METROPOLITAN Universities

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The Future of Urban and Metropolitan Universities

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Introduction to *Future of Urban and Metropolitan Universities*

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Editor: Valerie L. Holton, Ph.D.

On this occasion of the 30th anniversary of the founding of the Coalition of Urban and Metropolitan Universities (CUMU), we have invited past and present executive committee members to share their perspectives on the contemporary prospects, challenges, and opportunities for the members of this thriving organization.

First, you may be interested in a bit of history about the origins of CUMU. In February 1989 a group of campus presidents and representatives of several other higher education organizations met at Wright State University to discuss the proposition that metropolitan located universities were developing distinctive characteristics that reflected their urban locations and relationships. Organized and led by Wright State chancellor Paige Mullhollan, professor Ernest Lynton, and other leaders, the discussion identified the growing concentration of populations and economic activity in America's cities and the new demands and opportunities created by that trend. As cities became the hub of economy and personal opportunity, universities and colleges in cities needed to step up and recognize their roles in contributing to equity, opportunity, and progress. These ideals were formed into a statement called: "Metropolitan Universities: Who Are We?" that highlighted actions and partnerships that we would recognize today as engagement. The story of the development and growth of CUMU is recorded in the 29 years of *Metropolitan Universities* journal.

Lynton was the founding executive editor of the Metropolitan Universities journal with Karen White as the first managing editor. Volume 1, number 1 launched in spring 1990. The first volume was written by a mix of presidents, provosts, scholars, and a mayor. In his introduction of this defining first issue, Lynton said:

> The theme of this initial issue is identity and culture. We hope that the content will provide a broad-brush overview of the nature and mission of metropolitan universities, a sense of their basic institutional character. In the aggregate, the articles in the issue indicate a number of common attributes shared by all these universities, in spite of their many differences. All are characterized by diversity: diversity of students, diversity of scholarly and professional activity, diversity of constituencies. All accept, albeit to different degrees, the challenge of responsiveness to scholarly and instructional needs of this multiple clientele. All insist on retaining their most basic characteristic: that of being true universities...Metropolitan universities recognize that they must change the way in which this knowledge-centered mission is pursued. The nature, uses, and clientele for knowledge are evolving; the effective interpretation and dissemination of knowledge have become as important as its creation and an ever more diverse clientele needs university-level education. (Lynton, 1990)

By May 1990, a Declaration of Metropolitan Universities was created and signed by the first 46 members of the organization. The declaration described a focus on new approaches to teaching, research, and service that emphasized attention to equity, diversity, relevance, innovation, and accessibility in a context of partnerships with communities, business, culture, and government. The declaration has been updated over the years, but maintains the core focus of equity, access, relevance, and partnerships across member institutions and their cities. The first CUMU conference was in 1993 at University of North Texas.

The second issue of Metropolitan Universities journal in the summer of 1990 focused on "Challenges of Diversity" with provocative articles on the themes of access, retention, campus climate, adult learners, commuter students, and new views of student services and student life in metropolitan campuses, issues that are still important today as each generation of students and the impact of technology requires continuous attention to the ways we support student success. Attention to the student experience and academic success has been a strong theme for CUMU throughout its history, as has the centrality of working partnerships with community leaders and organizations. At the recent 25th conference in October 2019 at Philadelphia, it was exciting to attend many sessions and plenary presentations focused on new strategies for student equity and retention to graduation, and new insights into effective partnerships leading to community, cultural, and economic progress.

An anniversary evokes our need to reflect and also to look at the way forward. Therefore, this issue is similar to the first journal volume in 1990 because we have invited leaders and scholars to reflect on their sense of the state of the metropolitan universities mission and where we are heading going forward. All the past issues of *Metropolitan Universities* journal are available

online, so you may wish to read those early two issues to appreciate our origins as an association that continues to seek to contribute to greater equity and success for our students, our institutions, and our communities.

The contributions in this issue, written by institutional leaders, offer very bold ideas. Higher education is changing rapidly and unevenly across America. Some institutions, represented here, are thinking and acting in bold ways to recapture public support, improve student progress, and re-invent the ways we fund our institutions and the ways we do research and teaching, among other large changes. The large-scale change higher education is experiencing now is not easy and often painful, especially when change leads to closures. However, the papers in this issue and other news gives me a sense of optimism. Higher education is entering an era of big changes. The world's population and enterprises are concentrated in cities. The experience of change across CUMU institutions will be of great value to others seeking to find the way forward to serve educational needs and a capacity for future discoveries and innovations.

In This Issue

In the first article in this volume, Robert Caret, chancellor of the University System of Maryland, describes what he learned in his early career as an administrative leader at urban institutions such as San Jose State University, Towson University and others, which he calls primary access institutions. Caret sees these access-oriented institutions as successful in expanding access to full participation in society, leading to contributions to the local work force, culture, and social change. Today, as a leader of a large, multi-campus system, Caret builds on these values of access institutions to remind us that education is not just to create opportunity for the individual's personal success, but also to inspire the educated individual to recognize their social and public responsibilities. Caret says: "…we have an obligation to make sure our society is provided with the graduates it needs, graduates that have the education, the cultural and intellectual underpinnings, and the perspectives necessary to enable them to take their place as enlightened and progressive members and leaders of a democratic society." Caret describes a straight-forward approach to encouraging students to develop the skills of an engaged citizen that appreciates and participates in democracy. Through his experiences, Caret observes the need to move from campus approaches to engagement that involve only some students, to an approach that integrates civic education, civic engagement, and civic responsibility into curriculum and institutional culture. He offers a thoughtful and practical description of the importance of attention to the development of each of these three attributes, which require different approaches. Caret also shares examples of how the institution can demonstrate its own focus on civic responsibility by increasing student voice on campus, engaging faculty, staff, and students in improving local schools, and collaborating with other universities nearby.

Buffalo State College provides an exciting and inspiring story of a city that is emerging into a new era of opportunity and success through partnerships between the college and many other entities to welcome new groups moving into the city and facilitate their well-being and success. President Katherine S. Conway-Turner describes how the city, the college, schools, foundations, the government, and non-profits work together to help new arrivals with ways to learn about their new home and provide necessary services to help them settle in and become productive members of a city that is growing again after the loss of manufacturing. The depth of partnerships and the creative approaches to supporting language training, student graduation rates, transitioning from school to college, small business development, and more, is impressive. President Conway-Turner says: "Our campus today has a layered approach to addressing the concerns of many of the newest members of our community. We extend our campus to support children, adults, and all family members who come to western New York looking for a better place to live, grow, and, hopefully, thrive."

President Devorah Lieberman of the University of La Verne and Shannon Capaldi, director of the president's office, write about the growing image problem related to going away for college. High costs of going away to college is leading to a growing image that a degree isn't worth it. The authors note that stayers who are encouraged throughout their schooling to attend a local college can both improve the economic and social strength of their community and also feel proud of their education. They contrast brain drain which can lead students away, never to return home, with Brain Remain that can enrich both the student and the region. As discussed by the authors, "students choosing to stay close to home for college would lead to feeling that, while they had choices to study close to home or at a distance, they made the choice related to pride in their community. Communities and K-12 educators should be cultivating the talent and intellect of all their students and rely on the students' emotional attachment and financial investment to stay close to home, ergo Brain Remain." The authors offer suggestions and literature relevant to the strategies for encouraging students to consider remain, which may reduce skepticism about degree values.

Richard Guarasci, president emeritus at Wagner College, describes the dangers of the current economic model that higher education is following today and offers an alternative vision for higher education organization that is based in large part on the creation of greater value to the public and the students. Guarasci says: "The alternative to the pure market model is the engagement model. This approach values collaboration, integration, and partnerships over competition and revenue maximization. The engagement approach will require a major shift within the culture of higher education leadership and its success will demand courage by trustees, regents, and alumni. Additionally, it will need faculty members and administrators to be their best creative selves." He proposes partnerships across universities and colleges and other business, industries, and organizations for every aspect of operations, and to intentionally develop a teaching/research agenda that aligns with regional assets, challenges, and

opportunities, among other ideas. Given the examples of some universities already seeking networks of partnerships to increase impact on community progress, his model has real potential going forward.

The team of Guenther, Swanstrom, and George at the University of Missouri-St. Louis (UMSL) report on their Anchor Institution initiatives in the two-mile square area around the campus. Post-industrial cities like St. Louis are now experiencing increasing poverty, hunger, homelessness, loss of businesses, and other inequities of opportunity in the suburbs. St. Louis is distinctive in that it has the most fragmented suburbs in the nation with 88 municipalities overall, and 30 of those municipalities are in the UMSL region. As discussed by the authors, "one of the findings from the data was how deeply UMSL was involved in the anchor footprint. UMSL has 370 full-time, part-time, and student employees and over 4,000 alumni who live within the two-mile radius. The university has deep connections with the people in this community beyond its physical placement, professional connections, and public land grant mission. The data collection made it clear that our well-being was closely connected to the fate of these communities." The case study presented by UMSL provides useful insights into the difficulty of organizing collective actions across many small entities that don't have much bandwidth. The authors provide tools and tips that have led to notable progress.

Wim Wiewel, president of Lewis and Clark College, and professor Jerusha Detweiler-Bedell offer insights into the views of engagement in a private liberal arts college environment. As discussed by the authors, "liberal arts colleges are now being challenged to demonstrate their relevance and value. Their future is, in part, predicated on their success in building stronger, more strategic, and mutually beneficial relationships beyond their campus, specifically by collaborating with and adding value to the cities and metropolitan areas in which they are located." Over the last decade the college has been increasing the integration of engagement with public issues in the curriculum using a variety of methods including integrated internships, exploring historic places, studying public policies, and proposing innovations. At this college learning is a shared endeavor; college students are learning and discovering through interactions with people in the community so that all are ultimately benefiting from the partnership.

William J. Fritz and Ken Iwama share amazing story of the College of Staten Island's Legacy Trilogy initiative. Their article opens with a compelling statement: "The degree to which urban and metropolitan colleges and universities can have a positive impact on their respective is heavily influenced by the nature and extent of their connectedness to, and alignment with, civic need." In 2012, leadership of the college began to engage in public discussions and recognition of the Legacy of Institution, the Legacy of Place, and the Legacy of Mission in ways that acknowledged the historical and problematic past of the institution and opening a new way to embrace its modern mission as Staten Island's anchor institution serving a highly diverse population. Their article describes a three-year process to acknowledge the past narrative, which

has led to new changes that are based in engagement with current community needs and interests.

In 2015 Marquette University realized it needed to take a much more focused approach to community engagement around their campus and the wider urban region. President Lovell and his colleagues provide a clear and logical story of the internal and external processes that have, over five years, created a more focused agenda of engagement and the necessary partnerships and infrastructure to implement, guide, and assess the work. This article offers an excellent guide on how to work across sectors to create more equitable external partnerships and more inclusive community engagement. An initial focus on a partnership center near campus led to the recognition of the need for more internal coordination and leadership of engagement, and better ways for community to connect to the university. As engagement became more intentional, working groups were formed to promote best practices in engagement, leading to discussions about the recognition of faculty using engagement methods in teaching and research. Recently a new task force has been created to consider ways to coordinate efforts across higher ed and corporate entities to encourage collaboration and reduce overlap. The Marquette story is impressive in its innovative approaches to building internal and external connections to support effective engagement.

In sum, this issue of *Metropolitan Universities* journal reveals that though people often joke that higher education institutions don't change, these articles tell us otherwise. Change is everywhere in higher education. When CUMU founders met at Wright State in 1989, there were mostly two generations of faculty across most universities, today there are at least four generations with Gen Z on the horizon as the fifth. Change and adaptation is an essential institutional skill. Students, the community, business and government leaders, alumni, and our faculty and staff are thinking about and enacting changes in education every day, be it a simple fix or a giant leap into a large-scale change initiative. The Coalition of Urban and Metropolitan Universities distinguishes itself in several ways; it is collaborative and members support each other and share ideas about challenges and opportunities. This issue specifically aims to foreshadow the way forward for higher education in an increasingly urbanized world. The nature of this topic has called authors to look at the past as a way of understanding what's ahead. We thank the authors for their thoughtful and candid contributions.

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Invited Commentary

Social Responsibility and Civic Readiness as Critical Higher Education Outcomes

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Editor: Valerie L. Holton, Ph.D.

The Work of Urban and Metropolitan Universities

Throughout my 25 years in higher education leadership, overseeing two campuses and two university systems, I have maintained a strong connection to the Coalition of Urban and Metropolitan Universities (CUMU), both philosophically and in practical terms.

Early on in my tenure as president of San Jose State University, I established the overarching goal of making San Jose State the Metropolitan University of Silicon Valley. Complementing the institution's geographic location, size, and mission, all of which positioned it ideally for this role, I also saw a student population, a community role, and an ethos of service that spoke to the institution's responsibility as an urban citizen.

This same perspective was part and parcel of my approach at Towson University (TU). As president, I actively created a vision and an identity for the institution, focusing on its role as the Metropolitan University of Maryland. I established external partnerships with focuses on education, economic and workforce development, arts and culture, and social change.

As president of the 5-campus University of Massachusetts System (UMass) I oversaw two CUMU member institutions, UMass Lowell and UMass Boston. The University System of Maryland (USM), where I currently serve as chancellor, is itself a CUMU member, as are several of its component institutions, with Towson and the University of Maryland, Baltimore County (UMBC) "founding members" of CUMU as a formal organization.

Throughout these years, I also had a very direct connection to CUMU, serving on several committees, on the Board of Directors, as a vice president, and, from 2006-2011, as CUMU president.

With this background, I know first-hand the distinctive perspective and unique tools that our comprehensive institutions can use to address social challenges and bring about meaningful change. In addition, I also recognize the special obligation our comprehensive metropolitan and urban universities have to be active and engaged in the communities they serve. These are the primary, 4-year, "access" institutions, not just in terms of the sheer numbers of students they educate, but also in terms of the composition of those students, serving as a vital higher education pathway for women, underrepresented minorities, and first-generation college students. Beyond that, our comprehensive universities stand as bridges, with numerous graduates going on to advanced degree programs at research universities.

Social Responsibility

Over the course of my entire career in higher education, spanning nearly fifty years as an educator, administrator, and leader, I have seen our society grow ever more complex and, unfortunately, divided. At the same time, as a society we have become increasingly unable to effectively navigate these differences and divisions in any sort of positive or productive manner.

From my perspective, the imperative of infusing, or perhaps reinfusing, an ethic of social responsibility across society at large is a duty higher education has not sufficiently prioritized in recent decades.

Given that our comprehensive universities are the higher education institutions most on the front lines of society, most representative of the diversity of our populace, and best equipped to engage directly and successfully with the community, this is a responsibility they must embrace.

And while metropolitan, urban, and comprehensive universities must lead this effort, all institutions of higher education, including public and private, 2-year and 4-year, research and comprehensive, must join in as well. We must pursue a broad-based strategy toward this unified goal.

The launching point for this effort requires us to stop thinking of higher education solely in terms of workforce development; our mission is much broader and should be recognized as such. I have long summarized my vision in higher education leadership in a single sentence: to graduate educated, enlightened citizens who are ready to go to work in all facets of life to make their lives, their communities, and our nation better. From a higher education perspective, this requires us to multi-task.

In today's economy, skills and knowledge are the most valuable of commodities. This is especially true in Maryland, a leading STEM state, where the future is driven by innovation in the life sciences, cybersecurity, autonomous vehicles, and other areas. As such, I make no apologies for pursuing a strong economic development agenda as USM chancellor, and I have been expanding USM partnerships with the private sector from day one.

At the same time, however, we must always remember that the value of colleges and universities is far broader than simply educating people to qualify for jobs. Education for its own sake must always be central to our mission. Knowledge of history, an appreciation of art and literature, insight into philosophy, and an understanding of world cultures are indispensable aspects of a civilized society and the preservation of our American democracy.

We must consider the possibility that we have put such a premium on skills and workforce development, the secular side of higher education, that our broader mission of providing educated citizens, the spiritual side of higher education, is in danger of being lost. While this debate has been going on for decades, the intensity seems to have reached an all-time high.

Yes, we have an obligation to ensure that our graduates are prepared to meet the rigorous challenges of the new economy, armed with the knowledge and skills they need to compete. At the same time, we have an obligation to make sure our society is provided with the graduates it needs, graduates that have the education, the cultural and intellectual underpinnings, and the perspectives necessary to enable them to take their place as enlightened and progressive members and leaders of a democratic society.

To square this circle, we must mobilize the collective commitment and capacity of higher education to actively advance our communities through an embrace of the importance of civic readiness. To accomplish this, we need to reestablish higher education's critical leadership role in promoting "the we versus the me" through civic education, civic engagement, and civic responsibility.

Civic Education

We need a greater emphasis on civic education to ensure an informed, knowledgeable, and responsible citizenry that understands the origins, impact, importance, and fragility of democracy.

From a higher education perspective, impactful civic education means helping students develop a powerful civic skill set. They need to become thoughtful consumers of news and information, able to differentiate between fact and opinion, to see relationships and make connections, and to draw conclusions that are warranted from the data. This is almost a textbook definition of critical

thinking. In addition, they need learning opportunities that shape their outlook and experiences to position them as informed, engaged members of their communities. And while they need to support freedom of expression and tolerance for different thoughts, they must also learn to temper that support with a commitment to a rigorous pursuit of fact and inquiry into truth.

This is a tall order, and it requires us to integrate civic education into core requirements across disciplines. As we all know, disciplinary specialization is a prominent feature of the modern American public university. Our faculty and students are more and more creatures of specialization. And while that has some positive aspects as far as repairing students for careers, it falls short in terms of educating the whole student.

While at Towson many years ago, I worked on a Senate effort to put in place a campus-wide understanding of what an arts and sciences based education is and why it is important. We wanted students to understand that our future was linked to our past and that the links between disciplines were important to the education we were providing and they needed. We reinforced the civic role of our graduates.

