process. Five key focal areas emerged as part of the initiative: 1) Food and Nutrition; 2) Mental and Emotional Well-Being; 3) Physical Activity and Movement; 4) Fulfillment and Purpose; and 5) Environment and Culture. Key leaders from across the Duke community are leading working groups for each of these areas with the goal of fostering inclusiveness, collaboration, connectivity, and innovation that nurtures the health and wellness of the entire Duke community. With core funding from the Chancellor's office, a steering committee and full-time coordinator are also in place. Healthy Duke's initial goals include:

- Maintain a multidisciplinary coalition of faculty, staff, and students to advance health and well-being
- Coordinate and promote existing health and well-being programs, projects and initiatives
- Implement a set of initiatives that measurably improve health and well-being throughout the Duke community
- Promote an environment that contributes to the health and wellness of the Duke community through access to healthy food and the preservation of natural spaces, high performance buildings and sustainable resource use
- Create a Culture of Health movement that empowers every member of Duke University to be proactive and holistic in enhancing the quality of life for themselves, their loved ones, and the entire community
- Expected Outcomes: measurable improvement in health and well-being of members of the Duke community as demonstrated by quantifiable metrics. An evaluation Working Group is dedicated to evaluating Healthy Duke.

<https://healthy.duke.edu>

INITIATIVES TO ADDRESS SPECIFIC CONDITIONS AND SOCIAL DETERMINANTS OF HEALTH

Both within the context of broader campus-wide healthy campus initiatives, such as those described above, and within more focused efforts, colleges and universities are tackling specific issues that affect the health of their students and their employees. The most common issues of focus are described below.

Student Basic Needs: Housing and Food Security

Ensuring that students have sufficient housing and food so they are ready to learn is a growing concern among colleges and universities. Consistent findings from a series of recent studies have served to shine a light on the issue. In 2016, the **Wisconsin HOPE Lab** fielded a survey at 70 community colleges around the country in order to assess rates of food and housing insecurity among community college students. Funded by the Kresge Foundation with support from the Association of Community College Trustees, the study found that one in three community college students experienced hunger, half of community college students were housing insecure, and 14 percent were homeless.

“When you are more concerned about where your next meal is or where you can lay your head at night than classroom success, it will impact your grades. That’s the collegiate experience for a significant portion of college students, much more than we anticipated. When faced with the real threat of hunger or homelessness, their focus is survival before success.”

J. Luke Wood, PhD, Distinguished Professor, San Diego State University, and Co-Director, Community College Equity Assessment Lab

In a survey of 3,800 students at 34 community and four-year colleges across 12 states—the broadest sample to date—the authors found that nearly half experienced food insecurity the previous month. Of these food insecure students, 2 in 3 also experienced housing insecurity, and 1 in 3 reported that hunger and housing problems impacted their education. Food insecurity even affected students who had a job and/or other financial help. Furthermore, being enrolled in a meal plan with a campus dining hall did not eliminate the threat of food insecurity. Among the respondents from four-year colleges, 43 percent of meal plan enrollees still experienced food insecurity. Data from the Free Application for Federal Student Aid indicate that 58,000 students are homeless, an increase from 47,200 in 2009.

The majority of students who have left college without a degree cite financial hardship as the key cause for their withdrawal. College tuition is rising faster than inflation, medical care costs, or need-based financial aid.

The Wisconsin HOPE Lab is the nation’s first laboratory for translational research aimed at improving equitable outcomes in postsecondary education. The Lab helps to make findings from basic science useful for practical applications that enhance college attainment and human well-being throughout the state, and in turn, the nation. The Lab, led by scholar-activist Sara Goldrick-Rab, has been leading the way in documenting basic needs insecurity among college students, evaluating interventions designed to address these needs, and facilitating a network of basic needs experts. These researchers, practitioners and advocates from across the country attend two national conferences that have each drawn over 400 participants. In September 2018, Dr. Goldrick-Rab will move her operations to Temple University with the founding of the HOPE Center for College, Community and Justice. http://wihopelab.com/publications/Wisconsin_HOPE_Lab_Data%20Brief%2016-01_Undergraduate_Housing%20and_Food_Insecurity.pdf and <http://wihopelab.com> and <http://hope4college.com>

Having unmet basic needs affects the effort students can devote to schoolwork and compromises their chances of completing their degree. In the multisector, multistate survey mentioned above, hunger or housing problems caused 53 percent of respondents to miss a class, 54 percent to miss a study session, 37 percent to miss a club meeting, 55 percent to opt not to join an extracurricular activity, 55 percent to not buy a required textbook, 25 percent to drop a class, and 81 percent to not perform as well academically as they otherwise would have. The majority of students who have left college without a degree cite financial hardship as the key cause for their withdrawal.

The increase in housing and food insecure students is due, in part, to rising costs in the community college sector, which have increased 28 percent since 2000. College tuition is rising faster than inflation, medical care costs, or need-based financial aid. Other costs associated with getting a college degree—books and supplies, transportation and living expenses, for example—are also rising. Compounding these problems, many social programs are unavailable to undergraduate students. For example, the National School Lunch Program supports schoolchildren but not college students. Subsidized housing and transportation are often available to students in high school, but not after enrolling in

college. Undergraduates are only eligible for Section 8 housing if they are veterans, parents, or over age 24.

Further, the college-going population has changed. One of the nuances is that there are people going to college in the past that did not—for example, first-generation college students, older students and foster youth. More low-income students are arriving on campus without a safety net. As Eloy Ortiz Oakley, chancellor of the California Community College System, points out, “This is not just happening in urban poor communities. It affects kids from working-class families, in rural communities, and in communities of color. The economy

Homeless and food-insecure college students are a largely invisible population, indistinguishable from other students and often overlooked by policymakers.

looks very different from what it used to. Homelessness now affects working-class and formerly middle-class families.”

By 2020, about two-thirds of all jobs will require education and training beyond high school. If current trends hold, the United States will face a shortfall of five million college-educated workers that year. This problem won’t be solved if students don’t have their basic needs met so that they can manage their schoolwork and finish their degrees. A college education is a great tool for overcoming poverty, but students have to be able to escape the conditions of poverty long enough to finish their degrees.

Homeless and food-insecure college students are a largely invisible population, indistinguishable from other students and often overlooked by policymakers. These data, however, are beginning to shape a national conversation about students’ basic needs and the challenges they pose to improving college retention. Institutions are using the data to support fundraising efforts, rethink programming, and advance state and federal policies.

Below, we highlight leading organizations and initiatives that are taking up this challenge. (Many additional examples are included in [Appendix A](#).)

Mental Health, Anxiety, Depression, and Suicide

The number of young people reporting mental health issues has increased both on and off college campuses. In 2014, college health centers saw an 8 percent increase in students seeking mental health services over the last three school years. Of college students who have been seen in college and university counseling centers, half have been in counseling, one-third have taken psychiatric medication, and 1 in 10 have been hospitalized for psychiatric reasons. Among other negative consequences, mental health issues in the college

student population are associated with lower GPA and graduation rates.

Since the Virginia Tech shooting, colleges and universities have shown more interest in the emotional well-being of their students. For some campuses, a triggering event leads to a “no wrong door” policy where students are encouraged to speak up and seek help. For college administrators, supporting their students’ mental health is a critical priority and includes issues related to capacity of mental health services on campus, responding to crises, confidentiality, and student safety. More recently, college campuses have expanded policies to address safe space and trigger warnings. These are explicit warnings meant to help students avoid potentially distressing material or situations.

Student mental health concerns include:

Anxiety: Anxiety has recently overtaken depression as the leading mental health issue on college campuses. A 2013 American College Health Study found that 51.3 percent of college students felt overwhelming anxiety at some point in the previous 12 months.

Depression: According to the 2014–2015 ACHA National College Health Assessment, 34.5 percent of college students felt so depressed that it was difficult to function at some point in the past year; 13.1 percent have been diagnosed or treated for depression; and 9.6 percent for anxiety. A UCLA Higher Research Institute study found that incoming freshmen were more depressed than they had been in 30 years.

Eating disorders: Eating disorders, including anorexia nervosa, bulimia nervosa, and binge eating disorder are associated with a wide range of negative physical, mental and social outcomes. They often coexist with other mental health issues, including depression, substance abuse and anxiety disorders, and are the mental illness with the highest mortality rate. Eating issues often begin or are exacerbated during transitional stages, making college students especially vulnerable to developing a disorder. Female student athletes are at particularly high risk for eating disorders. The National Institute of Mental Health estimates that 25 percent of college students have eating disorders, and the Substance Abuse and Mental Health

Eating disorders...often coexist with other mental health issues, including depression, substance abuse and anxiety disorders, and are the mental illness with the highest mortality rate.

Services Administration has found that 95 percent of individuals with eating disorders are between the ages of 12 and 25.

Sleep deprivation: College students are one of the most sleep-deprived populations. Sleep is essential for daily functioning, performance, learning, and health. Lack of quality sleep can weaken the immune system and cause irritability, depression, confusion, and generally lower life satisfaction. Sleep-deprived students perform significantly worse than students who regularly get quality sleep.

Stress: A study by the American Psychological Association found that young adults in America ages 18 to 33 are significantly more stressed than other age groups. Chronic stress can result in serious health problems, including anxiety, insomnia, high blood pressure, and a weakened immune system. Some research shows that stress contributes to

College students are...among the most sleep-deprived...
[leading to possible loss of] daily functioning, performance,
learning, and health.

the development of depression, obesity, and heart disease. Academic pressure is a leading cause of stress on college campuses. Bigotry relating to race, gender, and sexual orientation also play a role in increased stress for young adults.

Suicide: Suicide is a leading cause of death for college students. The annual report of the Center for Collegiate Mental Health found that, of college students that have visited the counseling center on their campus, 25 percent have harmed themselves, one third have seriously considered suicide, and 10 percent have made a suicide attempt.

A number of national organizations and initiatives are tackling mental health concerns among college and university students.

The American College Health Association (ACHA) formed the **Higher Education Mental Health Alliance (HEMHA)** in 2008 as a partnership of organizations dedicated to providing leadership on college mental health. HEMHA focuses on advocacy actions, policy development and review, practice dissemination, and the promotion of research across the mental health continuum. Current HEMHA priorities include devising strategies for addressing mental health and well-being among distance learning students, those studying abroad and online, and fostering collaboration across systems—such as health, counseling, academic affairs—on a given campus. In addition to ACHA, the organizations that comprise HEMHA are: the American College Counseling Association; American College Personnel Association; American Psychiatric Association; American Psychological Association; Association for University and College Counseling Directors; Jed Foundation; and National Association of Student Personnel Administrators. <http://hemha.org>

The Jed Foundation (JED) is a nonprofit operating foundation working to prevent suicide and protect the emotional health of teenagers and college students. Their programs aim to inspire a new national dialogue on mental health, encourage young people to speak up and take action, and change the way academic institutions work to prevent substance abuse and self-harm. JED works with colleges and universities around the emotional health of students, suicide prevention, and reducing risky behaviors like drug and alcohol abuse. JED bases much of its work with colleges and universities on two foundational principles to effect and sustain change: (1) Well-being and emotional health are a campus-wide responsibility, not just the purview of college health services; and (2) There must be senior leadership support.

Through a program launched in 2014, each of 172 participating schools forms a multidisciplinary team, is assigned a consultant, conducts baseline assessments and develops a comprehensive approach to student well-being that includes seven domains:

- Develop life skills
- Promote social connectedness
- Identify students at risk
- Increase help-seeking behavior
- Provide substance abuse and mental health services
- Follow crisis management procedures
- Restrict access to potentially lethal means

These domains derive from the JED Campus Framework, a consolidation of factors shown to help in promoting mental health, preventing suicide, and limiting substance use. The teams are comprised of: senior academic leadership; representatives from athletics; Greek life; student health center; campus security; academic advising; facilities managers; and so forth. The idea is to engage a wide array of people and units across campus, providing many points of entry for students to get support.

Resilience

Resilience can be assessed in relation to a number of factors, including one's capacities for persistence, creativity, emotional intelligence, grit, cognitive flexibility, risk-taking, agency, adapting to change, delaying gratification, learning from failure, and questioning success. Higher education institutions are looking to enhance student resilience due to the fact that the demand for counseling services exceeds what they can deliver. Students also exhibit a lack of coping skills, an increase in depression and anxiety, and overwhelming rates of stress.

The University of Washington's Resilience Lab was formed in 2015 to promote resilience development in students, normalize failure and acknowledge the many hardships students face. As a laboratory space, the lab develops new and

creative ways of rethinking the UW experience in and out of the classroom to improve student well-being. The lab's areas of focus include: researching the benefits of resilience behaviors, growth mindset and compassion; integrating resilience and mindset messaging and practices into pre-existing programming; and establishing high-impact programming aimed at the lab's core message of learning by pushing beyond comfort zones, while at the same time normalizing the setbacks, struggles and failures often experienced on that edge. Examples of programming include: "fail forward" panels that feature UW faculty and staff who share stories of how failures and setbacks have shaped their careers; traveling "failure walls" where students and community members can share experiences of failure; the Vulnerability Collective, a curation of "otherwise untold stories" shared by UW students with the goal of creating space for vulnerability and connection; and A World of Strengths, which brings together international students so they can share their stories of stamina, strength and success in the face of adversity.

Alcohol and Other Drug Use

Underage and high-risk drinking have long been issues on college campuses. High risk drinking, often called binge drinking, is defined as having five or more drinks in a row. The federal Centers for Disease Control and Prevention (CDC) report that about 90 percent of the alcohol consumed by youth under the age of 21 in the United States falls into the binge drinking category. College students who drink alcohol excessively can experience numerous harmful consequences, including missed classes, falling grades, and academic failure. Although high-risk drinking among college students has been on the decline (from 44 percent of students reporting binge drinking in 1980 to 35 percent in 2014), it has remained at a high level. Nearly 60 percent of college students surveyed drank alcohol in the previous month, and every year nearly 1,825 college students between the ages of 18 and 24 die from alcohol-related injuries.

Campuses have attempted to tackle the high-risk drinking problem in different ways:

- Controlling access to alcohol
- Penalizing drinking offenses
- Changing the campus culture and social norms around drinking
- Educating on the effects of high-risk drinking
- Preventing harm
- Offering counseling services
- Offering abuse intervention

Other drug use among college students is also a growing concern. Marijuana use is at its highest rate in 35 years. Daily

Risks of regular marijuana use:

- possible impairment of memory, learning, and impulse control
- average loss of eight IQ points

Risks of misuse of prescription stimulants:

- dependency, addiction
 - paranoia, hostility, psychosis
 - irregular heartbeat
 - elevated body temperature
 - cardiovascular failure, seizures
-

or near-daily marijuana use was reported by 5.9 percent of college students in 2014. Increases have also been reported in ecstasy use—more than doubling from 2.2 percent in 2007 to 5.8 percent in 2012. The jump in cocaine use has been similar from 2.7 percent in 2013 to 4.4 percent in 2014. The National Institute on Drug Abuse reports that marijuana use during brain development can cause long-term or permanent changes to the brain, and that regular marijuana users display impairment in brain regions used for memory, learning, and impulse control. Additionally, persistent marijuana use is associated with an average loss of eight IQ points, with young users most strongly affected. With more states decriminalizing or legalizing recreational marijuana use, the issue is growing in importance on college campuses.

Opiates, traditionally used as painkillers, are highly addictive. A recent survey of 1,200 young adults found that almost 16 percent report having used pain pills not prescribed to them, while over 37 percent said they would not know where to go for help in the event of an overdose. The survey also found that opioid painkillers are readily accessible, and that young people do not appreciate the lethal nature or addictive power of the drugs. Furthermore, the survey found little difference between young adults on and off college campuses.

The Hazelden-Betty Ford Institute for Recovery Advocacy recommends that college campuses, communities and policy-makers emphasize education on:

- the dangers of opioids and nonmedical uses of prescription stimulants
- prudent prescribing of pain medications by student health centers and youth-focused medical professionals
- equipping student health centers to provide screening and intervention services

Many college-age young adults have engaged in nonmedical use of prescription stimulants, also known as "study drugs." A 2014 federal report found that first nonmedical use of prescription stimulants or painkillers typically happens at about age 21 to 22. Repeated misuse of prescription stimulants can lead to dependency and addiction,

feelings of paranoia and hostility, and psychosis. Other risks include: irregular heartbeat, elevated body temperature, cardiovascular failure, and seizures.

A recent survey of 1,200 young adults found that almost 16 percent report having used pain pills not prescribed to them.

In addition to individual campus efforts to address student alcohol and drug use, statewide coalitions are engaging diverse stakeholders in devising solutions, including mental health and law enforcement professionals. The **West Virginia Collegiate Initiative to Address High Risk Alcohol Use** seeks to “remove alcohol and other drug use as barriers to student success” by promoting healthy campus environments through: self-regulatory initiatives; information dissemination; public policy influence; cooperation with prevention partners; and technical assistance. Funded by the National Highway Traffic Safety Administration through the West Virginia Governor’s Highway Safety Program, the statewide, multisector coalition holds quarterly group meetings and provides professional development opportunities for member campuses. It’s annual Governor’s Summit on Alcohol and Other Drug Use in Higher Education convenes stakeholders for statewide assessments and strategic planning. <http://wvcia.com/about>

Tobacco Use

In the fight to curb tobacco use in the United States, college campuses have emerged as a critical battleground. That’s because virtually all smokers—99 percent—start smoking before turning 26 years old. Community colleges and minority-serving academic institutions are especially important because they tend to serve students who are at greater risk for tobacco use, including low-income and first-generation students.

Studies show that prohibiting tobacco use in the workplace helps significantly reduce the number of smokers and the amount of smoking done by those who continue to smoke. Preventing tobacco use on campuses serves three high-priority goals: improving the health of students and employees; protecting nonsmokers from risks associated with second-hand smoke; and reducing health care costs. A number of national and state organizations are working to specifically promote tobacco-free campuses.

Goals of tobacco use prevention on campuses:

- improved health of students and employees
 - protection from second-hand smoke
 - reduced health care costs
-

The Truth Initiative focuses on helping community colleges and Historically Black Colleges and Universities (HBCUs) to bring tobacco-free policies to the campuses that serve young adults from minority and low-income communities. It is dedicated to achieving a culture where all youth and young adults reject tobacco by “speaking, seeking and spreading the truth about tobacco through education, tobacco control research and policy studies, and community activism and engagement.” Over the past two years, the organization has awarded 17-month grants of up to \$20,000 to 135 historically black colleges and universities and community colleges to advocate for, adopt and implement a 100 percent smoke- or tobacco-free policy. Grantees receive guidance through webinars, learning communities and one-on-one consultations throughout the grant period <http://truthinitiative.org>

Sexual Assault

While statistics vary, multiple studies have found that as many as one out of five women on college campuses have experienced sexual assault. The 2015 Campus Climate Survey on Sexual Assault and Sexual Misconduct found that 11.7 percent of students at 27 universities reported experiencing nonconsensual sexual contact by physical force, threats of physical force, or incapacitation. Furthermore, the incidence of sexual assault and sexual misconduct due to physical force, threats of physical force, or incapacitation among female undergraduate students was 23.1 percent, with 10.8 percent having experienced nonconsensual penetration.

Colleges and universities are increasingly concerned with their role in sexual assault prevention, and whether they are equipped to act as a judiciary system. The past year has seen an increase in utilization of Title IX as a tool to combat campus sexual assaults. Many schools educate their student body on consent practices and bystander intervention. Targeted education campaigns directed at high-risk groups, such as fraternities and athletic teams, have become a popular intervention strategy. Affirmative consent policies are on the rise, requiring a determination by the school that assault was “more likely than not.” This shifts the burden of proof to the accused, making him or her guilty until proven innocent. “Yes-means-yes” policies spell out indicators when a person may be incapable of giving consent.

Campuses are also banding together to address this shared concern. The 10 members of the **Baltimore Area Higher Education Coalition against Sexual Violence**, for example, are using a \$750,000 grant from the U.S. Department of Justice to develop new strategies to prevent, respond to, investigate, and hold offenders accountable for sexual assault and dating violence, and strengthen trauma-informed, victim

services on campus and in the community. Coalition members offer preventative and support services for the over 125,000 students, including survivors' counseling; reporting options; transportation to the emergency room; and mandatory prevention education during student orientation. Each campus also has a Sexual Assault Response Team that meets regularly to discuss protocols and procedures to respond to incidents of sexual violence. www.micua.org/index.php/news/micua-matters-newsletter/1891-coalition-against-sexual-violence

Campus Safety and Gun Violence

When parents of high school and college students were asked to rank which factors were most important to them when choosing a college for their student, the most important factor they cited was a safe environment (74.5 percent). Yet only one-third (34 percent) of college students report feeling very safe on their college campus at night.

According to data from the U.S. Department of Education, there has been an increase in campus shootings. Everytown Research, which tracks school shootings, reports that there have been 161 shooting deaths on college campuses since 2013. In 2013, 23 people died on campus at

A joint statement ... representing 50,000 student affairs administrators declared their firm opposition to legislation that would allow or expand the legal possession of firearms on college campuses.

American colleges and universities due to murder or non-negligent manslaughter, up from 17 in 2009 and 15 in 2008. In 2011, there was a sharp increase to 45 deaths as a result of the Virginia Tech shooting. The increase in active shooter situations on campus parallels the increase in mass shootings elsewhere.

Nationally, campus law enforcement agencies continue to evaluate their practices and train employees and campus officers how to deal with campus violence. Colleges have increasingly adopted full police departments, requiring campus officers to meet identical standards to any other police officer, and having more officers armed.

