

Tufts University
Department of Urban and Environmental Policy and Planning
Fall 2014

Anchor Institutions and Community Revitalization UEP 0294-19¹
Fridays, 9:00-11:30am
72 Professors Row, 1st floor classroom

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Course Description

This collaborative research seminar focuses on the theoretical debates as well as the social, political, and economic impacts and implications of anchor institutions. Anchor institutions are nonprofit or for-profit institutions that are fixed in place and are actively investing in the communities where they are located. Examples include: universities and colleges, hospitals, sports facilities, museums, public utilities, public schools and faith-based institutions. In regions around the world, anchor institutions are directly revitalizing communities by providing jobs and workforce training, incubating the development of new businesses and directing their purchasing power toward local businesses. In addition, they are delivering educational and social services, and contributing to the development of public policies. Indirectly and collectively, they create a reinvigorated civic sphere that attracts new residents, knowledge-industry workers and tourists.

This seminar course will focus attention on institutions of higher education, universities and colleges, and their evolving roles as anchor institutions in countries around the world. Students will benefit from access to the resources of the [Talloires Network](#) (TN), a global coalition of more than 300 university heads in more than 70 countries. In collaboration with Talloires Network staff, the course explores why and how universities and colleges in the United States as well as developing countries (e.g., Mexico, Malaysia, South Africa) are committed to civic engagement and capable of community revitalization. It will also explore the historical and contemporary ways in which such institutions may negatively impact the communities in which they are located.

Importantly, students will develop basic research skills, including techniques for conducting personal interviews and case study analysis; they will probe and synthesize the university civic engagement literature and other secondary data sources. In the end, students will produce a “digital story” to be discussed by university presidents at the [Talloires Network Global Leaders Conference](#) outside Cape Town South Africa in

¹ Seminar website located on Tufts Trunk - <https://trunk.tufts.edu/portal/site/>

² Professor Hollister will participate in many, but not all, seminar sessions

December. By doing so, students will not only contribute to a global movement aimed at improving the ways in which institutions of higher education engage with society, but they will also develop research and communication skills they may apply to their thesis and other future projects.

Skills and Competencies

Students who participate in this seminar may expect to acquire the following knowledge and skills:

- An understanding of why “anchor institutions” are becoming a key approach to revitalizing communities around the globe, and the internal and external factors that influence the extent of such work and the approaches to it that institutions are taking;
- The benefits and risks of university civic engagement for faculty, staff and students, as well as community leaders and residents, governments and businesses;
- A range of strategies for mobilizing institutional resources as well as an understanding of the political, social, economic and cultural influences on approaches to community revitalization;
- What is currently known about the impacts of “anchor institutions” on communities as well as institutions of higher education;
- An overview of relevant debates including university civic engagement, globalization, and gentrification;
- Direct access to, and interaction with, leading experts in the field including Talloires Network members and partners;
- An introduction to, and practice with, research skills such as personal interviews and case study analysis as well as writing, verbal/visual presentations, and digital stories;
- Methods of secondary data collection and analysis for developing an understanding national contexts, specifically the social structure, history, politics, culture, and economies of several developing countries, especially Mexico, Malaysia, and South Africa;
- (Optional) Development of a thesis project on some aspect of this subject.

Course Requirements

Assignments

Assignment #1 – Single Case Study, Using Secondary Data

Select a Talloires Network member institution from the list below. Collect, synthesize and present evidence about the institution you've chosen using a wide array of secondary sources.

(a) Prepare a short paper (5 pages in length, double-spaced, 12-point font, with appropriate footnotes, bibliographic references, and graphics) depicting what you have learned about the anchor institution you've selected. Answer the following questions: In what ways does the national policy on higher education influence the anchor institution's behavior? With what types of local conditions (e.g., cultural, economic, social, political) must the institution cope? Within which conditions does the institution thrive? In what way(s) does the institution's history enhance or constrict its role as an anchor? Which institutional policies, if any, support faculty, staff and/or student civic engagement? Which part(s) of the institution are most engaged? What are the institution's most impressive achievements with regard to impact on society? Which part(s) of the institution are least engaged – how could the institution improve its relationship with the community in which it is located?

