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Higher Education's Anchor Mission: Measuring Place-Based Engagement

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Abstract

The Anchor Dashboard project highlights university efforts to address tenacious community challenges and serves as a tool for how institutions can form more strategic economic and social relationships with local communities, especially those that are low income. One of the case studies is for Buffalo, NY.
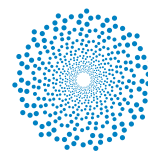
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Summary

In 2013, The Democracy Collaborative published *The Anchor Dashboard: Aligning Institutional Practice to Meet Low-Income Community Needs*. The report was developed through 39 interviews with university leaders and 36 interviews with community based organizations. The Anchor Dashboard project highlights university efforts to address tenacious community challenges and serves as a tool for how institutions can form more strategic economic and social relationships with local communities, especially those that are low income.

This is becoming known as the anchor mission, a commitment to intentionally apply an institution's place-based economic power and human capital in partnership with community to mutually benefit the long-term well-being of both. Anchor institutions like colleges and universities can bring powerful benefits to their neighboring communities by aligning their resources and business operations with their missions.

In 2015, several universities including SUNY Buffalo State (New York), Cleveland State University (Ohio), Drexel University (Pennsylvania), Rutgers University-Newark (New Jersey), University of Missouri-St. Louis (Missouri), and Virginia Commonwealth University (Virginia) came together as the Anchor Dashboard Learning Cohort. Cohort institutions are all undertaking anchor mission work in their communities, and recognized that their experience could inform similar work across the field of higher education if the impact of their efforts could be systematically tracked over time. With the support of The Annie E. Casey Foundation, The Democracy Collaborative has worked with these universities to establish a framework of metrics that can help to tell their stories, gather baseline data on community conditions, and document the internal capacities and external partnerships necessary to advance their work. The cohort is now sharing its experience with the field, and each institution is exploring how to expand the scope and deepen the impact of its anchor mission work.

Effective anchor mission work requires data that helps the institution illuminate true community needs, track improvement, and lift up promising institutional efforts. The Anchor Dashboard metrics are important in enabling the institutions to measure their levels of effort and impact and hone their practice. But the Anchor Dashboard and learning cohort process is about more than simply collecting data. It is about learning how to develop the anchor mission so that the whole of the higher education system and their home communities can experience mutually beneficial relationships, more economic security, and healthier quality of life.

Excitement among university leaders, policymakers, and community development practitioners is growing. The efforts of the Anchor Dashboard Learning Cohort lay the foundation for institutions to become catalysts for more inclusive and durable community and economic development. This report, developed in collaboration with members from the cohort, shares some of the insights and challenges faced when working to fulfill an anchor mission.

In an effort to further advance their place-based missions and address historic inequalities, the cohort makes several suggestions for beginning to adopt the anchor mission across higher education institutions. These suggestions are based on content that was developed in working groups, monthly phone calls and semi-annual meetings, interviews and email questionnaires over the course of a year.

Our understanding of the anchor mission was that it is incumbent upon us as a place-based, urban university to leverage our intellectual, human, and material capital in partnership with others across sectors of our community to make a collective impact on addressing the challenges facing our community, which resonate with communities like ours nationally and globally. We understood this to be not just good for our community, but to improve our scholarship and education.[1]

—Peter Englot,
Senior Vice Chancellor for Public Affairs and Chief of Staff,
Rutgers University-Newark

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The Process of the Anchor Dashboard Learning Cohort

The Anchor Dashboard project grounded the cohort in a shared goal to collect data and develop a common language from which to begin to create standards, share emerging practices, and discover the necessary infrastructure needed for adopting and scaling the anchor mission. Out of collecting data, broader themes emerged—such as communication about the anchor mission and Dashboard with internal stakeholders, best-practices for creating mutually beneficial relationships with community partners, and actualizing the Anchor Dashboard in setting organizational objectives. A major accomplishment of the Anchor Dashboard and the learning cohort is identification of the steps it takes to do this work. This report touches on beginning insights of these main themes. Future work will include further developing tools to support anchor mission infrastructure.

In two 2013 reports—*The Anchor Dashboard: Aligning Institutional Practice to Meet Low-Income Community Needs* and *Achieving the Anchor Promise: Improving Outcomes for Low-Income Children, Families and Communities*—The Democracy Collaborative identified 12 categories of metrics to support anchor engagement. These focused on growing local and minority employment, businesses, and procurement opportunities, as well as identifying rich partnerships that reinvest in local neighborhoods to improve education, health, safety, and environmental outcomes.

However, there still existed a need to pilot the Anchor Dashboard and better understand the process for advancing and institutionalizing the anchor mission. This could only be achieved through practical application. In other words, could universities actually track this data? Over the course of 2014, The Democracy Collaborative, through site visits with the six universities—including meetings with senior-level leadership, directors, and other institutional champions—secured multi-year commitments for piloting these metrics. The site visits also focused on better understanding the universities' self-interest in advancing the anchor mission as well as their data collection priorities. Each university selected the measures they would track. The work of collecting measures went through several stages, from selection, to researching how to collect the data, to finally developing a system that could consistently track the measures on an ongoing basis.

Once the measures were agreed upon, The Democracy Collaborative developed an online database for tracking each measure. The database collects the value, source, additional comments, as well as the date the data was initially recorded and the date it was entered into the database. This has allowed participants to input data throughout the year at times convenient for the institution. Creation of the database also allowed the cohort to start developing common language for how to track each measure.

At first the data collection process was about exploration and understanding. It then morphed into supporting decision making about UMSL's community facing actions.[2]

—Karl Guenther, Community Development Specialist, University of Missouri Saint Louis

After the first year of data collection, the cohort met to discuss narrowing the number of measures. Measures were separated into: 1) what was easy to track; 2) what was trackable but needed a system built to support data collection; 3) what was too onerous to track; and 4) what couldn't be measured. The cohort narrowed the metrics to 50 core measures, which are further explained in Appendix A: Anchor Dashboard 2016 Core Measures and Instructions. Through conversations, the cohort identified common barriers and explored possible solutions.

Developing a shared language and definitions has been beneficial to furthering cohort cohesion. In 2016, the cohort decided to divide into working groups to better troubleshoot their common challenges. The three working groups in 2016-2017 were: 1) Data Standardization; 2) Survey Design; and 3) Institutional Impact. The work products of these three groups make up the content of this report. For instance, the cohort formed the Survey Design working group to create three different types of surveys to further the anchor mission both internally, as part of university policy, and externally with their local community. These tools were shared with the rest of the cohort and integrated into university procedures.

The deliberative process of the working groups clarified not only cohort objectives, but also specific steps to take when universities are seeking to provide evidence of community impact. However, given that universities are extremely varied in terms of assets, organizational structures, and local historical and socio-political experiences, there is unlikely to ever be a single plug and play anchor mission model. While the cohort worked together to identify best practices for anchor data collection and deeply values opportunities to learn from peers, actual application is unique to each university. This ensures both a common understanding of the language surrounding the anchor mission and appreciation that much of this work will be dependent on place and institutional objectives.

Tracking the data has required cohort members to dig deep into institutional values. Often data has not been readily accessible and has required the institutions further dedicate themselves to supporting interventions that result in meaningful progress. "By being involved in the learning cohort, we're sort of putting ourselves out there and saying, we're going to measure our effectiveness,"[3] Peter Englot, Senior Vice Chancellor for Public Affairs and Chief of Staff at Rutgers University-Newark, reflects. "One of these measures of our effectiveness is going to be whether the college attainment rate goes up in the city. At a certain point, you have to stop talking about how hard it is to find that, to navigate in that space, and you have to say well, we are going to move the dial. We're measuring college attainment, What the heck are we going to do to move the dial? We're going to do everything we possibly can."[4] In this sense, the Anchor Dashboard helps to clarify higher education's role as an actor in creating more intentional long-term community change.

By working together to bring attention to the Anchor Dashboard process, the cohort's primary goal is to amplify the idea that data matters for anchor institution community engagement. Member institutions and individuals are helping to influence other higher education institutions to adopt both the anchor mission and to get serious about using data metrics to guide and track this work. Also, the cohort aims to convince both internal and external stakeholders who are skeptical of the idea that anchor institutions have a responsibility to deploy all available resources to address surrounding community needs that this

> **We have always been an anchor, whether we chose to accept this role or not. We have been living it. Now we just need to make it known and expand with support.**[5]
>
> **—Alban Morina, Assistant Data Analyst, SUNY Buffalo State**

responsibility is real, and that anchor institution engagement can be an effective and accountable force for community benefit.

What was your interest in joining the cohort?

The transformation of higher education is a lofty goal. Anchor Dashboard participants see overcoming historic inequity and injustice as part of advancing the public service goals of higher education. One hope for the Anchor Dashboard is that it will help universities build more credibility with community members and organizations. While getting a better sense of university-community connection and trust is possible through the Anchor Dashboard perception surveys, certain Dashboard measures, such as the number of local and minority hires or the amount of procurement dollars spent, allow the university and community to reflect on tangible mutual benefits. It mobilizes and socializes a culture within higher education to act locally and be held accountable as a place-based citizen. The anchor mission is not about doing something new; it is an overarching framework that has always been.

Collective reasons for joining the cohort include:

- **Learning more about how to evaluate anchor work so that institutional decision makers can better guide efforts to mutually collaborate with the community.**
  Karl Guenther, Community Development Specialist at the Public Policy Research at the University of Missouri Saint Louis: "Collecting data on the anchor mission is allowing for concrete conversations across

departments and actors in the university to identify strategic and important actions the university can take to better collaborate with and positively impact the community. It also affirms where there are stories to tell."[6]

- **Receiving peer assistance throughout the process by sharing experiences, strengths, and obstacles.**
  Peter Englot, Senior Vice Chancellor for Public Affairs and Chief of Staff at Rutgers University-Newark: "We couldn't have gained the perspective we have of the challenges in implementing an anchor mission without our work in the learning cohort, which has deepened our understanding of what we need to do at our own institution to increase the traction and sustainability of doing our anchor work."[7]

- **Engaging in a multi-institution project to document the impact of our work.**
  Jennifer Britton, Associate Director of University and Community Partnerships at Drexel University: "Literally the idea of being part of a bigger movement has made the work feel worth doing."[8]

Initial impetus for joining the cohort required a strong commitment from top university leadership and middle level champions that understood how the anchor mission and Dashboard aligned with institutional objectives. But over the last few years the cohort's perceptions for why they engaged in this work has deepened. Implementation of the anchor mission clarified the connection between the seemingly disparate goals of economic impact, community engagement, and scholarship.

> [The anchor mission] has become who we are and because it makes the most business sense. Not only do we want to improve the lives of people in greater Cleveland and in our neighborhoods, because we're an institution of higher learning, and we want, obviously, an educated workforce, and improvements in job creation and entrepreneurship and things like that, but investing in these neighborhoods makes more students want to come to Cleveland State, because it's a cooler place to be, and there's more cute stuff around, and more green space and so forth, so all around, it just makes sense… This is our community, we have to take care of it.[9]
>
> **—Candi Clouse, Program Manager,**
> **Levin College of Urban Affairs, Cleveland State University**

The anchor mission has the potential for improving student retention and increasing lifelong civic participation. Adopting an anchor mission and collecting data helps develop intentional place-based strategies to better align and address various educational, health, wealth, and income disparities. Community engagement priorities have also been furthered through anchor mission work.

Beginnings of Institutional Transformation

Institutional transformation is just beginning to be seen in small ways at the cohort universities. As more of the campus community is becoming engaged in the anchor mission, departmental divisions are breaking down. For instance, the University of Missouri Saint Louis is starting to issue a university and community newsletter and relationships with more local business vendors are being fostered. Operational staff can experience

and make more connections with how their work supports the broader community. As Jennifer Jettner, Assistant Director of Community-Engaged Research at Virginia Commonwealth University, points out, "human resources, procurement, and business services can see how they can make a difference beyond volunteering in the community as an individual."[11] As a result of the Anchor Dashboard, cohort universities are connecting in more intentional ways with local communities.

The cohort is also exploring how to engage the local community in small business development. The universities are utilizing different approaches. A few universities are developing the internal capacity of the procurement office to work with more local vendors. Also, campus small business development centers are exploring how incubators and accelerators can build the capacity of local businesses. This approach allows for more faculty and students to learn about small business development and supply chain management.

