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Anchor Institutions Task Force



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Introduction

Welcome to the first issue of the Anchor Institutions Task Force's (AITF) Journal on Anchor Institutions and Communities. The idea for creating this publication emerged to help advance the growing movement to encourage anchor institutions to deepen their engagement in community and economic development, as well as to help contribute to a greater comprehension of the ways in which anchor institutions can strengthen their neighborhoods, municipalities, and regions.

AITF conferences have brought together leaders of anchor institutions and other partners, representing higher education, health care, government, philanthropy, business, and other fields. Speakers at AITF conferences discuss how anchor institutions can contribute to their communities in education, economic development, and health, among other areas. They provide examples of how their institutions have been collaborating with local stakeholders on initiatives that harness institutional resources to grapple with challenges facing communities. They highlight successes, reflect on challenges, and speculate about considerations for the future.

This inaugural issue of the Journal presents an opportunity to further elaborate on some of the experiences and insights highlighted by the speakers at the 2015 Annual Conference. In demonstrating specific ways in which anchor institutions collaborate and contribute to community improvement, we can increase our understanding of what it takes to build and sustain partnerships and leverage the various forms of capital that anchor institutions can bring to help find solutions to critical local problems.

Since its founding in 2009, AITF has been helping to enhance the quality of anchor institution --community engagement through peer learning exchanges. This work is not easy. It is complex, and it challenges anchor institutions to be responsive to priorities facing their localities and to become involved in democratic partnerships that encourage the co-creation of joint strategies.

The AITF is values driven, encouraging anchor institutions to be dedicated to place, equity and social justice, democratic practice, and collaboration. Realizing these values in an anchors' local engagement requires serious commitment and effort. AITF conferences provide a forum through which the field can continue to address how anchor institutions can make valuable contributions to their communities.

This Journal includes articles that capture the work of anchor institutions to create, with local partners, programs to increase educational and economic opportunities and to reduce health disparities. We could not be more pleased with the group of distinguished colleagues who have written essays for the inaugural issue of the Journal on Anchor Institutions and Communities. Ronald Berkman, President, Cleveland State University with Byron P. White, Vice President for University Engagement and Chief Diversity Officer, Cleveland State University; Olivene Burke, Executive Director, Mona Social Services, University of the West Indies; and Nancy Cantor, Chancellor, Rutgers University-Newark focus their articles on decreasing educational inequalities. Melvyn Colon, Executive Director, Southside Institutions Neighborhood Alliance; Tony Gallagher, Pro-Vice Chancellor, Queens University Belfast; Michael Rao, President, Virginia Commonwealth University; and Tony Sorrentino, Executive Director, Office of the Executive Vice President, University of Pennsylvania focus their essays on the contribution of anchor institutions to economic and community development. And, authors addressing the role

of anchors in improving community health and leveraging the resources of health anchors include: Pedro Greer, Associate Dean for Community Engagement, Professor and Chair Department of Medicine, Family Medicine and Community Health, Florida International University; and Diane Jones, Vice President of Healthy Communities, Catholic Health Initiatives.

The AITF is extremely appreciative of the authors for their contributions. We hope that this first issue of the Journal on Anchor Institutions and Communities will catalyze further discussion and contribute to improved practice.

Education

Expanding Educational Access: A Critical Anchor Institution Mission

*Nancy Cantor and Peter Englot, Rutgers University-Newark**

*This article is based on remarks presented by Nancy Cantor at Anchor Institutions Task Force Annual Conference, panel on Education, New York City, October 30, 2015. We would like to thank our colleagues, Roland Anglin, Elise Boddie, David Troutt, Shirley Collado, and Sherri-Ann Butterfield, for their commentary on those remarks and the general arena of educational access and opportunity.

The broad social and economic landscape sets an important context for why expanding educational access in our communities is a pivotal, if not the pivotal, mission for anchor institutions in this moment in time. Widening disparities in educational attainment are everywhere, as reflected in Sean Reardon’s famously titled opinion piece: “*No Rich Child Left Behind*.”¹ We face a perfect storm of lost talent in this country that disproportionately targets both groups traditionally left out and the newest Americans precisely as they represent the future face of America.²

More troubling is that we have built this crisis ourselves, walling off so much of the fastest growing talent pool from attainable pathways to educational success, relegating many to the under-resourced, under-performing schools left behind through an “architecture of segregation”³ in so many legacy cities and towns. Rather than embracing the “architecture of inclusion”⁴ we so desperately need, we continue to build on these historical divisions with the susceptibility of us *all* to bring out the ghosts of what Rupert Nacoste evocatively labels “hibernating bigotry.”⁵ Tragically, we have seen ample evidence of this recently—and not just in walled off neighborhoods, but on our neighboring campuses as well. Those ghosts haunt us doggedly, winnowing

¹ Sean Reardon, *No Rich Child Left Behind*, *New York Times*, April 27, 2013.

² William Frey, *A Diversity Explosion: How New Racial Demographics are Remaking the Face of America*, Brookings Institution Press, Washington, D.C., 2015. Anthony Carnevale and Jeffrey Strohl, *Separate and Unequal: How Higher Education Reinforced the Intergenerational Reproduction of White Privilege*, Washington, D.C.: Georgetown University Center on Education and the Workforce, 2013.

³ See *New York Times* editorial page, *The Architecture of Segregation*, September 6, 2015, SR8.

⁴ See Susan Sturm, *The Architecture of Inclusion: Advancing Workplace Equity in Higher Education*. *Harvard Journal of Gender and Law*, 2006, 29(2), 247-344.

⁵ Rupert W. Nacoste, *Taking on Diversity: How We Can Move from Anxiety to Respect*, Prometheus Books, Amherst, NY, 2015, p.160. See also Nancy Cantor, *Mirror, Mirror: Reflections on Race and the Visage of Higher Education in America*, *The Conversation*, June 23, 2015.

opportunity by race, ethnicity, class and homeland of origin, leaving us to ask ourselves whether we can possibly banish them if we don't mix in the course of daily life, sharing so few fundamental aspects of democratic living – neither schooling, nor worshipping, nor voting together? Surely we can't banish those ghosts if the road to prosperity through educational opportunity doesn't run through our communities in ways that take down the walls (of segregation) that divide us. After all, we already see “*A Future Segregated by Science*” as *New York Times* columnist Charles Blow suggests,⁶ and as the striking lack of diversity in Silicon Valley already starkly demonstrates.

Yet, like many perfect storms of our own making, this one is reversible with concerted action by anchor institutions and other collaborating partners, and reversing it will benefit everyone in those legacy cities and towns.⁷ As the think tank CEOs for Cities' relatively simple analyses demonstrated compellingly and starkly, a 1% increase in post-secondary educational attainment translates into a \$124 Billion increase in aggregate annual income across the 51 largest metro regions in the U.S., helping us imagine vividly what *is* possible if we can open that road to opportunity to more of our fastest-growing talent pool.⁸

Who will Travel the Road to Prison? Who will Travel the Road to College?

But getting there will not be automatic, requiring a deliberate dismantling of some of those walls that separate talent from opportunity. How, for example, can we expect to collaborate to build prosperity in our anchor communities when the road to prison is a more likely reality than the road to college for so many? In Newark, N.J., for example, a legacy city right across the river from the financial capital of the world, which is in the midst of some \$2 billion in economic investment in its downtown and has broadband superiority that powers the connectivity of Wall Street, some 4,000 “disconnected youth” are not in their high school seats. Many of them in fact faced educational death sentences that began surprisingly early—in Essex County, where Newark sits, 47.54% of Black 3rd graders attend schools that perform in the bottom 10% of all NJ schools while only .04% of white 3rd graders do. And this failure to capture their talent from an early age is reflected later in the abysmally low city-wide post-secondary attainment rate of 17% (counting associates degrees or higher).⁹

Certainly it is critical that Newark retains as residents more of the thousands of students who graduate every year from the six colleges and universities right in our midst, as the new real estate and technology hub investments from companies like Prudential, audible.com and Panasonic will help ensure. In fact, Newark is among the largest “college towns” in the East, with more than 40,000 enrolled in any given year at the undergraduate, graduate, and professional programs at the expansive mixture of public and private institutions located in the city, with thousands more at institutions on the city's periphery. Yet equally if not more important is the mandate to increase the number of those graduates who themselves come from Newark and its highly diverse Northern NJ environs, and therefore may well have a stronger commitment to its future. And this is true even for a university like Rutgers University-Newark that already has an unusually diverse student population (with a majority of undergraduates who are Pell eligible, many first generation, and no one racial or ethnic group in the majority). To support home-grown prosperity as an anchor institution in our city, we need to start with our local talent pool, increasing at Rutgers-Newark the percentage of our students from Greater Newark from 12.3% in 2014 to 17.5%

⁶ Charles Blow, *A Future Segregated by Science?*, *New York Times*, February 2, 2015.

⁷ Charles Homans, ‘How the Perfect Storm’ Became the Perfect Cop-Out, *The New York Times Magazine*, January 20, 2016.

⁸ See CEOs for Cities Talent Dividend, <https://ceosforcities.org>.

⁹ Roland Anglin, Elise Boddie, David Troutt, Nancy Cantor, & Peter Englot, Fulfilling Martin Luther King Jr.'s Dream: The Role of Higher Education, *The Conversation*, January 18, 2016

as our five year plan suggests. Our recently announced comprehensive financial aid program – Rutgers University-Newark Talent Opportunity Pathways (RUN to TOP) – providing full scholarships to students who are residents of Newark with adjusted family incomes of \$60,000 or less and to graduates of community colleges in NJ with similar family incomes – is aimed at supporting the aspirations of our home-grown talent.

If we and other anchors don't achieve these goals, we will soon need to ask who will populate the innovation hubs in this downtown, and in similar critical geographies of opportunity all over the country. Who will live in the new apartments downtown and take advantage of the extraordinary arts and cultural life of this great legacy city with such a history of jazz and portraiture and poetry,¹⁰ if the next generation talent pool either leaves or more often is steadily depleted by poverty, and all too often siphoned off to prison? Who will trust in the legitimacy of the police, the courts, the media, big banks and more, if they never seem to embrace that home grown talent? And who will trust in us, the pivotal anchor institutions that arguably control the road to opportunity?

Taking Down Walls, Rebuilding Trust

How do we reverse this growing sense of distrust that much of the public in so many metropolitan and rural regions have for higher education? In Newark, we begin, as do many others, with the obvious but often forgotten need to speak to and more importantly listen to our neighbors, especially the wise elders of aging generations in our midst. The increasingly tenuous opportunity to cull their wisdom was brought home to us at Rutgers-Newark when a doctoral student doing research on those who migrated from the South to North for opportunity in the early 20th century stumbled across a collection of audiotapes in the Newark Public Library of oral histories of Newarkers who were part of that Great Migration. The tapes bear numerous moving, personal stories elicited from members of local churches gathered meticulously using a survey designed by the late public historians Clement A. Price and Giles Wright with Catherine Lenix-Hooker. Among the most haunting themes was the recollection of having to pack enough provisions for long stretches of the journey North into shoeboxes because restaurants in that era so seldom would serve African Americans. So inspiring are the stories and voices that tell them that Rutgers-Newark artist Nick Kline and community artist Adrienne Wheeler—whose mother was among those great migrants and still works at our dining hall—recently co-taught a course that drew upon the tapes as source material. They had their students create books made of glass that were required to fit into a shoebox, reflecting the intrepid travelers' stories as well as embodying the fragility of their lives and constraints under which they made their perilous journeys.¹¹

Moving from journeys past to those occurring today in our region, one need not look far afield to understand the challenges faced by people from marginalized groups and draw inspiration from their resilience in pursuit of a better life. Northern New Jersey is among the most diverse regions of the U.S., where families tracing their local roots to the Great Migration live side by side with, and share stories hauntingly similar to, some of the newest Americans—whose children, today's so-called “Dreamers” in many instances, fill our schools, and enter universities like Rutgers-Newark.¹²

¹⁰See, for example, <http://newarkwww.rutgers.edu/IJS/index1>; www.dodgepoetry.org/festival-events/2016-festival; www.newark.rutgers.edu/files/express-newark-plan.pdf.

¹¹ See <http://newestamericans.com/the-glass-book-project/>.

¹² See <http://newestamericans.com/>.

It is both essential and forever uplifting in our anchor work to engage the voices of all generations, past and present through community-based arts and public history collaborations, directly telling the stories that routinely get left out in favor of crime and school reform controversies.¹³ And there is nothing like the voices of the next generation of dreamers – gathered together in aspirational harmony through events like our Un-Docu Rutgers College Fair, the Newark LGBTQ Youth Summit, or the GradNation Youth Summit¹⁴ hosted to showcase the talent of our “disconnected youth” who really represent the “opportunity youth” of the future.



Rebuilding the Road to Opportunity, One Brick at a Time

In the face of these aspirations, it is now time to double down and partner with other institutions – both educational, governmental, business, and community-based organizations, to rebuild the road to educational opportunity, one brick at a time, in Newark, and everywhere.

And this task will not be easy as anyone who has watched the media frenzy in Newark over issues of state versus local control, the charter movement and

Facebook CEO Mark Zuckerberg’s contributions for school reform, and community schools, knows well, a story of ups and downs, similarly repeated in many cities and towns working on school improvement and educational attainment.¹⁵ Yet, as noted above, it is absolutely pivotal to do, and it interconnects with everything else that we as anchor institutions do in terms of economic development, building strong, healthy, safe neighborhoods and place-based cultural districts and technology hubs– rebuilding a pathway to post-secondary attainment is essential if these other anchor commitments are to be successful, as we know well in Newark.

Indeed, collective efforts at reversing the winnowing of opportunity in a city like Newark depends front and center on creating real educational opportunity for more of its youth – its future talent pool. Hence, we are committed to the success of the collective impact consortium, *The Newark City of Learning Collaborative* (NCLC) hosted at Rutgers-Newark’s Cornwall Center for Metropolitan Studies, and its success, in turn, depends upon all the anchors in the City. *NCLC* brings together all the higher education institutions in the area, the Newark Public Schools (traditional schools and public charters), some 30 college pipeline programs, a youth advisory board, and the local corporate anchors and philanthropies, to raise the post-secondary attainment rate in Newark to 25% by 2025, as part of the Lumina Foundation’s 75 metro city initiative to increase that rate nationwide to 60% by that year.¹⁶ It focuses simultaneously on many bricks along the educational attainment pathway – from high school to county college to four year institutions, and on many subgroups whose travels

¹³ See <http://queer.newark.rutgers.edu/>, <http://www.newark.rutgers.edu/2015-mtw/>, <http://www.ncas.rutgers.edu/krueger-scott-oral-history-project>.

¹⁴ See GradNation Summits at <http://www.americaspromise.org>; www.nj.com/education/2015/02/dreamers_attend_rutgers_college_fair; <http://lgbt.newark.rutgers.edu/youthsummit>.

¹⁵ See Dale Russakoff, Schooled, *The New Yorker*, May 19, 2014; Ras J. Baraka, A New Start for Newark Schools, *New York Times*, The Opinion Pages, Oct 19, 2014; Kate Zernike, Defying Expectations, Mayor Ras Baraka Is Praised in All Corners of Newark, *New York Times*, August 30, 2015, N.Y./Region.

¹⁶ See Newark City of Learning Collaborative at info@nclc2025.org; see Lumina Foundation Post-Secondary Attainment Report, <http://strongnation.luminafoundation.org/report/>

along that pathway get rocky – from disconnected youth in alternative high school settings to adults with some credits but no degrees.

Focusing on smoothing the pathway for Newark high school students, for example, involves creating *college success centers* for advising and counselling and help with FAFSA completion, within the Newark Public Schools, at local community-based organizations, and at the *Centers of Hope* that the Mayor has set up all over the city. It also entails mounting summer leadership workshops for high school students engaged in the Newark Workforce Investment Board’s summer job internship program, a program that is growing from 800 students in 2015 to 3000 in 2016. Ensuring that Newark Public Schools students make it to the doors of higher education involves creating cohort programs within the middle and high schools with an intense college-going focus. Meanwhile, smoothing the pathway for those students once they make it to college means ensuring more seamless articulation between degree programs at Essex County College (and other nearby county colleges) and our local four year institutions, including of course, Rutgers-Newark and NJIT, to ensure credit transfers and reverse transfers that preserve financial aid across the “higher education divide,” as a Century Foundation Task Force urged happen across the nation.¹⁷

Unlocking the Value Proposition

The *NCLC* is devoted not only to smoothing the pathway to and through college, but also to assertively cultivating talent at every step along that path, and especially to finding those opportunity youth in our communities who might not otherwise stay on the pathway. And in this sense, it is about seeing potential and building farm teams to capture it and train it. And like baseball farm teams, this training may produce students for our own institutions or not, sending them to others instead, but regardless, pathways to opportunity will have been built that enrich the community as a whole.¹⁸ We see that in all the cohort-based programs we do in Newark with Newark Public Schools students, including, for examples, the Rutgers Future Scholars Program (that creates cohorts in middle school and follows them into colleges, here and elsewhere), the RU Ready for Work Program (that focuses on cohorts of high school students during the year and in summer jobs), and the Rutgers Business School Prep Program (that involves dual credit enrollment for a cohort of students taking a college-bearing course at Rutgers while in high school).¹⁹ This is and must be a cross-institutional farm team effort, and so many of these programs are spread across our region and touch opportunity youth at many stages of their lives, such as the NJ Step Program (that provides instruction in NJ prisons and then re-entry pathways to colleges and universities in the State, including Rutgers) and our Bridge to Baccalaureate Program that provides instruction and mentoring to STEM students at Hispanic-serving county colleges in our area, with the support to transfer to one of the four year institutions in our GS-LSAMP consortium.²⁰ In all of these programs, again, the more we cultivate these farm teams, the more prosperity will ripple out across our communities.

¹⁷ See The Century Foundation Task Force on Preventing Community Colleges from Becoming Separate and Unequal, *Bridging the Higher Education Divide: Strengthening Community Colleges and Restoring the American Dream*. Washington, DC: The Century Foundation, 2013. www.tcf.org/bookstore/detail/bridging-the-higher-education-divide.

¹⁸ Nancy Cantor, “Diversity and Higher Education: Our Communities Need More than “Narrowly Tailored” Solutions.” *The Huffington Post*, August 2, 2013, http://www.huffingtonpost.com/nancy-cantor/diversity-higher-education_b_3695503.html.

¹⁹ See Rutgers Future Scholars at <http://www.ncas.rutgers.edu/afc/rfs>. RBS Pre-College Enrichment Program at <http://www.business.rutgers.edu/news/pre-college-enrichment-program>. RU Ready for Work at <http://youthtoday.org/2015/05/newark-program-prepares-low-income-teens-for-college-workforce>.

²⁰ See <http://njstep.newark.rutgers.edu/>. <https://www.newark.rutgers.edu/tags/gs-lsamp>.

