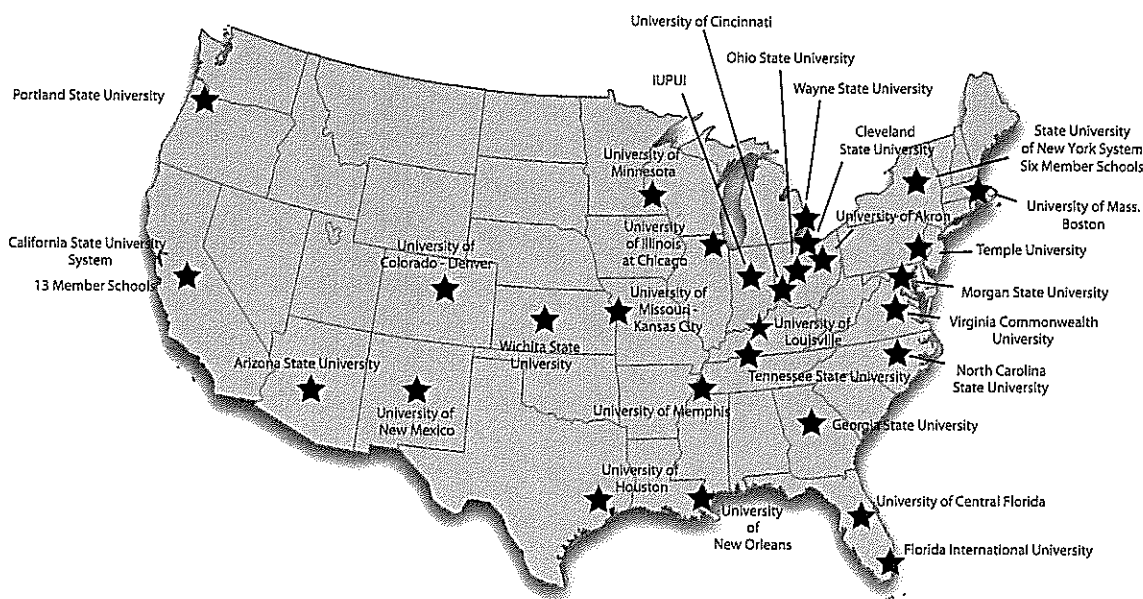


# URBAN UNIVERSITIES AS ANCHOR INSTITUTIONS

A Report of National Data and Survey Findings

## USU MEMBER INSTITUTIONS • 2010



- |   |  |
|---|--|
| Arizona State University                          | The State University of New York System (6 Member Schools) |
| California State University (13 Member Schools)   | University of Albany – SUNY                                |
| California State Polytechnic University, Pomona   | University at Buffalo – SUNY                               |
| California State University, Dominguez Hills      | Stony Brook University – SUNY                              |
| California State University, East Bay             | SUNY College of Environmental Science and Forestry         |
| California State University, Fresno               | SUNY Downstate Medical Center                              |
| California State University, Fullerton            | SUNY Upstate Medical University                            |
| California State University, Long Beach           | Temple University  |
| California State University, Los Angeles          | Tennessee State University                                 |
| California State University, Northridge           | University of Akron  |
| California State University, Sacramento           | University of Central Florida                              |
| California State University, San Bernardino       | University of Cincinnati                                   |
| San Diego State University                        | University of Colorado Denver                              |
| San Francisco State University                    | University of Houston                                      |
| San José State University                         | University of Illinois at Chicago                          |
| Cleveland State University                        | University of Louisville                                   |
| Florida International University                  | University of Massachusetts Boston                         |
| Georgia State University                          | University of Memphis                                      |
| Indiana University-Purdue University Indianapolis | University of Minnesota                                    |
| Morgan State University                           | University of Missouri - Kansas City                       |
| North Carolina State University                   | University of New Mexico                                   |
| The Ohio State University                         | University of New Orleans                                  |
| Portland State University                         | Virginia Commonwealth University                           |
|   | Wayne State University                                     |
|   | Wichita State University                                   |

## BACKGROUND

In the past quarter century, universities have committed themselves to greater engagement in their communities. They are increasingly seen as “anchor” institutions—important partners with other institutions, public and private, in building their communities and addressing the challenges they face. In addition to universities, anchor institutions include hospitals and other health agencies, civic organizations, foundations, churches, governments, utilities, and other entities able to play key roles in a community’s development.