> Community engagement is one of our three strategic goals, so it truly is a high priority for us, but we had not thought about it as intentionally [as we are now]. We thought about how to be good neighbors, and we thought about our real estate position. It's only recently that we are thinking about procurement or hiring pipelines.[10]
>
> **—Valerie Holton, former Director of Community-Engaged Research,**
> **Virginia Commonwealth University**

We fit into a demand-supply system that says, 'we'll work to identify what we purchase, but we need help in finding the right businesses that can supply us,' and we need outside support to help us identify those businesses and ensure they can meet our needs as suppliers. If we wanted, as we do, to have a larger multi-institutional purchase system that includes all the universities and anchor institutions around us, we actually need a nonprofit to convene us. In the same way, in order to create that kind of convening structure, we're not thinking of a single organization that will convene, and build capacity, and track purchases and suppliers; we're looking at one nonprofit that has the ability to convene, another nonprofit that has a better ability to do the capacity-building, which also happens to be a lender. They're a funder and an incubator, and an accelerator, so they can do that part. We sit at the table, we say to them when we buy, 'We're committed to increasing the percentage of local purchase by this amount. These are the categories that we're able to purchase in, but we need you to provide the businesses and get them ready to work with us, and then follow up with them,' and then we'll track the development of new businesses, and their ability to grow, and the amount of capital they take on, and their progress.[12]

**—Lucy Kerman,
Vice Provost for University and Community Partnerships,
Drexel University**

However, it requires much in the way of staff time and resources.

Another approach has been to partner with workforce or small business development nonprofits to build the capacity of local residents and businesses.

Similar to what other members in the cohort are experiencing, Kerman concludes, "what we realized was that we needed a lot more help building the capacity of the local vendors, because we found through analysis that were not many local businesses that fit our purchasing needs. We have been working with a partner who was stepping up to play that role, to help create new businesses and build capacity, and again, has [provided] the capital funding to help them grow these businesses to deal with the increased demand that we, as a client, would have for them."[13]

Emerging partnership strategies that further the anchor mission include working with third-party nonprofits. Other community engagement strategies are evolving around campus business and economic centers, including the development of adult educational tools to support discussions in the local community about economic impact.

The cohort has also mentioned a need to have more neighborhood discussions around the importance of buying local and its relationship to community revitalization that doesn't lead to the displacement of long-term residents. A healthy local economic ecosystem increases the tax base, addresses un/underemployment, and leads to improved health and educational outcomes. It is important when partnering with local communities that universities dedicate time and resources for mapping assets and building local talent in a way that fosters both civic participation and cradle-to-career pipelines. Supporting economic de-

> You can educate folks and hope that they commit to and contribute to the community but if you do that as part of the curriculum, you do that as part of your mission, you're sure to build a loyalty. Not only to the university but to the place.[14]
>
> —Roland Anglin,
> Dean of Levin College of Urban Affairs,
> Cleveland State University

velopment conversations between community residents and organizations begins to foster more inclusive relationships. It better ensures that the economic strategies being developed reflect community needs, identity, and vision.

The Anchor Mission in Teaching and Learning, Research, and Scholarship

While focusing on data collection, the Anchor Dashboard has also begun to impact the classroom. Connections to scholarship have been somewhat natural because most of the cohort members are executives of university-community partnership centers. However, because of the rigor involved in data collection, engaging students directly in the anchor mission has been an emerging, but secondary, trend among cohort members.

Faculty and staff have played a critical role in data collection. They are advising on how departments should be collecting and storing

their data, allowing for cross fertilization of ideas on measures and strategic interventions. Data is being used to guide discussions with faculty and staff to sustain and grow relevant projects. This helps faculty not previously aware of anchor work gain a better understanding of how to involve students in community engagement efforts. For instance, Anchor Dashboard members have consulted political science faculty to collaborate on grant proposals for civic participation that would support door-to-door engagement and research in the local community.

In addition, undergraduate and graduate students are becoming increasingly involved in the data collection process. The Honors Living-Learning Community (HLLC) at Rutgers University-Newark, for example, develops and retains talent in Newark by creating specialized curriculum and housing for non-traditional Newark students. Drexel's law school, Rutgers-Newark's HLLC, and other similar university-city talent pipeline programs, offer the opportunity to highlight

> Our law school and students work to represent individuals who are in danger of losing their homes, who don't have title to their homes and are facing eviction or foreclosure. They can come and talk about their legal problems with our students, and our students represent them in court. That's one of the ways the university can invest in preserving local home ownership.[15]
>
> —Lucy Kerman,
> Vice Provost for University and Community Partnerships,
> Drexel University

Share what you are doing with the campus community and celebrate it. Survey the campus community on what should be the most important aspect of an anchor mission for your university. Ask the broader community what the university should be doing. Find a way to reward faculty, staff and students for support the anchor mission.[16]

**—Julian Rogers,
Director of Community Partnerships,
Cleveland State University**

the systemic connections between developing human and intellectual resources and leveraging place-based economic power. Thus, the Anchor Dashboard is being used to create active global citizens through the development of civic-minded programs, curriculums, and community service programs.

Integration of the Anchor Dashboard into scholarships and research allows students to learn about the role of universities as anchor institutions and their ability to contribute to the health and well-being of their communities. Students with career trajectories in disciplines

such as business, human resources, finance, economic development, health, education, political science, and community engagement stand to leave the university with a greater awareness of how to positively impact and collaborate with local communities to promote equity and inclusion.

Getting Started with Adopting the Anchor Mission

Creating new field wide standards around adopting an anchor mission may still feel like a long way off, but it's not. The universities participating in the Anchor Dashboard Learning Cohort have identified several themes and lessons learned for getting started with an anchor mission. The top five indicators for success were:

1. Leadership support at the highest level (conceptual and financial support)

Jennifer Jettner, Assistant Director of Community-Engaged Research at Virginia Commonwealth

University: "A champion in a leadership position to drive the ship—specifically, clearly communicate the vision, gain buy-in, empower others to act on the anchor mission, and garner resources to fund the effort."[17]

Leadership is needed in all areas when getting started with an anchor mission frame. Leadership support confirms anchor work as an institutional priority and allows for broader support across the administration and academic divisions. Institutional will at the highest levels plays into all the suggestions for how to get started with advancing an anchor mission from strategic plan-

ning and formation of an anchor committee to determining institutional priorities in a way that best responds to community interests.

A critical element of providing strong institutional will is financial support through the allocation of dedicated staffing and resources. Some cohort institutions have leadership that have assigned staff in the President's office to advance the anchor mission. Other than including the anchor mission into the strategic plan and convening a committee, most universities are still formalizing how anchor work will be institutionalized.

Future Direction: However, regardless of current leadership and the institutional staff that champion the implementation of the Anchor Dashboard process, more organizational infrastructure needs to be created. Administrations leave; staff retire. The Anchor Dashboard Learning Cohort steadfastly support universities communicating the importance of the anchor mission across campus—from the Board of Trustees to students, faculty and staff. This will create a campus culture and expectation around using place-based intellectual and economic resources in conjunction with local communities to lead to transformational change.

2. Incorporation of the anchor mission into strategic plan (and goal setting)

Peter Englot, Senior Vice Chancellor for Public Affairs and Chief of Staff, Rutgers University-Newark: " Our strategic plan, it talks about the priorities and goals broadly and so thinking about our strategic plan again which focuses on the mission of our anchor institution work, just thinking about ways in which we now invest our dollars, thinking about ways in which we align the work that we're doing to achieve multiple goals—that takes creativity at times but more so than anything else it takes a willingness to do the work."[18]

All university leadership at the cohort institutions are working on adopting the anchor mission into their strategic plans. Cohort members have utilized a variety of approaches. One approach is to identify particular themes present in the anchor mission and integrate these directly into the plan. Another strategy for developing themes and operationalizing the anchor mission is through the Campus Compact Civic Action Plan. SUNY Buffalo State's Civic Action Plan prioritizes four main areas: Developing a Shared Language and Culture; Broadening Community Input and Deepening Community Impact; Enhancing Supports for Faculty, Staff, and Students; and Coordinating Civic and Community Engagement. Specific goals can be developed under this framework and with the community, using the Anchor Dashboard to inspire goal setting and data tracking.

One place to start for setting strategic goals that align with community needs is to conduct a community health needs assessment or an economic leakage and impact study. These types of assessments address several of the Anchor Dashboard categories, such as access to inclusive hiring pipelines, local procurement opportunities, clean and safe streets, and affordable housing. Starting anchor work with a broad interdisciplinary assessment will also begin to integrate the 'business side of the house' with scholarship and community engagement and allow the institution to begin familiarizing themselves with the anchor mission—including identifying programs that already support place-based impact as well as future objectives.

Future Direction: All of the universities in the cohort have developed anchor language for their strategic plans. This is the language suggested by SUNY Buffalo State:

> A strategic plan must aim for excellent education, strengthened and diversify faculty, enhance

institutional effectiveness to develop an engaged community, and make it possible to provide necessary and appropriate resources needed for the community to succeed. An anchor institution strategy embeds this philosophy of community benefit throughout the organization's business practices, including hiring, purchasing and investing, so that all of its activities are fully aligned to achieve its mission.[19]

Once developed, these goals need to be championed at the highest level within the university administration to ensure the anchor mission is adopted not just rhetorically but into the culture and practice of the institution. These efforts and impacts then need to be evaluated through annual reporting by the institutional anchor committee.

3. Anchor Committees/Internal Relationship Building:

Karl Guenther, Community Development Specialist at the University of Missouri Saint Louis: "The Chancellor convenes key stakeholders, supports staffing for the university's anchor committee, creating a culture of community engagement, and provides the committee with a good cross section of the university (faculty, deans, staff, senior leadership, etc.)."[20]

Like leadership buy-in, the appointment of a multi-divisional, internal committee is important when advancing the anchor mission. Shared understanding and a common language across the university will develop a cohesive data collection plan that identifies measures and designs appropriate interventions that respond to institutional priorities while including community input and building grassroot support.

The development of anchor committees was an unexpected outcome of the Anchor Dashboard Learning Cohort. In order to locate and develop a contextual understanding of the measures, a broad range of institutional knowledge is needed. From this need, five of the six cohort universities independently formed anchor committees. The committees meet at varying frequencies from once a quarter to bi-weekly. Some campuses have a leadership team made up of high level administrators (e.g. chief of staff, provost, deans, chief information officer, chief financial officer) as well as working groups with department level staff. Committees include, on average, six to eight members including directors, faculty, and staff in the fields of service learning, community partnerships, education, arts and humanities, political science, human resources, finance and management, facilities services, institutional advancement, community health, equity and diversity, urban affairs, and sustainability.

Benefits of the committee structure include further embedding the anchor mission into campus culture. The anchor committees develop a deeper understanding of the motivations of various departments and processes around data collection. This, in turn, informs actions impacting community engagement.

Anchor committee goals can include:

- Creating infrastructure for advancing and guiding the anchor mission and data collection work, including establishing baseline data and setting goals;

- Fostering a shared understanding among the committee and leadership teams for how to engage partners;

- Engendering a campus culture of the anchor mission by setting goals and celebrating

anchor work, possibly through an annual reporting process;

- Ensuring and assigning adequate staffing for the guiding strategy.

Future Direction: In advancing the anchor mission, it is recommended that the university's public relations department be part of the anchor committee. It is important to regularly check in with the communications staff to provide updates on goals and accomplishments as well as provide contact information for partners and community residents who may be assisting with and/or impacted by the anchor mission work.

Some talking points for starting an initial conversation with a university's public relations department about the anchor mission include:

- An anchor institution is a place-based, mission-oriented nonprofit. This can include hospitals, universities, local governments, arts and culture organizations, grade schools, and community foundations.

- An anchor mission is adopted when the institution commits to using its economic power, along with its human and intellectual resources, to improve the well-being of surrounding low- and moderate-income communities. By adopting an anchor mission, inequalities can be reduced and the nonprofit mission can be advanced.

- The Anchor Dashboard is a tool for advancing the anchor mission. By collecting specific data about how an anchor institution is impacting neighboring communities, it further highlights community needs and lifts up promising institutional efforts.

- To identify and collect baseline data and develop corresponding goals for advancing the anchor mission, an anchor committee has been formed. This committee is made up of university staff, faculty, and administrators. The committee has identified the following goals as institutional priorities and have designed programming to impact the long-term economic, financial, and physical health of community residents in the focused neighborhoods.