And, speaking of cultivating the next diverse generation, probably our most ambitious stake in the ground at Rutgers-Newark is the 500 student Honors Living Learning Community that we are building, dedicated to *local citizenship in a global world*. This is an initiative to honor precisely the talent in our midst (with the hope that two-thirds of the students will come from Greater Newark) whom we too often miss when narrow indicators of merit obscure true potential.²¹ These are students, chosen through an intense and expansive Posse Foundation-like assessment process,²² engaged in an interdisciplinary social justice curriculum that taps into their experiences and insights and commitments to their communities, making us all smarter by pooling expertise and diverse understandings of our world.²³

The educational leaders designing the HLLC, with their own personal experiences and expertise at the vanguard of programs for access and opportunity, inter-group relations, and publicly-engaged scholarship, understand how critical it is to take an expansive approach to cultivating wisdom simultaneously at the intersection of students, faculty, and community partners. A dedicated and thoroughly interdisciplinary team of faculty are creating cutting-edge curriculum to tap these talented students' knowledge and engage them directly in the high-impact publicly-engaged scholarship and community collaborations at the heart of our university strategic plan as an anchor institution.²⁴

The inaugural cohorts of students in the Honors Living-Learning Community include those who are first generation to college, who start at community colleges, who are parents or veterans or have come from (some might say survived) the many under-resourced public schools here. They are LGBTQ students of color working on the intersectional questions of their identities, Muslim students venturing beyond their faith community for the first time, and students for whom the ravages of mass incarceration on communities is more than an “academic” question. In turn, they are taught by, mentored by, and instruct in return, an equivalently talented group of publicly-engaged scholars and educational leaders – a group that distinctly represent the new professoriate, often attracted to Rutgers-Newark precisely because of these students and their communities, and the allied possibility of doing high-impact scholarship on the front lines of the challenges of the American landscape of diversity and its yet-to-be-realized opportunity-making.

When the students in the HLLC face head-on the implications of inequality in America by tackling the legacy of segregation in American communities, the history of gay rights activism in communities like Newark, the deterioration of the urban ecology in which they live, they do so with faculty for whom this is also more than *just* an exercise for the academy, but rather one for their world.²⁵ The faculty of HLLC includes individual scholars across a range of relevant disciplines from criminal justice to social work to theater, history to public affairs, and earth and environmental studies. They have a commitment to front-line engagement often based on some personal connections or passions– as an African-American former law enforcement officer now publicly-engaged scholar and soon-to-be-dean, as a public historian, gay rights activist and contributor to the oral history archive

²¹ Lani Guinier, *The Tyranny of the Meritocracy: Democratizing Higher Education in America*. Boston, MA: Beacon Press, 2015.

²² See <http://possefoundation.org>.

²³ Scott Page, *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. Princeton, NJ: Princeton University Press, 2007.

²⁴ See <http://www.newark.rutgers.edu/strategic-plan-implementation>; see Honors Living Learning Community at <http://hllc.newark.rutgers.edu>.

²⁵ See, for example, Mark Krasovic, *The Newark Frontier: Community Action in the Great Society*, The University of Chicago Press, Chicago, IL, April 2016; Timothy Stewart-Winter, Queer Law and Order: Sex, Criminality, and Policing in the Late Twentieth-Century United States, *The Journal of American History*, June 2015, pp. 61-72.

Queer Newark,²⁶ as a social worker committed to restorative justice and re-entry populations, as a community non-profit organizer, as a minority scholar with an abiding passion for broadening participation in STEM, as a sociologist of immigration and race, using the HBO series set in Baltimore, *The Wire*, as a platform for analysis of life in multi-ethnic, multi-racial, multi-cultural urban communities like Newark, and the list truly goes on. And as these engaged faculty instruct, mentor, and learn with these next generation HLLC students, they too are transforming what anchor institutions like Rutgers-Newark look like going forward.

Indeed, all of these anchor institution educational attainment efforts aimed at unlocking Newark's value proposition – its home-grown talent – with benefits for individuals and for communities, depend also upon the kind of institutional transformation that anchor institution work entails. And, as hopeful as we at Rutgers-Newark are at a future that looks more like the inter-generational inclusive community of scholars and learners at the HLLC than like the past, we also know that we have a long way to go to nurture and empower a fully diverse professoriate in keeping with the diversity of our students and the community in which we live and work. As such, there is much work to be done and we need to ask repeatedly: what and who do we invest in as an institution? For if we can't look our publics, our communities, and ourselves in the eye and say that we are deliberately trying to build inter-generationally inclusive communities of scholars that represent the true range of identities and aspirations of our country, and the many worlds from which they arise, then what gives us credibility in asking for that same public to invest in our university going forward?

This is the mutuality we all hope to achieve, anchor institutions and communities alike, as we commit to remaking education – pre-K-16+ -- and the inter-generational community of scholars and citizens collaborating so that the face of opportunity matches more closely the face of America going forward. This is the path, that must be built brick by brick, across America and in communities across the globe, that will open up an otherwise winnowing dream of opportunity for the next diverse generation of talent to thrive, trust to be nourished, and our communities to prosper.

²⁶ See <http://queer.newark.rutgers.edu/>.

The UWI Mona Campus positioned as an Anchor Institution: An Educational Perspective

Olivene Burke and Tarik Weekes, Mona Social Services

Outline of Article

- Introduction
 - Identification of key words with short descriptions
 - Theoretical Framework*
 - Methods
 - Results & Discussion
 - Conclusion & Recommendations
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Introduction

In 2009, the Principal of the University of the West Indies (UWI), Mona Campus endorsed the provisioning of scholarships¹ to youth in the five communities comprising the Greater August Town (GAT) region.² Mona Social Services, a unit within the Office of the Campus Principal, was mandated to undertake civic engagement activities in the communities surrounding the campus. One of these communities, August Town, was the area where the first free blacks settled in the immediate post slavery period in 1838. This is significant in the context of this article because of the historical class retentions that continue to permeate Jamaican society and the unimaginable misrepresentation in understanding the relationship that the University, an institution set up under British authority, would have with such a community. For example, in an interview which focused on sports research, one participant recalled how he and his peers would watch students and staff play tennis, while only being able to fetch the balls. In colonial Jamaica and well into the post- independence years, higher education was only for the privileged few. Advancement was limited and focused on preparing the population to accept their status in the social system based on race and colour.

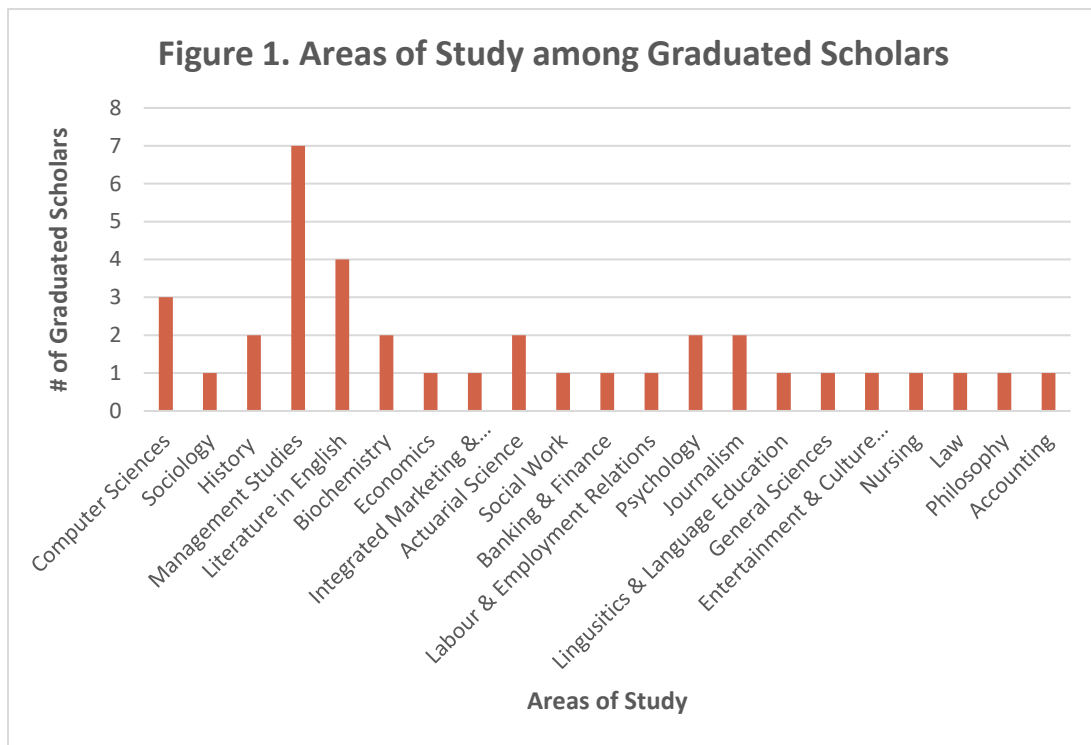
Residents of August Town and the other neighbouring communities had a symbiotic relationship. The community benefitted from the presence of the University as the residents gained employment and the University benefitted from a ready supply of labourers. There is some evidence from recent interviews³ with residents and staff at the University that although tertiary education remained out of reach of these residents, out of classroom learning obtained from just the interactions between staff, students and residents translated into some benefits for residents. An example of this is the professional success of residents who became players of sports including football and cricket locally and internationally. Other residents fell into the professional subgroup of professional sports trainers operating locally and internationally.

¹ These were 7 tuition free scholarships given to persons between 17 and 30 years old, resident in the community for more than 15 years and will be matriculating to the University.

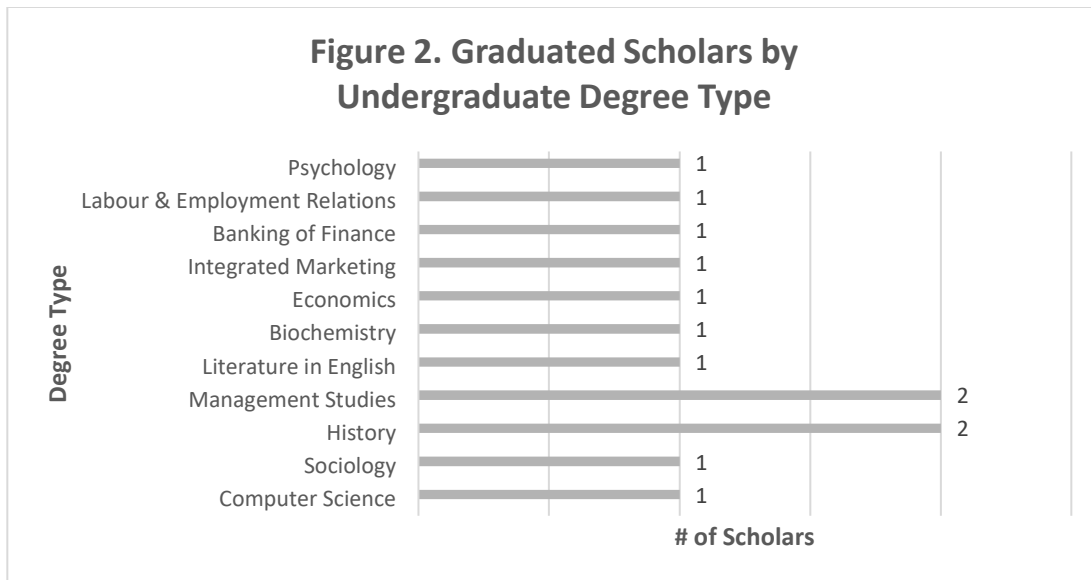
² The five communities that make up the Greater August Town are Bedward Gardens, African Gardens, August Town, Goldsmith Villa and Hermitage

³ Interview conducted with retired staff member of the University in August 2015.

The granting of tertiary education scholarships to the youths in GAT began in 2009 and represented just one policy shift at the University. Another came four years later in 2013 when the new principal, recognizing the value-added dimensions of the scholarship programme, increased the number of recipients as well as extended the scholarships from three faculties to all five, including matriculation to the faculties of Medical Sciences and Law. Previously, the applicants for the scholarship were restricted to the Faculties of Science and Technology⁴, Social Sciences and Humanities and Education. The shift in the scholarship description now provided the opportunity for residents of the communities in the region to become trained medical doctors and lawyers. Between 2009 and 2015, thirty-seven (37) youth received scholarships under the programme. In terms of gender, 17 of the recipients were male, representing less than half of the total number awarded the scholarship. Thirteen youths (4 males, 9 females) have completed their programme of study to-date. Figure 1 illustrates the areas of study for the graduated scholars.



⁴ The Faculty of Science & Technology at the inception of the scholarship was called Pure and Applied Sciences



This article is the result of ongoing research commissioned by Mona Social Services with support from the Office of the Campus Principal to assess the University’s impact on community development in Greater August Town. This article also explains how the UWI, Mona has positioned itself to be an anchor institution, contributing to the development of communities surrounding its campus in Kingston, Jamaica through education. Education, in this context, addresses the processes of knowledge development and knowledge sharing and speaks to some of the lessons learned.

The University Communities

The UWI, Mona has been contributing to five communities surrounding its campus since 1948 when it was just the fledgling University College of the West Indies. These communities are August Town, African Gardens, Bedward Gardens, Hermitage, and Gold Smith Villa. Focus group⁵ discussions with residents in Greater August Town and in another community, which is referred to in the article shall be referred to as Community B⁶, revealed that nearly 40 years ago, students and staff supported the livelihoods of residents mainly through the purchase of goods, products and services. At other times they joined in advocacy for the development and protection of the residents’ lives and property. Since the 1960s, medical students have continued their involvement in the communities for practicum obligations and field experience, and have used interactions and findings from consultations with residents to advocate for infrastructure such as a community health centre and environmental upgrades for the protection of residents’ health. Much of the work still happens today but in a more structured, coordinated fashion. With the advent of the coordinating framework of Mona Social Services (MSS) much of the outreach activities in the community are being implemented through a six pillar approach and innovative partnerships and collaborations.

The University does not have a patent on outreach with respect to the type and form that may take place between staff, students and residents of the surrounding communities, but there is a need for the MSS’s coordinating

⁵ Focus group research in November 2014, Drs. Arlene Bailey, Olivene Burke, Tarik Weekes and Michael Edward James for ICT and University Community Engagement research.

⁶ Name of community withheld.

framework to be strengthened to facilitate targeted and long term results. Many staff and students engage the communities surrounding the campus for many compelling reasons including familiar relationships and their heritage. The challenge is to incorporate this into the framework. However, due to financial and resource constraints, the current focus of the University is on the Greater August Town region and Community B. Both locales did not benefit from University intervention at the same time. Community B, for example, began its relationship with the University under the Mona Social Services University Township Project in 2012, while GAT began in 2006. Both communities have been heavily underserved by the state. Community B is an informal settlement associated with several ills typical of informal settlements, including crime, public health issues as well as poor sanitary and sewerage services, while only *some* areas in Greater August Town have similar experiences.

Through the University Township Project, started in 2006 by the late Professor Alton “Barry” Chevannes, the University began a policy shift that was more sensitive to the activities and status of development in the communities on its borders and the impact these had on its image, student enrolment and fear by staff and students on campus. The University Township Project operates its outreach activities within six pillars for community development - education (with a strong focus on early childhood development), sports and culture, health, entrepreneurship, violence and crime prevention. However, for the purposes of this article, the discussion is confined to the education pillar.

The policy shift of the University in 2006 has been the result of a string of triggering events happening on the campus and in the neighbouring GAT. One of the causal links to the triggering factors would have been the crime and perceived fear for safety by residents, staff and students. There has been a history of gang and political violence in GAT dating back to the 1980s. This violence resulted in the deaths of several individuals across sections of the region in 1997 and 2001-2002⁷. With this violence, the social and economic costs saw a sharp and visible reaction. These involved police curfews, perceived imaginary lines sectioning off communities and the absence of broader resident participation in events, except for a few such as the participation of the community football team at a national event. Table 1 below gives a profile breakdown of GAT.

Table 1. Profile of Greater August Town (GAT)
• Estimated population- 11,228 [2011]
• 60% of population aged 15-29
• Persons aged 60-64 formed the second largest age group after those between 15-29 years old.
• Over 60% of households headed by females
• Average household size: 3.9 persons
• 40% of houses owned by occupants
• 90% of households use water piped into dwelling
• 80% of households made from block and concrete

Source: Community Priority Plan 2011, Social Development Commission

The other triggering events were the signing of a Peace Treaty in 2008 between the warring factions in the GAT communities and the change in leadership of the University. The University played a facilitating and bridging role regarding the signing of the Peace Treaty, which opened up the community to more intense interventions by state and non-state agencies. The interest by the University’s leadership in the signing of the Treaty brought confidence to the possibility of change in the community. These interventions typified programmes focusing on youth unemployment, building intellectual capital, parenting and infrastructural development and redevelopment.

⁷ Interview with senior community representative

The policy shift in the University's approach may be attributed to the learning on the part of the leadership about the openness of the University and its vulnerability to activities on its periphery. This required an engagement of the residents in the community in order to preserve a relationship that is cognizant of managing negative energies that would impact on the University's image in the short term and social responsibility in the long term. Negative energies such as crime and violence weaken harmonization and disrupt the likely convergence and cohesiveness around positive social forces that would enable people to develop collective action, unite and represent themselves. This is not suggesting that if there is widespread involvement and support of every resident around positive social forces that there will be no crime and or violence. Certainly this is not evident in practice. There are several churches in GAT suggestive of a very highly religious populace, but there are still illegal acts being committed. To the extent that the residents coalesced around positive social forces but also have social and intellectual capital, is important. This social and intellectual capital strengthens their efficacy and is contributed to by their education and learning. This is but one theory of change.

Defining an Anchor Institution

The term anchor institution can be applied to non-profit organisations such as universities and hospitals which leverage their assets and revenues to promote local private sector development.⁸ However, Sampson (2008)⁹ has proposed that anchor institutions can also be for-profit and he cites financial institutions and sports franchises as examples of possible drivers of growth in communities adjacent to them. In the literature, anchor institutions are generally described as large institutions with large workforces. Sampson (2008) also notes other guiding, qualifying characteristics listed below that define anchor institutions. According to Sampson, an anchor institution should:

- have a large stake and an important presence in the community and city,
- have an economic impact on employment, revenue gathering and spending patterns,
- have consumed sizable amounts of land,
- be a job generator,
- have fixed assets and should not be likely to relocate,
- attract businesses and highly skilled individuals,
- have multi-level employment possibilities, and
- be a centre of culture, learning and innovation with enormous human resources.

⁸ Obtained from Democracy.org community-wealth.org website <http://community-wealth.org/strategies/panel/anchors/index.html>, Retrieved October 10 2015

⁹ Sampson D.(2008). What is an Anchor Institution? Netter Centre for Community Partnerships. University of Pennsylvania. Retrieved October 10, 2015 from <https://www.nettercenter.upenn.edu/anchortoolkit/what-anchor-institution>

It is accepted by experts and enthusiasts that anchor institutions have the power to influence the receipt of targeted community benefits. An example spoken about comes from the experience of the University of Pennsylvania where the University shifted approximately 10 percent of its annual expenditures to purchasing locally, contributing to an estimated USD80 million to the West Philadelphia economy.

The information above presents useful indicators for identifying an anchor institution. The University of the West Indies, Mona fits well with many of the identifiable characteristics and this paper illustrates how the university's focus on education has begun its shaping into an anchor institution.

Methods

While there is an appreciation for the overall work which the University has undertaken, the unit of analysis here is its work in education in the Greater August Town region is the area of focus in this article. Minor references are made to community B. The perspectives and findings presented in this paper are extracted from the analysis of several interviews to satisfy three different qualitative research studies that are ongoing. This gathering of information is a result of the prolonged engagement that the researchers have had with the community. The ongoing research has also facilitated the validation of information through constant cross comparison with the information presented by sources.

Participants and Data Collection

The majority of the primary data for this paper comes from the study of the project's impact on the development of Greater August Town. In that study, in-depth face-to-face interviews were conducted with six of the recipients of the Township Scholarship and two via electronic means. Table 2 below gives a breakdown of the scholars by gender. Participants were selected after an alphabetical listing of names was developed and number assigned to names. The numbers were then placed in a box and candidates were randomly selected. This process was done to rule out any bias in choosing individuals and to give every scholar an equal opportunity at being selected. A total of 15 scholars were identified for the study, but barriers such as their availability due to migration or employment or both resulted in the participation of six scholars. Another constraint was related to the concentration of scholars in only one of the five communities. This involved the researchers using a targeted approach outside of the selection to ensure that there was a balance in representation of scholars across the communities. This was important as the socio-economic and cultural conditions across the region vary.