Urban-based universities in particular have recognized the many challenges facing their—and the nation’s—cities. These institutions are rooted through their mission and considerable investments to their urban locales. Understanding that their futures are tied in part to those of their neighbors and physical surroundings, many universities have expanded their efforts to engage new partners and address pressing community issues. And they are having significant impacts in a wide range of areas. In so doing, they are broadening the education of students, improving neighborhoods and cities, helping strengthen other anchor institutions, and informing and advancing the larger society.

The wide-ranging educational and research capabilities of urban-based universities position them especially well not only to enter into productive partnerships but also to help gauge and assess the effects of partnership programs on the institutions and communities involved and to develop an evolving body of knowledge to help guide future efforts.

The Coalition of Urban Serving Universities (USU), therefore, has taken on the task of examining and understanding these partnerships. A nationally recognized network of 46 public urban research universities in every region of the country, USU is organized to report on these partnerships and to produce strategies for responsible urban development, identifying and promoting the best practices and tools for building institutions and effecting urban and community change. This report summarizes the data and information collected by the Coalition via available national data as well as a survey of member institutions conducted in the summer of 2009. The survey is part of an effort by the Coalition to begin to understand the partnerships that member institutions are engaged in and the effects they have on their cities.

## UNIVERSITIES ARE VITAL TO CITIES: A Summary of National Data<sup>1</sup>

Urban research universities, often their cities' largest employers, are major economic engines. In 2006–07, they employed 1 million staff and spent more than \$200 billion. Urban universities are key generators of human capital, educating about 4.7 million students annually. In the 2006–07 academic year, they granted more than 55 percent of all bachelor's degrees, 65 percent of all master's degrees, and 70 percent of all PhDs among research universities in the United States. Urban universities educate more than 80 percent of all the doctors and dentists and grant nearly half of the bachelor's, master's, and doctorate degrees in teaching. Urban universities also are important components of the nation's innovation system. The value of their research totals more than \$27 billion—74 percent of the value of all research occurring at four-year research universities. More than two-thirds of all energy research in the United States in 2006 was conducted at urban universities.

### FOCUS ON THE PUBLICS\*

All members of the Coalition are public urban research universities located within the 100 most populous metropolitan regions in the United States.

#### Public Urban Research Universities<sup>2</sup>

Faculty and staff:	<b>620,000</b>
Students:	<b>3 million</b>
Expenditures:	<b>\$78 billion</b>
Revenues:	<b>\$87.5 billion</b>
Research funds:	<b>\$22 billion</b>
MDs and dentists educated:	<b>49%</b>
Nursing degrees granted:	<b>50%</b>

#### USU Members<sup>3</sup>

Faculty and staff:	<b>170,000</b>
Students:	<b>1 million+</b>
Expenditures:	<b>\$21 billion</b>
Revenues:	<b>\$23 billion</b>

\* All figures are for academic year 2006–07

---

Data reported in this section is derived from the U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System, 2006–07 academic year.

Public Urban Research Institutions include 4-year research institutions consisting of those institutions located in U.S. Census-calculated Core Based Statistical Areas (CBSAs) of 450,000 that award doctorate degrees and are classified as a public institution—an educational institution whose programs and activities are operated by publicly elected or appointed school officials and which is supported primarily by public funds.

This data is representative of the 39 USU member institutions that were members of the Coalition in July of 2009, the time the survey was administered.

## USU SURVEY PURPOSE AND METHODOLOGY

Universities and policymakers share an interest in identifying and measuring the impact universities have on their communities. This impact goes beyond what can be captured with national statistics. Urban universities engage in an array of programs and partnerships that influence city development and urban communities, but information and data on these partnerships are scarce beyond individual case studies.

The USU survey was created to better understand the extent and nature of urban university partnerships as a whole, and to begin to characterize this work with aggregate data. This data is important for several reasons. First, university leaders and policymakers alike need to determine if the types of partnerships and intended outcomes are the ones that are desired and most needed by cities. Second, metrics are needed for partnership activities to enable institutions to evaluate efforts, track progress, and ultimately measure success. And finally, as policymakers focus on the role of urban universities as “anchor institutions,” it is important to define what that role is and determine how policy efforts can facilitate universities’ function as anchors and strengthen the partnerships that are delivering tangible results.