- Because of the interdisciplinary nature of the anchor mission including, but not limited to, education, public health, entrepreneurship, supply chain management, finance and investing, affordable housing, diversity hiring, and civic participation, the anchor committee will foster more cross divisional communication and decision-making, promoting an institutional culture that reaches across silos.

4. Implementing Data Collection Protocols

The main goal of the Anchor Dashboard project is to collect data—to show that aligning university resources with the local community actually results in improved outcomes for low-income communities. While the anchor committee collaborates to develop the infrastructure and plan for collecting data, tracking data is not straightforward. Along with funding anchor work, standardizing and institutionalizing data collection has been the biggest struggle of the Anchor Dashboard Learning Cohort. There are, however, some preparatory steps that will simplify the process. To streamline to the process from intention to collect data to impact, the cohort proposes that higher education institutions begin by identifying a local community to collaborate with to increase mutually beneficial outcomes, design data track-

ing protocols, and strategically identify measures for evaluating the impact of the anchor mission.

Define local: Alan Delmerico, Community Health Behavior Scientist at SUNY Buffalo State: "The Westside [of Buffalo, NY] has always been a lot more plural, a lot poorer, has struggled with crime, with drugs, school outcomes, and those types of things. SUNY Buffalo State has had a long-standing involvement there. This was sort of a natural evolution out of Buffalo State's orientation towards impacting that neighborhood in particular and trying to foster better outcomes for that population as much as we could in areas around education and health and wellness and those types of things."[21]

How universities define the local helps to further the responsibility to work in spaces and with the communities that may not be beyond just the blocks surrounding the campus. Since the anchor mission approach is aimed at improving outcomes in low-income communities, the word local can also apply to specific neighborhoods that the university intends on serving, moving beyond just geographic proximity. The Democracy Collaborative's *Achieving the Anchor Promise: Achieving Improving Outcomes for Low-Income Children, Families and Communities* further explores the various definitions of "local," as well as the challenges of conducting anchor work in a specific geography. It offers three definitions of local: 1) the metropolitan region; 2) neighborhoods adjacent to the university; and 3) non-adjacent, low-income neighborhoods.[22] Focusing on a local neighborhood increases its capacity to address inequalities in a way that makes both community building and business sense.

Each university in the Anchor Dashboard Learning Cohort selected at least two geographies to collect data on. Most selected three: the university, the city, and a specific low-income neighborhood. These locations were selected for various reasons including preexisting university collective impact objectives and programming. Collecting data at a specific neighborhood level is important for showing that impact is indeed reaching the most marginalized communities. However, because levels of income and wealth can vary greatly within zip codes, and even census tracts, the cohort faced the challenge for how to collect data at the neighborhood level.

Data is often not available at the neighborhood level or not collected on a consistent basis. The challenge that this posed for the universities was: could the measure be tracked at the zip code or census tract level, and if not, how can those structures be put in place?

Most of the universities are still addressing this issue. SUNY Buffalo State has taken on a Promise Neighborhoods approach and has internally tasked different departments to start reporting at the neighborhood level. A few universities who

Some measures, like minority and women hiring and procurement from minority-owned and women-owned businesses, were already tracked per federal policies [including Promise Zones]. However, many of the measures were not tracked systematically and even with above institutional data, "local" was not tracked. In essence, we had to find appropriate contacts for anchor data across the university—it was a piecemeal effort for most data points.[23]

—Jennifer Jettner,
Assistant Director of Community-Engaged Research,
Virginia Commonwealth University

We have a central procurement office process here in Missouri that runs through the University of Missouri system in Columbia. The Missouri system is trying to save money by bulk purchasing and improving the quality by certifying businesses to bid on university goods and services. This makes it more difficult to do local procurement. Karl Guenther has been tenacious at getting the data, and we now know what the University of Missouri spends in Saint Louis. We (UMSL) would like to expand the amount we spend in the local community and to local minority and women-owned enterprises. We are running up against many challenges inside the university system. I think it's probably more difficult at a public university than at a private university? Private universities probably do not have the centralized procurement rules that are present here in the University of Missouri system. They can be more flexible, and the university can more easily target contracts to benefit the local community. What we've been able to find out is that we can break down certain contracts into smaller amounts where we do have more freedom to work with local businesses. So, we've begun to make some progress. We hope at some point in the future to invite the local businesses to a local procurement conference and say to them, 'Here are the kinds of things that we purchase, and we'd love to have you bid for them and do the work.'[24]

—Todd Swanstrom,
Professor of Community Collaboration and Public Policy Administration,
University of Missouri Saint Louis

are part of state-wide systems are attempting to disaggregate data, so that institutional effort just reflects one university.

Another issue related to locale is state-wide procurement systems. Some universities cannot, yet, get specific data on local and minority procurement. While UMSL has figured out how to disaggregate the data, other universities in the cohort are still figuring out what questions to ask and how to set up systems for regular reporting of these numbers. This led to the cohort adopting a few new measures in 2017 that tracks the amount of university procurement spent at local-, minority-, and women-owned businesses. While the percent of procurement is the preferred measure, individual institutions can track the amount until such time state-wide data tracking systems become nimbler.

Steps to designing personnel and programming for data infrastructure:

Step 1. Ensure adequate staffing for data, including gathering, maintaining, analyzing, and evaluating anchor mission work.

The institutional staff responsible for collecting Anchor Dashboard data are in a sense conducting a research study. To identify what data is being collected and align internal data tracking efforts to serve the anchor mission, many relationships across divisions need to be built. Staff time is required for both entering data as well as forming these interpersonal connections. Forming an anchor committee helps to streamline these conversations and develop shared goals, however, often more one-on-one follow up meetings are needed to actually locate the data and develop a sustainable reporting scheme.

Step 2. Design programming.

The Anchor Dashboard Learning Cohort recommends strategically resourcing a few projects that will advance and exemplify anchor mission work. Most of the Anchor Dashboard universities are collecting data, determining goals, and developing additional assessments to measure the implementation of those goals, such as establishing what is possible with regards to local procurement or what can be done to build more support for the arts.

Cohort members have used a variety of approaches to determine the initial focus of programming. Some universities started by looking at existing initiatives and building anchor goals into them. Other members of the cohort suggest designing programming from the data collected. Universities have also used environmental scans and resource allocation and gap analyses to identify where institutional and community needs overlap. Still other cohort members recommend making programmatic decisions after conducting outreach to the campus and the surrounding community on what the anchor goals should be. A successful anchor strategy will likely incorporate all of these decision-making approaches.

Identifying measures:

The following are suggested steps from the cohort for how to identify measures and how to determine what is both important and measurable:

Step 1. Research what measures and indicators are currently being collected, and who is collecting them or can help collect them.

Finding where the data is stored both on campus and externally at the city, state, or federal level has been a struggle for the Anchor Dashboard Learning Cohort institutions. Nevertheless, they continue to develop systems for improving data collection. Finding the data also gives insight into who needs to be part of these conversations and potentially brought on to the anchor committee.

Step 2. Determine if the initiative and chosen measures are replicable.

Step 3. Identify gaps and opportunities.

Step 4. Refine and develop definitions for the chosen measures.

There needs to be regular discussions to determine if the measures selected are the right measures and if other indicators should be considered. For example, an institution focusing on a local hiring effort will need to decide whether to track just the number of local hires or the one-year retention rates of local hires as well.

Step 5. Plan strategically.

Establish benchmarks in partnership with external and internal partners for who will maintain the data. The team should develop data collection protocols for capturing information on focused geographies and establish accountability for who will maintain the data.

Assembling the resources necessary for developing the protocols (e.g. staff time, increase skill capacity, budgetary allocations for data tracking, memos of understanding, etc.) also

> **The first step is finding out who keeps the measure at the university—it should be somewhere!**[25]
>
> **—Candi Clouse, Program Manager, Levin College of Urban Affairs, Cleveland State University**

needs to be part of the decision-making process. For instance, the number of business startups might be tracked at the city level, but knowing how many businesses were started on a specific block often requires resources beyond the control of the university. If the university has a business development center, specific geographic zones can be added to their reporting. Both require adjusting current data tracking processes.

Future Direction: Because of the issues with tracking location specific data, the Anchor Dashboard Learning Cohort is moving towards all anchor institutions tracking more data internally, which allows for more tailored and consistent data collection. Even though The Democracy Collaborative has a database for tracking cohort data, most of the universities are in the process of designing anchor data warehouses. As the Anchor Dashboard continues to develop industry standards for data collection and the anchor mission is adopted by more universities, there is potential for more partnerships between online data platforms, such as PolicyMap, so that community outcome measures can be more consistently tracked at the census tract and require less direct engagement between staff.

There is also the possibility of developing multi-anchor relationships, so that several place-based actors are sharing the costs and information associated with collecting data at the neighborhood level—they may even decide to identify collective impact goals. This would lead to better integrated strategic plans to improve community outcomes.

This has already begun in cities like Newark and Cleveland. The Newark 2020 initiative has placed local hiring on the policy agenda for numerous anchor institutions. A city and several anchors championing a common goal can direct more resources to data tracking, making collecting neighborhood data a sustainable possibility.

Data platforms can exist and the university, city or be managed by a third party. The process for tracking community outcome data can be better maintained if data systems are better institutionalized. But getting clear on what data needs to be tracked in order to evaluate impact will continue to evolve as goals are identified and resources are committed. Even though the cohort has identified baseline measures, they are already developing more policy tools and benchmark measures (see Appendix C).

5. Relationship building with external partners

Cuyahoga Community College and St. Vincent Charity Hospital all fund the Campus District Incorporated. Campus District does neighborhood revitalization, improvement and beautification. They work with the real estate agencies to redevelop our old structures to bring in new businesses. We try to work with the current business on how we can improve things for them. It's total anchor mission work. We feel it's appropriate for them to manage to that support. That way, it's not just on CSU to collect this ... We have more people invested in the Dashboard, more of our institutions in the area are invested in the dashboard, and we are looking at those indicators to see if we're making an impact; whereas, if it's just the housed in Cleveland State, it's only our responsibility.[26]

—Julian Rogers, Director of Community Partnerships, Cleveland State University

> **This is one of the challenges that our committee has encountered. Our committee does not have a standard definition for what a partnership is but rather labels an organization as a partner if we do any service work with them. The quality to which we define a partnership is the bigger issue.**[27]
>
> —Alan Delmerico,
> Community Health Behavior Scientist, SUNY Buffalo State

Many universities and higher education professionals have been studying how to build effective university-community partnerships for years. For instance, the organization Community-Campus Partnerships for Health offers valuable insight for how to structure such partnerships. The Anchor Dashboard Learning Cohort has also recognized community partnerships as a reoccurring theme in their work. Whether it be through collecting qualitative data, such as the partnership survey template (see Appendix B), or through ongoing conversations among cohort participants, more exploration is needed on how engaging partners beyond the university is critical to anchor mission work.

Future Direction: Ideas for advancing the anchor mission through partnerships include:

- Build grassroots knowledge of community engagement;
- Identify external supports for advancing the anchor mission, including community partners and experts in the field;
- Support faculty-led teams so that they can engage cross sectoral partners in target communities to address high-priority needs;
- Conduct more research on what types of partnerships further adoption of an anchor mission and how those partnerships are assessed.

Challenges and Opportunities

The following are areas where the Anchor Dashboard Learning Cohort has struggled:

Access to funding and greater resources for policy development

The need for adequate staffing of the anchor initiative and data collection is the greatest concern of the cohort. While the campus community is helpful in gathering and providing context for the data, the workload has become concentrated with one or two people. Securing adequate funding is important to collecting data and advancing the implementatin of the anchor mission. The critical question is: Once the campus taskforce has built energy in a particular strategic direction, can an intervention be designed and resourced to achieve that objective?

Logistical challenges can complicate adoption of a policy. The anchor mission needs to be genuinely embraced and advocated for at the highest levels so that everyone understands the pace of data collection, the internal benchmarks being set, and the need for concrete resources to advance those goals. Institutional leadership can help streamline access to necessary budget and staffing shortages.

