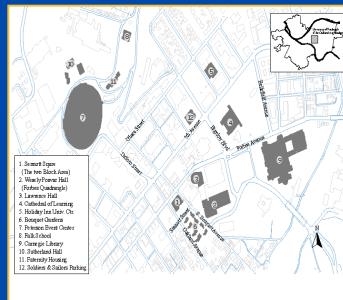
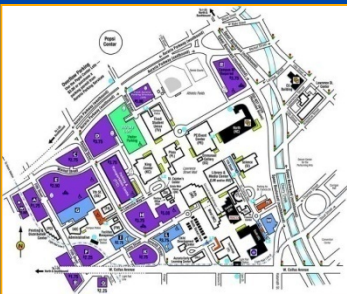
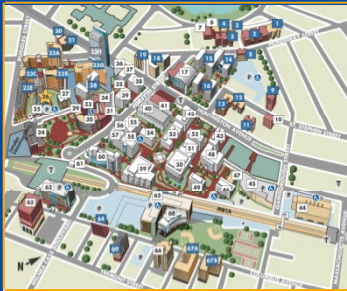
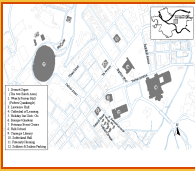


# The University and the City: Place-Based Anchor Institutions and Community Development



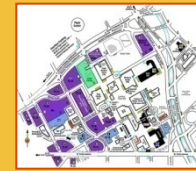
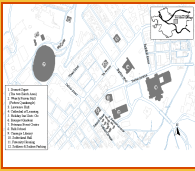
David C. Perry  
University of Illinois at Chicago  
University of Washington, Tacoma  
Tacoma  
May, 2014



# Universities (U.S. and Global) as “Anchor Institutions”

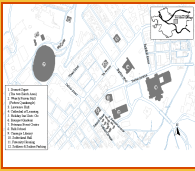
ANCHOR INSTITUTIONS—fully vested urban (or ‘place-based’) institutions—‘engaged’ (or not?) in the political, economic, and community features of:

- urban (rooted in place) change,
- state formation and
- human development (engaged, reciprocally)—educationally, economically and politically...
- (White House Taskforce on *Anchor Institutions*)--new era of “Collaborative Federalism”