At the state level, some legislatures have considered regulations on whether or not to permit guns on college campuses. Some lawmakers argue for a need to allow concealed weapons on campus to further prevent these attacks, while others believe the solution to be tightening restrictions to keep guns off campuses completely. Over the past two years, elected officials in more than 30 states have pushed to enact legislation to allow guns on campus. Two bills allowing concealed carry on campus passed in 2013, one in Kansas that allowed general concealed carry, and one in Arkansas that gave faculty permission to carry a concealed weapon.

There is no credible evidence to suggest that students carrying concealed weapons would reduce campus violence. Furthermore, a 2014 study found a correlation between enactment of loosened firearm restrictions in “right to carry” states and an increase in aggravated assaults. A joint statement by Student Affairs Administrators in Higher Education (NASPA) and five other student groups representing 50,000 student affairs administrators, declared their firm opposition to legislation that would allow or expand the legal possession of firearms on college campuses. Their statement cited survey data indicating that 94 percent of faculty and 78 percent of students oppose guns on campus.

Safe Communities America,[®] an accreditation program of the National Safety Council, recognizes communities and universities committed to improving safety. The Safe Communities model, an international approach to injury prevention, aims to create safer environments for students to succeed and thrive. Accreditation requires universities to build campus-wide partnerships to understand how individuals get hurt; develop plans to address safety issues that impact students, faculty and staff; and measure progress. More than 95,000 university students, faculty and staff are living, working and studying in a Safe Community. In addition, four university campuses have been designated as Safe Communities: Emory University, Murray State University, Western Kentucky University and West Virginia University. www.nsc.org/learn/NSC-Initiatives/Pages/University-Safe-Communities.aspx

Healthy Food on Campus

Proper nutrition is an important aspect of health and well-being, both physical and mental. According to the ACHA, only 5.4 percent of college students surveyed were getting the minimum Dietary Guidelines recommendation of five or more servings of fruit and vegetables per day. Campuses are adopting a number of strategies to address healthy eating among their students:

- Offering healthier vending options
- Making free water available in all dining venues and all educational/physical activity facilities.
- Providing healthier food and beverage services, including wellness meal options, in campus-operated dining venues
- Labeling food and beverage items with calories per serving and/or with a healthy icon
- Implementing a comprehensive, strategic product placement/merchandising program/policy within dining venues to encourage healthier food consumption
- Implementing a local food procurement program that increases purchasing local and sustainable foods

- Devoting a specific percentage of total beverage purchases for catering to healthier beverages
- Making available Registered Dietitian Nutritionists (RDNs) for personal nutrition assessments and counseling to all students
- Implementing programs to address enhanced cooking skills

The Real Food Challenge (RFC) leverages the power of youth and universities to create a healthy, fair and green food system. This campaign aims to shift \$1 billion of existing university food budgets away from industrial farms and junk food and toward local/community-based, fair, ecologically sound and humane food sources—what they call “real food”—by 2020. The Real Food Campus Commitment involves an institutional pledge to increase the procurement of real food, increase institutional transparency, and increase student and community engagement.

The RFC also maintains a national network of student food activists—providing opportunities for networking, learning, and leadership development for thousands of emerging leaders. Since 2008, students in the network have worked with their dining directors and other campus stakeholders to secure over \$60 million worth of pledges to purchase more local, fair, sustainable, and humane food. Forty campuses have made the commitment and 200 campuses use the Real Food Calculator, a tool for tracking institutional purchasing over time.

Hundreds of students at diverse institutions have used the Calculator to learn about their campus food system, identify progress in sustainable purchasing, and find opportunities for improvement.

- Students at Carleton College led a transition from conventional bananas to fairly traded, organic bananas, a marked investment in the health and well-being of communities abroad.
- The University of Vermont (UVM), an early adopter of the Real Food Campus Commitment, has made many impressive product shifts. UVM now regularly sources high-quality beef from a local vendor. The campus has also replaced all vegan burgers and most vegan cookies with products from a local, organic, and gluten free producer.
- The University of New Hampshire, in partnership with the Northwest Atlantic Marine Alliance, is currently testing a new purchasing relationship with a consortium of small fisherfolk to increase both local and ecologically sound seafood procurement. www.realfoodchallenge.org

Boosting mobility on campuses

- Green areas for sports, trails, etc.
 - Modern living facilities with exercise equipment
 - Walking and bicycle paths
 - Marked walking routes
 - Subsidized public or campus-provided transportation
 - No or low-cost fitness assessments; access to fitness center facilities and classes
-

Physical Activity

Many colleges and universities are incorporating bike share programs, designated bicycle lanes, bike co-ops, clubs, bicycling education classes and policies to promote bicycling as a preferred means of transportation. **The Bicycle Friendly University (BFU)** program, created by The Bike League, recognizes institutions of higher education for promoting and providing a more bikeable campus for students, staff and visitors. The BFU program also provides technical assistance to create great campuses for cycling. <http://bikeleague.org/university>

Colleges and universities are pursuing diverse strategies to create a built environment that boosts exercise and mobility among their students, faculty and staff, both on and off campus.

Environmental Sustainability

Global climate disruption is impacting the planet in ways never experienced in human history. Warmer temperatures are contributing to changing weather patterns that cause more intense storms and heavier rainfall in some places, and drought in others. Glaciers are melting at an accelerated rate and oceans are rising. The scientific consensus is that climate change is being driven by the release of carbon dioxide into the atmosphere, primarily from the burning of fossil fuels. Colleges and universities have opportunities to mitigate their impact on the environment.

The University of California (UC) system has responded to the growing environmental crisis with direct action aimed at ending its reliance on fossil fuels. In 2004, UC enacted a systemwide Sustainable Practices Policy, which positioned the university as a leader in environmentally sound operations. In 2007, all 10 UC chancellors signed the American College and Universities Presidents’ Climate Commitment. In 2013, UC President Janet Napolitano announced the Carbon Neutrality Initiative, which commits UC to emitting net zero greenhouse gases from its buildings and vehicle fleet by 2025, something no other major university system has done. A Global Climate Leadership Council comprised of scientists, administrators,

Mitigating Challenges

Colleges and universities face a number of challenges to embracing the goal of a healthy campus:

CHALLENGE	PROPOSED SOLUTION
Health is often relegated to health professionals	By housing the healthy campus initiative in President/Chancellor's office and aligning it with core values and goals (e.g., student success) rather than having an isolated agenda, health is positioned as an integral part of the institution's mission, helping to ensure senior leadership considers "health in all."
High-level initiatives can be overly prescriptive	By committing to "making the healthy choice the easy choice" and not instructing stakeholders how to accomplish specific goals, but allowing them to define objectives and prioritize their own strategies, the healthy campus concept can become embedded in the institution.
Faculty may be resistant to top-down initiatives	By engaging faculty around the idea of "doing it well in our own backyard" and linking a healthy campus to academic excellence, faculty are more likely to support the effort.
Broad initiatives may lack stable funding	Most of the healthy campus initiatives we identified have initial seed funding from central university sources but lack an identified sustainable funding stream.
Concerns over "turf" and resource sharing among different units	The diverse constituents of academic institutions may not be accustomed to working together, thus there is often a lack of trust or belief in each others' value and a predisposition to the status quo.
Different units may employ different methods for measuring success	Further, the continuous flux of students and difficulty measuring culture change can be a limitation to evaluating success.

Specific strategies for achieving a healthy campus include:

Prioritize a collective, strategic approach	Building a healthy campus community requires a comprehensive, strategic approach that ties healthy campus efforts with the mission and values of the university and engages a multidisciplinary network of stakeholders from all levels of the institution including the President, student affairs leadership, counseling and mental health, health services, residential life, campus safety, athletics, faculty, staff, students and community members.
Define health broadly and pursue it comprehensively	For example, there is no health without mental health. Building a healthy campus community means prioritizing mental health alongside physical health and using diverse strategies to address the multiple factors that influence health.
Champion student voices	Students know students. They turn to each other when struggling with health and model their behaviors and attitudes based on their peers. They are experts in the best programming, strategies, messaging and approaches to engage students and create a campus culture and climate that fosters mental health, physical health, and well-being.
Cultivate a deep commitment to equal opportunities for health	Creating a healthy campus community means working to address gaps in opportunity that tend to disproportionately and negatively affect certain populations, such as ethnic minorities and those with limited English skills, lesser income, and/or a marginalized sexual or gender identity.
Provide quality, responsive, accessible clinical services	Building a healthy campus community means that, while a school strives to move students toward health, it serves the clinical needs of those students facing illness—mental and physical. Clinical services should adhere to national standards of excellence and be available via accessible locations, times, and timelines.
Commit to sustainable systems changes and policy-oriented, long-term solutions	Building a healthy campus community means making thoughtful and deliberate policy, programmatic, environmental, and systems changes focused on identified community priorities with a goal of sustaining the impact of these changes over time.
Secure and make the most of available resources	Building a healthy campus community means being creative in the face of limited budgets and adopting an enterprising spirit toward health improvement. This includes a critical examination of existing and potential health investments, with an eye toward minimizing waste and maximizing value. Creative approaches are needed to the generation, allocation, alignment, and mobilization of diverse financial and nonfinancial resources to sustain health improvement efforts.
Measure results and share progress to continuously motivate, guide and focus action	Building a healthy campus community requires data-driven measures and outcomes. It means a commitment to quality and impact in both process and outcomes. Healthy campuses define and measure success; identify specific goals; find ways to track, communicate, and celebrate progress, and continuously refine action and improve efforts based on evidence.

See [Appendix A](#) for additional examples of colleges and universities creating a healthy campus.

students and experts from inside and outside UC is seeking out the best practices, policies and technology to achieve carbon neutrality and to advance teaching and research in climate change and sustainability. The Carbon Neutrality Initiative Student Fellowship Program funds student-generated projects that support the UC system’s goal. See [Appendix A](#) for examples of specific initiatives.

CAMPUS AS EMPLOYER

Like many other employers, colleges and universities are offering health and wellness programs to faculty and staff in order to increase employee satisfaction, productivity and retention; decrease absenteeism; and decrease costs of health insurance and health care.

Several national organizations have efforts specifically focused on employee health and wellness at academic institutions:

HERO is a national nonprofit dedicated to identifying and sharing best practices in the field of workplace health and well-being to improve the health and well-being of workers, their spouses, dependents and retirees. HERO shares best practices, advocates for improvements in the field, and provides practical solutions for employers who share a commitment to supporting health and well-being for employees, families, and communities. The organization hosts a University Summit at its annual forum to specifically focus on workplace health and wellness in academic institutions. <https://hero-health.org>

HEALTHY CAMPUS: RELATED RESEARCH

Colleges and universities are launching research efforts and creating learning networks to share ideas, best practices and data on what works.

Wake Forest University’s Well-being Assessment is a large-scale survey of undergraduate student well-being. The Well-being Assessment is unique because it measures not only the extent to which students have well-being, it also measures whether students have the precursor skills and resources to achieve well-being. Because the Well-being Assessment measures those precursors, it can directly inform large-scale interventions. The project recently completed its first multisite pilot at 11 public and private institutions across the country. Plans are underway to develop measures for alumni so that the effects of interventions based on the Well-being Assessment can be examined both during and after the college experience.

2. FOSTERING AN ENGAGED CAMPUS

While some colleges and universities concentrate their efforts to build a Culture of Health campus-wide, others engage more fully and intentionally with the communities beyond their campus borders. Under this approach, colleges and universities integrate community engagement into its core missions of teaching (e.g., through service-learning); research (e.g., through community-based participatory research); and service (e.g., through participation in community-based initiatives), as illustrated in the figure below from Community-Campus Partnerships for Health.

“Research universities have a responsibility to help us understand our world and that understanding is enhanced through engagement with communities in solving the world’s greatest problems. Those of us privileged to work in these institutions should dedicate ourselves to putting in place the structures, processes, and incentives to make it happen.”

The Research University Civic Engagement Network

COMMUNITY-ENGAGED RESEARCH, TEACHING, AND SERVICE



Image source: Community-Campus Partnerships for Health. *Linking Scholarship and Communities: Report of the Commission on Community-Engaged Scholarship in the Health Professions*. 2005.

Colleges and universities are doing this in a variety of ways on a wide number of issues. Their efforts range from a “let a 1,000 flowers bloom” approach based on the entrepreneurial spirit of faculty, students and staff — to a strategic, coordinated approach focused on specific communities, community partners or issues. Campuses are employing a number of emerging best practices, including:

- Following principles of equitable partnerships with communities
- Engaging boundary-spanning leaders who can navigate the community-academic divide
- Establishing institutional positions and structures that help to facilitate community-academic partnerships

Many U.S. colleges and universities are creating leadership positions and/or structure to facilitate campus-wide civic and community engagement. Examples include: Drexel University’s Dornsife Center; Brown University’s Swearer Center; Stanford University’s Haas Center; the University of Pennsylvania’s Netter Center; and California State University’s Center for Healthy Communities.

National organizations are working to support colleges and university efforts to become engaged campuses.

Voting and Political Participation

One of the Action Areas to achieving a Culture of Health is Making Health a Shared Value. Some ways of measuring this focus is assessing the level of public discussion on health issues, as well as voter participation and volunteer engagement. In campus engagement efforts, student participation is the focus.

The **Voter Friendly Campus** designation program began in 2016 as a partnership of the Campus Vote Project and The National Association of Student Affairs Professionals (NASPA). The program helps institutions develop plans to coordinate administrators, faculty, and student organizations in civic and electoral engagement. Eighty-three campuses in 23 states, with a total enrollment of 1.4 million students, are designated as “Voter Friendly Campuses.” As part of the program, colleges have to engage their students in promoting voter registration and voting. The program also helps students overcome barriers to civic engagement. <http://campusvoteproject.org>

K–12 Education

An increasing number of colleges and universities are mobilizing their resources to develop University-Assisted Community Schools (UACS). To share best practices and spur the development of even more UACS, the Netter

Center, in collaboration with the Coalition for Community Schools and Rutgers University-Camden, organized a **University-Assisted Community Schools Network** in 2015. More than 20 universities are working with local schools to become UACS, and approximately 70 higher education institutions have joined to help build a higher education learning community to advance university-assisted community schools policy and practice. www.nettercenter.upenn.edu/what-we-do/national-and-global-outreach/university-assisted-community-schools-network

Educational Attainment

Strive Together, Cradle to Career began in Cincinnati and Northern Kentucky in 2006 as a pact between the heads of the local universities, school superintendents, and Fortune 500 companies to improve student outcomes from cradle to career. The program was created by Nancy Zimpher, the President of the University of Cincinnati and one of Strive’s founding leaders, to ensure that the university was playing its civic role. The partners all made public declarations to support region-wide goals and set firm targets. The initiative has met 40 of the original 53 educational goals and targets, including rising high school graduation rates and college enrollment. This collective impact approach has been adopted in eight other metro areas, all with major university support. The Strive Together, Cradle to Career model is now being replicated as part of a national, nonprofit network of more than 70 partnerships that together impact 8.2 million students nationwide. www.strivetogether.org

Urban Problem Solving and City Building

With the concentration of higher educational institutions in cities, many engaged campus efforts are focused on urban problem solving and city building.

In 2012, MIT’s Community Innovators Lab founded the **Urban Research-Based Action Network (URBAN)** to create a community of scholars and changemakers to engage and explore big questions emerging in cities, such as: the future of governance and democracy; the role of markets; stewardship of nature and the environment; and the role of race and identity in constructing communities, to name a few. URBAN is also working to break through the barriers that have stymied collaborative problem solving. URBAN’s Local Nodes connect scholars at the local level in order to share resources and work together across disciplines with community leaders and activists on specific research or network-building projects. Each node is organized by a planning committee and staffed by a graduate research assistant. There are currently five nodes in Boston, Hartford, Conn., Los Angeles, New York City, and Philadelphia. <http://urbanresearchnetwork.org>

Neighborhood Development

Formed in 1987, the Philadelphia **Higher Education Network for Neighborhood Development (PHENND)** includes over 30 colleges and universities that work to strengthen service-learning, civic engagement, and community partnership in Philadelphia, connecting academics to community involvement. In 1997, PHENND received a major grant from the federal Corporation for National Service as part of the first round of higher education consortia awards under the Learn and Serve program for service-learning. It has since grown from an organization of five colleges and universities to over 30, and from 25 individuals to over 3,000. Since 1997, PHENND has held an annual conference, which draws higher education faculty, students, and administrators, as well as representatives of community-based organizations and public schools to discuss issues pertaining to campus-community partnership. PHENND also provides training and technical assistance to numerous university- and community-based practitioners on a wide variety of topics, including student volunteer training, service-learning, community-based research, and the best practices of partnership. <http://phennd.org/about/history>

Community Organizing

Swipe Out Hunger began under the name “Swipes for the Homeless” in 2009, when a few friends at UCLA went into the dining hall, used their meal cards to take away some sandwiches and then delivered them around town. In a single week, 300 meals were collected. A few months later, the team partnered with UCLA’s Dining Services to allow students to donate their extra meal funds to provide 1,087 meals to community members. By the Fall of 2014, the team collected over 15,000 donated meals in a single week. In 2015, the movement was renamed, but objectives to end hunger, raise awareness about this issue, and foster student leadership have remained central to their mission. Swipe Out Hunger works to end hunger by activating college students to donate unused meal points to feed their peers and community members in need. By taking a resource that already exists (meal points) and using those funds to solve a global problem (hunger), Swipe Out Hunger promotes innovative solutions to a wasteful system. www.swipehunger.org/about

The Detroit Urban Research Center (URC) is an interdisciplinary, community-based participatory research (CBPR) partnership housed at the University of Michigan School of Public Health that equitably engages community-based organizations, health service institutions, and academia to create research, programs and policies to improve health equity in Detroit (see goals listed below). Based on their mission, for more than 20 years, the Detroit URC and affiliated partnerships—building upon community resources and

strengths—have enhanced understanding of the relationship between the social and physical environmental determinants of health. They’ve translated the knowledge gained into public health interventions and policies that have resulted in improved health status and reduced health risk factors. URC projects have focused on a number of health issues and their determinants, including: asthma; heart disease; diabetes; air pollution; violence; access to health insurance; fresh food; and physical activity. The work of the URC and affiliated partnerships has made substantial contributions in a number of key areas, including: interdisciplinary and action-oriented research; diversity, equity and inclusion; prevention and alleviation of poverty; and community engagement and dissemination—all with a focus on, and in partnership with, community and health practice entities in Detroit.

The URC has documented its significant impact, both in communities and on the campus. These include:

- Improved University of Michigan’s (UM) reputation among community leaders in Detroit, resulting in improved relationships, trust, and collaboration between the university and community organizations in Detroit
- Improved the capacity of Detroiters to engage in research and has trained and employed over 400 Detroiters
- Involved more than 3,500 Detroit residents in numerous successful interventions
- Improved the health of Detroit residents and has enhanced the physical environment and access to resources (e.g., air quality, fresh food, safe places to be physically active)
- Globally recognized as the “gold standard” of community-based participatory research partnerships—an equitable approach to research that involves academia; community-based organizations; and health and human service and governmental institutions
- Trained more than 1,000 masters’ students, doctoral students, and post-doctoral fellows, from diverse disciplines, including public health, medicine, social work, nursing, sociology, urban planning, information (Published over 200 peer-reviewed articles and made more than 400 presentations at professional meetings)
- Engaging faculty and students in research across multiple disciplines and more than 10 units on campus (e.g., sociology, medicine, public health, nursing, public policy, social work, urban planning, natural resources and the environment, architecture, information, kinesiology, education) www.detroiturc.org

See **Appendix A** for additional examples of colleges and universities fostering an engaged campus.

3. LAUNCHING A GRAND CHALLENGE

A number of colleges and universities are funneling resources toward solving one major issue that impacts health globally. Higher education institutions have often used their research and teaching capacities to do this, but the difference here is that while they are working on a challenge facing society, they are also addressing that challenge on their own campuses at the same time.

“We believe improving population health worldwide is a moral imperative, driven by our public mission of service to all.”

University of Washington

Under this approach to building a Culture of Health, colleges and universities launch what is known as a Grand Challenge where they align the institution’s teaching, research, outreach, and operations in a sustained effort to understand, address, and solve a major issue, such as hunger, mental health, climate change, or other area that significantly impacts health. Grand challenges can be pursued by individual campuses, multi-campus systems, and multi-institutional networks.

Colleges and universities launch...a Grand Challenge...in a sustained effort to understand, address, and solve a major issue, such as hunger, mental health, climate change, or other area that significantly impacts health.

One of the more well-known Grand Challenge initiatives was launched by UCLA more than a decade ago. The **UCLA Grand Challenges** initiative connects faculty, students, and supporters from all disciplines to work together, adopting a holistic approach to solve critical issues. The initiative was established in 2012 with the premise that by working together with shared goals, the UCLA community could have an even bigger impact on society’s greatest problems. Currently, UCLA has two Grand Challenges at play: the Depression Grand Challenge and the Sustainable LA Grand Challenge.

The Depression Grand Challenge is designed to help understand, prevent and treat one of the world’s greatest health problems. Depressive disorders represent a huge challenge to global health in the 21st century. The goal of the challenge is to eliminate the burden of depression by gaining a better understanding of the disease, while developing more effective prevention techniques and treatments.