> **I started as the blind man trying to understand the elephant by touching only one part and now have a better comprehensive view.**[28]
>
> —Jennifer Britton, Associate Director,
> University and Community Partnerships, Drexel University

Data collection

Anchor Dashboard data has only been collected for two years. Cohort focus has been on "can a specific measure be tracked?" The main challenge to collecting data is finding what the institution is already tracking and aligning with the anchor mission and designing and resourcing institutional systems so data is measured at the appropriate neighborhood, city, or institutional level.

Standardizing and institutionalizing data collection remains a key issue despite access to The Democracy Collaborative's online database and a working group dedicated to addressing this issue. Each institution is unique and makes different decisions according to institutional procedure and objectives. For example, when determining the amount of money that a university spends on public health initiatives should that include both direct and indirect budgets? How do you disaggregate a budget to reflect a specific neighborhood? These questions aren't impossible to answer, but require each institution to have internal conversations and decision-making processes, so data collection can be replicated year after year. Universities are developing data tracking protocols specific to their needs and sharing those best practices as a cohort.

Establishing mutual partnerships with community stakeholders

Adapting the Anchor Dashboard to build trust and facilitate better communication between the campus and the community has been at the forefront of cohort conversations. People in the community often don't know what to expect or how to engage the university, because the institution is doing so many things. A university having a shared destiny with their local community can be a powerful strategy in confronting a whole host of issues. But it can also sometimes result in community fatigue. The working group created surveys to better understand how the university is perceived by community residents and organizational partners. However, questions remain, such as: who is a community partner? Are there one or two measures that can define a partnership? Which organizational partnerships will the university protect and maintain regardless of changes in faculty and administrations? A larger overarching challenge is the incorporation of community input into the Anchor Dashboard. The cohort hasn't had a lot of time or resources to better center community participation in the design, strategy, and implementation of the anchor mission.

Further, [adopting an anchor mission] cannot solely rest on graduate students to gather information because it is necessary for mid-level leadership (and senior leadership) to be a part of the conversation to grant access to data as well as inform the anchor team about the context around the data (and possibilities for making change/benchmarks). All levels have to be involved—conversations and buy-in from leadership and then 'data' people talking to each other to gather best data, clean the data, and develop systematic ways to gather such data for future efforts as well as continued discussion on the use and meaning of the data.[29]

—Jennifer Jettner, Assistant Director of Community-Engaged Research, Virginia Commonwealth University

A unified way of collecting and maintaining data. We want to help all faculty, staff, and student body programs adopt the same process of maintaining data for their programs and partnerships, but most importantly, keeping track of measures, which align to the anchor mission. We need to make it so that we are reporting and maintaining data year-round and not only when it is needed for reporting.[30]

—Alban Morina,
Assistant Data Analyst,
SUNY Buffalo State

Recommendations

The Anchor Dashboard Learning Cohort's main goal is to offer knowledge and tools to the field of higher education that will help more effectively institutions develop strategies to address inequalities in their communities. Cohort members remain challenged by the staffing and other resources required to collect and store data and communicate anchor work. However, higher education is no stranger to this kind of role your sleeves up, expect the unexpected, effort. Much of the cohort's work will continue to be a mixture of making the road while walking it.

Institutionalization:

The anchor mission is a catalyst for discussing broader campus improvements. After more than two years of working on the Anchor Dashboard, all the universities indicate increased interest around the anchor mission. Internal conversations are becoming more "sophisticated" and "in some cases enthusiastically embraced."[32] These insights are now guiding the future direction of anchor work, from forming committees to creating anchor data warehouses and reconsidering approaches to building strategic community partnerships. Each institution's approach is unique, but they have similar needs in terms of ongoing support and connection to broader organizational goals and decision-making processes.

The cohort's next steps include focusing more deeply on how the data collected can support decision-makers in setting institutional priorities. The cohort intends to provide more information to the field on making the connection between anchor work and the core educational mission, as well as how to design, resource, and evaluate the interventions necessary to achieve anchor mission goals. Continuing to share experiences on making these connections in different higher education contexts will make it easier for champions from new institutions to chart an effective course.

A lot of knowledge was held by leaders of the University about what the University does but was not systematically recorded.[31]

—Karl Guenther, Community Development Specialist,
University of Missouri Saint Louis

Dedicated resources:

The Great Recession hasn't been forgotten. State and private universities continue to see their budgets tightened. Services that don't directly relate to student learning are often cut. However, directing economic assets to be of service to local communities will provide concrete examples of how universities are committed to mutual benefit. This can address issues of diminished public trust that affect enrollment and the bottom line of the educational enterprise. Currently, universities lack knowledge of how business operations—including hiring, investment, real estate, and procurement—can be leveraged to improve the health of local communities. As an area's employment and business-ownership rates, and hence its tax base, grow as a result of anchor mission efforts, so too will public trust and possibly government support for higher education. Students are increasingly interested in addressing inequalities, demanding the institutions they support to demonstrate meaningful involvement in community improvement. Implementing an anchor mission needs to be further resourced so that its impacts can be measured and help to make the case for higher education as an effective, focused local economic development partner.

Internal messaging:

Strengthening connections across the administration and curriculum is critical. Many senior executives, staff, faculty, and students are unfamiliar with the idea of an anchor mission and how it may connect to their work. Because of the interdisciplinary nature of the Anchor Dashboard, many different parts of the college, including those in business operations and community engagement, are now making decisions as part of the same strategic framework. More communication around the reasoning, goals, and objectives of the Anchor Dashboard is needed so that campus members can make a deeper connection with the work by including goals and interventions into curriculum design and aligning the anchor mission with ongoing strategic priorities that will support programming and staff development.

Partnerships:

The democratic processes that are inherent to higher education and the anchor mission will be better realized as more community stakeholders are consistently involved in design and implementation of the Anchor Dashboard. Expectations of university and community partnerships will be based on shared objectives. When an institution adopts local hiring goals, a community-based organization can clearly understand how its efforts, such as identifying and training potential employees and working with university management on implementing successful retention strategies, align with the universities. Articulating and measuring goals also allows for alignment with similar work by other large insti-

> At our university, the threat is budgetary—the anchor mission is not ready to self-propel and needs our central office to push it along. Budget cutbacks are a threat to our ability to staff this "push" adequately. The anchor mission necessarily gets funded after academic needs are met, but that non-primary level of prioritization makes us vulnerable until we have this mission baked into the DNA of the university's operations offices.[33]
>
> —Jennifer Britton,
> Associate Director, University and Community Partnerships,
> Drexel University.

tutions, as demonstrated by place based initiatives in urban centers, such as Cleveland, Newark, Philadelphia, Denver, and Chicago, where local anchors are working together to achieve shared goals more efficiently. More attention is needed to explore how local nonprofits, hospitals, public agencies, and community foundations can take concrete steps to advance mutual commitments to anchor strategies.

Data Collection:

October 2017 marks completion of two years' worth of data collection. The Anchor Dashboard has been separated into two types of measures— either community outcomes or institutional effort. Community outcome data tracks long-term impacts; it is external data that is usually stored by another organization. Institutional effort tracks budgets and resources allocated to a particular measure, such as amount spent on financial education or community engagement. These institutional effort measures are generally operational in nature ensuring that they can be regularly and consistently reported. Benchmarks and impact can be more intentionally considered and readily communicated across the campus and to community partners. As the Dashboard evolves, institutional impact measures will likely be incorporated into the current set of measures (see Appendix C), and their contributions to longer-term community impact measures articulated. Cohort universities are excited about using the data to empower and mobilize decision-makers to take action, developing policies and assigning resources to better meet the needs of local communities.

If we don't have a plan and an orientation towards doing more in some structured way and we're just measuring the outcome on an annual basis as to whether or not we bought more local or MWBE goods and services, [the measure] might go up one year, and we might pat ourselves on the back and say, wow that's great. But if we haven't had a plan to try to grow that overtime, we're not going to be meaningfully aligning our effort to specific outcomes.[34]

—Alan Delmerico,
Community Health Behavior Scientist,
SUNY Buffalo State

Conclusion

The Anchor Dashboard Learning Cohort is committed to building a new culture within higher education that recognizes economic, educational, and health disparities as part of each institution's mission. The day-to-day business practices present an important opportunity for alignment that may not require substantial new programming or dedicated new funds. Collecting data about the anchor mission has begun to center economic justice and community engagement in a way that has not been systematically done before among multiple institutions.

Even though the movement is new, the work is not. The anchor mission pulls towards the center existing institutional priorities and resources, so research and curriculum planning align with systemic operational and community needs. A university with an anchor mission can a shared goal that is tangible to the entire campus. For instance, an institution may adopt 2018 to be the year of supplier diversity. Each division could assess these measures and understand their responsi-

bility and contribution to achieving a larger goal. Place-based cohesive narratives and expectations can be developed, which can be used to build trust among the community and, potentially, lead to increases in democratic participation and student recruitment and retention.

The stronger and more broadly held anchor mission goals become within institutions, the more opportunities will be identified to help reduce disparities in home communities, and build meaningful partnerships with outside groups to advance those goals. The systematic articulation of goals and metrics among the Anchor Dashboard Learning Cohort institutions provides a foundation of information and experience from which other higher education institutions can start to build their own strategies. As additional institutions join the movement, the role of colleges and universities in communities will shift, as will their perception among local partners, community members and students.

Appendix A:
Anchor Dashboard
2016 Core Measures and Instructions

The Data Standardization working group was formed to develop common instructions for each of the 50 core Anchor Dashboard metrics (see Appendix D). Beginning in January 2017, this working group requested that each university give an explanation on how they were able to track some of the trickier measures. The group appreciated this exercise and subsequently carried out the process for all 50 core measures. The Democracy Collaborative assigned each metric to two campuses.* Some of the metrics have more than one way of collecting data. Those instructions and metrics are included. The instructions are based on the experiences of particular institutions within the cohort and while some effort has been made to generalize the steps to collect data, they still may not be universally applicable. Universities all have unique operating environments. The

cohort intends for this to be a reference guide, but each anchor institution will still need to figure out what data is being collected, who is responsible for tracking it, and aligning the measures for the purposes of advancing the anchor mission.

Also, the Anchor Dashboard is organized under five main headings: Engaged Anchor Institution, Economic Development, Community Building, Education, and Health, Safety, and Environment. Each cohort university agreed to track at least one category under each measure. Also, a few of the metrics are annotated with ★ to indicate the measures with the highest and with ⚠ for the lowest completion rates. At the time of writing, more information about the data collected and findings is not yet available.

> Since everyone, the campus as a whole, including those at the highest administrative levels, has embraced the notion of anchor, the question we are grappling with is not: "Are we an anchor?" but "How do we fully actualize our responsibility as a member of our community?" Anchor work is celebrated on this campus, not only by the president, but by individuals from all sectors of the campus: finance and management, student affairs, academic affairs, facilities and plant management, faculty, staff and students.[35]
>
> —John Siskar,
> Senior Advisor for Buffalo State Educational Pipeline Initiatives,
> SUNY Buffalo State

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* A few notes: Not every campus collected every core measure. Universities in the cohort are able to select the measures that best fit with their programming and institutional measures. Each institution did sign up to track at least one measure for both "Institutional Effort" and "Community Outcomes" in each of the categories including Engaged Anchor Institution, Economic Development, Community Building, Education, and Health, Safety, and Environment.

Engaged Anchor Institution

	Institutional Effort		Community Outcomes
Reasoning	Although anchor institution strategies can be integrated into everyday business practices, the initial shift often requires changes in policies and practices. Having leadership buy-in and dedicated resources ensures the success of specific strategies across business units and that strategies are coordinated. Moreover, dedicating institutional resources towards anchor mission work will help to develop accountability mechanisms for staff across the institution.		In order to understand what the focus of anchor mission strategies should be, it is important to understand community needs and assets. Also, see the following section on survey design.
Question	Is the anchor mission articulated in a strategic plan?	Is commitment to the anchor mission reflected in the structure of the institution (e.g., community engagement lead staff or cabinet rank)?	Has a survey of community residents and organizations been conducted?
Instruction	The anchor mission articulates the university's role as an actor using its resources for the economic, social, and cultural benefit of the local community as determined by that community.	Staff positions and departments that focus on anchor engagement (i.e. ensuring that university policies and resources benefit the local communities).	Administer an assessment to the community residents and partner organization to help determine how an institution is actually benefiting the community and producing outcomes that meet the needs of low-income families?
Further Instruction	Language in the university's strategic plan referencing an anchor mission.	Internal reporting document.	See the following section on survey design.
Frequency	Varies according to strategic planning timeline.	Annual Report.	Varies according to assessment schedule.