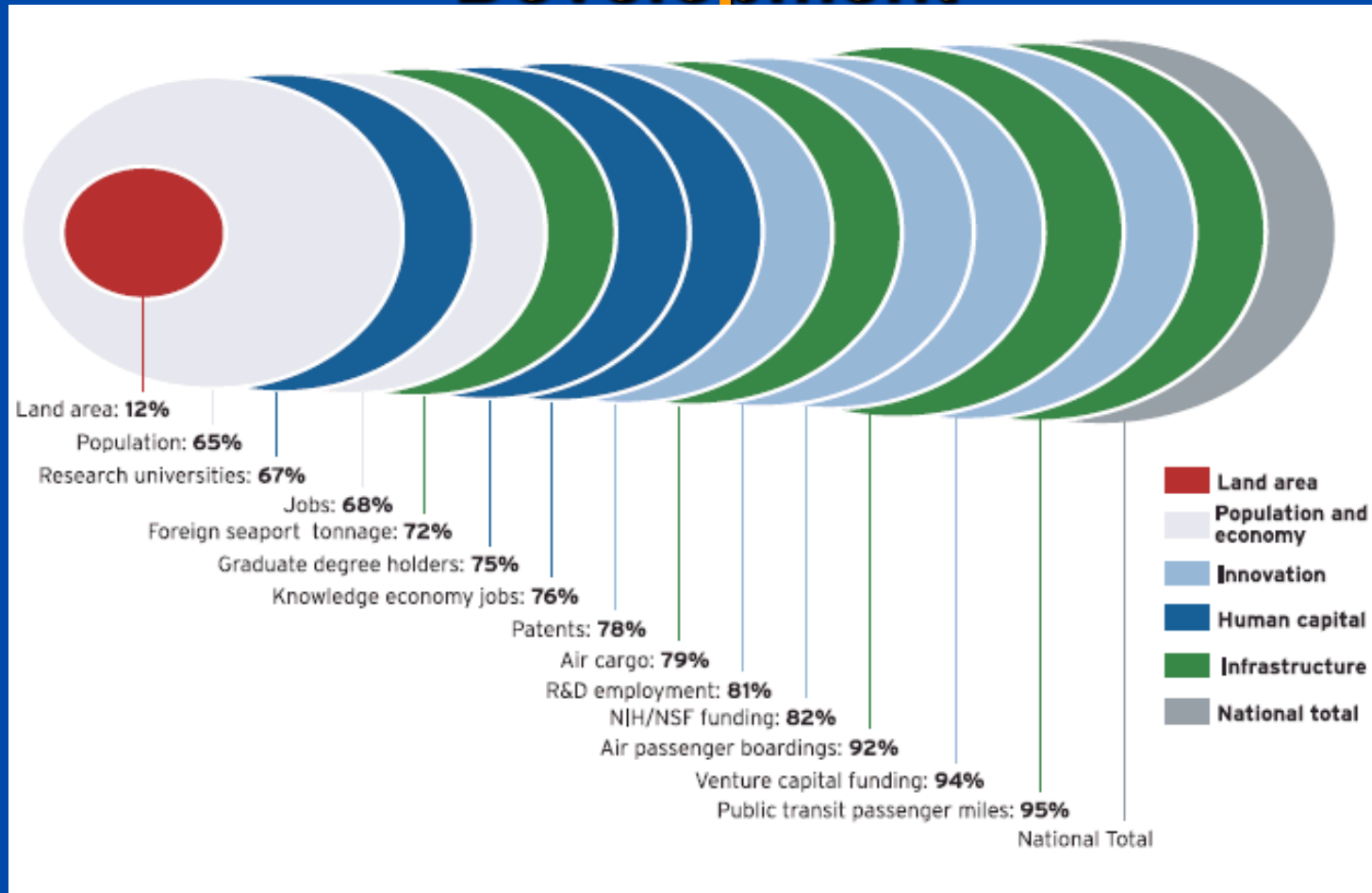


# U.S. Universities as Urban “Anchor Institutions”

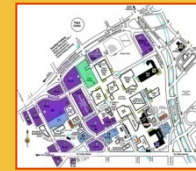
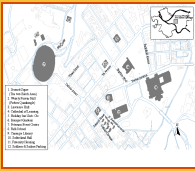
- A driving force of local economic development (CEOs for Cities, 2002, Steve Koch, Deputy Mayor of Chicago, at summer meeting of Urban Serving Universities (USU), 2013))
- “Engaged” institutions: i.e. UIC or UWT (Kellogg Commission on Higher Education, 1999, Harkavey et al, Netter Center, 2012, Perry and Wiewel, 2005, 2008, 2013)
- With an “urban agenda” (USU, Summer Meetings 2006, 2007, 2012 APLU Committee on the Urban Agenda, Gaffikin and Perry, 2012)
- \$700+ billion annual operation, employing approximately 2.6 million people
- Almost two-thirds of these institutions are found in cities, with over 4,900 universities and colleges (4 year and graduate) in the core of U.S. cities (ICIC, 2002 & CEOs for Cities, 2004, USU 2013)
- The (ICIC, 2009). combined spending of urban universities comprises about 70 percent of the total spent annually by universities nationwide
- Put another way, urban universities are spending close over 40% of a trillion dollars on salaries, goods and services, which is more than 10 times what the federal government spends in cities on jobs and economic development.



# Top 100 City/Regions in U.S. as Nodes of Development







# Urban Degree-Granting Universities (UDUs) are Important to Cities

- 4,961 UDUs

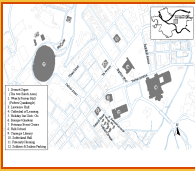
- 68% of all UDUs and 67% of all students—63% all BA/S degrees, 75% all Masters, 72% all PHDs, 80% all dentists and doctors
- Almost 2.0m FTE
- \$750b annual expend and rev. \$700b urban assets

- 1,450 Grad Degree Granting Universities

- Over 1.5m FTE
- Almost 8.0 million students per annum
- \$635b annaul exp and rev. \$400b total assets

- \*Of the 50 most populated MSAs,

- 100% have a Public Urban Research University and almost all have a Private Research University as well.



# Public Urban Graduate Universities as urban “anchors”

Public Urban Graduate Universities (PUGU) : 292\*\*

Students:

1. Students: 4.1m students (over 50% of all grad students) 58% BI.  
53% La. 72% Asian

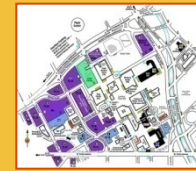
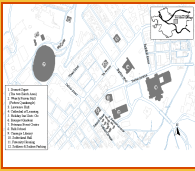
2. Exp and Rev: \$325b expend and rev. And total assets in excess  
of \$100b

4. Employees: The 292 PUGUs (with almost 800k FTE) are among  
top employee categories in every urban region of U.S.

5. Government and Community: 47% fed. COPC, 71% fed. transit  
research, 62% public service expenditures by fed. to USUs/  
URUs.