The Sustainable LA Grand Challenge will officially launch with the delivery of an implementation plan by 2020. This challenge focuses on transitioning Los Angeles to 100 percent

renewable energy, 100 percent locally sourced water, and a healthier ecosystem by 2050. Students are involved in the university’s Grand Challenges as champions for the causes, as members of research or support teams, and through specific courses tied to the Grand Challenges. <https://grandchallenges.ucla.edu/about>

Auburn University in Alabama has taken on world hunger as its global challenge. In 2004, Auburn University accepted an invitation to partner with the United Nation’s World Food Programme in the fight against hunger. The WFP/Auburn “war on hunger” led to the creation of **Universities Fighting World Hunger (UFWH)** in 2006, a coalition that has expanded to nearly 300 campuses since its inception. With sustainability as a framework, the comprehensive UFWH best practices model outlines a short-term grassroots student advocacy and action campaign, as well as an academic agenda focused on long-term solutions that are suitable for adaptation or replication by participating universities. The model is designed to: 1) produce graduates who are not only technically competent, but globally aware and socially engaged; and 2) challenge universities to assume a leadership role in creating innovative solutions to global sustainability issues like world hunger. Although each college and university in the network plans its own agenda, all are committed to stimulate student awareness about hunger as a critical global issue and help them find ways to make meaningful contributions regardless of background, major or career path. At the annual summits, hundreds of student leaders from around the world gather to share best practices and experiences.

In February 2014 the Hunger Solutions Institute at Auburn, in partnership with the Association of Public and Land-Grant Universities and the United Nations Food and Agriculture Organization, held a national forum, “Shaping the Collective Role of Universities as a Partner in Ending Hunger” to determine how to better coordinate efforts to address these critical issues. A consensus outcome from that gathering, which drew 70 leaders from 30 universities in Canada, the United States, and Latin America, was the **Presidents’ Commitment to Food and Nutrition Security**, a statement outlining a number of initiatives spanning teaching, research, outreach, and student engagement that university leaders can implement as part of an action agenda to make food and nutrition security an institutional priority. The 90+ signatories of the Presidents’ Commitment to Food and Nutrition Security make up a consortium known as **Presidents United to Solve Hunger (PUSH)**. Powered by its student counterpart, Universities Fighting World Hunger, PUSH signatories pledge to work collectively toward zero hunger campuses, communities, and nations. An explicit goal of both efforts is to make ending hunger a core value of higher educational

institutions worldwide. <http://wp.auburn.edu/ufwh/about2> and <http://wp.auburn.edu/push>

University of California (UC) President Janet Napolitano, together with UC's 10 chancellors, launched the UC Global Food Initiative in 2014. Building on existing efforts and creating new collaborations among UC's 10 campuses, Lawrence Berkeley National Laboratory, and UC's Division of Agriculture and Natural Resources—the initiative draws on UC's leadership in the fields of agriculture; medicine; nutrition; climate science; public policy; social science; biological science; humanities; arts and law; among others. Its focus is both external (e.g., how UC translates research into policy and helps communities eat more sustainably) and internal (e.g., how UC leverages its collective buying power and dining practices to create desirable policies and outcomes within its community). The initiative aligns the university's research, outreach and operations in a sustained effort to develop, demonstrate and export solutions for food security, health and sustainability throughout California, the United States and the world.

Working groups are developing best practices, and the toolkits to implement them, that, once successfully deployed systemwide at UC, can be offered to schools and communities at the local, state, national and international levels. The initiative's student fellowship program funds undergraduate and graduate student-generated research, related projects or internships that focus on food issues. Examples of the work:

Curriculum: How do we teach students about food and agricultural systems, and communicate that information with the public? This group is helping prepare the next generation of science communicators; enhance experiential learning opportunities; increase food literacy; catalog existing food-related courses; and develop new online introduction courses to food-related issues.

Operations: How do we improve our operations so that we increase access to nutritious and sustainable food? This group is working to ensure food security among UC students, facilitate small growers' ability to do business with UC, increase procurement of sustainable food, enhance the availability of healthy choices in campus vending machines, and reduce waste in both residential and retail dining.

Policy: How do we raise awareness about food issues, help inform food policy and elevate food policy as a priority? This group has created a clearinghouse and calendar of food-related activities at UC; launched two lecture series (on food equity and on healthy students/campuses/communities); collected policy success stories; and is mobilizing law schools to address food equity and ethics through a legal clinic dedicated to providing law and policy support to organizations working to advance healthy food access and sustainable food production.

Research: How do we raise awareness about UC's food-related research and explore new frontiers in food and agriculture? This group is working to survey UC students about food security; catalog UC research in sustainable agriculture; share success stories in fisheries and international food issues; explore the impact of climate change on agriculture; and examine urban agriculture's potential to reduce food disparities.

Service: How do we improve nutrition at K–12 schools, expand farmers' markets and increase student engagement in food issues? This group is working to help establish farmers' markets on campuses; expand local food production; repurposing underutilized spaces for food production; turning waste into food; engaging students as growers and producers to maximize the use of campus dining meals; develop healthy and sustainable dining options for K–12 students, and involve students in fellowship programs. www.ucop.edu/global-food-initiative

See **Appendix A** for additional examples of colleges and universities launching a grand challenge.

4. EMBRACING THE ROLE AS AN ANCHOR INSTITUTION

The final approach that colleges and universities can take to building a Culture of Health is through place-based efforts in their role as anchor institutions. Anchors are institutions that, once established, tend not to move location. As large employers, they serve a critical role in a community as catalysts to attract and retain residents, create jobs and support economic growth. And with the right strategic focus, anchor institutions can leverage billions of dollars to benefit surrounding communities through targeted purchasing (“Buy Local”); real estate development (“Build Local”); endowment investments (“Invest Local”); workforce development, training (“Hire Local”); and other means. In doing so, they move from being passive to active anchor institutions (think of a university that tallies up its economic impact in a glossy report vs. one that strategically deploys its human and economic resources for local community benefit).

“Anchor work must be aligned with the university's self-interest, and be rooted in the appropriate role of the institution. We may not be directly creating affordable housing or running a school, but we are partners in a system that creates mixed-income opportunities and provides strong educational opportunity.”

Dr. Lucy Kerman, Vice Provost, University and Community Partnerships, Drexel University, 2015

As discussed in the opening section of this report, the economic potential for colleges and universities to support health in their communities is significant. *The key question is how to tap this potential in a significant and strategic way.* Colleges and universities can leverage their roles as anchor institutions in multiple ways—all of which are linked to better health by building stronger communities with more opportunities for residents to thrive:

- **Procurement (“Buy Local”)**—to boost community and economic development
- **Human Resources (“Hire Local”)**—to fulfill workforce needs and create jobs and economic opportunity
- **Real Estate Development (“Build Local”)**—in ways that create healthy places and stimulate economic revitalization while avoiding displacement
- **Endowment Investing (“Invest Local”)**—to benefit students and communities and create positive social, economic or environmental impact

Academic institutions can also form nonprofit community development corporations (CDCs) or community development financial institutions (CDFIs) to attract additional investments in communities or join other anchors in a community or region to create greater collective impact.

Moving from passive to active anchor institutions focused on improving health comes with challenges. First, higher education institutions are typically not accustomed to making decisions based on expected community impact. Shifting to an active anchor strategy also takes time, strong leadership, and internal and external incentives. Effective anchor strategies typically share many fundamental features:

- Define place-based strategies
- Imbedded in an institution’s “DNA”
- Develop a comprehensive strategy focused on the surrounding community
- Engage strong local partners or “intermediaries”
- Have strong leadership
- Have both internal (e.g., staff) and external (e.g., local philanthropy) partners
- Are part of a multi-anchor collaborative if the city/neighborhood shares more than one anchor
- Attract local resources that create incentives to serve in an anchor role
- Are aligned with community priorities
- Have a consistent focus on equity and community wealth building

Many of the national organizations identified in the “Fostering an Engaged Campus” section also address anchor institution strategies in some way. Some national organizations and initiatives specifically focused on leveraging the economic impact of anchor institutions are described below. Many others are included in [Appendix A](#).

In 2015, The Democracy Collaborative (TDC) convened **The Anchor Dashboard Learning Cohort**, a group of six universities that are “committed to building a new culture within higher education that recognizes economic, educational, and health disparities as part of each institution’s mission.” It is also piloting an anchor dashboard data collection tool. To date, few tools exist to help institutions reflect and assess broadly the long-term impact of their anchor-mission activities—and particularly their impact on community engagement activities, equity, and health. A \$100,000 investment by the Annie E. Casey Foundation helps to support the Cohort, one part-time TDC staff member and one evaluation consultant. In October 2017, TDC announced it has formed a strategic partnership with the Coalition of Urban and Metropolitan Universities—the nation’s largest membership organization of urban university leaders—to help scale the anchor mission approach within higher education through expansion of the Anchor Dashboard Learning Cohort. <http://community-wealth.org/strategies/panel/universities/support.html>

Procurement (“Buy Local”)

Local purchasing is one way anchor institutions can invest directly in community development. Redirecting purchasing dollars locally usually requires internal changes to an institution’s procurement policies. These changes may take the form of providing incentives that encourage decision-makers to purchase goods locally or opening up new opportunities for local, minority and women-owned businesses to work with the institutions. To facilitate local purchasing, it is often necessary for the investing institution to develop an infrastructure to build local business capacity that includes active outreach, as well as additional resources and staff that engage local vendors and prepare them to deal with the university. Anchor institutions can direct purchasing locally by establishing institution-wide local purchasing goals; creating incentives that encourage decision-makers to purchase goods locally; working with local community-based groups to reach out to local vendors; as well as to build the capacity of local vendors and starting a center, office or program that coordinates local purchasing efforts.

In 2013, the **University of Chicago** analyzed the impact that institutional spending has had on its immediate surroundings and on the city of Chicago as a whole. Working with the procurement offices from the University of Chicago

and the University of Chicago Medical Center, it analyzed over 800,000 discrete transactions, identifying key commodity areas and tactics to increase its local spend. The analysis led to the **UChicago Local initiative**, along with taking a lead role with World Business Chicago in forming the Chicago Anchors for a Strong Economy procurement initiative. Through UChicago Local, the University partners with organizations throughout the city to connect businesses and job seekers in mid-South Side neighborhoods to opportunities at the University, the University of Chicago Medicine, and their vendor networks. For example, the University and Medical Center are re-aligning normal purchasing activity to transfer business to competitive local vendors and, as a result, have a greater impact in local communities. The initiative targets businesses in eight categories: consulting and professional services; plant and maintenance services; food supplies, dining and social activities; nonshop supplies and equipment; transportation and livery services; shop supplies and equipment; equipment lease and rental; and space lease and rental. Also through UChicago Local, the Office of Civic Engagement hosts or sponsors forums for mid-South Side businesses to showcase products and services to UChicago and UChicago Medicine staff, faculty and students. <https://civicengagement.uchicago.edu/programs-partnerships-volunteering/detail/uchicago-local>

Human Resources (“Hire Local”)

Hiring local residents through targeted recruitment and job training programs is a win-win arrangement for anchor institutions and communities alike. By hiring locally, the institution fulfills its workforce needs with limited additional expenditures while creating substantial economic opportunities for residents. Partnering real employment opportunities with job skills training and support programs, such as mentorships, helps ensure the success of local hiring practices and can transform the lives of residents. Hiring from within the community also cuts back on commuting, creating savings for those hired and promoting sustainable practices within the community.

Developing inclusive hiring practices that target women and minorities further align human resource practices with community goals. Setting percentage goals for hiring female and minority staff and faculty (in the case of colleges and universities) helps to achieve diversity and promotes equity at all levels of the institution. Mirroring the diversity of the community in the institution itself demonstrates a commitment to equality and builds trust within the community.

Temple University in North Philadelphia created an Office of Community Outreach and Hiring within the human resources department of the institution. Its goal is to connect residents from the surrounding neighborhood with job

Mirroring the diversity of the community in the institution itself demonstrates a commitment to equality and builds trust within the community.

opportunities at the University, as well as with local employers. The Office of Community Outreach and Hiring has partnered with area churches, community development corporations and other community groups and leaders to reach-out to local job applicants. Additionally, the Office provides job readiness trainings that cover topics, such as managing the online application process, developing a resume, navigating the interview process, and building administrative and clerical skills. Annually, the Office hosts a Neighbors Job Fair that targets students at local high schools, as well as graduating Temple seniors who are from the surrounding neighborhoods. www.temple.edu/community/workforce.htm

Real Estate Development (“Build Local”)

Anchor institutions invest heavily in and have great influence over local real estate and infrastructure development. Where and how institutions choose to build greatly affects the neighborhoods where they are located. Thoughtful decision-making in regard to real estate acquisition and development can leverage this institutional power for the benefit of the community in a way that creates healthy places, stimulates economic revitalization, and supports the local housing market. To reach mutually beneficial goals, anchor institutions should align their real estate plans with broader community goals and by partnering with residents, city officials and other stakeholders, and ensuring community participation in the planning, decision-making and development process. Partnering with local CDCs is one way to build trust and address broader community development needs.

Building new commercial spaces that attract local businesses or community centers that provide services create jobs for residents and address need, not just for the community but also for the staff, faculty and students of the institution. Similarly, employer-assisted housing programs and affordable housing development revitalize neighborhoods surrounding anchor institutions by creating a mixed-income area. The goal is to make sure that any real estate development—whether retail or residential—complements what already exists in the neighborhood. This helps to prevent unintentional displacement of existing small businesses and property owners as a result of development. As do community-benefits agreements, legally binding contracts ensure physical development plans include requirements to directly benefit the community—for example, by hiring workers locally and/or developing affordable housing. Supporting programs such

as community land trusts that maintain permanent affordable housing—even in the face of rising real estate prices—is another way for anchor institutions to prevent community displacement from development.

Albion College in Albion, Mich., is renovating dilapidated homes in the Harrington neighborhood next to campus and selling them to staff at half price. Albion lost one-third of its population since steel jobs started disappearing in the 1960s. From a high of 12,750 in 1960, Albion's population is now estimated at around 8,300 and dropping. Until the

Thoughtful decision-making in regard to real estate acquisition and development can leverage this institutional power for the benefit of the community in a way that creates healthy places, stimulates economic revitalization, and supports the local housing market.

Harrington project, Albion hadn't seen any plans for new home construction in nearly a decade. A few years ago, as the college faced declining enrollment, its leaders realized that they couldn't grow in a struggling town. They decided to renew their support of the community—to save themselves by helping save the town. Over the past three years, Albion has seen a string of successful partnerships between the college and community:

- A \$10 million hotel broke ground last fall. The nonprofit Albion Reinvestment Corporation acquired and stabilized the property, while the college secured funding and a developer.
- Albion College filled five vacant downtown storefronts with classes and administrative offices, while the Albion Reinvestment Corporation secured grants for commercial facade improvements.
- A housing redevelopment project in a low-income neighborhood has grown to include six square blocks, including properties purchased from the Michigan Land Bank with donations from friends of the college.
- A renovated historic building downtown now holds the Ludington Center, a hub for interaction between college and community members.
- As college facilities open downtown, students and staff bring a wave of new patrons. New restaurants are opening and in the works in a town that previously had only half a dozen eateries.

Endowment Investing (“Invest Local”)

As the value of their endowments continues to rebound post-recession, colleges and universities have come under increased scrutiny to channel endowment dollars toward

social good in order to benefit students, communities and justify their status as nonprofit institutions. Responsible investment is mutually beneficial: the institutions are able to create investment returns needed to fund quality education; alumni feel good that their donations are being managed in line with their values; and students know their education has not been funded unethically. Most importantly, responsible investment benefits the communities, people, and environments that are negatively impacted by status quo investment decisions. Colleges and universities have many opportunities to invest responsibly, including:

- Engaging in active ownership, also known as shareholder advocacy, by attempting to change the practices of the companies they invest in to lessen impacts or improve outcomes for people and the environment.
- Making proactive investments in companies and projects that align with the institution's mission, such as clean technology or affordable housing, or hiring managers to make proactive investments.
- Screening out or divesting from industries, such as in tobacco, fossil fuels or conflict minerals, where such investments would support activities against the school's values.
- Making proactive investments that intend to produce a positive social, economic or environmental impact in a specific geographic area (e.g., the local community). This sort of place-based investing can begin with something as simple as shifting deposits of cash and cash equivalents to local community banks and credit unions. Investments in low-risk fixed income products offered by community development financial intermediaries can also provide key financial services and resources to underserved communities.
- Allocating endowment dollars and operating funds to community development, from investing in real estate projects that catalyze neighborhood improvement to investing in campus partnership centers.

The **Responsible Endowments Coalition (REC)** is a 501(c)3 nonprofit organization that works to foster social change and corporate accountability by building and unifying the college and university-based responsible investment movement. REC empowers students and other members of the academic community to challenge their institutions of higher education to invest responsibly and proactively, in ways that confront corporate abuses—such as sweatshop labor and environmental destruction—and encourage accountability to their communities. REC provides the tools, resources, and networks to help students lead successful, responsible investment campaigns on their campuses.

REC is currently involved in two endowment divestment campaigns: Its Campus Fossil Fuel Divestment Campaign calls on universities to confront this destructive industry by cutting financial ties with the top 200 dirty energy companies and investing in a habitable future powered by democratically controlled renewable energy. To date, over \$3.4 trillion in assets worldwide are fossil free. Its Prison Divestment campaign calls on universities to divest from the privatized prison industry. The campaign aims to break the political power of private prison companies like GEO Group, Corrections Corporation of America (CCA) and G4S, which lobby for policies that criminalize and incarcerate immigrants, communities of color, poor people, and working class people. Major victories include prison divestment at Columbia University (June 2015), University of California (December 2015), and California State University Los Angeles (February 2016).

While the conversation has largely focused on using endowments to lower the cost of tuition or to shift away from investments in fossil fuels and prisons, less focused attention has been placed on how universities can better leverage endowment dollars to further local community and economic development objectives through place-based investing. www.endowmentethics.org

Ohio State University provides another example of institutional investment of its endowment directly in community redevelopment efforts. Working through Campus Partners, a nonprofit community development corporation, Ohio State invested \$28 million of its endowment funds into the “South Campus Gateway” complex. This project included the renovation of over 1,300 units of housing and the building of a 500,000 square-foot shopping center, as well as an ongoing commitment to improving community schools through service-learning. The University leveraged an additional \$100 million in external funds to support the project, including a \$35 million New Market Tax Credit allocation. <http://campuspartners.osu.edu>

Campus-Initiated Community Development Corporations

Some colleges and universities have formed nonprofit organizations—often community development corporations or community development financial institutions—that operate as independent entities but remain closely associated with the academic institution. These organizations are established through direct investments from the institutions and can use this institutional association to attract external funding while avoiding bureaucratic and other restrictions that may exist on central administered hospital or university funds.

LeMoyne-Owen College Community Development Corporation: Founded in 1989 by LeMoyne-Owen College,

a small Memphis-based historically black college, the community development corporation has helped support neighborhood revitalization. The CDC’s Towne Center at Soulsville USA project, which opened in 2010 across the street from the Stax Museum of American Soul Music provides 101,000 square feet of retail space, restaurants, health services, and a business incubator. The CDC also operates a business development “boot camp” which has helped spawn 75 new businesses and generate more than 180 jobs.

Multi-Anchor Collaboratives

Anchor strategies that leverage the power of multiple anchor institutions in a collaborative fashion offer a number of advantages: they have a bigger market share and demand for goods and services and they can have the effect of putting peer pressure on participating institutions to sustain their anchor commitments. If an institution has made a commitment to participate and their involvement becomes embedded in their day-to-day decisions and operations, it is that much harder for it to withdraw if, for example, there are changes in university leadership. There is huge variation in how multi-anchor collaboratives are structured, which types of anchors are included, and what person or entity is the initiator or convener.

The idea of multi-anchor collaboratives was pioneered over 12 years ago in Cleveland, when the CEO of the Cleveland Foundation made some disturbing observations about the economic disparities in the city. The residents of seven nearby neighborhoods were among the poorest in the city—including University Circle, home to a number of anchor institutions. Poverty rates in this section of the city ranged from about 30 to 60 percent, far above the 2005 national average of 12.6 percent. He knew that three of the Circle’s most powerful institutions—Case Western Reserve University, Cleveland Clinic, and University Hospitals—were planning nearly \$3 billion in projects, so he approached them with a vision of collaborating to help the community. Despite local investment, it was difficult to recruit talent, students, and patients. Together, they decided to start implementing programs to benefit their surrounding neighborhoods, eventually expanding to include other anchors and nonprofits in University Circle.

The resulting **Greater University Circle Initiative** is a unique partnership between the public sector, Northeast Ohio’s philanthropic community, and University Circle’s anchor institutions with a 10-year track record. Launched in 2005, it leverages the \$3 billion of annual anchor purchasing power to help catalyze and build community-based businesses that create green jobs and ultimately drive economic stability of nearby low-wealth communities. Cleveland has won

national attention for the role major nonprofits are playing in taking on the poverty and disinvestment plaguing some of the poorest neighborhoods in the city. Where once vital university and medical facilities built barriers separating themselves from their neighbors, now they are engaging with them, generating job opportunities, avenues to affordable housing, and training in a coordinated way. Where once the institutions may have viewed each other as mere competitors for funding or clients, now they are allies finding ways to improve their surrounding neighborhoods, and cooperate on savings through joint business operations. Where once a major institution might only seek to gentrify its surrounding area by pushing out impoverished residents, this strategy looks for ways to improve the prospects and income of the 60,000 people who live in these neighborhoods.

Where once the institutions may have viewed each other as mere competitors for funding or clients, now they are allies finding ways to improve their surrounding neighborhoods, and cooperate on savings through joint business operations.