(b) Verbally present your ideas and evidence to the class (handouts, slide shows and other visual aids are welcome, but not required). Limit your talk to 12, no more than 15, minutes (not including the question and answer period).

Assignment #2 – Personal Interviews, Collecting Primary Data

Interview a civic engagement leader at the institution you studied for the first assignment. Collect, synthesize and present evidence about the institution you've chosen using primary data from the personal interview as well as secondary data you've collected.

(a) In consultation with the instructors and/or Talloires Network staff, prepare a set of interview questions designed to further develop your case study. This includes understanding informed consent process for research interviewing. Practice your interview with the instructor, Talloires Network staff or classmate in advance. Complete a 1-hour personal interview.

(b) Prepare a short paper (2 pages in length, double-spaced, 12-point font, with appropriate footnotes, bibliographic references, and graphics). Your paper will follow the Leaders in the Civic Engagement Movement series format (see and read a few articles written between March 2012 and September 2014, <http://talloiresnetwork.tufts.edu/who-we-ar/newsletter/>). The paper you author will be edited, published in a future newsletter and disseminated at the global conference. On October 24th, come to class prepared to

answer the following questions: In what way(s) did the interview enhance your knowledge of the relationship between national policy and anchor institutions, if at all? Did your interviewee convey knowledge about local conditions that you did not uncover earlier? Institutional history? Institutional policies? A particular civic engagement program and its impact?

Assignment #3 – Culminating Project – Digital Story, Persuading University Presidents

Working with the instructor, Talloires Network staff and each other, create a digital story presenting the institution you studied in the assignments above for an audience of university presidents.

(a) Prepare a “practice run” of your digital story to show in class one week before (Nov. 14th) the final version is due (Nov. 21st). This is an opportunity to receive feedback on your work-in-progress and to ensure you are making good progress on the assignment. The story may be no more than 6 minutes in length.

(b) Edit and finalize your digital story. The story will rely exclusively on visual evidence – photographs (historic and contemporary), drawings, charts, logos, maps, facts and figures, and short sentences (English required; you may opt to translate the text into Spanish and/or French). Your aim is to tell the story of the institution you’ve selected, highlighting its achievements and ongoing challenges as an anchor institution and suggesting practical recommendations for strengthening existing programs and activities. The story may be no more than 4 minutes in length and should answer the following questions (not necessarily in this order).

Where is the university? When and why was it established? Whom does it serve? In what ways does the national policy on higher education influence the anchor institution’s behavior? With what types of local conditions (e.g., cultural, economic, social, political) must the institution cope? Within which conditions does the institution thrive? In what way(s) does the institution’s history enhance or constrict its role as an anchor? Which institutional policies, if any, support faculty, staff and/or student civic engagement?

What exceptional work is the institution doing with regard to job preparation and creation, economic development, knowledge generation, access to education and social service delivery? How has the “engaged” university, its programs and activities, evolved over time? What are the institution’s most impressive achievements with regard to impact on society? What were the critical moments in the university’s development, turning points that represent key achievements and noteworthy challenges to engagement? What can the president, faculty, staff students and community partners do to enhance the impact of their efforts?

Talloires Network Member Institutions (selected)

United States

Tufts University

Malaysia

Universiti Kebangsaan Malaysia

International Medical University

Mexico

Universidad Veracruzana

Tecnológico de Monterrey University

South Africa

University of Venda

University of the Witwatersrand

University of Cape Town

Class Participation

This is a collaborative research seminar and the quality of this course depends on your contributions. Students are expected to complete required readings in advance and actively participate in class discussions. While it is reasonable to miss a session due to illness or emergency, you must notify the instructors in advance if you will be absent more than once.