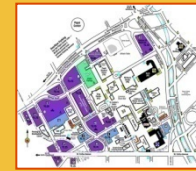
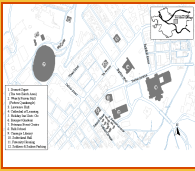
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**\*\*Graduate Degree-Granting Institutions in CBSAs of more than  
450,000 and are designated as ‘public’**



# The North American University as “Urban/Regional Developer”

- The “campus” isn’t the campus any more...it’s much more— *an URBAN space*
- University development is increasingly “mixed use” development - blurring academic and commercial uses, the edge of the old campus, even the meaning of “university building”— *an URBAN building*
- Campus master plan as city plan/city plan as master plan— *an URBAN plan*



# The North American University as “Urban/Regional Developer”

## 1. Universities as “Anchors/Collaborators.”

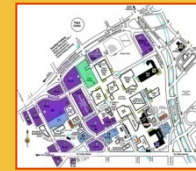
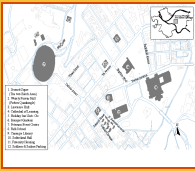
Universities are place-based collaborators with other urban institutions: “can’t do it alone.” CHICAGO LOOP

## 2. “360 Degrees of Development:” U. as Neighbor, as Planner as Entrepreneur. Examples in ATLANTA, COLUMBUS, TACOMA.

## 3. Universities as “Community-Based Institutions”

Examples in housing, public safety and education in city/regions like CINCINNATI, CHICAGO, PHILADELPHIA, etc.

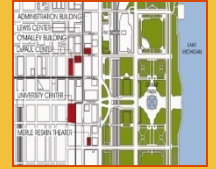
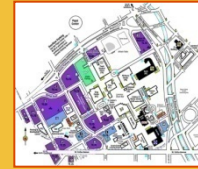
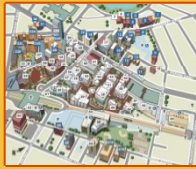
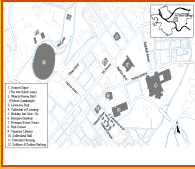




# 1. Universities as “Anchors/Collaborators.” Universities are place-based collaborators with other urban institutions: “we can’t do it alone.”

EXAMPLE: THE CASE OF CHICAGO: City Plan/Campus Plan=Chicago Central Area Plan with and for the universities of “the Loop:”

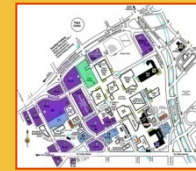
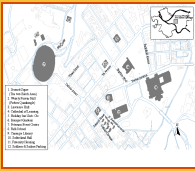
- Case: from “desolate hole in the metro donut”
- Goal: to build an educational “corridor” (City of Chicago *Central Area Plan*, mid 90s attracted 24 public and private universities) city and campus development BOTH anchored by city/university collaborations over land-use and development: i.e. DePaul Center, University Center, Columbia College
- Outcome: Inter-university collaboration+ private sector+city= 24/7 “Loop U” sector of the loop/global city