While I was president of the UMASS System, Massachusetts adopted a first-in-the-nation state policy on civic learning for public colleges and universities that incorporated civic learning as an expected outcome for undergraduate students. It is critical to note that this outcome was not just an understanding of the history and government of the United Sates and other nations. By calling for civic learning as a goal in campus strategic plans, we saw a statewide educational commitment to the intellectual elements of civic education, the practical aspects of civic engagement, and the values associated with democracy and with civic responsibility. It is not just a box we checked off after taking a course, it is a desire to ensure broad-based educational outcomes in our students.

In my current capacity as University System of Maryland chancellor, we are digging into this issue more deeply as well. Many of our campuses are fully engaged in Campus Compact. In addition, we updated our strategic plan, with perhaps the most significant change being the elevation of equity, diversity, inclusion, and civic engagement as a new, stand-alone goal. Most importantly, a few years ago the USM Board of Regents established a Civic Education Workgroup. The workgroup conducted a year-long inventory and assessment of campus-based activities and policies and developed systemwide initiatives to help our students graduate as more active and effective citizens. The USM now identifies civic literacy as a core expectation for all students and works to foster an ethos of civic engagement and participation across the system and its institution.

Civic Engagement

A vital companion to civic education, civic engagement turns our needs and aspirations into actions. It strengthens connections to one another and inspires a commitment to work to make a difference in the life of our communities, the we versus the me. We need a two-pronged approach, first with the university itself active and engaged, and second with students (and faculty and staff) experiencing and internalizing public action and engagement.

One of the most active and articulate advocates for institutional involvement was a former USM colleague David Adamany, former president of Wayne State. He provided an example of this philosophical approach of institutional engagement: his vision for universities as anchor institutions, particularly in urban environments, drove his concept of "the University as Urban Citizen." Adamany envisioned urban universities held to the highest standards of civic commitment, while at the same time carrying out their traditional roles of asking questions, seeking knowledge, teaching, and research. He saw no inherent inconsistency between these traditional functions and urban citizenship. His 15 years leading Wayne State were marked by expansive partnerships with the K-12 community, business leaders, public safety officials, state and local elected leaders, and others, all to advance his goal of a national research university with an urban teaching and service mission. This concept that higher education institutions must not simply be in communities, but rather part of communities must be our standard.

It is, however, important to differentiate between actions that are little more than volunteerism or service learning and genuine civic engagement. This is not to denigrate any efforts that target critical social needs. If anything, we could use much, much more active and personal engagement in communities. What I am referring to is civic engagement that requires students to come to terms with their individual duty as citizens, to become active participants in democracy itself, to understand the work of citizenship, to understand that citizenship is more than rights; it is also responsibilities. Connecting teaching, research, and service to community engagement will more effectively yield civically engaged students, scholars, and institutions.

Issued every five years, the Carnegie Community Engagement Classification, now affiliated with the Swearer Center for Public Service at Brown University, is perhaps the most significant identifier of true community engagement across higher education. The classification acknowledges colleges and universities with an institutional focus on collaboration with their broader communities in efforts that enrich scholarship, research and creative activity; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.

In recognition of the value of this designation and, more importantly, the growing importance of the concept of true civic engagement that it represents, the USM made a concerted, coordinated

effort to bring Carnegie Community Engagement Classification to more of our campuses. For the 2015 Community Engagement Classification cycle, Towson University was the only USM instruction represented among the 240 colleges and universities recognized. Other campuses have initiated the process and will apply at the next open application cycle.

There are other, more targeted effort that support this agenda as well. For example, The Voter Friendly Campus designation program seeks to support and acknowledge campus-based efforts that help students overcome barriers to participating in the political process as well as efforts that develop a culture of democratic engagement on campus. In addition, as the 2020 census approaches, colleges and universities, including those in Maryland, are gearing up to engage students, staff, faculty, administrators, and community partners to ensure a fair and complete count in the 2020 Census. Given that voting and the decennial census represent foundational cornerstones of democracy, it would be nothing short of a dereliction of duty for a college or university, especially a public, metropolitan university, to pass up the opportunity to engage students, faculty, staff, and the surrounding communities in support of full participation.

Civic Responsibility

The third leg of the stool supporting democracy is civic responsibility**,** an idea first recorded by the ancient Romans and embedded in our Constitution, that directly acknowledges our obligation to make contributions for the good of the whole society.

If we consider a campus as its own society, its own democratic society, what do we want to see? We want to see a learning environment that features open, reasonable, respectful discussion of political, social, and other issues. We want to see the student/faculty relationship evolve to one where faculty do not simply serve as objective experts, but rather as intellectuals who catalyze debate and forge relationships among diverse constituencies, and we want to see students with a more active role in campus decision-making. In such an environment, students, regardless of major, will graduate with the intellect, skills, experience, and perspective they need to be active and engaged citizens.

The notion that an educated citizenry is vital for our survival as a free people, and the imperative mission of higher education to educate for democracy, was recognized from the earliest days of our nation and supported by our founders.

I would contend that civic responsibility would essentially become an automatic outcome if we embraced enhancing civic education and provided opportunities for civic engagement as a truly institution-wide or system-wide priority.

In Maryland, this ethic of civic responsibility is manifesting itself through our significant, system wide re-commitment to the City of Baltimore by the USM and its institutions. Five of our 12 universities call greater Baltimore home. A few years ago, we moved the system headquarters from suburban Washington to downtown Baltimore to better focus on the city's needs. Additionally, we established Baltimore Power, or B-Power, a new partnership to better leverage USM resources to improve educational outcomes for Baltimore City students. In partnership with Baltimore City public schools and Baltimore City Community College, B-Power uses both college readiness programs and dual enrollment courses, exclusively targeting foundational English and mathematics classes. Through B-Power, USM is creating a new Baltimore-centric pathway from high school, to a two-year community college degree, to a four-year degree at a USM (or non-USM) institution.

Our goal with B-Power is ambitious; we hope to dramatically improve the rates of high school graduation, college going, and degree attainment for students throughout Baltimore. We are building a much wider alliance with other USM institutions, non-profits, businesses, schools, and education advocacy organizations working together. Baltimore is the state's largest city and a vital economic engine; it must have a future of educational and economic opportunity. A focus on college and career readiness for city students is an imperative. B-Power is a key part of a bringing about a brighter future for city students, the city, the region, and the state.

Presidential Leadership: The Tie That Binds

For higher education to meet these obligations, to effectively weave civic education, civic engagement, and civic responsibility into the very fabric of who we are and what we do, will require significant change; changes in policy, changes in behavior, changes in resource allocation, and more. In addition, there is the difficult prospect of overcoming institutional inertia and, in some cases, flat-out resistance to this change. Factor in the need to invest in in high-quality faculty development that enables faculty and students to engage in civil discourse, and the magnitude of the task becomes clearer.

Without doubt, broad institutional support and commitment will be required. Bringing about this level of commitment and support will be driven by presidential leadership. Leaders of institutions of higher education must not shy away from these challenges. This is, in fact, where leadership matters most. It will not be easy, but it is essential. The fact that so many aspects of our civic life have become dysfunctional makes this effort all the more important and imperative. If we are committed, it can be our efforts that help move us from civic dysfunction to civic enlightenment.

Note

Chancellor Caret's piece is largely adapted from an address he gave at the American Association of State Colleges and Universities (AASCU) Annual Meeting in Fall 2017.

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Invited Commentary

Higher Education's Role in the Support of Diverse and Ever-Changing New American Cities: Exploring Buffalo

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Editor: Valerie L. Holton, Ph.D.

Abstract

Urban institutions are typically located in diverse and vibrant cities. This diversity has changed over the decades, thus requiring campuses to address the complexity that is seen as these new American cities evolve. In this article the city of Buffalo is discussed as a city that manifests a continuous change in population diversity with a significant increase in the immigrant and refugee populations. The ways that Buffalo State College has evolved its outreach to support immigrants, refugees, and new Americans is discussed, approaches that include ways to support entry and success within the city school systems, support for families and adults learning the English language and preparing for citizenship exams, convening and support to navigate their new location, and assistance in business efforts. Extensions of the mission of urban institutions to support these new members of city communities allows campuses to participate fully in addressing the needs of this important segment of our cities. Immigrant and refugee families add to the vibrancy and economic success of our communities and facilitating their adjustment, integration, and success within our cities not only provides needed support for new American families, but adds to the current and future economic and social success of the community where they now call home. This is an important aspect of the urban anchor mission.

Keywords: Immigrants, Refugees, Newcomers

Introduction

Contemporary urban environments are sometimes called "new American cities." In this context, journalists, legislators, and community leaders focus on and describe the current complexity of cultures, peoples, ethnicities, languages, and economic layers that are ever-present within cities like Buffalo, New York and other urban landscapes across the country. However, it is important to understand that these cities have been changing throughout their histories and the new faces that you see today were once represented by other peoples, some who were newcomers, and many that, at one point, called this city or region their home. Here I will discuss the ways that Buffalo State College, like many anchor higher education institutions, recognizes and supports the cultural vibrancy within an urban city today and how Buffalo State College is participating in the transition and welcoming new families to our evolving city. The ways in which we participate in the support and transition of newcomers are many, varied, and firmly grounded in our mission as an urban engaged campus, as well as our focus as an anchor institution with a commitment to elevating all members of our community regardless of racial, ethnic, religious, cultural, place of origin or any other aspects of personal distinction.

For decades, the role of many higher education institutions, and specifically SUNY Buffalo State, has grown to meet the needs of our community in large numbers. We have opened our doors to previously excluded citizens across many decades as barriers fell and higher education institutions embraced inclusion. Buffalo State, like many urban campuses, provided educational opportunities for veterans returning from wars to gain important skills and degrees to move ahead. Urban campuses provided educational opportunities post segregation for previously excluded populations and we stood for opportunity for first generation students coming from wide-ranging backgrounds, regardless of immigrant status, as well as for all those who simply needed a helping hand to move ahead.

Buffalo State, as the State University of New York's only four-year campus fully within a city, embraces our urban engaged focus. We are not only located within an urban environment, but we are dedicated to connecting with and uplifting our multiple diverse and vibrant communities. This diversity takes many forms and includes national original, cultural distinctions, religious differences, racial and ethnic differences, physical ability, sexual orientation, and much more, but first let us situate our environment within a historical context.

Buffalo, located in the western portion of the state of New York (NY) is the second largest city in the state. However, before Europeans stepped into the area now known as Buffalo, this territory was home to First Nations People (Szczepaniec, 2018). The history of Native Peoples dates back thousands of years. The Haudenosaunee or Iroquois Nations lived throughout western

NY including what is now the city of Buffalo. A series of forced and savage territorial dislocations, with made and broken treaties that did not benefit peoples of the First Nations, has resulted in a vibrant but comparably small existing portion of these First Nation Peoples living within contemporary western NY (Cepla, 2019).

Within the 19th and 20th centuries Buffalo saw an influx of immigrant Europeans move into western NY just as the area was developing a thriving new economy and growing into a regionally significant city. The then strong and prosperous commerce was achieved through many interrelated advancements. The building of the Erie Canal opened the opportunity for goods to be moved from east to west and back; additionally, the grain elevator and the expanse of the railroad contributed to the centrality of Buffalo as a growing and thriving place of commence (Goldman, 1983). By the end of the 19th century, the population of native people had been significantly reduced and significant numbers of European immigrants flooded into Buffalo to make this region their home. In the 1800's large populations of German immigrants came into Buffalo to make a life for their families. These families began to prosper under thriving conditions and they were soon to be joined by a sizable portion of Irish immigrants, followed by immigrants from a host of other European countries. During this period, a small population of African Americans also joined this mix. Western NY was a well-travelled bridge to freedom for enslaved Blacks during the 19th century as many made their way to northern states or to Canada on the Underground Railroad seeking freedom from slavery (Goldman, 1983; Brown, 2014). Some Blacks seeking freedom decided to stay in Western NY and other free Blacks made their way to this blossoming area and made this their home. This mixing of cultures was not always harmonious, but nevertheless we understand that cultural diversity is not new to the state of NY, while the reality of inclusion has been a constant challenge. As time passed other populations immigrated to western NY from all corners of the world to form the diverse community throughout the state that can be observed today.

As the economic environment changed and commerce declined, like many other booming cities in the rust belt, populations saw significant decreases. The closing or downsizing of once vibrant industries and a shift to an economy where Buffalo competed less successfully, along with a diminished economic structure, no longer allowed cities like Buffalo to dominate and the reality became a decades long decline for many cities.

New Americans Today

What is different today isn't the local diverse community, it is that the variety of cultural backgrounds have changed. In 1910, 80% of all United States immigrants came from Europe while in 2010, 80% of immigrants come from Asia and Latin America (Nunn, O'Donnell & Shambaugh, 2018). Within the Buffalo-Niagara areas, the foreign-born population from 2000-2010 increased by 33% (Wilson & Singer, 2011). The immigrants of today are contributing to

building back a declining population that had been seen in western NY and other rust belt cities for decades as manufacturing declined and as commerce changed. As the economic drivers changed in cities likes Buffalo, Detroit, Cleveland, Pittsburgh, and others and jobs that were counted on for decades began to decline, shift, or disappear, people began to move to other locations seeking more promising opportunities for their families. This loss of population has not been easy on urban environments like Buffalo. Growth had stymied, construction was depressed, and the city faced significant downward turns for decades. This situation has allowed many cities like Buffalo to welcome with significant optimism the appearance of increased immigration and increased refugee resettlement. In 2018 the state of NY ranked fifth in number of refugees settling in the state with the greatest numbers of refugees arriving from the Congo, Burma, Ukraine, and Bhutan (Wilson & Singer, 2011). Western NY continues to seek new populations to come, join communities, and contribute to the needed growth in this area.

These hopeful newcomers, ready to take advantage of the boom in Buffalo, also add to the vibrancy of the city and are celebrated by many as urban environments grow in population. Many of these new community members are hopeful to one day become Americans. There is also broad agreement by economists and researchers that immigrants raise the economic output of communities. The resettlement of immigrants and refugees into Buffalo has been a much-needed population boost while bringing an important labor force into the area. The change in the city of Buffalo is visible within many community institutions and especially within its public school system; as of 2019, there are 34,000 children within the Buffalo public school system and 80% are students of color, with the fastest growing segment consisting of children from immigrant and refugee families. The languages spoken by those new to the United States is often not English and, according to the Buffalo Public School system, 83 different languages are spoken in the homes of these children. These new and hopeful future Americans are from countries like Burma, Somalia, Cambodia, and China and they join the diversity of Native American, African American, and Latin American populations that are significantly represented within our community. The increases in the immigrant population has not been the only change in the last decade for Buffalo; Buffalo is experiencing a renaissance as both state and private investments have increased. This can be seen in the reinvestment taking place, the new businesses opening, and growing job possibilities. A concern today is providing an environment where all community members benefit from the growth and resurgence happening in Buffalo. Anchor institutions, like Buffalo State, and communities will need to monitor closely how the city's success impacts all sectors of the region so that success reaches all, not just privileged portions of our community.

The Role of Higher Education

Anchor institutions are place-based organizations, including IHEs and health systems, which link closely to their local communities because When an anchor institution like Buffalo State recognizes the ever-changing diversity of our city it is important to strategically address the question: how can we address the needs, hopes, and challenges of those new to our community? In many ways, the obvious connection is ensuring that these newcomers can matriculate into our campuses and take the classes and receive the degrees and certificates that will allow them to be most successful. This focus is one that is central to our work and the mission of the institution. Buffalo State does this by working individually, or in collaboration with other community partners, to provide entry and support into our educational enterprise. Our successful Upward Bound program, a federally funded Trio program, has for over 50 years provided an opportunity for disenfranchised and marginalized youth to prepare to enter a college and successfully complete their chosen degree program. We continue to serve in this space and provide a much-needed bridge for those who have faced generational and current barriers to education as well as children of recent immigrants who have not been a part of the United States higher education system. Upward Bound, since its inception, has been a bridge for African American, Latin American, Native American youth; it has also proven to be a bridge for youth from diverse immigrant populations within our city. These children from new American immigrant families are enrolling in our program in increasing numbers and then launching into higher education institutions to gain that important degree to prepare them for a successful future.

Preparing Children for P-12 Education

Many urban based campuses have a longstanding teacher education program. These programs are uniquely suited to assist youth in underserved and immigrant families as they transition to and move thorough their education programs. Thus, many urban campuses extend their mission to provide outreach within our immigrant and refugee communities.

Buffalo State's School of Education has a long and laudable reputation, not only for teacher preparation, but for working within western NY school systems to advance the very best in teaching pedagogy and an understanding of how to elevate each child to success. With these connections our faculty work with the Professional Development School Consortium to address the diverse and changing needs of children within our P-12 systems. Preparing teacher candidates to teach within our diverse schools is central, but our education program also works directly with teachers and school systems to elevate the current work to better serve the diverse and ever-changing populations within their schools, including best practices in working with children new to this country, and working with students new to learning within the framework of the English language.

Other avenues of support for newcomer children at Buffalo State include: a global book hour that provides weekly experiences in a community location where teacher candidates use multicultural literature to facilitate language skills, and a Buffalo State Global Literacy Channel series on YouTube designed for parents and caregivers to help young readers and writers, especially those acquiring English as a new language. These types of programs are important for education institutes to develop and address the critical literacy skills that are needed to secure student success.

Our partnership with Say Yes Buffalo, a part of the national Say Yes to Education network, creates an interconnected support for children within the Buffalo public school system in ways that both address concerns experienced by children in P-12 but also tackles the transition of these children when they attend colleges like Buffalo State. The mission of Say Yes Buffalo is to create and convene a partnership of school districts, parents, teacher advocates, community institutions, funders, and higher education institutions to realize a vision of supporting students to graduate from high school and to complete college. A new grant funded by the Gates Foundation will allow us to launch this fall the Buffalo College Success Network, which will provide increased support for children as they move from high school to college completion. The college has many disciplinary ties to newcomers' families that emerge from programs that address nutrition needs, language proficiency, and family social needs. In varied ways our college, like many who are situated in the rich and diverse urban environment, provides opportunities that are central to our education mission. However, it is important to expand our programming in ways that address the critical needs of new Americans.