Gender (x)	Number (f)
Male	3
Female	4
Total	6

Scholars were given the questions prior to the interview to familiarise themselves with the issues to be discussed. This allows preparation on their part and strengthens the chances of accurate, rich responses. Much of the data presented addresses the impact the scholarship has had on their lives, which by extension is the contribution of the

University to the education pillar of the project. The information shared by the scholars was recorded, transcribed and then uploaded to Atlas-ti for coding. The key questions in the interview were:

1. Describe how the scholarship changed your life?
2. As a scholar, in what ways have you impacted your family?
3. What impact you think the scholarship has had on the community?
4. Do you have peers in your immediate community who have attended UWI through the scholarship?
5. Describe how the scholarship may have impacted them?

Due to the targeted nature of the participants, the researchers also did a review of the work-plans, newsletters, community action updates, annual reports and documentation that were prepared by the management of the University Township project. These provided direct sources of information and opportunities to identify other persons or groups to be contacted for information as part of the data gathering process.

Data Analysis

The coding process has three layers. The first involved a general review of the transcribed interviews to facilitate cleaning of the text and ensure that accurate information is presented. The second phase involved an open coding process which assigned codes to text. These codes were assigned to a line or a paragraph or both. A hierarchy of codes was presented to decipher, Inter alia, the codes that were repeated, appeared more frequently across all the textual data and could be subsumed by others. The codes which were most repeated, were accepted as predominant and used to formulate the categories of information referenced in the findings.

Results and Discussion

The University pursued a model of community development that tapped into its knowledge resources and capacities to affect the GAT region. One of the methods of doing so was through the provision of education enhancement opportunities for skilled and unskilled individuals. In the skilled category, teacher upgrade opportunities in collaboration with another educational institution were offered as well as scholarships and bursaries to 44 youth between the ages of 18-25 years. Since 2011, the University Township project has also conducted annual training programmes for over 45 parents annually in the community. A total of 225 persons were trained over a 5-year period. The male-female ratio over the years reflect a 30:70 ratio. This is consistent with the single headed female household heads in the communities. An overview of the programme content developed for these sessions illustrated a focus on good parenting and prevention of abuses. This was also done in collaboration with key state agencies and community-based organisations (CBOs). The opportunities for training presented to the teachers along with the parental training can be accepted as attempts to influence model behaviour in homes and schools in the region. This was critical to guarantee the sustainability of the efforts by the coordinators from the UWI Township Project and the collaborating agencies.

The interviews with the six scholars provided another dimension to the theory of change that the education thrust of the University has had on the community. All of the scholars participating expressed satisfaction and elation with the scholarship programme. This attitude was bolstered by the likelihood of them not being able to attend University due to financing, if they did not get the scholarship. The award of the scholarship added efficacy for

what existed with the scholars and also helped instill in peers and relatives, the belief that they too can pursue higher education.

INT 2 “...I think that it has allowed me to create history in my family, you know in terms of persons being able to matriculate to that level in my family. I would be considered one of the first to go to university and it would not have been possible without you know, the UWI Township scholarship. So for that it has changed my life, it has changed how I think about education.

INT 3 “...The UWI Township Scholarship has afforded me with the opportunity to receive or to obtain my first degree, which has helped me to become more marketable in the working world as opposed to coming out of high school with just CSEC and CAPE subjects. Basically if I wasn’t provided with this opportunity I would not be able to be one more person from my family with a first degree on a scholarship. Outside of that I would have had to find another option for my tuition...”

The scholars also alluded to a multiplier effect resulting from their scholarship. This effect is presented as outcomes seen in their households and extending throughout the community.

INT 2 “...I’ve changed their thinking, they now can appreciate, not that they didn’t know it before, but they can now more or further appreciate the value of education, especially seeing how the cost on their part was footed by the scholarship”

INT 8 “...I have been able to motivate and inspire, not even just my sibling but also my mommy, to know that no matter how far ahead you are in life, if you still feel like you want to continue to develop yourself by earning or, or, or by getting more knowledge you understand,, it is still there...education is not limited to age, you can be as old as ever and still go to university and I am encouraging her.”

INT 5 “...When they realized, that UWI Township is investing so much in their own family member, they realized the importance of giving back and they have adopted the lifestyle of helping others”.

Central to the admission of the participants and how the scholarship has impacted them and their families is the theme of helping others which connects with the broader theme of empowerment flowing through the textual data. The review of the data illustrated that individuals were empowered directly and indirectly as well as intentionally and unintentionally. These four forms of empowerment represent an inward-outward movement from the participants being recognized by the University as scholars and also residing in the community. These also represent intangibles, such as the development of efficacy amongst youths of the same age and background. Table 3 gives a description of these forms mentioned.

Table 3. Indicators of Scholarship Impact by Empowerment Approach

Empowerment Approach	Indicator	Beneficiary
Direct	Scholars’ new outlook motivates others to develop themselves	Immediate family members
Indirect	Scholars’ new outlook motivates others beyond their household to develop themselves.	Friends, peers
Unintentional	Residents feel a sense of pride and work to develop themselves and their environment	Community
Intentional	Scholars give back to the community to help build the efficacy of others.	Community

All of the participants agreed that youth in the community have something to look forward to beyond high school. Youth within their age-group, particularly males are traditionally at risk of not pursuing tertiary level education. One participant lamented the poor aspirations of youth due to economic status. For example, males were described as not believing in tertiary education and were easily pulled into the belief of “digging their hand out in the middle”, a visual for males on the corner in the community preparing marijuana for smoking. For females, it was the expectation that within the age bracket, getting pregnant was the norm. There is also a varied appreciation for the plight of youth across various communities in the region. Some participants reported a caring factor evidenced by verbal concerns expressed by older individuals for youth development. This suggests a less than homogeneous experience of youth. This is captured in the quotes of participants presented below which also indicate the risks encountered by youth between 18-25 years, if they do not remain attached to schooling or employment.

INT 7 – “There’s a mixture, because like a small percentage of youths during that age [18-24], which would be my age group, go to universities you know, getting their tertiary education. Some people during that age group didn’t get the opportunity to finish high school and are now using the opportunity to acquire, you know, certain levels of qualification, you know, like their CXC’s and CAPE¹⁰ and stuff like that. While you have a much larger percentage is in the unfortunate state of not having the resources to get educated the formal way and are basically just at home living life, you know based on whatever happens that day, and it’s unfortunate that majority of that age group get drafted into crime and violence.”

INT 4- “...So most of the persons in the community are more focused on like educational opportunities, like moving themselves and their families from their current state. And most of them currently, if they’re not, let’s say they graduate in high school and didn’t have the means to go to college, most of them are actually working at this time to maybe in the foreseeable future, pursue educational opportunities. So currently I’d say about seventy percent of the community in my age group are more focused on a future, a better future for themselves.”

INT 1: “...You have those who drop out of high school and hol [hold] a ends pon [on] di cawna [the corner] and then due to peer pressure, get involved in gang violence, referring to both males and females. There are girls that get pregnant and stay pregnant, as well as children having children. However, there are other persons who leave school and cannot afford university so they start working, as well as the ones who go to university, but majority are working or continuing education. There have been a lot of young people who have been victims of crime and violence, and the few bad apples seem to be overpowering the majority of the good ones.”

Based on the above discussion, the UWI can be identified as an anchor institution. It has a large stake and important presence in the community and city as it is the first regional University to have been established in the Caribbean. The UWI has an economic impact on employment, revenue gathering and spending patterns by virtue of over thirteen Heads of States who have graduated from the University and their spending powers. The UWI resides on over 116 acres of lush lands that are nestled under the Blue Mountain. The campus is also an employer of approximately 40% of the employable population that surrounds the campus. All other features identified by Sampson (2008) are applicable to the UWI, an anchor institution.

Conclusion and Recommendations

¹⁰ These are Caribbean qualifying examinations that youths are required to pass to qualify for secondary and tertiary examination acceptance

Based on the above discussion and what Sampson (2008) has identified as important qualifying characteristics of anchor institutions, The UWI, Mona can be identified as such an institution. It has a large stake and important presence in communities on the periphery of its borders, influence on employment, revenue gathering and spending pattern of a cross section of groups and individuals in the society. The UWI Mona through Mona Social Services has engaged surrounding communities through a six pillar community development pathway that weighs a lot on the educational leverage it can offer. This is exemplified through the tuition free scholarships it presently offers to residents in the surrounding communities. The provision of the scholarships has allowed marginalized people from further sinking into deprivation associated with low educational achievement. The chance to go to university has translated into employment for the 9 scholarship programme graduates to-date. Aside from the University being able to invest in a larger pool of scholarship offerings, there should be some follow-through on the occupational level of the employment these graduates are now in, towards an understanding of how the choice of their degrees and offering may have strengthened the ability of the University to transform their lives.

The level of educational attainment by household heads in GAT suggests that there should also be consideration for other pathways that will increase the occupational mobility of residents and even those employed by the UWI Mona in lower end jobs. The UWI Mona may wish to study another University's success at transforming campus spaces to facilitate training of persons not pursuing degree programmes but would benefit from some level of certification. This could be done in partnership with other institutions. The UWI Mona does have some semblance of this in past interventions but it is not structured or regularly offered. This would meet some of the educational attainment gaps recognized in the profile of the community and will support the sustainability of educational attainment as a tool impacting on relations between members of the community. This suggestion is based on observations that indicate there must be a holistic approach to achieving community development. While residents from the community are receiving tuition free scholarships they still have to interact with members who have not had such an opportunity or worse not completed high school. This can be problematic for communication and mobilizing support necessary for community development.

Lastly, there are other large institutions such as the UWI Mona spanning private and public sector and it may be worthwhile to introduce them to the work of the UWI Mona within an Anchors Institution framework. This might help streamline and strengthen coordination of interventions in the under-served communities in the area.

Fulfilling Cleveland State University's Roles as Educator and Anchor Through an "Education Park" Model

Ronald M. Berkman and Byron P. White, Cleveland State University

As an urban anchor institution located near the heart of downtown Cleveland, Ohio, Cleveland State University (CSU) has sought to respond to a multiplicity of economic and social demands. At its core, CSU's mission is to encourage "excellence, diversity and Engaged Learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions and by conducting research, scholarship and creative activity across these branches of knowledge" (Cleveland State University 2015). However, the roles of an anchor institution also include that of real estate developer, purchaser, employer, workforce development, and service provider (Initiative for a Competitive Inner City 2011). CSU offers many initiatives that seek to respond to these demands concurrently. None more effectively captures this dual obligation of educator and community-builder than the university's "Education Park" model.

The Education Park concept, which has evolved over the past five years, is rooted in CSU's commitment to fulfill its core mission while building a thriving neighborhood in the area surrounding campus, which is known as the Campus District. This is especially critical given that CSU's campus borders a downtown that until recently

has struggled to sustain economic viability, abandoned industrial land that is just starting to attract private development, and an economically distressed residential neighborhood that is showing signs of recovery.

Specifically, the Education Park is a place-based model that consists of five entities all within a few blocks of each other:

1. **Campus International School**, a Cleveland Metropolitan School District school that currently goes to grade 7 and is expanding to K-12, and moving into a new building to be built on CSU land;
2. **MC²STEM High School**, whose classrooms for its 150 juniors and seniors are located in one of CSU's most iconic buildings;
3. **Arts Campus**, which allows students from the university's Department of Theater and Dance, and Department of Art to hone their skills in three renovated, historic buildings on Playhouse Square, which borders the western edge of campus; and
4. **Center for Innovation in Medical Professions** building, which opened in summer 2015 with dedicated space for the Northeast Ohio Medical University (NEOMED) Cleveland campus.
5. **Washkewicz College of Engineering** building expansion, which will open in fall 2017 with spaces intended to inspire design innovations in biomedicine, and motion and control technology.

These projects represent a combined investment of more than \$95 million currently and more than \$150 million when completed that has dramatically improved the physical environment of the community, spurring new housing and commercial development while accelerating the creation of educational opportunities in the area. Partners in this endeavor span public, private, philanthropic, and non-profit sectors, including the Cleveland Metropolitan School District, Northeast Ohio Medical University, Cleveland Play House, the Cleveland Foundation, Parker Hannifin Corporation and Key Bank.

Education Park is a product of three guiding principles that CSU has advanced to achieve its obligations as an anchor institution in the heart of the Campus District. The first is to leverage the physical reconstruction of CSU's campus to physically enhance the community and spur investment. Second, CSU leadership has embarked on an aggressive strategy to galvanize organizational partnerships and build institutional networks to achieve high-impact outcomes in an accelerated fashion that the university by itself could not have accomplished. Third is the intentional emphasis on producing high-quality, accessible, educational opportunities tied to regional workforce needs as a catalyst for community-building and shared interest.

The Five Components of the Education Park

Adherence to these guiding principles has allowed five complex and substantial enterprises to emerge almost simultaneously and in a relative short period of time. While their collective impact has led to the Education Park's overall success, each has made a distinctive influence to the overall effort.

Campus International School. The school was the brainchild of CSU President Ronald M. Berkman and former CMSD Chief Executive Officer Eugene Sanders. Established in 2010, it currently runs from kindergarten through 7th grade, with a grade to be added each year until the school is a fully functioning K-12 enterprise. The school is located in two buildings, one on CSU's campus and one adjacent to campus. However, CMSD is planning to build by August 2017 a \$24.2 million K-8 building for Campus International on property leased from the university. The high school, then, will be housed in the other CSU property.

The new building, in particular, has generated much public enthusiasm. The first paragraph in a Sept. 2, 2015 newspaper article in The Plain Dealer announcing plans for the new K-8 building declared: "Downtown has a

full-service supermarket and now, at long last, it's about to get its first large-scale public school" (Litt 2015). The article notes that the announcement of the school came just a week after the opening of a Heinen's supermarket, part of a family-owned regional chain, in a long-abandoned building downtown. The school, like the grocery store, has been embraced as a symbol of community sustainability. The hope is that Campus International will encourage young professionals who are being attracted to Campus District and the downtown area to stay in the community even after they start families. As CMSD's chief operating officer, Patrick Zohn, was quoted as saying in the Plain Dealer article, "It's a way to plant our flag in confidence of the rebirth and growth of downtown Cleveland."

Among the Cleveland Metropolitan School District's 72 elementary schools, Campus International is one of only 13 elementary schools rated as excellent or effective. However, despite the school's prominence, it is not elitist. It is a neighborhood school where students are selected by lottery, not based on a selective test. Two-thirds of the student body is African American, Hispanic or multiracial.

It is the first public school to seek International Baccalaureate accreditation. Students study year-round, and they all learn Mandarin Chinese beginning in kindergarten. Still, the unique curriculum is considered less a reason for the school's extraordinary success than the culture of the school, which is centered on a holistic social, physical, emotional, and cultural experience. CSU faculty and students are deeply engaged with the school. An inventory of Cleveland State's engagement efforts in 2014 found that Campus International School enlisted more engagement from members of the campus than any other CSU initiative. Some 35 faculty members from a variety of disciplines, many outside the College of Education and Human Services, were involved in the school, as well as 191 CSU students. Much of that was due to the organizing work of Ron Abate, an associate professor of teacher education, who serves as CSU's liaison to the school on a full-time basis.

The impact of Campus International is being felt beyond the boundaries of the Education Park. CSU faculty and students are now working to interject aspects of the International Baccalaureate curriculum into the district's lowest achieving schools. The objective is to reinforce the central lesson learned through the partnership throughout the district: All children have the capacity to achieve academic success at a high level if they are embraced by a culture of high expectation and committed institutional support.

Arts Campus. In January 2012, the curtain went up on Cleveland State University's Arts Campus at PlayhouseSquare, the largest performing arts theater district west of New York City's Broadway. This collaboration among CSU, PlayhouseSquare and Cleveland Playhouse, a non-profit developer, enables students to hone their skills alongside working arts professionals in 120,000 square feet of studios, rehearsal space, classrooms and offices.

A \$30-million renovation converted the historic Allen Theatre into three versatile performance spaces for CSU's Department of Theatre and Dance. The venue also is home to the university's partnership with GroundWorks DanceTheater. Amid the glittering marquees of PlayhouseSquare, two more facilities have made their mark on the Arts Campus. The Galleries at CSU opened in September 2012 in the historic Cowell & Hubbard Building. The stylish exhibition space showcases work by faculty and other artists of national and international reputation, as well as student shows, community-based exhibitions and related educational programs. Around the corner in the Middough Building, two floors serve as the headquarters for the Arts Campus, complete with classrooms, rehearsal spaces and art studios with views of downtown Cleveland.

While the space is extraordinary, students are mostly impacted by the people who inhabit the space. The Arts Campus provides students with hands-on learning in a public theater environment shared with experienced professionals. Meanwhile, the renovations have served as a catalyst for a far more extensive renovation of Playhouse Square that has fueled downtown's rebirth. In May 2014, a 20-foot-tall outdoor chandelier, erected 24 feet above the street, was turned on as the centerpiece of the district, capping a \$16 million investment in exterior improvements for the Square.

MC²STEM High School. Students at MC²STEM spend their 9th-grade year at the Great Lakes Science Center in downtown Cleveland and then move to the GE Lighting headquarters in suburban East Cleveland for 10th grade. Starting in 2013, thanks largely to a \$1.25 million donation from KeyBank, they began arriving on the CSU campus for their junior and senior years of high school. While most of their time is spent in classrooms at the university's iconic Rhodes Tower, which houses the CSU library, MC²STEM students get to work alongside college students in labs with high-tech equipment, including lasers and robotics.

MC²STEM is a year-long school with a STEM (science, technology, engineering and math) focus that reinforces project-based instruction using a mastery grading system. Students serve internships throughout their high school experience while being mentored and tutored by knowledgeable professionals and faculty. The school has been recognized by "Edutopia," the online publication of the George Lucas Educational Foundation, as a "School that Works" for its integrated project-based learning and real-world internship experiences (Vega 2014).

While the school has an unabashed STEM orientation, there is no expectation that all students will go on to pursue college degrees in STEM fields. Debbie K. Jackson, associate professor of teacher education who serves as a Faculty Fellow assigned to coordinating campus involvement at the high school, notes that she engages students with faculty not only in CSU's Washkewicz College of Engineering and College of Sciences and Health Professions, but also those in the liberal arts, education and urban affairs. The school's project-based learning ignites students who gravitate toward the humanities and social sciences as well as those who have a more technical preference, she says. It also supports the premise that all students can achieve at a high academic level when learning is made relevant to them. During the 2014-15 academic year, MC²Stem was the only Cleveland Metropolitan School District high school that does not admit students based on test scores to receive an "A" grade from the state for its graduation rate.

Center for Innovation in the Medical Professions. Healthcare is the largest economic growth sector in Northeast Ohio. Employment in the sector grew 20% from 2000 to 2014 to more than 177,000, rivaling the region's manufacturing sector in size, while the sector's gross regional product grew 25%, or \$3 billion, during that time, according to a 2014 quarterly economic review published by Team NEO, a non-profit, economic development organization focused on creating jobs in Northeast Ohio. Cleveland is a national healthcare hub with more than 60 hospitals, including the world-renowned Cleveland Clinic. Yet despite this amazing array of institutions and services, deep inequalities exist in the region in the quality of health among Cleveland's diverse population. A groundbreaking report by the Cuyahoga County Place Matters Team (2013) found that life expectancy in the Cleveland's Hough neighborhood – a predominantly African American, economically distressed community – is an astounding 24 years less than the life expectancy of residents in the affluent suburb of Lyndhurst just 8.5 miles away.

