

A New Era of Higher Education-Community Partnerships

*The Role and Impact of Colleges and Universities
in Greater Boston Today*



A Report from the Carol R. Goldberg Seminar

www.goldbergseminars.org



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The Carol R. Goldberg Seminar

Prepared by
The Boston Foundation
University College of Citizenship and Public Service at Tufts University

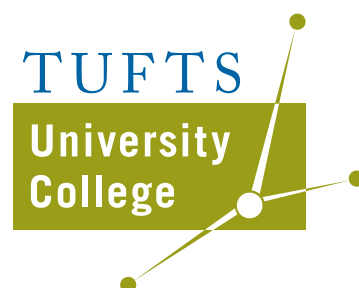
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Dear Members of the Greater Boston Community:

When the Carol R. Goldberg Seminar was launched nearly 25 years ago, Boston was just emerging from decades of urban decline—not unlike many other U.S. cities—that compromised its competitive position and quality of life. Today, our region reflects the remarkable renaissance that has transpired since the first Seminar was held. Over the past quarter century, Greater Boston has experienced sustained economic growth, strengthened its increasingly diverse community fabric, and reclaimed its position as one of the leading regions in the world.

Central to this comeback is one of our area’s signature assets—our 75 colleges and universities—which help to anchor the region’s economy, enhance and enrich our day-to-day experiences, and shape our region’s identity. As the Boston Foundation’s “Boston Unbound” report by the Citistates group puts it, higher education, along with the related health care sector, is the region’s “global marker.”

The Goldberg Seminar convened in 2004 to better understand the depth and breadth of the impact of colleges and universities on Greater Boston—especially their role in today’s ascendant knowledge economy. We were influenced in our choice of topic by recent calls from civic leaders for colleges and universities to play a greater role in community leadership as the region’s corporate presence changes. Specifically, the Seminar sought to raise awareness about the local impact of higher education and identify new strategies to strengthen university-community collaboration.

Through research and interviews with hundreds of local stakeholders, the Seminar uncovered a wealth of data. Of greatest note is the phenomenal development of university-community partnerships over the past 25 years. The Seminar found a promising trend toward such collaborations indicative of a widespread yearning for local leaders to move beyond historic town-gown tensions and pursue joint interests. Simply put, Greater Boston is in the midst of a paradigm shift in town-gown relations.

We believe it is critical for the region’s leaders to notarize, reinforce and accelerate these partnerships to help position the region for further economic and civic growth. Regions around the world are aggressively organizing to chip away at Greater Boston’s competitive advantage. This report features recommendations around which leaders can organize proactively to further strengthen promising collaborations and partnerships across neighborhood and regional levels.

Making progress on these critical challenges will require the joint initiative of all leaders in all sectors. We look forward to working together with you to meet these challenges.

Sincerely,

Thomas M. Finneran

President,
Massachusetts Biotechnology Council,
Seminar Co-Chair

Richard M. Freeland

President,
Northeastern University,
Seminar Co-Chair

Paul S. Grogan

President & CEO,
The Boston Foundation,
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President,
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Seminar Founder

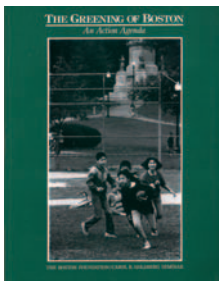
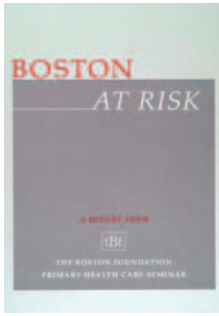
Robert M. Hollister

Dean,
University College of Citizenship and Public Service,
Tufts University
Convener



The renovation of the Majestic Theater by Emerson College anchors the Midtown Cultural District.

About the Carol R. Goldberg Seminar



The Carol R. Goldberg Seminar is a periodic convening of local business, government, academic, and community leaders that raises awareness about critical civic issues and offers a roadmap by which leaders might achieve progress against those issues. Launched in the 1980s by Carol R. Goldberg, in collaboration with Robert M. Hollister of Tufts University’s College of Citizenship and Public Service, and funded by the Boston Foundation, the Seminar examines issues through an extensive community input process supplemented by research.

The Seminar has a proud history of acting as a catalyst for important and timely civic initiatives:

📖 **“Boston At Risk”** focused on the complex issue of primary health care in Boston in the 1980s, drawing early attention to the thousands of people without health insurance in the city. The report led to the development of the Healthy Baby/Health Child Program, still an important public health program 20 years later.

📖 **“The Greening of Boston,”** published in 1987, is one of America’s most highly regarded blueprints for restoring urban parks and open spaces. The action agenda it proposed helped to bring about a doubling of the city’s maintenance budget, drew attention to the importance of open space, and paved the way for a dramatic parks turnaround in the city.

📖 **“Embracing Our Future: A Child Care Action Agenda,”** released in 1991, helped to draw attention to the crisis in child care, and gave advocates for children’s services new information and ideas about how to strengthen the entire field and professionalize child care workers.

📖 **“The Future of Boston Area Nonprofits,”** published in 1998, studied the strengths and weaknesses of the third sector toward the end of the 20th century, and encouraged the development of new partnerships and collaborations among nonprofit organizations.

In 2003, the Goldberg Seminar was reconvened to examine the role of colleges and universities in Greater Boston. Guided by a Steering Committee, subcommittees solicited input from hundreds of local business, civic, community, and higher education stakeholders. The Seminar input process was designed not only to inform the report and recommendations, but also to strengthen the working relations of stakeholders in university-community partnerships going forward.

This work was conducted in conjunction with Carol R. Goldberg, President of The AVCAR Group, Ltd., a private investment and consulting firm. Ms. Goldberg spent 30 years at the family-founded Stop & Shop Companies, Inc., where she rose to President and Chief Operating Officer. In addition to numerous board positions, awards and honorary degrees, she is co-author of the book *Members of the Club: The Coming of Age of Executive Women*.

More information on Goldberg Seminar reports and agenda reside on the Web at: www.goldbergseminars.org. The site features detailed information that supplement the reports, and is designed as an active resource for local leaders seeking to strengthen cross-sector partnerships going forward.

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The new campus center at the University of Massachusetts Boston

Introduction

The Carol R. Goldberg Seminar has a proud history of acting as a catalyst for important civic initiatives at propitious times. The first seminar in the early 1980s presented a groundbreaking study on Boston's primary health care system and drew early attention to the plight of the city's uninsured. A seminar on parks and open spaces in the late 1980s resulted in one of the nation's most highly regarded blueprints for restoring green spaces and prompted a parks renaissance in Boston. Recent seminars have featured timely studies and action plans in the areas of childcare and the future of the nonprofit sector.

In 2003, the Goldberg Seminar was reconvened to examine the role and impact of colleges and universities in Greater Boston. This topic was chosen in recognition of the increasingly important function of academia in today's knowledge economy and civic life. The Seminar also sought to provide a context for a growing chorus of calls for colleges and universities to exert more active civic leadership in the wake of recent mergers and acquisitions of many old-line Boston companies. Ultimately, the Seminar sought to help local leaders continue to move beyond nagging town-gown tensions that historically have hamstrung higher education-civic partnerships.

Specifically, the Seminar had two tasks: 1) to increase public awareness of the impact of local colleges and universities on the Greater Boston area; and 2) to identify new strategies for strengthening university-community collaborations through reciprocal commitment and action by government, business, and civic groups, as well as colleges and universities. As outgoing Bentley College President Joseph Morone put it, "This effort documents the impact of higher education on the region and highlights its distinctiveness, specifies the challenges we face and helps set the public agenda on how to address them, and perhaps most importantly, articulates our responsibilities to the region and how we intend to fulfill them."

A Full Accounting of the Impact of Higher Education

Establishing a full picture of the impact of higher education in Greater Boston presented a unique and perhaps unprecedented challenge. Through this effort, we set out to capture the breadth of local colleges and universities' impact on the region, looking at large and small institutions, public and private, Ivy League and specialized schools. Throughout, we strove to provide a picture of the tremendous diversity, opportunity and creativity this sector provides to our region, considering it in its entirety.