Furthering our connection with new American Communities

The Buffalo State Community Academic Center is one campus unit that directly addresses issues and concerns facing new immigrants in Buffalo. Located on the westside of Buffalo in a community adjacent to campus and within a geographic area that is largely an immigrant community, the center focuses on programming that will address key issues facing newcomers. The program Buffalo Beginnings introduces academic and literacy skills to youth that have arrived recently to our community. Such skills operate as a bridge for school age children as they prepare and begin the process of entering into the P-12 school system. Preparation for the reality of United States schools and what to expect within classrooms, how to transition to a new and unfamiliar school system, and assistance in developing literacy skills are important skills for these children. The center also offers New American English as a Second Language. These classes serve adult immigrants, refugees and newcomer adults as they seek to learn English and provides basic English language skills that allows families to navigate many language intricacies as they settle into the area. The center also offers the New American US citizenship preparation classes to provide support for those who are working toward completing the US naturalization test and successfully becoming American citizens. Additionally, the college provides thousands

of hours of community service to additional programs that address the needs of new Americans and refugees coordinated through the Buffalo State Civic and Community Engagement office. The Buffalo Beginning program partners with all four resettlement agencies (Journey's End Refugee Services, Jewish Family Services, Catholic Charities, and the International Institute of Buffalo) to provide volunteer hours and consultative services.

Navigating the Cultural Divide

Much of the work of Buffalo State, like other campuses dealing with the same experiences, is linked with organizations or services that directly address the variety of stated needs of newcomers to the region. It is also important to navigate the cultural divides that are seen in communities; helping families feel at home, assisting them in understanding the impact of culture on behavior and choices, and settling families into their environment are ways that allow them to feel part of the community. The Buffalo State Anne Frank Project (AFP) offers an opportunity to discuss issues of inclusion and diversity as well as convening discussions that can be both supportive and reaffirming. The Anne Frank Project is another way that Buffalo State addresses the changing population throughout our region.

The Anne Frank Project began in 2005 as a project from the Theater Department. Initially the focus was to develop a campus play based on the life of Anne Frank. However, due to both the diverse campus population and the diversity seen within Buffalo more generally, the play took another turn. It was decided that Anne Frank, a girl hiding from the Nazis in Germany, would be juxtaposed with another genocide, the 1994 killings of Tutsis in Rwanda by Hutu extremists. Thus, the project laid bare the commonalities of racial and ethnic hatred as seen through the eyes of Anne Frank and Anana based on the life of Immaculee Ilibagiza as told in *Left to Tell*. From the beginning, the Anne Frank Project developed a purposeful focus to work within the Buffalo school system to share universal themes of survival, transformation, and social justice. This was grounded by work the AFP does to take Buffalo State students to Rwanda each year to both learn about the 1994 genocide and to share with teachers in Rwanda the mechanisms and tools to explore conflict resolution, community building, and identity exploration. Additionally, each fall the Anne Frank Project hosts a Social Justice Festival on campus with significant contributions from our diverse community on and off campus as participants, presenters, and partners. Many current members of immigrant and refugee families come to Buffalo with stories similar to the atrocities faced during the holocaust or during the Rwandan genocide. Thus, this project can provide a space and a way to move beyond the past hurts that paved their press to come to the United States and to affirm they are not alone and are supported.

In this festival and through bringing the Anne Frank Project to schools, the organizers both opened the discussion of the importance of social justice everywhere and the importance of our communities appreciating and supporting all segments of our communities. Differences that

divide us are openly discussed and confronted while we focus on the commonalities that unite us. These sessions and this work serves to reduce the distance between our community members and forges a dedication to unity, fairness, and community commitment.

Supporting Economic Advancement

Within our Small Business and Development Center, Buffalo States works frequently with refugees or newcomers who are interested in starting a business. They are generally referred to the center from one of our community partners and many of the programs offered by the center are of significant interest to immigrant and refugee members. As a city on the Great Lakes, there has been strong interest in programs and opportunities based on the Blue Economy (water-based projects). Interest in entrepreneurial training is of significant interest within our community and this support in collaboration with community partners has been successful in launching the business interests of many immigrants and refugees within our region.

Conclusion

The mission of urban anchor institutions continues to evolve, as does the surrounding community. Buffalo State's nearly 150-year history has shown a pattern of support and encouragement for groups that are new to higher education. The makeup of the population in our urban environment has changed dramatically over the history of our institution, but we have remained steadfast and true to our mission, which has always included opening doorways and creating pathways for those underserved no matter their origins. Our campus today has a layered approach to addressing the concerns of many of the newest members of our community. We extend our campus to support children, adults, and all family members who come to western New York looking for a better place to live, grow, and, hopefully, thrive. Buffalo is a new American city in many ways. It is diverse, it is vibrant, and it is growing. Today we see the city of Buffalo on the rise and as an anchor institution within Buffalo we seek to support all members of our community, new and old, in their efforts to thrive and succeed in today's world.

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Invited Commentary

Brain Remain: Shifting the Paradigm of Pride

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Introduction

Volumes of research studies, surveys, and census data document the "brain drain," the phenomenon of highly educated and highly skilled workers migrating from their hometown to an urban or metropolitan area that promises a better life. Early indications of brain drain begin with high school graduates determining where to attend college. There is a pervasive belief that it is a measure of success and part of a process of upward mobility to go away to college, and therefore an implied failure if one remains in their hometown or region while earning a degree. This mentality and encouraged brain drain behavior is reinforced by a K-12 education system that sorts students early in their academic careers and invests in the best and brightest, while paying little attention to the majority of students (Harmon, 2010). This is a skewed approach and leaves many individuals, and their hometowns, with few opportunities and stifled upward social and economic mobility.

The needs of the workforce are rapidly changing. Some form of post-secondary education is required for the majority of entry-level jobs in the United States (Bureau of Labor Statistics, 2017). Yet, higher education is being faced with increasing competition and growing skepticism regarding the value of a college degree. By collaborating and partnering with the region in which an institution exists, urban, suburban, or rural, colleges and universities can cut through higher education's competitive noise and growing skepticism, while addressing the changing workforce needs and redefining students' pride about where they earn a degree, and begin their careers, close to home.

We call this paradigm shift the "Brain Remain," and it has the potential to significantly alter the way higher education, K-12 districts, businesses, and community leaders work, operate, and collaborate in the new economy. This, in turn, can create bold new opportunities for students where they least expect them: right in their own backyards.

It Is a Wonderful Life

The 1946 Frank Capra classic film, *It's a Wonderful Life*, might have been well ahead of its time in exploring the impacts of the housing crisis and corporate greed, but at its core, the poignant story of George Bailey speaks to Brain Remain at its highest level: a young man in pursuit of worldly success only to discover much more meaningful opportunity in his hometown. That is not the case for everyone, but the idea that the pursuit of happiness can materialize in a young person's own community arguably has more street cred than ever.

For example, the cost of an out-of-town or an out-of-state education is increasingly intimidating for many American families. If you can receive the same quality degree or certification without mortgaging your future, why wouldn't you? But there's an even bigger Bailey-esque picture, here: the vested interest we all have in our hometowns. Think of our own philanthropic campaigns as colleges and universities, and how we target alumni. They are likely donors because of the deep connection and pride they carry for our respective institutions. Now, expand that sentiment to the community as a whole. The more invested you are, the more likely you will get involved and give back. Researchers from the University of Nottingham in England analyzed 91 studies on the effects of gratitude and behaviors that help others, discovering that gratitude had the largest effect on peoples' willingness to give back, more than sadness, happiness, empathy, shame, and anger (Psychology Today, 2017). If students feel grateful for the education they received and the opportunities they had while growing up, from grade school through graduate school, they are more likely to give back to their communities in some capacity, helping to improve the community for all.

To achieve that outcome, however, several major hurdles must be overcome. The first, an emotional one, the sense that staying close to home is not a sign of failure, but a sign of pride and the desire to make a real difference in the community that helped raise you. This sense of pride and connection often fades when students begin thinking about where to attend college. It is during this decision-making process where the concept that far-away college equals success begins to take root and the Brain Drain paradigm perpetuates.

Brain Drain, Brain Gain

In their book *Hollowing Out the Middle,* Patrick Carr and Maria Kefalas assert that during primary and secondary education, students are sorted into four categories: achievers, seekers, returners, and stayers (Chang, 2018; Harmon, 2010). Achievers show ability early and receive the greatest attention and investment by teachers, mentors, administrators, and counselors. Achievers perpetuate the brain drain and are encouraged to "break free of small town life," (Harmon, 2010). Much of a region's new generation of talent, intelligence, and innovation is lost through this pattern. Seekers desire to leave their hometown, but often lack the resources and

frequently enlist in the military as a means to an end. Returners leave home after high school, and eventually return.

These Returners are a form of the brain gain for suburban and rural areas. When Achievers leave their home region, the urban and metropolitan areas where they land (e.g., Los Angeles, New York, Chicago, San Francisco, Boston, and Washington, DC) realize the benefit of brain gain by becoming home to new talent and young, eager minds. Returners are those who demonstrate the reverse migration pattern. They are those who leave home for college and return with their new skills. Returners are a small slice of the brain gain pie for many suburban and rural areas (Chang, 2018).

Finally, Stayers are those who decide to stay in place because they like where they live and enjoy being around like-minded people, or they believe they do not have the means or the ambition to leave. The Stayers often find blue-collar or service-related employment and realize limited economic and social mobility as a result. Stayers are often the students who tend to feel less-than, and are treated less-than, when compared to their classmates who leave for college, frequently treated or perceived as a deficit to their communities, when in reality they are the greatest asset to their communities. The Stayers are untapped potential for suburban and rural regions to develop a strong workforce for future growth demands. There is great opportunity for regional colleges and universities to partner with the community to better serve the Stayers and instill a newfound sense of pride in staying in one's hometown, the Brain Remain.

Changing Higher Education and Fostering Brain Remain

As the higher education landscape shifts, colleges and universities are welcoming a generation of students who are skeptical about the value of a degree. The students who are not sorted as Achievers early on are often those who rationalize that college is not worth their (or their parents') hard-earned money or worth going into debt, especially if the local jobs they anticipate accepting do not require a college degree (Harmon, 2010). Additionally, higher education institutions are scrutinized for their elitist history (especially among private institutions) and limited accessibility to those with humble resources. Couple these public perceptions with the increased competition in the higher education landscape, and there is an opportunity for colleges and universities to change their approach and to change the narrative of who should stay and who should go away to college. Now is the time to change our paradigm and the narrative. This paradigm shift is an imperative; it will serve our students and our region in ways that will benefit both.

The current landscape of higher education is one of convoluted competition. Regional not-for-profit private institutions are competing with large, state-funded public institutions for the same students. Online and distance-learning options are adding out-of-state institutions to the

competitive mix. Institutions are constantly looking for the next new program or the next new delivery method to remain relevant, distinctive, competitive, and sustainable. It is clear that most institutions can no longer attempt to keep up with the Jones's on every front. A thoughtful, strategic, and most reasonable approach to focusing efforts and resources would be to concentrate on the employment and social needs of the region in which the institution exists.

Hockey Hall-of-Famer Wayne Gretzky famously said, "Go where the puck is going to be." It is important for colleges and universities to keep this in mind, especially when determining where the puck is going to be within the region they serve. For example, among California's 10 largest counties, Riverside and San Bernardino rank first and second in terms of job growth, at 4.2% and 3.6% respectively. According to the California Employment Development Department, the Inland Empire is expected to add 242,000 jobs between 2016 and 2026, a 16% growth rate (vs. 10% for the state as a whole). Logistics, global trade, and healthcare lead the way as the region positions itself as a development and innovation hub in these key industries, and the University of La Verne is prepared to meet the puck by graduating students ready for these careers.

The majority of University of La Verne's 8,500 students come from the rapidly-growing inland Southern California region. Several years ago, university leadership looked at the projected workforce needs of inland Southern California and identified the growing demand for healthcare professionals. Many nearby institutions offered nursing degrees, but only a handful offered physician assistant programs. Having historically only offered gerontology and health services management programs, the University of La Verne decided to step further into the allied healthcare professions space and now offers a master's program for physician assistants. Each year, the university has more than 1,000 applicants for 22 seats. On average, 71% of physician assistant students are from Southern California. The university partners with local hospitals, clinics, and health organizations for lab courses and clinical rotations for the students. When the first class of physician assistants graduate in December 2020, they will have positions waiting for them and will fulfill the dream as Stayers, excited to begin working in the same region where they grew up.

From this endeavor, an excellent example of partnership and collaboration between education and industry was born. The University of La Verne created a President's Health Advisory Council (PHAC) with healthcare and community leaders from throughout inland Southern California. The group meets three times a year with the goal of sharing with the university administration the healthcare profession needs they have in their own industries and what the future portends for regional healthcare needs. By listening to the PHAC professionals and examining the data, the University of La Verne is strategically investing in and developing additional healthcare majors and programs that will graduate a skilled workforce ready to meet the needs of the region. Similar collaborations are happening throughout Southern California's Inland Empire.

Nonprofits, businesses, government, and education are working together to highlight the assets and opportunities that, properly leveraged, can transform a region of 4.5 million people into a robust social and economic hub for the entire country. A major part of that endeavor is convincing the best and brightest that promising opportunities exist in their own backyards. This is something that can only happen if the region's workforce development efforts are aligned with its economic development initiatives. In recent years, several shining examples of this alignment have surfaced, notably:

- Inland Economic Growth & Opportunity (IEGO), an intentional network of businesses and institutions throughout San Bernardino and Riverside counties, committed to creating better jobs and increasing access to them.
- Growing Inland Achievement (GIA), a collective impact effort designed to align education and increase the college attainment rate of its students, especially those who struggle the most to get into and persist in college.
- Changing the Narrative, a communications and engagement strategy designed to position the Inland Empire as an assets-rich region and an attractive place for philanthropic and economic investment.
- Inland California Rising, an expansive effort that is bringing together stakeholders, innovators and thought leaders from the Inland Empire, San Joaquin Valley, and the Sacramento metro area to increase public awareness and shape perceptions about Inland California as a place of dynamic leadership and innovation.
- The Convergence, a coalition of healthcare providers, educational institutions, and workforce development specialists who are committed to addressing the growing shortage of healthcare workers throughout the region.

In addition, a number of innovative career pathway efforts are underway, connecting education, business, and local government around a shared vision of preparing young people for sustainable career opportunities. In Fontana, a city of 214,000 people with a robust business climate, the Mayor's Education Coalition is bridging deep divides and creating a new level of trust between businesses and schools. Recently, the city's Chamber of Commerce partnered with a high school to offer professional training classes on topics ranging from workplace etiquette and showing up on time, to conflict resolution and dressing for success. More than 60 students are participating in the pilot program.

In San Bernardino County, GenerationGo! is helping to supersize career pathways at several local school districts, offering support, assistance, and a network of business partners that districts are often struggle to build on their own. At the former March Air Force Base in Riverside County, the MARS Career Promise program is creating a training platform around promising careers in aerospace and advanced manufacturing.

By putting a priority focus on the specific needs of the region, rather than solely on national or international trends, higher education institutions are able to significantly reduce the amount of competitive noise. Instead, they can focus on what will attract local students, both traditional undergraduates (i.e., Stayers), and adult learners and graduate students who are settled but looking to advance or change their careers without uprooting their lives. This approach will also improve the job placement of graduates, as colleges and universities will be educating students for professions that are known to be needed in the region.

Creating a culture of successful graduates who grew up in the region and stayed to pursue a career (i.e., Stayers) would help individuals and communities shift the paradigm to pride in their regions and the Brain Remain. Students choosing to stay close to home for college would lead to feeling that, while they had choices to study close to home or at a distance, they made the choice related to pride in their community. Communities and K-12 educators should be cultivating the talent and intellect of all their students, and rely on the students' emotional attachment and financial investment to stay close to home, ergo Brain Remain.

Colleges and universities can consciously make the shift to increase opportunities for students from the region who want to stay in the region by exploring the following options:

- Strategically position the institution as an asset to the region through internships, civic/community engagement efforts, and knowledge resources. As Portland State University says in their tag line, "Let Knowledge Serve the City." The Brain Remain assumes this philosophy by aiming to provide knowledge resources to educate members of the region and promote increased regional social mobility.
- Meet with and listen to industry leaders in the region to create the academic and certificate programs that reflect their workforce needs.
- Partner with regional industries to offer internships, or develop pipelines and pathways from post-secondary education into employment.
- Seek every opportunity to reinforce pride in students who choose the regional university and who choose to invest and serve in their communities.
- Initiative media coverage around the Brain Remain concept and impact on the community
- Cultivate a strong alumni network to mentor and hire students who graduate from the regional institution.
- Collaborate and partner with regional K-12 districts and charter schools to establish pipelines and clear pathway options for all students into post-secondary education.

Impacts of Brain Remain

The impacts of universities and communities shifting from a Brain Drain paradigm to Brain Remain mindset are significant. Offering compelling post-secondary education opportunities for Stayers provides access and opportunity for the majority of students who are not necessarily groomed to go away to college. Those students are an integral part of the Brain Remain as they are assets to their communities, local industries, and the economic mobility of their region. By taking advantage of regionally-focused programs, Stayers will enhance their employability, lifetime social mobility, and sense of self-efficacy. These graduates will be prepared for jobs and careers that are in-demand in their hometown, and the region's workforce will be enriched. More industries will be compelled to bring their jobs to the areas with the skilled workforce, increasing prosperity for non-urban areas. The Stayers who become part of the Brain Remain are then more likely to feel a sense of gratitude for all the opportunities their hometown afforded them and will have a deep emotional investment that leads them to be involved in their communities and give back. Shifting to the Brain Remain will improve the lives of many individuals who may otherwise feel left behind, while simultaneously enhancing suburban and metropolitan communities.