For this effort, the Coalition of Urban Serving Universities focused on collecting data relevant to the goals of the *Strengthening Communities Initiative*. Thus, in the summer of 2009, an in-depth survey was created and administered to all USU members in an effort to understand and measure universities’ activities in four areas: 1) overall engagement of leadership, faculty, and students; 2) partnerships that improve urban communities; 3) economic development and technology transfer; and 4) physical and neighborhood development. The survey data in this report is derived from a sample of 26 USU member respondents out of the 39 USU member institutions at the time the survey was administered (a 67 percent response rate).

### Reporting Method

Unless otherwise indicated, all narrative and aggregate data reported from the survey are for the 2007–08 academic year. Due to the breadth of the survey and length of the results, not all of the results are reported, and only a small portion of the examples provided by universities are included.

The institutional information we seek is challenging to assemble because much of the data is not uniformly collected nationwide. Several factors may affect the quality and type of information reported, such as which administrative office at each institution responded to the survey and how each institution defined the variables in it. Although such a small sample cannot provide detailed quantitative data that can be used for statistical inference, we believe the institutions surveyed are representative of all USU members in terms of size and geography and thus offer good information about USUs in general.

## Response Rates

Because response rates to each question in the survey varied, in this report:

- 1) All unanswered dichotomous questions and missing responses to them are reported as “not participating in such activities.” Thus the averages for particular variables may actually be higher than the percentages in this report.
- 2) Unanswered numeric questions and missing responses to them are not included in this report. The means are calculated from all responses to these questions, including values of “0.”

## SURVEY FINDINGS

### Engagement of Leadership, Faculty, and Students

Universities are increasingly engaged in their communities. This engagement includes leadership, staff, and students. Every USU has a stated commitment to engagement as part of its mission. This is included in members’ strategic plans, with specific budget allocations. Increasingly, such engagement efforts are led by a top administrator. The average USU has, in any one year, 228 faculty members engaging 17 percent of its student body in service-learning courses. USU presidents, on average, serve on ten boards or leadership committees of business, technology, government, education, and cultural organizations, most in their local communities.

### INSTITUTIONAL LEADERSHIP AND ENGAGEMENT

Number of:	Percentage of total:
Undergraduate and graduate service-learning courses: <b>193</b>	<b>14%</b>
Faculty teaching service-learning courses: <b>228</b>	<b>15%</b>
Students participating in service-learning courses: <b>6,046</b>	<b>17%</b>

### Partnerships that Improve Urban Communities

#### *Nonprofit Partnerships*

USUs share a commitment to community-building and outreach with the nonprofit world, developing partnerships that serve local areas as well as the global community. Many USUs are involved in housing development, and more than one-quarter offer employees assisted-housing programs. Nine out of ten institutions provide support to nonprofits related to community development. In 2007–08, each USU institution provided an average of \$1.2 million in support to nonprofits.

Through its Center for Service-Learning and Civic Engagement, Tennessee State University (TSU) has partnerships with more than 63 community-based organizations, including family-resource centers, after-school programs, churches, and other nonprofits. Service-learning courses provide skilled resources for these programs, contributing more than 15,000 hours of service to the nonprofits. In one large development project, TSU leveraged two HUD grants and a Tennessee Board

of Regents grant to provide renovations to the facilities of three Nashville community organizations—the Bethlehem Center, Grace Eaton Childcare Center, and Preston Taylor Ministries—and supplemented this work with technology and educational materials for the nonprofits.

**Ohio State University**, in cooperation with the City of Columbus, established Campus Partners for Community Urban Redevelopment in 1995 as a nonprofit redevelopment corporation to provide planning, management, and strategy-development services for residents, businesses, and other stakeholders in neighborhoods around the university. In 2007–08, Ohio State provided \$650,000 to Campus Partners for Community Urban Re-development, \$20,000 to the University District Organization, and \$16,000 to the University Community Business Association.