CSU's contribution in addressing these economic and systemic challenges in the health care arena has manifested in the \$47.5 million Center for Innovation in the Medical Professions, the most recent addition of the Education Park complex, which opened in September 2015. The striking building sits at the campus' busiest intersection of Euclid Avenue and East 22nd Street and along the east-west "Health-Tech Corridor" that runs between downtown and the Cleveland Clinic. It is the home of CSU's nursing and health sciences programs – including occupational therapy, physical therapy and public health. It also houses the Cleveland campus of NEOMED, providing the first public medical school presence in the City of Cleveland. The building is the headquarters for the NEOMED-CSU Partnership for Urban Health, which seeks to meet growing workforce demands and reduce health disparities in neighborhoods across the city by training a more culturally competent, diverse group of medical professionals. Just prior to its opening, Cleveland State received a \$5.5 million grant from the Cleveland Foundation to support the work of the partnership; the Foundation had previously provided \$1.75 million to fund the initiative.

The Center for Innovation in Medical Professions building is physically designed to foster interdisciplinary learning among professional programs, and collaboration between the campus and the community to reflect the emerging demand for more interactive, culturally relevant approaches to health care delivery. Interdisciplinary

team learning occurs in flexible classroom spaces, teaching clinics, and state-of-the-art simulation labs where students interact with each other across disciplines and with community clients. The approach contrasts traditional instruction by health programs, which trains students to function as highly skilled but largely autonomous professionals. Rather, this approach is responsive to disruptions in the health care industry, including health care reform and changing health care needs of diverse populations, which have ushered in more collaborative models of care delivery, care processes, and professional roles.

The facility also fosters a deep engagement with the Cleveland community. The Urban Primary Care Initiative, a project of the CSU-NEOMED Partnership for Urban Health, seeks to recruit and develop future primary care physicians who will practice in underserved Cleveland neighborhoods – starting with young people who grew up in those very communities. In their first two years in the program, which take place at Cleveland State, students are immersed in eight Cleveland neighborhoods. Over the past two years, 14 community-based organizations in those neighborhoods have hosted CSU students in support of community-based participatory research projects. The students continue their work in those neighborhoods as part of their curriculum after they matriculate to NEOMED for medical school, where they log 72 hours during first two years in a community-based urban primary care facility in Cleveland. In addition, Community Champions – volunteers who live or work in the eight neighborhoods – are assigned to the students as mentors. A Community Advisory Board is involved in every aspect of the program, from curriculum development to creating retention strategies. The board’s diverse membership includes not only representatives from the major health systems in the region but also ministers and community activists.

The community focus is paying off: Of the 78 students in the program who were enrolled at CSU during the 2015-16 academic year, about one-third (32%) were underrepresented minorities, exceeding CSU’s diversity enrollment in other high-demand degree programs on campus. The expectation is that the intense interaction among students, faculty and residents in urban neighborhoods – which emanates from the Center for Innovation in the Medical Professions – will create improved relations between urban residents and professional health providers, while creating a greater sense of empowerment among residents to affect health conditions among their neighbors and family members.

Washkewicz College of Engineering. Parker Hannifin, a world leader in motion and control technologies and systems, has partnered with CSU to create design labs and research to bring advanced engineering solutions to challenges in health care, industry and aerospace. In 2012, the company created an Endowed Chair in Human Motion and Control in the Department of Mechanical Engineering and developed the Parker Hannifin Human Motion and Control Laboratory. The cutting-edge research produced through the lab focuses on a combination of experimental data and modeling to identify the control schemes humans use in gait during locomotion. This has led to new innovations in the growing field of powered prosthetic devices.

The partnership will be further expanded through a 100,000 square foot addition to the existing Engineering Building to be built over two phases, with the first to be completed in fall 2017 at a cost of \$46.2 million. The expansion is being funded by Parker Hannifin along with a gift from its CEO and President, Donald Washkewicz, who is a CSU alumnus, and other private and public investment. The new facility will greatly expand the College of Engineering’s motion and control laboratory space as well as create simulation labs for 3D modeling and other applications. One exciting addition will be a “makerspace,” which is a fabrication lab that invites hands-on experiential learning. It will be available to students from disciplines throughout CSU and, eventually, to public users, including new businesses along the burgeoning Health-Tech Corridor that are focused on biomedical devices and other innovative needs of Cleveland’s robust healthcare industry.

Beyond the collaboration between CSU’s brand of Engaged Learning and private sector demand, the facility expansion is all the more significant to the community because of its location on the northeastern edge of campus in an area that is a bit off the beaten path and where private development is sputtering to take off. Directly across the street from the site of the new building is market-rate housing that was built within the past four years. While initially priced for growing student market demand, the housing has attracted a significant share of young

professionals who work in nearby downtown. It is expected that the College of Engineering's dramatic physical improvements will further spawn such investment north of campus on land that was generally developed for industry, which has largely abandoned the area.

Three Guiding Principles

Although the elements of CSU's Education Park emerged at different times and under diverse circumstances, they are interconnected by three guiding principles that the university has adhered to in establishing each project. They are: 1) Leverage CSU's physical development on behalf of the community; 2) embrace institutional partnerships and networks to achieve objectives; and 3) generate high-quality, educational opportunities as a catalyst neighborhood transformation.

Leverage CSU's physical development on behalf of the community. Over the past decade, CSU has deliberately embraced the city of Cleveland – its institutions and organizations, leaders and activists, assets and challenges – as an essential and valued component of a vibrant learning environment. The renewed focus began under the leadership of Michael Schwartz, Cleveland State's fifth president, who took office in 2002. President Schwartz led a campaign called Building Blocks for the Future, which sought to dramatically transform the university's facilities master plan to refocus campus architecture from a traditional inward orientation—with courtyards insulated from the city—to an outwardly focused alignment that placed building fronts along the city's major corridors. It involved more than \$350 million in new construction and renovations.

The university's Student Center, built in 2010, emerged as the most visible representation of this shift, with its dramatically curving entrance just steps from busy bus stops, essentially defining a new center point of campus. But the building perhaps most symbolic of the change is the Parker Hannifin Administration Center, home to the president's and provost's offices as well as other senior administrators. Rather than being tucked away behind a grassy courtyard, the building sits right on Euclid and is shared by Elements restaurant, which is located directly below the President's Office. The Provost's Office, on the east side of the building, sits so closely to relatively new student housing next door that students can communicate with the chief academic officer by placing signs in their windows.

When Ronald M. Berkman succeeded Schwartz as president in 2009, he continued this theme of creating physical intimacy between campus and the activity of the city through building renovation and construction. Advancing a theme of Engaged Learning, Berkman has gone beyond exploiting the architectural elements of the buildings to putting greater emphasis on their purpose, choosing to invest in facilities that explicitly heighten the academic focus of the university. The buildings that are part of the Education Park reflect this commitment to using physical space to create a K-16 learning community that aligns with the goal of enhancing learning in a community context.

Embrace institutional partnerships and networks to achieve objectives. Berkman has instituted a compulsion for institutional collaboration that is a departure from the university-centric approach that colleges often follow as they seek to move their agendas. Essentially, any new initiative at CSU is expected to start with the question, "Who else is trying to do this?" Rather than assuming that the university will make discoveries that no one has ever envisioned, the query anticipates that, in fact, the idea has already surfaced. Berkman's goal, then, is to find the other innovators and forge an alliance. This necessarily means that CSU does not always get top billing. The CSU logo dispersed throughout the Arts Campus, for instance, is prominent but not nearly as much as the bright lights of Playhouse Square. Likewise, NEOMED's logo is posted at the same scale as CSU's on the new Center for the Medical Professions building. In the case of Parker Hannifin, CSU has become the *defacto* headquarters for one of its significant research enterprises.

Generate high-quality, educational opportunities as a catalyst for transformation. Strong communities have strong schools. And one of the most effective strategies for improving schools and educational opportunities for all students has been university-community partnerships focused on creating new, innovative approaches to improving learning (Harkavy and Hartley 2009, 7). It is no surprise, then, that the centerpieces of the Education Park are the Campus International School and the MC²STEM High School – both diverse, open-access, public schools that disproportionately serve minority, low-income students. The other three pieces of the Education Park – the Arts Campus in collaboration with Playhouse Square; the Center for Innovation in Medical Professions, which houses the Partnership for Urban Health with NEOMED; and the learning labs that will be part of the new College of Engineering expansion – all demonstrate new forms of experiential and interdisciplinary learning in a context that benefits a larger group of community members than just the students.

The Reward of Community Impact

In December 2015, President Berkman was awarded the Visionary Award by Campus District, Inc., a non-profit community development corporation responsible for fostering development in the 500-acre area surrounding CSU, which includes two other anchor institutions: Cuyahoga Community College’s Metropolitan Campus and St. Vincent Charity Medical Center. In presenting the award, Campus District’s leaders noted the following: “The benefit of the Education Park to the Campus District and Playhouse Square is the creation of a vibrant, livable neighborhood that is spurring private market housing and commercial investment.” In 2014, the Downtown Cleveland Alliance presented President Berkman with its Ruth Ratner Miller Award in recognition of CSU’s efforts to advance and enhance downtown Cleveland. Both awards recognized that since 2007, five of the 18 residential developments constructed in the entire downtown area have been in Campus District, contributing to a revitalized downtown whose occupancy rate hovers around 98 percent, according to the Downtown Cleveland Alliance (2015). The success was recognized by Forbes, which dubbed downtown Cleveland as one of the nation’s 15 fastest growing central business districts (Brennan 2013).

It is no coincidence that the renaissance of downtown and Campus District, and the prominence of Cleveland State have risen simultaneously. While the university has made great strides in terms of student retention and graduation rates, research production, and financial stability, its public credibility has come from the evidence that its institutional progress has directly contributed to tangible, community improvement. CSU’s Education Park has proven to be the manifestation of this fusion between institutional success and community impact.

Conclusion

Higher education is facing challenging times. The business model is failing as administrators come to the stark realization that neither predictable hikes in tuition nor increases in state subsidies is a dependable source of revenue. Institutions in the Midwest and Northeast, where populations are declining, face the added challenge of competing for students from a shrinking demographic pool. New forms of technology-based learning continue to outpace most institutions’ ability or willingness to adapt. And the very value proposition of a college degree as a reliable path to financial security is under assault.

In all these circumstances, universities that establish themselves as effective anchor institutions that are deeply engaged in their surrounding communities put themselves in the best position to endure. Young people increasingly are indicating that they want to live, work and learn in urban areas where they have a chance to address real social issues and make a living. Anchor universities have a solid case that they bring real public benefit, and they are positioned to tap into the innovation and investment available in vibrant metropolitan areas. The experiences at Cleveland State suggest that to take full advantage of this role requires three essential considerations.

First, institutions must rely heavily on partnerships and collaboration. This is especially true given the constraints on resources and the complexity of the challenges most communities face. Second, every investment of capacity and resources in some fashion must contribute to increasing student success. There may be no single contribution anchor institutions in higher education can make then to dramatically improve the retention and graduation rates of their students, particularly if they attract a disproportionate number of students who generally are underrepresented in higher education. Finally, serious attention must be paid to matters of inclusion and equity. It is quite possible to make a meaningful economic contribution to the region overall and fail to significantly move the needle of progress on residential pockets near campus that have suffered the greatest economic distress unless there is intentional focus.

Cleveland State's Education Park model and the community that encompasses it have prospered and continue to be shaped as CSU follows these lessons.

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Economic Development

SINA – An Enduring Multi-Anchor Partnership in Hartford

Melvyn Colon, Southside Institutions Neighborhood Alliance

Hartford, Connecticut is home to one of the earliest examples of a multi-anchor institution partnership. In 1976, Trinity College, Hartford Hospital and the Institute of Living¹, an “ed” and two “meds”, came together to work with neighborhood organizations in the Frog Hollow neighborhood of Hartford. In 1978 the three anchor institutions formed a nonprofit called Southside Institutions Neighborhood Alliance. Since then, the Connecticut Children’s Medical Center has replaced the Institute of Living in the SINA partnership. Otherwise, the partnership has remained intact. The endurance of this partnership for close to forty years despite multiple changes in executive leadership in each of the member institutions, and the changing financial fortunes of those institutions, gives us an opportunity to examine the early evolution of an anchor model and explore the question of how it has endured and become institutionalized.

Hartford and Frog Hollow

SINA’s core area includes the Frog Hollow neighborhood and portions of the Barry Square and South Green neighborhoods in south central Hartford. For expository convenience we will refer to this area as Frog Hollow. Trinity College is separated from the two hospitals by a long city block. The compactness of the neighborhood, the proximity of the institutions to each other, and the perception that they shared a common fate, was an important factor in their initial coming together.

The population of Frog Hollow is 60% Latino and 20% other minorities. About 85% of the Latino population is Puerto Rican. The adult poverty rate is almost 45% while the child poverty rate exceeds 50%. The unemployment rate is 20%. The labor force participation rate is 53% but it should be noted that this number includes Trinity College students. The median income in the neighborhood is about \$19,000. Workers are most frequently employed in service occupations, especially food preparation and maintenance, and in sales and office occupations. An explanation for the troubling data on income and poverty may be found in the low educational attainment of Frog Hollow residents. Only 15% of the residents have an Associate’s Degree or higher while 40% do not have a high school diploma (Kwass, 2015).

The Learning Corridor

The Hartford experience with anchor institutions came to national attention with the construction of the Learning Corridor (see for example Zuckerman, 2013). Today the Learning Corridor is a 16 acre campus with four excellent schools that draw students from at least 30 suburban communities. It houses a performing arts theater, a boys and girls club and a family support program. The Learning Corridor remains one of the largest and most ambitious redevelopment projects ever undertaken in the city of Hartford. It was built on the site of a contaminated bus yard once identified as one of the most blighted areas in the city. The project originated in the 1980’s with a group of activists who mobilized community residents to develop a vision and plan for what the site could be. In the mid 1990’s, Evan Dobelle, then president of Trinity College, took up the cause of cleaning up the bus yard and worked with his counterparts in the SINA institutions to make a bold investment in the community. Between them, Trinity College, the Connecticut Children’s Medical Center, Hartford Hospital and

¹ A behavioral health medical center

the Institute of Living invested \$10 million in the development of the project. Trinity College invested half of the total, \$5 million, and the other half was divided equally among the remaining institutions. This investment leveraged \$104 million from the City of Hartford and the Connecticut Departments of Education, Public Works and Environmental Protection. Several local philanthropies including the Aetna Foundation and the Greater Hartford Foundation for Public Giving also made significant contributions to the project.

The Learning Corridor was possible because SINA, already in existence for more than 15 years, had created a culture of communication and collaboration between the institutions. In addition, SINA served as a vehicle through which to pool the institutions' investments. As a nonprofit organization, SINA could apply to the various public agencies for the grants to fund the construction. SINA also played an important role in managing the construction of the project.

SINA: Early Years

Unlike present day Hartford, in the 1970's and for many years thereafter, Hartford boasted a strong community organizing tradition. Hartford Areas Rally Together, or HART, was the most visible of the grassroots organizing groups in the city. In the late 1960's Trinity College hired Ivan Backer as Director of Community Affairs. Backer, HART and a number of independent community activists and entrepreneurs began to work together on projects to benefit the community, which was undergoing a transition from a neighborhood of white factory workers to a neighborhood that was becoming majority Puerto Rican and whose workers were employed in the service sector. This joint effort led to the creation of a community newspaper and the formation of a community development corporation. It also led to the creation of a committee that brought the organizers and activists together with the representatives from the hospitals and the College. The catalyst for this coming together was a set of recommendations that accompanied a planning report commissioned by an influential business group called the Hartford Process (Backer, 2016). These meetings culminated in the formation of SINA as an independent nonprofit organization. Ivan Backer was hired as its first full-time Executive Director.

Between 1980 and 1990, and with few existing templates on which to model its work, SINA developed programs that we would now recognize as typical of anchor institution initiatives. In 1981 SINA worked with the hospitals and the College and with local lenders to develop an Employee Mortgage Assistance Program that would provide incentives for institutional employees to buy homes in the south central neighborhoods of Hartford. The program combined mortgage interest reduction with down payment assistance to make buying a home more affordable during a time of unusually high interest rates. In 1983 SINA surveyed its member institutions to compile a comprehensive purchasing directory that was used to highlight opportunities for local merchants who wished to sell their goods and services to the institutions. In 1986 SINA worked with the human resources departments at the hospitals and the College to develop a Secretarial Training Program to fill vacancies in the institutions. These three programs are early examples of the "live local, buy local, hire local" motto that encapsulates the strategies that many anchor institution have adopted in the past twenty five years.

Supporting and strengthening local education has become a mainstay of anchor institution strategies. SINA developed an early precursor of this approach in 1982. SINA staff worked with three Hartford public high schools and a Catholic school to create a Scholar of the Month program to honor academic achievement.

SINA: Strategic Investments Since 1990

These early strategies have reappeared in various forms over the years and have been joined by strategies that focus on housing development, economic development and commercial revitalization, public infrastructure improvements and community engagement.

Housing Development – Prior to the construction of the Learning Corridor SINA had not undertaken brick and mortar projects. Instead, with its community partners, SINA helped create organizations that took on housing

development and commercial revitalization projects. It was instrumental in the creation of a community development corporation that built hundreds of affordable rental housing units in and around the commercial center of the neighborhood. SINA also participated in the creation of the Spanish American Merchants Association, SAMA. In 1990 SINA partnered with a commercial real estate developer and SAMA to develop a market that included a food store, several small retail businesses and restaurant eateries representative of the cuisine of four Latin American countries. However, SINA was not directly involved in the construction of this venture.

In 1996 SINA developed a strategic plan that called for significant investment in housing development. The motivation behind this new strategic initiative was the need expressed by SINA's stakeholders to increase the rate of homeownership in the neighborhood, which was below 10%. New homeowners would bring increased purchasing power to the neighborhood and augment the potential for greater civic engagement. SINA would build new homes on vacant land and convert existing rental housing to homeownership where possible. Marketing for the new homes would be directed to employees of the institutions but would not ignore the community at large. It took several years for this program to get off the ground but it is now in full swing despite the fact that funding has been a challenge. To date, SINA has built 65 one and two family homes with plans to build at least 32 additional new homes by 2020. The two family model developed by SINA maintains the density of the neighborhood and increases the affordability to the buyer by providing an income-generating rental unit. Thus far less than 10% of the homes have been purchased by employees from the institutions. SINA has also developed 87 units of affordable rental housing to stabilize several deteriorating buildings in key neighborhood locations. However, the SINA housing effort continues to look towards developing homes for homeownership.

SINA is also administering a program to encourage institutional employees to buy housing in the neighborhoods that constitute the south end of Hartford. The Homeownership Incentive Program (HIP) is a simplified version of SINA's 1981 housing incentive program and was modeled after similar initiatives at other anchor institutions. Eligible employees of the hospitals and the College receive \$10,000 from their employers in down-payment assistance to purchase homes in the south end neighborhoods of Hartford.

Economic Development – SINA's early ventures in economic development focused on compiling the purchasing directory and the development, with several partners, of El Mercado, as described above. These initiatives were followed in 1998 by the creation of the Jobs Center. SINA collaborated with HART, and later a local nonprofit, the Puerto Rican Forum, to develop and operate an employment center to train residents and link them to jobs in the hospitals and the College. Residents were trained in a variety of job skills that matched employment needs at the institutions. A first source agreement for selected categories of entry level jobs gave the Jobs Center two weeks to fill jobs before they were advertised more broadly. This program ended around 2003 as the workforce development model shifted to a more centralized "one stop" system.

In 2016 SINA completed an economic development plan for the neighborhood. The main strategic initiatives of the plan revive features of earlier programs. In 2017 SINA will play the role of "Job Navigator" to match job-ready residents to entry level job openings in the institutions. SINA will also explore the feasibility of developing a purchasing program to identify qualified vendors and train them to do business with the institutions.