The University of La Verne is working diligently to promote the Brain Remain paradigm. Recently, 24 students, largely from the inland Southern California region, were each asked why they chose to attend the University of La Verne. Their responses ranged from: (a) their coaches and teachers graduated from this university and recommended it; (b) wanting to earn a law degree from this university so they can go back to their neighborhood and advocate for those who are like them; (c) needing to work while going to school in order to help to support their parents and siblings; or (d) enrolling in the university thinking they would transfer and are now happy to be here getting a degree that will lead to a profession that will improve their future. These are the examples of why it is important to embrace the residents and the future of the region. The Brain Remain is the option that brings pride to the students, their families, and their region.

Going away to college is undoubtedly a transformational experience, but not the singular trajectory for educational transformation. It will never cease to offer incredible value for those who seek such a path. However, whether one moves away after high school should not be linked so closely with self-efficacy. With the current generation of students, the increased competition of higher education, and the changing demands of the workforce, colleges and universities have the opportunity to shift the paradigm. Through partnership, collaboration, and focused intention on serving the regions in which they exist, institutions can plug up the Brain Drain and champion the Brain Remain.

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Invited Commentary

Looking Forward in Ominous Times: Two Pathways for Urban Colleges and Universities

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Editor: Valerie L. Holton, Ph.D.

Introduction

Higher education is in turmoil. In an age of growing and significant inequality, heightened racism, metropolitan resegregation, and demographic challenges, colleges and universities suffer countless consequences. Joined with a punishing public narrative that questions higher education's purposes, integrity, and necessity, public support for colleges and universities is in sharp decline. The results of this new political economy are severe underfunding and financial stress, enrollment issues, and heightened student debt, leaving very limited degrees of institutional freedom to alter this equation.

Colleges juggle agendas and work their way through budget dramas that results in sizing down their expenses sharply on the false hope that austerity is a formula to fiscal stability. Politically, a cloud of intensified and unfavorable governmental regulation looms over the higher education landscape and it promises to be at odds with how colleges and universities have perceived themselves, organized their governance, and designed student learning. There are alternative, progressive voices calling for free tuition, but these proposals come with their own attempts to narrow institutional freedom and provide no additional funding for added resources. Others predict that social media and innovative technologies will radically solve these problems on their own, but their version of student learning is a spartan model of education reduced merely to knowledge transmission and workforce preparation. Where are the necessary attributes for a modern, competent, and flexible workforce? These attributes include creativity, engagement, emotional development, ethical learning, and social consciousness.

The future will likely not be limited to these dynamics; unforeseen forces will play a role, but two specific outcomes will present themselves. One outcome is a market driven pathway and the other is entitled "the engagement pathway." As stakeholders in urban and metropolitan colleges and universities, we can let the market model work its internal logic and redesign higher education around a purely commercial philosophy or we can assert our agency in reinventing

higher learning so that it is robust, affordable, and engaging. Either our absence or our resilient creativity will spell the outcome.

The Market Model: A Dystopian Future

Left alone, market-based systems conform to a certain logic; when unfettered by intervening regulation and when composed of multiple providers, markets reward competition framed around cost, price, productivity, and sales volume. The direction of competitive activity moves significantly toward maximization of economic advantages and logic favors pricing that overwhelms rival competitors. Independent of the moral sensibilities of its leadership, any failure to fully maximize net revenue and adequately manage price and cost almost certainly will result in competitors who follow the logic of economic advantage, finding advantages in capturing more of the market and more revenue. Reinvesting additional revenue into increased productivity from reduced labor costs and greater use of technology allow the maximizers to outmaneuver the competition. Regardless of how communally sensitive institutional leadership may pride itself, competitors who have a lower cost of production and higher net revenue retain the ability to undercut competitors by lowering their pricing and consequently gain greater market share. The end game is to bury the competition, absorb their customers, and increase the bottom line.

While this pure type of market scenario rarely exists in full, the reward system points providers toward the market logic of competition and net revenue maximization. The underlying drama takes place in the actual production process and in higher education this means how we organize, cost, price, and deliver learning and, ultimately, degrees. For the last forty years American universities and colleges have been caught up in a somewhat similar market logic. The consequences of the market approach have proven to be significant at first but rather dramatic when put in a larger perspective.

The uninterrupted market model pathway will have a punishing impact on the future design and governance of urban and metropolitan universities and colleges. Some of the market logic has been at play in the current moment. For instance, the market model prizes cost reductions and productivity increases. The first step is usually the substitution of part-time labor for full-time labor; for the last twenty years, universities and colleges have hired part-time faculty in very large numbers. According to the Integrated Postsecondary Education Data System (IPEDS) data in 1970, four out of five college professors were full-time employees, with roughly 400,000 employed full time and 100,000 employed part time. By 2015, that ratio was virtually equal with approximately 800,000 full-time faculty members compared to 750,000 part-timers. By 2016, the ratio actually was equal. Part-time faculty are paid less, retain few or no employee benefits and teach large enrollment classes.

Eventually market logic pushes colleges to begin the substitution of technology for full and part-time faculty as a means to increase significantly the student / teacher ratio, one of the key metrics for controlling labor productivity and ultimately lowering the cost of educating a student. There have been nascent attempts by educational providers to use mass online courses (MOOCs) under the instruction of one or a few instructors to replace a large swath of traditional full-time faculty. As an unsophisticated and regressive approach, these efforts have largely failed due to their impersonal, anonymous, and unaccountable format, resulting in extremely low completion

rates and minimal learning retention. We do see, however, the rise of nonprofit attempts to compete with online education by major universities, initially reaching out to new markets of adult learners but now moving quickly to provide this approach for traditional undergraduate and graduate students. Much of this is about gaining market share through dramatic increases in enrollment and net revenue. Clearly more nuanced and personalized forms of the use of social media and online technology will appear and then we could see an accelerated rate of replacing full-time faculty. The market logic will significantly use this same dynamic in replacing administration and staff employees as well.

Market logic will dictate the inevitable evolution of mergers, acquisitions, and closures among universities and colleges. The market will punish an abundance of higher education providers, particularly those incapable of realizing significant economies of scale. We see the beginnings of this process with a number of closures and some mergers, mostly in the northeast but likely coming to a neighborhood near you.

Finally, market logic will invite nonacademic providers in direct competition with traditional nonprofit higher education. Amazon.com, Inc., and other large tech companies are currently moving in this direction. By reducing higher learning to direct workforce development, nonacademic providers will find little use for relying on public and private universities who retain governance and protocols that are often at odds with corporate priorities. The reductionist ideology now swallowing many community college systems is also finding its way into defining undergraduate education among state legislatures. This will result in reducing higher learning to apprentice education and ultimately mega tech companies and other conglomerates will find it affordable to produce the same results with greater productivity and flexibility.

While a dystopian and mordant description of the future of urban and metropolitan higher education, the market logic model will be a major force in shaping one possible future unless higher education and its leaders find a sustainable alternative model. One does exist.

The Engagement Model: Placing Community and Collaboration at the Center

The alternative to the pure market model is the engagement model. This approach values collaboration, integration, and partnerships over competition and revenue maximization. The engagement approach will require a major shift within the culture of higher education leadership and its success will demand courage by trustees, regents, and alumni. Additionally, it will need faculty members and administrators to be their best creative selves.

The engagement model is a pathway to fiscal stability. It creates added revenue and lowers educational costs by building on greater economies of scale. A greater division of labor among partnering institutions will realign costs and sharing infrastructure and back office costs will provide important savings. Redesigning the delivery of learning will provide a future model for prizing higher impact teaching practices. By focusing on a learning model that prizes experiential and civic learning, the engagement model provides a foundation for a new delivery system more compatible with a community-derived and problem-based curriculum, which emphasize the Association of American Colleges & Universities' (AAC&U) essential learning outcomes, such

as critical thinking, effective communication skills, cultural competency and diversity learning, and ethical and civic responsibility.

The engagement model is predicated on several foundational elements. First, collaborative partnerships are essential among universities and colleges. This is a difficult process that necessitates a dramatic cultural shift among senior institutional leadership and institutional cultures. Having spent their respective careers promoting the brands and niche qualities of their respective institutions to prospective students, families, alumni, foundations, and donors, presidents and senior officers must now redirect their efforts toward linking with former competitors. Colleges and universities now compete for students often by engaging in an arms war in housing and athletic facilities, dining services, and excessive institutional financial aid among other expenses. This is very problematic overall and this behavior drives up cost. In fact, increased competition in higher education, similar to health care, doesn't reduce price. Quite the opposite, it drives up cost in an oxymoronic fashion to even the most experienced economic theorists. The engagement model poses a more effective way to contain, if not reduce, cost and, ultimately, pricing, relying on inter-university collaboration. To gain economies of scale, senior leadership must find ways to share infrastructure costs in areas such as dining, maintenance, housing, insurance, endowment management, pension management fees, human resources, employee health care, auditing, and similar functions. Acting in a larger network of colleges and universities as a coordinated network will allow for greater leverage in purchasing and providing these support services.

The most impactful approach would be designed around a common network of institutions where each member institution would retain its individual name, endowment, and alumni but work under a banner promoting the opportunities for students, communities, and research available in a larger envelope of aligned and coordinated governance model. Not unlike a coordinated common market, individual institutional prerogatives would require the thoughtful balancing of network goals. There are some analogs for this model in American healthcare and banking networks. Statecraft would define executive leadership as well as decisive and local decision making within the primary institution. Patience, resiliency, and openness will be required of all the other institutional stakeholders.

After a time, when experience and trust are baked into the partnerships, educational and curricular integration across institutions are possible, if not desirable. The network design can address curricular and programmatic redundancy evident in current midsized and small colleges and universities, and it also can open up creative, exciting new curricular models of integrated teaching, learning, and research where an expanded resource base allows for deeper opportunities across institutions for both faculty and students.

Another dimension of the engagement model calls for deep partnerships with primarily, but not exclusively, local communities. The "anchor institution" approach is quickly becoming a benchmark for many in higher education where colleges and universities understand their relationship to specific communities or neighborhoods as essential identities where all parties are anchored in each other's geographical and practical biographies. These relationships are not understood as coincidental but rather as essential to learning, teaching, as well as institutional and neighborhood civic and economic prosperity. This is especially poignant for university

partnerships embedded in those forgotten, shadow neighborhoods of deep social and economic inequality where the anchor's work deeply transforms both the community and the university. Opportunities are open for individuals, communities, and all the stakeholders in the campus community. In these places the civic responsibilities of higher education can be profoundly impactful in addressing legacies of racism, ethnic bias, and the lost talent, intelligence, and creativity that sits ignored and uncultivated. Learning how to participate democratically in rising together as partners framed around a common geography and shared values, local residents, college students, and the larger campus community practice the arts of democracy learning lessons of responsibility and common purpose amidst the unique and celebrated identities within a community. Leadership and service are transformed into a powerful agency for engaging the opportunities and challenges in the civic space available in a democratic nation. Here, too, resources are aggregated among universities, the corporate, nonprofit, and governmental sectors so that the impact is exponentially increased within and across the geography. Grants, gifts, and allocations are now strategic and more attractive. Metrics capture the power of integrated work.

There are numerous examples of powerful anchor work. My own experience comes from a local partnership across five key policy areas with the most impactful framed around a highly integrated K-16 educational pipeline in a predominately Mexican and African American community. The Port Richmond Partnership has created significant individual educational opportunities for those usually ignored, feared, and restricted to low expectations and even lower resources, but it has also provided remarkable sense of agency to K- 12 teachers and administrators, college students, and local allies. It changed the college, its culture, makeup, and reinvigorated its sense of mission. There are a number of stories like this that are emerging within higher education, particularly in the urban and metropolitan space. I refer to this work as the "civic imperative" of higher education. The economic benefits to the university are located in more engaged learning resulting in greater student retention, completion, and ultimately in greater net tuition revenue. Additionally, greater philanthropy and public support has and likely will expand, as will institutional and network reputations.

The engagement model's community-defined curriculum is predicated on strategic partnerships aimed at solving significant community challenges. Colleges and university curriculums will be primarily, but not exclusively, focused on problem-based learning opportunities for student cohorts (learning communities) in a combination of traditional classroom, field-based, and online groupings. Working from the identification of community assets and building toward addressing problems, students produce signature work and faculty will develop needed research and scholarship.

A new pedagogy is likely needed to nourish the engagement model of community problem-centered learning. The current design of the academy will be an impediment. It is inflexible, static, and predicated on a labyrinth of stakeholder veto points. Reform and progress of the sort built into current engagement success most often requires the circumvention of the current governance and organization now fixed into academic and administrative silos. There are more impactful ways of organizing learning and teaching; healthcare offers a glimpse of what could serve as inspiration for a more appropriate analog for universities. Hospitals now work through integrated teams of primary care physicians, internists, specialist physicians including surgeons, physician assistants, nurse practitioners, doctors of nursing practice, hospitalists, RNs, and a

variety of related nursing assistants. Patient care will be touched by these teams through interdisciplinary and integrated work. In more complicated cases, mental health and social work colleagues may be threaded into the patient care. This system is promising because the patient is treated in a more comprehensive manner. The challenge, of course, is the quality of the integrated work, the transparency of the individual practitioners in sharing knowledge and accountability, and the need for coordination. Without these components the integrated model can falter. Hospitals and the many associated professions are challenging traditional hierarchies in order to find successful outcomes and very low recidivism of readmitted patients. The latter is very costly to hospitals given their reliance on private health insurance and governmental reimbursements.

Even with the limitations in this healthcare analogy, the individual health professionals are strategically focused on the patient, the maladies, and the exponential power of their shared expertise in finding medical strategies and successful practice. What can we learn from this practice structure that would align with a problem based, engagement model of learning and can it lead to greater learning at a lower cost of education?

Imagine a different organization of faculty work and student learning where integrated teams attend to cohort groupings of students centered around the engagement of a particular problem or sets of problems arising out of a common partnership with a local or allied community. These teams would consist of a master teacher coupled with a team composed of a pedagogical specialist trained in reflective practice, a media and communication arts specialist similarly credentialed, and two advanced peer educators providing support for student learning, effective presentation, and civic responsibility. Instead of a larger core of expensive faculty members, this model would stratify academic work along the same lines as the hospital teams. They are strategically focused on learning, signature work and direct community engagement in addressing meaningful problems.

This model would lower the cost of teaching and learning as it arranges work differently. The master teacher would possess the traditional PhD or equivalent doctoral degree and the specialists would hold master's degrees in appropriate areas. The peer educators would be interns. The teaching team will rely on high impact learning practices in meeting the essential learning outcomes for career preparation, civic responsibility, and lifelong learning skills.

Of course, moving from the current model of university academic work to this model is fraught with immense political challenges. Current faculty members would fear the disappearance of their privileges and protections. Unions would fear declining memberships and senior administrators might easily wilt in the face of such resistance. On the other hand, students, parents, employers, and taxpayers would cheer its presence.

This model will inevitably evolve in some form in the market model and/or by nonacademic providers. The new delivery system need not be imposed on faculty but rather developed as a steady, evolutionary reform where academic work is more exciting, creative, and collaborative. The necessary genius to nurture its acceptance will require the rare interpersonal skills born to those leaders across the higher education spectrum who possess the vision, resiliency, patience, and empathy that fosters trust and courage in those with whom they work. The preservation of

urban and metropolitan universities will need a more compelling engaged learning model that is more affordable, sustainable, and creative.

Finally, the partnerships discussed earlier in the engagement model will easily integrate our nonacademic partners more directly in problem-based learning. Hospitals, schools, nonprofits, and corporate partners will share resources, labor and costs in this new model. It is in their interest to develop a new work force and to solve seemingly intractable problems in their overcrowded emergency rooms, challenged elementary, middle and high schools, civic arenas, and research labs.

Summary

On the whole, futurists usually suffer badly. Unforeseen challenges, new political realities, technological breakthroughs, and cultural patterns shape futures as well as markets. As one realist once said, "real life happens in-between plans." I suspect the future reality lies somewhere in between these two possible pathways. The larger point is that higher education can allow other societal forces to predominate in shaping its future or it can challenge itself to find a pathway to a future where its commitment to deep learning will be predicated on our core values of evidence-based and logical reasoning, openness to new and challenging ideas and educating students to play their roles as creative, ethical, and civic professionals, all necessary for a dynamic economy and a robust, diverse democracy.

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Invited Commentary

Pursuing the Anchor Mission in a Fragmented Suburban Setting: Assets, Capacity, and Collective Action

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Abstract

Increasingly, suburban universities find themselves in communities facing challenges that inner cities have had to deal with for decades, including concentrated poverty, housing vacancy, and underperforming school districts. While the problems are similar, the institutional context is different. Compared to central cities, suburban municipal governments generally lack the resources necessary to sustain robust community economic development initiatives. Further, suburbs often lack the rich landscape of nonprofit organizations that were built up over many decades in central cities. This article reflects on the experience of the University of Missouri-St. Louis as a case study of a suburban anchor institution. This experience suggests that anchor institutions in suburban settings need to focus on asset-based community development, support collective action among fragmented institutions, and build the civic capacity of local governments, nonprofits, and businesses.

Keywords: anchor institutions, capacity building, collective action, community improvement, asset-based community development

Introduction

Urban issues are moving to the suburbs. More poor people now live in suburbs than in central cities (Kneebone & Berube, 2013). Most anchor institutions are located in central cities, and the literature on anchor institutions is heavily oriented toward urban contexts. Increasingly, suburban universities find themselves in communities facing challenges that inner cities have had to deal with for decades, including concentrated poverty, housing vacancy, and underperforming school districts.