The Seminar examined the impact of all 75 colleges and universities within Greater Boston as defined by the Metropolitan Area Planning Council. Additionally, the 38 four-year degree granting colleges and universities in and around Boston were asked to supply information on a variety of subjects, including the number of students enrolled, faculty employed, and community expenditures. They were also asked to provide examples of public service projects their students, faculty and employees participate in, including contributions to local K-12 public education. The Seminar also drew on a number of existing reports on the economic impact of higher education on the region, and reviewed relevant press resources and websites. Despite utilizing numerous data sources and receiving data categorized in different ways, our methodology provides a comprehensive and unique accounting of the impact of higher education in Greater Boston today. A

"This effort documents the impact of higher education on the region and highlights its distinctiveness ...and perhaps most importantly, articulates our responsibilities to the region and how we intend to fulfill them."

Joseph Morone,
President,
Bentley College



complete list of all resources used is listed at the end of this report and on the project website: www.goldbergseminars.org

The Seminar Steering Committee, comprised of business, government, neighborhood, nonprofit, and academic leaders, solicited input from hundreds of local stakeholders through 14 meetings over an 18 month-long period. As in earlier Goldberg Seminars, the cross-sector nature of the Steering Committee provided diverse viewpoints and a breadth of public-private partnership experience that informed the information gathering and recommendations.

Goldberg Seminar Steering Committee



Thomas M. Finneran, President, Massachusetts Biotechnology Council
(Co-Chair)

Richard M. Freeland, President, Northeastern University (Co-Chair)

Janice Bourque, Senior Vice President and Group Head-Life Sciences,
Comerica Bank

Grace Keeney Fey, Executive Vice President and Director,
Frontier Capital Management Co.

Kevin W. Fitzgerald, Sergeant-at-Arms, Massachusetts General Court

Thomas P. Glynn, COO, Partners Health Care

Carol R. Goldberg, President, The AVCAR Group, Ltd.

Paul S. Grogan, President & CEO, The Boston Foundation

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Gloria Cordes Larson, Of Counsel, Foley Hoag; Chair,
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Patrick Lee, Executive Vice President, Trinity Financial

James Davitt Rooney, Consultant, CEOs for Cities

Alan D. Solomont, Chairman and CEO, Solomont Bailis Ventures



Executive Summary

Major Findings

The Seminar documented a promising pattern of new partnerships among colleges and universities and local business, civic, and government institutions over the past decade. This new spirit of collaboration appears to reflect a mutual awareness of the symbiotic relationship between town and gown in today's knowledge economy and smaller world. Colleges and universities that once turned their backs upon their host communities increasingly encourage their students, faculty, and staff to teach, learn, research and serve off campus, particularly in immediately adjacent neighborhoods. At the same time, community and government agencies that historically viewed colleges and universities negatively—pointing to their tax-exempt status, physical encroachment, and noisy off-campus students—increasingly recognize the catalytic role of higher education in the economy, as well as its civic leadership potential in the wake of a changing local corporate climate.

The challenge before town and gown leaders today is to build on the momentum and develop more strategic relationships across sectors to strengthen the region's competitiveness and quality of life. The Seminar documented particularly promising campus-community quality of life partnerships at the neighborhood level. Many of these collaborations were painfully wrought after lengthy and grueling battles across neighborhood and campus fault lines, and they remain fragile.

Such collaborations require the ongoing nurture and support of local leaders not only for their own sake, but because they represent the building blocks of a new collaborative way in which Greater Boston is beginning to operate—a way that is critical to success in today's world.

As Northeastern University President Richard M. Freeland puts it, “The traditional paradigms of university-community relations have been overtaken by new realities for both colleges and universities and for the city. Our challenge within academia is to shift toward actively working with community leaders for our mutual benefit. The challenge for local communities and civic officials is to move toward seeing such institutions as critical engines of regional development. What is clear, of course, is that these twin paradigm shifts are the mirror image of each other. One can't happen without the other.”

Kevin W. Fitzgerald, Sergeant-at-Arms of the Massachusetts General Court and a longtime neighborhood activist, observes that new examples of town-gown collaborations on historically thorny issues, such as facilities planning and off-campus housing, represent nothing less than an attempt to change history, habit, and culture. He points out that community leaders who in the past almost categorically fought to keep higher education institutions at bay now occasionally encourage an institution to venture into neighborhoods when a partnership opportunity is right. At the same time, the Seminar repeatedly encountered longtime residents still chafing at the past transgressions of colleges and universities that didn't appropriately account for neighborhood concerns in facilities planning and other matters.

As one neighborhood activist put it: “We have a long way to go in educating universities and hospitals about the negative and destabilizing impacts of their growth on abutting residential communities and working collectively as a matter of course to determine significant positive economic fallout for the impacted neighborhoods.”

“Our challenge within academia is to shift toward actively working with community leaders for our mutual benefit. The challenge for local communities and civic officials is to move toward seeing such institutions as critical engines of regional development.”

Richard M. Freeland,
President,
Northeastern University

“Competitor regions across the country—and the world—are aggressively organizing to create and implement new higher education-civic strategies.”

While problems still remain, colleges and universities today by and large incorporate neighborhood input in their planning as a matter of course. Indeed, the Seminar found unprecedented commitment and progress across sectors to address historic town-gown tensions through new partnerships and policies. One policy of special note is the City of Boston’s new institutional master plan process by which most colleges and universities must work with the city and with a city-appointed community-based advisory group to create plans for campus development and expansion that both meet institutional needs and pay appropriate attention to the concerns of the city and of surrounding communities. This new process replaces a tradition in which universities and colleges developed their plans for physical expansion through internal processes and shared them with the public through a “public comment period” only after they were relatively complete. The new process brings the city and community into institutional planning at a much earlier stage than has traditionally been the case and thus creates the possibility for a truly collaborative approach to campus development. At the same time, the new process offers academic institutions an opportunity to define their commitments to the community for an extended period of time through a single comprehensive process rather than negotiating such contributions and approval-by-approval.

Ultimately, the Seminar anticipates that this process will act as a catalyst for neighborhood development partnerships such as One Brigham Circle, a partnership among Harvard University’s School of Medicine, Partners Healthcare, New Boston Fund, Inc., NDC Development Associates, Inc., Mission Hill Neighborhood Housing Services and the Mission Hill community. This partnership has revitalized a major intersection at the crossroads of leading teaching hospitals and vibrant neighborhoods. The Seminar also hopes the new master plan process is as effective in Boston as it has been in other cities in deterring local officials from asking colleges and universities for major concessions for every development proposal.

The region’s competitive positioning is at stake. The Seminar found that competitor regions across the country—and the world—are aggressively organizing to create and implement new higher education-civic strategies. Philadelphia leaders recently launched a Knowledge Industry Partnership designed to brand that region as a hub for the knowledge economy. While Greater Boston is already blessed with such a distinction, the region should not rest on its laurels or fall prey to nagging town-gown conflicts. The Seminar recognizes the complexity of conflicts, such as issues related to tax-exemption, but suggests that local leaders favor the larger economic growth and quality of life partnerships while these important issues are being considered.

While the Seminar tracked promising trends of increasing education-civic partnerships, including a wealth of quality of life, economic development and civic leadership partnerships, it discovered a dearth of industry-wide strategies for such collaborations. The higher education sector has done an intermittent job at best in promoting its impact and the new ways in which it incorporates community input in its planning and operations. As a high ranking MIT official told the authors of the “Boston Unbound” report by the Citistates group: “We have lots of community-oriented programs and efforts...but no strategy.”

Simply put, the relationships between local colleges and universities and their host communities must be seriously reconsidered. It is time to recognize the stake that higher education has in the region and the stake the region has in higher education. Today, civic leaders are inviting higher education leaders to play a more active civic role in the life of the community—and as a result



HARVARD MEDICAL SCHOOL



Greater Boston has an exciting opportunity to build on a momentum already established. Since the region is considered to be a gold standard for higher education in this country and around the world, it should lead the way in forging partnerships across the higher education, business, government, and civic sectors.

The Seminar found a collective desire on the part of all parties to continue to move beyond historic town-gown tensions. There is a sense that the new way of doing business through partnerships is already working, but at the same time there is an urgent need and a collective opportunity to accelerate this trend and strategically link university resources to community needs, while at the same time creatively managing inevitable conflicts. Most leaders interviewed by the Seminar felt that the region cannot afford to be distracted by the residual acrimony of the past and are eager to leave that era of conflict behind.