The initiative includes other strategic partners, among them the City of Cleveland, neighborhood and workforce development entities, business accelerator organizations, and the evaluation partner, Cleveland State University. It is convened, supported, and led by the Cleveland Foundation. It focuses on building and sustaining the relationships of the partners and their commitment to meeting goals that they broadly identified as: Hire Local, Live Local, Buy Local, and Connect. The five pillars of the wealth-building strategies:

- Leverage a portion of the multibillion dollar annual business expenditures of anchor institutions into the surrounding neighborhoods
- Establish a robust network of businesses designed to service these institutional needs
- Build on the growing momentum to create environmentally sustainable energy and green collar jobs
- Link the efforts to expanding sectors of the economy such as sustainable energy and health care, many of which receive large-scale public investment
- Develop financing and management capacities that can take this model to scale

The anchors decided to direct a portion of their purchasing power to local businesses and to emphasize local hiring and relationships. But most of the existing establishments were small stores and bodegas, which couldn't supply the huge contracts anchors needed. In 2008, the

institutions helped develop **Evergreen Cooperatives**, a family of new worker-owned cooperatives that support and are supported by local institutions. Evergreen Cooperative Laundry handles millions of pounds of laundry from local anchors each year, while Ohio Cooperative Solar employs local residents to improve anchors' energy efficiency. Evergreen also runs an employer-assisted housing program that has helped 24 worker-owners buy homes. Where once the institutions may have viewed each other as mere competitors for funding or clients, now they are allies finding ways to improve their surrounding neighborhoods, and cooperate on savings through joint business operations. This form of city-anchor collaboration has become known as the "Cleveland model" of economic development. www.evgoh.com

The Cleveland Foundation is also supporting an **Anchor Institutions Task Force** of community-based organizations, Lakeland Community College and Lake Erie College in Painesville, Ohio to improve Lake and Geauga Counties, one of the few examples we identified of a community college playing a leadership role in an anchor institution initiative.

CHALLENGES

Despite the huge potential of anchor strategies, in many places the process has taken years to get off the ground. There are a number of explanations for this.

"Cities and universities can work together; the key is to translate aspirations to capacity to deliver. That is where 80 to 90 percent of the failure happens. It's not about the mayor and the university president not having a good relationship, but more about institutional bureaucracy...It's not a policy issue; it's breaking bureaucracy down."

Omar Blaik, Consultant, U3 Advisors and former senior administrator, University of Pennsylvania

First, many academic institutions are accustomed to acting alone, and some are used to making decisions around hiring, procurement, and investment based only on efficiency and dependability, not local community impact. For example, the hiring processes and policies of many of the institutions can be challenging for low-income individuals to access. Hiring processes are slow, cumbersome, and nearly all jobs are posted online and inaccessible to those who do not have computer access.

Another major barrier can be the capacity of area residents, including education, skills and job readiness to meet the hiring requirements of institutions. Often, nonprofit workforce program intermediaries are needed to prepare

and train individuals for positions in the institutions. With respect to procurement, academic institutions have a range of procurement policies and practices that can be barriers to small businesses. Many do not “daylight” their procurement processes nor do they transparently identify contacts to learn more about purchasing activities. Some institutions (and their contractors) require insurance and bonding for certain procurements at levels that also pose barriers of entry for small businesses. A mismatch between anchor spending needs and local business capacity can also be a challenge. There may only be a subset of goods and services that can be found locally. State and federal policies are also barriers. Public institutions are bound by procurement processes that may prohibit targeting spending to local areas. Federal procurement policies limit group purchasing strategies because of the size of the institution and their influence over the marketplace.

Second, as large, nonprofit institutions, colleges and universities are fundamentally risk averse and slow to change or take on new roles. With size come layers of bureaucracy, multiple players who need to participate in anchor work, and an inability to make quick, nimble moves. Embarking on an anchor strategy entails a fundamental shift in the way anchor leaders think and how their organizations operate—something that may take time, involve important and difficult discussions or negotiations, and require strong leadership and incentives from inside and outside the organization.

Third, historic mistrust can be a major barrier. Urban universities in particular have long histories in neighborhoods related to demolition, displacement, and expansion. Rebuilding trust can take time.

A place-based, institutionally embedded, and comprehensive anchor strategy can have significant impacts on a local and regional economy. But building and implementing such a focused strategy takes a great deal of time and patience.

Urban universities in particular have long histories in neighborhoods related to demolition, displacement, and expansion. Rebuilding trust can take time.

Putting all the elements together—getting the partners involved; convincing them of their self-interest in undertaking anchor work; identifying strong leaders and using them to change the ethos of their institutions; identifying intermediaries and ensuring they have the capacity to play their roles; lining up financial incentives—requires the commitment and coordination of many moving parts. Effective and transformative anchor strategies have a number of fundamental features:

Place-based: Place-based strategies have a specific and easily identified geography that the anchor directly affects, including the buildings, open spaces, gateways, and street networks that connect an institution to its community. Beyond the physical orientation of an institution are the places that its constituents—its employees, students, patients, clients, or visitors—live in and patronize. Strong mixed-use neighborhoods surrounding institutions support the street life that defines a vibrant district, encourage pedestrian activity, and create the residential density that in turn creates community. An anchor’s “placemaking” activities—communally shaping public spaces to heighten their shared value—must engage tactically with other stakeholders to be considered strategic. Such tactics may include reinvesting in the neighborhood through housing construction and rehabilitation; supporting targeted commercial and retail development; improving public spaces and public safety; and strengthening local services such as schools, nonprofits, and community resources. These activities benefit the anchor in a number of ways and create a stronger neighborhood, thus increasing the institution’s attractiveness to potential clients (students, patients, and staff) and generating goodwill among residents and local officials.

Features of Effective Anchor Strategies::

- Place-based
 - Institutionally embedded
 - Comprehensive
 - Intermediaries
 - Leadership
 - Champions
 - Multi-anchor collaboration
 - Resources
 - Align with community priorities
 - Equity & community wealth-building focus
-

Institutionally embedded: An anchor strategy must be part of an institution’s DNA. Otherwise, there may be pronouncements from the top with little real change in institutional performance. This integration starts when leaders commit to their organization’s role as an anchor and communicate it throughout the entire organization. Leadership then follows through by committing significant amounts of time and resources across all institutional functions. To be effective, anchor work usually requires changes in the organizational culture, such as altering the reward structure, adopting new mission statements and success metrics, and critically examining internal and external communications. Once internal programs, administrative units, facilities management personnel, and governing boards are all working together toward collective goals, an anchor strategy can begin to transform the surrounding community.

Once internal programs, administrative units, facilities management personnel, and governing boards are all working together toward collective goals, an anchor strategy can begin to transform the surrounding community.

Comprehensive: Higher educational institutions touch their surrounding communities in a multitude of ways—by employing local residents, occupying vast physical footprints, educating community members, and producing waste, among other impacts. A comprehensive anchor strategy must encompass all of these roles.

Intermediaries: Many anchor strategies benefit from having strong local partners to shepherd the work. Intermediaries are more nimble than large anchor institutions and thus able to negotiate among numerous partners and take actions unencumbered by bureaucracy. These intermediaries often buttress anchor staff capacity to pursue broader local engagement and benefits. A properly funded community development corporation (CDC) or community development financial institution (CDFI) with a local representative at its helm can be an effective intermediary. Most successful intermediaries are local organizations with long histories in the region, credibility within the community so that they are not seen as tools of the anchor or funders, and the ability to provide neutral ground for discussing and pursuing the anchor work. If the community is skeptical of a fully anchor-driven effort, a partnership with a local, trusted intermediary can provide legitimacy.

If the community is skeptical of a fully anchor-driven effort, a partnership with a local, trusted intermediary can provide legitimacy.

Leadership: Leadership is often the key to a successful anchor strategy. The philosophy and approach of the chancellor or president can determine whether an academic institution sees itself as an anchor, how it acts once it defines itself as such, and whether those actions are enduring. A strong leader committed to an anchor strategy can lay the foundation for meaningful community engagement and impact. The approach must be embedded within the senior administration and trickle down throughout the institution, so that staff members who are directly responsible for particular pieces of the strategy—such as human resources staff, procurement officers, and professors engaged in community research projects—understand their new priorities. This transition can be achieved in part through changing the reward structure and communicating strategically, by amending the vision statement,

and regularly describing anchor work and accomplishments in internal messaging.

Champions: An anchor strategy has a greater chance of success if multiple parties actively echo support for it. Within the anchor institution, it can be immensely helpful to identify staff members who champion the idea of community engagement and work with local groups to devise mutually beneficial strategies. Outside the anchor, it is useful to recruit local leaders to push the institution to take on a new role. For example, local philanthropy in Cleveland and Detroit played a large part in coaxing institutions to come together to devise anchor strategies for their surrounding communities.

An anchor strategy has a greater chance of success if multiple parties actively echo support for it.

Multi-anchor collaboration: If a city or neighborhood houses more than one anchor institution, a multi-anchor strategy has many advantages. Although a multi-anchor strategy adds complexity by increasing the number of people and organizations that must buy into the work, it can also magnify the initiative's impact by bringing additional resources to the table and expanding the number of champions. Furthermore, the leaders of each anchor institution can encourage and reinforce each other's work, while distributing perceived risk. Multi-anchor initiatives must have a convener—a trusted, central player with some clout (money, influence, power) to bring and keep people together. Philanthropy, with its combination of intellectual, financial, and social capital, is a natural choice. In some cities, a municipality might play this role—however, inevitable changes as one administration yields to another may create some risk.

Multi-anchor initiatives must have a convener—a trusted, central player with some clout (money, influence, power) to bring and keep people together.

Resources: Financial incentives encourage institutions and their partners to take on anchor work, strategize about their role in the community, meet regularly with stakeholders, and invest in anchor activities. For their part, local stakeholders may see the opportunity to engage the anchor institution but lack the ability or tools to get involved without new funding.

Alignment with community priorities: By aligning community goals with an institution's resources—faculty, staff, students, real estate, goods and services—anchor strategies can connect

the institution's mission to community aspirations. Hiring local residents for institutional jobs enhances an anchor's economic impact within the community, aiding local households, as well as the overall area. When institution staff members shop, live, and dine in the neighborhood, it stimulates the local economy.

When institution staff members shop, live, and dine in the neighborhood, it stimulates the local economy.

Consistent focus on equity and community wealth-building:

Anchor strategies must focus on mutual wins—for the college or university, the community generally, and in particular, low-income residents. Equity and inclusion must be core values. Those leading the efforts need to continually ask whether they are going beyond the rhetoric: Will the strategy make a substantial difference in the economic well-being of low-income families, and in the stabilization and revitalization of neighborhoods in which they live? Who benefits from the strategy? And, perhaps more importantly, who does not?

See [Appendix A](#) for additional examples of colleges and universities embracing the role of anchor institution.

CONCLUSION

Health is shaped by far more than what happens in the doctor's office or student health clinic. Other important determinants to health include:

- high-quality education and educational attainment
- jobs with fair pay
- access to healthy food
- safe housing that is affordable
- community safety
- social connectedness

In their roles as educators, employers and community anchor institutions, colleges and universities are uniquely positioned to improve health and advance health equity because they touch the lives of so many people—and in so many ways. As demonstrated by the dozens of examples in this report, the higher education sector is already embracing this role in countless, unique ways. Our hope is that this report will encourage stakeholders to what is possible and spur ideas and conversations for higher education leaders to improve health on their campuses and in their surrounding communities.

As the Robert Wood Johnson Foundation continues to work alongside others to enable everyone in our diverse society to lead healthier lives, we invite you to share feedback and other examples with us.

Appendices

APPENDIX A: ADDITIONAL EXAMPLES OF INITIATIVES

(As of this publication date.)

1. CREATING A HEALTHY CAMPUS

The **Network for Improvement and Innovation in College Health** aims to serve as a catalyst for achieving excellence in college health through innovation and quality improvement. Its vision is a future in which all college students thrive and have the best care and health possible. Currently, six collaboratives are using the Institute for Healthcare Improvement Breakthrough Series Model to improve population-level outcomes for depression, high-risk drinking and immunization rates on college campuses. The Network also sponsors an annual Symposium on Quality Improvement in College Health, as well as webinars and other online resources. Collectively, 186 diverse higher education institutions from 43 states, representing 3.3 million students, have actively engaged with Network programs and resources. <https://collegehealthqi.nyu.edu>

CAMPUS AS COMMUNITY

The University of California-Los Angeles (UCLA) Healthy Campus Initiative (HCI) launched with philanthropic support in 2013 as a campus-wide wellness movement with the goal of making UCLA the healthiest university campus in America. With an annual budget of about \$1 million, HCI seeks to transform UCLA's culture to one that values and embraces the social, physical, and mental well-being of UCLA's 85,000 students, faculty, and staff. HCI promotes the "healthy choice as the easy choice" by supporting expansion of current health and well-being efforts; new and interesting approaches to exercise, mental health, and eating well; new projects, academic programs, policies and a healthy built environment; and synergies and coordination among the myriad groups and programs that support and educate about well-being at UCLA. UCLA was one of the first campuses in the nation to achieve the Partnership for a Healthier America Healthier Campus designation.

In 2017 the University of California President Janet Napolitano launched the University of California-wide Healthy Campus Network (HCN) "to make UC the healthiest place to work, learn and live." The HCN is a network of diverse coalitions on all 10 campuses that work together to promote individual campus and systemwide changes to promote a

culture of well-being. The 18-month pilot was funded with a \$1.9 million commitment from the President's office.

Equity is an intrinsic goal of HCN, as nearly half of UC students are the first in their families to earn a college degree. The HCN focuses on upstream social determinants and policy changes that can infuse health into the very fabric of each UC campus, and reshape social norms so that living well becomes integral to academic success and the lives of 238,000 students, 190,000 faculty and staff, and 1.7 million alumni. For example:

- UC San Francisco is investing in food security programs for both students and staff as part of its support for a community exposed to the highest cost of living in the United States.
- UC Merced is responding to its community's physical isolation by creating a walking trail that links the campus to the surrounding wilderness area.

HCN aims to provide the umbrella for all health and wellness initiatives across the UC system through leadership and coordination. It offers a unifying platform for sharing innovations that percolate up from each campus, and looks for opportunities to scale these innovations across the entire UC system.

A pilot project at UCLA found that placing signs on elevators encouraging people to take the stairs increased stairwell use by 30 percent. In response, HCN stakeholders from all 10 campuses came together to roll out a systemwide "Take the Stairs!" campaign to support increased physical activity and show that the healthy choice can, in fact, become an easy choice. <https://healthy.ucla.edu>

Student Basic Needs: Housing and Food Security

It is worth noting that California is playing a leadership role in addressing student basic needs, including food security. Recognizing the growing problem of basic needs insecurity among students at all three public higher education systems in the state, California Governor Brown signed a budget in 2017, allocating \$7.5 million in support of **Hunger-Free College Campuses**. These funds will provide the University of California, California State University, and California Community College systems each a one-time, \$2.5 million award to develop student meal credit sharing programs known as Swipe Out Hunger, create campus food pantries, and designate employees to assist students with enrolling in CalFresh, California's nutrition assistance program.

In addition, the California Department of Public Health asked CHC to submit a noncompetitive proposal for funds to support nutrition education activities at CSU campuses. The nutrition education activities would work in tandem with the CalFresh outreach activities to promote the selection and consumption of nutrient-rich foods like fruits and vegetables. These activities are evidence-based and ready to implement on participating campuses. They may include cooking classes; shopping on a limited budget; farmers' market promotions; and overall nutrition recommendations for lifelong behavior change.

The University of California (UC) System: To better gauge the food security of its students, UC administered an online survey in spring 2015 to a randomly selected sample of students from all 10 UC campuses. Of the 66,000 students asked to participate, nearly 9,000 completed the survey—a 14 percent response rate. According to the survey, 19 percent of UC students indicated they had “very low” food security, which the USDA defines as experiencing reduced food intake at times due to limited resources. An additional 23 percent were characterized as having “low” food security, defined by the USDA as reduced quality, variety or desirability of diet, with little or no indication of reduced food intake.

Guided by the survey findings and input from student representatives systemwide, UC President Janet Napolitano in July 2016 approved \$3.3 million in new funding (\$151,000 for each campus) through 2018 to address student food insecurity through strategies that include:

- Expanding food pantry storage and access
- Increasing collaboration with state and county offices to register students for CalFresh
- Establishing and expanding awareness campaigns on student support services and food access
- Expanding the existing Swipe Out Hunger programs, which allow university students to donate excess dollars on their meal plan to reduce hunger on campuses
- Integrating food preparation and secure storage space into new student housing design and construction
- Enhancing financial aid communications about housing and food costs

These measures build on prior UC efforts to address the issues of student food access. In 2014, Napolitano and UC's 10 chancellors launched the UC Global Food Initiative and in 2015 asked each campus to form a food security working group that included undergraduate and graduate students, faculty, staff, administration, and community experts. These working groups formalized ongoing campus efforts on all nine undergraduate campuses to establish food pantries for

emergency relief and to develop plans to expand Swipe Out programs that facilitate the ability of students with leftover funds on their meal cards to donate them to needy students.

In 2015, the UC President's office provided \$75,000 per campus to address the immediate challenges of ensuring that students have ready access to nutritious food. UC has also convened two California Higher Education Food Summits to discuss strategies for improving food security. The UC Graduate Student Assembly in 2017 passed a resolution to adopt basic needs security—with a particular emphasis on housing, food, and child care—as an advocacy campaign, to declare standing policies and official positions related to these issues, and to form a basic needs security workgroup.

The University of California Berkeley Basic Needs Security Committee seeks to transform UC Berkeley into a “basic needs secure institution of higher education. The campus offers the following comprehensive food security resources:

- The Financial Aid and Scholarships Office provides financial aid to eligible students who file a Free Application for Federal Student Aid or California Dream Act Application. Financial aid counseling is also available upon request to help students better understand how to use their financial aid to meet food budget costs through workshops and one-on-one peer mentoring.
- The Food Assistance Program provides eligible undergraduate students who have short-term needs, such as during in-semester breaks, and who have exhausted all other funding options, including all student loan options, with meal points.
- The UC Berkeley Food Pantry provides emergency, nonperishable food and fresh produce to UC Berkeley students while they explore campus food security resources. In collaboration with the Berkeley Student Food Collective, it also provides student-cooked hot food offerings that are sold on a sliding scale.

In Fall 2016, a group of students at the **University of California Los Angeles** opened a small homeless shelter. Called Students 4 Students (formerly known as the Bruin Shelter), it operates out of a church that's an easy bus ride from campus. It offers meals, nine beds and a study room so residents have a place to do their work. The shelter mostly serves students from UCLA and Santa Monica College, a community college nearby. Swipe Out Hunger, started in 2010 by UCLA students, has partnerships with nearly 20 universities. In some cases, it arranges for excess money on a student's meal plan to be donated in the form of food to pantries. In others, the money goes to food vouchers for students.

The **California State University (CSU) Basic Needs**

Initiative: A study conducted in 2013 of Pell Grant recipients at California State University Sacramento found that 23 percent of these students from low-income families experience at least one day each month in which they go without food. In 2015, the CSU Chancellor's office commissioned a study to shed light on students' food and housing insecurity among the 479,000 students within the CSU's 23-campus system. Findings from the first phase were published in 2016 and guidance for researchers studying housing displacement and food insecurity among college students were released in 2017. CSU also held a "Conference to Best Meet the Needs of Housing Displaced & Food Insecure Students."

CSU is now addressing an underlying root cause of food insecurity among students: the high cost of food. It has the first systemwide contract in the nation to enroll post-secondary students in public food assistance programs. Its contract with CalFresh brings around \$40 million to 22,000 students so that they can purchase food. It also provides \$1.6 million to CSU campuses for outreach implementation and administrative costs. CSU Chico's Center for Healthy Communities (CHC) provides support to CSU campuses for this effort. CHC has a 12-year history obtaining CalFresh funding and implementing CalFresh to over 200 school and community sites in 15 California counties.

Beyond California, campuses across the country are implementing a wide variety of basic needs programs and initiatives, including food pantries, food recovery programs, dining center meal donations, campus community gardens and farmers' markets, emerging housing, shelters for homeless students, and programs to help eligible students access public assistance benefits.

Single Stop U.S.A.'s Community College Initiative

was designed to improve the well-being of low-income communities by connecting community college students to public benefits and other resources to address non-academic barriers to college completion. Through offices located on community college campuses, Single Stop provides students with a range of free services, including screenings and applications for public benefit programs; tax services, financial counseling, and legal services; and case management with referrals to a wide variety of resources and support programs across the institution and community. A recently conducted evaluation of the Single Stop program at four community college systems—Bunker Hill Community College, City University of New York, Delgado Community College, and Miami Dade College—found that use of Single Stop by

first-time-in-college students was associated with improved post-secondary outcomes, including:

- An increase in college persistence of at least 3 percentage points
- Single Stop users attempting more credits than comparable students who did not use Single Stop
- Use of Single Stop's tax assistance services, which was associated with particularly positive outcomes in terms of persistence and credits earned
- Particularly positive results for Single Stop users who were adult learners (ages 25 and older), independent students, and non-white students
- Improved postsecondary outcomes at all but one of the institutions in the study

The findings suggest that access to alternative financial resources from government benefit programs, alongside a network of institutional and community support programs, can offer valuable support to college students.

<http://singlestopusa.org/program/community-colleges>

At one of the institutions studied—**Bunker Hill Community College (BHCC)** in Boston—more than half of BHCC's students receive Pell grants. These cover only about 20 percent of total college expenses. Many lower-income BHCC students struggle to cover education costs and basic living expenses for themselves and their dependents. BHCC's Single Stop center was established through seed funding from the Boston Foundation and is currently supported through institutional funds. The food pantry is supported by food donations from the Greater Boston Food Bank, Food Link, Food for Free, and Project Bread, as well as contributions from retailers Panera Bread, Whole Foods and Trader Joe's. The Center, staffed by a full-time director, an academic counselor, and an administrative assistant, has more than 500 student visits per month and its food pantry serves more than 140 students per month.