While the problems are similar, the institutional context is different. Compared to central cities, suburban municipal governments generally lack the resources necessary to sustain large-scale community economic development initiatives. Further, suburbs often lack the rich landscape of nonprofit organizations that were built up over many decades in central cities. The University of Missouri-St. Louis (UMSL) is located in just such a fragmented suburban setting. We reflect on our experience as a suburban anchor institution to draw lessons for anchor institutions located in similar contexts. Specifically, we argue that suburban anchors need to focus on asset-based community development, support collective action among often fragmented institutions and build the civic capacity of local governments, nonprofits, and businesses.

The Suburban Context

UMSL is a land-grant metropolitan university located in North St. Louis County just outside the city of St. Louis (see Figure 1). UMSL views itself as an anchor in the region and in North St. Louis County, but when we formulated our anchor mission we wanted to choose a local geography to focus our efforts. UMSL elected to focus on communities that touch upon a two-mile radius from the center of the campus (see Figure 2). The two-mile radius is somewhat arbitrary, but we believe it captures the communities whose fortunes are tied most closely to the university, and us to them.

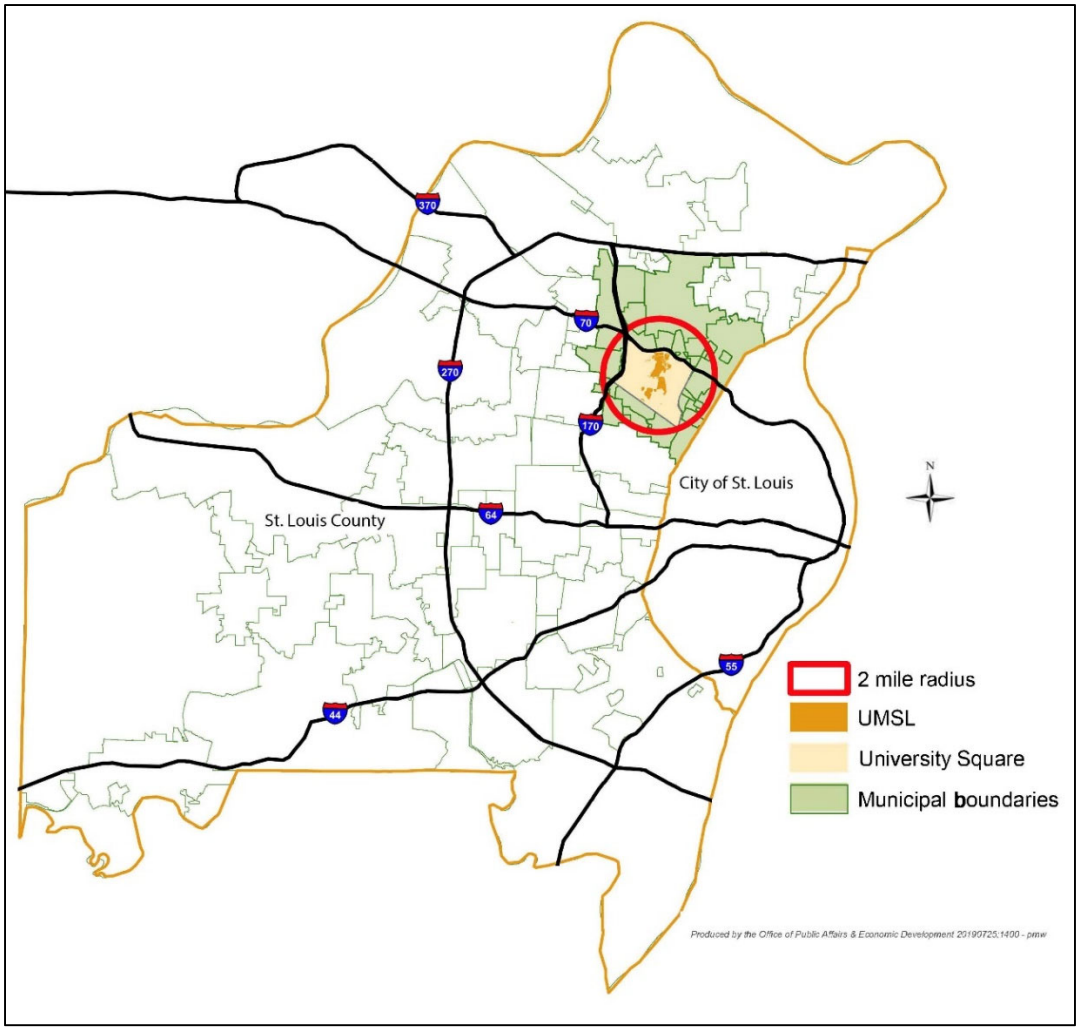

Figure 1. The metropolitan context of UMSL.

Socioeconomic conditions in the communities that touch upon the two-mile radius vary significantly, but many face financial hardship. For example, 21.9% of the population in the footprint is living below the poverty line, compared to 9.8% in St. Louis County as a whole. The unemployment rate is 11.8% compared to 5.9% in broader St. Louis County. Only 15.3% of people living around the university have a bachelor's degree, compared to 42.8% for all of St. Louis County (United States Census Bureau, 2017). Much of the housing was mass produced after World War II to satisfy pent-up demand. Most of the single-family homes are small, 800-1,200 square feet, bungalows and some are larger architecturally distinctive homes. The median house price in the area is $75,117, compared to $181,100 in broader St. Louis County. A few mixed-use corridors exist in the footprint. After decades of disinvestment, a few have seen investment and new energy while others continue to see disinvestment and even abandonment.

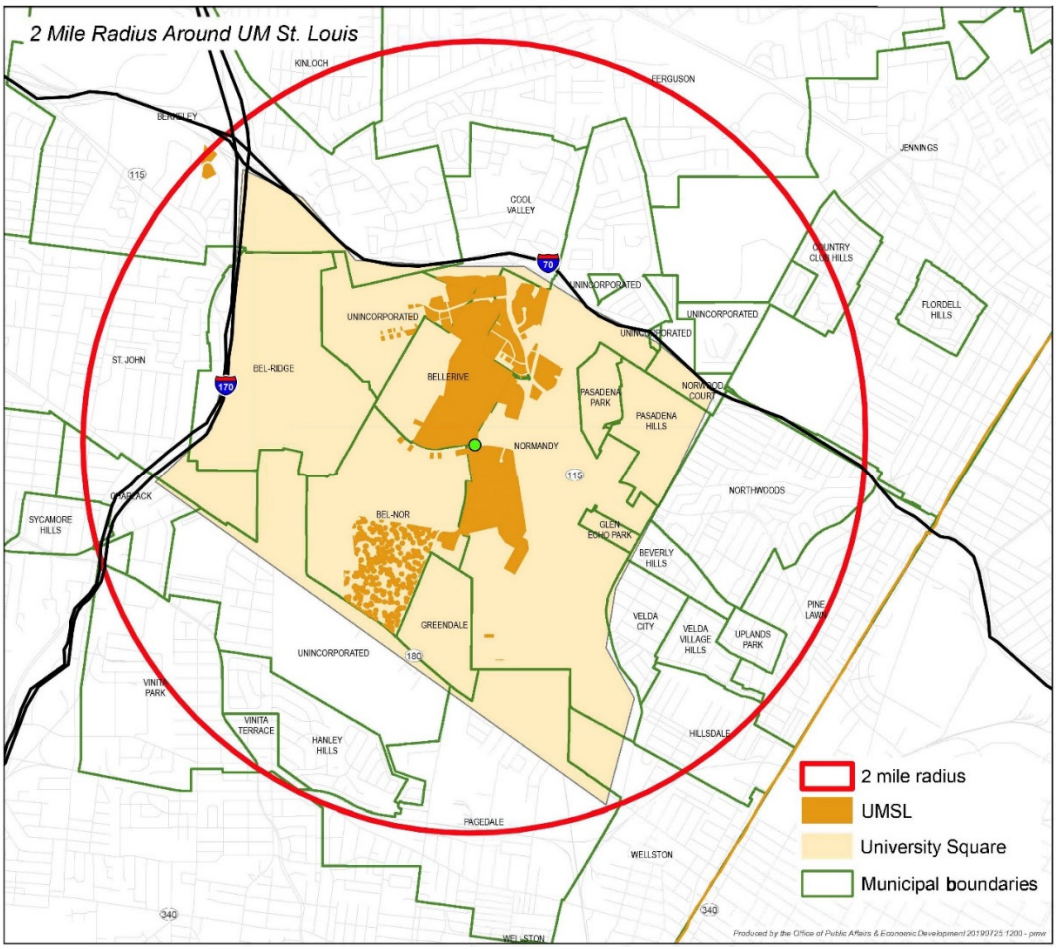

Figure 2. UMSL's local anchor geography (two-mile radius).

Local government around the UMSL campus is highly fragmented. St. Louis County has eighty-eight separate municipalities and ten unincorporated census designated places, making it one of the most fragmented counties in the nation. The area around UMSL is especially fragmented. Remarkably, thirty separate municipalities touch on the two-mile radius around campus (see Figure 2). The population in those thirty municipalities ranges from 182 in Bellerive Acres to 20,730 in Ferguson (U. S. Bureau of the Census, 2018).

Generally, suburban areas are less well served by nonprofits (Allard & Roth, 2010; Weir, 2011). Although there are many social service nonprofits in the two-mile radius, they are often small and lacking in resources, or larger organizations that serve the broader county or region. Community development corporations (CDCs), nonprofits devoted to revitalizing specific communities, are generally lacking in the suburbs. An association of community building nonprofits reports that there are twenty-one place-based nonprofits operating in the city of St. Louis, but only seven operating in the county, which has many more poor people (Community Builders Network of Metro St. Louis, n.d.). As we discuss later, UMSL helped establish one of

these place-based nonprofits and is in the focus footprint of Beyond Housing, one of the region's largest community development nonprofits.

Although the communities around UMSL face many challenges, they also have significant assets. It is essential for anchor institutions to focus on these assets. Successful community and economic development is rooted in asset-based community development (ABCD). ABCD helps communities to identify their strengths and their assets that can be building blocks for revitalization (Asset-Based Community Development Institute, n.d.). The communities around UMSL have significant assets which the university and the community can leverage to improve the quality of life. The anchor mission is rooted in the fundamental truth that large institutions are often not maximizing the impact they can have in community wealth building and place making. The communities in which UMSL is a part have assets, including the headquarters of some of the nation's largest companies, such as Emerson and Express Scripts, historic communities and shopping districts, the oldest public golf course west of the Mississippi, and proximity to St. Louis Lambert International Airport. New assets dot the landscape, as well, including numerous stops on the regional light rail system called MetroLink, bike trails, and job training centers. While anchor work must adapt to the special challenges of working in fragmented inner-ring suburbs, it will not succeed if it does not lift up the area's assets and help to leverage them for the communities' benefit.

UMSL's Journey to an Anchor Institution Framework

UMSL has been engaged in local and regional community building since its inception. The university has deep connections to its public purpose from UMSL's founding through a partnership between the local school district, which donated the land for the campus, and the University of Missouri, which created UMSL as part of the public land grant university system. In the most recent decade, UMSL developed its own framework and governance structure for pursuing the anchor mission, and developed a database to guide the anchor work and evaluate its effectiveness.

UMSL's journey toward crafting a strategic anchor mission began in 2014 when we joined the Anchor Dashboard, a collaboration of six universities, funded by the Annie E. Casey Foundation and facilitated by the Democracy Collaborative, and designed to systematically collect data on the condition of the communities around our campuses. We formed an Anchor Dashboard Committee that facilitated the data collection not just on the surrounding communities, but also on the institutional effort of UMSL to impact issues in the community. The data collection focused on the two-mile radius around UMSL. This data collection effort involved quantitative data, as well as qualitative data from a series of focus groups with residents, business owners, and elected officials. The process of collecting data did not just help to guide our anchor strategy but also helped to lift up the anchor mission and give it more legitimacy inside the university.

One of the findings from the data was how deeply UMSL was involved in the anchor footprint. UMSL has 370 full-time, part-time, and student employees and over 4,000 alumni who live within the two-mile radius. The university has deep connections with the people in this community beyond its physical placement, professional connections, and public land grant mission. The data collection made it clear that our well-being was closely connected to the fate of these communities.

In 2018, the Anchor Dashboard Committee transitioned to the Anchor Institution Committee, which provides guidance to university leaders on strategy for our anchor work. The Anchor Institution Committee represents key leaders across the university. Deliberation by the Anchor Institution Committee led to the university identifying an anchor framework that covered four pillars of strategies in economic development, community development, health and services, and education (see Figure 3). The university then integrated the anchor mission into the recently completed five-year strategic plan.

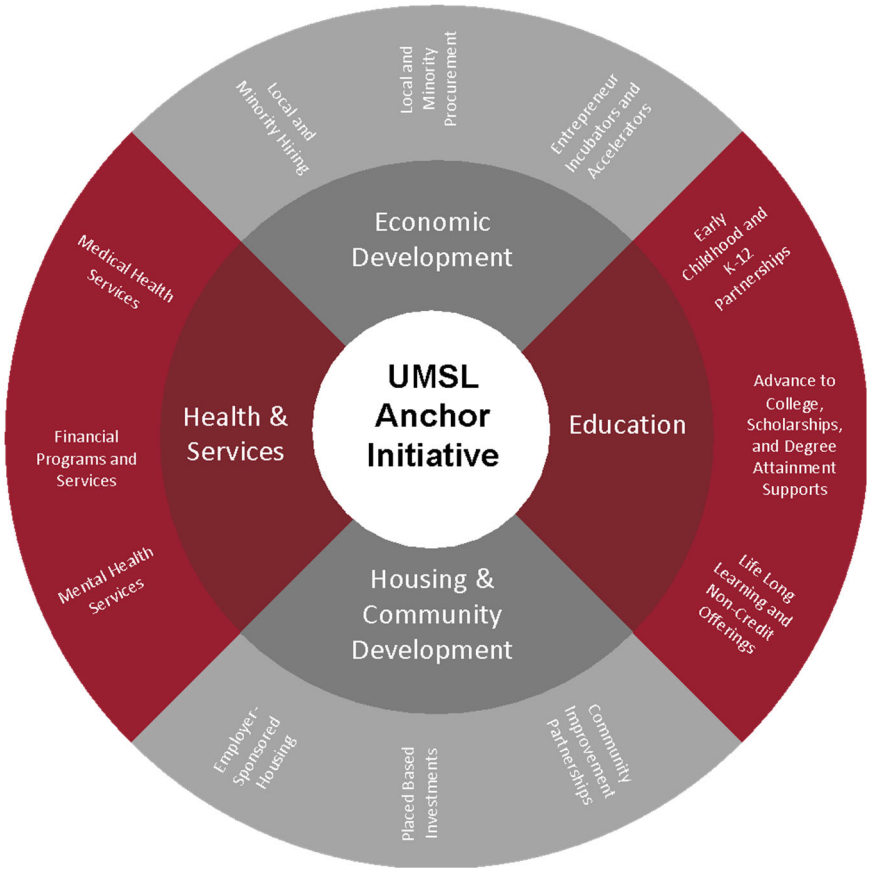

Figure 3. The four pillars of UMSL's anchor initiative.

Anchor Initiatives: Building Civic Capacity

Two events focused UMSL's attention on the challenges facing the communities around campus. In 2012, the Missouri Board of Education voted to withdraw accreditation from the Normandy School District, which covers much of the anchor focus area. This meant that students could transfer to other schools in the region and their tuition dollars would follow them. This soon brought the school district to the edge of bankruptcy. In 2017, the Normandy Schools Collaborative, which was a restructuring of the school district, reached provisional accreditation with improved test scores, but there is still a long way to go.

The second focusing event was the shooting of Michael Brown in August 2014 by a white police officer in the city of Ferguson, which is located less than a mile from the UMSL campus. The massive demonstrations that followed energized the Black Lives Matter movement and cast light on the predatory and racially biased policing practices by many small, under-resourced municipalities in St. Louis County.

After the Normandy School District lost its accreditation in 2012 and Michael Brown was shot in 2014, highlighting glaring inequalities in the region, UMSL took a closer look at how it could better collaborate with neighboring communities. The Normandy School District's loss of accreditation prompted the university to deepen the collaboration between the College of Education and the school district. The events in Ferguson called the university's expertise in trauma-informed care into service. UMSL trained school teachers and leaders on how to support youth from local communities as they returned to school after Michael Brown's death. The College of Education has also partnered with schools on literacy programming and early childhood development.

UMSL has not acted alone; Beyond Housing, one of the highest capacity nonprofits in UMSL's anchor footprint, has led a comprehensive community revitalization initiative called 24:1, based on the 24 municipalities in the Normandy School District. It has won national recognition as one of the most comprehensive community improvement initiatives in the nation (Swanstrom, et al., 2012). To deepen UMSL's collaboration with 24:1, Chancellor Tom George joined the board of Beyond Housing. Based on extensive citizen engagement, Beyond Housing helped the community to devise a comprehensive plan for revitalization that addresses, among other issues, housing, education, health, personal finances, and community engagement. Beyond the chancellor's involvement in this effort, university researchers collected data and performed evaluations for the initiative.

While the many small-scale municipalities around UMSL provide great access to elected officials and local decision-making, many struggle to build the capacity to effectively plan and implement economic development initiatives. Many different stakeholders in the community are

working to address these contextual challenges. Beyond Housing's Municipal Government Partnership has helped seven municipalities combine into the North County Cooperative Police Department, facilitated thirteen separate municipal courts merging into two court hubs, and facilitated the first municipal consolidation in the area (Beyond Housing, 2017).

Recognizing that the communities directly bordering on the campus face a number of specific challenges, UMSL collaborated with them on a number of initiatives. Natural Bridge Road was a four-lane avenue that split the UMSL campus and cut it off from surrounding communities. UMSL facilitated a collaboration among the Missouri Department of Transportation, the city of Normandy, Great Rivers Greenway, St. Louis County, East West Gateway Council of Governments, and North County Inc., raising approximately $20 million to reconfigure Natural Bridge into a "complete street" that can accommodate not just cars but also pedestrians and bicyclists. University Square, a university-affiliated CDC established by UMSL, helped to facilitate the project and is working to bring more diverse retail opportunities to the area, such as a grocery store, hotel, and café. The chancellor hosts community meetings for local residents and elected officials several times a year to share what is happening on campus and to brainstorm community improvement initiatives.