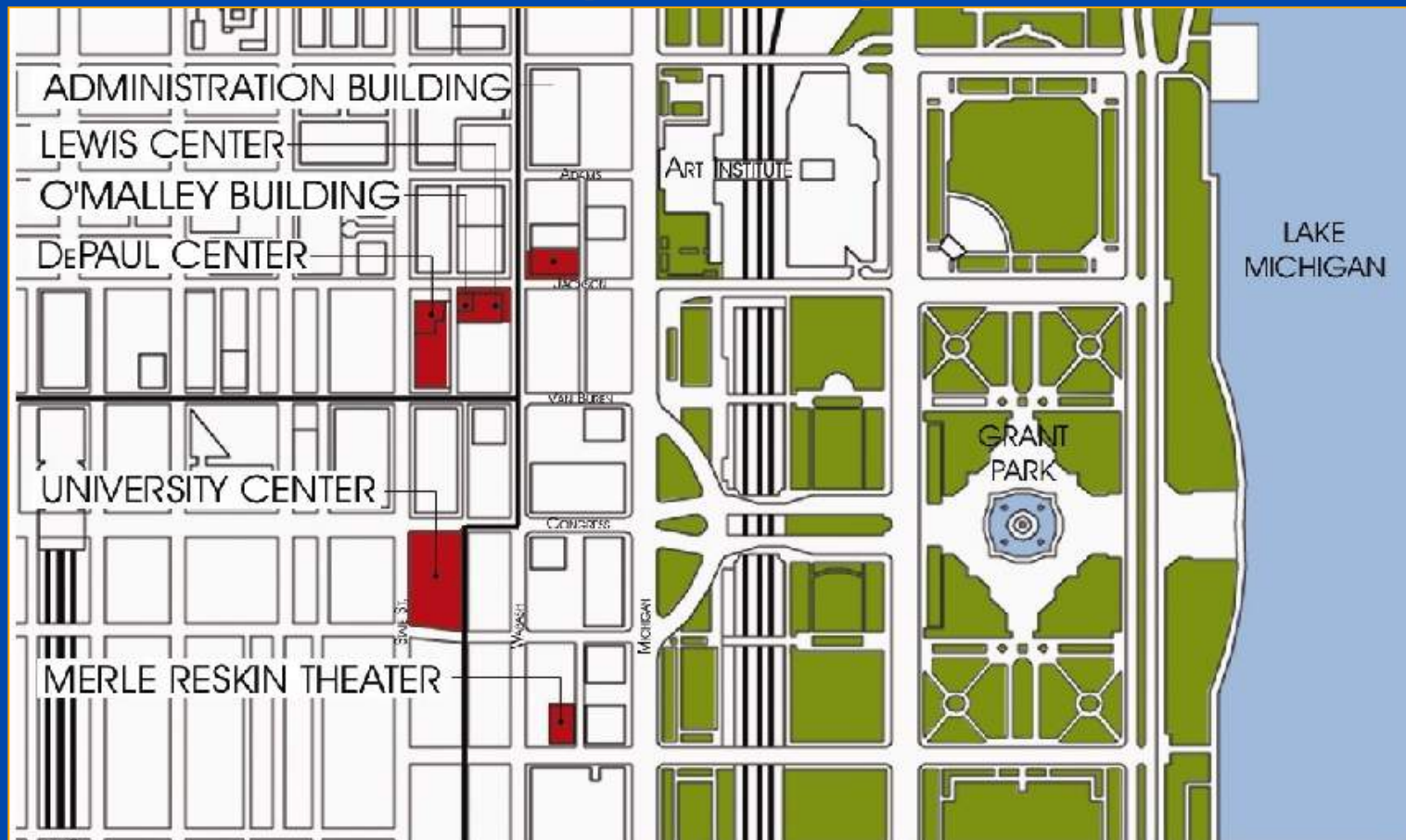
# Chicago: The Loop

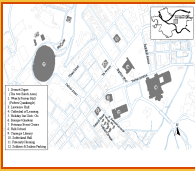






# Chicago. DePaul University Loop Campus

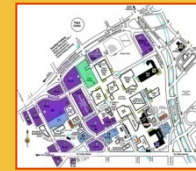
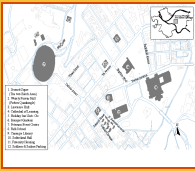




# DePaul Center (Loop)

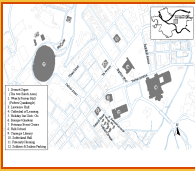






# Chicago. Three-University Center of Chicago: The Center of “Loop –U”



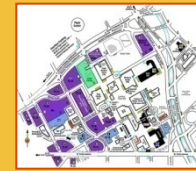
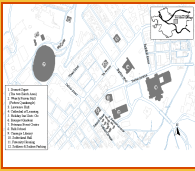


# Chicago's South Loop

**OUTCOME:** in ten years the core colleges/universities have changed:

- a. 25,000 to 70,000 students (projected 100k in next 5 yrs)
- b. 15,000 employees (projected 25k in next 5 yrs)
- c. 700,000 visitors annually (projected 1.7 m. vis, in next 5 yrs)
- d. 6,000 resident beds (proj. 10k more condos and apts in next 5 yrs)
- e. \$35m annually and \$200m building value (\$1.5 B in area next 5 yrs)
- f. 7.5 m. sq. ft. to 12.5 m. sq. ft. (projected 18 m. in 10 yrs.)

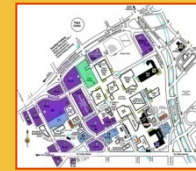
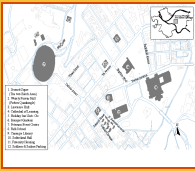
**THEREFORE, FROM** “desolate hole in the (downtown) donut” to the new ‘anchor’ of Chicago development in the LOOP. A “24/7,” “educational corridor” of the “clusters” in the “knowledge economy” In fact Chicago is now the single largest ‘campus town’ in total student enrollments in the U.S.



## 2. “360 degrees” of development: university as “neighbor,” “planner” and “builder” of city as well as campus

- THE CASES OF ATLANTA, COLUMBUS Ohio and TACOMA WA: where universities, institutionally and strategically, collaborate as:
  - Urban Neighbors (Morehouse College, Ohio State)
  - Urban Planners (Georgia State University, and U Wash, Tacoma)
  - Public/Private Entrepreneurs (Ga. Tech, Atlanta)

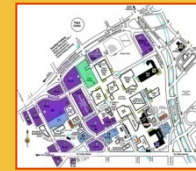
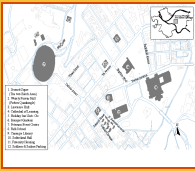




## 360 Degrees of Development-- University as “Neighbor”

- **Case:** Morehouse College’s neighborhood revitalization efforts in its adjacent communities of long time economic and physical decline with an equally long history of Morehouse acting as “enclave” rather than “neighbor.”
- **Goal:** revitalize the surrounding residential area of the college, with limited funds and even less community trust.
- **OUTCOME:** Through its participation in a neighborhood CDC, Morehouse is able to contribute to new infill affordable housing, maximizing the use of scarce resources and successful partnering. University allowed to carry out a land swap with the city and public housing for mixed use university/ community development project on land it did need for academic functions