**Illinois ResourceNet (IRN)**, housed within the Development Cluster Group of the **University of Illinois at Chicago's** Great Cities Institute and its UIC Neighborhoods Initiative, works to help Illinois nonprofits and local-government units take advantage of federal-funding opportunities. Only two years old, IRN has provided technical assistance on 65 proposals submitted to federal and state agencies in a variety of areas for \$44.5 million in funds. Twenty-three of the proposals have been awarded \$5 million in federal funds and \$120,400 in state funds; 32 percent of the proposals, requesting \$29.6 million in federal and state funds, are still pending. IRN also has developed six core training curricula: Navigating-Grants.gov, Gaining an Edge through Collaboration, Federal Grant Writing, Building Federal Budgets, A Step-by-Step Guide to the Federal Grants Process, and a six-week intensive online course on federal grants.

### *School Partnerships*

USUs foster relationships with local schools to improve the educational, health, economic, and social status of individuals and families in their communities. These programs engage students from early childhood through high school, college, and beyond. Eighty percent of USUs participate in local-school partnerships, spending an average of \$1.4 million per university.

**California State University–Sacramento** works with the local school system through numerous service-learning projects and programs. The 65th Street Corridor Community Collaborative Project, begun in 2002, is a multi-component community-mobilization effort aimed at increasing student academic achievement, fostering student leadership, and improving parent participation in neighborhoods where gang violence, lack of access to resources, and low civic engagement create a need for innovative strategies. The program, involving Sacramento State faculty and students, serves schools in a diverse, low-income community adjacent to the university campus. Interaction between the university and the neighborhood creates a venue for community concerns to be voiced at the grassroots level.

Three years ago, **Florida International University** launched Families Learning at School and Home (FLASH), a College of Education project that instructs linguistically and culturally diverse parents, caregivers, and children in English as a Second Language, literacy, and school involvement. The program uses an intergenerational approach with culturally relevant curricula and strategies oriented to the linguistic and academic needs of the family. Families participate in intensive cycles of 100 to 140 hours of instruction and activities at selected schools in the district. The program has received funding from the U.S. Department of Education, the Florida Department of Education, the Barbara Bush Foundation, the Volunteer USA Foundation, and other organizations.

UNIVERSITY AND COMMUNITY PARTNERSHIPS

	Percentage of USUs involved	Average USU Investment (in millions)
Partnerships with nonprofits	90%	\$1.2
PK-12 school initiatives and partnerships	80%	\$1.4
Public health partnerships	80%	\$9
Local small business partnerships and programs	76%	\$2.1
Sustainability partnerships	77%	\$4.4

The University of Memphis received a \$1.4-million grant from the U.S. Department of Education in 2007 for Teachers Gaining Experience Together in Training, a five-year collaborative effort by the University, Shelby County Schools, and Memphis City Schools to address issues related to English as a Second Language (ESL) programs. The issues include an insufficient supply of credentialed ESL teachers, inadequate professional-development programs for ESL teachers, and lack of ESL content in pre-service teacher-education curricula.

*Public Health Partnerships*

The commitment of USUs to bettering the quality of life in their communities also means ensuring healthy communities and providing health services to culturally and economically diverse urban populations. Eighty percent of USUs have public health partnerships, on which they spend an average of \$9 million annually.

More than \$177.4 million has been invested in public-service expenditures at the University of Louisville in the past three years. A large part of these funds support medical, dental, and nursing services for underserved populations, as well as important public health efforts. Undergraduate and graduate health-profession students receive offsite clinical training under the auspices of the Area Health Education Center (AHEC), which involves approximately 500 students and has an annual budget of \$2.4 million. The center provides health-care services to the working poor, uninsured, underinsured, and minority and immigrant populations.

The University of New Mexico's Refugee Well-being Project is a multi-disciplinary research effort designed to promote social justice and reduce health disparities among refugee families in the nation's urban areas. The project involves the development, implementation, and evaluation of an innovative mental-health intervention program that brings together refugees and undergraduates for mutual learning and the mobilization of community services.

The University of Missouri-Kansas City School of Dentistry provides \$5.5 million in free and reduced-fee health care to more than 60,000 patients annually. Pharmacy students counsel patients at the Jackson County Free Health Clinic. Students raised more than \$1 million to provide medicine for use at the free clinic.



One community-engagement program at the **University of Illinois at Chicago**, the UIC Neighborhoods Initiative (UICNI), was started with a major grant from the federal Department of Housing and Urban Development and has grown by leveraging city, state, and private funding. Today UICNI is one of the city's and the university's most productive neighborhood-health programs, maintaining more than 450,000 children's education/health contacts and thousands of broader annual community-health interventions and evaluations.