As a student, I used to always wonder why we had such a diverse employment at Buffalo State and I never really understood, I just thought, 'Hey, you know, the first come, first serve and some people want a job more than others,' but being brought onto the anchor mission, I definitely see that we do want to hire locally and we do want to give jobs to a more diverse [population] in our immediate area and welcome the community to Buffalo State and show that we can help out when it comes to work or living or housing or feeling safe.[36]

—Alban Morina,
Assistant Data Analyst,
SUNY Buffalo State

Economic Development

	Institutional Effort			Community Outcomes		
Reasoning	Hiring and workforce development creates opportunities to connect residents to jobs while also ensuring access to wealth and career building opportunities for these residents and current employees. Through local and inclusive hiring, anchor institutions can leverage these daily functions to benefit the surrounding community and meet their own workforce needs. Understanding and tracking indicators on existing hiring practices will help identify opportunities to focus local hiring pipelines and tailored career advancement opportunities. This will also help to assess whether employee demographics are in alignment with those of the surrounding community.			Tracking baseline information on the workforce and employment landscape in the surrounding community will help to ensure that hiring and workforce development programs reach residents facing the greatest barriers to employment. Tracking data on community outcomes will create the possibility to show long-term changes, and track progress in specific geographies.		
Question	Percent of minority hires in staff positions?	Percent of local hires in staff positions? ★	Percent of employees at living wage? ★	Local minority unemployment rate? ★	Local unemployment rate? ★	Living wage for your campus? ★
Instruction	From Equal Opportunity Employment section of the hiring application.	Location of employee's residence on current payroll information.	Payroll information, including staff, faculty and student workers.	Census: American Community Survey.	Census: American Community Survey.*	Living wage can be calculated using hourly rates as determined by the MIT Living Wage Calculator.
Further Instruction	Report run internally with assistance from Human Resources Dept.	Report run internally with assistance from Payroll Dept.	Report run internally with assistance from Payroll Dept.	Go to the Census Bureau, Fact Finder, Population section and look up the zip code by the most recent year available.	Go to the Census Bureau, Fact Finder, Income section and look up the zip code by the most recent year available.	From the Living Wage Calculator use the row marked "Living Wage" and the column marked "2 Adults (1 Working) 2 Children."
Frequency	Annual Report	Annual Report	Annual Report	According to Census	According to Census	As updated by MIT

* For determining minority unemployment, track the unemployment rate for all minorities then take the percentage of the census tract population of each minority group and then reaggregate it as a weighted percent. If that is too onerous, please state what racial/ethnic group is being tracked and maintain that same measure from year to year.

One of the struggles that we came across was: how do we define a living wage? This is something that we are still trying to talk about and have either one or two specific things for it that maybe isn't just an exact definition, but we can work around it for the community that we're focusing on, which is the Westside and City of Buffalo.[38]

—Alan Delmerico, Community Health Behavior Scientist,
Institute for Community Health Promotion,
SUNY Buffalo State

It's the same thing that we do with Human Resources. Our colleagues there see the benefit in looking to local people to fill positions wherever we can. We've created some problem-solving job training programs in which, for example, we have matched unemployed local medical assistants with on-the-job training, reducing the turnover in our medical practice offices… We found some of the questions around what it means to prioritize local hiring to be eye-opening and it guided our work when we thought about the difference, for example, between increasing the number of local hires and increasing the number of local hires into full time jobs with benefits. Those are really different things, and they are substantially different goals.[37]

—Jennifer Britton, Associate Director,
University and Community Partnerships,
Drexel University

The challenge that we face more than anything was the fact that there are some things that we just weren't tracking, or that we don't track with any kind of regularity. I think a good example of this is trying to assess what Buffalo State's institutional impact is on the arts, but they don't do that every other year, they do it every 5-10 years.[39]

—Alan Delmerico, Community Health Behavior Scientist,
Institute for Community Health Promotion,
SUNY Buffalo State

Vibrant Arts and Community Development

	Institutional Effort			Community Outcomes
Reasoning	Investment in arts, culture, and community development can help to develop entrepreneurship opportunities for local residents while helping to build the capacity of community based organizations. Anchors can support building an ecosystem for a thriving arts and culture space by supporting local organizations and businesses and also by leveraging their procurement and staff resources to help support local artists.			Arts and culture are important part of a comprehensive community engagement and revitalization strategy.
Question	Are operating funds being spent on arts and culture-based economic development?	Are businesses being created and retained?	Are jobs being created and retained? ⚠	How many art, culture, and performance spaces are there in the local community? ★
Instruction	Analyze the budget of institutional art centers.	For example, determine the number of art businesses who received counseling through the small business development center).	Identify art centers and galleries sponsored by the university and track the number of employees (i.e. full- and part-time).	Identify art, cultural, and humanity nonprofits within focus neighborhood(s).
Further Instruction	Campus art centers should maintain records on their operating budget on an annual basis. (Periodically, some centers calculate the indirect result of their operation on the local arts and cultural industries. Phase II of the Anchor Dashboard would be developing internal mechanisms based on a valid multiplier for completing this analysis on an annual basis).	The Small Business Development Center keeps detailed records about the sectors of business they work with for small business development, including arts and cultural business. This data should be compiled and reported.	Identify key venues on campus with the most public facing operations. Then meet with directors of these venues to review budget and staffing (If possible distinguish between university, ticket, grants, or other sources of revenue. Given the difficulty of parsing out revenue streams, the sum of budgets may be simplest). Finally, summarize the individual budgets and staffing levels as well as sum the total budgets and staffing across venues.	Review the National Center for Charitable Statistics, Internal Revenue Service, Count of nonprofits with the "Arts, culture, and humanities" classification in focus zip code(s).
Frequency	Annual Report	Annual Report	Annual Report	As updated by National Center for Charitable Statistics.

Thriving Local and Minority Business Community

	Institutional Effort		
Reasoning	By procuring goods and services locally, anchor institutions can channel their existing spend towards locally-owned and diverse businesses. Doing so not only supports local job creation, but generates a multiplier effect helping to generate local economic development. Anchor institutions can identify opportunities to connect with existing local and diverse vendors and also focus on growing the capacity of the local suppliers to meet supply chain needs. Anchors can also support the development and growth of inclusive business structures such as worker-owned cooperatives to keep dollars rooted with local residents. Tracking baseline indicators on existing spending will help identify areas to shift spend and opportunities where local suppliers can help meet supply chain needs.		
Question*	What is the percent (or amount) of university procurement directed to minority-owned businesses?	What is the percent (or amount) of university procurement directed to women-owned businesses? ⚠	What is the percent (or amount) of university procurement directed to locally-owned businesses?
Instruction	Banner and/or Purchasing Card reporting. Run a query to included FYXX purchases and subcontractors (without duplication).	Banner and/or Purchasing Card reporting. Run a query to included FYXX purchases and subcontractors (without duplication).	Banner and/or Purchasing Card reporting. Run a query to included FYXX purchases and subcontractors (without duplication).
Further Instruction	Contact Purchasing Operations to run a query based on local MBE vendors (i.e. focus zip codes).	Contact Purchasing Operations to run a query based on local WBE vendors (i.e. focus zip codes).	Contact Purchasing Operations to run a query based on local vendors (i.e. focus zip codes).
Frequency	Annual Report	Annual Report	Annual Report

> We want to work with local vendors and merchants to buy more of their services and products and with a focus on minority women-owned businesses. The challenge there is that if we're trying to identify minority women-owned businesses, they have to self-identify as such. Just because a person seems to be of color and we know that they are the owners of the company, if they don't identify themselves as minority women-owned, we can't necessarily include them in our numbers because we want our numbers to be aligned with how the state defines minority women-owned certified businesses.[40]
>
> —Arcelio Aponte, Senior Vice Chancellor for Administration, Economic Development and Chief Financial Officer, Rutgers University-Newark

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* For Institutional Effort, the tracking of both dollar amount and percent was added in early 2017. Some universities that are part of state systems experienced difficulty accessing institution specific data. The cohort still agrees that collecting the percentage is preferable and continues to develop the internal data tracking systems necessary to achieve that measure.

We established with the procurement office a different way of categorizing spending—I think it's going to happen the same with the controller's office at some point. One of the things that I mentioned to the President's office when we delivered the economic impact study was that the spending is very relevant, such as how we store and collect it. It is important that we have spending by needs, categories, and locality.[41]

—Fabrizio Fasulo,
Director of the Center for Urban and Regional Analysis,
Virginia Commonwealth University

Housing Affordability

	Institutional Effort	Community Outcomes
Reasoning	Anchor institutions can support the preservation and development of affordable housing in a number of ways, and can also leverage programs such as homeownership assistance to ensure that employees across the organization can access housing in the surrounding neighborhoods. Investments in and partnerships with local affordable housing developers, community development corporations, and community land trusts can support an ecosystem that can develop affordable housing.	Housing affordability is a critical factor for ensuring financial stability for local residents. Access to permanently affordable housing ensures that residents can stay in the community and can offset displacement that might be caused by rising property prices stemming from economic development efforts. Lastly, access to affordable homeownership opportunities is a critical way to build wealth for residents.
Question	Are there strong partnerships with local community development corporations and other affordable housing developers?	What is the percentage of households below 200 percent of the poverty line who spend less than 30 percent of their income on housing?
Instruction	Find out if the institution has a relationship with a community development corporation?	Use the average housing cost as a percent of the median income for the focus area, if possible. (Otherwise, this will be an unweighted percent).
Further Instruction	If the university is partnered with a community development corporation, add those details into the annual report.	Use the Housing and Urban Development Location Affordability Portal: http://locationaffordability.info/lai.aspx Using federal poverty guidelines for a household of four people, determine the 200% poverty level income: https://aspe.hhs.gov/prior-hhs-poverty-guidelines-and-federal-register-references Then use the American Housing Survey to figure housing cost as percentage of income: https://www.census.gov/programs-surveys/ahs/data/interactive/ahstablecreator.html#?s_areas=a99999&s_year=m2013&s_tableName=Table1&s_byGroup1=a20&s_byGroup2=a1&s_filterGroup1=t1&s_filterGroup2=g1
Frequency	Annual Report	Will vary according to Census updates.

When we first awarded two full-tuition scholarships to graduating seniors, that was a big deal for the community. We're supporting the new housing units going up in the Central neighborhood and we're going to subsidize our faculty and staff to live there.[42]

—Julian Rogers,
Director of Community Partnerships,
Cleveland State University

We're very focused on building systems so that as a university we are not making a loan. We've brought another partner to the table who is a lender, and so they'll make the loans. It's also how we understand our role, and recognizing the limitation to what the university's own role is, as a facilitator of a system that can carry a lot of different skills and capacities with it.[43]

—Lucy Kerman,
Vice Provost for University and Community Partnerships,
Drexel University

Sound Community Investment

	Institutional Effort	
Reasoning	Anchor institutions can earn a financial return on their investments while producing a positive social, economic, or environmental impact within their geographical service areas. In seeking to leverage investment portfolios to benefit local communities, anchor institutions face a range of high-impact opportunities across asset classes, themes, sectors, and risk/return profiles. Understanding and tracking indicators related to investment will help to identify which of these opportunities make most sense based on the existing investment program and community needs and assets.	
Question	What is the percent of an endowment invested in community impact investments (e.g., Community Development Financial Institutions (CDFIs)? ⚠	How much investment has been made in local business district development?
Instruction	Calculate the amount of (operating and endowment) money invested in focus neighborhood(s).	Calculate renovations and/or construction budgets for properties in the focus area.
Further Instruction	Work with the development office and mutual funds to identify any investments made locally.	Contact the Real Estate Services department for projects in the focus neighborhood.
Frequency	Annual Report	