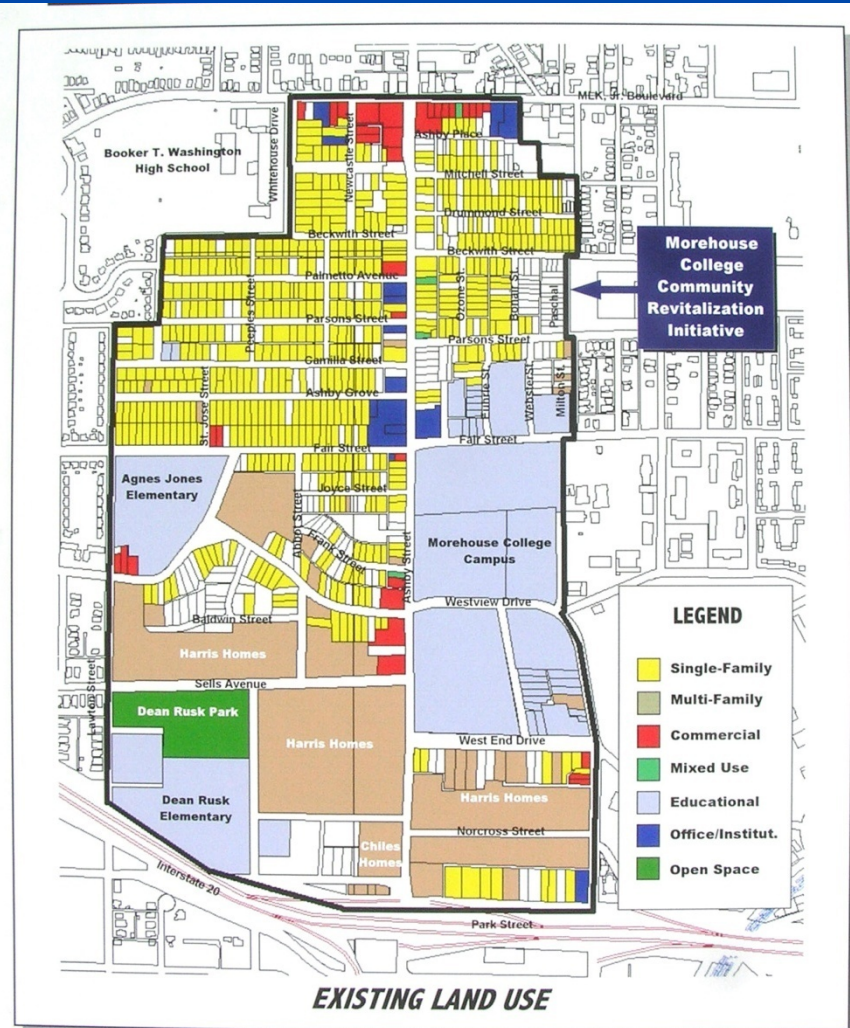




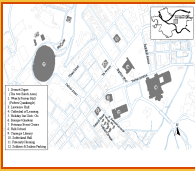
# Morehouse Neigh. CDC

Goal: revitalize the surrounding residential area of the college, with:

- a. limited funds and
- b. even less community trust.