#### *Small Business Partnerships*

USUs also support local economies through programs that offer small businesses such services as market research, financial consulting, job training, venture investment, and more. Seventy-six percent of USUs support small businesses in local communities, spending an average of \$2.1 million annually in their efforts.

**Wichita State University** provides direct services to small businesses through three units of the W. Frank Barton School of Business: the Center for Entrepreneurship, the Center for Economic Development and Business Research (CEDBR), and the Center for Real Estate. Two programs operated by the Center for Entrepreneurship, one of the oldest such centers in the country, are targeted at starting and nurturing small businesses.

At **California State University--San Bernardino**, the Inland Empire Center for Entrepreneurship offers programs that provide advisory, mentoring, and consulting services, entrepreneurial training programs, and student internship resources to small-business owners and entrepreneurs.

#### *Sustainability Partnerships*

Sustainable development and environmental responsibility are key tenets of USUs' missions. More than three quarters, or 77 percent, have engaged in urban and environmental sustainability partnerships. On average, USUs spent more than \$4.4 million during the 2007-08 academic year on off-campus urban sustainability efforts.

In 2008, **Portland State University** was awarded a \$25-million challenge grant from the James F. and Marian L. Miller Foundation. With the university match, the partnership will provide more than \$50 million for PSU's sustainability efforts over the next 10 years. These include three development projects: the nation's first Eco District within the university district; a living-lab Sustainability Center in the university district; and the Montgomery Green Streets Project, the redesign of eight city blocks near the university as a storm-water management strategy.

At the **Arizona State University** Decision Center for a Desert City (DCDC), scholars conduct research and work with local and state resource managers on long-term decisions about water resources. The goal is to build a new model in which scientists and decision-makers collaborate on important research questions and experiment with new methods. Water briefings, development of a regional water-simulation model, and a recent project on water and urban heat-island effects with the city of Phoenix are just a few of DCDC's undertakings.

## Economic Development and Technology Transfer

### *Workforce Development*

USUs offer programs to connect local businesses with needed workers and to increase the skills and employability of individuals seeking jobs. Some 62 percent of USUs have workforce partnerships.

At Temple University, an office of Community Outreach and Hiring was established within the human-resources department to expand recruitment efforts in the surrounding area, which includes North Philadelphia's diverse communities, and to help qualified applicants apply for positions with Temple and other local employers. The office works to build relationships with four groups—students in local high schools, graduating Temple seniors from the local community, residents of surrounding neighborhoods looking for new jobs, and area residents who would benefit from training to help them find new or better employment.

The University of Houston (UH) offers a variety of programs in workforce development and job training. The Texas Manufacturing Assistance Center helps more than 600 manufacturing firms each year and provides student internships. The Center for Entrepreneurship and Innovation, in the Bauer College of Business, helps train entrepreneurs. The Protective Services Training Institute provides training for child-welfare workers. And the UH Continuing Education program offers hundreds of courses and programs providing lifelong learning opportunities to the larger community.

### *Innovation and Technology Transfer*

USUs' research totals more than \$14 billion annually. In the academic year 2007–08, the average USU submitted 66 inventions; filed 49 patents; had 10 active licensing agreements; netted \$4.8 million in income from royalties; spent \$864,000 on technology-transfer activities; spurred four business spin-offs that averaged \$500,000 in contracts; contracted research with more than 215 partners valued at \$22.4 million; and started 75 collaborative research projects valued at \$10.4 million. Sixty-one percent provided incubator space for spin-offs.

#### INNOVATION AND TECHNOLOGY TRANSFER

Total of all respondents	Average per USU	Number of valid responses
Inventions and disclosures submitted: <b>1,519</b>	<b>66</b>	<b>23</b>
Number of patents filed: <b>1,126</b>	<b>49</b>	<b>23</b>
Number of patents issued: <b>178</b>	<b>8</b>	<b>23</b>
Number of active licensing agreements: <b>212</b>	<b>10</b>	<b>22</b>
Net income from royalties: <b>\$106,071,241</b>	<b>\$4,821,420</b>	<b>22</b>
Amount spent on technology transfer: <b>\$16,419,226</b>	<b>\$864,170</b>	<b>19</b>
Number of contract research projects: <b>4,078</b>	<b>215</b>	<b>19</b>
Number of collaborative research projects: <b>1,206</b>	<b>75</b>	<b>16</b>

The **University of Illinois at Chicago** spends more than \$300 million on research annually. Its Office of Technology Management has a portfolio of more than 500 technologies, with innovations ranging from therapeutics to software and imaging technologies to nanotechnologies.