Healthy Community Residents

	Institutional Effort	Community Outcomes	
Reasoning	Anchors can have significant impact on the health of their surrounding communities, both through public health interventions and investing in addressing the upstream determinants of health. Investments in areas such as access to affordable, healthy food; access to safe and affordable housing; and access to living wage jobs all increase community health. Public health initiatives need to focus on tracking specific determinants, so all institutional effort measures may not be represented here, or at least, represented in aggregate.	Tracking community outcomes can help to identify areas where residents are facing health disparities. For instance, discrepancies in infant mortality rates across geographies will indicate where investments into the social determinants of health should be focused.	
Question	How much (in dollars) is spent on public health interventions (e.g. clinics) ⚠	What is the infant mortality rate (number per 1,000 births)? ★	Is there healthy food access (USDA food desert score)? ★
Instruction	Determine the budget for health and counseling services.	Data can be accessed through 1) the State Health Department or Community Health Needs Assessment is not tracked annually and may not be at the zip code level. 2) The PolicyMap website with data from the Center of Disease Control at the county and state level supposedly tracked annually, but there are areas with insufficient data.	Go to the USDA Food Access Research Atlas website. This provides information about food deserts at census tract levels. The cohort is defining a "food desert" as a one-mile radius (urban) and a 10-mile radius (rural).
Further Instruction	Option A: Review the annual budget of Counseling Centers and Health Services. Option B: Determine the total for all of the university projects that have some impact (broadly defined) on public health in the community. For example, include the dollars from projects that deliver more direct service, such as through facilitating multiple coalitions and financing the activities of these, as well as university projects that provide evaluation and other technical assistance—assuming that these projects deliver direct service (e.g. chemical dependence prevention providers provide numerous supports, including data systems and evaluation, that help them to be more impactful in their work).	Find the area's community health needs assessment or go to the PolicyMap website: https://www.policymap.com/	Go to the USDA Food Access Research Atlas website: https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas/
Frequency	Annual Report	As often as data is updated	As often as data is updated

One place to start for any institution that is trying to adopt the anchor mission is to do an assessment of the community health needs on everyday issues including stable employment, clean and safe streets, as well as affordable housing—understanding where the community needs attention, whether it may be in lending more locally, investing in affordable housing initiatives, or even by adopting a supply chain protocol to encourage supporting local and minority-owned businesses with the dollars that the institution will spend regardless.[44]

—Alan Delmerico, Community Health Behavior Scientist, Institute for Community Health Promotion, SUNY Buffalo State

Safe Streets and Campuses

	Institutional Effort			Community Outcomes	
Reasoning	Investments in safe streets and campuses not only in the best interest of anchors, but these resources can be leveraged to benefit the students and surrounding community. Tracking indicators related to community safety can help identify where to channel resources and where additional partnerships could be created. Partnerships with community based organizations, neighborhood committees, tenant associations, community development corporations, and other planning organizations can help to ensure a cohesive strategy. Anchors can leverage the resources of their planning and facilitates departments for these efforts.			Tracking indicators related to community safety is important not just for understanding where to direct resources, but to ensure that community resident needs are being met as well.	
Question	How much (in dollars) is spent on neighborhood development? ⚠	How much (in dollars) is spent on streetscape improvement?	How many neighborhood complaints are received?	How much violent crime occurs in the neighborhood (number per 1,000 residents)? ★	How much property crime occurs in the neighborhood (incidents per 1,000 residents)? ★
Instruction	Budget of demolition and green space projects in targeted area.	Contact the Facilities Department for data on the budgets/grants directed towards street improvements in the areas defined as local.	Contact the local police department for the total noise complaints received.	1) Consult the FBI Uniform Crime Report 2) Contact police department directly.	1) Consult the FBI Uniform Crime Report 2) Contact police department directly.
Further Instruction	Contact the Real Estate Services department. Then calculate budget of demolition and green space projects in targeted area. Still some question as to including façade work and/or street repairs.	The university's Anchor Dashboard committee can help identify the appropriate department/ person. For instance, in one case a university's office of economic development and public affairs managed the streetscape project and was able to identify the cost of the project and amount of dollars they were able to raise/ get committed to the improvement. The Center for Entrepreneurship was identified as a center that had delivered some services in the foot print. We could not however parse out how much of this budget went to work in the footprint.	Option A: A student or employee can contact the campus Police Department to request the number of neighborhood complaints.

Option B: Estimate the number of problem properties identified by neighbors. Through the dean of students, the student tenants at these addresses have been warned about their disruptive conduct and, in some cases, judicial hearings have been held or mandatory informational sessions were conducted. Also, information about complaint calls to the Mayor's 311 complaint line or to the Police 911 emergency line can be obtained on request. | The FBI's report is semiannual and for cities with 100,000 and over in population: https:// ucr.fbi.gov/crime-in-the-u.s/2016/ preliminary-semiannual-uniform-crime-report-januaryjune-2016/ tables/table-4/ table_4_january_ to_june_2015_ offenses_ reported_to_law_ enforcement_by_ state_by_city_100-000_and_over_in_ population/view | The FBI's report is semiannual and for cities with 100,000 and over in population: https:// ucr.fbi.gov/crime-in-the-u.s/2016/ preliminary-semiannual-uniform-crime-report-januaryjune-2016/ tables/table-4/ table_4_january_ to_june_2015_ offenses_ reported_to_law_ enforcement_ by_state_by_ city_100-000_ and_over_in_ population/view |
| **Frequency** | Annual Report | Annual Report | Annual Report | As updated by the agency. | As updated by the agency. |

I mentioned the Honors Living-Learning Community building. That is a 400-bed residential building that's being built right in the downtown of the Newark. How do we build that building and have an impact on the downtown community? It brings more people to the downtown which is a good thing but also wrapped around the building are retail stores, so we are going to offer retail space at a reasonable cost that will allow more retailers to operate in and around the downtown. The retailers will all have access to our students' swipe cards so students can go in there, swipe their card and either buy a meal or product which is great for our students. It makes it easier for the retailers to get paid but also brings those retail services to the downtown which creates a more vibrant retail community, a more sustainable retail community because they're working in partnership with Rutgers but also now are servicing the downtown. It's a win-win for the community. It's a win-win for our students. It's a win-win for our faculty and staff.[45]

—Arcelio Aponte,
Senior Vice Chancellor for Administration,
Economic Development and Chief Financial Officer,
Rutgers University -Newark

I feel that Buffalo State aims to bring the people surrounding it closer together. In another meeting that we had, this has been a huge thing, there's Wegman's that's right across the lake, but in order for students to walk to it, you have to walk all around and take your time and go through the forest just to get to Wegman's. But there's been, in one of the meetings that we had for the health and safe streets and the campus, one of the discussions there was that there has been a donation, I guess we could call it, towards maybe building a little walk bridge that goes over the lake so that it could be easily accessible to the campus. [...] You know, 311, 911 data is available to the public, we could definitely find all of that, it's just that would be everyone in the neighborhood and that could be a lot. But the focus is the students and working on a way to get this data would be great. I know that there are meetings on, I think it's the first or the last Friday of every month. The community comes in and addresses their complaints to Buffalo State. … The goal is that maybe we can use those meetings and get an idea on how to collect this as opposed to just pen and paper, okay, we have two complaints on this street.[46]

—Alban Morina,
Assistant Data Analyst,
SUNY Buffalo State

Healthy Environment

Healthy Environment	Institutional Effort	Community Outcomes
Reasoning	Mitigating environmental health concerns is a critical way to address health disparities. Anchors can leverage their sustainability initiatives to help address environmental health concerns in the surrounding community and to ensure that their own practices do not contribute to poor health outcomes. In addition, there is an opportunity to align research resources (class time, research projects, department resources, etc.) with addressing community environmental concerns as well.	Tracking community outcomes related to environmental health will identify areas where resources should be focused.
Question	How much (in dollars) is spent on environmental health initiatives?	What is the rate of asthma in the surrounding community?
Instruction	Determine the budget for the (e.g. Sustainability Department, Environmental Health, and Safety).	Access data through: 1) The State Health Department or Community Health Needs Assessment is not tracked annually and may not be at the zip code level. 2) The PolicyMap website with data from the Center for Disease Control at the county and state level tracked annually.
Further Instruction	The university's Anchor Dashboard committee can help identify the appropriate department/person. In one case, a university's sustainability person provided the data for the environmental health initiatives.	Find the area's community health needs assessment or go to the PolicyMap website: https://www.policymap.com/
Frequency	Annual Report	As often as data is updated.

We launched an effort to rebuild the Buffalo State Arboretum. Forty years ago, the college was declared an official arboretum.... We had about 1,700 to 2,000 trees. Over the last ten years we've lost like 600, okay? So now we're developing a really powerful team and advocacy group to advance the simple replanting of trees. Now that takes money, that takes dedication, it takes staffing. We've developed a whole list of benefits, primarily because it affects the community around us. You know, it gives us a lot of oxygen and trees of course, filter carbon dioxide. So it's this plus, plus, plus thing. But being an anchor institution gives a stronger argument to say we have an obligation to do this. We were an urban forest. We've got to return to this urban forest.[47]

—Susan McCartney,
Director of the Small Business Development Center,
SUNY Buffalo State

Stable and Effective Partners

	Institutional Effort			Community Outcomes
Reasoning	Across all departments and business units, anchor institution efforts rely on effective partnerships. For instance, an inclusive, local hiring strategy would require partnerships with local workforce intermediaries. Moreover, in designing programs it is critical to involve the voice of community residents and organizations that have been focused on these areas. Understanding existing partnerships and mechanisms for community input will help to strengthen all areas of anchor institution engagement and identify opportunities to develop additional programming.			Understanding the capacity of existing community partners will help identify areas for collaboration and also ways to channel anchor institution investment to grow their capacity. This can help to enhance many of the other strategies listed above.
Question	Is there a partnership center?	Is there a community advisory board?	What is the total community building budget (in dollars or full-time employees)?	Has there been a capacity survey of community partners? ⚠
Instruction	Determine if there are divisions or centers focusing on community engagement, volunteer, or service learning.	Determine if there are committees on university and community relations, service-learning advisory council, community partner advisory board, and/or community review board.	Determine if there is a budget for campus center/program(s) on civic education (e.g. Division of Civic Engagement, University and Community Partnerships, Office of Civic Engagement).	For nonprofit partners, check with the organization to obtain information on staff levels and budget (or review the organization's annual report or 990 in Guide Star); For a for-profit partner, check with departments and the development office who maintain relationships with that corporate partner to track and document the number of programs and dollar value of investment/programs.
Further Instruction	If the university has a partnership center, add those details into the annual report.	If the university has an advisory council, add those details into the annual report.	The university's Anchor Dashboard committee can help identify the appropriate department/person. The academic budget office can provide the data for civic engagement initiatives.	Identify partners integral to the University in the focus geography (Key question: What organizational partnerships would the university maintain regardless of changes in staff, faculty, or administrative leadership?
Frequency	Annual Report	Annual Report	Annual Report	Annual Report

I did a pilot inventory of community partnerships, and I found that we just have a ton of partnerships. But if we really want to have an impact then perhaps we need to focus them in some areas and really leverage that. This conversation happened over a couple years. The president's office has been leading this effort too—and my office, the Division of Community Engagement, has been doing a lot of the work around it—to identify VCU's strengths and assets and align that with community identified needs and opportunities so that we can leverage what we have in a way that will address a community identified problem.[48]

—Valerie Holton,
former Director of Community-Engaged Research,
Virginia Commonwealth University

Financially Secure Households

	Institutional Effort		Community Outcomes
Reasoning	Financial security is an important indicator of community well-being, and understanding the financial status of local residents is necessary to ensure that economic inclusion efforts are benefitting local residents. Anchors, and in particularly universities, can help support individual wealth building by investing resources in building the financial capacity of local residents and leveraging their existing student and intellectual resources.		Access to financial services can help households build equity, which in turn increases the likelihood that residents can stay in the community.
Question	Is there a budget for financial education? ⚠	Does the university provide or invest in Income tax filing assistance? ⚠	What is the percent of local residents in asset poverty?
Instruction	Determine the budget for a campus center/program(s) on economic education (e.g. Center for Economic Education, Center for Entrepreneurship and Economic Education).	Calculate the amount of volunteer/ service learning hours using and/or budgets for events focusing on tax filing assistance.	Using the Census' American Community Survey, split results into two proxy measures: 1) households in poverty and 2) percent childhood poverty.
Further Instruction	Option A: The university has centers devoted to economic education. The key is to find where financial literacy is being offered on campus. This may be in the economic or educational departments or in high school bridge programs. Collect the budget for those areas. Option B: The university's Anchor Dashboard committee can help identify the appropriate department/person. For instance, can a center for entrepreneurship, economic education department, or similar affiliate provide the data for the financial education initiatives?	Option A: Track the number of volunteer hours and then calculate the amount of volunteer/ service learning hours using: https://www.independentsector.org/volunteer_time Option B: The university's Anchor Dashboard committee can help identify the appropriate department/person. A business school may manage a tax filing assistance program. They may also keep track of their EITC fillings or get data back from through the volunteer assistance program.	Option A: Data is available from Assets & Opportunity Local Data Center (http://localdata.assetsandopportunity.org/place/51760). 2009-2013 ACS 5-year estimates are most recent data used. Option B: The percent in asset poverty measure can be gathered from "Financial Insecurity: A Data Profile" released by FamilyAssetsCount.org. A report was commissioned and published by the Office of the Mayor in one city. Data contained in the report is updated per request. Option C: Go to the Census Bureau, Fact Finder: Poverty section and look up the zip code by the most recent year available. Track "All families," "Estimate/Percent below the poverty level" and "Families with related children of householder under 18 years of age." Age section total of "Income in the past 12 months below the poverty level."
Frequency	Annual Report	Annual Report	According to the Census