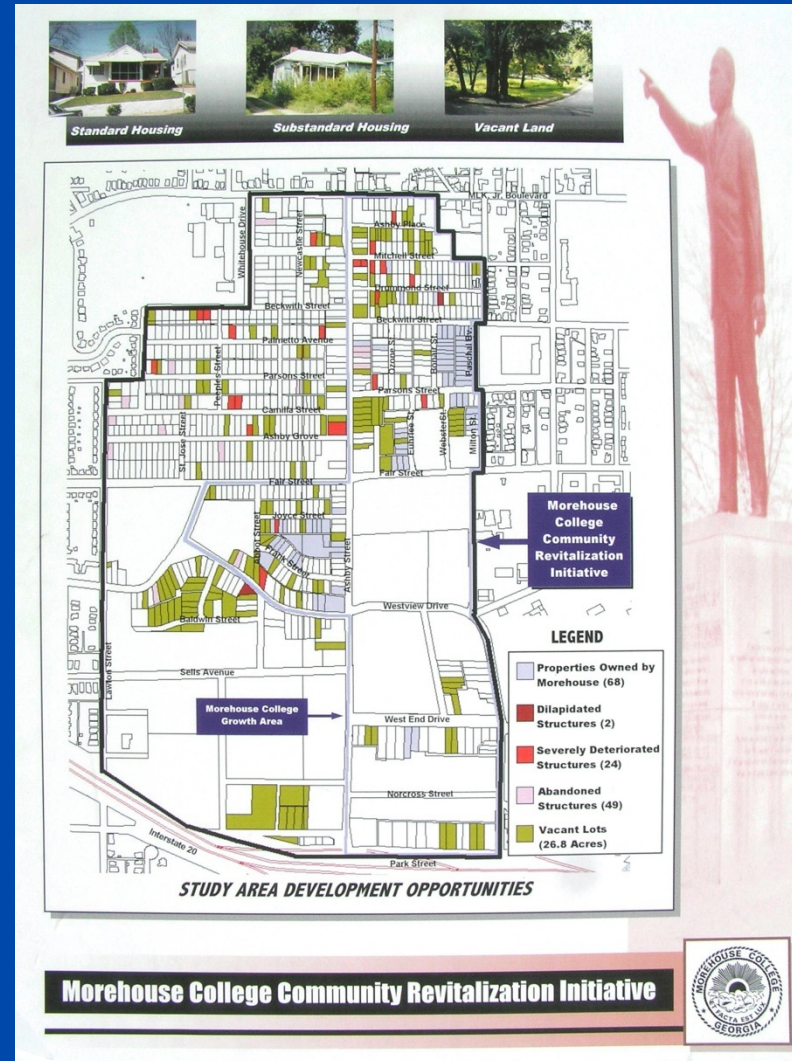


**Morehouse College Community Revitalization Initiative**

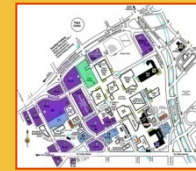
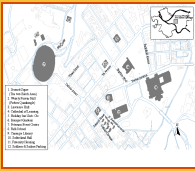


## Outcomes:

1. CDC-led affordable housing effort with university as a participating CDC partner
2. 'Enlightened Self Interest' of Morehouse served
3. Morehouse-city land swap for mixed-use development (academic devel. +community devel.)







## 360 Degrees of Development University as “Neighbor:” Ohio State University and Columbus’ ‘University District’

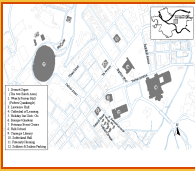


- The plan, titled *University Neighborhoods Revitalization Plan: Concept Document*, was published in late 90s with 4 major themes :
  1. Improving rental housing and the quality of life in the predominantly student neighborhoods.
  2. Increasing the level of homeownership in the University District.
  3. Revitalizing the retail market serving these neighborhoods.
  4. Encouraging faculty, staff and student involvement with the neighborhoods through a variety of learning and service activities.



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<https://www.google.com/maps/@39.9611111,-83.0011111,15z>

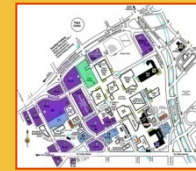
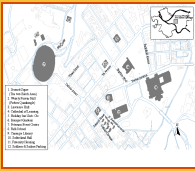


# 360 Degrees of Development-- University as “City Planner--” Ohio State University



1. “Main Street” mixed use and High Street Urban Design with a South Campus, mixed retail “gateway” to/from campus to community
2. Over 1300 scattered site distressed housing (Section 8 with over 550 located in University District and over 240 in Broad Street portfolio, creating
  - a. 37X increase in funding ,
  - b. relocation of over 500 families and massive infusion of community participation,
  - c. renegotiation of ownerships and
  - d. HUD-led rent prices to reflect the community and maintain its social fabric
3. increased city planning impact
4. university takeover and reinvigoration of industrial and ‘brownfield’ sites



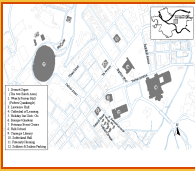


## 360 Degrees of Development University as “Planner” Atlanta, Columbus (Ohio), and Tacoma (WA)

### MORE ON ATLANTA

- Georgia State University Master Plan became the city of Atlanta's first executed Downtown City Master Plan
- GSU anchored downtown development in the face of massive private sector disinvestment
- Refurbished buildings and reconstituted streets and highways through the university—bringing city to campus and campus to city
- GSU president as community leader AND academic leader





# Atlanta and GSU: Master Planning Principles for city and university

## Principle 1

Integrate institutional buildings and their use into the city environment.

## Principle 2

Use existing and planned structures to help define and connect the institution's spaces.

## Principle 3

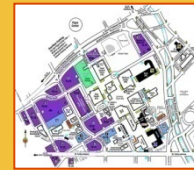
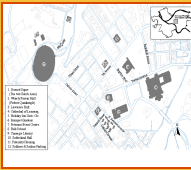
Use housing opportunities to attract the population necessary to create a viable community.

## Principle 4

Support transportation patterns that encourage pedestrian traffic and enhance the safety and convenience of Georgia State students, faculty and staff.