Many universities reported that they collaborate with large for-profit companies or provide knowledge bases and innovations for new patents and inventions that go on to generate profits and jobs for the region. For example, scientists at the **University of Houston** invented the intravenous form of Busulfan, an invention that has changed the standard of care in stem-cell transplantation and greatly improved patients' quality of life in the U.S. and throughout the world. The invention of Busulfan led to \$40 million in sales worldwide in 2008.

Other USUs create partnerships and collaborate in development efforts and biotech facilities. The Central Florida Research Park created a 1027-acre campus-like environment for business adjacent to the **University of Central Florida**. Businesses desiring a university relationship can purchase land in the Research Park on which to construct a facility, or they can lease space for office, laboratory, or light manufacturing uses. At present there are 116 companies, 56 buildings, and 9,500 employees in the Park.

## Physical and Neighborhood Development

### *Real Estate Development*

USU members are major real-estate owners and developers. The average USU owns 580 acres in urban areas, valued at \$1.5 billion per institution. USUs have developed and own on average 626,666 square feet of mixed-use (i.e., retail, office, housing, academic) real estate. Nearly 75 percent of USUs are engaged in off-campus urban real-estate development. In addition, these institutions have room to grow, with 21 percent of total land holdings still undeveloped (120 acres per USU). The average USU owns 17 urban cultural and athletic facilities attracting 755,607 visitors annually.

Many institutions establish development partnerships with local governments and private developers to meet neighborhood needs and address community issues.

The City of Portland and **Portland State University (PSU)** have a long history of collaboration on a variety of urban-planning projects. They recently partnered to build a new student-recreation center, one floor of which will house the Portland City Archives. PSU and the city are also partnering on development projects in the university district, including a Regional Sustainability Center, a student-housing complex (with a private developer), and the redesign of eight city blocks into a sustainability demonstration project known as the Montgomery Green Streets Project. On the horizon is the development of the nation's first Eco District, to be located within the university district. Over the life of these projects, PSU will invest \$10 million to leverage \$210 million in development funding from its state, city, and private partners.

In Philadelphia, **Temple University** partnered with a private developer on the Kardon project, which rehabilitated a historic building shell to construct two floors of parking, two floors for university use, and 186 market-rental apartment units that can accommodate 400 to 450 students.

**REAL ESTATE DEVELOPMENT**

Total of all respondents	Average per USU	Number of valid responses
Acres of land: <b>13,330</b>	<b>580</b>	<b>23</b>
Square footage of buildings space: <b>177,549,916</b>	<b>8,070,451</b>	<b>22</b>
Value of land and buildings: <b>\$33,401,025,096</b>	<b>\$1,518,228,413</b>	<b>22</b>
Amount spent on construction and renovation of facilities: <b>\$2,259,175,274</b>	<b>\$94,132,303</b>	<b>24</b>

California State University--Fresno owns a 45-acre mixed-use project, on-campus property, leased to a third-party master developer for a 55-year term. In 2007-08, Fresno invested \$50 million in the project, which in total is valued at \$250 million.

The University of Central Florida partners with local government and other institutions to advance the economic and physical development of the region. One such partnership is the UCF College of Medicine and surrounding medical city being built on a new campus in east Orange County. Ongoing construction at the medical-city site is valued at more than \$1 billion; in ten years the medical city is projected to produce 30,000 jobs and \$7.6 billion in annual economic activity.

*Public Safety*

Safety is a paramount concern in every community. Many USUs employ their own campus police forces and work closely with local law-enforcement officials to ensure the safety of the academic community as well as the community at large. Twenty-five USUs that reported expenditures on public-safety initiatives spent a total of \$121.7 million, an average of \$4.9 million per institution.

All USUs are involved in urban public-safety initiatives. Forty percent of USUs provide lighting off campus and in surrounding communities, and 40 percent support block-watch initiatives. Almost four out of five, or 78 percent, provide public-safety awareness and training programs, and almost three quarters, or 73 percent, utilize crisis planning. Some 64 percent of USUs track local crime data to both inform residents and guide efforts to improve public safety.