BHCC is piloting a food assistance research project in the 2017–2018 academic year, in collaboration with HOPE Center at Temple University, the Kresge Foundation and the Boston Foundation. The project is based on a weekly food assistance program, One Solid Meal, which has provided weekly food assistance vouchers to 30 students to use on campus at BHCC food service. The expanded pilot will serve more than 100 students, and will track impacts of the food assistance on the students' course completion and retention. The research project, conducted by Dr. Sara Goldrick-Rab, will utilize an experimental design. First-year BHCC students will be surveyed to determine their level of food insecurity,

and selected students will be randomly assigned to the treatment group and a control group. The research will track impacts of food assistance on students' educational outcomes, i.e., course completion, and term-to-term and year-to-year retention. Students also will be surveyed to track levels of food insecurity. Data will be collected from students in the treatment group and the control group, to isolate the effects of the food assistance program. The research team hopes to expand this project and engage more colleges and universities in future research efforts. <http://singlestopusa.org> and <http://bhcc.mass.edu>

The College and University Food Bank Alliance (CUFBA), co-founded by the **Michigan State Student Food Bank** and the **Oregon State University Food Pantry**, is a professional organization, consisting of campus-based programs focused on alleviating food insecurity, hunger, and poverty among college and university students in the United States. CUFBA's vision is to alleviate the barriers and challenges associated with food insecurity and hunger so that college and university students can remain in school, and ultimately, earn their degrees. CUFBA is dedicated to providing support, training and resources to campus-based food banks/pantries that primarily serve students.

College students often have limited transportation options and community-based food resources are typically not located close to campuses. Additionally, food insecure college students might not meet community-based agency requirements and/or may be uncomfortable accessing services off campus. Campus-based food banks/pantries provide easily accessible and navigable food security resources for students. One of the first campus food pantries opened at Michigan State University in 1993. Today, over 450 colleges are active members. Some food banks have large store rooms and supply upwards of 50,000 pounds of food per year.

This year, CUFBA plans to combine forces with the **HOPE Center for College, Community, and Justice at Temple University**. CUFBA's goals for the future include increasing access to resources for colleges and universities to address student food insecurity; developing research to better understand the impacts of campus pantries and other food insecurity interventions; curating and sharing best practices in campus pantries and other food insecurity interventions; and developing and supporting regional and national spaces where practitioners and policymakers can convene to learn, partner, and engage in positive change. www.cufba.org

After **Auburn University's Hunger Solutions Institute** observed seeing university employees making use of a local food pantry, the Spring 2016 Hunger Studies capstone class conducted a **Living Wage Project** designed to assess the number of staff whose pay fell below poverty level and the

living wage standard for Lee County, Ala. Capstone students also conducted a Student Food Insecurity Project in Spring 2017, revealing that 31 percent of those surveyed and interviewed were food insecure. As a result, the Offices of Student Affairs, University Outreach, and Human Resources are currently taking steps to address these issues. In addition to expanding the campus food pantry and outreach to food insecure students, in the last budget cycle, salary increases enabled 56 of 120 employees to move above the poverty level, and reduced the 674 employees not making living wages to 569 (EPI Index). These two interventions represent concrete examples of how students, faculty, and administrators can work together to create a Culture of Health on campus.

Florida's **Southern Scholarship Foundation** provides rent-free housing for students across the state with limited financial means that maintain at least a 3.0 GPA. They have awarded 470 rent-free scholarships to students at seven community colleges and universities across the state.

More than 100,000 of **The City University of New York (CUNY)**'s 270,000 students were born in more than 130 countries outside the United States. **Healthy CUNY** is a university-wide initiative founded in 2007 that seeks to ensure that all CUNY students can reach their full health and academic potential. To reduce health-related barriers to educational achievement, Healthy CUNY works with partners inside and outside of the university to promote health; enhances existing policies, programs and services; and fosters a Culture of Health within the university. Key partners include the New York City (NYC) Department of Health and Mental Hygiene; CUNY Student Senate; CUNY Office of Student Affairs; CUNY Single Stop, an organization that screens and connects CUNY low-income students to 28 public benefits; and Young Invincibles, a national advocacy group that seeks to bring the voices of millennials into national policy discourse. By launching this effort, the university is aiming for a better long-term return on the substantial investments CUNY, city and state governments, and students make in these services.

Healthy CUNY staff use data from surveys, focus groups and other sources to investigate the health status and needs of its various student populations in order to develop targeted interventions. One initiative seeks to reduce the incidence and prevalence of depression and anxiety, two conditions that have been demonstrated to interrupt academic success. Supported by the Chancellor's Office, United Hospital Fund and the NYC Department of Health, Healthy CUNY has trained student mental health ambassadors on two campuses to use interpersonal communications and campus and social media to encourage peers to use campus and community mental health services and to destigmatize asking for help for mental health problems.

The **Mary Christie Foundation (MCF)** takes a public health approach to mental health on college campuses by “providing thought leadership among key influencers where cross-disciplinary solutions can begin to emerge.” They focus on prevention and wellness because they are geographically confined with predictable turnover, lending well to a population-based approach to programs and interventions. MCF efforts focus on university presidents as a key leverage point for spreading ideas and initiatives. Additionally, MCF sees student emotional and behavioral well-being as the college health issue needing the most attention from university presidents. MCF also works with university presidents to assess the full range of college student health issues—including social determinants of health, social justice, and health equity—and then identify new ideas and ways for campuses to be responsive, accountable, and prevention-oriented.

Resilience

Resilience can be assessed in relation to a number of factors, including one’s capacities for persistence, creativity, emotional intelligence, grit, cognitive flexibility, risk-taking, agency, adapting to change, delaying gratification, learning from failure, and questioning success. Higher education institutions are looking to enhance student resilience because the demand for counseling services exceeds what they can deliver. Students also exhibit a lack of coping skills, an increase in depression and anxiety, and overwhelming rates of stress.

In 2010, after a wave of student suicides, **Cornell University** declared that it would be an “obligation of the university” to help students learn life skills. Not long after, **Stanford University** started an initiative called the Resilience Project, in which prominent alumni recounted academic setbacks, recording them on video. It was an attempt to normalize struggle.

In 2014, **The Resilience Consortium (RC)** of higher education faculty, learning services, and counseling services interested in understanding and promoting student resilience was founded by 10 Ivy universities to spark conversations, collaborations, and new ideas for promoting resilience on college campuses. <https://resilienceconsortium.bsc.harvard.edu>

Active Minds was founded in 2002 by Alison Malmon when she was a junior at the University of Pennsylvania (Penn), following the suicide of her older brother. Brian, also a college student, had been experiencing depression and psychosis for three years but had concealed his symptoms from everyone around him. Alison wanted to combat the stigma of mental illness, encourage students who needed help to seek it early, and prevent future tragedies like the one that took her brother’s life. After searching unsuccessfully for

existing groups that she could simply bring to her campus, Alison created her own model and formed what was then known as Open Minds. In its first year, Open Minds at Penn gained enough support that it expanded onto other campuses, changing its name to Active Minds and incorporating as a 501(c)(3) organization in 2003. The organization now has more than 400 campus chapters and has become a significant voice of young adult mental health advocacy nationwide. The **Active Minds Healthy Campus Award** recognizes and celebrates U.S. colleges and universities that provide access to quality health care and take a comprehensive approach to promoting and protecting the health of students.

<http://healthymindsnetwork.org>

The University of Virginia, University of Wisconsin–Madison and Pennsylvania State University have formed the **Contemplative University Alliance** to develop a first-year undergraduate course to promote stress management, social and physical health, and teach students to flourish intellectually and personally. The course engages students with experiential practices and activities in a classroom setting and uses technology to give students a practical toolkit of life skills and coping strategies to apply at the university and beyond. Each week revolves around a single key concept that is part of a model of human flourishing—such as mindfulness, resilience, empathy, and identity—and is designed to address central developmental issues confronting first-year students. Digitally delivered readings, videos, guided practices, bibliographies, and other resources are integrated into the classroom experience with skilled instructors. This three-university/campus project will involve approximately 10,000 students over six years and plans to expand to additional campuses.

Other campus-based resilience initiatives include the **Success-Failure Project at Harvard**, which features stories of rejection; the **Princeton Perspective Project**, encouraging conversation about setbacks and struggles; **Penn Faces at the University of Pennsylvania**, a play on the term used by students to describe those who have mastered the art of appearing happy even when struggling. At the **University of Texas, Austin**, there is now a free iPhone app called Thrive that helps students “manage the ups and downs of campus life” through short videos and inspirational quotes. The **University of California, Los Angeles** appointed a director of student resilience. At **Davidson College**, a liberal arts school in North Carolina, there is a so-called failure fund, \$150 to \$1,000 grants for students who want to pursue a creative endeavor, with no requirements that the idea be viable or work. “We encourage students to learn from their mistakes and lean into their failure,” the program’s news release states.

Tobacco use

Americans for Nonsmokers Rights provides several reports and resources aimed at colleges and universities on their website <https://nonsmokersrights.org>

In 2006, the **CEO Roundtable on Cancer** established the CEO Cancer Gold Standard™, a workplace wellness accreditation program. The Gold Standard provides a framework for employers to have a healthier workplace by taking concrete actions on cancer risk reduction (including smoke-free environments), early detection, access to clinical trials and high-quality care. Over 200 private, nonprofit and government employers in diverse industries have earned Gold Standard accreditation, including over a dozen universities. www.cancergoldstandard.org

Since 1988, the **California Youth Advocacy Network College Program** has been partnering with college students, faculty, staff, and tobacco control professionals to transform tobacco-related norms on college campuses through training, education, and support. It also coordinates the **COUGH (Campuses Organized and United for Good Health) Coalition**, a statewide movement working to promote tobacco-free college campuses throughout California. A “tobacco-free policy report card” is issued annually. <https://catobaccofreecolleges.org>

The **University of Texas System’s Eliminate Tobacco Use Initiative** kicked off in 2016, with the first Eliminate Tobacco Use Summit. Leaders from each of the UT academic and health institutions, along with key tobacco control partners, convened to discuss tobacco policy, prevention education and cessation services for UT employees and their families, students, patients and the communities these institutions serve. Since the summit, institutions have leveraged resources across the system to improve strategies in three key areas: policy, prevention education, and cessation. <https://eliminatetobaccouse.org>

The **American College Health Association** recommends all colleges and universities adopt a 100 percent smoke-/tobacco-free campus policy. As of April 1, 2018, there are at least 2,164 campus sites that are 100 percent smoke-free. Of these, 1,805 are also 100 percent tobacco-free; 1,741 also prohibit e-cigarette use. About 777 campuses also prohibit hookah use and 191 also prohibit smoking/vaping marijuana.

The U.S. Department of Health and Human Services created the **Tobacco-Free College Campus Initiative (TFCCI)** to promote and support the adoption and implementation of tobacco-free policies at universities, colleges, and other institutions of higher learning across the United States. TFCCI encourages and supports the use of policy as a means of changing social norms on campuses for the purpose of preventing, reducing and discouraging tobacco use by faculty, staff, students and visitors, and protecting innocent bystanders

against involuntary exposure to harmful secondhand smoke. <http://tobaccofreecampus.org>

Campus safety and gun violence

The **Campaign to Keep Guns off Campus** works with colleges and universities across the country to oppose legislative policies that would allow loaded, concealed guns on campuses. Since 2008, The Campaign has helped stop campus carry legislation in 18 states. It is the only national organization of its kind tasked to protect higher educational institutions and the communities they serve. <http://keepgunsoffcampus.org>

Environmental sustainability

Global climate disruption is impacting the planet in ways never experienced in human history. Warmer temperatures are contributing to changing weather patterns that cause more intense storms and heavier rainfall in some places, and drought in others. Glaciers are melting at an accelerated rate and oceans are rising. The scientific consensus is that climate change is being driven by the release of carbon dioxide into the atmosphere, primarily from the burning of fossil fuels. Colleges and universities have opportunities to mitigate their impact on the environment.

The **Association for the Advancement of Sustainability in Higher Education (AASHE)** is the leading national organization promoting sustainability in colleges and universities. The organization seeks to “empower higher education faculty, administrators, staff, and students to be effective change agents and drivers of sustainability innovation.” Over 900 higher education institutions, businesses, and nonprofit organizations comprise AASHE’s membership base. In addition to sponsoring conferences, awards, mentorship programs, and Campus Sustainability Month, AASHE administers the Sustainability Tracking, Assessment & Rating System™ (STARS)—a transparent, self-reporting framework used by over 860 colleges and universities to measure their sustainability performance. www.aashe.org

Since 1993, **Second Nature** has worked with over 4,000 faculty and administrators at hundreds of colleges and universities to help make the principles of sustainability fundamental to every aspect of higher education. In late 2006, 12 visionary college and university presidents initiated the **American College & University Presidents’ Climate Commitment (ACUPCC)**. <http://secondnature.org>

ACUPCC is an effort to address global warming by creating a network of colleges and universities that have committed to neutralize their greenhouse gas emissions and accelerate the research and educational efforts of higher education to equip society to re-stabilize the earth’s climate. ACUPCC institutions have agreed to complete an emissions inventory; set a target

date and interim milestones for becoming climate neutral; take immediate steps to reduce greenhouse gas emissions by choosing from a list of short-term actions; integrate sustainability into the curriculum and make it part of the educational experience; and make the action plan, inventory and progress reports publicly available. Launched in 2006, ACUPCC has grown to more than 600 colleges and universities in every state and the District of Columbia.

In 2015, the White House launched **American Campuses Act on Climate (ACAC)** initiative to amplify the voice of the higher education community in support of a strong international climate agreement in the United Nations COP21 climate negotiations in Paris. The launch included a White House roundtable with campus and business leaders, including school presidents and students, to highlight best practices to promote sustainability and address climate change on college campuses. Additionally, a live-streamed conversation with EPA Administrator Gina McCarthy also energized young people to achieve ambitious climate goals on their campuses and push for increased global action. Over 350 colleges and universities representing over 4 million students have demonstrated their commitment by joining the American Campuses Act on Climate Pledge. Many are acting to reduce greenhouse gas emissions, increase campus sustainability and resilience, and incorporate environmental action into academic curriculum. More than 100 of the schools that signed the pledge have also set goals to become carbon neutral within the next few decades. Along with the launch of the campaign, a bikeshare company based in Santa Monica, Calif., called Cyclehop, has committed to expanding access to smart-bikes on college campuses across the country. <https://obamawhitehouse.archives.gov/the-press-office/2015/12/11/american-campuses-act-climate>

The mission of **University Leaders for a Sustainable Future (ULSF)** is to make sustainability a major focus of teaching, research, operations and outreach at colleges and universities worldwide. ULSF pursues this mission through advocacy, education, research, assessment, membership support, and international partnerships to advance education for sustainability. ULSF also serves as the Secretariat for signatories of the Talloires Declaration, a 10-point action plan committing institutions to sustainability and environmental literacy in teaching and practice. www.ulsf.org

Founded and jointly led by **Stanford University** and **The Culinary Institute of America**, the **Menus of Change University Research Collaborative (MCURC)** is a network of 178 faculty, staff and campus dining staff from 35 member colleges and universities whose purpose is to impact campus food systems by using the Menus of Change healthy food principles in their dining operations, and pursue collaborative research related to those principles. <http://moccollaborative.org>

With a daily population of 70,000, the **University of California Los Angeles (UCLA)** reduces traffic, and improves air quality and quality of life for the UCLA campus and the community at large through an extensive sustainable transportation program, including public transit passes; bicycle programs; carpools; vanpools; shuttles; and a campus fleet, which is 50 percent alternative fueled. UCLA's transportation programs have garnered a number of awards, including the Governor's Environmental and Economic Leadership Award, a "Best Workplace for Commuters" — Gold designation and a "Bike Friendly University" — Silver designation.

An innovative new energy system at **Stanford University**, launched in April 2015, is cutting campus-wide greenhouse gas emissions by 68 percent and growing; reducing water by 15 percent; and saving the University \$420 million over 35 years.

Some community colleges are greening their campuses and, in the process, creating living laboratories for sustainability. By merging campus facilities management with academic study, they are reducing their carbon footprints, saving taxpayers money, and providing experiential learning opportunities for students. For example, **Laney College** in Oakland, Calif., is building a state-of-the-art green campus facility that will be used to develop curricula in sustainable building operations.

CAMPUS AS EMPLOYER

Typical employee wellness programs emphasize fitness and preventative health, but do little to address life factors that are associated with poor health behaviors. The **University of Washington (UW)** is expanding the narrow span of what wellness typically looks like in HR through its **The Whole U** initiative, designed to appeal to the demands of 40,000 employees with unique jobs, life stages, and interests. Through The Whole U, UW supports an active campus community engaged in healthy and fulfilling lifestyles, leveraging the resources it already has: world-class medical centers, Pac-12 athletic facilities, on-campus theaters, museums, farms, and gardens, and faculty who are in-house experts in almost every field imaginable.

The program is based around six broad pillars because what makes one person feel happy and healthy may hold little appeal for another. The pillars are staying active; being healthy; eating well; engaging personal interests; life events and changes; and volunteerism. The Whole U team hosts events for the whole campus community that relate to these themes and the community's expressed interests using UW's own resources and experts. They also promote existing services and activities offered by other UW organizations and departments. The Whole U Ambassadors encourage their co-workers to get involved in healthy, engaged lifestyles. They also relay needs and requests back to The Whole U.

The Whole U operates on a budget of \$400,000 per year, funded through the UW president's office. The program has three full-time professional staff and two student employees who service three campuses [UW Bothell, UW Tacoma, and UW Seattle (including University of Washington Medical Center and Harborview Medical Center)]. Whole U offers more than 130 events and activities each year, reaching more than 13,000 unique participants. www.uw.edu/wholeu

Ohio State University was the first academic institution to take part in the HealthLead Workplace Accreditation assessment, receiving a bronze rating for its wellness initiatives across campus and for hiring the nation's first university chief wellness officer. HealthLead accreditation aims to become the standard for healthy, sustainable workplaces. The **National Consortium for Building Health in Academic Communities**, based at Ohio State, will be leading the health and wellness assessment for higher education institutions. www.healthyacademics.org

Ohio State University was also the first university in the United States to appoint a Chief Wellness Officer, having named Dr. Bernadette Melnyk as its Associate Vice President for Health Promotion and Chief Wellness Officer in May 2011. The provost at the time explained that creation of the position "sends a strong signal about Ohio State's commitment and proactive approach to ensuring a healthy workforce and student body." As explained by Dr. Melnyk, "We are acting with a sense of urgency in implementing evidence-based wellness programs at our university, as findings from research show that healthy employees are engaged and productive, and healthy students are academically successful. The return on investment is four-fold." Other universities have followed suit: **Mount Saint Mary University** in Los Angeles appointed an academic physician as its Chief Wellness Officer, whose role includes managing a Wellness Task Force made up of more than 20 faculty, staff, and student representatives, and promoting the University's wellness initiatives and innovations. The president's stated goal is to create a robust, positive Culture of Health and wellness across the entire Mount Saint Mary's community.

Oklahoma State University appointed a former nurse who oversaw the U.S. Air Force's 74 health and wellness centers worldwide as its first Chief Wellness Officer to oversee on-campus wellness efforts and advise on systemwide wellness initiatives. "We needed someone to coordinate all these [campus health-related] efforts and all the things we can do as we strive to be America's healthiest campus," the OSU president said at the time the position was announced. "The goal is to keep OSU's community of 35,000 people healthy physically, mentally, academically and financially."

Healthy Campus: Related Research

Colleges and universities are launching research efforts and creating learning networks to share ideas, best practices and data on what works.

The **Duke Resiliency Project** is a five-year, multicampus research project funded by the Duke Endowment to help identify factors that contribute to college student well-being. A landmark study designed to explore the individual, interpersonal, and institutional factors that contribute to the development of healthy and fulfilling lives for students in college and beyond, the \$3.4 million effort involves approximately 10 faculty from four colleges and universities (Duke University, Davidson College, Furman University, and Johnson C. Smith University) and about 20 part-time staff. The study also has the support of student affairs administrators from all four campuses. Results from the project aim to inform the development of campus programming designed to help students build healthy and fulfilling lives in college and beyond.

The **Connected College Health Network (CCHN)**, spearheaded by the American College Health Association, seeks to build a learning network across universities nationwide that will aggregate campus health and counseling center clinical data, program information, and academic achievement data to provide a composite view of college health and wellness. The 40 universities currently enrolled with CCHN aim to:

- Convene universities, government agencies, and private institutions to develop a composite set of data that can be accessed across universities nationally
- Develop a common method to collect and transmit the data through member institutions' student information systems
- Build a centralized system to collect data from institutions and implement a data analytics system that enables institutions to access data across the network
- Build strong partnerships with policymakers to provide a direct path for disseminating new findings
- Integrate with national surveillance networks to provide timely data regarding college health and wellness and provide early warnings of college-based disease outbreaks

2. FOSTERING AN ENGAGED CAMPUS

Campus Compact was founded in 1985 by the presidents of Brown University, Georgetown University, Stanford University, and the president of the Education Commission of the States to advance the civic mission of higher education institutions through an engaged campus approach. The organization was founded on the belief that higher education should play an integral role in the ongoing health and strength of democracy in the United States. Campus Compact helps colleges and universities create structures to support civic engagement, including offices and staff to coordinate community engagement efforts; training to help faculty members integrate community work into their teaching and research; scholarships and other student incentives, and the institutional will to make civic and community engagement a priority.