Grading

Student grades will be based on the following:

- 20% assignment #1 (15% paper; 5% verbal presentation)
- 15% assignment #2
- 45% assignment #3 (20% for practice run; 25% for final product)
- 20% class participation

Late assignments will lose one letter grade. Assignments submitted more than one week late will receive a failing grade, unless special circumstances warrant an exception.

Part One

Session One (September 5th)

- **Course Overview**
- **What are anchor institutions?**
- **Introduction to research skills**

Readings:

Adelman, Ian. "Transforming the Food Economy," *Practical Visionaries: A Space for Sharing* by Penn Loh (blog), May 21, 2013, <http://pennloh.wordpress.com/2013/05/21/transforming-the-food-economy/>.

Appleseed, Inc. "Executive Summary & Introduction," in *Engines of Economic Growth: The Economic Impact of Boston's Eight Research Universities on the Metropolitan Boston Area* (New York: 2003), 3-11.

Holden, Elizabeth. "Can Anchor Institutions Save New Hampshire's Polluted Great Bay?," *CoLab Radio* (blog), June 19, 2013, <http://colabradio.mit.edu/can-anchor-institutions-save-new-hampshires-polluted-great-bay/>

Initiative for a Competitive Inner City (ICIC). 2011. "Anchor Institutions and Urban Economic Development: From Community Benefit to Shared Value." *Inner City Insights* 1 (2): 1-9.

Serang, Farzana, J. Phillip Thompson, and Ted Howard. 2013. "The Anchor Mission: Leveraging the Power of Anchor Institutions to Build Community Wealth." College Park, MD: The Democracy Collaborative, 1-51.

Session Two (September 12th)

- **Anchor institutions continued**
- **Higher education anchor institutions in the United States and Mexico**
- **Ingredients of an effective case study**

Readings:

*Birch, Eugenie, David C. Perry, and Henry Louis Taylor Jr. "Universities as Anchor Institutions." *Journal of Higher Education Outreach and Engagement* 17, no. 3 (2013): 7-16.

*Maurrasse, David J. "From the Desk of the Guest Editor." *Journal of Higher Education Outreach and Engagement* 17, no. 3 (2013): 1-3.

Yin, Robert K. *Case Study Research: Design and Methods* Sage publications, 2014, pp. 2-15; 26-37; 70-77; 102-110; 176-183; and 200-206.

*Birch et al. and Maurrasse readings are both together in the JHEO&E file

Session Three (September 19th)

- **Anchor institutions continued, benefits and risks**
- **Higher education anchor institutions in Malaysia and South Africa**
- **Ingredients of an effective case study continued**

Readings:

Etienne, Harley. *Pushing Back the Gates: Neighborhood Perspectives on University Driven Revitalization in West Philadelphia*. Temple University Press, 2012: 18-23; 54-70; 75-77.

Gregory, Steven. "The Radiant University: Space, Urban Redevelopment, and the Public Good." *City & Society* 25, no. 1 (2013): 47-69.

Hirokawa, Keith H. and Patricia Salkin. "Can Urban University Expansion and Sustainable Development Co-Exist: A Case Study in Progress on Columbia University." *Fordham Urb.LJ* 37(2), (2010): 637-697.

Silverman, Robert Mark, Jade Lewis, and Kelly L. Patterson. "William Worthy's Concept of "Institutional Rape" Revisited: Anchor Institutions and Residential Displacement in Buffalo, NY." *Humanity & Society* 38, no. 2 (2014): 158-181.

Yin, Robert K. *Case Study Research: Design and Methods* Sage publications, 2014. [skim these sections: 84-94; 118-130; 132-162]

Assignment #1 due on Thursday, September 25th at 5pm

Session Four (September 26th)

- **Students present Assignment#1**
- **Overview of Assignment #2**
- **Anchor institutions continued, impacts**

Readings:

Breznitz, Shiri M., and Maryann P. Feldman. "The larger role of the university in economic development: introduction to the special issue." *The Journal of Technology Transfer* 37, no. 2 (2012): 135-138.