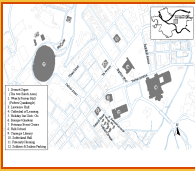




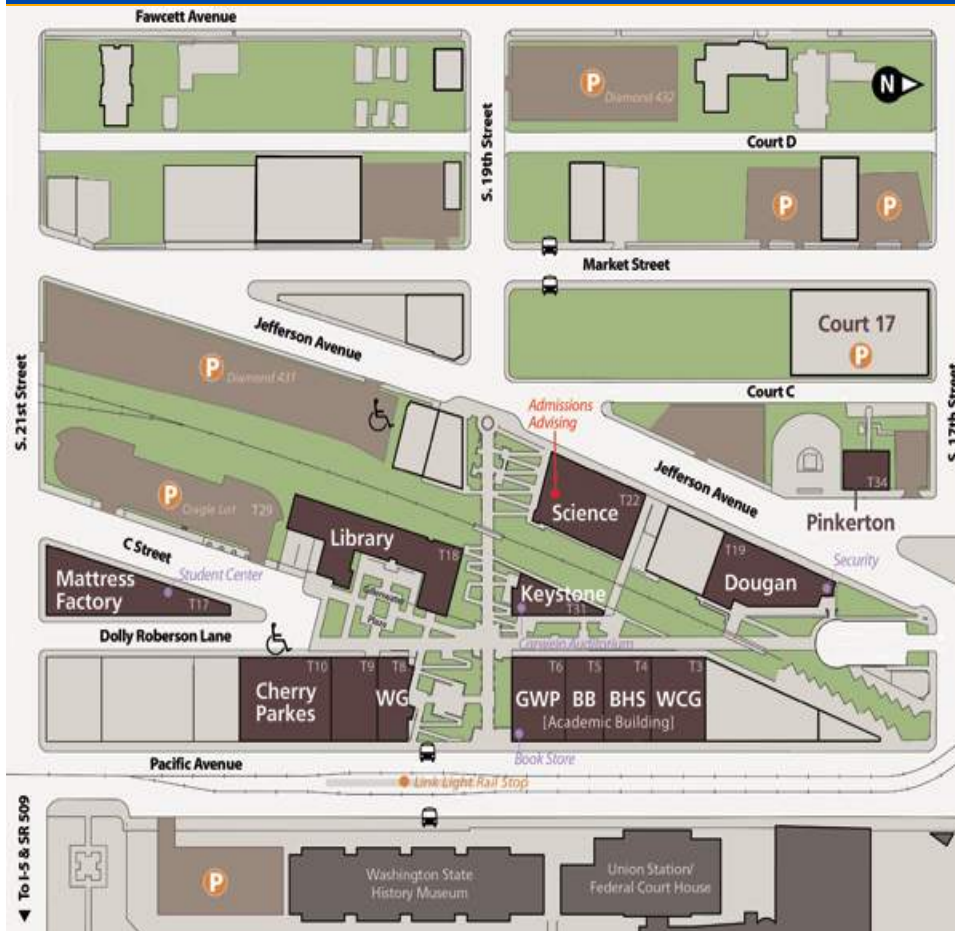


# 360 Degrees of Development--University as “City Planner--” Univ. Of Washington, Tacoma



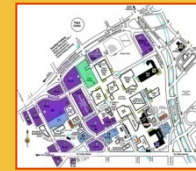
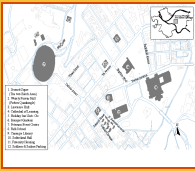


# 360 Degrees of Development --City of Tacoma: University of Washington as “City Planner”



Tacoma City Plan of Adaptive Reuse of the warehouses and anchor downtown redevelopment; University turned this area into a **mixed use/ new campus** for the University of Washington





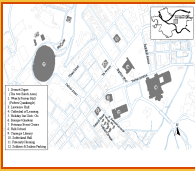
## 360 Degrees of Development: University as “Entrepreneur”

### Case: Georgia Tech and Midtown Atlanta

- A Deserted Zone into Technology Square:
- Centergy Public Private Sector: Incubator linked to the life sciences and nanotechnology disciplines of the campus

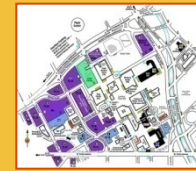
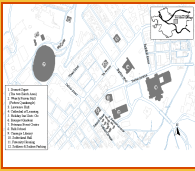
Goal: To attract leading technology corporations, leading faculty and retain key graduates in the new, globally competitive, knowledge economy.

Outcome: A mixed university/private sector research complex off campus of over 1.2 m sq feet, to more than double that on campus.



# MIDTOWN between 1980- 2000: 60% vacant+bankruptcies and foreclosures

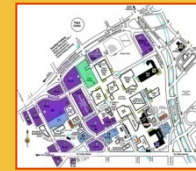
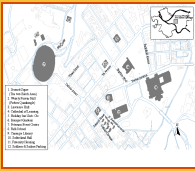




# Institutional Anchors

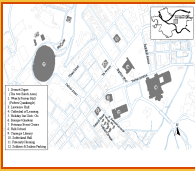
- NO PRIVATE CORPS WOULD BITE, THEREFORE THE MIDTOWN DEVEL WOULD DEPEND ON NEW “CORPORATE ANCHORS:”
- Federal: Federal Reserve Bank
- Utility: Bell South
- State: Georgia Tech