Work with Public Schools – Ivan Backer, who was hired as SINA's first full-time executive director in 1979, writes in his memoir, *My Train to Freedom*, "Education, especially the preparation of students in elementary and secondary schools, was particularly important to all three SINA institutions." (Backer, 2016) Ivan identifies the specific self-interest for each institution as the desire at Trinity College to enroll well-trained students and at the hospitals to have a supply of well-educated job applicants who could be trained to do technical work and patient support. SINA involvement in the public schools continues to this day. The aforementioned Scholar of the Month program was instituted in 1982. In 1988 SINA developed a program at the Betances School in collaboration with its dynamic principal, Edna Negrón. Eventually this led to the establishment of school-based medical and dental clinics at that school. In 1994 SINA developed the Bulkeley High School Connection which enabled students interested in health and STEM-oriented careers to shadow professionals at the institutions. The program also invited speakers from the institutions to address students on aspects of their jobs and their training. This program

later added mentoring and tutoring components as well as a scholarship program for students interested in pursuing higher education. SINA has also supported science education in the public schools by helping to organize the city-wide science fair, known as the STEM Expo. SINA provided prizes and logistical support, but perhaps its most important contribution was in recruiting over 50 professionals from its member institutions to serve as judges. This program was discontinued at the city-wide level due to school funding cutbacks but continues at a local elementary school.

Infrastructure Projects– SINA has been successful at directing the investment of city and state funds into streetscaping programs that include street and sidewalk repaving, replacement lighting and the installation of monuments. These projects have benefited the commercial corridor and other major corridors and entrances to the neighborhood. SINA has been able to leverage these funds not only through advocacy and relationship building but also by using its own resources to organize merchants and residents and to hire designers to work with them and translate their vision into compelling and persuasive plans and designs.

Community Engagement – Since its creation SINA worked jointly on projects with Hartford Areas Rally Together (HART). After a steady decline in its activism, HART closed its doors in 2015. For years,

Frog Hollow activists saw their ability to organize and unite residents around common causes diminish in strength. The demise of HART put an exclamation point to the loss of this important community capacity. Whether a cause or effect, during HART’s decline, the community saw a decrease in its civic engagement. Civic organizations such as baseball teams, block groups and crime watches disappeared from the neighborhood. Nonprofit service organizations that had been in existence for many years shut their doors for lack of funding. In the face of a growing drug trade, there was increasing distrust among residents.

Neither SINA nor its member institutions had ever needed to consider the effects of a loss of civic capacity in the neighborhood. This was a new situation and it called for a response. SINA created a community engagement initiative in 2015. The goals of this initiative were to rekindle trust and strengthen connections between neighbors, increase civic participation and identify neighborhood leaders.

As SINA works to restore this eroded community capacity, it is focusing on engaging residents around quality of life issues. Residents identify safety and security as the over-riding quality of life issue in the neighborhood. SINA is now working with residents and with police to create stronger bonds between them in order to address the drug trade in the area.

Endurance of A Multi-Anchor Partnership Over Time

The following table highlights the endurance of the SINA partnership despite changes in membership and turnover of executive leadership.

Table 1. SINA Partnership Institutions		
Institution	Time Period	Chief Executives During SINA Membership
Trinity College	1978 to present	9
Hartford Hospital	1978 to present	5
The Institute of Living (a behavioral health medical center)	1978 until 2004. IOL Became part of Hartford Hospital in 1994	3 ³⁸
Connecticut Children’s Medical Center	1995 until present	4
Connecticut Public Television	1997 until it moved out of the neighborhood in 2002	1

The SINA multi-anchor partnership has lasted for close to 40 years surviving at least 17 changes in executive leadership in the institutions that support it. In a two year period, 2013 to 2015, the executive leadership of all three SINA institutions turned over. Some institutions have left the partnership and others have joined. Of the five institutions that have supported the SINA partnership, two, Trinity College and Hartford Hospital, have remained since 1978. Two have dropped out, the Institute of Living when it became part of Hartford Hospital, and Connecticut Public Television when it moved to another neighborhood. The CT Children’s Medical Center joined SINA in 1995 and is a current member. The SINA partnership has also survived the changing fortunes of the institutions including, most recently, lost revenues for the hospitals resulting from cutbacks in state reimbursements. The SINA partnership has also avoided potential dilemmas of collective action, such as an institution dropping out to become a free rider.

The SINA multi-anchor partnership has endured through change and adversity for a number of reasons. The obvious ones are results and positive recognition. The partnership’s signature project, Learning Corridor gained national attention and highlighted in a very positive way the role of the institutions in the community and the city. More recently, the homeownership initiative continues to highlight the role of the institutions in the revitalization of the neighborhoods. The SINA partnership reinforces the institutions’ reputations for service and good citizenship.

However, this is not a complete explanation as SINA has had its own ups and downs in terms of production and of its ability to shine a favorable light on the institutions. There are other, less obvious reasons for the institutionalization of the SINA model

Organizational Structure – SINA is governed by a nine-member board of directors, three from each institution. Each institution appoints a member to SINA’s three member executive committee and the position of chairperson has rotated among the three institutions. The board members are drawn from the upper management of the institutions. Most of the board members have a reporting line to the chief executive of their institution. The chief executives attend SINA’s annual meeting and approve its budget. The executive director of SINA meets quarterly with the chief executives of the institutions to report on initiatives, priorities and issues and to hear from the chief executives their priorities and concerns.

This structure has provided continuity through changes in executive leadership at the institutions. SINA board members advocate within their own institutions for the importance of investing in the surrounding community through SINA.

³⁸ Estimate based on available documents

Another organizational feature is the existence of a committee that brings employees from the hospitals and the college together with community volunteers to work in the school system and to provide recognition to community leaders. The Recognition, Education, Achievement and Community Health (REACH) Committee allows employees of the institutions to have direct involvement with Hartford school children. As members of the REACH Committee they give out scholarships to high school seniors and participate in organizing science fairs. REACH Committee members also give out community leadership awards every year and thus come to know many of the outstanding activists and leaders in the community. This results in another set of advocates for SINA's work within the institutions.

It should be noted that one advantage of this structure is that it creates channels of communication between the institutions below the executive level. Board members often coordinate charitable giving, public relations and security concerns through conversations that start at board or REACH Committee meetings.

Efficiencies Gained Through Sharing Costs – The institutions have demonstrated their commitment to revitalize the community by investing in the construction of homeownership housing and other brick and mortar projects. These projects call for a specialized staff that possesses skills and training not related to the core work of the institutions. The SINA partnership allows the institutions to pool their resources to hire seasoned professionals in the various disciplines related to community development.

Ability to Leverage Resources for the Neighborhood– SINA guides resources from a variety of sources to the Frog Hollow neighborhood. Because it is a nonprofit SINA has been able to raise project funds from city, state and federal sources as well as from philanthropic organizations such as the Aetna Foundation and the Greater Hartford Foundation for Public Giving. It also accesses construction financing from community development intermediaries such as the Local Initiatives Support Corporation and the Leviticus Fund. A number of private corporations, including Travelers Insurance Co. and Eversource, support SINA projects through the purchase of state-sponsored tax credits. The institutions can take credit for this leverage because SINA presents itself as an expression of an institutional partnership.

Conclusion

The SINA institutions have invested in the development of their surrounding community for close to four decades. Their partnership has resulted in the construction of one of the largest redevelopment projects in Hartford history, the Learning Corridor. It has converted vacant land and significant numbers of houses that had fallen into disrepair into homeownership opportunities. The partnership has been able to hold together despite changes in executive leadership in the institutions. It has even survived the exit of two institutions. By institutionalizing the partnership in a nonprofit organization, SINA, the institutions have created a long-lasting expression of their commitment to the well-being of neighborhood residents as well as their own staff, students and patients.

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Queen's University – An Anchor Institution in Belfast, Northern Ireland

Tony Gallagher, Queen's University

Anchor institutions are normally defined on the basis of four core criteria. The first is scale as anchor institutions are large organisations within their own context. Second, since part of who they are is dependent on where they are, they have an enduring commitment to place and can normally be relied upon never to move. Third, they are a key economic driver in their region and community, either as a direct employer or as a consequence of the activity they undertake (Smallbone et al., 2015; Birch et al., 2013). And fourth, in the particular context of Belfast, they also provide international connectivity. Universities provide additional qualities as anchor institutions, on the basis of their distinct mission and purpose. Research and teaching are the core activities of universities and in consequence, provide a steady supply of graduates, many of whom will contribute to local economic development. While we normally attend to the academic impact of research, increasingly there is recognition to the economic and social impact of research. In addition, universities with a distinctive regional mission can play a significant civic role and can contribute to social cohesion, not least through widening access to educational opportunities.

Queen's University displays many of the characteristics above as an anchor institution in Belfast and Northern Ireland. It was founded in 1845 as part of the Queen's University of Ireland, with constituent colleges in Belfast, Cork and Galway. There was some pressure at the time for the Cork and Galway colleges to be established formally as Catholic colleges, while Belfast would be established as a Presbyterian College – Trinity College Dublin already operated as an Anglican College. Ireland was, at that time, administered by Dublin Castle and the prevailing mood there was to resist this any attempt to give the Queen's Colleges a religious character. In 1832 Dublin Castle had laid the basis for a National School system in Ireland, and despite asserting the ambition that the schools would be open to children of all denominations and operated in partnership by different denominational authorities, they quickly saw this ambition thwarted as the Churches asserted their interest in establishing separate denominational schools (Akenson, 1970). Less than two decades after this failure the Dublin Castle authorities did not want to make the same mistake and so wrote into the charters of the Queen's Colleges that they could not endow any religious activity, train ministers of religion or operate a faculty of theology. This also meant that, uniquely in Ireland, none of the Colleges were allowed to build a church or chapel on their grounds. Over time elements of this proscription melted away or were amended, but Queen's Belfast still does not operate a religious test for any of its activities, and thus does not provide any denominationally specific programs, and still does not have a church or chapel. The University does not directly employ chaplains, but recognises chaplains employed by their own churches (Beckett and Moody, 1959a, 1959b).

There is an extant map of Belfast from the 1870s which shows the then still small city ringed by a set of social institutions that were, perhaps, typical of late Victorian Britain: the map shows a railway station, a military barracks, a court house, a gaol, a lunatic asylum, a workhouse for the poor and the university. Today only the university survives, with faculties now spread all over the city, but still all connected to the original building, in its original location. Queen's University has always been a global university, with links and partnerships all over the world, but its heart and soul is still to be found in its original location in south Belfast (McCreary and Walker, 1995).

In 1909 Queen's Belfast was accorded independent degree awarding powers and became a University in its own right. As Northern Ireland developed an increasingly separate political character from the rest of the island of Ireland in the looming crises of the early twentieth century, Queen's Belfast became an ever more important part

of the newly emerging Northern establishment. This role was reinforced once the island was partitioned in 1922/23 and the University became one of the connecting points between business and community interests, and the unionist political establishment. The University placed a particular emphasis on applied science, technology and engineering, and contributed to the growth of industry in Belfast in the latter part of the 19th century and beyond. It has continued to make a significant impact on its city and region, though that impact has changed over time, not least because the political verities of Northern Ireland have also changed over time. It was not until the 1960s that significant numbers from the Catholic minority in Northern Ireland attended Queen's and many of them went on to provide the political leadership of the civil rights movement that preceded the years of political violence from the 1970s onwards. In the 1980s the University was subject to claims of religious and gender discrimination, and was obliged to undergo some significant soul-searching to ensure that its recruitment and employment procedures were fair. This included the establishment of a detailed monitoring process to ensure the university's aspiration to fairness was matched by its practice (Osborne, 1994; Clarkson, 2004).

The current context of Queen's highlights its significant economic and social role for Northern Ireland. An analysis of its impact by Universities UK, using 2012-13 data, showed that Queen's Belfast had an annual turnover of £289 million, taught 22,700 students and employed 3,300 staff. The indirect economic impact of the university generated an additional 3,858 jobs, while student spending generated a further 3,088 jobs: thus, the direct and indirect employment impact of Queen's was to generate some 10,250 jobs. The wider economic impact of the university is illustrated by the fact that, for every £1 million of university spend, an additional £1.34 million spend is generated in the UK economy, and £0.89 million of this has a direct impact in Northern Ireland. Taking the scale of the university's economic activity, including the consequence of student spending, UUK estimated that Queen's has a total economic impact of £988 million. An alternative method for assessing economic impact is to use gross value added (GVA) as a measure of productivity: on this measure Queen's generated £460m in GVA in 2012-13 (Universities UK, 2014).

The measures above reflect the wider economic impact of Queen's, largely on the basis of the scale of the organisation. In addition Queen's provides a steady stream of high quality graduates, many of who go on to take leadership positions in every facet of life in Northern Ireland, including politics, business, public service and the third sector of voluntary and community organisations. Many UK cities, particularly in the north of England, suffer from the magnetic attraction of London as young graduates gravitate towards the greater opportunities, and higher earnings, available in London and the south east of England: Northern Ireland does not seem to be affected by the same process as the majority of local graduates settle and stay, thus adding to the potential human capital of the region.

Beyond this, within higher education in the United Kingdom there has been more formal recognition of the wider social and economic impact of research. This is largely predicated on the view that, as the UK government continues to provide significant funding to support research in universities, society should derive some tangible benefit from this public investment. This has been institutionalised in the Research Excellence Framework (REF), an exercise carried out every six or seven years to assess the quality of research carried out in every university in the UK¹. Each discipline in each university is assessed through this process, and each university receives an overall grading depending on the performance of its constituent units. The outcome of this process contributes significantly to the reputation of the universities and, inevitably, the production of 'league tables' of research performance. More prosaically, it also establishes the level of research grant: a formula using the number of academics returned in the exercise in each unit and the grading profile of the unit, determines the research grant allocated to each university until the next research assessment exercise is completed. Up to the 2014 REF the assessment of research quality had been based on its academic impact: this was measured using a number of metrics, including external research grant income, the number of postgraduate research students

¹ <http://www.ref.ac.uk/>

graduated during the period, the quality of the research environment and support provided by the university, and an assessment of the quality of research papers published by each member of staff using a peer review process. For the 2014 REF exercise these criteria on academic quality were extended, but an important addition was the use of a set of criteria for the social and economic impact of research². We will examine the various ways in which these types of impact are currently codified in the UK and give some examples of the way some of these are realised by Queen's.

Academic Impact

Traditional academic impact has always played a key role in the various research assessment exercises in the UK, with this defined in general terms as the way research has contributed to worldwide academic advancement and the health of academic disciplines: reputation, based on professional judgement, plays a crucial role in this process, and while there has been pressure to move towards a more metrics-based system, it is likely that professional judgement and peer-review will continue to play a central role in the assessment of the academic quality of university-based research.

In addition, the criteria for academic impact include more specific measures such as the development of innovative methodologies, equipment, techniques, technologies and cross-disciplinary approaches, though there has been criticism that the procedures used in the assessment exercise place too much emphasis on disciplines and make it harder for cross-disciplinary or inter-disciplinary work to flourish. Other measures include the role of universities in training highly skilled researchers, improving teaching and learning, and enhancing the knowledge economy through capacity building particularly in new and emerging technologies.

Social and Economic Impact

The new criteria on social and economic impact were used for the first time in the 2014 Research Excellence Framework. Perhaps not surprisingly, many found the focus on economic impact to be more straightforward to identify and measure, if only because its bottom line is, in a sense, 'the' bottom line and can be measured in terms of cash. Thus, for example, the economic impact of university research was seen as including the exploitation and commercialisation of knowledge, through knowledge transfer, and cooperation with industry to produce spin-out or spin-in companies. The measures also include the role of universities in attracting investment in research and development, and in a place like Northern Ireland, their role in attracting foreign direct investment into the region. More generally the measures also include the role of university research in promoting wealth creation, economic prosperity and regeneration.

A wider set of criteria were identified as relevant to assessing the social impact of university research. For the present paper it is possible to locate these in four categories, relating to the social environment, the cultural and physical environment, organisational capacity and the role of research in policy.

The first category highlights the role of university research in improving health and well-being, but it also encompasses the wide remit of improving social welfare. In what was probably a reflection of contemporary political and social affairs, other measures here included the contribution of university research to promoting social cohesion and/or national security. The second category of measures focused on environmental issues, generally defined, and included work which enhanced cultural enrichment and the quality of life, and the more specific area of environmental sustainability, protection and impact.

² <http://www.rcuk.ac.uk/innovation/impacts/>

The last two categories reflected the potential impact of university research on organisational capacities, both practical and intellectual. The third category included work enhancing the effectiveness and sustainability of organisations, including public services and businesses; and work which enhanced the research capacity, knowledge and skills of public, private and third sector organisations, or which helped to change organisational culture and practices. The fourth category concerned the potential impact of university research in promoting the use of evidence-based policy and its influence on public policies more generally. This also included its role in increasing public engagement with research and related societal issues.

The Impact of Queen's University

We have pointed to some of the impact of Queen's above, but for a more specific assessment of its role as an anchor institution it is possible to explore this at a number of levels: its impact in south Belfast, its local area; its impact on the city of Belfast more generally; its impact on Northern Ireland; and its impact more globally.

The impact on Queen's on south Belfast is immediate and direct, and largely devolves from its role as a significant employer and generator of economic activity, whether this is from staff or students. As we noted above, Queen's has about 3,500 staff, but the scale of its activities and the consequence of staff and student spend, is to generate thousands more jobs, many of which are located in south Belfast. But the local impact goes beyond this: although south Belfast generally is one of the more affluent areas of the city, there are areas of significant social disadvantage, and Queen's has worked closely with the South Belfast Partnership Board (SBPB³) in support of its efforts to promote economic and social regeneration. Apart from the indirect consequences of employment and service opportunities created by the University's major capital programs of the past decade, and continuing, Queen's has supported the SBPB in developing a heritage trail and tourism opportunities, and has contributed to local efforts on enterprise and business development.

One specific initiative worthy of special mention arose from the work of a postgraduate research student who was researching the legacy of conflict on inner-city Protestant areas and found little or no engagement between these areas and the University, even in an area that was, literally, only a stone's throw from Queen's. The student encouraged some academics to open a dialogue with some community leaders from these areas, including some former paramilitary leaders, which highlighted the importance, to these communities, of education as a route to social mobility and opportunity. These discussions lead to a three-way partnership between a local community, the University and the Students' Union, to establish a Homework Club⁴, serviced by volunteer students to support school students from this area in their school work. A further supportive link was established when the school many of these students attended was included in the Widening Participation Program of the University which seeks to enhance awareness, and hence participation, of non-traditional entrants to higher education.

For the city of Belfast more generally a close relationship has been developed between the University and the Belfast City Council in order to identify alignment of priorities in order to seek synergies in achieving these mutually beneficial goals. Not the least of these is the role the University can provide in enhancing the international connectivity of Belfast, though its international partnerships and relationships, the role of research and graduates in supporting inward investment, and its contribution to the life of the city by attracting international staff and students to work and study in Belfast.

We have already highlighted some of the economic impact of Queen's on Northern Ireland above. This remains crucial in a region which harbours few natural resources and hence has to focus on the knowledge economy if it is to promote economic growth (NISP Connect, 2015). Invest Northern Ireland, the main government office

³ <http://www.southbelfast.org/site/Home.aspx>

⁴ <http://www.gubsu.org/VolunteerSU/Opportunities/HomeworkClubs/>

promoting foreign direct investment in Northern Ireland, makes a significant play of the fact that Northern Ireland has a large pool of well qualified graduates as a resource for new investors⁵. In addition, the two universities and six further education colleges (roughly equivalent to community colleges in the US) can be responsive in a numbers of ways in supporting the skills needs of new companies and investors.