The organization is now a national coalition of over 1,000 colleges and universities, with 31 state and regional offices in addition to a national office. It works with the Research University Civic Engagement Network to advance civic engagement and engaged scholarship among research universities. In addition, Campus Compact spearheads an initiative that calls on higher education institutions to develop a **Campus Civic Action Plan**. More than 460 presidents and chancellors have committed to creating and publicly sharing their plans, which embrace five community commitments:

- Empower students, faculty, staff, and community partners to co-create mutually respectful partnerships in pursuit of a just, equitable, and sustainable future for communities beyond the campus—nearby, and around the world
- Prepare students for lives of engaged citizenship, with the motivation and capacity to deliberate, act, and lead in pursuit of the public good
- Embrace responsibilities as place-based institutions, contributing to the health and strength of communities—economically, socially, environmentally, educationally, and politically
- Harness the capacity of institutions—through research, teaching, partnerships, and institutional practice—to challenge the prevailing social and economic inequalities that threaten our democratic future
- Foster an environment that consistently affirms the centrality of the public purposes of higher education by setting high expectations for members of the campus community to contribute to their achievement

Of the 63 plans already submitted, more than a third include initiatives explicitly focused on health, and nearly all

focus on background conditions with a significant impact on health. www.compact.org

In 2006, the **Carnegie Foundation for the Advancement of Teaching** created a voluntary “community engagement classification” for which colleges and universities can apply.

Currently, a total of 361 campuses have achieved the Community Engagement Classification. The Carnegie Foundation for the Advancement of Teaching defines community engagement as “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” The college or university undertakes community engagement in order to:

- Enrich scholarship, research, and creative activity
- Enhance curriculum, teaching and learning
- Prepare educated, engaged citizens
- Strengthen democratic values and civic responsibility
- Address critical societal issues
- Contribute to the public good

<http://carnegieclassifications.iu.edu>

As with similar initiatives to facilitate the healthy campus approach, several are helping colleges and universities engage broadly with surrounding communities and/or focus on specific issues, including:

- **Voting and political participation**
- **K–12 education**
- **Educational attainment**
- **Urban problem solving and city building**
- **Neighborhood development**
- **Community organizing**
- **Food security**
- **Health**

Voting and Political Participation

The **American Association of State Colleges and Universities’ American Democracy Project (ADP)** is a network of more than 250 state colleges and universities focused on public higher education’s role in preparing the next generation of informed, engaged citizens. Established in 2003 as a nonpartisan initiative in partnership with the *New York Times*, the goal of ADP is to produce college and university graduates who are equipped with the knowledge, skills, attitudes, and experiences they need to be informed, engaged members of their communities. Since its inception, ADP has organized 14 national and 18 regional meetings; a series of national initiatives; a national assessment project; and hundreds of

campus initiatives, including voter education and registration, curriculum revision projects, campus audits, special days of action and reflection, speaker series, and award programs. In partnership with the National Conference on Citizenship, ADP has developed indicators of “civic health” that focus on measuring the level of community social capital and participation in civic life, ranging from local meetings to elections. www.aascu.org/programs/ADP

The **Democracy Commitment (TDC)**, an outgrowth of ADP, is a national organization dedicated to advancing democracy in America’s community colleges, and to making democratic skills more available to all students who desire a voice and a seat at the table of local, state, and national discourse and action. TDC provides a platform for the development and expansion of community college programs, projects, and curricula aimed at drawing students to civic and democratic education and engagement. TDC initiatives also focus on student leadership development, voting and political participation. <http://thedemocracycommitment.org>

K–12 Education

The Netter Center at the University of Pennsylvania (Penn) pioneered the concept of University-Assisted Community Schools (UACS) where universities work with surrounding community schools to grow them into core institutions for community engagement and democratic development. As a result, these neighborhood schools function as genuine community centers. Creating UACS requires human resources and support that universities are often in a position to generate on a sustained basis. UACS engage universities as lead partners in providing academic, human, and material resources. This mutually beneficial partnership improves the quality of life and learning in local schools and communities while simultaneously advancing university research, teaching, learning, and service.

As of fall 2017, the Netter Center’s UACS programs in West Philadelphia have grown to include children and families at nine public schools. The Netter Center mobilizes the resources of Penn to facilitate UACS programming during the school day, after school, evenings, and summers. These programs and initiatives are supported by government and private funding, as well as the courses, internships, and work-study and volunteer opportunities that bring hundreds of Penn students into the schools and community. Netter Center site directors collaborate closely with each school and its community to determine activities that best serve their specific needs and interests. In addition to coordinating the programs, UACS site directors serve as liaisons between the University and the school, as well as between school day teachers and the after-school program.

Educational Attainment

The **Newark City of Learning Collaborative (NCLC)** is a citywide post-secondary attainment initiative that seeks to increase the percentage of Newark, N.J., residents who hold degrees and certificates to 25 percent by the year 2025. The NCLC network works to expand residents’ access to opportunities to complete college and obtain other high-quality credentials. It consists of 60 partners, representative of a cross-section of stakeholders, including higher education institutions, local government, corporations, foundations, and nonprofit and community-based organizations. NCLC’s ultimate aim is to sustain a human capital strategy that will lead to a more economically vibrant city for Newark residents. NCLC is currently focusing on three strategic priority areas:

- incubating innovative and replicable college pathway programs
- developing a data system that tracks the city’s progress
- engaging the community to expand the college-going culture

The **Vassar College Urban Education Initiative (VCUEI)** is a suite of programs at the heart of Vassar’s outreach efforts. Since its launch in 2003, the Initiative has directed Vassar’s undergraduates, faculty and administrators to local schools to prepare high schoolers for college admittance and success; to train Vassar student volunteers to deliver academic support to K–12 students; to cultivate and fortify collaborative relationships with the Poughkeepsie City School District* (PCSD) and other community stakeholders; and to help improve the Poughkeepsie area’s K–12 academic and social outcomes. VCUEI programs include:

- Exploring College, an enrichment program that prepares high school students with high academic achievement and low-income backgrounds for admission and success in college
- Vassar After-School Tutoring, an enrichment and mentoring program that pairs Vassar student mentors with middle school students for homework help and development of literacy skills

Vassar English Language Learner Outreach Program provides literacy improvement tutoring services to English language learners district-wide.

In any given academic year, over 100 Vassar student mentors are working with 250 Poughkeepsie youth. Over 4,242 K–12 students have participated in the program since its inception, 72 percent of whom are black, 32 percent Hispanic/Latino and 75 percent economically disadvantaged.

Urban Universities for HEALTH (Health Equity through Alignment, Leadership and Transformation of the Health Workforce) is a partnership effort of the Coalition of Urban Serving Universities, Association of Public and Land-grant Universities, the Association of American Medical Colleges (AAMC), and the National Institutes of Health. The long-term vision of Urban Universities for HEALTH is to enhance and expand a culturally sensitive, diverse, and prepared health workforce that improves health and reduces health disparities in urban communities. In order to achieve this vision, Urban Universities for HEALTH has been increasing the quality of evidence and use of data within university strategic and action planning to develop a health workforce that reduces health disparities; identifying measures by which institutions can assess progress toward their health workforce goals; and disseminating new knowledge, tools, and resources to assist universities and academic medical centers in increasing their capacity to prepare a health workforce that meets community needs. <http://urbanuniversitiesforhealth.org>

Urban Problem Solving and City Building

With the concentration of higher educational institutions in cities, many engaged campus efforts are focused on urban problem solving and city building.

The **Coalition of Urban Serving Universities (USU)** is a president-led network of 34 urban public research universities in metropolitan areas with populations of 450,000 or more that have come together to develop a common urban university agenda. Established in 2007, USU's work focuses in three areas: building partnerships with K–12 schools; working with community groups to reduce urban health disparities; and supporting partnerships in community economic development and wealth building. The Coalition also aims to identify and expand innovative models of university-community partnerships across U.S. cities. www.usucoalition.org

Formed in 1989, the **Coalition of Urban and Metropolitan Universities (CUMU)** is the largest and longest-running organization committed to serving and connecting the world's urban and metropolitan universities and their partners. CUMU has over 90 institutional members in over 50 metropolitan areas—75 percent of which have achieved the Carnegie community engagement classification. CUMU focuses on strengthening institutions that are developing new responses to the pressing educational, economic, and social issues of the day. It is able to grow the understanding of the distinctiveness of the mission of urban and metropolitan universities through: meetings and conferences; an internationally respected journal; outcome-based research; advocacy and public policy support; sharing best practices; and building rewarding connections among its membership and with its community partners. www.cumuonline.org

Neighborhood Development

Several colleges and universities are tapping into federal **Promise Neighborhood** funding to expand educational opportunities and address poverty in their communities. The U.S. Department of Education program awards competitive funding of up to \$30 million over five years for “innovative strategies that bring together public and private partners to help break the cycle of intergenerational poverty.” Grantees provide comprehensive education, health, safety and family support services to children and families in high-poverty neighborhoods.

Berea College was one of five Promise Neighborhood implementation grant recipients in 2011 for a cradle-to-career initiative to improve the educational achievement and healthy development of children in three Kentucky counties. It was the only one based in a rural community. www.berea.edu/pfe/news/promise-neighborhood-brings-30-million-support-education

Drexel University, in partnership with the City of Philadelphia, was awarded a Promise Neighborhood grant in 2016 to provide enrichment for families living in the community surrounding Drexel in West Philadelphia. Using a “cradle-to-career” approach, the initiatives are designed to expand early literacy and early science efforts in local child care and pre-K programs; enhance K–12 instruction in seven schools; empower parents to advocate for their children's learning; and improve access to education and job training for young adults and all residents in the Promise Neighborhood. In addition to helping improve the quality of teaching and learning in the schools, the project will provide needed behavioral and trauma-informed supports to the schools and across the communities, addressing some of the critical challenges facing families in poverty. As the lead agency, Drexel will collaborate with community and school partners, and develop and maintain the data system needed to ensure tracking and accountability. Graduate students in education and public health will actively engage in the implementation and evaluation of the project. <http://drexel.edu/soe/research/research-initiatives/west-philadelphia-promise-neighborhood>

Seattle University is a Jesuit Catholic University located on 50 acres in central Seattle. In February 2011, Seattle University launched the **Seattle University Youth Initiative**, the largest community engagement effort in university history. Through the Youth Initiative, the university partners with the City of Seattle, the Seattle Housing Authority, Seattle Public Schools, dozens of community-based organizations and hundreds of local residents to create a “cradle to career” pathway of support for 1,000 children and their families living in a two-square-mile neighborhood adjacent to campus. The Initiative

deepens the educational experiences of thousands of Seattle University students and enhances professional development opportunities for hundreds of faculty and staff. In 2011 and 2012, the Department of Housing and Urban Development granted Seattle Housing Authority two **Choice Neighborhood grants** totaling \$30 million to initiate the redevelopment of Yesler Terrace, one of Seattle’s largest public housing communities located within the boundaries of the Seattle University Youth Initiative. The Housing Authority asked Seattle University to act as the lead education partner on the project. This has included facilitating a coalition of five organizations committed to improving education outcomes for Yesler youth and advising the distribution of almost \$3 million of Choice Neighborhood funding for additional education programs for Yesler students. www.seattleu.edu/suyi

Community Organizing

The **Community Learning Partnership (CLP)** develops and institutionalizes courses of study leading to certificate and degree programs in community organizing, community development, and community change. These programs are designed to help prepare people for lifetimes dedicated to social change, whether they are paid organizers or staff for community groups; promote change through work in other institutions; or serve as leaders in reform efforts and campaigns. CLP focuses on building local partnerships between community colleges and nonprofit organizations that are immersed in community organizing and development. Community colleges were chosen as they offer several key advantages over other types of academic institutions: they offer great access to students of color and others from lower income backgrounds; they are accustomed to working with potential employers in devising new educational programs; and, as public institutions, they are relatively affordable.

During its initial four-year implementation phase begun in 2009, the CLP developed programs in four cities, adding additional sites with expansion funding from the U.S. Department of Education. For example:

- The Los Angeles Community Organizing Academy is offered through the Los Angeles Trade and Technical College.
- In northern California, DeAnza College offers a Certificate in Leadership and Social Change.
- Native American organizations and the Minneapolis Community and Technical College offer an associate’s degree in Community Development that is now developing a pathway to further education in organizing and development at Metro State University, a four-year public university located in St. Paul.

- Henry Ford Community College, the University of Michigan-Dearborn, Marygrove College, the Arab Community Center for Economic and Social Services, and several neighborhood organizations and agencies offer a community organizing course.

The Partnership’s strategic plan projects the creation of two more sites each year, toward a goal of 30 programs and 3,000 trained change agents by the year 2020.

<http://communitylearningpartnership.org>

Food Security

The **Food Recovery Network** unites students on college campuses to fight waste and feed people by donating the surplus unsold food from their colleges and donating it to hungry Americans. Founded in 2011, FRN has grown to include chapters at 46 colleges and universities in 21 states that have recovered over 235,000 pounds of food. Each chapter works with on-campus dining halls and other, off-campus eateries to divert food from the landfill to community members in need, while also raising awareness on issues of food waste and hunger in America. By 2018, Food Recovery Network aims to be on 1,000 campuses and to have donated 10 million pounds of food. www.foodrecoverynetwork.org

The **Campus Kitchens Project** is a national nonprofit that empowers student leaders to create innovative and sustainable solutions to hunger. Campus Kitchen students rescue food that would have gone to waste from their on-campus dining hall cafeterias and use that food to prepare and serve balanced nutritious meals to food insecure residents in their communities. Since 2001, 36 Campus Kitchens across the country have recovered over 3,000,000 pounds of food and served over 2,000,000 meals. Campus Kitchens not only serve meals, but also assess the specific need in the community and develop programs to address the underlying root causes of food insecurity. Students involved in Campus Kitchens learn to see wasted resources as a sustainable solution to community issues and gain valuable service learning and leadership experiences, which build upon and enhance their work in the classroom. Campus Kitchens recently collaborated with **Universities Fighting World Hunger**, an initiative of Auburn University’s Hunger Solutions Institute on the Trash Hunger, Not Food Toolkit of multimedia hunger-fighting resources and tools. www.campuskitchens.org/start-a-kitchen

Health

Health is a focal point for some engaged campuses, especially those that have health professional schools, health sciences degree programs or academic medical centers.

Community-Campus Partnerships for Health (CCPH)

is a nonprofit membership organization that promotes health equity and social justice through partnerships between communities and higher educational institutions. CCPH has members throughout the United States and increasingly the world who are collaborating to promote health through service-learning; community-based participatory research; broad-based coalitions; and other community-academic partnership strategies. The organization supports community-campus partnerships focused on health through a variety of means, including conferences, training and technical assistance, subgrants, and dissemination of exemplary models and best practices. With RWJF support, it recently launched a national award to recognize community and campus partners that are striving for health equity. www.ccpH.info

The Big Ten Academic Alliance Health Equity Initiative

is addressing the social determinants of health through university-state health department partnerships in an 11-state region. Begun with funding from RWJF, the initiative has developed multistate and multi-institutional teams around four cross-cutting themes: data repository and analysis; policy analysis; public health systems capacity-building; and community capacity-building.

With \$4.6 million in RWJF funding, the **National 4-H Council** (the Council) has launched to build a Culture of Health by engaging the national Cooperative Extension System (CES), which includes land-grant universities (LGUs) that serve every county and parish in the United States, to help local Health Councils implement action plans that ensure all community members can be healthier at every stage of life. To begin what is envisioned as a 10-year partnership, the Council will work with five LGUs to identify a minimum of three communities to develop an action plan and connect with at least 150 volunteers to mentor youth leaders, build local capacity and ensure successful implementation of the action plan. The five selected LGUs include: South Dakota State University, University of Maryland Eastern Shore, University of Minnesota, University of Tennessee and Utah State University. These universities were selected, in part, based on their preparedness to drive innovation for other communities and to implement the pilot projects at scale.

An additional 56 LGUs will begin to lay the groundwork for expansion into further communities in the future. The partnership will focus on three key elements to accomplish transformational change: (1) designing a sustainable network structure to promote health and well-being in communities across the nation; (2) creating and disseminating tools for healthier communities; and (3) launching a training curriculum for local community advocates. This approach

will exponentially increase the impact and outcomes of the local Health Councils to drive impactful, sustainable changes. <https://4-h.org>

The **Champions for a Healthy South** is engaging the power of the Southeastern Conference (SEC) to improve health. The Southeastern Conference is an athletic conference with 14 member institutions in 11 southern states that include the flagship public universities of 10 states, three public LGUs, and one private research university. In April 2017, the Texas A&M School of Public Health, with support from the Aspen Institute's Health, Medicine and Society Program, convened a planning group of 25 thought leaders, content specialists and academic leaders in health from all SEC member institutions to focus on actionable ways to improve health in the South. The meeting resulted in half of the presidents and chancellors of SEC member institutions signing of declarations of support for a regional health initiative and the improvement of health on campuses and in communities. The group agreed to collaborate on one cross-cutting "target of opportunity": to establish a "Tobacco Free SEC" and promote worksite wellness through policy implementation and CEO Gold Standard Accreditation for every SEC university. Discussions are also underway for collaboration between SEC universities and HBCUs. Additional targets of opportunity would be identified in subsequent years, with follow-up meetings and action plans.

3. LAUNCHING A GRAND CHALLENGE

A number of colleges and universities are funneling resources toward solving one major issue that impacts health globally. Higher education institutions have often used their research and teaching capacities to do this, but the difference here is that while they are working on a challenge facing society, they are addressing that challenge on their own campuses at the same time.

Historically, public and land-grant universities have been instrumental in solving food and agricultural challenges both at home and abroad. But today's food and nutrition security issues have grown in complexity—they are multidimensional, interdisciplinary, and multinational. They occur in conflict zones around the globe, in areas severely impacted by weather-related shocks, and on campuses.

The Association of Public and Land-Grant Universities established the **Challenge of Change Commission: Harnessing University Discovery, Engagement, and Learning to Achieve Food and Nutrition Security**, with funding from the W.K. Kellogg Foundation. The Challenge of Change is charged with examining contemporary challenges to food and

nutrition security and recommending how universities can accelerate their discovery, learning, and engagement around the issue. The Commission's report, released in May 2017, identified four areas where universities can address institutional barriers to sustainably feed an expanding population and improve prospects of food and nutrition security for all: elevate food and nutrition security to a top priority; align university resources and structures for transdisciplinary approaches; enhance and build university-community partnerships; and educate a new generation of students to be transdisciplinary problem solvers. www.aplu.org/projects-and-initiatives/international-programs/challenge-of-change/index.html

The **Consortium of Universities for Global Health (CUGH)** is an organization of over 145 academic institutions and other organizations from around the world engaged in addressing global health challenges. CUGH was established in 2008 with generous funding from the Bill & Melinda Gates Foundation and The Rockefeller Foundation. Its vision is “supporting the university as a transforming force in global health.” CUGH builds interdisciplinary collaborations and facilitates the sharing of knowledge to address global health challenges. It assists members in sharing their expertise across education, research, and service. It is dedicated to creating equity and reducing health disparities everywhere. CUGH promotes mutually beneficial, long-term partnerships between universities in resource-rich and resource-poor countries, developing human capital, and strengthening institutions' capabilities to address these challenges. www.cugh.org

As part of an initiative to promote community transformation and economic development for communities across the country, a landmark agreement promoting renewable energy and energy efficiency was signed in January 2017 between a consortium of 14 Historically Black Colleges and Universities (HBCUs) and the United States Department of Energy (DOE). The agreement launched the partnership known as the **HBCU Clean Energy Consortium** to promote clean energy like solar and energy efficiency and to help advance HBCU-led initiatives in the innovation economy. The Clean Energy Hubs created through this agreement are intended to allow communities with HBCUs to convene stakeholders, encourage the adoption of solar and renewable energy, invest in skills training, create jobs, provide innovative utility cost savings, and promote energy education.

To support the initiatives envisioned by this partnership, the Consortium of HBCUs requested funding from the DOE for initiatives led in three key regions of the country—the Southeast, Southwest, and Northeast. As a model for community engagement around these initiatives, the Consortium will adopt best practices of the Morgan

Community Mile Solar Initiative, which was created to more deeply engage the entire community around energy initiatives and utility costs savings, and will be implemented in collaboration with Morgan State University, the City of Baltimore, and DOE. www.hbcucoalition.com/community/department-of-energy-signing

Dillard University's Deep South Center for Environmental Justice in collaboration with the **Texas Southern University** hosted the 5th Anniversary HBCU Climate Change Conference in March 2017 in New Orleans. The conferences bring together HBCU faculty and students, researchers, climate professionals and environmental justice and coastal community residents impacted by toxic facilities and severe weather events related to climate change in order to bridge the gap between theory and the experiential realities of climate change. More than 22 HBCUs participated in the conference, including those comprising the HBCU Clean Energy Coalition.

The **University of Washington (UW) Population Health Initiative (PHI)** is based on the premise that population health worldwide is a moral imperative, driven by the university's public mission of service to all. The PHI's goal is to “create a world where all people can live healthier and more fulfilling lives.” UW President Ana Mari Cauce launched the initiative in 2016 by convening the University community and external stakeholders to develop a 25-year vision to advance the health of people around the world by leveraging capabilities and opportunities at UW and beyond. A Population Health Leadership Council is developing the specifics of a long-range, University-wide plan. The Council is chaired by the UW President and includes deans in the health sciences and from engaged colleges and schools—such as Arts & Sciences, Environment, Engineering, Education, Public Policy and Governance, and Law—as well as faculty and staff representing important contributing programs and stakeholder units on all three UW campuses.