# Technology Square at Georgia Tech. Midtown Atlanta

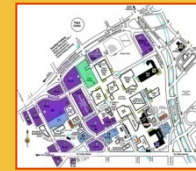
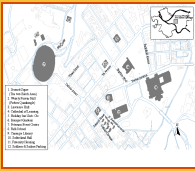




# Georgia Tech/Centergy



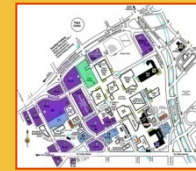
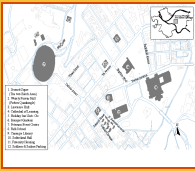




# THE MIDTOWN CLUSTER—"GROWTH POLE OF THE NEW SOUTH"



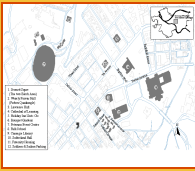




## University as a Community-Based Institution: Housing, Public Safety and Education

### A. Housing: i.e. Employee Assisted Housing (EAH)

- 1. financial partner model: examples: hybrid model.** Harvard – offers cash back, low-interest mortgages, Miami University – forgivable loan up to \$10,000, Tulane – forgivable loan up to 2% of value, the University of California System – longer term loans, higher loan-to-value ratios, secondary mortgages, salary differential housing allowance, the University of Pennsylvania – loan guarantee and Yale University – down payment assistance
- 2. service provider model: examples:** includes financial assistance typically only offered to employees, the services offered through the service provider model are often available to non-employees as well as employees, because they don't involve a direct cash outlay. U of C case example.
- 3. connector/facilitator model: examples:** Case Western Reserve University– connects participants with CDCs and a wide range of City programs, and the University of Chicago – connects participants w/NHS services and state and local homebuyer programs
- 4. developer model: examples:** another hybrid model, pairing a mix of the other three types of programs with housing units actually built by the university. The new housing units may be paired with direct financial assistance from the university in partnership with a loan from a private lender, like the financial partner model

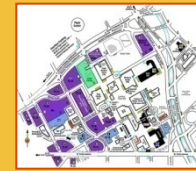
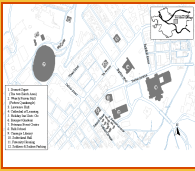


# University as a Community-Based Institution:

## Housing, Public Safety and Education

### B. Public Safety—over 50% of public graduate degree-granting universities report decrease in crime due to:

1. increase in police staff, expansion of service areas, increased collaboration with other security forces in 100% of research universities (i.e. U of L down 66% and U of Memphis down 25% in surrounding communities, Morgan State reports the same)
2. focused expansion (U of Minn and U of Houston)
3. patrol force assigned to a geographic area (univ + surrounding neighborhood—UIC—5<sup>th</sup> largest force in Illinois)
4. crime prevention info distribution (U of Cincinnati)



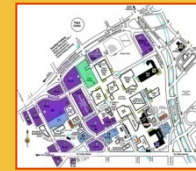
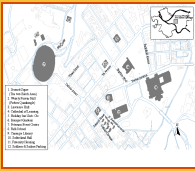
## **University as a Community-Based Institution:** **Housing, Public Safety and Education**

- C. **Education:** Urban research university partnerships with community--directed to human capital development from kindergarten to graduate school. 85% of universities studied have community-based K-16 partnership programs: Two case examples:

**U of Cincinnati:** (i) “STRIVE” connects 300 education, business, non-profit, community, civic and philanthropic sectors to help “every child achieve acad. Success from “cradle to career” w/budget of over \$7billion to help children in core surrounding U of C and region. (ii) “roadmap of success” w/ 54 metrics of critical transition points K-12, college (i.e. 40-54 metrics, 53% prepared for K--up from 44% in 2006, 10% increase in graduates attending college)

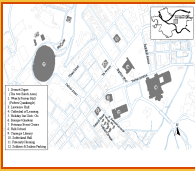
**Temple: Partnership Schools with 1800** students in four schools where Temple OPS controls and directs all m'gmt, prof devel, reform strategies: 29% increase in math and 14% increase in reading test improvements in just four years.





## SUMMARY OF U.S. STUDY FINDINGS: ( Six Studies by Perry et. al. 2005-2013)

- Leadership matters—especially in the U.S.
- Fiscal Independence first, but increasingly cannot “go it alone”
- Public-Private partnerships—the new collaborative strategy
- Intermediaries—how Higher Education creates its options
- Situational ethics of “enlightened self interest”



# Contact Information

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*David C. Perry and Wim Wiewel. (eds.) The University as Urban Developer: Case Studies and Analysis. M.E. Sharpe, May 2005*

*Wim Wiewel and David C. Perry. (eds.) The Global University and Urban Development: Case Studies and Analysis. M.E. Sharpe, April 2008.*

*David C. Perry. The University as Urban Anchor Institution. Forthcoming, M.E. Sharpe, August 2015*