More generally Queen's has identified a number of key areas where it is carrying out world-leading research which at the same time has a significant local impact. Four of these are perhaps particularly worthy of note. First, major investment in health science research, allied to partnership with local health providers, has allowed Queen's to develop the capacity to carry out research into drugs and treatments across a range of areas, take this forward through trials and apply them in clinical settings⁶. Second, a partnership between Queen's, Ulster University and local government has developed a Science Park on the site of the old shipyard in Belfast: Queen's located its Centre for Secure Information Technologies (CSIT) in the Science Park and provides world-leading research on cybersecurity⁷. Third, work on conflict transformation and social justice is now being taken forward by the Senator George J Mitchell Institute for Global Peace, Security and Justice⁸: this initiative derives from academic responses to, and engagement with, the violent political past in Northern Ireland, but now addresses these issues in conflicted societies globally. Fourth, Queen's has developed a world-leading role in food safety and security which has highlighted not only issues related to the adulteration of food we eat, but also highlights significant strategic implications for agricultural policy and the food industry⁹. Each of these major initiatives involves investment in global excellence with local impact, with a special focus on research with potential for a major impact on society.

Social Charter

This last point relates to a particular priority of the current Vice Chancellor and President of Queen's University, Professor Patrick Johnston, that is, his commitment that the University continues to make a positive impact on society. In policy terms this priority is being led by a new Public Engagement Office and is planned to be consolidated through a social charter which codifies the civic and social contribution of the University¹⁰. The activities to be included within the charter will encompass a wide variety of areas. At the time of writing a final draft of the social charter was not yet available, but it is likely to include a commitment to supporting research with a distinctive social and economic impact on society locally and globally, with specific support for staff and postgraduate students in developing new methodologies for research and dissemination in order that greater social and economic impact is more likely.

The Social Charter is likely to focus attention on a number of areas of education, including the Science Shop, a 25 year initiative which acts as a brokerage between community and students by matching projects which local community groups need for their lobbying and advocacy purposes, and projects which students need for the undergraduate or postgraduate studies: the students receive an opportunity to carry out projects in real-world settings, while the community organisations benefit from having high quality research findings they can use as part of their own work to improve the quality of life in their areas¹¹. Also within the education agenda will be a commitment to widening access and participation through engagement with schools which traditionally have not

⁵ <http://www.investni.com/invest-in-northern-ireland/our-economy/key-facts-and-figures.html>

⁶ <http://www.qub.ac.uk/Discover/About-Queens/Global-research-institutes/TheInstituteforHealthSciences/>

⁷ <http://www.csit.qub.ac.uk/>

⁸ <http://www.qub.ac.uk/Discover/About-Queens/Global-research-institutes/TheSenatorGeorgeJMitchellInstituteforGlobalPeaceSecurityandJustice/>

⁹ <http://www.qub.ac.uk/research-centres/InstituteforGlobalFoodSecurity/>

¹⁰ <http://www.qub.ac.uk/directorates/MRCI/PublicEngagement/>

¹¹ <http://www.qub.ac.uk/sites/ScienceShop/>

sent many students to university, and support for student volunteering¹². Most of the student volunteering is organised through the Students' Union, but formal accreditation for this can be achieved through the 'Degree Plus' program of the University, which recognises additional activities carried by students while they are at Queen's and acts as a supplement to their Degree once they have graduated. In addition, the Students' Union links volunteers to national accreditation systems, including the Millennium Volunteers awards.

The research and education agendas of the University are likely to be brought together in a commitment to promote democratic culture and practice by creating spaces for conversations on some of the difficult and controversial issues that have to be dealt with if Northern Ireland society is to move beyond the legacy of years of political violence in a safe and secure way. One of the traditional 'coping devices' in Northern Ireland lies in shrouding such issues in silence, but while this may have served a function of maintaining a level of safety and civility in conditions of political violence, it acts as a barrier to social progress in the conditions of peace (Gallagher, 2004). As we have noted, the University is already a place where a significant corpus of research on issues related to peace, conflict resolution, conflict transformation and social justice has already developed, so it seems natural and appropriate that spaces should be created to allow members of the University community and beyond to engage with these issues in a safe and constructive way.

Three other areas may feature in the Social Charter as each represents a significant area of activity within the University with a significant impact on society. As a large organisation in its own right, and one that has invested significantly in new capital and plant, the University has demonstrated a commitment to a Green future through sustainable development and design for all new buildings. In addition, a significant body of research on sustainable technologies is being carried out in the Engineering Schools. The issue of scale can be seen also in the direct support for economic growth and business development in Northern Ireland. The William J Clinton Leadership Institute has significantly enhanced the capacity of local private and public sector organisations¹³. Though such initiatives as design clinics run by the University for Invest Northern Ireland (INI), Chief Executives' Club and the innovation workshops and masterclasses run through the InterTradeIreland program, there is a wide ranging and extensive program of activities to support small and medium sized enterprises in Northern Ireland. Furthermore, Queen's is one of the most successful universities in the UK for knowledge transfer and spin-out initiatives, while the capacity of the University to engage with the local Department of the Economy has played an important role in attracting foreign direct investment to Northern Ireland as a further leg of the strategy for promoting employment and economic growth.

The social charter is also likely to underpin the University's relationships with Belfast City Council and its commitment to making a positive impact on the city of Belfast. Alongside other local Councils in Northern Ireland, Belfast has recently received additional powers, particularly in planning, and there is a common interest between the Council on University at a time when the City is seeking additional investment and the University is seeking to expand its cohort of international students. The potential for positive collaboration goes far beyond issues or bricks and mortar: Belfast is a small city, but one with a young, highly educated population, and hence a high gross value-added, or productivity, potential. Both partners have an interest in improving the public realm, promoting a 'greener' city in which cycling and public transport play an increasingly important role, and promoting a connected city, locally and globally. The relationship between the University and the City has always been strong but there is the potential to make this even stronger, for mutual benefit.

¹² <http://www.qub.ac.uk/directorates/sgc/wpu/>

¹³ <http://www.leadershipinstitute.co.uk/>

Conclusion

Anchor institutions are large, committed to place and are significant economic drivers in their own regions. In addition, in Belfast anchor institutions, such as universities, also play a key role in providing international connectivity for the city. In this paper I have explored the historic role of Queen's University Belfast as a key anchor institution, both historically and in the present. The local impact of the University is realised through its routine operation as a large-scale organisation, through its role in attracting high quality international staff and students to work and study in Belfast, the role of education in promoting access and opportunity, and the impact of its research in encouraging economic growth. In the wider context of higher education policy in the United Kingdom, the paper has also highlighted the social impact of Queen's across a wide range of domains. In the middle of the 19th century Belfast was a small city, but it grew rapidly during the industrial revolution and became a world-leading site for ship-building and associated engineering activities. These traditional industries are long since gone, but a new city is emerging, aided by the opportunities provided by the end of political violence and the peace process (Connolly, 2012). Queen's was founded in the early years of the city's development and has grown up with the city. Queen's has always played a key role in the city, even though that role has evolved and changed over time. Currently the leadership of Queen's is committed to promoting research and education which makes a major impact on society and is developing ways in which this can be built into the strategic framework of the University. In that way its role as an anchor institution will be underpinned and enhanced.

There are two caveats to this ambition. The lingering effects of the 2008 crash has produced a series of budget cuts in the level of public grant to higher education generally and the University has had to find ways of dealing with a new fiscal environment and public debate over the shape of a sustainable funding model for higher education into the future. More recently, the results of the Brexit referendum and the likelihood that the United Kingdom will leave the European Union has created a period of significant uncertainty. This is likely to have further significant budgetary consequences, not least because UK universities had achieved significant success in winning research income from EU sources. But perhaps the bigger impact lies in the possibility of restrictions on the international ambitions of the University. A significant factor in the referendum result was a popular mood against immigration and, in its aftermath, the status of foreign nationals working in the UK remains somewhat uncertain and more restrictive measures have been focused on international students. As has been emphasised many times in this article, a key part of the local role of Queen's as an anchor institution lies in the international connectivity it provides for the city. Maintaining this contribution is likely to be a continuing struggle in the coming years.

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Managing by Measuring: Evaluating the Impact of Anchor Institutions

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Introduction

Colleges, universities, health systems, and arts and culture institutions are anchoring their communities through a new era of civic engagement; including investments in policies, people, places, and ultimately the public realm. Of particular note is a trend among America's universities that are taking a bedrock belief that the relationship between a community and its local higher education institution is inextricably connected, and intentionally putting into it into practice.

Because campuses, communities, and socio-economic-political conditions are highly localized and contextualized, there is not common application of practices for each and every anchor institution. And, while being developed in their local context, they should also be developed with a goal of shared benefits. At their best, anchor institutions engage by strategically focusing their financial, intellectual, and human resources to create healthy working relationships with the local neighborhood stakeholders with a mutual aim of addressing a community's needs in the physical, economic and social infrastructure. According Meagan Ehlenz, assistant professor of urban planning at Arizona State university "the most transformative revitalization efforts move beyond one-time investments; they find intersections between a university's standard business practices and policies such as purchasing, vendor contracts, and hiring policies, as well as a community's assets and needs including neighborhood businesses, local workforce, and entrepreneurship resources." (Ehlenz, 2015)

Anchor Institutions as a Movement

The field of university civic engagement is relatively young, with its roots in theory and practice planted into the mid-1980s, an era coincident with a decline among many inner-city neighborhood and communities. Many urban universities are located in such communities and passively observed their surrounding neighborhoods deteriorate resulting from increased in crime against people and property, disinvestment in public schools, infrastructure, residential and commercial building, and the overall decline in middle-income middle-class jobs and social structure. The fact that this was harming the institutions did not go unnoticed; it was considered a serious threat

both to the investments in a campus' fixed assets, but also its overall reputation. (Perry, Wiewel, and Menendez 2009; Perry and Wiewel 2005; Rodin 2005).

Many urban universities in cities such as Philadelphia, Chicago, Baltimore, Cleveland, New York City and Los Angeles were still grappling with the lessons learned from urban renewal, and the role it played in enabling rapid university expansion which created negative consequences for local residents, and was in many cases the original sin of town gown relations. This era was one in which cities in general were knocked back on their heels, were sorely lacking funds for community and economic development, and so as these times demanded a new approach to inner city revitalization; we have seen several cases studies in which it was the university's engagement with their local communities first through trust building via enhanced transparency and open dialogue about institutional decision making, and then in creating a culture in which university resources would be expended to find solutions to urban ills that successfully meet the needs of both institution and local neighborhood. (Harkavy 2006; Benson and Harkavy 2000).

There is a growing body of literature dedicated to the study of anchor institutions, including those from academic scholars at institutions such for example the Democracy Collaborative born out of and formerly house at the University of Maryland (Dubb, McKinley, and Howard 2013; Guinan, McKinley, and Yi 2013; Axelroth Hodges and Dubb 2012; Dubb and Howard 2012) and the University of Pennsylvania's Penn Institute for Urban Research (Ehlenz, Birch, and Agness 2014). In addition, several think tanks regularly study, publish, convene and advocate around the topic, including the Initiative for a Competitive Inner City (2014; 2002) and Anchor Institution Task Force (2010-2016). Finally, the anchor institutions themselves, universities such as Penn, Harvard, Columbia, Johns Hopkins, to name a few, regularly undertake their own research and analysis to produce reports measuring their impact on the local economy, community benefits, and generally summarize their investment and commitment as anchors.

CASE STUDY: Measuring The University of Pennsylvania's Strategic Investment in Community and Economic Development

The University of Pennsylvania has been located within an inner city neighborhood known as University City; west of the Philadelphia's Central Business District, since 1872. Like other inner city neighborhoods near urban universities witnessed the disruptive effects of the period of urban disinvestment of the 1970s and '80s. This included rising crime against people, including the murders of two members of the university community in 1994 and 1996; swaths of property abandonment; increasing rates of unemployment and poverty, and an alarming trend in declining education attainment from students enrolled in local public schools. Penn's administration responded with a comprehensive five point strategy for stabilizing the community in the short term and making long term investments in neighborhood revitalization, (Rodin 2007; Kromer and Kerman 2005) that included:

- *Making a local investment in public education:* Penn collaborated with the School District of Philadelphia and the teachers unions in creating and building a new neighborhood-based public K-8 school. Penn donated the land, managed building construction, helped develop the curriculum, and pledged \$800,000 in annual operations support to the District-run school from 2002 until 2022). Since opening, this university-assisted elementary school is considered the gold standard public school in the School District and maintains a diverse student. *Supporting employee housing:* Penn provided incentives to its employees to purchase or rehabilitate homes within the larger West Philadelphia section of the city for the purpose of increasing the percentage of homeownership in a community dominated by apartment and home rentals. The theory was that homeownership could have a stabilizing impact at a time when disinvestment was increasing, and to date more than one thousand university faculty, doctors, research and staff have participated in this program. In addition, Penn purchased and rehabilitated multifamily property that were either not up to code, or abandoned and through new investment, have added 400 rental units, (housing up to 580 individuals) that previously were substandard.

- *Promoting a safe and clean environment:* Penn add more officers to its division of public safety, as well as enlarged its patrol zone. Along with other institutional partners, it formed the University City District, a special district charged with supplementing municipal services with public space and tree maintenance, additional street lights and signage, and district campaigns to brand the area and attract visitors and customers to local businesses.
- *Engaging in commercial development:* The land use around campus was primarily surface parking lots and underperforming retail, and so Penn’s real estate department strategically converted this into more lively and urbane spaces with mixed use development. On some projects Penn was the developer, while in others Penn partners with the private sector to co-invest with the university, or to lease land from the university in which they would take on the risk and reward of design, construction and operations.
- *Building economic inclusion:* Penn’s strategic approach to economic inclusion is divided into three main disciplines: 1) “Buy West Philadelphia,” a program that focuses on university purchasing from local and independent businesses and service providers; including providing capacity building and training for being a Penn supplier; 2) Capital campus projects valued at \$5 million or more would certify that twenty-five percent of the construction contracts were awarded to minority, women, veteran or disabled-owned companies, and 3) Local hiring and skills development, in which the university conducts outreach to connect, and prepare, local residents for employment opportunities at Penn.

Evaluating Outcomes: Congratulations, You’re An Anchor Institution! Now What?

Penn’s investment in University City began 20 years ago as a reaction against the negative forces pushing against the institution, and the fear factor among its Trustees, administration, faculty, and alumni that the university, without serious intervention, was marked for serious decline. Additionally, the lack of trust among local residents regarding university expansion plans and capital investments was an inheritance from a different era. Civic groups and individuals believed that Penn made decisions exclusively for the benefit of the institution, at the expense of the living in its shadow. At worst, the university was labeled as “self-interested,” and at best; labeled as with “enlightened self-interest.”

However, by 2016, the university’s 20 plus years of consistent and intentional practices as an anchor are widely considered an example of a how a university can lead and support neighborhood revitalization. (Bromley 2006; Perry and Wiewel 2005).

As a staff member in the Office of the Executive President, Penn’s central administrative unit with responsibility over neighborhood initiatives, I proposed that Penn, like any entity engaged in, or invested in, community development (e.g. municipal planning agency, foundation, private non-profit, financial institution) there is a need to regularly assess a return on investment. For anchor institutions measuring and evaluating outcomes of their initiatives should be a general management principle, and utilized as an effective tool for providing decision makers valuable information. However, anchors are unique in that its quantitative investments such as money spent on real estate development may not be designed to generate an immediate financial return, but rather a quality of life result such as lower crime. Whereas qualitative investments in having Penn staff design and execute a local workforce development training can generate quantitative results such as jobs and personal income.

It was with this in mind, plus lingering such as: “What have we learned? What are our best practices? What were the unintended consequences?” And, most importantly, “What comes next?” that it was decided that the office would undertake two types of analysis. The first would be an internal review of the five tactical areas of neighborhood initiatives and collect both quantitative and quality results. And the second would be to use the US Decennial Census as a proxy for evaluating neighborhood change over time. And because Penn’s initiatives began in earnest in the early to mid-1990s, the decision was made to create a longitudinal study of neighborhood change inside University City, which was believed to yield valuable data points and examine trends that lined up

with key milestones in Penn's investment. For example, Penn's investments in neighborhood revitalization began in earnest in 1997, and so the 1990 Census would illustrate the baseline social statistics before any investments. The 2000 Census would capture any short term impact from the 90's investments, and the 2010 Census would capture the most current data, but also provide the end point for twenty years of data and reflect the initiatives at their most mature state.

A dashboard would analyze internal data, at a high level, to reflect the university's expenditures and efforts into the five branches of its neighborhood initiatives, and calculate the results generated.

The analysis of neutral data from the US Census by a third party would create the opportunity to establish a potential framework for anchor institutions to evaluate their impact. Penn, the analysis was important because the impact of its work, and evaluate both successes and unintended consequences around neighborhood change. And just anchors exist in a highly localized context, and there are no hard and fast rules that apply to the entire field, the same could be argued around measurement and evaluation.

This measurement also provides data that leaders of individual areas, as well the Executive Vice President, who presides over all the areas, need to ask the right questions, make the right decisions, and plan for the future based on objective information.

Creating the Internal Dashboard and Benchmarking Penn's initiatives

For this study the years of 1996 to 2000 were selected as they demarcate the "before" and "after" for assessing Penn's local engagement. It was in 1996 that encroaching crime on Penn's campus increased to troubling levels and was believed to be symptomatic of other social and economic factors such as blight, disinvestment, vacancy, crime, poor educational attainment, and poverty, that the university developed its neighborhood initiatives led by a centralized administrative plan including five interlocking community development strategies; with the goal of stabilizing the negative socio-economic trends in University City.

The below dashboard evaluates at a high level the performance of individual *Initiatives*, including up to two priority tactics. Any Penn activities prior to the years 1990-2000 is defined as "before" with "after" capturing the most recent data available. An objective reading of this dashboard indicates the *Initiatives* met their stated goals, as there are positive trends across public space management, public education offerings, retail amenities, homeownership, and economic opportunities.