The PHI used the concept of “grand challenges” to identify priority areas of focus. Three initial challenges are aimed at strengthening community resilience and capacity; bolstering healthy starts for children, adolescents and families; and nurturing brain, behavior and capability development. Each challenge:

- Addresses pressing population health challenges identified by local, regional, national, and international professionals and organizations
- Works at the intersection of the three pillars of population health: human health, environmental resilience, and social and economic equity

- Builds on UW’s areas of strength in education, service, research and teaching
- Fosters interdisciplinary collaboration
- Allows for the measurement and evaluation of outcomes

www.washington.edu/populationhealth

In February 2014 the **Hunger Solutions Institute** at Auburn, in partnership with the Association of Public and Land-grant Universities and the United Nations Food and Agriculture Organization, held a national forum, “Shaping the Collective Role of Universities as a Partner in Ending Hunger” to determine how to better coordinate efforts to address these critical issues. A consensus outcome from that gathering, which drew 70 leaders from 30 universities in Canada, the United States, and Latin America, was the **Presidents’ Commitment to Food and Nutrition Security**, a statement outlining a number of initiatives spanning teaching, research, outreach, and student engagement that university leaders can implement as part of an action agenda to make food and nutrition security an institutional priority.

The **National Urban Extension Leaders (NUEL)**, formed in 2013, seeks to advocate and advance the strategic importance and long-term value of urban extension activities by being relevant locally, responsive statewide, and recognized nationally. When land-grant universities were created in 1862, many of the current issues were related to agriculture, and this became the focus of the Cooperative Extension Service (CES) when it was created in 1914 and has continued to be its primary focus for the last 100 years. www.nuelaction.org/whatisurbanext

The University of Chicago created the **UChicago Urban Labs** with \$15 million in seed funding, including a \$10 million donation from the Pritzker Foundation, to design and test the most promising urban policies and programs across five key areas: crime, education, energy and the environment, health, and poverty. Building on the successful examples of the UChicago Education Lab and Crime Lab, the University will establish three new entities—the Health Lab, Energy and Environment Lab, and Poverty Lab. The existing labs have received national attention for guiding programs shown to reduce violence and improve academic skills among young men in Chicago Public Schools. Two of the initial interventions it has tested are the Becoming a Man (B.A.M.) counseling/mentoring program from Youth Guidance Chicago, World Sport Chicago, and the Match Education intensive math tutoring program. Randomized, controlled studies conducted by the Labs have found dramatic improvement in high school performance and reduction of arrests among students in the programs. Using the model pioneered by the Crime Lab and Education Lab to test promising programs, Urban Labs will partner with civic leaders

and practitioners in Chicago and around the world. The Pritzker gift is funding pilot projects by community groups, to be selected through an Urban Labs innovation challenge. <http://urbanlabs.uchicago.edu>

Bunker Hill Community College (BHCC), in partnership with the Boston Chinatown Neighborhood Center (BCNC), opened the **Pao Arts Center**, Chinatown’s first community-based arts, culture and education center in 2017. Through the BCNC’s ArtPlace America grant, both BCNC and BHCC aim to preserve and rebuild community bonds in Chinatown among new and old neighborhood members as part of its investment in community wellness and resiliency. Specifically, the \$450,000 grant funds an annual artist-in-residence at the Pao Arts Center for three years beginning in Fall 2017. The initiative will engage at least 300 members of the Chinatown community, including residents, organizations, medical service providers, and community college students.

Additional beneficiaries of this initiative will be visitors to the Pao Arts Center and residents of local housing complexes. The artist will produce original artwork, with input from the community, incorporating a traditional Chinese art form and convening community members and human services providers to increase interactions. The artwork will be exhibited in various locations in Chinatown, including at the Pao Arts Center, in local housing complexes, and on the street. The artist-in-residence will work with the community on mental health issues and propose artistic interventions as solutions. This project seeks to address mental health by providing culturally relevant art making as therapy, giving a community a voice and using creativity to uplift the underserved, destigmatizing mental health by naming identifying paths forward and building bridges between neighbors and across generations.

BCNC is collaborating with researchers at Tufts University School of Medicine’s Department of Public Health and Community Medicine to develop project outcomes and metrics that will focus on community health and wellness. BHCC takes tremendous pride in its culturally responsive curriculum, pedagogy and location of its off-campus teaching spaces that reflect its extraordinary diversity and enable BHCC to deliver on its social justice mission. The Center also complements the College’s strong arts curriculum with a premier physical location to facilitate student and faculty art performances, lectures and classes, and utilizes BHCC’s \$1.7 million grant from the U.S. Department of Education Asian-American and Native American/Pacific Islander-Serving Institution (AANAPISI) program to advance the academic success of Asian-American and low-income students through a comprehensive reform of BHCC’s ESL curriculum.

Seattle University is also leading the **Place-Based Justice Network**, a learning network among faith-based universities pursuing place-based community engagement initiatives being supported by a \$50,000 grant from the Annie E. Casey Foundation and \$20,000 in donations. Through place-based community engagement, institutions of higher education draw upon their mission and values to pursue reciprocal relationships that more deeply connect them to their place within their wider communities. We define place-based community engagement in higher education as a long-term university-wide commitment to partner with local residents, organizations and other leaders to focus equally on campus and community impact within a clearly defined geographic area. The network provides a forum for exchanging promising practices and builds multiple institutions' capacity to serve as strong anchors in their communities. Since 2014, over 25 institutions have participated in the network. As the leader of the network, Seattle University has offered five multi-day institutes that offer teams of up to five people per institution a chance to engage in discussion and dialogue on a variety of topics. The network has also included consultation site visits, the development of several white papers on lessons learned, and the creation of a book that will soon be published by Stylus. The network is planning to expand and is considering housing the network under the national Campus Compact.

4. EMBRACING THE ROLE AS AN ANCHOR INSTITUTION

The **Anchor Institutions Task Force (AITF)** was established in 2009 as an advisory group facilitated by the Netter Center at the University of Pennsylvania and Marga, Inc., a private consulting firm. Since then, it has grown to become a network of over 700 leaders promoting the engagement of anchor institutions—including colleges, universities, hospitals, community foundations, libraries, arts institutions, and other anchors—in community and economic development. The AITF is designed to develop and disseminate knowledge and function as an advocacy and movement building organization to create and advance democratic, mutually beneficial anchor institution-community partnerships. It sponsors annual conferences, conducts periodic literature reviews and publishes a journal. Most recently, it has formed three dues-paying subgroups of economic development executives, health professionals and college/university presidents. www.margainc.com/aitf

Founded in 2012 by University Circle Inc. in Cleveland, the **Anchor District Council** is a coalition of 17 nonprofit community service corporations working in partnership with education, medical, and arts/cultural anchor institutions

to transform city anchor districts and their adjacent neighborhoods. The group meets annually at the Anchor District Forum in a different city each year. Anchor districts are a geographic area with a density of anchor institutions. In these anchor districts, a new type of nonprofit organization has developed: Community Service Corporations (CSCs), which are a hybrid of a CDC, business improvement district and chamber of commerce. A CSC's work is directed largely in areas of development, service, and advocacy on behalf of both the anchor institutions and the broader residential neighborhood(s) encompassing the Anchor District. The Council's 17 members are in Akron, Ohio; Atlanta; Baltimore; Boston; Buffalo, N.Y.; Cincinnati; Cleveland; Columbus, Ohio; Detroit; Philadelphia; Pittsburgh; St. Louis; and Syracuse, N.Y. <http://anchordistrictcouncil.org>

A nonprofit organization founded in 2000, **The Democracy Collaborative (TDC)**'s mission is to help shift the prevailing paradigm of economic development, and of the economy as a whole, toward a new system that is place-based, inclusive, collaborative, and ecologically sustainable. TDC's work in community wealth building encompasses a range of advisory, research, policy development, and field-building activities aiding on-the-ground practitioners. A particular focus is assisting universities, hospitals, and other anchor institutions to design and implement an anchor strategy in which all of the institution's diverse assets are harmonized and leveraged for community impact. As part of this work, it has published policy briefs on investing institutional endowment dollars, local hiring, purchasing, school partnerships, real estate development and supporting local business. <https://democracycollaborative.org>

The **Historically Black Colleges and Universities Community Development Action Coalition (HBCU CDAC)** promotes, supports, and advocates for historically black colleges and minority-serving institutions, CDCs, and the community economic development industry whose work creates wealth, builds healthy and sustainable communities, and achieves lasting economic viability. Its work is focused on HBCUs as community and economic anchors in their communities. www.hbcucoalition.com

National and local funders have played important roles in supporting the work of both individual anchors and collaborative partnerships of multiple institutions. In addition, philanthropy has invested in nurturing the national ecosystem that supports the ability of institutions and, increasingly, networks of institutions, to implement their anchor missions.

In 2013, more than 20 foundations that had been most deeply invested in anchor work partnered with the Funders' Network for Smart Growth and Livable Communities to

create the **Anchor Institutions Funders' Group (AIFG)** to share results and lessons with the aim of more effectively supporting anchors to advance the goals of inclusive and equitable community and economic development. The principal supporters are the Annie E. Casey Foundation, the Surdna Foundation and the McKnight Foundation. In 2017, AIFG commissioned a study to assess the extent and intensity of support for anchor work within philanthropy. The study results can be summarized in four principal ideas:

- a. A significant number of foundations have been investing in or partnering with anchor institutions for many years, but they haven't always referred to this as "anchor" work.
- b. Foundations support anchor institutions in many ways, over and above providing grant dollars. These ways include convening, fostering collaboration and partnerships, capacity building, leadership development, and research/information gathering.
- c. Local and national foundations have complementary roles to play in supporting anchor work.
- d. Many funders are interested in exploring how foundations can become more connected with each other in order to learn and deepen their knowledge of how anchor institutions can drive inclusive and equitable community and economic development and what philanthropy can, and can't, do to support such work. www.fundersnetwork.org/participate/anchor-institutions

Several consulting groups specialize in developing anchor institution strategies, including **Next Street**, <http://nextstreet.com>, **U3 Advisors**, www.u3advisors.com.

Lastly, there are several national membership organizations that represent the "business operations" of colleges and universities, whose members are in key positions for implementing anchor institution strategies. They include **The National Association of College and University Business Officers**, www.nacubo.org/who-we-are/about-nacubo, **The Society for College and University Planning**, <http://scup.org>, the **Association of University Real Estate Officials**, www.aureo.org/conference, and the **Council of Higher Education Management Associations**, www.chemanet.org/members.asp

Alabama A&U University Community Development Corporation was incorporated in 1999 as an independent private 501(c)(3) organization with the mission to promote and assist citizens and local governments in revitalizing neighborhoods and building viable communities. The CDC works in collaboration with AAMU; city and county governments; neighborhood organizations; civic groups; and financial institutions to accomplish its goals. Today, the CDC is a community housing development organization, which has

built 48 units with housing tax credits and has initiated an infill housing project with Federal Home Loan Bank assistance.

Anchors for Resilient Communities (ARC), is a new partnership among Emerald Cities Collaborative, Health Care without Harm and The Democracy Collaborative. ARC seeks to leverage the assets and capacities of Northern California's anchor institutions to develop healthy, resilient, and economically prosperous communities focusing on underserved neighborhoods in Richmond and Oakland, Calif. Funded by The California Endowment, Kaiser Permanente, San Francisco Foundation and the Kresge Foundation, ARC's first phase involves stakeholder engagement, interviews and research to better understand the procurement dollars (demand) and the business capacity (supply) in the East Bay.

Emerald Cities Collaborative (ECC) also received a \$500,000, two-year planning and development grant from The Kresge Foundation to collaborate with anchor institutions and other partners on a **Community and Energy Resilience Initiative (CERI)** in three low-income coastal communities at risk of climate change: East Oakland/Richmond, Calif.; the Bronx, N.Y.; and Miami, Fla. The anchor institutions—major local nonprofit, public and private institutions, including hospitals and community colleges—will act as catalysts in strengthening the physical, social and economic resilience of their surrounding urban communities. Key to CERI are:

- Food and energy resilience, which are drivers for mitigating and adapting to climate change
- Economic resilience designed to harness the procurement, investment and economic power of ECC's institutional partners to build more resilient local business and community capacities
- Equity/community engagement to ensure the inclusion of low-income communities of color in resilience planning and implementation

At the outset of the project, ARC collaborated with The Democracy Collaborative to complete an extensive assessment of both the procurement needs of anchors and the existing resources and capacity in the communities of Oakland and Richmond. The assessment, which included over 200 stakeholder interviews, led to recommended priorities for opportunities: 1) a vibrant, localized food system and economy; 2) clean energy/green building; and 3) green businesses. The key to creating a resilient community, according to the assessment, is local green businesses that promote sustainability and provide jobs. In California, the "clean" economy now employs over 300,000 workers and is the fastest growing sector of the state's economy. Local business is a proven impetus for growing community wealth. According to the American Independent Business Alliance,

48 percent of revenue from local businesses gets redistributed in the community compared to only 13 percent of revenue from chain businesses. The assessment also quantified the collective procurement spending of anchor institutions in the East Bay Corridor at \$6.8 billion dollars per year. The effect on the local economy, if even a small percentage of procurement shifted over time to locally owned businesses, products and services, could be profound. <http://emeraldcities.org/about/national-initiatives/anchors-for-resilient-communities>

The second-largest city in Massachusetts, Worcester, thrived until the 1950s, when factory closures, falling incomes, and rising crime began afflicting its culturally diverse neighborhoods. **Clark University**, a small, liberal arts-based research university, is located in the heart of one of those neighborhoods, Main South, a low- and moderate-income community. The neighborhood had a tense relationship with the university; it considered the school to be unresponsive to complaints about noise, overparking, and high rents generated by students living in Main South's Victorian houses and triple-decker apartments. Soon after being appointed in 1984, Clark University President Richard Traina took steps to address community concerns that created a new sense of trust. Community members and university representatives formed a working group to draft a strategy for Main South's revitalization, which led to the creation of the **Main South Community Development Corporation (MSCDC)** to implement the strategy and promote residents' continuing participation.

MSCDC was founded in 1986 with the mission to improve physical conditions in the neighborhood; encourage the development of economic opportunities; and provide safe, affordable housing. In the early years, Clark provided gap financing for MSCDC to acquire properties for rehabilitation and infill development. Between 1986 and 1995, MSCDC spent \$10.2 million to purchase and rehabilitate 175 housing units on 31 properties and made additional investments in five commercial properties. As significant as these physical improvements were, MSCDC decided that such efforts alone would not create the community that Main South residents wanted. To expand its scope beyond physical improvements to include safety, recreation, and education, MSCDC joined Clark to establish the University Park Partnership (UPP) in 1995. The partnership obtained a \$2.4 million HUD Joint Community Development Grant that leveraged more than \$11 million from private investors for redevelopment and programs. This work included a small business loan program and MSCDC opened its Center for Community Revitalization, where residents get help with job searches, take computer classes, and receive other job training. Public safety increased with additional patrols by city and university police, as well

as additional support for neighborhood watch groups. UPP's educational programs have included adult education, free classes for high school students seeking dual secondary and college credits, and a university program that has provided free attendance at Clark worth \$12 million in tuition to 101 students from Main South, as well as the founding of the University Park Campus School. Main South CDC accomplishments include 350 new or rehabbed units of housing, 70 first-time home ownership opportunities, \$50 million in total CDC development costs (\$30 million of this in grants), and providing land for a \$9 million Boys & Girls Club. www.mainsouthcdc.org

Memphis Medical District Collaborative: In 2014, the Hyde Family Foundations, with assistance from U3 Advisors, assessed the economic and physical impact of eight major anchor institutions in the Memphis Medical District, including: Baptist College of Health Sciences; Memphis Bioworks Foundation; Methodist/LeBonheur; Regional One Health; Southern College of Optometry; Southwest Tennessee Community College; St. Jude Children's Research Hospital/ALSAC; and the University of Tennessee Health Science Center. Together, these institutions employ 16,000 people, educate 8,000 students, have \$1.2 billion in collective purchasing, and control 250 acres of property. Despite the significant size of these anchors, their potential impact within the Medical District had not been fully realized. The analysis found that less than 3 percent of institutional employees and 6 percent of institutional students lived within the boundaries of the Memphis Medical District while only \$50 million of institutional procurement spend was captured in Memphis. The district is also dominated by surface parking lots and auto-oriented uses with roughly 270 acres dedicated to parking. The analysis proposed that by working together, these eight anchors had the potential to significantly increase their economic impact within the medical district, attract more residents, increase local spending, and optimize land use to develop a dense, vibrant, walkable neighborhood.

In January 2016, the **Memphis Medical District Collaborative (MMDC)**, a new nonprofit community development organization was launched. In addition to coordinating many of the redevelopment efforts, the MMDC focuses on four key program areas: maintaining and improving the public realm; coordinating and improving safety and security; coordinating and implementing programming and marketing of the district; and facilitating community development. The \$3 million annual organizational budget is funded through institutional and foundation support.

MMDC is designing and implementing strategies to leverage the demand of the institutions through Live Local, Buy Local, and Hire Local programs. The Live Local 901

program was launched in October of 2016 and is aimed at attracting more institutional employees to move to the Medical District. The program has received over 200 applications for home purchase and rental housing incentives. A coordinated Buy Local program with the procurement chiefs of the institutions, focuses on directing the purchasing power of the anchors to support local women-owned and minority-owned businesses. Since 2016, nearly \$1 million of additional spending has been captured locally. In addition, the program launched the Operation Opportunity Challenge—a business plan competition for local entrepreneurs and small businesses aimed at addressing “pain points” identified by the anchor institutions. A “Hire Local” program is aimed at connecting neighborhood residents to the more than 3,200 positions that the institutions will need to fill over the next five years. MMDC is also working on several real estate development projects aimed at increasing the supply of residential, retail, and office space in the Memphis Medical District.

www.mdcollaborative.org

Procurement (“Buy Local”)

In 1999, the **University of Minnesota** established the **Office for Business and Community Economic Development** to oversee practices of local economic inclusion. This office provides incentives to University departments that do business with targeted local businesses and works to increase expenditures with these businesses. This office also provides training and technical assistance to vendors and local businesses. Currently, the University requires that at least 10 percent of all base contracts are made with local, minority and women-owned businesses. In 2008, \$75 million of the \$700 million spent on goods and services went to women- and minority-owned businesses. <https://diversity.umn.edu/bced/home>

The **University of Pennsylvania** maintains one of the best known, largest and most successful local purchasing programs among universities. Penn’s efforts began in the 1980s with its “Buy West Philadelphia” program whose goal was to increase the University’s spending with local minority-owned businesses. The program included: requirements that all contractors partner with local vendors; incentives tying purchasing staff’s evaluation to local businesses; requirements for partnerships with community-based organizations to facilitate community involvement; and provisions for technical assistance to local businesses. Since then, the University has directed 10 percent of its annual purchasing toward local vendors within West Philadelphia and injected over \$94.8 million into the neighborhood’s economy. Penn’s “buy local” initiative has become a model program for other institutions and cities looking to encourage local purchasing.

Human Resources (“Hire Local”)

The **University of Chicago** is the largest employer on the South Side of Chicago, with nearly 6,000 staff employees of the University and medical center living within seven ZIP codes near its campus. In fiscal 2014, those area residents accounted for about one-third of UChicago’s total staff. UChicago Local works to advance local hiring by supporting workforce development agencies in efforts to match mid-South Side residents with jobs and prepare them for employment.

Partnerships include:

- Through a referral partnership with 741 Collaborative Partnership, a nonprofit that represents 10 workforce development agencies, UChicago Local helps link local residents working with any of 741’s partner agencies to job opportunities at the University, the Medical Center, and surrounding businesses.
- The University, through the Chicago Jobs Council, provides coursework for job developers and case managers at community-based organizations that support mid-South Side residents. All coursework will provide credit hours that can be applied to the Chicago Jobs Council’s certificate programs.
- The University and the Medical Center partner with nonprofit Skills for Chicagoland’s Future to match unemployed or underemployed South Side residents to jobs.

Real Estate Development (“Build Local”)

Weinland Park is a largely residential neighborhood situated between the **Ohio State University (OSU)** and The Short North neighborhood in Columbus. Located just one mile north of downtown Columbus, Weinland Park was once a working-class community for employees of the nearby machine factories, including the 3M factory and Columbus Coated Fabrics plant. When those industrial sites closed down, jobs left the community and the Weinland Park fell into a decades-long period of disinvestment. Making matters worse, the city’s notorious Short North Posse infiltrated the Weinland Park neighborhood throughout the 1990s and early 2000s. The multigenerational gang was known for assault, robberies, drug trafficking, racketeering and even murder. Violent crime spiked and led to further disinvestment in the community. Before long, the Weinland Park poverty rate was approaching 50 percent—far exceeding city, state and national averages. An intervention was necessary; the pleas for community revitalization could not be ignored any longer.

In 1995, OSU realized that the number of students choosing to live in the University District, which includes Weinland Park, had dropped off significantly. Not only was

the area considered unsafe, but private property owners had stopped investing in their rental properties. In an effort to attract students back to the University District, OSU established **Campus Partners**—a nonprofit organization that would take the lead on revitalizing the distressed urban areas around the campus. OSU has provided annual operating support, as well as investing \$24.6 million from its endowment in the late 1990s (lent out at 5 percent interest; the endowment fund will also gain ownership of the land at the end of a 40-year period). In addition to supporting retail development, Campus Partners has partnered with Weinland Park community groups, helping improve neighborhood conditions while preserving affordability.