A great deal of the Seminar's process focused on identifying those university resources and emerging cross-sector partnerships. Here is a summary of the major ways in which local colleges and universities have an impact on the region:

Stimulating Social Progress through Civic Leadership

The region's pursuit of higher learning has played an historic and major role in building a progressive and enlightened society. Today, increasingly, politicians and other civic leaders are looking to higher education for economic and civic leadership in an effort to fill the void left by corporate mergers and acquisitions. College and university presidents are answering the call and working with local leaders on innovative approaches to timeworn conflicts. New campus-based institutes and think tanks are informing and influencing local policy and practice. College and university presidents are increasingly participating in civic dialog and initiatives to improve local competitiveness positioning.

The region's preeminence as a center for higher education is due in large part to a dynamic mix of private and public institutions, with public institutions playing a particularly critical role in preparing the workforce of the future. But competitor states with a similar mix of public and private universities are making many more significant investments in public higher education. A recent Mass Insight/Battelle study found that Massachusetts' public university research base is half the size of those in New York, North Carolina, and Pennsylvania, all of which have similarly strong private university research bases. Moreover, in the last three years, Massachusetts fell from 9th in the nation to 34th in higher education spending per student.

Enhancing Local Quality of Life

The past decade has witnessed an explosive growth in partnerships between higher education and community—alliances that advance the quality of life for all residents. As outlined below, colleges are marshalling their institutional and human assets to strengthen local education, health, housing and a myriad of other social indicators. The region's 75 colleges and universities educate some 265,000 students annually. Nearly 70% of Boston Public School graduates attend postsecondary programs in the Boston region. Over the past 20 years, local colleges and universities awarded more than \$150 million in scholarships to Boston Public School graduates from their own funds. The eight major research universities alone provide continuing education programs to 25,000 adults per semester. Local colleges and universities provide institutional resources and facilitate volunteerism in support of local K-12 programs promoting college readiness, cultural enrichment, after-school activities, and literacy, as well as school system support and teacher training. One out of every four volunteers in the Boston Public Schools is a local college student.



Local colleges provide resources and support to K-12 education.

Strengthening Vibrant Communities

Over the past 10 years, there has been a 75% increase in the number of campus-based public service programs. The average percentage of students involved in service on college campuses statewide grew from 10% to 36% while the estimated number of hours students contribute to service on campuses grew from 20,000 to 350,000 annually. Students assist neighborhoods and community members in countless ways, from helping them to meet basic food, clothing, and shelter needs, to advising them in new business creation. Through the Bentley College Service-Learning Center, for instance, 750 students volunteer with local organizations every year. Similarly, some 400 Babson College first-year students participate in community service activities as part of that school's Foundation Management Experience program.

Bettering the Region's Health

Greater Boston boasts one of the leading health care sectors in the world due largely to its affiliation with nearby higher education clusters. Boston is the only region to feature two hospital centers listed in *U.S. News & World Report's* 2004 honor roll – Massachusetts General Hospital (3rd) and Brigham and Women's Hospital (12th) – both Harvard affiliated. Several area hospitals are nationally ranked in a wide range of specialties, and the top five federally funded teaching hospitals are located in Boston. Another Harvard affiliated hospital, Beth Israel/Deaconess Medical Center, has a cancer program that was one of only 34 in the country to receive the Outstanding Achievement Award from the Commission on Cancer. Boston Medical Center, the primary teaching affiliate for Boston University's School of Medicine, has the largest 24-hour Level I trauma center in Boston, with more than 90,000 emergency visits last year. Emphasizing community-based care, Boston Medical Center, with its mission to provide consistently accessible health services to all, is the largest safety net hospital in New England and was recently named one of the top 15 major teaching hospitals in the country by Solucient. The region's colleges and universities host a range of programs that advance local health, public safety, and the environment.

Building Housing and a Sense of Place

Between 1990 and 2002, area colleges added 16,324 new student beds, the equivalent of 2,600 apartments, in part to help alleviate the local housing crisis and address town-gown concerns. Schools like Emerson College, which has invested nearly \$170 million in the Midtown Cultural District, are helping to revitalize individual neighborhoods. Colleges and universities are working hand in glove with the City of Boston on a new Institutional Master Plan process designed to better integrate and respond to neighborhood and citywide input.



Enhancing Public Safety

College and university police departments partner with municipal and state forces in patrolling local communities and in fighting and deterring crime. Academic institutions pursue proactive partnerships, such as Operation Student Shield, with local police and community groups. Students participate in safety-related public service efforts in areas such as violence prevention.

Providing Cultural and Recreational Opportunities

Local colleges and universities offer multiple arts, music, cultural and sporting opportunities to the public and nurture new talent that often becomes part of the local scene. There are at least 11 area colleges exclusively devoted to one or more branches of the visual or

performing arts. Many of these institutions house film centers and museums, and host concerts, plays and dance productions.

Institutions of higher learning also partner with local community groups in promoting the arts. One example involves six area colleges (Berklee College of Music, the Boston Architectural Center, The Boston Conservatory, Emerson College, Massachusetts College of Art, and the School of the Museum of Fine Arts), all founding members of the Pro Arts Consortium. In 1998, after 14 years of planning and lobbying, the Pro Arts Consortium became the founding sponsor of the Boston Arts Academy, the City of Boston's first pilot high school for the visual and performing arts. The Academy acts as a laboratory for developing "best practices" in urban arts education, and has won numerous awards for its innovative programs.

Anchoring the Innovative Economy

Boston's historic prosperity is due in part to its educational prominence. The eight major universities alone have an economic impact totaling more than \$7 billion. Higher education is increasingly recognized as a major sector in its own right—one that helps to develop other leading sectors like health care and biotechnology. Area universities and their affiliated hospitals represent more than one-third of the state's largest 25 employers. Leading local companies like Boston Scientific, EMC, and Analog Devices were founded by graduates of local colleges. Major companies like Novartis and Merck are moving to Boston to be closer to its higher education clusters. The region's concentration of knowledge networks rooted in higher education attracts numerous workers to the region.

Colleges and universities are also major corporations in their own right. The region's 75 colleges and universities employ more than 50,000 faculty and staff. The eight major research universities alone spend nearly \$3.9 billion annually on payroll, purchasing, and construction. They receive \$1.5 billion in research funds and their affiliated hospitals and research centers attract an additional \$1 billion. The Boston area's colleges and universities help to train the local workforce beyond degree programs through a wide range of community outreach efforts. Students at the eight major institutions alone spend about \$850 million, and visitors an additional \$250 million.

Shaping the Region's Identity

The region contains the country's greatest concentration of highly acclaimed colleges and universities as reflected in *U.S. News* rankings. Forty percent of the Boston region's residents hold a college degree, almost twice the national average. Local institutions have educated a number of the world's current and past leaders. Many of the region's colleges are located in urban areas, and students, faculty, and staff provide vitality to a new urbanity that is sweeping the region. The more than 2,000 buildings on local college and university campuses help to define the local landscape and the built environment.

Major Recommendation

The Goldberg Seminar recommends that all sectors of Greater Boston—higher education, government, business, civic, and philanthropic—build on the dramatic upsurge in university-community collaboration by addressing critical civic challenges through joint initiatives. The most pressing and promising opportunities for collective action relate to:

- Strengthening talent retention and workforce development;
- Increasing housing availability and affordability; and
- Promoting higher education diversity and access.

Effective action on these critical challenges requires bringing together the combined resources and energies of higher education, government, business, civic organizations and foundations—building on significant work that already has been accomplished through university-community collaborations. These and other pressing issues will require all sectors—including higher education—to intensify their commitment to higher education-community partnerships and develop and consistently use best practices.

Specifically, the Seminar proposes the formation of a new Boston Metropolitan Alliance of College and University Presidents. Throughout its committee meetings, the Seminar heard calls for organized vehicles to accelerate higher education-civic partnerships and offer a strategic approach to connecting currently disconnected partnerships. One labor leader spoke to the need for a “more concrete structure.” The region boasts a number of higher education consortia that advance certain segments of the sector or focus on specific issues but there is no organization whose singular mission is to promote the interests of both public and private colleges and universities in the region and strengthen their partnerships as a collective with business, government, and civic stakeholders.