Educated Youth

	Institutional Effort		Community Outcomes			
Reasoning	Anchors can help support youth education, which is a critical indicator for opportunity. This support can take the form of investments in local education, school districts, and community based organizations, or leveraging resources such as staff time, student learning opportunities, and space. Workforce and hiring can also be developed through creating internship opportunities and employment pipelines for area youth and families.		Tracking indicators related to education levels can help demonstrate where there are currently education gaps, and also the success of established programs.			
Question	What level of support (in full-time employees (FTE)) is provided for K-12 school partnerships, and in-school support?	How much investment (in dollars) has been made in K-12 school partnerships?	What is the 3rd grade math proficiency? ★	What is the 3rd grade reading proficiency? ★	What is the rate of advancement to college or apprenticeship?	What is the graduation rate? ★
Instruction *	Determine the number of FTEs supporting K-12 partnership, possibly including staff at educational center(s) (e.g. Center for Urban Education, Center for Teaching Excellence, Center for Educational Leadership, Bridge Programs, Health Sciences Diversity Pipeline).	Determine the budget of educational center(s) (e.g. AFEL, CASTLE, and School of Education).	Contact schools in specific neighborhoods, using state report card.	Contact schools in specific neighborhoods, using state report card.	Contact schools in specific neighborhoods, using state report card.	Contact schools in specific neighborhoods, using state report card.
Frequency	Annual Report		Annual Report			

The education category is all of a sudden pulling in our faculty and our students from our School of Education. It's pulling in volunteers and it is still part of the anchor work. It's certainly pulling in the economic piece as well because there's funding being redirected and money brought in.[49]

**—Jennifer Johnson Kebea,
Executive Director, Lindy Center for Civic Engagement,
Drexel University**

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* The Educated Youth table doesn't include a row of further instruction. Cohort universities were able to collect this data without further assistance.

Appendix B:
Survey of Institutional Impact, Community Residents and Organizations

As the Anchor Dashboard evaluates a university's anchor engagement **in** a community, according to community health, housing affordability, education, local procurement, hiring, and investing effort and outcomes, the cohort also seeks to track anchor engagement **with** a community. Is the university living up to its role as an anchor institution according to the people and communities it hopes to serve? One working group explored this question, which is listed on the Anchor Dashboard as "Survey of community residents and organizations."

In response, the Survey Design working group gathered different community engagement surveys from cohort institutions. From the existing surveys, the working group developed core questions that could transfer to different types of assessment instruments, universities, and communities in order to provide a generalized tool for the field of higher education. Prioritizing and highlighting these core questions will encourage more universities to adopt and utilize them in a way that easily aligns with existing assessment efforts.

As of 2017, two cohort universities have used the surveys suggested in this section and are using the findings to help guide university programming. One university used a traditional survey format and the other adopted the questions for use in focus groups. The Anchor Dashboard Learning Cohort will continue to be a thought leader in how to collaborate with the local community in identification of future metrics and corresponding intervention programs, including qualitative research.

In all, the Survey Design working group created three different templates. Along with core measures, they also identified some secondary questions. The secondary questions dig further into what type of relationship individuals or partnered organizations have with the university—and, explicitly, how community and anchor engagement is supporting mutually beneficial relationships. The survey types are:

Institutional Impact: This tool is meant to be used internally by the anchor institution to identify what anchor work is currently being done by the university. For instance, when the anchor committee begins its work, this can be used as an initial checklist and also as an ongoing assessment to track efforts.

Community residents: This survey was designed for specifically to engage people, businesses, and community-based organizations in the focused neighborhoods as determined by zip code or census tract.

Partnership Effectiveness: Each member university of the Anchor Dashboard Learning Cohort has its own institutional priorities. While some similar types of partnerships have been identified, the cohort is still struggling with developing a common definition of a university partner. Institutions may choose to define partners as the organizations they identified under the "Capacity survey of community partners" section of the Anchor Dashboard or by using some other definition of partnership. For instance, surveying other anchor institutions will help scale and support existing university place-

based goals. One way to think about partnerships is regardless of changes in individual staff, faculty, or leadership, which university partnerships are sustainable? Some other factors to consider when identifying partners include:

Do representatives from the organization:

- Attend events/meetings?
- Speak at events/meetings?
- Belong to the Board (or what memberships does the university maintain)?

Does the organization:

- Have an active Memorandum of Understanding or Memorandum of Agreement on file?
- Receive programming support?
- Receive funding?
- Receive staffing assistance?
- Receive volunteers?

Identify and incorporate anchor measures into existing institutional assessments

The Anchor Dashboard Learning Cohort is sensitive to the fact that many partners and residents are surveyed frequently. If implementing a survey, the planning process should include a discussion of resources available to implement survey findings in a way that benefits the local community. To support this goal, the cohort recommends considering what the university is already doing to assess these communities and whether the Anchor Dashboard's survey questions can be incorporated into existing efforts. Anchor committees at the various cohort universities are making an effort to coordinate assessment activities between departments to reduce survey fatigue.

An institutional commitment to actualize survey findings will better align the anchor mission with community needs and assets.

Summary of Design Approach

- **Purpose:** To develop qualitative measures for the anchor alignment category of the Anchor Dashboard.

- **Operational Value:** What is measured is actionable and what the communities care about.

- **Goals:** The development of community and partnership perception instruments that provide a few core metrics that can be incorporated into other assessment tools.

- **Methods:** The surveys can be modified for use as part of other qualitative instruments such as focus groups and/or interviews. A few campuses are considering using the Delphi method of interviewing partners.[*]

- **Intended survey respondents:**

  - Institutional Impact Checklist: For internal university use administered by the anchor committee.

  - Community Residents Survey: Community residents, businesses, and organizations in the focused neighborhoods.

  - Partnership Effectiveness Survey: Partner organizations as defined by each institution.

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[*] The Delphi method is a qualitative research tool for building consensus. Participants respond to several rounds of iterative questionnaires. After each round, the group of participants discuss the results and a new questionnaire is developed.

Institutional Impact Survey

For each outcome area, identify if your institution is:

		Doing something	Has an orientation	Has a general plan	Has a specific plan(s)	If yes, define the key aspects of the plan:	Aligned Measurements (if any):
Anchor Mission Alignment	Engaged anchor institution						
Economic Development	Equitable local and minority employment						
	Thriving local and minority business community						
	Housing affordability						
	Vibrant arts and community development						
	Sound community investing						
Community Building	Stable and effective local partners						
	Financially secure households						
Education	Educated youth						
Health, Safety, and Environment	Safe streets and campuses						
	Healthy community residents						
	Healthy environment						

On the basis of those focus groups, we are now starting a community newsletter, which will be up and running this fall. The newsletter will talk about what the university is doing in the community and what the community is doing right. And it have a regular communication from the chancellor, a letter from the chancellor to the community. The resources are constrained. We will have to use student interns to help us get this newsletter out. We will save money by not having it printed but distributed electronically. The community newsletter is the second major initiative that we're trying to implement as part of the Anchor Dashboard initiative. [50]

—Todd Swanstrom,
Professor of Community Collaboration and Public Policy Administration,
University of Missouri-Saint Louis

Community Residents Core Survey**

Now I am going to read you some statements about your perceptions about [institution] as a whole [including leadership, affiliates, buildings, property, students]. For each statement tell me whether you strongly agree, agree, disagree, or strongly disagree:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
[Institution] is committed to helping my neighborhood.	1	2	3	4	5
[Institution] is a partner in improving my neighborhood.	1	2	3	4	5
People in this neighborhood trust [Institution].	1	2	3	4	5
[Institution] intrudes on my neighborhood's boundaries.	1	2	3	4	5
[Institution] does not recognize the positive things about my neighborhood.	1	2	3	4	5

Please provide two or more suggestions on how [institution] can better respond to community needs.

** The Survey Design working group is still considering the need for demographic data, so is recommending that each institution make the decision that best fits their needs. However, because economic and racial equity are central values of the cohort, zip code and/or census tract is an important measure for this survey. Many of these questions were taken from the Drexel University Dornsife Center for Neighborhood Partnerships, "Dornsife Evaluation Baseline Tool."

Partnership Effectiveness Core Survey***

Organization Type/Name _____

Over the past [time frame] please rate your organization's partnership with [institution] as:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Useful to your organization	1	2	3	4	5
Having a positive impact in the community	1	2	3	4	5
Easy to manage	1	2	3	4	5
Worthwhile to continue	1	2	3	4	5

How can [institution] serve as a better partner to you or your organization?

*** For the Partnership Effectiveness Survey, most cohort institutions are less concerned about demographic data and the physical location of their partners. Rather, partners can include any organization/business that the university defines as being important to its strategic goals. Many of these measures were developed by William Wieczorek at SUNY Buffalo State.

Community Residents Secondary Survey****

Over the past 12 months [or some other specific time frame], please provide your opinion regarding the overall role of [insert institution name] in your community:

[insert institution name]:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
. . .supports local businesses in my community.	1	2	3	4	5
. . . has faculty and staff who use their expertise to support my community .	1	2	3	4	5
...has programs in which students provide support for my community.	1	2	3	4	5
...is known as an institution that cares about my community.	1	2	3	4	5
. . .has a positive impact on local schools.	1	2	3	4	5
. . .is seen as a trusted partner in my community.	1	2	3	4	5

What activities do you participate in that are part of the [institution]?

What are the benefits of the [institution]?

What are challenges of working with the [institution]?

Do you know how to reach out to [institution] for services?

How could the university improve its relationship with community members?

**** Many of the measures were developed by William Wieczorek at SUNY Buffalo State.

Partnership Effectiveness Secondary Survey*****

DESCRIPTION OF THE SAMPLE

Demographic information, including the neighborhood/region.

TYPE OF PARTNERSHIP

Please provide a 2 to 3 sentence summary of the partnership

Please indicate the focus (core) of your partnership with [institution].
- ◊ **Education**
- ◊ **Arts & Culture**
- ◊ **Research**
- ◊ **Economic Development/Entrepreneurship**
- ◊ **Community Building**
- ◊ **Health, Safety, & Environment**
- ◊ **Housing**
- ◊ **Service/Outreach**
- ◊ **Other, please specify _____**

Please indicate the nature of your *main* partnership with [institution].
- ◊ **Fiscal support**
- ◊ **Program partner**
- ◊ **Operational support**
- ◊ **Thought partner**
- ◊ **Research Partner**
- ◊ **Other, please specify _____**
- ◊ **None**

Do you or your organization have a point of contact within [institution]?

Yes/No

***** Developed in partnership with Rutgers University-Newark and Virginia Commonwealth University.

Does the organization you represent have a formalized agreement such as a memorandum of understanding (MOU), Letter of Intent (LOI), Service Contract, etc. with [institution]?

Yes/No

Is [institution] included in your organization's current strategic plan?

Yes/No

RESOURCE EXCHANGE

Thinking about the past year, what types of resources did [institution] provide/exchange with you or your organization? Please check all that apply:

◊ Space—meeting rooms, classrooms, etc.
◊ Financial—funds transferred from [institution].
◊ Human Capital—faculty / staff time committed.
◊ Infrastructure / Supplies—office equipment, furniture, etc.
◊ Communications Assistance—bulletins, photo lab, posters, email support, other.
◊ Access to Faculty / Staff / Students / Alumni.
◊ Access to Data or Other Research Resources.
◊ Other.