Four-fifths of USUs deploy university police both on campus and in surrounding neighborhoods. All 25 of the responding institutions also collaborate with outside police. For example, Morgan State University works closely with Baltimore police departments, sharing information and technologies and collaborating on joint crime-prevention efforts. MSU also works with other university police departments in the area, sharing plans, strategy, information, and technologies.

In some cases, universities use crime data to assist local development planning. For example, the University of Missouri--Kansas City utilized crime data as one criterion to help guide and assess the impact of a revitalization plan for the adjacent Washington Wheaton neighborhood.

A recent initiative by the University of Cincinnati (UC) placed nearly 5,000 packets filled with crime-prevention tips on the doors of local residents, leading to a decrease in property crimes.

The UC and Cincinnati police departments won an award from the Cincinnati Community-Police Collaborative for their joint efforts.

### *Beautification*

In addition to providing greater security, USU member institutions improve the quality of life in their communities through beautification initiatives. Almost three in five, or 56 percent, engage in beautification efforts outside their campus boundaries, spending an average of \$500,000 on these efforts.

**Ohio State University's** beautification efforts have involved the city and the private sector. The construction of the South Campus Gateway substantially improved the appearance and environment of what was an old strip of bars. The acquisition and renovation of Section 8 public housing in the Weinland Park neighborhood adjacent to campus has had a similar effect.

**Wichita State University** developed a plan with the City of Wichita to improve property adjacent to the campus. The university purchased three home sites and agreed to deed them to the city subject to the city's purchasing the balance of the properties within a three-block area. The city also agreed to widen the street and install a landscaped median, which Wichita State will maintain along with a landscaped area adjacent to the community housing. Following suit, many private homeowners in the area have improved their properties as well.

At the **University of Missouri–Kansas City**, the Institute for Leadership and Service spent some \$5,000 on a beautification initiative focusing on Troost Avenue. To coincide with UMKC's homecoming, more than 600 students, alumni, and other volunteers were recruited to plant 75 trees and 75,000 tulips along the previously neglected thoroughfare.

### *Transportation*

USUs work with local and regional transportation authorities to develop multi-modal and mass-transit project strategies. Eighty-five percent of the respondents participate in transportation partnerships. Fifteen reported spending a combined \$38.3 million in support of transportation partnerships in 2007–08, an average of \$2.5 million each.

**Portland State University** worked with the City of Portland to develop a streetcar and light-rail line through downtown and the university, and contributed \$9.5 million towards its construction.

The **University of Houston** has worked with the regional public-transportation agency to develop proposals for two light-rail lines to run adjacent to campus and has proposed to commit right of way to provide access for the train.

At the **University of Minnesota**, the Center for Transportation Studies is working with the American Institute of Architects on an interdisciplinary research partnership called Moving Communities Forward. The project is designed to measure the positive impact that well-designed transportation projects can have on communities and to produce guiding principles that designers, transportation officials, and policymakers can apply to varying situations and needs.

---

This survey provided a wealth of information that illustrates the depth and range of urban-university programs and activities. It is a first step in what we hope will be ongoing efforts to collect data that better characterize the roles of urban universities as anchor institutions and the contributions they make to their communities. The Coalition believes that this data is necessary to give university and public leaders the information required to strengthen these efforts and to strategically harness university capabilities to meet the growing needs of our nation's cities and metropolitan regions.

#### ACKNOWLEDGMENTS

This report was authored by David Perry and Carrie Menendez at the Great Cities Institute at the University of Illinois Chicago. The survey was initiated and created through the dedication and hard work of the USU Strengthening Communities Initiative Steering Committee, including co-chairs Luis Proenza and Wim Wiewel, David Cox, Debra Friedman, Sheila Martin, Geoff Maruyama, David Perry, and Ken Stapleton. This project would not have been possible without the leadership provided by Joseph Danek, Jennifer Danek, and Eleanor McLain of The Implementation Group, Inc., and the research-support staff, including John Sheaffer and Rodolfo Flores, at Great Cities Institute at the University of Illinois at Chicago. The survey instrument and results would not have come to fruition without the support of and extensive feedback from all 39 USU member institutions, whose participation in this endeavor is greatly appreciated.