The emergence of new town-gown collaborations throughout the region paves the way for such an Alliance. An Alliance could amplify partnership efforts and accelerate the application of both local and national best practices across the area in a more coordinated and strategic way. Neighborhood groups and individual colleges could benefit from a wider airing of success stories in community-campus collaborations to inform their work.

“Relationships between civic organizations and institutions of higher education abound, although most exist in one-to-one relationships that are primarily informal. Greater impact could occur if these types of relationships both expand and coordinate around common issues of concern...”

– Thomas P. Glynn
COO,
Partners Health Care

The ultimate goal of the Alliance is to leverage higher education-civic partnerships. Partners COO and Steering Committee member Thomas P. Glynn observed, “Relationships between civic organizations and institutions of higher education abound, although most exist in one-to-one relationships that are primarily informal. Greater impact could occur if these types of relationships both expand and coordinate around common issues of concern...”

The Alliance model is informed by similar efforts in a growing number of U.S. competitor regions, as well as similar endeavors in other local sectors. The Colleges of Worcester Consortium (COWC), for instance, strengthens ties between local colleges, and a new effort, the Worcester UniverCity Partnership, coalesces academic, business, and government leaders in pursuit of local economic development. The Seminar believes that creating a local higher education Alliance analogous to business associations, such as the Greater Boston Chamber of Commerce, and emerging public sector counterparts, such as the Metropolitan Area Planning Council (MAPC) and the Metropolitan Mayors Coalition (MMC), is a critical step in forming new strategic partnerships across sectors. The Alliance would work with, and reinforce, the important continuing leadership of consortia that focus on specific issues—including the Boston Higher Education Partnership, the Massachusetts Campus Compact, and the Boston Consortium for Higher Education.

The Boston Metropolitan Alliance of College and University Presidents would:

- 1. Promote the visibility and impact of the higher education sector on the region and advance the collective agenda of member institutions.** The Alliance would solidify the emerging recognition that local businesses, government and civic leaders have an obligation to help academic institutions flourish. One possibility would be to organize an annual summit co-sponsored with sister organizations such as the Greater Boston Chamber of Commerce, MAPC, and MMC. The Seminar recommends that an initial summit feature presentations on the competitive positioning of the local higher education industry and identify its competitive needs to business, government, and civic leaders in the hope of formulating new shared strategies and approaches. It is anticipated that bringing stakeholders from across sectors together in this manner will yield new opportunities for strategic partnerships. For example, after improving dialog with local neighbors, the University of Pennsylvania created a “Buy West Philadelphia” program that over a 14-year period increased university purchasing in immediate neighborhoods from \$1 million to \$57 million.
- 2. Facilitate civic building and economic development partnerships across colleges and universities and with local business, government, and civic institutions.** The Alliance could take joint action in the support of local business, government, and civic agendas, such as exploring the possibility of helping to free the City of Boston and other municipalities of their state-imposed over-reliance on property taxes. A central purpose of the Alliance would be to facilitate an exchange of best practices in higher education-civic partnerships in support of neighborhood, community, campus, and other groups seeking to strengthen collaborations or relationships to improve the quality of life, physical planning and other concerns. The Alliance would also help to leverage support for existing regional higher education associations that focus on specific issue areas and to solicit those sectors’ support in advance of its own agenda.
- 3. Work with individual universities and colleges and civic authorities to promote a new approach to campus-community interactions based on a spirit of partnership and planned, strategic engagement.** The Seminar’s hope in recommending the Alliance is not only to create a new framework for constructive interaction between universities and colleges as a collectivity and the city and region of which they are a vital part, but to promote a new spirit of partnership between individual institutions of higher education and the civic authorities with

whom they interact on an ongoing basis. The Seminar sees great promise in the institutional master planning process created by the Boston Redevelopment Authority, through which universities and colleges work with the City and with community groups to develop multi-year plans for institutional development that also include specific institutional commitments to community betterment. The Seminar applauds Mayor Menino and the BRA for this initiative and encourages the new Alliance to consider adopting it as the model for all planning for physical development by the region's academic institutions. It appears to offer an approach far superior to the tradition of ad hoc, project-by-project, approval-by-approval processes of negotiation that have traditionally characterized these kinds of discussions. The new master planning process is still in its pilot phase, however, and it may well be the case that additional refinements or even alternatives need to be considered. Given that, the new Alliance is charged with devoting attention to this matter in the spirit of defining—in collaboration with municipalities—a “best practice” approach to institutional planning for physical development that could frame these interactions for all participants in the process.

Above all, the Seminar envisions the Alliance helping to frame the future of town-gown relationships in the world's preeminent college town. Given the rise of the knowledge economy and ascendant college-community partnership models, there appears to be a need for a wide public discussion on the importance of thriving higher education institutions and their adjoining neighborhoods, as well as a strategic discussion on how to build upon momentum in tapping the assets of the region's academic institutions in a productive and mutually beneficial way.



The new Merck building on the Emmanuel College campus



Northeastern University is renowned for its leadership in cooperative education.

Stimulating Social Progress through Civic Leadership

Strengthening the Social Fabric

The region's pursuit of higher learning has played a historic role in building a progressive and enlightened society. Boston was known as the "Athens of America" not only because of its founder's vision of "A City on the Hill," but because its colleges and universities have nurtured freedom over the years. In his book, *The Creative City*, Charles Landry argues that cities such as London illustrate the ways in which creativity and prosperity flow from freedom. Boston has proven that expanded freedoms flow from an enlightened society. John Adams, who wrote the Massachusetts Constitution, the oldest continually active governing document in the world, was educated at Harvard University. It was in Greater Boston that progressive movements like the abolition of slavery began and other movements like women's suffrage took hold. It is no coincidence that so many firsts in American secondary and elementary education—such as compulsory education and modern education reform—took place in Greater Boston, with its many institutions of higher learning.

Boston has benefited from robust corporate leadership across sectors, but now the balance appears to be shifting. Old-line local corporations, such as FleetBoston, John Hancock and Gillette, have been acquired and their corporate headquarters relocated in other cities and regions. Who will fill the void they leave behind? As Ted Landsmark, President of the Boston Architectural Center, put it: "There is a significant and expanding vacancy of civic leadership in Boston due to the relocation of major corporations. Leveraging resources of universities and colleges to support the impact of civic organizations can help to fill this vacuum, and now is the perfect time to look at these issues."

Town-Gown: A Symbiotic Relationship

Today, politicians and many organizational heads increasingly are looking to higher education for economic and civic leadership. Boston Mayor Thomas M. Menino delivered his 2005 "State of the City" address at Emerson College and called on institutions of higher learning to strengthen youth recreation partnerships by involving athletes and coaches, and sharing facilities. Asked why the venue for the speech had been moved to an academic locale, the Mayor's press secretary responded that colleges and university "have the juice." Mayor Menino recently initiated the first City of Boston Higher Education Partnership Awards, bringing the higher education community together with city officials to honor and celebrate 10 years of building successful partnerships between the City and local institutions of higher learning. "Over the years, colleges and universities have come to see their relationship with the community in broader terms," said Mayor Menino. "These institutions do not just educate, they also employ our residents and serve as our neighbors. Everyone stands to win when higher education, the city, and the community work together."

The Seminar documented a promising pattern of new partnerships between colleges and universities and local business, civic, and government institutions that validate the Mayor's claim. This new spirit of collaboration appears to reflect a mutual awareness of the symbiotic relationship between town and gown in today's knowledge economy and global community. Colleges and universities that once turned their backs on their host communities increasingly encourage their students, faculty, and staff to teach, learn, research and serve off campus,

"Over the years, colleges and universities have come to see their relationship with the community in broader terms. These institutions do not just educate, they also employ our residents and serve as our neighbors. Everyone stands to win when higher education, the city, and the community work together."

Thomas M. Menino,
Mayor, City of Boston

“There is a significant and expanding vacancy of civic leadership in Boston due to the relocation of major corporations. Leveraging the resources of universities and colleges to support the impact of civic organizations can help to fill this vacuum....”

Ted Landmark,
President, Boston
Architectural Center

particularly in immediately adjacent neighborhoods. At the same time, community and government agencies that historically viewed colleges and universities negatively—decrying their tax-exempt status, physical encroachment, and noisy off-campus students—increasingly recognize the catalytic role of higher education in the knowledge economy, as well as academia’s civic leadership impact and potential in the wake of a changing local corporate climate.