As part of the Anchor Initiative, we conducted a series of focus groups to determine how the community perceived the university. The focus groups with local elected officials, business owners, and residents focused on understanding their attitudes toward UMSL and their perception of the university's role in the community. Through these focus groups it became clear that communication between the university and community was a consistent issue. Local government officials felt UMSL communicated with them on a regular basis, but business owners felt less communication, and residents felt even more outside the loop. Residents appreciated having UMSL as a resource, but felt that UMSL did not communicate about major initiatives that would affect the area until after the fact. The focus groups highlighted the reality that strong relationships had been built with elected officials who regularly attended the chancellor's community meetings, but this communication was not trickling down and out to the broader community. UMSL needed to broaden its communication channels and work to more directly talk with residents and business owners. Recognizing that we needed a consistent form of communication, we created a monthly newsletter, *Community Connections*, which keeps community residents up to date on university plans and lifts up community improvement initiatives that are ongoing in the anchor footprint.

The focus groups also showed that local businesses did not feel connected to or knowledgeable about opportunities to do business with the university. To address this concern, we conducted an Engaging Local Business event in 2018. Most of the businesses around the campus are small and are not well prepared to bid on contracts at UMSL. We designed the Engaging Local Business event to rebuild relationships between the university and local businesses, as well as to provide

support for businesses needing to learn how to become a registered supplier and bid on university projects. Beyond training on university procurement, the event also showcased business development supports offered by UMSL and MU Extension, such as a procurement technical assistance program and entrepreneurial support. About 40 businesses attended the event, which generated new bids from local small businesses. Recognizing that more training and supports will be needed to enable local businesses to be more successful at bidding on university contracts, UMSL has decided to make Engaging Local Business an annual event.

The anchor mission is now fully integrated into UMSL's recent five-year Strategic Plan. We have made a point of putting specific anchor goals into the plan. For example, the plan calls for a 10 percent increase in the number of local hires and the amount of procurement dollars spent on companies located in the anchor footprint by 2020. We are presently developing a database to track procurement contracts by geography and reach out more effectively to local businesses. Like many public universities, we are part of a statewide system and procurement procedures are mandated by the central University of Missouri System. Partnering with system-wide leaders around procurement will be crucial for our success. In the meantime, however, we have been able to break landscaping contracts into smaller amounts, thus enabling us to pilot work with local and minority-owned landscaping companies.

Conclusion

One of the most prominent lessons from our work is that anchor institutions in fragmented suburban settings need to both improve practices to be a stronger partner with community and work to enhance the capacity of local governments, nonprofits, and private businesses . Supporting local governments to work together to find cost savings, deliver higher quality services, or access training and staff support will be crucial to the success of these communities. Local businesses need support to acquire the capacity to bid on university contracts and bring more jobs and investment into the community. Likewise, nonprofits need to be nurtured, and UMSL is fortunate to have a high-capacity nonprofit, Beyond Housing, in the anchor footprint. In recent years, larger nonprofits have been locating in the area and new nonprofits have been emerging in North County. However, even more capacity is required to address all the issues facing these communities.

Suburban institutions can learn from strategies attempted by others to develop initiatives based on their community context and institutional strengths. Throughout the country, universities like the University of Central Oklahoma (UCO) are utilizing partnerships and collaborations to build community capacity. These efforts are paying off for both the broader community and the institution. UCO restructured staff to better partner with the Greater Oklahoma Hispanic Chamber of Commerce on goals shared in the UCO's strategic plan and the chamber's seven community development priorities. Alongside college readiness and employment initiatives,

UCO also developed the Latino Leadership Oklahoma City program with the chamber to grow the number of effective leaders in for-profit, nonprofit, government, and higher education roles (Barthell, Castillo, Mendoza, Macey, & Simmons, 2019). This is just one example of how universities are working with partners to enhance community capacity. Other universities have found ways to support community capacity by playing an intermediary role to support investment and expertise being available to students and community members. Pace University's Wilson Center for Social Entrepreneurship works across disciplines at the university and across nonprofits and community/social enterprises to support successful start-ups (Tekula, Shah, & Jhamb, 2015). Through participation in national networks like the Anchor Learning Network and the Coalition of Urban and Metropolitan Universities, UMSL has been able to take learnings from other institutions into conversation with local community partners to review ideas and develop strategies that make sense in north St. Louis County.

UMSL realizes, above all, that it cannot do this work alone. The amount of local procurement and hiring it controls is not enough. Large private companies in north St. Louis County need to be brought into the anchor initiative. For example, the impact of a local procurement initiative at UMSL could be greatly improved if large institutions and private corporations engaged in a coordinated effort to contract with local companies. UMSL's anchor institution strategy has evolved to include forming an anchor collaborative with North County institutions and companies. We are currently working with Christian Hospital and the St. Louis Zoo, which has purchased 425 acres for a new facility in north St. Louis County. The collective strength of large institutions to impact the local economy through coordinated local procurement and hiring has the potential to stabilize and revitalize disadvantaged suburban communities.

UMSL's journey to embrace the anchor mission illustrates the need to root anchor institution strategies in a community's assets and support collective action and capacity building across community stakeholders. The communities around UMSL have many small businesses and a few large corporations. Both are assets in tackling high unemployment and poverty rates. As discussed, anchor institutions can design small contract opportunities that are suited to small businesses and can work to form anchor institution collaboratives that broaden the number of jobs and contract opportunities large institutions target to local communities. Success in each of these strategies requires building capacity to analyze an institution's purchasing and hiring patterns, local business options, and increasing knowledge in the community of contracting requirements. Depending on the local context, anchor institutions may play the role of convener or capacity builder and other times the institution might best support collective action and civic capacity building through participation or partnership with others. Universities, in particular, can be powerful partners in addressing collective action and civic capacity building given their experience as educators and their ability to serve as neutral conveners.

UMSL's experience leaves anchor institutions working in fragmented inner-ring suburbs with a set of key questions to answer as they focus on asset-based community development, support collective action among often fragmented institutions, and build the civic capacity of local governments, nonprofits, and businesses.

1) How will you engage deeply across different government, nonprofit, business, and resident groups to identify community goals the institution can engage on and communicate effectively?
2) What assets does your community possess that the university can help leverage to improve the local community and economy?
3) Are there coalitions of stakeholders that cut across individual actors that you can engage with to design and implement strategies? Or does your institution need to play a convener role?
4) What capacity building is necessary to increase a strategy's likelihood of success? What capacity building can the university do and what capacity building requires partnership?

Fragmentation and a sometimes-limited history of social and economic efforts in suburban communities experiencing disinvestment do not seal the fate of those communities. It is merely the context in which the work is done. When that context is accounted for, anchor institutions and the communities they are a part of can achieve their goals.

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Invited Commentary

Sustaining Liberal Arts Colleges through Community Partnerships and the Co-Production of Knowledge

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Abstract

There was a time when universities located in cities set themselves apart from urban life, even, in some cases, building walls that isolated their campuses. As the Cold War and Space Race accelerated the demand for academic expertise, government funding for basic and applied research became a mainstay of higher education. With the end of the Cold War, many institutions turned to a greater concern by addressing domestic societal needs. As state funding began its steady and continuing decline, urban universities developed programs to demonstrate the value they add to cities and metropolitan regions, and public-private partnerships took root. Today, liberal arts colleges are being challenged to demonstrate their relevance and value. Their future is, in part, predicated on their success in building stronger, more strategic, and mutually beneficial relationships beyond their campuses, specifically by collaborating with and adding value to the cities and metropolitan areas in which they are located. A movement that started in public universities should now be adopted more widely by liberal arts colleges.

Keywords: community relations, community engagement, curricular innovation

Leveraging What We Do Well to Sustain Our Future

Most colleges and universities have long been engaged with their home city in various ways. Lewis & Clark, a private institution in Portland's southwest hills, six miles from the city center, is no different. We enroll 3,300 students across our undergraduate college, graduate school of education and counseling, and law school. Both our graduate school and law school have long-established, curriculum-based programs, practica, and clinics. These provide essential services to schools, individuals, families, businesses, entrepreneurs, and nonprofits, with a particular focus on underserved populations in the Portland area. However, this is newer ground for our

undergraduate College of Arts and Sciences, which is why we are taking steps to better structure the ways we engage beyond our campus.

Propelled by our strategic plan, "Exploring for the Global Good," we are now working to build more coherent, curriculum-based community partnerships that focus on the co-production of knowledge. This objective advances our mission while creating added value for our students, our college, and the city we call home. In undertaking this initiative, we are gleaning lessons from the evolution of higher education in the United States, the experience of large public universities, and our own history as a private college with deep public roots and relationships.

We believe this to be a sustainable model from which other liberal arts colleges can learn and replicate as they prepare for an always uncertain, but eagerly anticipated, future.

How We Got Here: Higher Education in Brief

"In the late 19th and early 20th centuries, higher education leaders believed that the purpose of college education, first and foremost, was to build character in young people—and that one could not build character in a city" (Diner, 2017). For young and highly impressionable minds, the assumption was that the city's distractions were too many and too enticing. This put urban colleges and universities at a competitive disadvantage, and many "commuter schools" responded by establishing learning collaborations with municipalities, museums, and local institutions.

The public view of higher education as the key to individual, family, and societal prosperity took hold as the GI Bill opened access to new and larger segments of the population. Coinciding with the rise of the Cold War and the race between the United States and the Soviet Union to establish primacy in space, this shift also underscored the emerging importance of higher education to the nation's economy, security, and sense of well-being.

But growth was segmented, and continued to exclude large numbers of minority and low-income students. It also failed to expand opportunities for women. The great social movements of the 1960s and 1970s for civil rights and equal rights made university enrollments more diverse and somewhat more representative of their communities.

Two forces converged as the Cold War ended, a decrease in federal research funding accompanied by intense public scrutiny:

> Higher education came under increasing criticism for everything from rapidly rising tuition to the poor quality of undergraduate education and 'dumbing down' of curricula. In search of a new niche and mission, many institutions turned to a greater concern with addressing domestic societal needs in health, education, governance, economic development, and community revitalization. (Wiewel, Gaffikin & Morrissey, 2000)

By virtue of their location and mission, urban public research universities were, and are, well positioned to develop partnerships and alliances that demonstrate the value they bring to cities. They have access to people, expertise, and capital that can result in transformative change within

specific communities, as well as their city and region. But experience tells us that this will happen only when all parties involved are focused on building a true partnership rather than accruing power, and on making progress based on shared interests rather than hidden agendas.

Lewis & Clark: The Public Side of a Private College

At Lewis & Clark, public participation made our beginnings possible as a private college. Established in Albany, Oregon, in 1867 by the Presbyterian Church, the fledgling college took wing when the citizens of the town stepped up to fill a funding gap that threatened to delay or derail construction. Similarly, when the college moved to Portland and sought a permanent campus in 1942, Aaron Frank, a prominent business leader, philanthropist, and staunch advocate of education, initiated a last-minute gift that made the 63-acre Frank family estate the college's new home.

Under the leadership of then-President Morgan Odell, who cultivated strategic relationships with civic and business leaders and who promoted four semesters of supervised service in the community as a requirement for graduation, the school established itself as being very much in and of its place, such that it became widely known as "Portland's college."

During the 1980s and 1990s, Lewis & Clark's engagement with the city waned as it began to refashion itself as a classic liberal arts college dedicated to rigorous scholarship and the pursuit of knowledge both for its own sake and in service to others.

This occurred simultaneously with the rise of Portland State University (PSU) as a premier public research institution "internationally known for its whole-university approach to community-university engagement" (Wiewel, Kecskes & Martin, 2011). Indeed, PSU's location has long been a catalyst for the mission it spells out in bold letters on the side of a pedestrian bridge on its downtown campus: Let Knowledge Serve the City.

At Lewis & Clark, our official motto, in Latin, has less public visibility but is equally expressive of what we do, and also offers a construct for organizing our renewed commitment to engaging our city and community through our curriculum: *Explorare, Discere, Sociare*.

Curriculum-Based Community Engagement at Lewis & Clark

Explorare

The goal of reconnecting with and becoming more visible in Portland, in part through volunteer, clinical, and internship opportunities in the community, is a central component of our strategic plan, "Exploring for the Global Good." Curriculum-based community engagement in Portland helps fulfill the *explorare* part of our motto, which translates to "explore; search out; test; try out; investigate" (https://www.online-latin-dictionary.com/). Our proximity to downtown Portland allows faculty to invite guest speakers and guest artists to their classrooms, to embed opportunities to attend performances, museums, and art galleries into student coursework, and to visit organizations and sites in the region. Classes such as Psychology Internship allow for

explorations of social service-oriented and/or laboratory-based occupations. In this course, students spend 10 hours each week at their off-campus internship sites in addition to regular weekly classes with the professor. All course material is applied one way or another to the students' internship experiences, covering issues ranging from professional ethics to burnout. Through course-based internship experiences, our students are able to try out the fit between their own burgeoning academic expertise and the professional experiences they are able to explore off-campus.

Discere

Opportunities for students to investigate off-campus connections as a part of their formal coursework leads to unique learning outcomes, as implied by the second part of our motto, *discere*, which means to "learn; become acquainted with; acquire knowledge of" (https://www.online-latin-dictionary.com/). Our students acquire knowledge about the content and methods of the specific disciplines they choose to study as well as about the location in which we are situated. Our strategic plan endorses the important role of courses with "a local, place-based component, allowing our students to examine and consider how the theoretical or global issues they study in class play out in Portland" ("Exploring for the Global Good," 2018). For example, in our Historical Materials courses, students visit the Oregon Historical Society, take a historical walking tour of Portland, and complete a project called "World War II in the Portland Landscape." In a course named "From *Stumptown* to *Portlandia*," students learn about the history of Portland, starting with industrialization in the 1890s and ending with gentrification in the 1990s. And in one of our public policy courses, students examine the policies the city of Portland has tried over time, evaluate the effectiveness of these policies, and develop innovative policy solutions for the future.

Sociare

Creating a curriculum that invites students to explore, *explorare*, and learn, *discere*, within and about the city we live in is necessary but not sufficient in achieving the goal of creating a campus culture that builds true partnerships with the broader Portland community. The final, yet arguably most essential, component of our motto is *sociare*, which means to "unite; join; ally; share in" (https://www.online-latin-dictionary.com/). Central to the success of any place-based curricular experience is a focus on a series of pragmatic, mutually beneficial projects. Further, these projects need to be designed to unite a community partner and the institution in order to establish relationships and build trust. Indeed, our strategic plan prioritizes the development of "external partnerships that support diversity, equity, and inclusion… [and] cultivate active, reciprocal engagement between Lewis & Clark and the external community and alumni." As discussed in a recent President-to-President column (Wiewel 2019), the goal of co-producing knowledge requires a mutually beneficial relationship that is built over time. In this context, learning is a shared endeavor that comes from working together and assessing the impact of the collaborations. The campus community must support these efforts, and the institution, as a whole, must work to enhance the visibility and success of these relationships.

This level of curricular campus-community engagement sets a high bar, but is nonetheless achievable. For example, in associate professor Mitch Reyes' rhetoric course, students explore

and apply principles of argumentation and social justice in a community-based mentoring program run in collaboration with Portland Public Schools. Our undergraduate students learn theoretical and methodological frameworks for understanding the role of argumentation in fostering social justice, which they explore through readings, discussion, and writing assignments. Additionally, twice a week students spend time at an underserved high school in East Portland, mentoring high school students and helping them to use rhetoric and argumentation to advocate for themselves in college application essays. This means students are exploring, learning, and working together with members of the community in a tangible way that benefits both the undergraduate students and their community partners.

To Explore, Learn, and Unite: Keys to Success

Taken together, our motto reminds us to explore and learn while working together with the local community, and in order to do so effectively, we have identified six characteristics essential to our success in building stronger, more strategic, and mutually beneficial relationships beyond our campus (Wiewel 2019):

1. Focus on making the partnerships synergistic. Successful partnerships become mutually beneficial by simultaneously advancing the learning of the students, the intellectual lives of the faculty, and the needs of the community group. One example of this is "Theatre from the Inside-Out: Illuminating Mass Incarceration," a joint project between our History and Theatre Departments and a local minimum-security facility. Associate professor of history, Reiko Hillyer, teaches a course on crime and punishment to 15 Lewis & Clark undergraduates and 15 incarcerated individuals. The course covers the history of imprisonment and brings out the creativity of those who experience it every day. Associate professor Rebecca Lingafelter also teaches several sections and organizes the writing and performance of a theatre piece by all students in the class.

2. Recognize that community partnerships take time to build. Establishing trust is essential, and this requires us to reorient our focus early on, from achieving desired goals to identifying shared values (Wiewel & Lieber, 1998). Time spent on the process of relationship-building will greatly increase the likelihood of beneficial outcomes. Recognizing the importance of building trust, and the time commitment involved, our Student Leadership office maintains close relationships with a small number of community organizations for which our students can do volunteer work. This provides the organizations with a reliable, consistent source of volunteers, and reduces the time required to constantly develop new opportunities. It also makes transportation to the volunteer sites much more efficient.

3. Work together to determine needs. With a foundation of trust and shared values, it is much easier to collaborate. Importantly, community partners have as much to offer to the institution as the institution has to offer to the partners. The goal is for everyone involved to identify their unique skills, their specific needs, and the opportunities for growth that can come from the relationship.