Figure 1. Neighborhood Initiatives Summary

Neighborhood Initiatives Summary					
Initiatives	Priority Tactics	Prior Status	Recent Status	% Change	Result
Neighborhood Services	Crime Incidents '96-'12	1,589	797	(50%)	↓
	Safety Personnel '96-'10 (UPPD and Allied Baron)	269	618	129%	↑
University City Housing	Owner Occupancy as % of All Housing Units '00-'10	17%	19%	2%	↑
	Penn Home Ownership Services Cumulative Participants '98-'10	61	987	1,518%	↑
Economic Development	Minority Construction Hiring '99-'12	26.9%	25.3%	(1.6%)	↔
	Minority Contracting: Construction '99-'12	33%	39%	6%	↑
	Local Purchasing Spend as % of Total Spend '98-'11	11.7%	13.3%	1.6%	↔
Commercial Development	Retail Sq. Ft. '99-'10	300,000	412,000	37%	↑
	Retail Sales per Sq Ft. '99-'10	\$260	\$400	54%	↑
Public Education K-8 in University City	K-8 Schools	3	4	33%	↑
	Pupil/Teacher Ratio '00-'11 (National Center for Education)	17.3	14.8	(14.7%)	↓

Quantifying and Interpreting Neighborhood Change 1990-2010

In 2013 the Office of the Executive Vice President retained Meagan Ehlenz, then a PhD candidate in city planning from Penn’s School of Design, to serve as a researcher to examine the United States Decennial Census from 1990 -2010 so to observe changes in socio-economic conditions of University City. The direction was to examine raw data in 10 categories for identifying trends over time, as well as asses any possible correlation between Penn’s community development investments, with that of overall neighborhood change. Dr. Ehlenz’ s analysis suggests that the overall neighborhood improved, but did not gentrify. However, there is an important nuance to this analysis. Because while the neighborhood did not gentrify as a whole, there is a small segment which is defined as the catchment area of the aforementioned Penn Alexander School (PAS) the university-sponsored public K-8 school. And this catchment area experienced drastic change as the blocks inside the school’s catchment grew wealthier, more homogeneous, and more educated, and which is reflected in the changing demographic of the school itself. These upward trends in a small pocket are an outlier from the whole community which continues to experience socioeconomic decline. Dr. Ehlenz is currently an Assistant Professor in the School of Geographical Sciences & Urban Planning at Arizona State University and published her results in an article in the *Journal of Urban Affairs*, September 2015, entitled **Neighborhood Revitalization and the Anchor Institution: Assessing the Impact of the University of Pennsylvania’s West Philadelphia Initiatives on University City.**

**Table 1. Neighborhood Change: Population, Wealth, Race, and Income University City
as a Subset of West Philadelphia**

Characteristic	UCD				West Philadelphia			
	1990	2000	2010	% Change (90-10)	1990	2000	2010	% Change (90-10)
Total Population	45,033	46,193	46,491	3.24%	196,506	203,633	221,081	11.11%
Total White, non-Hispanic	22,677	18,750	22,630	-0.21%	35,003	24,371	29,085	-20.35%
Total Black, non-Hispanic	15,724	17,563	11,111	-29.34%	177,832	165,643	146,402	-21.47%
Total Asian, non-Hispanic	5,091	6,517	8,732	71.52%	6,628	7,540	10,241	35.28%
Poverty rate	30.44%	35.38%	31.67%	7.81%	27.20%	30.20%	32.80%	15.71%
Median household income, adjusted to 2010 \$ (nearest \$100)	\$37,900	\$28,700	\$31,200	-17.68%	\$35,000	\$23,900	\$20,900	-67.46%
Total dwelling units	20,263	20,263	18,282	-9.78%	91,714	88,332	86,352	-6.21%
Vacancy rate	12.50%	16.31%	9.29%	-32.94%	12.60%	14.50%	14.50%	12.67%
Owner-occupied	16.60%	17.60%	16.74%	-6.47%	53.90%	51.70%	45.80%	-17.80%
Renter-occupied	83.40%	82.40%	83.26%	-6.62%	46.10%	48.30%	55.00%	12.81%
Median housing value, adjusted to 2010 \$ (nearest \$100)	\$106,600	\$125,600	\$326,400	206.19%	\$44,400	\$51,600	\$79,600	44.22%

Table 2. Neighborhood Change: Racial Composition and Population Inside and Outside a Catchment Zone

Characteristic	Inside PAS				Outside PAS			
	1990	2000	2010	% Change (90-10)	1990	2000	2010	% Change (90-10)
Total Population	15,878	12,485	13,626	-14.18%	29,155	35,020	32,865	12.73%
Total White, non-Hispanic	9,246	5,235	7,529	-18.57%	13,431	14,284	15,101	12.43%
Total Black, non-Hispanic	3,852	4,611	2,361	-38.80%	11,872	13,103	8,750	-26.30%
Total Asian, non-Hispanic	2,218	1,670	2,496	12.53%	2,873	5,148	6,236	117.06%
Poverty rate	29.42%	30.70%	25.98%	-13.21%	31.10%	38.17%	35.36%	12.04%
Median household income, adjusted to 2010 \$ (nearest \$100)	\$35,600	\$30,900	\$41,300	16.01%	\$38,800	\$27,900	\$27,200	-29.90%
Total dwelling units	7,687	6,956	7,125	-7.31%	12,576	15,121	11,157	-11.28%
Vacancy rate	11.54%	9.76%	7.58%	39.12%	13.08%	29.36%	10.38%	29.60%
Owner-occupied	14.53%	14.99%	17.84%	-3.16%	17.89%	19.13%	16.01%	-18.15%
Renter-occupied	85.47%	85.01%	82.16%	-6.92%	82.11%	80.87%	83.99%	-6.43%
Median housing value, adjusted to 2010 \$ (nearest \$100)	\$123,500	\$154,500	\$334,600	170.93%	\$99,600	\$107,900	\$300,900	202.11%

Conclusion

In summary, Penn’s attempts to collect and organize two types of data to assess the impact of its neighborhood initiatives has generated useful information.

The effort of researching and creating a dashboard allows the university to observe that the original five neighborhood initiatives goals have mostly been met, including: increase educational attainment for the public school students in the community; reeducation of crime and quality of life enhanced; greater supply of retail amenities, many of which are independent and locally owned, more homeownership and greater access to jobs and skills development.

As a counterpoint, utilizing a scholar, as Penn did with Dr. Ehlenz, to evaluate the U.S. Census data of the local area provided equally insightful lessons learned. Dr. Ehlenz quantified how a high quality public elementary school, within an inner city neighborhood, can both dramatically enhance educational attainment while also change the composition of the school and neighborhood in short order. And while Penn has also seen cosmetic and economic changes to its nearby community in way of new retail development, brighter streets, litter removal, and workforce development, this success can prove to be a tactical false positive in that nearby areas just blocks in any direction maintain high crime, crippling poverty, and substandard educational attainment. And while it has been that University City has been gentrified as a result of Penn’s investments, the data included here proves that to be erroneous.

Independent of this analysis, the Pew Trusts report cites University City as one of only eight neighborhoods, out of 22, across the city in which no single ethnicity or race claims majority status. (Pew Trusts, *State of Philadelphia 2012*,)

As universities across the nation are investing in civic engagement as anchor institutions, we are witnessing a national movement; which comes with it an opportunity to develop a methodology for measuring their individual impact. Such a national standard, and associated methodology, is complicated by the fact that each anchor develops strategies colloquial to their own community. However, longitudinally tracking data on two fronts has proven to be a powerful management tool. First, tracking the anchor institutions financial investments expended on programmatic goals, and measuring the outcome of those goals should be routinized. And second, a review of basic social statistics and metrics which measure a community's health over time, such as crime rates, income levels, poverty, homeownership, employment, is a useful practice. Taken together, collecting and analyzing this data has the potential for each anchor institution adopting a standard of measurement for the purpose of tracking data and aggregating these data over time so to paint a portrait of how anchor institutions are fulfilling their role in positively impacting the quality of life in America's cities and towns. Their collective effort can be the foundation of a national advocacy agenda for the role of anchor institutions, and holds the potential for a research project that at a national scale stimulating a deep and honest discussion among the leaders of anchors, policy makers, private, public and civic sector leaders, about the positive impact of anchor institutions when they assume the responsibilities of planning and implementation community and economic development strategies.

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Talent, Innovation, and Place: A More Relevant Research University of the 21st Century

Michael Rao, Virginia Commonwealth University

While the economic development requires many diverse sectors—from corporate giants to non-profits (Auerbach et al. 2013)—it is important to recognize the catalytic role of higher education in building a region's economy. Indeed, the history of research universities around the world is a history of innovation and economic development (Altbach and Salmi 2011).

Research universities—and especially those that are urban located—have a long history focused on innovation and development for their region (Feldman and Desrochers 2010). The mission of a research university is more important than ever in the context of a 21st century economy built on innovation and ideas (Duderstadt 2000). A 21st century research university has to be relevant to the people it serves, including the community of which it is a part (Sharma 2016).

To be successful in the 21st century, a region has to be well-educated and resilient— that's what makes an economy work. And regions where large research universities are present tend to do this best. A study by Federal Reserve Bank in New York found that the strongest predictor of sustained economic vitality in a region is whether or not that region has sustained human capital, like that produced by research universities (Abel and Deitz 2009, revised 2011). The regions that were most productive and bounced back most quickly after the last recession were those that had well-educated and motivated people. More companies relocated there, drawn by the endless line of potential employees. Families stayed in the area for generations, and new families moved in, attracted by the companies headquartered there and the opportunities they created. There are direct links

between increases in population and wages, income, and innovation. Moreover, during economic downturns, these regions could reinvent themselves rapidly and continue to thrive (Abel and Deitz 2009, revised 2011).

Virginia Commonwealth University (VCU) has embraced its role as an anchor institution focused on economic development in the Richmond, Virginia region, by focusing on a combination of three things: innovation, talent, and place.

Innovation

Formed in 1968 by uniting the Medical College of Virginia and the Richmond Professional Institute (Dabney 1987), VCU now enrolls more than 31,000 students, fueled by a significant growth over the past 15 years, with associated economic implications. Its student body is one of the most diverse of any university in Virginia, both in terms of race/ethnicity and socioeconomic background (Niche College Rankings 2016). VCU received designation as a Carnegie Research engaged institution with an academic medical center. Located across two campuses in downtown Richmond, it is Central Virginia's largest employer and is approximately a \$3.83 billion entity.

VCU has been very deliberate in its economic development initiatives for Central Virginia, especially in terms of health care, culture, and community engagement. The first significant initiative is the university's technology transfer arm, called Innovation Gateway. While the university just enjoyed its most productive year, in terms of research and creative activity (Virginia Commonwealth University 2015), the spirit of entrepreneurship is not confined to the faculty alone. Indeed, a survey of VCU students showed that more than half (51%) intend to start their own company someday, and 15% will start a company before they graduate. VCU students started eight companies last year.

The university has also made diverse investments in innovation and in building a burgeoning innovation ecosystem in Central Virginia. Somewhat traditionally (Rothaermel and Thursby 2005), VCU has been the lead partner in a biotechnology park. But uniquely, VCU has been building on its distinctiveness.

One example is the da Vinci Center, which is an interdisciplinary innovation and entrepreneurship graduate educational experience for students from the schools of Business, Art, Engineering, and Medicine (VCU da Vinci Center n.d.). Through the center, interdisciplinary design teams work with industry partners such as Pfizer, the Commonwealth Center for Advanced Manufacturing, Kimberly Clark, and DuPont to solve real-world problems those companies present.

Another example of VCU's work as an anchor institution is VCU Venture Creation University, or VCU². This is a piloted 12-week pre-accelerator program that enrolls seven very promising and diverse students and pays each a \$5,000 stipend to develop their ideas. In its first summer (2015), the program returned more than \$180,000 (VCU Squared n.d.).

A third example is the university's Quest Innovation Fund, an annual investment of \$500,000 for disruptive innovation that is open to students, faculty and staff (VCU Quest Innovation Fund 2016).

Talent

As an anchor institution, VCU benefits from the talent of its faculty, staff, students, and community partners. Part of this opportunity draws on the unusual collaborations that thrive at VCU, including notably links between

the schools of Art and Medicine. VCU has both the No. 1-ranked public school of art in the nation and the No. 1-ranked hospital in Virginia, both according to *U.S. News & World Report*.

The university is also deliberate in its connections with the community. VCU students contributed more than 1 million hours of community service last year, and community engagement is woven into the academic curriculum in many areas (Virginia Commonwealth University 2015). In 2014 the university also opened ASPIRE, a living-learning residence hall for students who engage in community service as part of their educational experience.

Research from the university's Division of Community Engagement has identified more than 1,100 university-community partnerships, and VCU has worked to leverage these relationships to consider effects, outcomes, and collective impact. VCU has engaged with its community to focus and align collaboratively with the community to those which are most important. The university has also engaged in hiring faculty who commit to working collaboratively with colleagues and community partners to solve problems, regardless of discipline or level. VCU's faculty has seen a growth of more than 700 in the past five years.

The talent upon which the university draws is a significant reason why VCU has become a top 50 research university in the United States (Center for Measuring University Performance 2014) and continues its commitment to be a model American research university for the 21st century (Rao 2016).

Place

Virginia Commonwealth University is located in America's founding region, less than 60 miles from the original colonies of Jamestown. The region now includes 15 percent of Virginia's population (U.S. Census Bureau 2015), five Fortune 500 company headquarters, and is becoming a well-known hub for health care (particularly quaternary services), innovation, logistics, and real estate.

Like many urban-serving universities, VCU has been intentional about its physical footprint. In particular, two thoroughfares through campus, Broad Street and Grace Street, have been revitalized by VCU's economic development master plans: The 1.5-square-mile-area of downtown Richmond has seen more than \$1 billion in improvements over the last 15 years. Soon, this will include the Institute for Contemporary Art, a facility that is expected to open in 2017 and give a new identity to downtown Richmond.

As VCU continues to focus its work with the community, it will develop over the next few years a physical presence to house this effort, called the Community Innovation Hub or Center for the City. This center will coordinate the university's community interaction in one place and serve as a bridge to connect the teaching, research, care, and engagement at VCU to real challenges in the community so that the university can better fulfill its mission of relevancy and problem solving. The work is made real by the university and community operating together from a shared space, catalyzing VCU as a national model for community engagement and regional impact and realizing its priority "to advance focused and strategic university-community engagement that addresses critical needs and opportunities in the region."

The Community Innovation Hub will have two particular areas of focus: (1) K-12 education and lifelong learning and (2) health literacy and access. The goal is measurable progress in addressing community problems in these two areas based on the collaborative work between the university and community. This will occur by university and community experts coming together, leveraging one another and sharing resources to tackle these problems.

In keeping with the academic mission of VCU, this work will also support student learning, new research, contributions to the arts and culture, and health outcomes. The university also believes it will strengthen student success through expanded high-impact engagement educational experiences, allow us to engage in focused

participation solving critical community issues, and support the sustainability of nonprofits in our community. This shared space—likely to be located on the edges of campus—will also enhance community safety and economic development.

In Summary

In reflection, VCU’s innovation, talent, and place have helped make Richmond a more dynamic region. Richmond was recently named one of best places for entrepreneurs (Hull 2013), best places for business (Forbes 2015), and the “happiest city” in nation (U.S. National Bureau of Economic Research 2015).

While VCU has fully embraced its role as an anchor institution for the region, the story of economic development in Richmond is not about VCU alone; it is the result of partnerships across Richmond, from every sector working together. The importance of these partnerships offers lessons to those who would consider pursuing similar efforts.

Partnerships between VCU and the Virginia Biotechnology Park, for example, have focused on creating a more robust innovation ecosystem for Central Virginia. Corporations like Dominion, Altria, and Capital One have built significant partnerships with university researchers. The region’s public schools have served as a pipeline to the university, both in terms of educating students and serving as research and service partners. Fort Lee, located about 30 miles south of VCU, is headquarters to the U.S. Army logistics and supply chain management and has connected with VCU’s School of Business on education programs and important case studies. Regional and state governments have also been considerable players.

While anchor institutions like VCU serve as incredible catalysts, developing a region’s economy takes partners from across all sectors. Indeed, the public is looking to these partners to leverage one another’s strength, power, and weight in terms of economic development and to work together to benefit the maximum number of people.

It is, in a very real sense, a combination of innovation, talent, and place coming together, the kind of unusual leadership that often begins at anchor institutions.

Health

Who is Accountable for Society’s Health? Implications for Future Directions

Pedro Jose Greer, Jr., MD, Florida International University

Led by the Affordable Care Act, U.S. healthcare is undergoing a transformative shift toward greater accountability for quality, efficiency, and responsiveness to population health needs. Health care providers face unprecedented challenges in implementing such widespread reforms, creating the pressure to pioneer pathways to move healthcare “upstream.” Some of these changes include prioritizing payment models that reward value over volume, shifting from practicing in higher-cost acute settings to lower-cost community settings, including patients’ homes; and transitioning from a biomedical-centric approach to one that prioritizes the social determinants of health (SDOH). Today, it is widely accepted that 80% of disease is non-biological in cause.

Following the definition of the World Health Organization, the economic and social conditions that influence the greater part of people and community's health are commonly referred to as SDOH. These factors can range from lifestyle, foods, education, employment, to transportation, gun and police violence, racism, and zip codes. Today in America, zip codes are a great predictor of health outcomes than genetic codes. These realizations have deep implications for leaders in medical education and healthcare delivery. The question that underlies these changes, and which we must ask ourselves each day is: "Who is accountable for society's health?" The answer, in short, is *we* are.

By "we," I am referring to policy makers, health professionals, health administrators, communities, and academic institutions.¹ Within this broad "we," the weight of accountability falls especially, even if not exclusively, on those of us who are leaders in medical education and healthcare delivery. The beginning of change is when we as leaders accept accountability for society's health, and resolve to apply our professional portfolios and institutional leverage to forge new pathways for more accountable health care aimed at improving health outcomes and minimizing inequity.

At the Florida International University (FIU) Herbert Wertheim College of Medicine (HWCOCM), we had the advantage of being a relatively new medical school (2006), with a founding Dean—John Rock, MD—who made accountability the cornerstone of the college's design, infrastructure, and missions. HWCOCM designed a mold-breaking curriculum from the ground up that fully integrates the SDOH, ethics, and population health into established medical training in the basic and clinical sciences. The curriculum centers on a novel service-learning program—the green Family Foundation Neighborhood Health Education Learning Program (NeighborhoodHELP™)—that immerses medical students in the community as members of interprofessional teams for most of their medical education. Community partners identify households for referral to the program; and after an outreach team assesses members' needs, medical students are assigned to households as part of an interprofessional team generally comprised of medical, nursing, and social work students, who are supervised by HWCOCM faculty. Law and education students are also available if such needs are identified. The teams not only address medical issues, but provide primary, social, and behavioral health services, in order to assist household members in navigating and managing health and social services. We describe this approach to care as Household Centered Care, defined as the identification and management of the SDOH that impact the health outcomes of household members. By making NeighborhoodHELP™ a longitudinal curricular component, as opposed to a 6-12 week rotation, the program reinforces competencies in population health, SDOH, and effective teamwork—all of which are key to the future healthcare workforce.

The key to our success is the value placed on the community and the college's relation to the community. The interdisciplinary student teams and faculty are supported by outreach staff that recruit households for the program, facilitate communication between households and student teams, and broker services for the households through an extended network of community partners. This academic-community network infrastructure empowers students and faculty to identify and address social determinants that affect households, facilitate access to community resources, and engage in policy analysis and advocacy. NeighborhoodHELP™ incorporates a coalition of community partners, including schools, daycare centers, faith-based organizations, government agencies, and others. HWCOCM's robust community engagement approach has resulted in a sustained flow of households participating in the program, an extensive network of local resources, trusted and sustainable partnerships, and continuity of household-centered care for participants who previously relied solely on emergency departments or the local safety net for health care services.

¹ C. Boelen and J. Heck argue that this list comprises the five main players that must take place in social accountability. See Charles Boelen and Jeffery E. Heck. *Defining and Measuring the Social Accountability of Medical Schools* (Geneva, Switzerland: World Health Organization, 1995). Among others, this position is also expressed by Robert F. Woollard, "Caring for a common future: medical schools' social accountability." *Med Educ.* 40.4 (2006): 301-13.

In our approach, we do not seek to merely “engage” communities. We seek to “develop” them. This means a radical change in how we understand those communities and our vulnerability to them. It means that we are not “using” them to educate our students or to advance our research agendas, but that we are remaining in those communities longitudinally and are *accountable to them* for improving their health outcomes and minimizing inequity. Concretely, two of the ways that we have been able to overcome barriers to effective community interaction are: (1) by recruiting and training community residents as outreach specialists who serve as community teaching assistants to the students and serve as a resource to participating households;² and (2) by making the program intentionally vulnerable because the active participation of various communities is a condition for its success. We only accept households into the program through referrals from a community partner (local organization, e.g. school, business, faith-based organization, etc.). But this means that if community partners and participating households do not experience an improvement in health, then they will not refer people in their network of trusted relations to the program. Thus, the program’s very success—the very possibility of implementing HWCOP’s medical curriculum—rests with successfully impacting the health of our community!

The results of accountability speak for themselves. During the first five years of NeighborhoodHELP™ (September 2010 to December 2015), 1,033 interprofessional students conducted 6,098 visits to 725 households with 1,892 members. After the first two years of the program, household survey results indicated that programmatic household visits resulted in increased use of preventive health services and a trend toward decreasing the use of the emergency room as a regular place of care³ From August 2012, when clinical services were added to the program, through December 2015, a total of 1,101 household members were seen during 5,123 mobile health center visits. From September 2010 to December 2015, 1,179 legally remediable SDOHs were identified: 38% for health care access issues, 18% immigration, 18% family stability, 16% financial stability, and 10% housing. Through advocacy that often relied on collaboration with the interprofessional teams, law students and faculty successfully secured \$412,000 in direct financial benefits (e.g. disability payments, debt reduction) for the households.