Many factors have influenced this trend toward partnership. As this report suggests, the local economy is increasingly driven by local higher education, which has led to a strengthening of bilateral relations between colleges and civic institutions. Urban colleges and universities that insulated their campuses from the ills of the cities in the second half of the 20th Century have reconnected their campuses with revitalized core cities amidst a new urbanity sweeping the country. Local government leaders have become more savvy in prodding institutions to step up their community contributions against the backdrop of the tax-exempt debate. For these and many other reasons, schools recognize that it is in their enlightened self-interest to partner with local stakeholders, and government officials are becoming more strategic in their approach. Shortly after his inauguration as Mayor of Cambridge, Michael Sullivan announced the creation of a new standing committee on university relations. He described past university-city relations as consisting of “piecemeal” dealings with individual councilors, and argued that a more formal mechanism was required to properly maintain and further such relations

Regarding the payment in lieu of taxes (PILOT) issue, some would argue that local government leaders have historically had their hands forced as a result of their heavy reliance on property taxes. This dynamic is not unique to Greater Boston. During the last half of the 20th Century, as many major Northeast-based industries moved south or overseas, Northeast mayors began looking to colleges and universities for greater financial or in-kind contributions to local coffers and services. Often they held university expansion plans and building permits in abeyance as bargaining chips in ongoing PILOT debates. The spillover of PILOT debates in facilities planning and construction has become increasingly problematic for colleges and universities as the higher education industry has grown, turn-of-the-century buildings have become outmoded, and the information age presents new physical infrastructure opportunities and challenges.

Along the way, the community at large came to think of higher education as a burden, rather than an asset, to the local community. Public disagreements over PILOT often fanned the flames of neighborhood quality of life concerns, such as those related to student noise and campus expansion. As one local business leader put it, “Colleges historically gobble up land and are not part of the fabric of the community.” Ultimately, many came to view colleges and universities as sources of concessions and extractions, rather than partners in joint economic development and quality of life promotion. Lost in the antagonism were opportunities to strengthen Greater Boston’s social fabric on issues from race relations to K-12 education and housing development.

While these dynamics are common across the Northeast, they are, unfortunately, exacerbated in Boston due to the city’s peculiar over-reliance on property taxes imposed by the Commonwealth. The City of Boston has far less flexibility to raise revenue on its own due to decades-old state restrictions on its powers, leading many local government leaders to view resident colleges and universities as a financial burden rather than as assets worthy of nurture and support with both short and long-term benefits to the community. Consequently, municipal officials have frequently engaged in efforts to impose PILOT or taxes on higher education institutions, often putting those institutions at a competitive disadvantage with their peers in other regions.

Rather than impose new liabilities upon their colleges and universities, many of Greater Boston's competitor regions are aggressively investing in their higher education assets, eager to take a bite out of Boston's competitive edge. As a result, Boston's dominance in higher education cannot be taken for granted. The Seminar suggests that the best defense of Boston's competitive advantage is a good offense, with local leaders seeking to strengthen, rather than weaken, the positioning of local colleges and universities.

The Commonwealth's neighboring states offer vastly different models of city and town empowerment and, by extension, support for colleges, universities, and other nonprofit institutions. The State of Connecticut is mandated to reimburse its cities and towns nearly 80% of tax revenues that go uncollected from nonprofit institutions. The State of Rhode Island is mandated to reimburse cities and towns 27%. In codifying these obligations, both the Connecticut and Rhode Island legislatures have recognized the enormous contributions that nonprofit institutions make to the State's bottom line. The Commonwealth of Massachusetts makes no such reimbursements and, instead, provides cities and towns with incentives for trying to extract payments in lieu of taxes from colleges, universities, and other nonprofits.

Town-gown tensions common across the country are also exacerbated in Boston in part due to the sheer number of institutions and the region's highly developed sense of political and community activism. The frequent characterization of college students in local media as annoyances, rather than local assets, adds fuel to the fire. While regrettably there are far too many instances of disruptive behavior that require appropriate media coverage and the community's attention, focusing too much on specific instances can obscure the larger reality that a quarter of a million students live, study, work, serve, and play in Greater Boston, and largely do so respectfully, contributing enormously to the region's quality of life, economy, identity, and future.

The rub lies in the ways leaders representing neighborhood, government, and higher education interests come together, address problems and pursue proactive partnership opportunities. Historically, colleges and universities were often their own worst enemies when it came to building positive relations with local community and government leaders. Many institutions walled themselves off from their immediate surroundings. Municipal officials often complained about learning about campus expansion plans for the first time in the media. But in recent years, colleges and universities have expanded their external relations efforts and, more importantly, integrated community concerns more fully in internal decision-making.

Colleges and universities, by design, have better connected themselves with their host neighborhoods, and vice versa, which has reaped dividends for all parties. As Kevin W. Fitzgerald, Sergeant-at-Arms of the Massachusetts General Court, and longtime neighborhood activist put it, "In order to understand how neighborhoods and higher education can work best together, we need to acknowledge that a healthy tension exists between institutions and neighborhoods. Building trust is key to a successful process and this takes time to develop."

The Connecticut Model

The adjacent state of Connecticut has been at the forefront of reimbursing its cities and towns for tax payments not collected from nonprofit institutions, such as colleges and hospitals. The State is mandated to reimburse municipalities 77% of taxes uncollected from nonprofits on an annual basis. While the actual reimbursement percentage varies by year, it is typically close to the mandated amount, and occasionally is greater due to additional payments from Native American tribes as part of their casino agreements with the State. Last year, the State reimbursement percentage was 63%, but the overall reimbursement climbed to 76% when the additional funding was factored. Judith Greiman, President of the Connecticut Conference of Independent Colleges, observes, "Connecticut's PILOT program of grants to municipalities is an important recognition of the fact that colleges, universities and hospitals benefit everyone residing here and not just those who happen to live in the particular city or town in which such an institution is located."

Tufts University Medford-Somerville Partnership

In May of 2004, Tufts University announced a new partnership agreement with the cities of Medford and Somerville that included a \$1.25 million contribution to each city to be paid over the next 10 years. Tufts also pledged to invest at least \$300,000 in need-based grant aid to assist undergraduate students attending Tufts from Medford and Somerville. In addition to the contribution, Tufts offered financial support for local children to enroll in Tufts' Eliot Pearson Children's school and Tufts' Educational Day Care Center, and to expand the outreach of the University College to increase service projects in the surrounding area.

While Tufts has provided community support in the past, it had not been strategic in nature or well known. In order to meet their building and development needs, the university needed major leadership from local government. A step in building support from local leaders was negotiating a long-term financial agreement. A key ingredient in developing this partnership was creative leadership from Tufts President, Lawrence S. Bacow, and from Somerville Mayor Joseph Curatone and Medford Mayor Michael McGlynn. President Bacow and the Mayors mutually recognized that the dynamics of the situation had changed between the cities and the university.

Key lessons learned that may be of interest to other successful community/university projects:

- 1 Key ingredients in developing true partnerships include mutual respect and clear understanding of each other's needs. Creative leadership on both sides is essential.
- 2 Many of the transactions between a university and its host community(ies) are ad hoc, one-time, or year-to-year interactions. This episodic approach deprives both the university and local communities of the greater benefits that they can achieve through longer-term agreements.
- 3 There is power in bringing together previously separate activities, such as the university's financial contributions to local communities, student financial aid to community residents, and community service programs. When integrated, these various functions reinforce each other and benefit both institutions of higher education and the communities in which they are located.
- 4 Effective partnerships can be based on increasing or building on existing transactions. For example, Tufts already was providing significant financial aid to residents of Medford and Somerville. Converting this regular practice into an institutional commitment is yielding additional benefits for both the universities and its host communities. It sends a strong message to local young people that Tufts wants them as prospective students. And it gives Tufts additional credit for providing access to qualified local students.
- 5 Entering into a long-term partnership does not eliminate points of conflict, but it can facilitate constructive management of the inevitable areas of disagreement.