Thinking about the past year, what resources did you or your organization share/exchange with [institution]? Please check all that apply.

◊ Space—meeting rooms, classrooms, etc.
◊ Financial—funds transferred from the partner to your unit.
◊ Human Capital—employee or volunteer time committed.
◊ Infrastructure / Supplies—office equipment, furniture, etc.
◊ Communications Assistance—bulletins, photo lab, posters, email support, other.
◊ Access to Community Members.
◊ Access to Data or Other Research Resources.
◊ Other.

Please indicate the areas in which your partnership has yielded outcomes in the past 12-month period. Mark all that apply:

	Positive Outcome	Negative Outcome	Briefly Describe	NA
Arts, Humanities, & Culture				
Criminal Justice & Public Safety				
Early Childhood Development				
Economic & Workforce Development				
Education				
Environment & Sustainability				
Equity, Diversity, & Inclusion				
Food Access & Nutrition				
Health & Wellness				
Homelessness & Housing				
Immigrant & Refugee Populations				
Injury & Violence Prevention				
Medical Education				
Older Adults/Aging				
Public Policy, Government, & Nonprofit Sector				
Urban Planning & Community Development				
Other				

In the last 12-month period, how many times have you sought after [NAME OF INSTITUTION] for assistance and/or guidance regarding these areas?

	Positive Outcome	Negative Outcome	Briefly Describe	NA
Arts, Humanities, & Culture				
Criminal Justice & Public Safety				
Early Childhood Development				
Economic & Workforce Development				
Education				
Environment & Sustainability				
Equity, Diversity, & Inclusion				
Food Access & Nutrition				
Health & Wellness				
Homelessness & Housing				
Immigrant & Refugee Populations				
Injury & Violence Prevention				
Medical Education				
Older Adults/Aging				
Public Policy, Government, & Nonprofit Sector				
Urban Planning & Community Development				
Other				

In the last 12-month period has [NAME OF INSTITUTION] contacted your organization for assistance and/or guidance?

	Positive Outcome	Negative Outcome	Briefly Describe	NA
Arts, Humanities, & Culture				
Criminal Justice & Public Safety				
Early Childhood Development				
Economic & Workforce Development				
Education				
Environment & Sustainability				
Equity, Diversity, & Inclusion				
Food Access & Nutrition				
Health & Wellness				
Homelessness & Housing				
Immigrant & Refugee Populations				
Injury & Violence Prevention				
Medical Education				
Older Adults/Aging				
Public Policy, Government, & Nonprofit Sector				
Urban Planning & Community Development				
Other				

Appendix C: Anchor Dashboard 2017 Institutional Impact Measures

Issue Area	Desired Outcome	Indicators of Institutional Effort
Anchor Mission Alignment	Engaged Anchor Institution	Anchor mission articulated in strategic plan, reflected in structure of institution (e.g., community engagement lead staff of cabinet rank)
Economic Development	Equitable Local and Minority Employment	Hire local policy. Indirect local and minority employment policies through contracting requirements.
Economic Development	Thriving Local and Minority Business Community	Buy local policy Diversity supply policy University business incubator programs Small business technical assistance
Economic Development	Housing Affordability	Programs and/or partnerships with local community development corporations (or other partners) to achieve housing affordability objectives
Economic Development	Vibrant Arts and Community Development	Operating funds spent on arts and culture-based economic development.
Economic Development	Sound Community Investment	Policy to invest in local community
Community Building	Stable and Effective Local Partners	Policy metrics: partnership center, community advisory board
Community Building	Financially Secure Households	University policy to host VITA site or otherwise support financially capacity building
Education	Educated Youth	Development of mentorship program, policies to link School of Education and/or students to local public school, professional development, teacher education
Health, Safety & Environment	Safe Streets and Campuses	Community policing policy for union police force Partnerships with special service districts, block clubs Commit to pay for cleanup of student trash
Health, Safety & Environment	Healthy Community Residents	University policies to create clinics or wellness hub Community health outreach programs
Health, Safety & Environment	Healthy Environment	University/community sustainability plan Community access to university expertise

Appendix D: Anchor Dashboard 2016-2017 Core Measures

Category	Institutional Effort (Internal Indicator)	Community Outcome (External Indicator)
Engaged Anchor Institution	Anchor mission articulated in strategic plan	Surveys of community residents and organizations
	Reflected in structure of institution (e.g., community engagement lead staff of cabinet rank)	
Economic Development — Equitable Local and Minority Employment	Percent of minority hires in staff positions	Local minority unemployment rate
	Percent of local hires in staff positions	Local unemployment rate
	Percent of employees at living wage	Living wage for your campus
Vibrant Arts and Community Development	Operating funds spent on arts and culture-based economic development	Numbers of art and performance spaces in local community
	Businesses created and retained	
	Jobs created and retained	
Thriving Local and Minority Business Community	Percent (or amount) of university procurement to local businesses	Business survival rates in local community
		Numbers of business start-ups
	Percent (or amount) of university procurement to minority-owned businesses	Number of certified MBE business in local community
	Percent (or amount) of university procurement to woman-owned businesses	Number of certified WBE in local community
Housing Affordability	Strong partnerships with local community development corporations	Percentage of households below 200 percent of poverty line who spend less than 30 percent of their income on housing
Sound Community Investment	Percent of endowment invested in community impact investments (e.g., Community Development Financial Institutions)	Local lending availability from CDFIs and public programs (e.g., city revolving loan or investment funds)
	Investment in local business district development	Local bank lending data (survey data of ability of local business to obtain loans, percentage)

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Health, Safety, and Environment	Healthy Community Residents	Dollars spent on public health interventions (e.g., clinics)	Infant mortality rate (number per 1,000 births)
			Healthy food access (USDA food desert score)
	Safe Streets and Campuses	Dollars spent on neighborhood development	Violent crime data (incidents per 1,000 people)
		Dollars spent on streetscape improvement	Property crime data (incidents per 1,000)
		Number of neighborhood complaints	
	Healthy Environment	Dollars spent on environmental health initiatives	Asthma incidence

Community Building and Education	Stable and Effective Local Partners	Is there a partnership center?	Capacity survey of community partners
		Is there a community advisory board?	
		Amount of community building budget (in dollars or FTEs)	
	Financially Secure Households	Budget for financial education	Percent in asset poverty
		Income tax filing assistance	
	Educated Youth	Level of support in FTEs for K-12 school partnerships, in-school support (number of FTEs)	3rd grade math proficiency
		Level of investment in dollars in K-12 school partnerships	3rd grade reading proficiency
			Advancement to college or apprenticeship
			Graduation rate

Endnotes

1   Peter Englot, email message to Emily Sladek, August 1, 2017.

2   Karl Guenther, email message to Emily Sladek, August 3, 2017.

3   Peter Englot, telephone interview by Elizabeth Hudson, December 22, 2016.

4   Peter Englot, telephone interview by Elizabeth Hudson, December 22, 2016.

5   Alban Morina, email message to Emily Sladek, August 2, 2017.

6   Karl Guenther, email message to Emily Sladek, August 3, 2017.

7   Peter Englot, email message to Emily Sladek, August 1, 2017.

8   Jennifer Britton, email message to Emily Sladek, August 1, 2017.

9   Candi Clouse, telephone interview by Elizabeth Hudson, May 17, 2017.

10 Valerie Holton, telephone interview by Elizabeth Hudson, December 22, 2016.

11 Jennifer Jettner, email message to Emily Sladek, July 28, 2017.

12 Lucy Kerman, telephone interview by Elizabeth Hudson, February 8, 2017.

13 Lucy Kerman, telephone interview by Elizabeth Hudson, February 8, 2017.

14 Roland Anglin, telephone interview by Elizabeth Hudson, March 7, 2017.

15 Lucy Kerman, telephone interview by Elizabeth Hudson, February 8, 2017.

16 Julian Rogers, email message to Emily Sladek, June 5, 2017.

17 Jennifer Jettner, email message to Emily Sladek, July 28, 2017.

18 Peter Englot, telephone interview by Elizabeth Hudson, December 22, 2016.

19 Alan Delmerico, email message to Emily Sladek, June 2, 2017.

20 Karl Guenther, email message to Emily Sladek, August 3, 2017.

21 Alan Delmerico, telephone interview by Elizabeth Hudson, April 21, 2017.

22 Steve Dubb, Sarah McKinley, and Ted Howard, "Achieving the Anchor Promise: Improving Outcomes for Low-Income Children, Families and Communities," Takoma Park, MD: University of Maryland, 2013.

23 Jennifer Jettner, email message to Emily Sladek, July 28, 2017.

24 Todd Swanstrom, telephone interview by Elizabeth Hudson, July 28, 2017.

25 Candi Clouse, email messages to Emily Sladek, May 30, 2017.

26 Julian Rogers, telephone interview by Elizabeth Hudson, December 21, 2016.

27 Alan Delmerico, email message to Emily Sladek, June 2, 2017.

28 Jennifer Britton, email message to Emily Sladek, August 1, 2017.

29 Jennifer Jettner, email message to Emily Sladek, July 28, 2017.

30 Alban Morina, email message to Emily Sladek, August 2, 2017.

31 Karl Guenther, email message to Emily Sladek, August 3, 2017.

32 Jennifer Britton, email message to Emily Sladek, August 1, 2017; Peter Englot, email message to Emily Sladek, August 1, 2017; Alban Morina, email message to Emily Sladek, August 2, 2017; Jennifer Jettner, email message to Emily Sladek, July 28, 2017.

33 Jennifer Britton, email message to Emily Sladek, August 1, 2017.

34 Alan Delmerico, telephone interview by Elizabeth Hudson, April 21, 2017.

35 John Siskar, telephone interview by Elizabeth Hudson, February 2, 2017.

36 Alban Morina, email message to Emily Sladek, August 2, 2017.

37 Jennifer Britton, telephone interview by Elizabeth Hudson, May 2, 2017.

38 Alan Delmerico, telephone interview by Elizabeth Hudson, April 21, 2017.

39 Alan Delmerico, telephone interview by Elizabeth Hudson, April 21, 2017.

40 Arcelio Aponte, telephone interview by Elizabeth Hudson, May 8, 2017.

41 Fabrizio Fasulo, telephone interview by Elizabeth Hudson, May 4, 2017.

42 Julian Rogers, telephone interview by Elizabeth Hudson, December 21, 2016.

43 Lucy Kerman, telephone interview by Elizabeth Hudson, February 8, 2017.

44 Alan Delmerico, telephone interview by Elizabeth Hudson, April 21, 2017.

45 Arcelio Aponte, telephone interview by Elizabeth Hudson, May 8, 2017.

46 Alban Morina, email message to Emily Sladek, August 2, 2017.

47 Susan McCartney, telephone interview by Elizbeth Hudson, Spring 2017.

48 Valerie Holton, telephone interview by Elizabeth Hudson, December 22, 2016.

49 Jennifer Johnson Kebea, telephone interview by Elizabeth Hudson, May 4, 2017.

50 Todd Swanstrom, telephone interview by Elizabeth Hudson, July 28, 2017.
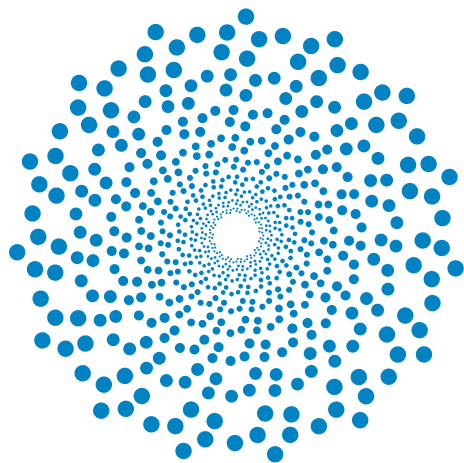
The Democracy Collaborative

The Democracy Collaborative, a nonprofit founded in 2000, is a national leader in equitable, inclusive, and sustainable development. Our work in community wealth building encompasses a range of advisory, research, policy development, and field-building activities aiding on-the-ground practitioners. Our mission is to help shift the prevailing paradigm of economic development, and of the economy as a whole, toward a new system that is place-based, inclusive, collaborative, and ecologically sustainable. A particular focus of our program is assisting universities, hospitals, and other community-rooted institutions to design and implement an anchor mission in which all of the institution's diverse assets are harmonized and leveraged for community impact.

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