Each of us must ask ourselves, “What are *we* doing in our respective roles to be accountable to society?” We need to rethink our presuppositions, institutional processes, and most of all, our conceptions of prestige and value within the health care sector. Is it not high noon for the National Institutes of Health (NIH) to include criteria that measured improved outcomes in the communities of research and/or medical centers’ initiatives for the awarding of funding? Is it not time that institutional prestige and promotions depend, not so much on the quantity of publications or the so-called “tier” of the venue, but on the impact of one’s work on the health of society? In fact, shouldn’t societal impact be the measure of the “tiers” of scholarly journals themselves! Is it not long overdue that we give more value and institutional distinction to the physician with “rolled-up sleeves,” seemingly-disheveled by his or her work with the poor and underserved and by collaborating with interprofessional teams that address health holistically? Should not this image of the physician replace the “scintillating” stiff collar that tacitly defines the doctor-ideal?

It is only when each of us asks these hard questions and takes a concrete stand—a stand *for* society, a stand *for* all, a stand *for* working together across different sectors to improve American’s health—that we take accountability for making our nation better and healthier, by improving the quality of lives of all.

² Luther Brewster, “Academic Health Centers and Diversity ‘Readiness’.” *South Med J.* 108.10 (2015): 1-3.

³ John A. Rock et al. “Impact of an academic–community partnership in medical education on community health: Evaluation of a novel student-based home visitation program.” *South Med J.* 107.4 (2014): 203–211.

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Assuring Continuation of the Mission: Building Healthy Communities

Diane S. Jones, Catholic Health Initiatives

Creating healthy communities has been the essential heart of Catholic Health Initiatives (CHI) since it was created in 1996 through a merger of four Catholic health systems. During the past two decades, CHI’s commitment to improving the health of communities has remained strong through numerous and frequent legislative, economic and policy changes, retaining the same vibrancy as when the organization was formed.

During the past few years, CHI and other national health systems have been growing through mergers and acquisitions. Their strategies include operating more efficiently through centralization and maximizing economies of scale. As this activity continues, how can these health systems also maintain a high level of commitment to improving the health of their local communities and strengthen their role as anchor institutions? For CHI, this commitment and capability is deeply rooted in the vision of its founders and the infrastructure they created to assure continuation of the mission.

When CHI was formed, the leaders of the merging systems, together with the members of the religious congregations that sponsored them, clearly articulated three non-negotiable priorities for the new system. They mandated that CHI would always:

- Create healthy communities
- Expand the expression of Catholic health ministry
- Use its size and scope to create systemic change in health

These priorities were translated into compelling mission and vision statements for the new organization.

The **mission** calls CHI to “emphasize human dignity and social justice as we create healthier communities.”

The original **vision** statement called CHI to “improve the health of the people and communities we serve.” Recently, this language was updated to “achieve optimal health and well-being for the individuals and communities we serve.”

The name selected for the new system, **Catholic Health Initiatives**, was a declaration that the organization would be committed to new ways of promoting health and delivering care. CHI was always intended to expand beyond the walls of its hospitals, clinics and medical offices as an innovative, creative force for promoting health for individuals and communities.

To bring the mission and vision to life, CHI’s early leaders established some key supports:

- The Mission and Ministry Fund, a vehicle for internal grant investments in CHI’s local facilities and participating religious congregations’ commitment to creating healthy communities.
- The Direct Community Investment Loan Program, a vehicle for external investments in a variety of organizations that are also committed to building healthy communities.
- Priorities for advocacy activities designed to make CHI a voice for systemic change in health care, especially for those who are poor and vulnerable.

Mission and Ministry Fund

In addition to being visionary, CHI’s founders were very pragmatic. They knew that achieving the system’s goals for healthy communities would require significant resources; and, that they could not rely only on health care reimbursement and financing – which is volatile and cyclical – to provide a steady supply of resources.

Accordingly, one of the first actions of the system’s early leaders was to create the Mission and Ministry Fund. This Fund provides grants to CHI’s local organizations and participating congregations for collaborative projects that create healthy communities.

The Fund was populated by CHI’s local organizations. Beginning in 1996, they contributed two percent of their net patient revenues until the Fund’s corpus reached \$100 million. That happened in 2006, a milestone year as it was also CHI’s 10th anniversary. Now, the Fund continues to grow from its own earnings.

Even as the corpus was growing, CHI leaders awarded grants from the Fund. Beginning in 1997, the Mission and Ministry Fund provided grants for specific, defined projects to improve the health of a community. Since then, the Mission and Ministry Fund has awarded 483 grants totaling more than \$74 million. Grants can be up to three years in duration and range from a few thousand dollars to more than \$2 million.

At age 20, the Mission and Ministry Fund remains dedicated to supporting the building of healthy communities, and does so in a variety of ways. The basic requirements remain the same: an initiative or project that addresses a documented community need or opportunity, undertaken in collaboration with others, aligned with CHI’s mission and includes measurable outcomes. But, through the years, the Fund added new types of grants to meet the changing needs of the communities it serves.

- **Project Grants** enable applicants to collaborate with other organizations to implement action plans that address specific, documented community needs. Many such programs are intended to serve disadvantaged and vulnerable populations.
- **Planning Grants** enable applicants to establish broad-based coalitions that involve stakeholders in building community capacity by creating a shared vision of what their community could be, mapping assets, setting priorities and creating action plans.

- **International Grants** enable applicants to collaborate with other organizations to build healthy communities around the world with a focus on communities and populations that are poor and vulnerable. Up to 10% of annual grant awards can be designated for international projects.
- **Violence Prevention Grants** enable applicants to plan and implement evidence-informed violence prevention initiatives that focus on primary prevention and produce measureable results.

As the variety of grants has increased, so has the range of populations served by grant-supported programs in the United States and around the world. Vulnerable populations of children, seniors, women and families, and sometimes entire neighborhoods and communities, are being served by programs, collaborations and projects supported by Mission and Ministry Fund Grants. As the founders of CHI intended, the grants support efforts that enable local organizations to fulfill their commitment as anchor institutions and to take health improvement outside the walls of CHI's facilities to the places where people live, work and play.

To provide context, following are some recent examples of grant-funded programs:

- CHI Health, with operations in Nebraska and Southwest Iowa, is collaborating with public health departments, community mental health agencies and more to create better access to mental health services, identified as a top health priority by a 2013 Community Health Needs Assessment.
- Mercy Medical Center, Des Moines, Iowa, is working with the Diocese of Des Moines Catholic Schools to implement a research-driven obesity prevention curriculum, called CATCH, which emphasizes proper nutrition and physical activity.
- The sisters of the Mother of God Monastery in Watertown, S.D., developed a project to empower local immigrant women to adapt themselves and their families to their new surroundings. The women receive help with enrolling their children in school, securing health care assistance, learning English, apply for jobs and protecting themselves against domestic violence.
- In Louisville, Ky., neighborhoods around Jewish Hospital have up to six times the community average of families living in poverty, with higher-than-average death rates from chronic diseases. The hospital and its collaborators crafted a plan to transform the environment to one that can sustain health care equity.
- A special series of grants has funded the work of coalitions that intend to eradicate and prevent violence in all of the communities served by CHI.

For a complete, searchable database of all CHI Mission and Ministry Fund Grants, visit the [Mission and Ministry Fund page](#) of the CHI website, www.catholicealthinitiatives.org.

Direct Community Investment Loan Program

Soon after CHI was formed, leaders created the Direct Community Investment Loan Program. This program gives low-interest loans to nonprofit organizations that, like CHI, are committed to improving community health. CHI set a goal of lending one percent of the system's total Operating Investment Program assets to community-based organizations, in the United States and around the world, that improve community health and build community capacity. Applicants may be, but are not required to be, affiliated with one of CHI's local organizations or participating congregations. To date, nearly \$58 million in loans have been invested.

Of this amount, more than \$10.5 million has been invested in affordable housing, which is a critical determinant of overall health and well-being.

The Direct Community Investment Loan Fund also enables CHI's local facilities to fulfill their mission as key anchor institutions and support their communities in creative ways. Several years ago, the community of Baudette, Minnesota, was concerned because the local movie theater had closed, and people had to drive 70

miles, to International Falls, just to see a movie. Those 70 miles could be especially treacherous in winter weather: a clear risk to the health of individuals and the overall well-being of Baudette. CHI's local organization, CHI LakeWood Health, worked with a local community foundation to apply for a loan that was used to re-open Baudette's Grand Theater, which continues to operate today. As an additional benefit, the theater provides employment for several area youth.

Advocacy Priorities

Although they are not a direct financial investment vehicle, CHI establishes annual advocacy priorities that guide the system's national and regional strategies, operations and investments.

CHI's vision for advocacy is multi-faceted and goes beyond traditional government relations. It recognizes the varied roles CHI takes on – provider, employer, investor, community member and citizen. CHI focuses its advocacy efforts on three major, interrelated bodies of work:

- **Individual/Community Focus** – the provision of direct services and community partnerships, such as violence prevention efforts.
- **Societal/Governmental Focus** – the achievement of systemic change, such as accessible and affordable health care for all, through legislation, regulation and political activism.
- **Organizational/System Focus** – the raising of issues related to internal justice, provider integrity, and social responsibility, including socially responsible investing and environmental sustainability.

Since CHI was created, the overarching advocacy priority has been health care access and coverage for all, especially those who are poor and vulnerable. This priority has guided CHI's local and national efforts to advocate for increased health insurance coverage, expanded Medicaid coverage and continuation of Children's Health Insurance Program funding.

Another high priority identified since the system's creation, is the promotion of a culture of non-violence. The epidemic of violence in America is killing tens of thousands of people each year and wounding many more, both physically and emotionally. CHI's facilities see the effects of the many forms of violence in their emergency departments every day. Current anti-violence efforts reflect the founding congregations' legacy of promoting peace and address an essential element of a healthy community – safety.

Two major advocacy priorities have inspired significant investment of CHI resources: violence prevention and human trafficking education and reduction.

Violence Prevention

CHI has always been committed to creating and promoting a culture of non-violence as an essential element of healthy communities and a healthier society. In 2008, CHI named violence prevention as a strategic priority, and set the expectation that each local CHI organization would work with their communities to identify a priority area of violence and set goals for its reduction or elimination by the year 2020. This national campaign, United Against Violence, was the first of its kind to be sponsored by a national nonprofit health system.

The work of United Against Violence includes:

- Public policy initiatives
- Community-based programs

- Leading practice sharing
- External networking
- Socially responsible investing

CHI worked with the Prevention Institute, based in Oakland, Calif., to develop an evidence-informed model of violence prevention and provide ongoing education and support to local violence prevention efforts across the system. Reflecting a belief in the value of prevention, the focus of the local efforts is primary prevention – working to prevent violence before it can occur.

As mentioned in the discussion of the CHI Mission and Ministry Fund, a special series of grants was created for violence prevention initiatives. Through these longer-term grants, United Against Violence has committed more than \$17 million to support violence prevention programs in 45 communities served by CHI. These programs address many different community-identified violence prevention priorities, including child abuse, youth dating violence, gang violence, and domestic violence.

Again, to provide context, following are a few examples of violence prevention programs:

- The Dominican Sisters of Peace, working with the Franklin County Coalition in Columbus, Ohio, address a pervasive problem with violence in a trailer park community that houses approximately 250 immigrant families. Of these families, 90% have experienced some form of violence; 70% have experienced gun violence or gang activity; and 80% have experienced domestic violence and bullying, including youth-to-youth and adult family-to-family bullying. For each of these types of violence, the coalition set lofty goals for reduction and has successfully met the goals within three years, largely by taking steps to address individual and community feelings of low self-esteem and disempowerment.
- The CHI Franciscan Health Youth Violence Prevention Initiative works to prevent youth violence in three communities in the greater Tacoma, Wash., area, including Federal Way, the Key Peninsula and Des Moines. The initiative focuses on reducing suspensions and expulsions from school due to risky and violent behaviors, viewing this measurement as an indicator of a greater problem. In the first two years, expulsions and suspensions in Federal Way Public Schools decreased by 28%; Federal Way middle schools saw a 23% decrease in expulsions and suspensions. Over four years, the Key Peninsula School District saw a 74% reduction in expulsions and suspensions for violence, fighting, and drugs/alcohol abuse.

One of the creative strategies undertaken by the community was transforming an unused lot into a neighborhood soccer field.

“To most observers, transforming a garbage-strewn, weed-covered lot into a soccer field doesn’t necessarily fit the typical formula for addressing violence and anti-social behavior among teens. Yet this simple, slightly unconventional approach to the neighborhood’s deep-seated problems has had a significant and enduring impact, creating a healthy oasis where youth gather every day to channel their energy rather than their anger.”¹

- PACT in Action, an initiative of KentuckyOne Health and the Center for Women and Families of Louisville, Ky., works to increase youth safety by reducing teen dating violence in the 40210 zip code. During the past three years, PACT in Action has touched the lives of more than 600 young people. PACT in Action youth were actively involved in the passing of a Kentucky state law that broadened the criteria for who can seek a protective order if they have been a victim of intimate partner violence. In addition, more than 100 individual service providers have been trained to recognize and respond to teen dating violence.

Human Trafficking Education and Reduction

With the goal of eradicating violence in all of its forms and dimensions in communities served by CHI, United Against Violence addresses one of the most devastating issues that affects all CHI communities – human trafficking.

Recognizing the need for education and awareness, as well as the unique role health providers can play in victim identification, CHI created a variety of resources for communities and for health care providers. These resources are designed to provide education on what human trafficking is and how to recognize victims. CHI organizations also have access to resources and tools that help prevent trafficking, aid victims, raise awareness and provide an appropriate response to issues related to human trafficking.

Responding to the Signs of the Times

Another legacy that the founding congregations gave to CHI was a history of taking the initiative to respond to the signs of the times. After all, many members of the founding congregations had been teachers on the frontier of the United States before the need for health care called them to become nurses. And, the creation of CHI itself was a response to a reduction in the number of sisters available to lead the Catholic health ministry. In this tradition, CHI responds to changes in the needs of the communities it serves.

For example, in two communities originally served by CHI hospital facilities – Lancaster, Pa., and Albuquerque, N.M. – changes in the mix of community needs and providers created situations in which it was best for the hospitals to transfer to other systems. In each city, CHI used the proceeds of these transfers to create something new: a Community Health Service Organization, which would carry on the Catholic health ministry, just not as a provider of acute care.

These Community Health Service Organizations (which have similar names) have identified priority health needs in their communities and continue their role as key anchors for health without a hospital or medical care institution. In Lancaster, St. Joseph Children’s Health began by meeting underserved children’s need for the oral health care that is essential to healthy development. In recent years, the lack of behavioral health resources for children in the Lancaster community called St. Joseph Children’s Health to add behavioral health to its continuum of services. In Albuquerque, St. Joseph’s Children works to help new parents create early childhood experiences that will prepare their children for a lifetime of health and learning through an evidence-based home visiting and resource navigation program.

In western North Dakota, CHI operates a health system that includes acute and primary care facilities in communities that have been booming due to the extraction of oil and natural gas from the Bakken Formation. In particular, Williston became a boomtown almost overnight, as people flocked to the area to work in the oil fields and the rapidly growing service industries.

With the boom came a need for more workers to provide essential services – law enforcement, first responders, teachers and more. And, there were qualified people ready to move to Williston. The problem was that the rapid population increase meant that housing was in short supply. Essential personnel could not find anywhere to live, not even in the makeshift camps that sprang up to house field workers. CHI Mercy Medical Center worked closely with the State of North Dakota to finance construction of a new apartment building dedicated to housing these essential personnel.

Moving into the Future

In recent years, inspired by this evolving momentum, CHI has continued to explore strategies and opportunities to improve the health of the communities it serves. Its heritage of community health improvement has distinctively positioned CHI organizations to lead communities to better health as trusted anchor institutions. Changing trends in health care reimbursement and delivery systems are accelerating this need to look beyond traditional medical care delivery for those who are sick and to find innovative models to keep people and communities well.

As CHI has evolved over the past twenty years, there has also been national momentum to address drivers of health that occur outside the walls of the health care delivery system.

“For over two decades, overwhelming evidence from the U. S. Department of Health and Human Services, the Centers for Disease Control and Prevention, and other sources suggests that social, economic and environmental factors are more significant predictors of health than access to care. The University of Wisconsin Population Health Institute found that over 40 percent of the factors that contribute to the length and quality of life are social and economic; another 30 percent are health behaviors, directly shaped by socio-economic factors; and another 10 percent are related to the physical environment where we live and make day to day choices – again inextricably linked to social and economic realities. Just 10 to 20 percent of what creates health is related to access to care, and the quality of the services received.”²

CHI will continue its journey, creating healthy communities through each encounter with a patient or community member, with each effort to make health care more accessible, and with each initiative to make communities safer. The creation of healthy communities is woven into the very fabric of the organization, highlighted in its mission and vision statements. CHI’s signature vehicles for building healthier communities – the Mission and Ministry Fund, the Direct Community Investment Loan Program, and its Advocacy Priorities – are well-established expressions of this commitment, understood as essential pillars of the foundation upon which CHI has been built. Since its beginning and still today, these pillars are the essence of CHI’s reason to be, and among the organization’s most distinguishing characteristics.

Michael Rowan, CHI president of health system delivery and chief operating officer, said, in the July/August 2012, *Health Progress* article, *Radical Changes Demand New Skills*, “... survival of Catholic health care depends on our ability to read the signs of the times and react accordingly, improving and expanding our mission and our ministry by creating and sustaining new ways to care for the poor and the underserved and improve the health status of the communities we serve.”³

Conclusion

As health care systems evolve, there are increasing ways they can fulfill an anchor mission in their communities. Leaders within CHI have learned that beyond bricks and mortar institutions, health care systems can be key catalysts, motivators and conveners in assuring that the health of the community is at the center of all policy, economic development, environmental and business decisions and practices. Health care systems can be active collaborators with schools, community organizations, faith communities, businesses, elected officials, and others to assure opportunities for equitable access to safe and affordable housing, education, healthy foods and violence-free neighborhoods.

For national and multi-regional health systems, balancing centralization and achieving economies of scale with local purchasing can be a challenge in fulfilling an anchor mission. Intentional discernment is required to identify appropriate local purchasing opportunities while maintaining fiscal and operational efficiency to assure the organization’s ability to serve its community.

As employers, health care systems continue to be key anchor institutions, especially in many small communities where they are a major - or the major - employer. Emphasizing local recruitment and providing opportunities for job training are key factors in creating employment paths for community residents. CHI has made a firm, long-lasting commitment to involve our employees in critical decisions and to provide a positive, quality environment with just wages and benefits.

As CHI pursues its vision “to achieve optimal health and well-being for the individuals and communities we serve,” it will continue the journey to be trusted partners for health in every community it serves.

About CHI

Today, CHI is the nation’s third largest nonprofit health system. Based in Englewood, Colo., CHI operates in 18 states and comprises 103 hospitals, including 30 critical access facilities. Many of these organizations have served their communities for 100 years or more. In addition, CHI includes community health service organizations, accredited nursing colleges, home health agencies, living communities and other facilities and services that span the inpatient and outpatient continuum of care.

In fiscal year 2015, CHI provided more than \$980 million in financial assistance and community benefit for the patients and communities it serves, including programs and services for the poor, free clinics, education and research. Financial assistance and community benefit totaled more than \$1.6 billion with the inclusion of the unpaid costs of Medicare. The health system generated operating revenues of \$15.2 billion with total assets of approximately \$23 billion.

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