Increasing Institutional Civic Engagement

The Seminar uncovered a collective desire across sectors for local colleges and universities and business, civic, and government institutions to continue to move beyond historic town-gown tensions and accelerate higher education-civic partnerships for the common good. In today's knowledge economy, in which regions across the globe aggressively compete with one another for jobs and economic edge, Greater Boston no longer has the luxury to allow these tensions to hinder larger cross-sector strategies that can advance the region's positioning. There is an urgent need and an opportunity to strategically link university resources to community needs, and at the same time manage inevitable conflicts.

Forward-thinking leaders from academia, government, and civic institutions have aggressively moved beyond many thorny town-gown tensions and forged new partnerships across economic development and quality of life indicators as outlined in this report. College presidents are partnering with business, government, and civic counterparts as never before on joint economic development and civic building efforts. In 1999, then-President Neil Rudenshtine became the first Harvard University president to address the Greater Boston Chamber of Commerce. His successor, Lawrence Summers, followed suit early in his tenure. Summers also recently addressed the Associated Industries of Massachusetts and observed: "I think it is this region's universities that we can be as sure as anything will be an important part of this region's economy. And we are in a real sense intertwined—it is as if we were married without the possibility of divorce. Harvard is not going anywhere. Cambridge, Boston, and Massachusetts are not going anywhere. And so on the one hand this relationship is profoundly important for both of us and on the other, precisely because neither of us is going anywhere, there is the danger that we take it for granted and don't work to build and to strengthen it."

Across the region's cities and towns, college presidents and their deputies are volunteering their services, expertise, and institutional resources on behalf of the wider community. A survey of local higher education consortia alone finds that Margaret McKenna, President of Lesley University, serves as the chair of the Boston Higher Education Partnership, and that the Massachusetts Campus Compact Executive Committee includes Kay Sloan (President, Massachusetts College of Art), Diana Chapman Walsh (President, Wellesley College), and Richard M. Freeland (President, Northeastern University).

Tufts University has strengthened its ties to the Medford and Somerville communities.

“...we need to acknowledge that a healthy tension exists between institutions and neighborhoods. Building trust is key to a successful process and this takes time to develop.”

Kevin W. Fitzgerald,
Sergeant-at-Arms,
Massachusetts
General Court

The Rise of Public Policy Centers and Initiatives

A number of local university-based think tanks and policy centers with distinctively local focuses are filling a void by producing cutting-edge research on economic and civic trends and recommending actions steps and strategies. These centers are increasingly influential at the State House, as evidenced by the lead role of The Northeastern Center for Urban and Regional Policy in the Commonwealth Housing Task Force. One business leader interviewed by the Seminar argues that universities need to accelerate this trend and provide more economic policy advice to local businesses.

- The Northeastern Center for Urban and Regional Policy recently commissioned initiatives on community networking, the role of the Boston Federal Reserve Bank in mentoring high school students, and an analysis of the economic trajectories of Boston, Hartford and Providence.
- The Northeastern Center for Labor Market Studies serves as a main resource for local economic growth data.
- The Rappaport Institute for Greater Boston at the Kennedy School of Government publishes best practices in local governance and convenes local leaders around key policy issues.
- The Boston College Citizens' Seminar brings together civic and business leaders to focus on important contemporary issues confronting the region.
- The University College of Citizenship and Public Service at Tufts University facilitates collaborations with community organizations as research and education partners for Tufts students and faculty, and addresses critical local public policy issues.
- The University of Massachusetts' McCormack Institute offers a range of graduate degrees in public policy, public affairs, and gerontology and teaches students to work across traditional boundaries, particularly at the intersection of the public, private, and nonprofit sectors.
- Brandeis' Heller School for Social Policy and Management's Massachusetts Health Policy Forum brings public and private health care leaders together to discuss critical health policy challenges facing Massachusetts. The Heller School also established the Massachusetts Early Childhood Linkage Initiative, which was designed to establish a formal link between the child protection system and Early Intervention.

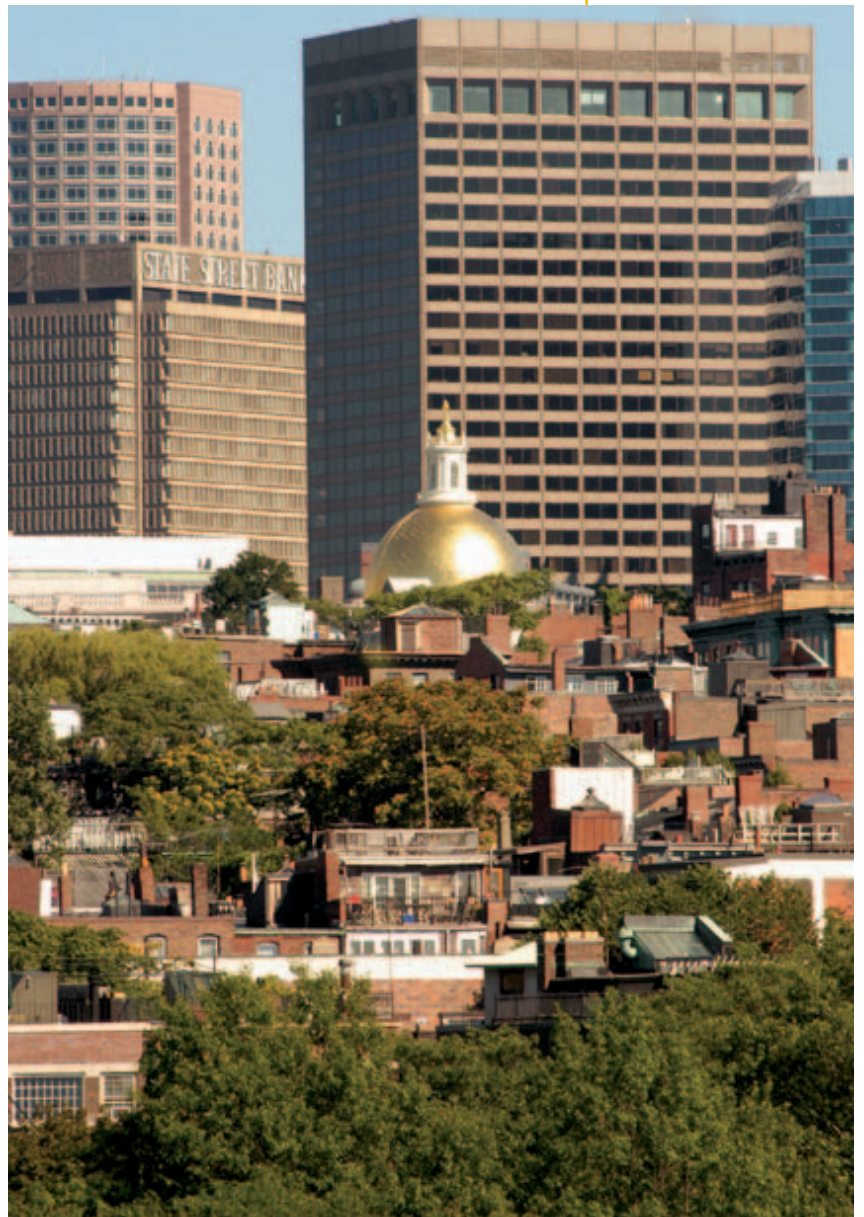
The Unique Role of Public Colleges and Universities

Public higher education has a special contribution to make to the study of local issues, and the region's public colleges and universities have been doing just that. Making direct contributions to the public good is embedded in their missions. Unfortunately, the Commonwealth's support of public higher education has waned. In a region whose higher education identity has long been dominated by private institutions, such as Harvard and MIT, some local leaders have openly questioned whether the Commonwealth needs to place as high a premium on supporting public higher education as competitor states.

The Seminar's answer to this question is an emphatic yes. The region's preeminence as a higher education cluster is due in large part to its dynamic mix of both private and public institutions. Nearly 85% of students who graduate from public colleges and universities in Massachusetts stay and work in the Bay State. The University of Massachusetts actually ranks 14th in the U.S. in commercializing research, ahead of Harvard and just trailing MIT.

But competitor states with a similar mix of public and private universities are making many more significant investments in public higher education. A recent Mass Insight/Battelle study found that Massachusetts' public university research base is half the size of those in New York, North Carolina, and Pennsylvania, all of which have strong private university research bases. Moreover, in the last three years, Massachusetts fell from 9th in the nation to 34th in higher education spending per student and is the only state in the nation that is spending less on higher education than it was spending 10 years ago.