An estimated \$80 million in public and philanthropic investments in housing and infrastructure have been made by Campus Partners over the past decade. These initial investments have removed blight and have since attracted an estimated \$500 million in private investment. Dozens of new market-rate homes have been constructed and hundreds of others are planned or under construction. Other accomplishments include:

- Between 2012 and 2016, crime has decreased by nearly 50 percent
- The number of OSU students living in the University District has increased by more than 2,500
- Since CPO's purchase of the Section 8 housing portfolio, annual turnover has decreased from 50 percent to an estimated 20 percent
- Campus Partners has acquired and renovated 36 vacant and foreclosed properties; half were sold as affordable homeownership opportunities; half were leased as rent-to-own homes
- More than 90 OSU employees have moved to Weinland Park through OSU's homeownership incentive program
- At least 42 low-income residents have taken advantage of the Weinland Park Exterior Home Repair Program, which provides home repair grants up to \$25,000
- Capital improvements include: construction of a family center; an elementary school; a neighborhood center; and a police substation

Yale University in New Haven, Conn., has invested a total of \$57.5 million in neighborhood and downtown real estate development. In addition to owning over 300,000 square feet of retail space that leases to over 100 stores, the University owns over 500 units of residential properties and a small amount of retail space. This massive property ownership allows Yale to leverage its real estate assets to achieve both

public safety and marketing goals—they maintain their properties, support their tenant, and control events all of which they use to market the institution and improve community safety. One of Yale's signature neighborhood development efforts is its homebuyer program, an employer-assisted housing initiative that encourages Yale faculty and staff to buy homes in New Haven with the goal of creating a mixed-income community. In its 15th year of existence, the program has provided \$22.5 million to subsidize over 900 home purchases by University-affiliated individuals. Almost half of the participants are unionized staff, 80 percent first-time homebuyers, and 50 percent individuals of color.

www.yale.edu/hronline/hbuyer

The **University of Chicago's UChicago Local** initiative encourages University and UChicago Medicine employees to live in the communities surrounding campus. The Employer-Assisted Housing Program (EAHP) provides downpayment assistance to full-time employees purchasing homes in Douglas, Grand Boulevard, Greater Grand Crossing, Hyde Park, Kenwood, Oakland, South Shore, Washington Park, and Woodlawn. Rental reimbursement is available to new renters in a portion of Woodlawn.

Endowment Investing ("Invest Local")

The **University of Cincinnati** presents one of the best examples of an institution leveraging its endowment for the benefit of the community. Ranking 73rd in the nation, the University of Cincinnati's endowment was nearly \$833 million in 2009. From 2003 through 2009, the University invested \$148.6 million (roughly 13.6 percent of the school's endowment) to finance real estate development in the neighborhood of Uptown. This amount used to finance low-interest loans as well as nearly \$8 million in operating grants for redevelopment efforts. Loans were made available for very long terms at a below-market 4 percent interest rate. This creative use of its endowment allowed the university to make a unique investment in the community that it would otherwise be unable to finance. As a result, the University has experienced a nearly three-to-one leveraging of their endowment money through tax-debt, loans from banks, and other sources. www.uptowncincinnati.com

Ohio State University provides another example of institutional investment of its endowment directly in community redevelopment efforts. Working through Campus Partners, a nonprofit community development corporation, Ohio State invested \$28 million of its endowment funds into the "South Campus Gateway" complex. This project included the renovation of over 1,300 units of housing and the building of a 500,000 square-foot shopping center, as

well as an on-going commitment to improving community schools through service-learning. The University leveraged an additional \$100 million in external funds to support the project, including a \$35 million New Market Tax Credit allocation.

CAMPUS-INITIATED COMMUNITY DEVELOPMENT CORPORATIONS

Some colleges and universities have formed nonprofit organizations—often community development corporations or community development financial institutions—that operate as independent entities but remain closely associated with the academic institution. These organizations are established through direct investments from the institutions and can use this institutional association to attract external funding while avoiding bureaucratic and other restrictions that may exist on central administered hospital or university funds.

Coppin State University/Coppin Heights Community Development Corporation: Coppin State University (CSU) established the Coppin Heights Community Development Corporation (CHCDC) in 1995 to advance the CSU community improvement and neighborhood revitalization agenda. The group supports basic community planning and improvement efforts (including lead safety and vacant property management) in the Greater Coppin Heights/Rosemont community, as well as service-learning opportunities for Coppin State students. Most recently, the CDC is partnering with Total Health Care, one of Maryland's largest minority-run, nonprofit, community health centers, to redevelop a vacant, dilapidated historic property into a new community health center. The mission of CHCDC is to be a catalyst for suitable and affordable housing for low- to moderate-income residents and to stimulate economic development within neighborhoods immediately adjacent to CSU through the establishment of social, economic, educational and affordable housing development initiatives that collectively increase the stability and sustainability of the community.

MULTI-ANCHOR COLLABORATIVES

Anchor strategies that leverage the power of multiple anchor institutions in a collaborative fashion offer a number of advantages: they have a bigger market share and demand for goods and services and they can have the effect of putting peer pressure on participating institutions to sustain their anchor commitments. If an institution has made a commitment to participate and their involvement becomes embedded in their day-to-day decisions and operations, it is that much harder for it to withdraw if, for example, there are changes in university leadership. There is huge variation in

how multi-anchor collaboratives are structured, which types of anchors are included, and what person or entity is the initiator or convener.

Chicago Anchors for a Strong Economy (CASE) was launched in March 2014 by World Business Chicago, a nonprofit economic development group and public-private partnership chaired by Chicago Mayor Rahm Emanuel. CASE connects anchors with local businesses for procurement opportunities. Eleven anchors are currently participating in CASE. Each anchor analyzes their purchasing to identify opportunities to redirect purchasing to competitive Chicago businesses. The anchors provide information about the opportunities to CASE, which then helps connect them with the Chicago businesses that apply and qualify for CASE and could supply the goods and services they need. CASE provides business consulting to help increase the capacity of local businesses. Businesses are selected to participate in additional training programs that include the opportunity to pitch their business to senior procurement officers from anchors in CASE. Eight Chicago universities have entered into separate Memoranda of Understanding that outlined anticipated investments in local neighborhoods and a mutual commitment for universities to further engage with city leadership and local communities to bolster economic growth and opportunity. These agreements aim to strengthen the role these anchor institutions play as engines of opportunity for neighborhoods across the city. www.worldbusinesschicago.com/case

A consortium of foundations in Detroit, including the Kresge Foundation and Hudson-Webber Foundation, helped to create the **Midtown Detroit Anchor Strategy** that leverages major anchor institutions—Wayne State University, Detroit Medical Center, and Henry Ford Health System—to revitalize their shared district that is rich with institutional uses but lacking in vitality. Over a period of three years, they created and implemented institutional programs, advance a midtown community development organization, facilitate a physical development plan for the Woodward-Cass Corridor, and put in place strategic initiatives that forward the development of Midtown. These include:

- *Live Midtown* program is a \$1.2 million housing incentive program that provides down payment assistance, home improvement grants, and rental incentives to employees of the three anchor institutions. More than 600 households have been attracted and retained in Midtown and the initial one-year pilot of Live Midtown was extended for an additional four years. Based on its success, the program has been adopted by downtown employers, a move that leverages further the significant impact the anchors have already had.

- *Source Detroit* is a strategy to increase institutional purchasing from Detroit-based businesses by creating policies and practices for greater focus on Detroit vendors, and by supporting, attracting or creating new businesses to serve the anchors' needs. Source Detroit focused on a commodity-based approach that transferred over \$16.5 million in purchases to Detroit-based businesses in two years. Critical to the success of Source Detroit has been the effort to identify local businesses and support them in becoming competitive. In 2012, Source Detroit was incorporated into the D2D program run by the Detroit Economic Growth Corporation.
- *Midtown Detroit Inc. (MDI)*. Key to undertaking the above programs was the development of a local base for ongoing program management and know-how. U3 Advisors worked with philanthropic and anchor partners to help develop Midtown Detroit Inc. by combining two separate community development organizations. MDI also developed a new storefront office called the Midtown Co-Lab, which includes a community room, coffee shop, the Detroit offices for the Kresge Foundation, and a central meeting place for the many people and organizations working along the Woodward Corridor.
- Through the creation of MDI and the anchor programs, Detroit was able to secure a *Living Cities Integration Initiative* grant that has brought \$24 million in investment to the Woodward Corridor in Detroit. In 2013, Midtown Detroit Inc. was awarded the prestigious Urban Land Institute Global Award for Excellence for its work in transforming Midtown.

The **Denver Foundation and Mile High Connects** are working closely together to develop a network of anchor institutions that are focused on building community wealth in the neighborhoods and places in which they are located. The Anschutz Medical Campus, Regis University, St. Anthony's Hospital, the University of Denver, and the University of Colorado's Denver campus have all indicated their interest in supporting the neighborhoods and residents in their surrounding community through a variety of strategies. With support from The Democracy Collaborative, they are working with some of the individual institutions to help them develop "hire local" programs, which may include training for those facing barriers to employment to qualify for jobs with the institution, and to review procurement policies to determine where their supply chains can be adjusted to focus more on local businesses. They are also developing a broader strategy to connect these institutions in an anchor network that will develop strategies to collectively harness their hiring and buying power in ways that will benefit the region's most

vulnerable residents and communities. A key concern is not to accelerate the problem of involuntary displacement through gentrification that is occurring in many Denver neighborhoods. In communities like Globeville, Elyria, and Swansea, where transit-oriented development is contributing to skyrocketing housing costs, they are working with community partners to support grassroots strategies to help residents stay in their homes. In Westwood, they have worked together to provide relocation assistance to very low-income residents of a manufactured home park who were displaced by new development. <http://milehighconnects.org/projects/connect-residents-to-good-jobs-through-an-anchor-institution>

Building a Culture of Health in an academic institution is multifaceted and requires: securing leadership support; identifying wellness champions for students and faculty/staff; forging internal and external partnerships; and implementing strategies to make healthy choices the easier choices. Many academic institutions have instituted various wellness programs for students and employees, but some are now looking to implement comprehensive, integrated approaches.

The **Baltimore Integration Partnership (BIP)** is a collective impact initiative of 14 anchor institutions, public, nonprofit, and philanthropic partners focused on expanding economic opportunity for low-income, predominately black city residents. BIP has three portfolios of work to advance economic inclusion through local hiring, purchasing, and community investment. Examples of efforts in each portfolio are provided below:

Local hiring: Ten participating anchor institutions are crafting workforce strategies, programs and practices that enable area residents to access workforce services, training, and a job. For example, the University of Maryland Baltimore has launched a Workforce Wednesday where community residents can get help with resumes and learn about job positions. If they qualify for a position, they are guaranteed an interview. Johns Hopkins University has launched a multifaceted initiative called Hopkins Local, which includes hiring and purchasing. An administrative assistant training program was launched in collaboration with 10 institutions through support from the City of Baltimore and BIP. Nine anchors have provided data and analytics tracking their hiring activities and six institutions have set inclusion goals linked to hiring and workforce development. Collectively, BIP staff is tracking over 800 job opportunities that have taken place or will take place between 2015 and 2018 linked to anchor hiring and workforce activities.

Local purchasing: Through this work, BIP is supporting anchor institutions in their efforts to direct spending activities to local and minority businesses particularly those located in the City. The anchors spend billions annually on goods and

services, but only a small share is with local and minority businesses. By shifting spend, anchor institutions can play a catalyzing role in economic development and job creation. Several institutions have moved forward with new programs and initiatives. For example, University of Maryland-Baltimore and the UM Medical Center have launched a merchant access program leveraging discretionary catering spend to support retail businesses in their targeted community development area, and are expanding to it other sectors. HopkinsLocal, as noted above, includes purchasing goals and they have also engaged 25 businesses linked to their Board to adopt their own purchasing goals. BIP has also focused on food as initial sector that fits many anchors and has helped create a social enterprise that has contracts with several anchors. Eight institutions are tracking their spending data and six have set purchasing goals. The institutions have reported nearly \$3 billion in spend that they are tracking, including over \$200 million in local and minority spend in 2016. The anchors report that over 200 businesses will be touched by business development programming between 2016 and 2018.

Community investment: Through this portfolio, BIP is working to encourage institutions to direct future capital spending or consider leases in ways that can help meet community needs. Some anchors like Maryland Institute College of Art (MICA), are working to restore vacant historic commercial corridors near their campus through expansion of facilities. Other institutions have facilitated local hiring through the construction of new buildings. For example, MICA and Hopkins joint film program enabled them to be lead tenants in the redevelopment of Centre Theater, a building vacant for 40 years, spurring local hiring and minority contracting activities. Another example is the Central Baltimore Future Fund (CBFF) managed by TRF. This development fund,

launched through a joint plan with Hopkins and the central Baltimore neighborhoods, called for the creation of a development fund to address community needs and growth. Through support from foundations, banks, and Hopkins, the \$10 million CBFF was launched and features lending-based inclusion goals.

The City of Baltimore officially adopted its anchor plan in 2014 with the help of the state of Maryland and the Baltimore Integration Partnership. In it, eight anchor institutions (seven of which are academic institutions) committed to investing in their neighborhoods, improving public safety and quality of life. Spanning 59 neighborhoods, the **Baltimore Anchor Plan** affects 22 percent of Baltimore's population—about 136,000 people. The city began by approaching institutions that were already involved in community development in some way. Divided into three groups based on their location, the anchors identified four priorities they would work to address: public safety, quality of life, local hiring, and local purchasing. From there, they developed a unique action plan for each local group. An anchor institution coordinator in the mayor's office maintains ongoing relationships with each anchor institution and helps to ensure forward progress on the plan.

<https://baltimorepartnership.org>

APPENDIX B: LITERATURE REVIEWED

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APPENDIX C: KEY INFORMANT INTERVIEWS

1. Charles Rutheiser, Annie E Casey Foundation (two times)
2. Emily Sladeck, The Democracy Collaborative, Anchor Dashboard Learning Cohort (two times)
3. Valerie Holton, Virginia Commonwealth University, Anchor Dashboard Learning Cohort (two times)
4. Ted Howard, Democracy Collaborative
5. Monica Vinluan, Robert Wood Johnson Foundation
6. Lucy Kerman, Drexel University, Anchor Dashboard Learning Cohort
7. John Saltmarsh, New England Resource Center for Higher Education and Carnegie Classification
8. Mathew Johnson, Brown University and Carnegie Classification
9. Katherine Pease, Anchor Institutions Funders Group
10. Danielle Varda, University of Colorado Denver, Evaluator for Annie E Casey Foundation
11. Doug Jutte, Build Healthy Places Network
12. Gail Robinson, Former Program Manager, American Association of Community Colleges
13. Ron Butler, Executive Director, HBCU Community Development Action Coalition
14. Bill Cook, Ogden Civic Action Alliance
15. Kati Meirs, Robert Wood Johnson Foundation
16. David Maurrasse, Anchor Institutions Task Force
17. Jamie McGowan, Big Ten Academic Alliance
18. Katherine Galvin, Big Ten Academic Alliance
19. Kent Koth, Executive Director, Center for Community Engagement, Seattle University and Casey Foundation-supported collaborative of faith-based universities
20. Nancy Cantor, Chancellor, Rutgers University
21. Dione DeMitro, Director, Nonprofit and Public Service Center, Lakeland Community College, Kirtland, Ohio
22. Andrew Seligsohn, President, Campus Compact
23. Hillary Kane, Director, Philadelphia Higher Education Network for Neighborhood Development
24. Victor Rubin, Research Director, PolicyLink
25. Robert McGranaghan, Director, Community-Campus Partnership, University of Colorado Anschutz Medical Campus
26. Nick Freudenberg, Co-Principal Investigator, Healthy CUNY
27. Sherril Gelmon, Professor of Public Health, Portland State University and Evaluator, National Engaged Campus Initiatives
28. Sara Steltz, Director of Workforce and Economic Inclusion, University and Community Partnerships, Drexel University
29. Ira Harkavy, Director, Netter Center for Community Partnerships, University of Pennsylvania
30. Denise Fairchild, Emerald Cities Collaborative Anchors for Resilient Communities
31. Verdis L. Robinson, National Director, The Democracy Commitment
32. Jeff Hornstein, Director of Fiscal & Policy Analysis, Office of the Philadelphia Controller
33. Michelle Rodgers, Associate Dean and Director of Cooperative Extension and Outreach University of Delaware
34. Rebecca Crouse Kelley, Director of Development, Foundations, National 4-H Council
35. Melvyn Colón, Executive Director, Southside Institutions Neighborhood Alliance, Hartford, CT
36. Shari Garmise, Vice President, Office of Urban Initiatives, Association of Public and Land-Grant Universities
37. Julia Michaels, Project Manager, Office of Urban Initiatives, Association of Public and Land-grant Universities
38. Jennifer Danek, Senior Director for the Urban Universities for HEALTH, Urban Serving Universities
39. Colette Murphy, President and Chief Executive Officer, Atkinson Foundation
40. Sara Goldrick-Rab, Professor of Higher Education Policy and Sociology, Temple University
41. Ana Mari Cauce, President, University of Washington
42. Kim Johnson-Bogart, Senior Director, Foundation Relations, University of Washington
43. Derek Fulwiler, Project Director, Population Health Initiative, University of Washington
44. Jillian Griffith, Healthier Campus Initiative, Partnership for a Healthy America
45. Stephanie Maddin Smith, American College Health Association
46. Amy Slonim, Senior Program Officer, Robert Wood Johnson Foundation
47. Steve Gavazzi, Dean and Director, Ohio State University Mansfield Campus
48. Jonathan Gruber, Director, Campus and Community Portfolio, Einhorn Family Charitable Trust

APPENDIX C: KEY INFORMANT INTERVIEWS *continued*

49. Devin Jopp, Connected College Health Network, American College Health Association
50. Jay Maddock, Champions for a Healthy South, Texas A&M University
51. Stephanie Bianco, CSU Chico and CSU Network
52. Jim Marks, Robert Wood Johnson Foundation
53. Abbey Cofsky, Robert Wood Johnson Foundation
54. Paul Kuehnert, Robert Wood Johnson Foundation
55. Gale Sheehan-Remotto, UC Presidents Office, Healthy Campus Network
56. Michael Rodriguez, Global Health Institute, UCLA
57. Bernadette Melnyk, Ohio State and National Consortium for Building Health in Academic Communities
58. Wendy Slusser, Associate Vice Provost for the UCLA Healthy Campus Initiative
59. Omar Blaik, Founder & President, U3 Ventures
60. Rebecca Martin, CEO, National Association of System Heads
61. Carrie Billy, Executive Director, American Indian Higher Education Consortium
62. Robert Meenan, President, Mary Christie Foundation
63. Marjorie Malpiede, Executive Director, Mary Christie Foundation
64. John MacPhee, Executive Director, Jed Foundation
65. Alex Chan, Chief Executive Officer, Clinton Health Matters Initiative, Clinton Foundation
66. Randy Smith, Executive Director, Rural Community College Alliance
67. David Razum, Program Manager, Anchor District Council
68. Katrina Badger, Program Officer, Robert Wood Johnson Foundation

APPENDIX D: COLLEGES, UNIVERSITIES, AND NATIONAL ORGANIZATIONS INVOLVED *(as of this publication)*

(See Appendix A for details on their initiatives.)

Active Minds	The Coalition of Urban Serving Universities	The Newark City of Learning Collaborative
Alabama A&U University Community Development Corporation	The College and University Food Bank Alliance	Ohio State University
American Campuses Act on Climate	Community and Energy Resilience Initiative	Oklahoma State University
American College Health Association	Community-Campus Partnerships for Health	Pao Arts Center
American Association of State Colleges and Universities' American Democracy Project	Community Learning Partnership	Penn Faces at the University of Pennsylvania
The American College & University Presidents' Climate Commitment	The Connected College Health Network	Place-Based Justice Network
Americans for Nonsmokers Rights	Consortium of Universities for Global Health	Princeton Perspective Project
Anchor District Council	Contemplative University Alliance	The Resilience Consortium
The Anchor Institutions Task Force	Coppin State University/Coppin Heights Community Development Corporation	Seattle University
Anchor Institutions Funders' Group	Cornell University	Second Nature
Anchors for Resilient Communities	Davidson College	Single Stop U.S.A.'s Community College Initiative
Association for the Advancement of Sustainability in Higher Education	The Democracy Collaborative	Southern Scholarship Foundation
Auburn University's Hunger Solutions Institute	The Democracy Commitment	Stanford University
Baltimore Anchor Plan	The Denver Foundation	Success-Failure Project at Harvard
The Baltimore Integration Partnership	Drexel University	Tobacco-Free College Campus Initiative
Berea College	The Duke Resiliency Project	UC Global Food Initiative
The Big Ten Academic Alliance Health Equity Initiative	Food Recovery Network	UChicago Urban Labs
Bunker Hill Community College	Historically Black Colleges and Universities Community Development Action Coalition	The UCLA Grand Challenges initiative
California State University (CSU) Basic Needs Initiative	Historically Black Colleges and Universities Clean Energy Coalition	Universities Fighting World Hunger
California Youth Advocacy Network	Hunger-Free College Campuses	University-Assisted Community Schools
Campaign to Keep Guns off Campus	Laney College in Oakland	University Leaders for a Sustainable Future
Campus Compact	Main South Community Development Corporation	The University of California (UC) System
Campus Kitchens Project	Mary Christie Foundation	The University of California Berkeley Basic Needs Security Committee
Carnegie Foundation for the Advancement of Teaching	Memphis Medical District Collaborative	University of California, Los Angeles
CEO Roundtable on Cancer	Menus of Change University Research Collaborative	The University of Chicago
Challenge of Change Commission: Harnessing University Discovery, Engagement, and Learning to Achieve Food and Nutrition Security	MetroLab Network	The University of Cincinnati
The Champions for a Healthy South	Midtown Detroit Anchor Strategy	University of Minnesota
Chicago Anchors for a Strong Economy	Mile High Connects	University of Pennsylvania
The City of Philadelphia	Mount Saint Mary University	University of Texas, Austin
The City University of New York	National 4-H Council	The University of Texas System's Eliminate Tobacco Use Initiative
Clark University	National Consortium for Building Health in Academic Communities	The University of Washington Population Health Initiative
Coalition of Urban and Metropolitan Universities	National Urban Extension Leaders	The University of Washington Whole U Initiative
	Network for Improvement and Innovation in College Health	Urban Universities for HEALTH
		Vassar College Urban Education Initiative
		Yale University