4. Create strong support structures within the institution for the partnerships. This requires giving strategic importance to the co-production of knowledge, rewarding faculty who engage in this

work, and giving tangible support through the investment of time at an institutional level (e.g., establish an Office of Community Partnerships to maximize the internal visibility of community partnerships). At Lewis & Clark, rather than creating a new office with the accompanying financial needs, we created the Portland Connections Council, which brings together many of the individuals engaged in work with the Portland community (from academic, student life, and administrative units) in order to offer mutual support, share experiences, and coordinate activities. Representatives from the graduate and law schools, in addition to the undergraduate college, attend the council. This provides opportunities for internal collaboration across the three schools as well as a chance to build on one another's pre-existing local connections. The council meets once per semester, and creates a communication mechanism all year round.

5. Assess the impact of the partnership and report progress. On the surface, assessment seems to run counter to relationship building, but measuring progress and being transparent about the results is central to the success of any community partnership. When the outcomes are not as robust as hoped, treat this as an opportunity for further learning and growth rather than as an indication that the relationship needs to be abandoned.

6. Prepare for the long-term investment of the institution's strategic, financial, and programmatic resources. Community engagement should not depend solely on a particular faculty member's interests or time-limited external funds. Instead, partnerships should be built into the institution's curriculum and given budgetary support. As an example, our institution now has a new course designation Connect-Portland, which is assigned to undergraduate classes that highlight the experiential, experimental, and/or inquiry-based learning derived from our location in the Pacific Northwest.

Making the Future Our Own

Connect-Portland courses and the community partnerships that evolve from them have the potential to further nourish the local and global citizenship values that our students embrace, especially social consciousness and making a positive impact in the world. Curriculum-based civic engagement programs also have the capacity to strengthen our initiatives for recruiting and retaining top-level students, faculty, and administrators. What's true for Lewis & Clark is also true for many of our peers: strategic enrollment management is the bridge to our future, and community partnerships are key supports in this bridge as they create options for students to pursue their social justice interests while also acquiring real-world skills. What's also true for us is that we are still in the early stages of refining and implementing a more structured and robust program of community engagement within our undergraduate college. We offer the following takeaways, not as caveats, but as guideposts:

- In higher education today, nimble must be our new normal. Private liberal arts colleges have a degree of administrative flexibility that is often unavailable to large public universities. We must leverage this advantage.
- The times, not to mention current and prospective students and their families, demand that we be ever mindful of return on investment and other measurable outcomes, but

adapting to rapidly evolving demands does not require abandoning our core values and key strengths. It means building on them.
- We must link community engagement to the academic experiences and development of our students in ways that build world-ready skills, add value to their degrees, and advance professional success.
- Emphasizing the co-production of knowledge navigates the space between those who advocate pursuing knowledge for its own sake and those who champion experiential learning, or transforming knowledge into practical action.
- Community engagement is always dynamic. Key players move on, power shifts, and demographics change, so the structure and process must remain stable and constant.

Urban public universities have long demonstrated the value of community engagement. The model we describe here is one from which liberal arts colleges can learn and replicate. By focusing on who we are, where we are, what we do well and can do even better, we can best educate our students and collaborate with our home cities and towns.

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Invited Commentary

The Power of Place-Based Legacies in Advancing Reengagement with Community

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Abstract

The degree to which urban and metropolitan colleges and universities can have a positive impact on their respective communities is heavily influenced by the nature and extent of their connectedness to, and alignment with, civic need. Drawn from the experiences and outcomes of the College of Staten Island's Legacy Trilogy initiative, a comprehensive educational and community engagement campaign exploring and leveraging the college's Legacy of Institution, Legacy of Place, and Legacy of Mission, this article proposes that higher education institutions can increase connectedness and alignment with their surrounding metropolises by embracing their deep and intricate social and economic place-based histories. Engaging with legacy in this uniquely personal and purposeful way can not only give more meaningful shape and added dimension to institutional identity, it can also empower colleges and universities to become more impactful to the communities they serve.

Keywords: anchor institution, borough stewardship, institutional identity

Introduction

A hallmark of highly impactful urban and metropolitan colleges and universities is that they are in strategic alignment with their communities. For these institutions, the foundations of their missions and identities reflect the deep, intricate social and economic histories and contexts of their respective, surrounding metropolises. Conversely, colleges and universities that consciously or unconsciously disassociate from their important place-based legacies can experience, through this disconnectedness, a diminished ability to advance mutually beneficial opportunities and engagements with their communities. Such was the case with the College of Staten Island, the only public institution of higher education on Staten Island, one of five boroughs of New York City.

In its present form, the college was formed in 1976. However, its institutional history runs much deeper, tracing its roots to the establishment and eventual merger of its two predecessor institutions, Staten Island Community College and Richmond College. In 1993, the College of Staten Island relocated from the northern part of the borough to a larger campus located mid-island. While the transition to a new campus represented a significant milestone for the college, the relocation also marked the beginning of a period in which the institution experienced a growing disconnect from the borough. As a consequence, the dynamic exchange of knowledge, skills, resources, and values between the college and Staten Island community, so vital to the advancement and growth of both, began to wane.

In 2012, the College of Staten Island made the critical decision to once again become part of, and not apart from, Staten Island by introducing an ambitious Legacy Trilogy initiative. Central to this initiative, which was presented in three separate but interconnected themes, was a comprehensive educational and community engagement campaign to foster greater understanding and discourse related to our significant, interwoven histories with the borough. More specifically, we sought to reengage with our Legacy of Institution, remembering our predecessor institutions Staten Island Community College and Richmond College and their historical ties to the North Shore section of Staten Island where they originated; Legacy of Place, acknowledging and valuing that our campus sits on the former site of the Willowbrook State School, widely regarded as the birthplace of the civil rights movement for people with intellectual and developmental disabilities; and Legacy of Mission, understanding and embracing our vital role as Staten Island's anchor institution.

The Legacy Trilogy was launched at our annual Convocation ceremony, the major event convening students, faculty, staff, and community members for the President's yearly State of the College address. Over a three-year period, each State of the College address was dedicated to a separate theme of the Trilogy. This seminal educational series stimulated college-wide dialogue about our connectedness to the borough. Of greater import, the reexamination of our narrative inspired meaningful and significant institutional change, fortifying the foundations of our mission and identity in the context of community engagement.

Legacy of Institution, Returning to Community

Staten Island Community College was established in 1956 as the first public institution of higher education in the borough with an inaugural class of 112 students (The Staten Island Community College Records, 2018). It was an inspirational symbol of hope and opportunity for the people of Staten Island. As remarked by Staten Island Borough President Albert V. Maniscalco to the graduates at the first commencement of Staten Island Community College in 1958:

> This is a historical day on Staten Island. You are the first graduating class of our Staten Island Community College. You are the product of long cherished dreams of the people of the borough for their own community college. We are proud of you, and to the people of Staten Island you are the first of their dreams come true. (Maniscalco, 1958, side 1, 38:40)

By the mid-1960s, enrollment at the community college had grown to over 2,000 full and part-time students (The Staten Island Community College Records, 2018). This was reflective of a national increase in the number of graduates from two-year colleges, which gave rise to consideration of a new concept in higher education, the upper-division college (Volpe, 2001). In 1965, Richmond College became the first urban upper-division college in the country, providing undergraduate programs for juniors and seniors and select graduate studies (The Staten Island Community College Records, 2018). Its auspicious beginning was short lived, though, as New York City would soon become embroiled in mounting fiscal crises culminating in 1975 with the city narrowly avoiding bankruptcy (The Staten Island Community College Records, 2018). Richmond College, funded exclusively through the city and facing imminent danger of closing, merged with Staten Island Community College, thus creating the College of Staten Island in 1976 (The Staten Island Community College Records, 2018). Both Staten Island Community College and Richmond College were originally located in the borough's North Shore community district, an area encompassing seven neighborhoods and home to the famous Staten Island Ferry, connecting Staten Island to lower Manhattan across New York Harbor.

The College of Staten Island eventually relocated its campus to mid-island in 1993, and soon thereafter, the college, on an institutional level, began to turn its attention inward, becoming increasingly campus-centric and less connected to its surrounding community. Within this context of growing disconnectedness, an institutional narrative evolved, framing our historical timeline as beginning in 1976, the year of the merger. Pursuant to this narrative, our predecessor institutions, Staten Island Community College and Richmond College, and their more than 30,000 alumni, began to slowly fade from our institutional memory, and with it, an appreciation of the indelible void left in the community when our predecessor institutions departed from the North Shore.

According to a recent study by Mehrotra, Kimiagar, Drobnjak, and Halktis (2018), today the North Shore is one of New York City's most populated community districts with approximately 174,000 residents. It is one of the few districts in which its racial and ethnic diversity, 36% white non-Hispanic, 21.3% Black non-Hispanic, 30.4% Latino, and 8.7% Asian, is representative of New York City as a whole (Mehrotra et al., 2018). Income disparity is prevalent in the North Shore as there are many residents falling on the higher end of the income continuum, while many

others live under very challenging economic conditions (Mehrotra et al., 2018). The study notes that the overall poverty rate, 21%, is slightly higher than the citywide rate, with one-third of North Shore children living in poor households, and the labor force participation rate among residents, 66%, being significantly lower than New York City overall. Of particular concern, North Shore youth "are more likely to be disconnected than youth citywide - meaning greater numbers are both out-of-school and out-of-work." (Mehrotra et al., 2018, p. 6). One suggested reason for this is that:

> young people on the North Shore are less likely to be enrolled in college compared to years past. The share of 18- to 24-year-olds with a high school diploma who are enrolled in college has decreased substantially; the share of students from North Shore high schools enrolling in post-secondary education has also declined. (Mehrotra et al., 2018, p. 6)

Our focus on Legacy of Institution firmly established Staten Island Community College and Richmond College as inseparable from our institutional history, a change in narrative that was eventually adopted by the university system at our behest. This provided us with a pivotal opportunity for self-examination of our engagement with, and service to, the North Shore community. Long the bane of Staten Islanders' existence, public transportation has historically suffered from an extremely poor infrastructure as the only borough without rapid transit, underscored by the lack of a subway system (Kramer & Flanagan, 2012). Layered with other socio-economic impediments, there are tangible barriers for North Shore residents to attend the College of Staten Island at our mid-island campus. This serious introspection eventually led to a major institutional undertaking: the college's return to the North Shore.

In fall 2017, we opened the new College of Staten Island St. George satellite facility, CSI St. George, located in the North Shore's St. George neighborhood adjacent to where Staten Island Community College and Richmond College once stood. CSI St. George, the first satellite facility established by the college for matriculating students, is a newly constructed 16,000-square-foot space, with ten Smart Classrooms, a state-of-the-art computer lab, an open and expansive student lounge, and a dedicated on-site student services center. In just one year of operation, it has grown from an initial enrollment of 523 full and part-time students to 992 students in fall 2018, with more than half residing in the North Shore (M. D'Alessandro, personal communication, May, 19, 2019).

With increasing enrollments and the expansion of student and community programming, CSI St. George is steadily weaving the college back into the fabric of the North Shore. Arising from our Legacy of Institution, the College of Staten Island has now come full circle in its journey originating in 1956. Our return has enriched and strengthened our identity as a beacon of higher education opportunity and, as expressed by the Borough President 61 years ago, fulfilling our promise as "the product of long cherished dreams of the people" (Maniscalco, 1958, side 1, 38:40).

Legacy of Place, Ascending from Tragedy

The second theme of our Trilogy, Legacy of Place, has a deep and uniquely special meaning as it relates to our mid-island campus. The College of Staten Island is situated on historical, if not hallowed, ground. Our idyllic, verdant, park-like campus belies its tragic past as the former home of the Willowbrook State School, which gained world-wide notoriety for its inhumane treatment of people with intellectual and developmental disabilities.

The story of Willowbrook began in 1938 with the first rumblings of the State of New York's intention to build an institution in the borough of Staten Island for people with developmental disabilities, which was part of a broader, long-standing institutionalization movement (Goode, Hill, Reiss, & Bronston, 2013). Willowbrook State School was eventually constructed on the land where the College of Staten Island now sits. However, its original intended use was briefly diverted to serve as the site of the Halloran General Hospital military facility during World War II (Goode et al., 2013). It was not until 1947 that the Willowbrook State School for individuals with intellectual and developmental disabilities opened with a small number of residents (Goode et al., 2013). From its very inception, the institution grew in population and in structure, but always under the conditions of overcrowding, understaffing, and underfunding by the state (National Council on Disability, n.d.). By 1962, the number of children and adult residents had climbed to 6,000, greatly exceeding its capacity of 4,000, with a staffing ratio reportedly to be one attendant for every 60 residents (Goode et al., 2013).

In 1965, United States Senator Robert F. Kennedy made an unannounced visit to the Willowbrook State School, thereafter summarily referring to it as a "snake pit" (Goode et al., 2013, pp. 90-91). In his testimony before a New York Joint Legislative Committee, Kennedy described what he had witnessed:

> There are young children slipping into blankness and lifelong dependence. There are crippled children without medical supervision or rehabilitative therapy [...] There are children and young adults without education and training programs to prepare them for life in the community. And there are many - far too many - living in filth and dirt, their clothing in rags, in rooms less comfortable and cheerful than the cages in which we put animals in a zoo - without adequate supervision or a bit of affection - condemned to a life without hope ... There are no civil liberties for those put into the cells of Willowbrook . . . (Goode et al., 2013, p. 90)

The ensuing years brought more intense scrutiny to Willowbrook's deteriorating state. Jane Curtin, a reporter with a local newspaper, the *Staten Island Advance*, wrote a series of articles chronicling the inhumane conditions of the State School (Goode et al., 2013). Then, on January 6, 1972, Geraldo Rivera, at the time a young reporter for WABC-TV Eyewitness News, broke into the school grounds with a film crew capturing the shocking images of the mistreatment of residents, similarly witnessed by Senator Kennedy seven years earlier (Goode et al., 2013). That night, the exposé was broadcast on network television, and the local and national outcry that followed signaled Willowbrook's tipping point (Goode et al., 2013).

Within months of the broadcast, parents of residents filed a class action lawsuit alleging conditions at Willowbrook violated the residents' constitutional rights (National Council on Disability, n.d.). Following a period of protracted litigation, Governor Hugh Carey signed a landmark consent decree (National Council on Disability, n.d.). The Willowbrook Consent Decree, as it would be known, mandated major reforms including the transition of residents to community placements and opportunity for residents to lead productive, fulfilling lives (National Council on Disability, n.d.). In 1987, Willowbrook was finally declared officially closed, paving the way for the College of Staten Island to eventually relocate its campus to the grounds of the former State School in 1993.

Coinciding with the college's growing disconnect with its surrounding community after relocation, the college also started distancing itself from the perceived stigma and shame associated with the painful history of the Willowbrook State School. Individual faculty members admirably sought to preserve the memory of the State School though an annual Willowbrook Memorial Lecture Series, but this was done largely without institutional support. The college's disassociation with the former State School stood in stark contrast with the intentions of individuals, agencies, and organizations supporting and advocating for people with developmental disabilities in the community that the injustices of Willowbrook would never be forgotten. This dynamic mired our shared connection to the Willowbrook State School in anger and distrust.

Our engagement with Legacy of Place provided the College of Staten Island with the invaluable opportunity to embrace our place-based connection to the Willowbrook State School and to formally acknowledge the injustice perpetrated upon thousands of residents in its care. It also allowed us to talk about Willowbrook's lesser known, but equally significant, stories of triumph. The many courageous individuals and organizations whose activism led to the closure of the school are credited not only for leading the first civil rights movement for people with intellectual and developmental disabilities, but also for effectively ending the practice of warehousing the most vulnerable in society. Remarkably, the national attention over Willowbrook led to the adoption of the first federal civil rights legislation protecting people with disabilities, which served as the building blocks leading to the passage of the Americans with Disabilities Act in 1990 (National Council on Disability, n.d.). Approaching Willowbrook from this more complete and rich historical perspective helped to finally move its story beyond tragedy.

Arising from our Legacy of Place, the college now actively and proudly supports and sponsors the annual Willowbrook Memorial Lecture Series. At our most recent Commencement, the college awarded Jane Curtin an honorary degree of Doctor of Humane Letters for her contributions in exposing the conditions at the State School. Geraldo Rivera, once considered a trespasser at Willowbrook, was welcomed back to speak at the college's departmental exercise for the first graduating class of our new Bachelor of Science in Social Work degree. Imbued by the sense of rebirth of place, he created the College of Staten Island Geraldo Rivera Fund for Social Work and Disability Studies, which provides support for public conferences, symposia, lectures, and publications that will inform the public, influence policy, and empower people with disabilities.

Galvanized by this momentum, the college has broken ground on a momentous project, a commemorative museum trail called the Willowbrook Mile. This major endeavor will incorporate multiple outdoor exhibit stations, each providing information about the Willowbrook State School, placed at various locations of historical importance across campus. Notably, and indicative of a growing community trust, the Willowbrook Mile is a result of a collaboration between the College of Staten Island and several organizations serving the disabilities community including the Staten Island Developmental Disabilities Council, the largest coalition of agencies, parents, advocates, and professionals offering information, referrals, and assistance for those with developmental disabilities.

For the College of Staten Island, the transformative impact of Legacy of Place arose from a uniquely painful and conflicting time in our history. The acknowledgment and valuing of the important social lessons originating from our place have helped to facilitate a restorative healing of our community. Concomitantly, Legacy of Place has uplifted the college by giving meaningful shape and a profound, added dimension to our institutional identity.

Legacy of Mission, the Borough's Anchor Mission

Emanating from our vital presence as the only public institution of higher education in the borough, the foundational purpose of the College of Staten Island is to provide our students with higher education access and equal opportunity as a vehicle for intellectual growth and upward social mobility. The community-inspired themes and efficacious outcomes of Legacy of Institution and Legacy of Place illuminated that our foundational purpose can be viewed as part of an overarching mission, serving as a responsible steward of the borough. Legacy of Mission, the third and final theme of our Trilogy, elucidated the college's crucial role as Staten Island's anchor institution.