The awareness that the Commonwealth's public higher education system is in need of greater investment is not new. In 1989, the Saxon Commission found that public higher education in Massachusetts was not sufficiently educating the workforce and lacked the capacity to meet the state's "opportunity crisis." As a direct result of the Commission, the Commonwealth's five public universities were organized together to improve governance and economies of scale. While progress has been made, the "opportunity crisis" remains and is becoming more acute as the Commonwealth absorbs more immigrants from Latin America, Asia, and other regions of the world. Moreover, many leading business sectors are experiencing or anticipating a skilled worker shortage that is exacerbated by the limited ability of public colleges and universities to prepare the workforce of tomorrow.



“In the Commonwealth of Massachusetts, where intellectual capital is our most important natural resource, there is no reason why we can’t have a great public university,” said Alan D. Solomont, Chairman of the Board of Overseers of the University College of Citizenship and Public Service at Tufts University, “and the only thing standing in the way is political will.”

Recent developments at the State House suggest that leaders increasingly recognize the catalytic role that public higher education plays in the state’s economy. Prodded by a report of the Joint Committee on Higher Education, which called for increasing support for higher education to maintain the Commonwealth’s competitiveness, the FY ‘06 budget includes an increase of more than \$46 million for higher education—more than a 5% increase. It should be noted, however, that this increase does not restore the significant budget cuts from recent years. The FY ‘06 budget for higher education is still more than \$266 million in real dollars, or 22% below FY ‘01 levels. One business leader interviewed by the Seminar suggested that the business community play a more active role in lobbying state officials for increased public higher education funding, alluding to the California business community’s success in that regard.

In 40% of U.S. cities, there are more adults who have some college experience, but no degree, than there are degree holders. Public higher education provides a unique opportunity for many of these members of the local workforce to complete their degrees and help the region’s economy grow. It also leads the way in many best practices in academic-civic partnerships. In 2004, UMass Boston hosted the first Jimmy and Rosalynn Carter Partnership Award to honor local higher education-civic partnerships. Developed in conjunction with the Carter Center, Boston was the first satellite site chosen to host a local version of this award. Among the finalists was The Mission Hill/Fenway Technology Collaborative between Wentworth Institute of Technology and the Mission Main Resident Services Corporation, a project that helps low-income residents develop technology skills, expand knowledge and capacity, and promote community through technology.

Bunker Hill Community College and other public colleges develop the local workforce.



Enhancing Local Quality of Life through Expanded Higher Education-Community Partnerships

Historically, higher education's community contributions have been viewed by many as both incidental and reactive. The Seminar, however, found an emerging wealth of intentional, proactive partnerships that enhance the region's quality of life. Colleges and universities help to educate the community and anchor one of the leading health care sectors in the world. They assist in establishing the region's sense of place, partner with community stakeholders in basic service delivery, and host a wide array of cultural and leisure activities and events. Institutions of higher learning also help to keep the region creative and vibrant. This report highlights many examples of the convening and catalytic power of higher education in the everyday life of the community.

There has been an enormous growth over the past 10 years in the impact of college and university public service contributions to Greater Boston and the region. Massachusetts Campus Compact's annual survey of member campuses in the region shows a consistent increase on virtually all measures of service-learning and civic engagement. The rising commitment per campus is even more impressive when the dramatic increase in the number of member campuses is taken into account.

Over the past 10 years, there has been an overall increase in the number of campus-based public service programs of 75%. The average percentage of students involved in community service on college campuses grew from 10% to 36%, while the estimated number of hours students contribute to service on campuses grew from 20,000 to 350,000 annually. The number of faculty who integrate service learning into courses increased from 100 to 800. The number of higher education institutions with public/community service offices rose from 10% to 85%, while higher education institutions with formal or informal programs in the community increased from 20% to 95%.

Barbara Canyes, Executive Director of the Massachusetts Campus Compact (MACC), reports, "In our 10 years of working with 97% of Boston's regional higher education institutions, MACC has observed dramatic change. Two and four-year institutions—both public and private—have joined with their communities to revitalize neighborhoods, create innovative P-16 models, tackle the challenges of urban healthcare, transform undergraduate and graduate learning, and redefine the traditional model of college teaching. All the institutions have opened either a new student center for community service or appointed a lead person to work with the community. Students are seeing the added benefits of service-learning and community-based courses and are demanding it in growing numbers. University administrators are connecting to community resources and seeing the added benefits to institutional well-being. Many new institutional structures have been built into the organizational systems to allow for better communications to communities."

Educating the Community

Local institutions of higher learning advance local education attainment directly and indirectly in multiple ways. They educate more than 100,000 students from the region annually, import tens of thousands of additional students who go on to live and work in the community, provide

"In our 10 years of working with 97% of Boston's regional higher education institutions, MACC has observed dramatic change... All the institutions have opened either a new student center for community service or appointed a lead person to work with the community."

Barbara Canyes,
Executive Director,
Massachusetts
Campus Compact



College students, faculty and staff strengthen vibrant communities through a wide array of public service programs.

continuing education to local residents, and support local K-12 education through a myriad of partnerships. Over the past 20 years, local colleges and universities awarded more than \$150 million in scholarships to Boston Public School graduates from their own funds. Nearly 70% of Boston Public High School graduates attend postsecondary programs in the Boston region.

Colleges and universities contribute to their local public school systems through a myriad of campus-based programs and through the Boston Higher Education Partnership (BHEP), a consortium of 31 public and private colleges and universities and the Boston Public Schools, which facilitates higher education collaborations with the Boston Public Schools to promote quality teaching and learning. The BHEP works to ensure that students graduate from high school academically prepared to enroll and succeed in college. BHEP initiatives include: supporting public policies that promote

college access and retention; promoting research tied to improved teaching and learning in urban settings; developing school-college partnership activities that foster academic skill building and preparation for college; preparation of teachers for urban schools, and providing professional development for teachers and school leaders. Members of the BHEP Executive Committee members include university presidents Margaret McKenna from Lesley University (chair), Mary Fifield from Bunker Hill Community College, Kay Sloan from Massachusetts College of Art, Carol Matteson of Mount Ida College, Jackie Jenkins-Scott from Wheelock College, Father William Leahy from Boston College, Michael Taylor from Benjamin Franklin Institute of Technology and Mahesh Sharma from Cambridge College.

On the higher education level, Greater Boston's 38 colleges and universities that offer four-year degrees provide more than 750 undergraduate programs and 390 graduate programs. The Seminar calculates that over 201,000 full and part-time students are currently enrolled in these schools and that 45,000 of these students graduate annually. With a combined enrollment of some 265,000 students from the 75 regional colleges and universities (one-third of all college students in New England), the graduates of these colleges and universities are the primary source for the highly skilled professionals required in the region's labor force.

More than 20,000 college freshman from other states matriculate to Massachusetts colleges and universities. Only Pennsylvania and New York attract more new first-year students. Even after factoring the out-migration of home-grown college freshman, Massachusetts still yields a net migration of over 6,000 college freshmen, with the vast majority studying in Greater Boston. Approximately half of Greater Boston graduates stay in the region and become key drivers of growth in the local economy.

The eight major research universities alone provided continuing education programs to 25,000 adults in the fall 2000 semester. For example, the Boston University Metropolitan College offers programs in 30 areas of study through over 800 courses. Local colleges and universities

Examples of Local Higher Education-Secondary/Elementary Partnerships

(See many additional examples in the Appendices.)

College Readiness

- Since 1987, Boston College's College Bound Program has encouraged racially diverse students from Brighton High School and West Roxbury High School to attend college through enrichment classes held at the college. Seventy-five students are currently enrolled.
- The Berklee City Music Program provides Boston High School students with mentoring, scholarships for summer and weekend programs, instruments, and use of college facilities through nonprofit organizations. Berklee also provided \$748,000 in community scholarships this year.

After-School Programs

- Emerson students volunteer with the nonprofit organization Citizen Schools, teaching middle-school students web design, playwriting, community event organizing and the editing of a school newspaper. During a 10-week session in 2003, middle school students at the Woodrow Wilson School in Dorchester partnered with Emerson's Communication, Politics and Law Association, becoming familiar with the electoral system, drafting a constitution, and recording political commentary for Emerson's radio station.