Daniel, Michaela and Stella Schons. "Measuring, Attributing, and Quantifying the Return to Anchor Institutions Making Responsible Community Investments: Yale University and New Haven, CT." (2010).

Quantec Research Ltd. *University of Pretoria: Engine for Economic Growth* (Lynwood, University of Pretoria: 2013).
http://web.up.ac.za/sitefiles/file/publications/2013/UP_Engine_for_Economic_Growth.pdf.

Youtie, Jan, and Philip Shapira. "Building an innovation hub: A case study of the transformation of university roles in regional technological and economic development." *Research policy* 37, no. 8 (2008): 1188-1204.

Hershberg, Eric, Kaoru Nabeshima, and Shahid Yusuf. "Opening the ivory tower to business: University–industry linkages and the development of knowledge-intensive clusters in Asian cities." *World Development* 35, no. 6 (2007): 931-940.

Part Two

Session Five (October 3rd) – Class ends at noon

- **Mexico – universities and programs**
- **Ingredients of effective personal interviews**
- **Guest speaker Regina Raboin, Science Reference Librarian; Copyright and Fair Use**

Readings:

Cornell University. "Interviewing," *Profiles of Practitioners: Practice Stories from the Field, 2005*, http://instruct1.cit.cornell.edu/courses/practicestories/CP_1.htm

Hoyt, Lorlene and Amy Newcomb Rowe, eds. "Mexico," *Leaders in the Civic Engagement Movement (LCEM)*. Talloires Network, Tufts University, Medford, MA, November, 2013

Watson, David, Robert Hollister, Susan E. Stroud, and Elizabeth Babcock. "Mexico and its Higher Education System." *The Engaged University: International Perspectives on Civic Engagement*. Routledge, 2011.

Weiss, Robert S. *Learning from strangers: The art and method of qualitative interview studies*. Simon and Schuster, 1995: 51-59; 74-83; 144-147.

Session Six (October 10th) – Class ends at noon

- **Malaysia – universities and programs**
- **Preparing for, and conducting, personal interviews**
- **Guest Speaker, David Murrasse, President of Marga Inc.**

Readings:

Hoyt, Lorlene and Amy Newcomb Rowe, eds. "Malaysia," *Leaders in the Civic Engagement Movement (LCEM)*. Talloires Network, Tufts University, Medford, MA, December, 2013.

MARGA Inc.; <http://www.margainc.com/>. MARGA Inc.; Anchor Institutions Taskforce (AITF); <http://www.margainc.com/initiatives/aitf/>.

Maurrasse, David J. "Leveraging Anchor Institutions for Urban Success." *CEOs for Cities* (2007): 1-28.

http://www.ceosforcities.org/pagefiles/CEOs_LeveragingAnchorInstitutionsforUrbanSuccess_FINAL.pdf.

Maurrasse, David J., "Global competitiveness and the role of higher education/community partnerships," in *Economic strategies for mature industrial economies*, ed. Kresl, Peter Karl (Edward Elgar Publishing, 2010): 22-36.

Watson, David, Robert Hollister, Susan E. Stroud, and Elizabeth Babcock. "Malaysia and its Higher Education System." *The Engaged University: International Perspectives on Civic Engagement*. Routledge, 2011.

Session Seven (October 17th)

- **Guest speaker, Mary Tiseo, Executive Director, South Africa Partners**
- **Guest speaker Regina Raboin, Science Reference Librarian; Gathering Evidence**
- **Preparing for, and conducting, personal interviews**

Readings:

Note: guest speakers may provide additional readings

Hoyt, Lorlene and Amy Newcomb Rowe, eds. "South Africa and Egypt," *Leaders in the Civic Engagement Movement (LCEM)*. Talloires Network, Tufts University, Medford, MA, January, 2014.