To engender a better understanding of our anchor role, Legacy of Mission presented a view of the college through the lens, not of its presence within the community, but of its potential absence. What would happen, we asked, if the College of Staten Island were to suddenly cease to exist: the disappearance of 2,800 jobs as Staten Island's second largest employer, the loss of goods and services contracts as well as the purchasing power of our students and employees, all of which support local businesses, the deficit of trained and skilled students to meet workforce needs, the dissolution of the intellectual capital needed to advance community-based research and scholarship, the vanishing of a major cultural and intellectual center, and a diminution of local volunteerism, service, and civic engagement by students, faculty, and staff. This perspective provided enlightenment concerning the college's great obligations and responsibilities to the borough attendant with its anchor status.

In 2017, the College of Staten Island finalized its new Strategic Plan, "Opportunity to Ascend," to guide the college's vision and growth over the next five years. Sprung from our Legacy of Mission, for the first time in our history, a major strategic priority was created to advance the college as an anchor institution. That strategic priority, Borough Stewardship, derived from the landmark publication, *Stepping Forward as Stewards of Place*, from the American Association of State Colleges and Universities (2002), provides in pertinent part:

> The College of Staten Island is fully committed to advancing its role as a 'Steward of Place' through direct, two-way interaction with the Staten Island community through the development, exchange, and application of knowledge, information, and expertise for mutual benefit ...

To help effectuate the ambitious goals of Borough Stewardship, the college created an entirely new unit, the Division of Economic Development, Continuing Studies, and Government Relations. The division brought together new and existing offices and departments that are directly and organically aligned with anchor work. Designed to be predominantly community-facing, the division has become the college's principal liaison to the borough to facilitate organic collaborations and integrations.

Most recently, the College of Staten Island was selected among thirty-one colleges and universities across the United States as an inaugural member of the Higher Education Anchor Mission Initiative. This is a joint initiative of the Coalition of Urban and Metropolitan Universities and The Democracy Collaborative, a national research institute developing strategies for a more democratic economy. This national collaboration is "designed to develop and share new strategies for deploying higher education's intellectual and place-based resources to enhance the economic and social well-being of the communities they serve," and will provide a comprehensive framework for assessing the impact of our work (Democracy Collaborative, 2018).

Legacy of Mission sparked an epiphany concerning our role as an anchor institution, and the process of self-realization moved the college to fully embrace its identity as borough steward. This inspired fundamental institutional change reflecting our newfound commitment to community engagement that is both substantive and enduring. The extraordinary outcomes from our Legacy of Institution and Legacy of Place, as well as the subsequent outgrowth of our many other place-based initiatives, exemplify the singular significance of the anchor mission.

Conclusion

Urban and metropolitan colleges and universities are facing exceptional challenges in turbulent times. Among them, decreased public funding, declining enrollments, and heightened concerns over the cost of education spurred on by the student debt crisis are fueling debate concerning the value of higher education. Therefore, it is critical for higher education institutions to meet the challenge of relevancy by demonstrating greater value propositions with the communities in which they reside through more purposeful and meaningful connections aligned with civic need. As evinced by the College of Staten Island's Legacy Trilogy initiative, place-based legacies provide fertile ground for institutions to reengage with their surrounding metropolises for mutual advantage. By leveraging shared social and economic histories, even those with painful or difficult origins similar to our Willowbrook legacy, colleges and universities can fortify their respective missions and identities to become even more impactful to the communities they serve. This is the power of legacy.

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Invited Commentary

Strategically Connecting a University to a Community

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Introduction

More than 450 years ago, Ignatius of Loyola and his colleagues founded the first of several Jesuit institutions in Sicily. They did this at a time when other higher education institutions existed, such as the University of Paris, where students were trained for professions in law, medicine, and the priesthood. What set the Jesuit colleges apart was that they were specifically created to train individuals who would improve the communities in which they lived, and not for a specific profession. Few responsibilities can be as invigorating, and at the same time overwhelming, as staying true to a tradition that dates back nearly 500 years, yet that is the challenge that Catholic, Jesuit universities accept when they carry on their mission of producing citizens who live their lives in service to others. At Marquette University, we've been striving to uphold this tradition for 138 years. We are constantly looking for new and innovative ways to help address some of Milwaukee's most pressing challenges and uniquely connect our talents and resources to benefit our community.

Approach

To further live our mission, Marquette has launched many new initiatives over the past five years that strategically connect our university to our community. In this paper, we will highlight three of these initiatives. The first relates to connecting the anchor institutions in our neighborhood through an effort called Near West Side Partners. The second discusses the creation of a centralized Office of Community Engagement that advances the development, support, and promotion of the research, teaching, and service partnerships between our campus and our community partners. The third initiative, our most recent enterprise, is our Office of Corporate Engagement and Partnerships. All three of these efforts follow through on Ignatius of Loyola's vision to serve others and collectively make a difference.

Near West Side Partners

Near West Side Partners, Inc. (NWSP) is an economic development nonprofit serving seven neighborhoods just west of downtown Milwaukee. It started as a two-person conversation about community safety in the summer of 2014 between Harley-Davidson, Inc. CEO Keith Wandell and Marquette President Michael Lovell. It was prompted by a sudden spike in robberies around the university's campus and unprecedented violent crime in Harley-Davidson's parking lots, including a stray bullet that went through a conference room window during a business meeting. They agreed to take bold action to collaborate on how to best address community safety.

Their first action was to invite more than 20 corporate and nonprofit executives to a forum in October 2014 to discuss how they could improve their neighborhood. After the initial meeting, three other large organizations on Milwaukee's Near West Side made long-term leadership commitments: Aurora Health Care, MillerCoors, and Potawatomi Business Development Corporation. Together with Harley-Davidson, Inc. and Marquette, they became known as the anchor institutions. By January 2015, NWSP officially launched as a nonprofit, and it continues to serve more than 350 businesses, 94 nonprofits, 28,000 residents, and 29,000 employees.

While the anchors provided unprecedented levels of leadership and engagement to NWSP, it was critical to engage with residents and other community stakeholders to determine the strategic priorities for the neighborhood. NWSP learned through listening, which was the focus during the subsequent months. Based on community input, we agreed on four areas of focus: promoting economic development, improving and diversifying housing, unifying neighborhood identity and branding, and achieving greater safety for residents and businesses.

The effort gained significant momentum with an April 2015 announcement of multi-year commitments totaling more than $2 million from the five anchor institutions to support NWSP's signature initiative: PARC, a highly effective, data-driven strategy to Promote Assets and Reduce Crime through the development of appropriate interventions targeting the four focus areas. Key components include a fully funded community prosecution unit dedicated to the Near West Side that includes an assistant district attorney, data analyst, and outreach worker who are embedded in the neighborhood. PARC coincided with a change at our university to further professionalize our public safety operations to becoming a fully sworn state-recognized university police department. In the first year of operation as Marquette University Police Department, we saw robberies decrease 28% and burglaries decrease 53%. MUPD's success also dispersed crime in such a way that it helped reinforce Milwaukee Police Department's efforts to reduce overall crime in the Near West Side, resulting in similar double-digit decreases in robberies and burglaries outside the MUPD patrol zone.

These early wins in reducing crime provided the confidence for other law enforcement actions to be taken by the City of Milwaukee: one involved a court-ordered receivership for a multi-unit apartment building with excessive code violations and one resulted in court action to force the closure and ultimate demolition of a tobacco shop. The tobacco shop was the Near West Side's most problematic property, making it impossible to promote new development along its commercial corridor. In 2015, Milwaukee police responded to more than 230 calls for service at that property. After the city filed the lawsuit, the calls for service dropped by nearly 90%.

Eventually, the owner sold the property to the adjacent Penfield Children's Center, which plans to use that land to further develop its programs. In addition to the lawsuit, the power of the partnership was further demonstrated by the anchors working with the Wisconsin Legislature to close a state law loophole allowing tobacco shops to continue operating in spite of criminal activity or poor management.

The tobacco store effort gained the attention of Milwaukee Mayor Tom Barrett, who said in his 2017 State of the City address: "Working together, they were able to get the property declared a nuisance and changed state law to prevent problems like this in the future. This teamwork paid off when the property owner voluntarily agreed to close the shop. Talk about the power of partnerships. I want to thank the Near West Side Partners for rolling up their sleeves and committing themselves to our city."

We knew we were achieving our goals when our work received even wider external attention from organizations like the U.S. Department of Housing and Urban Development (HUD) and the International Town and Gown Association (ITGA). In 2018, HUD awarded a $1.3 million Choice Neighborhoods Initiative grant to Near West Side Partners and Marquette to create a comprehensive community strategy focused on public housing options for senior citizens in the neighborhood. ITGA recognized the partnership with its 2017 Presidential Excellence Award, highlighting leadership that fosters beneficial relationships between campus communities, contributions to the field of town-gown relations through academic research, and exemplary volunteer efforts that contribute to the quality of life of campus communities.

The continuing efforts and successes of Near West Side Partners can be seen online.

Community Engagement

Historically, community engagement has been an emphasis and source of pride for Marquette. President Lovell's three predecessors, Rev. Albert DiUlio, Rev. Robert Wild, and Rev. Scott Pilarz, had each during their tenures placed special focus on the neighborhood dating back to the early 1990s.

In 2015, Marquette received the Carnegie Classification for Higher Education Community Engagement and knew the time was right to leverage our success with Near West Side Partners to further elevate and prioritize community engagement efforts. We had many programs and projects under way that year. Marquette University faculty and staff received $9.9 million in grants through corporate, foundation, state, and federal programs to conduct community-engaged research and provide service to address community-based issues. Beyond these external resources, our university was investing more than $17 million worth of care and services annually in the city through its centers, clinics (dental, legal and health), institutes, and programs. Over 80% of our students participate in service during their undergraduate experience, and every school and college on campus provides their students with service-learning opportunities. Despite community engagement being a priority for our campus, it was clear that our university-wide understanding and coordination of it was lacking. From 2014-2015, three separate university task forces or committees, the Community Engagement Task Force, Academic Senate Committee on Diversity and Equity, and the President's Task Force on Diversity and Inclusion,

all recommended the creation of a campus-wide and cohesive community engagement office. For this purpose, the Office of Community Engagement was launched in January 2016.

The Office of Community Engagement was strategically housed in the Office of the Provost to serve as a central clearinghouse for community engagement activities and to promote the scholarship of engagement. The office collaborates with partners across the institution, including the Office of Research and Innovation, deans, department chairs, faculty members, the Center for Teaching and Learning-Service Learning Program, the Center for Community Service, and the Offices of Student Affairs, Marketing and Communication, and Public Affairs, to ensure engagement efforts are effectively responding to the needs of the community while meeting the educational and research mission of the university. Over the first two years, with leadership from Daniel Bergen, Executive Director of the Office of Community Engagement, Marquette received nine local, state, and national awards for community engagement, including recognition as one of five institutions honored nationally by the Washington Center with a 2016 Higher Education Civic Engagement Award. Beyond elevating our profile, we began hosting Wisconsin's largest community engagement symposium, annually attracting over 300 participants for the one-day event; we have recruited community engaged scholars across disciplines, including psychology, education, nursing, exercise science, history, sociology, and communications.

In the winter of 2018, the Office of Community Engagement launched a new grant program (the President's Challenge) in partnership with the Johnson Controls Foundation. The challenge provides a $250,000, two-year grant for one interdisciplinary, collaborative proposal that seeks to change the trajectory of lives in our community. Proposals required a diverse group of faculty members from the hard sciences, social sciences, and the humanities, to partner with Milwaukee community neighborhood organizations. Proposals needed to address one or more of the critical areas in which neighborhood inequities exist, including health, education, safety, housing, transportation, and/or economic prosperity. In January 2019, Marquette announced the first winner of the President's Challenge: the Next Step Clinic. The project will address critical mental health needs for central-city children and its team includes 10 Marquette faculty members, two African-American churches, and four other neighborhood organizations. More information about it is available online.

Building on the initial successes of the Office of Community Engagement, Marquette's provost convened a Community Engagement Task Force 2.0 in July of 2018. The task force brought together internal leaders, external partners, and faculty, staff, and students to seek recommendations on how to further institutionalize community engagement. The goal of the task force was to establish Marquette as a forward-looking leader locally, nationally, and globally. Nearly 70 members of the Marquette community volunteered to be part of the task force and self-selected to serve among six working groups that were focused on dimensions of engagement: faculty/staff engagement, student engagement, profile and membership, mission, partnership management and cultivation, and impact/assessment. In each of their respective work groups, the teams were asked to produce SWOT (strengths, weakness, opportunities, threats) analyses, identify best practices, and create recommendations.

Their recommendations focused on policies, organizational structure, and staffing. One of the key recommendations was the addition of community-engaged research and teaching in the

university's promotion and tenure guidelines. They reasoned such a concept is critical to the continued advancement of community engagement in research, teaching, and scholarship, the intentional recruitment of community-engaged scholars, and the ongoing support of current community-engaged faculty. Under the guidance of the senior vice provost, a promotion and tenure evaluation committee was formed. The committee included the executive director of community engagement, the vice president of corporate engagement, and several faculty members, and they will propose changes to tenure standards in spring 2020.

Corporate Engagement

Without significant engagement with our local corporate community, it would be impossible to fully implement "Beyond Boundaries," Marquette University's strategic plan. One challenge to our efforts was that we had poor cross campus communication regarding how best to approach our corporate partners. In addition, those approaches often had conflicting priorities and incentives. Corporate relationships often were overly reliant on an individual rather than a university structure and Marquette didn't have a centralized organizational effort to leverage.

To improve our corporate engagement efforts, a President's Task Force was formally launched in summer 2017. The task force was charged with evaluating current internal efforts through a SWOT analysis and determining best practices in corporate engagement at universities across the country. More than 80 individuals from campus and 10 existing corporate partners volunteered to take part in the task force. Each task force member joined a working team in one of the seven dimensions of corporate engagement: (a) Academic Programs and Executive Education; (b) Talent Development; (c) Corporate-Sponsored Research; (d) Technology Transfer; (e) Consortia and Alliances; (f) Corporate Philanthropy and Sponsorship; or (g) Contracts and Service Partnerships. Each team worked on an accelerated, six-month timeline to make formal recommendations as to how the university should move its corporate engagement efforts forward.

The numerous recommendations were evaluated and prioritized by the task force. Related to process and policies, the following seven recommendations were deemed the highest priority:

- Creating a single access point (web portal) and a central database to track all corporate interactions;
- Clearly recognizing corporate engagement as a contributor to tenure and promotion;
- Significantly improving career counseling services uniformly for all colleges/schools;
- Creating a customer relations management (CRM) tool;
- Developing streamlined intellectual property and technology transfer policies;
- Providing a mechanism to efficiently approve innovative corporate grants, contracts and partnerships; and
- Creating a model and infrastructure for effective communication across campus.

A key feature of the "single access point" included the creation of a new Office of Corporate Engagement and Partnerships (OCEP) to be led by a vice president reporting directly to the president. Earlier this year, Maura Donovan was named Vice President of Corporate Engagement at Marquette. Under her leadership, the OCEP has formalized, enhanced, and streamlined the

ways in which Marquette works with corporate partners through communication, prioritization, consistency, and process excellence.

In 2018, just a few months after the Office of Corporate Engagement and Partnerships was formed, OCEP announced its first major corporate partnership with Town Bank for commercial and retail banking. Through the partnership, Town Bank (the Milwaukee-area branch of Wintrust Community Bank) sponsored Marquette Athletics and provided several million dollars in scholarship support for high-need students. Another initial success of the OCEP was the creation of a Data Science Institute with Northwestern Mutual and the University of Wisconsin-Milwaukee in June 2018. The institute, which was a joint investment of more than $40 million, is physically housed in the Cream City Labs on Northwestern Mutual's Milwaukee campus where students, faculty, and Northwestern Mutual staff interact daily on research and educational programs. The institute grew out of a desire by Northwestern Mutual to not just improve its own abilities to extract value from digital information, but to transform southeastern Wisconsin into a region that prospers in the digital age by creating a healthy technology ecosystem in tandem with the region's two largest universities.

Conclusion

Our successes to better serve our region over the past five years have often overlapped with the task force processes in which we have engaged to address our most significant challenges. As is often the case in this fast-changing world, change does not wait. Sometimes we were addressing our problems before our task force process had clearly defined them. Near West Side Partners overlapped with the work of our community engagement task force, and it wasn't the only overlap with this task force. Another was Marquette's creation of the President's Challenge, identified earlier under the Community Engagement section. A third overlap was the university's involvement with hundreds of other people in Scaling Wellness in Milwaukee (SWIM) – a collaboration within the human services, healthcare, educational, and criminal justice sectors, that is bringing Wisconsin to the forefront of the trauma-informed care movement.

Throughout the task force processes for both corporate and community engagement, as well as within our efforts at advancing research partnerships in the Near West Side, the challenge of involving faculty in these areas consistently arose. Specifically, how do we reconfigure our guidelines that traditionally focus on academic publications as a primary factor for granting promotion and tenure to appropriately account for corporate and community engagement? That's a challenge ahead.

Considering the future, we can often look to our past. In the book, *Universities and Their Cities: Urban Higher Education in America* (2017), Marquette is featured at moments throughout. One particular quote from our past provides a guidepost for our future:

> "On Marquette University's twenty-fifth anniversary, in 1906, when it was relatively small but on the verge of acquiring local law and medical schools and establishing its Department of Science and Engineering and School of Business Administration, the archbishop declared that 'what a state university does for Madison, a university located here would do for Milwaukee.' Albert Fox, S.J., Marquette president from 1922-1928,

> promoted the institution as ‘Milwaukee’s University.’ In an essay entitled ‘University’s Vision of a City,’ he argued that a first-rate university needed an extensive partnership with its home city.” (Diner 2017)

In other words, we’re still working toward that extensive partnership with our home city that Rev. Fox wrote about nearly a century ago. However, we’ve come a long way, especially during these past five years. With better organization and better processes in place, we have every confidence we’ll further carry on the mission started by St. Ignatius and his colleagues to create Catholic, Jesuit universities that produce citizens who live their lives in service to others.