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17 **Making the Work of Anchor Institutions Stick:
Building Coalitions and Collective Expertise**

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Syracuse University

As more colleges and universities commit to a public mission, it is critical that our work as anchor institutions have a sustainable and positive impact, and that we collaborate fully with the diverse voices and expertise beyond our campuses—the most valuable assets of our multicultural cities. Taking Syracuse, New York, as a microcosm, the authors examine how Syracuse University physically and metaphorically has become an embedded and trusted anchor institution by building “civil infrastructure” to enable lasting “social infrastructure.” We joined with numerous partners in one of the city’s poorest but most promising neighborhoods to design “green homes,” repurpose old warehouses, and greatly expand educational opportunities for all children. As we did, art, technology, and literacy began to rewrite the story of the neighborhood. Scholars, students, and residents forged “communities of experts” to fulfill the central promise of an anchor institution: to make a sustainable difference in our community.

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Fulfill Its Mission as a Leading Metropolitan University**

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In this reflective essay, we describe Widener University’s 10-year transformation from a disengaged institution to an institution that has a metropolitan-focused mission vested in civic leadership, community engagement, and service-learning. We describe our journey to embed an expansive civic frame that includes concrete practices of

pedagogy, institutional engagement, and community partnerships. We discuss the rewards and challenges of engaging in long-term, democratic, collaborative work, offering a unique insight about the role of a private, mid-size university in anchor-based engagement. We conclude that Widener's strategy for achieving comprehensive community and economic development is responsible for sustaining multi-anchor regional and local partnerships.

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From the earliest oil pioneers to today's business startups, entrepreneurs have paved the road to success for Oklahoma. Small businesses account for more than 80% of the business community in each of the state's two largest cities. Higher education must take a leadership role in developing and sustaining a thriving entrepreneurial ecosystem for small business. Community colleges are uniquely designed to nourish an entrepreneurial ecosystem in light of their ability to quickly respond to business and community needs, design curriculum to meet industry demands, and generate meaningful advances in the community's economic development. Budding entrepreneurs often look to the community college as the most flexible and accessible means to reach their goal of starting a new business. A college involved in cultivating and nurturing an entrepreneurial ecosystem must exhibit its own entrepreneurial spirit while creating an environment where discoveries are made, learning is emphasized, and lives are changed.

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Since Lehigh University was founded in 1865, it has been inextricably tied to the City of Bethlehem in eastern Pennsylvania. Rich in history and steeped in cultural tradition, the area continues to be an outstanding home for the university. In the aftermath of the

fall of Bethlehem Steel, Lehigh and community partners are working together to forge a prosperous future.

109..... Educating for Community Change: Higher Education's Proposed Role in Community Transformation through the Federal Promise Neighborhood Policy

*Elizabeth Hudson
University of Michigan*

This study investigated a federal comprehensive community initiative, the Promise Neighborhood initiative, in order to understand higher education community engagement in an embedded context. Promise Neighborhood programs aim to create a place-based system of family and education services that can support youth from early childhood through college access and career. Through a qualitative analysis of the 21 Promise Neighborhood awardee applications nationwide, the author concluded that higher education institutions commit to these partnerships in four ways: mission-related practices associated with teaching, research, and service; capacity-building practices, including teacher training and community leadership development; programs and services, including direct community services; and administrative functions, such as grant management. Many of these functions in university-community partnership intersect with contributions related to university missions. Exploring higher education–community engagement from the perspective of community goals offers insight into practices related to universities' and colleges' civic mission and potential as anchor institutions.

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Civic engagement, service-learning, and university-assisted community schools are strong forces in making universities, as anchor institutions, engaged and responsible within their spheres of influence. By helping solve social problems, universities engage in the highest form of learning, come to understand social issues and problems, and escape the problem of inert knowledge, knowledge that is valuable only in a classroom.