Watson, David, Robert Hollister, Susan E. Stroud, and Elizabeth Babcock. "South Africa and its Higher Education System." *The Engaged University: International Perspectives on Civic Engagement*. Routledge, 2011.

Assignment #2 due on Thursday, October 23rd at 5pm

Session Eight (October 24th)

- **Discuss findings from Assignment #2**
- **Overview of Assignment #3**

- **Basic Storytelling with Marc Raila and Michael Callahan, Tufts Digital Media Technologists**

Readings:

Digital stories to be forwarded as links via e-mail.

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| Part Three |
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Session Nine (October 31st)

- **Work on iMovie at the Mark Lab**

Readings:

Hoyt, Lorraine M. and Robert M. Hollister. "Strategies for Advancing Global Trends in University Civic Engagement—the Talloires Network, a Global Coalition of Engaged Universities." *AISHE-J: The all Ireland Journal of Teaching & Learning in Higher Education* 6, no. 1 (2014). <http://ojs.aishe.org/index.php/aishe-j/article/view/169>.

Talloires Network Leaders Conference website <http://www.tnlc2014.org/>

Session Ten (November 7th)

- **Assignment #3 check-in**
- **Guest speaker, Nick Iuviene, Program Director of Just Urban Economies at M.I.T.'s Community Innovators' Lab (tentative)**
- **Anchor institutions, strategies for mobilizing institutional resources**

Readings:

Iuviene, Nicholas, Amy Stitely, and Lorraine Hoyt. "Sustainable Economic Democracy: Worker Cooperatives for the 21st Century," *Regenerating Local Economies: Environment, Equity and Entrepreneurship in America's Post Industrial Cities*, Cambridge: MIT Community Innovators Lab (2010): 1-26. http://web.mit.edu/colab/pdf/papers/Sustainable_Economic_Democracy.pdf

Harkavay, Ira and Matthew Hartley, "University-school-community partnerships for youth development and democratic renewal," in *New Directions for Youth Development* 122, Summer 2009: 7-18.

Katz, Bruce and Julie Wagner. *The Rise of Innovation Districts: A New Geography of Innovation in America*. The Brookings Institution, Metropolitan Policy Program (2014). <http://www.brookings.edu/about/programs/metro/innovation-districts>

Kenyon, Daphne A. and Adam H. Langley. *Payments in Lieu of Taxes: Balancing Municipal and Nonprofit Interests* Lincoln Institute of Land Policy, 2010.

Wolf-Powers, Laura. "Community Benefits Agreements and Local Government: A Review of Recent Evidence." *Journal of the American Planning Association* 76, no. 2 (2010): 141-159.

Session Eleven (November 14th)

- Student practice run of Assignment #3
- Critical feedback on digital stories

Session Twelve (November 21st) – ALL STUDENT WORK COMPLETED

- Students present Assignment #3
- Course wrap-up

Reading (optional):

O'Mara, Margaret P. "Beyond town and gown: university economic engagement and the legacy of the urban crisis." *The Journal of Technology Transfer* 37, no. 2 (2012): 234-250.

No Classes/Holiday (November 28th)

Talloires Network Global Leaders Conference (December 1st - 5th)

- Digital stories presented to university presidents and others

Session Thirteen (December 12th) - optional

- Talloires Network Global Leaders Conference debrief
- Thesis research, next steps
- 23 Bellevue Street, 2nd floor, 10-11:30am

Academic Integrity

Students taking this course are expected to read the university's policy on academic integrity:

<http://uss.tufts.edu/studentaffairs/publicationsandwebsites/AcademicIntegrity.pdf>

Disabilities

If you have a disability, or any other problem you think may affect your ability to perform the work outlined here, please see one of us early in the semester so that arrangements may be made to accommodate you. For more on Tuft's policies for academic accommodation for students with disabilities, see:

<http://uss.tufts.edu/arc/disability/overview.asp>