Literacy Education

- Lesley University is partnering with the Cambridge Public Schools to implement Reading Recovery, a highly-effective, short-term early literacy intervention for first grade children in 10 of the district's 13 elementary schools. After 12 to 20 weeks of programming during the 2001-2002 school year, 86% of the lowest achieving children successfully reached the class average for reading and writing.

Bi-Lingual and Special Education

- Tufts University's Home-School Connection Program is devoted to promoting the academic success of Hispanic elementary school children. Begun in 1995 with first-graders, the program now works with 16 transitional bilingual classrooms from kindergarten through fourth grade at the Edgerly Educational Center and the East Somerville Community School.

System Support

- Boston University provides a dramatic example of an institution-wide commitment to improving local K-12 education through its management of the Chelsea public schools, now in its 14th year. Growth in student achievement and academic commitment has been significant, with test scores showing consistent improvement and average daily attendance reaching 94%.

Teacher and Administrator Training

- The Partnership in Education Initiative of the School of Education at Northeastern University has developed deep and effective partnerships with 13 community organizations in the neighborhoods near the University. The goal of the partnerships is to improve the preparation of pre-service teacher education for students at Northeastern and support the growth and learning of Boston students.
- Wheelock College students gain experience by teaching at the Young Achievers Charter School on Blue Hill Avenue, supported by a Title II grant and a grant from the City of Boston.
- The Carolyn A. Lynch Institute of Emmanuel College strengthens the development and retention of teachers in urban school systems, focusing on training in math, science and technology.

also host summer school programs that strengthen the skills of local secondary school students and introduce the region to students from across the globe. They also promote local lifelong learning in indirect ways. Lasell Village in Newton bills itself as a continuing care retirement community featuring social opportunities of lifelong learning at one of the region's oldest educational institutions, Lasell College. The waitlist for Lasell Village currently numbers 115, with 6-24 month waiting periods.

Greater Boston's colleges and universities offer a constellation of resources for the betterment of area K-12 schools. They house education research and resource centers, such as Boston College's Lynch School of Education. They facilitate college student volunteerism in the public schools—one of every four volunteers in the Boston Public Schools is a local college student. These students volunteer as mentors and tutors, and help secondary students prepare for college. Local universities provide teacher continuing education and training, as well as leadership and systems development courses for public school administrators and staff.

Bettering the Region's Health

Through their affiliations with local teaching hospitals, colleges and universities help to support and sustain Greater Boston's world-renowned cluster of health care facilities. Boston is the only region to feature two hospital centers among *U.S. News and World Report's* 2004 honor roll—Massachusetts General Hospital (3rd) and Brigham and Women's (12th)—both Harvard affiliated. These two centers are also highly ranked across multiple specialty cate-

Examples of Higher Education-Community Health Partnerships

- Through the Healthy Waltham Initiative, Brandeis University works with the Regional Center for Healthy Communities at Mount Auburn Hospital to create a community-wide strategic planning process for improving the community health of the city.
- The Massachusetts College of Pharmacy and Health Science sponsors a partnership with Massachusetts Office of Elder Affairs to develop Medline, a toll-free hotline for prescription drug referral service. The college also conducts the Advances in Diabetes Care Exposition to raise awareness of diabetes.
- The Regis College School Health Project delivers nursing services to inner-city parochial schools in Boston, Cambridge and Somerville. Services include providing immunizations and screenings for hearing, vision and scoliosis. Without these services many non-public school students would not receive any healthcare.
- The University of Massachusetts' College of Nursing maintains several partnerships in community healthcare centers, schools and homeless shelters throughout Boston where students provide health services. UMass is the number one educator of nurses in the state.



Student interns from Wheelock College learn while providing care at Children's Hospital.

gories with more Greater Boston hospitals included in the lists than any other region. In addition to multiple entries by MGH and Brigham and Women's, numerous other local hospitals ranked high:

- Children's Hospital is ranked 2nd for Pediatrics
- Massachusetts Eye and Ear Infirmary 3rd for Ear, Nose, and Throat, and 4th for Ophthalmology
- The Dana Farber Cancer Institute 4th for Cancer
- McLean Hospital 4th for Psychiatry
- Spaulding 8th for Rehabilitation
- Beth Israel Deaconess 18th for Geriatrics
- The Lahey Clinic in Burlington 18th for Urology
- New England Baptist Hospital 22nd for Orthopedics.

All are affiliated with Harvard Medical School, except the Lahey Clinic, which is affiliated with Tufts Medical School. As indicated later in this report, these academically affiliated hospitals are enormous magnets of National Institutes of Health and other federal funding.

Boston Medical Center, the primary teaching affiliate for Boston University's School of Medicine, has the largest 24-hour Level I trauma center in Boston, with more than 90,000 emergency visits last year. Emphasizing community-based care, Boston Medical Center, with its mission to provide consistently accessible health services to all, is the largest safety net hospital in New England. *U.S. News* recently ranked Boston Medical Center as one of the best hospitals in the nation in heart services, neurology and neurosurgery, kidney disease, and geriatrics. It was also named one of the nation's 100 Top Hospitals and top 15 major teaching hospitals by Solucient, the leading source of health care business intelligence.

Colleges and universities also promote the region's health through partnerships with local hospitals, care providers, and government and community agencies.

Colleges and universities provide stability to the local housing market by guaranteeing the region a predictable supply of renters—even during economic downturns.

Building Housing and a Sense of Place

Colleges and universities provide stability to the local housing market by guaranteeing the region a predictable supply of renters—even during economic downturns. Many faculty and staff also live adjacent to campuses, creating a vibrant atmosphere that adds to the local sense of place and makes connections between campuses and larger communities. Institutions are increasingly recognizing, however, that off-campus housing further depletes an already limited local supply of housing and can exacerbate town-gown tensions. An increase of about 6% in Boston’s student population over the 1990s—in combination with Boston’s tight housing market—placed a severe strain on rental prices, as students teamed up to rent apartments, often large units originally built for families.

The Seminar found a number of innovative campus-community partnerships designed to address vexing housing issues. Between 1990 and 2002, Boston colleges and universities added 16,324 new student beds, the equivalent of 2,600 apartments. As of 2004, there were 32,528 dormitory beds in Boston, an increase of 2% over 2002 and 92% over 1990. While this is an area of great progress in university-community relations, colleges and universities often face a dilemma when creating new housing. On the one hand, colleges are frequently taken to task by government and community leaders for allowing students to live off-campus, which can lead to understandable community concerns about noise, gentrification, and other issues. On the other hand, when colleges seek to build new housing to accommodate those students and move them into campus housing, their expansion plans are often met with resistance from the same government and community leaders.

In Boston in 1996, an Institutional Master Plan Review was created—through Article 80 of the City of Boston’s Zoning Code—to consolidate and categorize development project reviews and make them more predictable and fair. Under this Article, most project proposals must undergo a Large Project Review or a Small Project Review, depending (as the terminology suggests) on project size. The Article also stipulates that most college and university projects additionally hinge on the submission and approval of an Institutional Master Plan. This Plan is “a comprehensive development plan that describes an institution’s existing facilities, long-range planning goals, and proposed projects.” The new process replaces a tradition in which universities and colleges developed their plans for physical expansion through internal processes and shared them with the public through a “public comment period” only after they were relatively complete. In so doing, this new process brings the City and community into institutional planning at a much earlier stage than has traditionally been the case and thus creates the possibility for a truly collaborative approach to campus development. At the same time, the new process offers academic institutions an opportunity to define their commitments to the community for an extended period of time through a single comprehensive process rather than negotiating such contributions project by project and approval by approval.

The Seminar identified an opportunity to promote awareness of this new planning process in several neighborhoods across the City where it is not necessarily widely known. Ultimately, the Seminar hopes the new Master Plan process is as effective in Boston as it is in other cities in deterring local officials from resorting to extractive strategies through which colleges and universities are asked for major concessions for every development proposal. In exchange for providing more proactive and transparent planning, colleges and universities should receive the benefit of the doubt in new construction approvals when individual, proposed project plans are consistent with approved Master Plans.

The Seminar also found a number of innovative campus-community partnerships designed to address some of region’s wider housing needs. One example is Harvard’s 20/20/2000 project.



Davenport Commons is a unique housing complex for Northeastern University students and area residents.

Davenport Commons

Davenport Commons is a unique community housing complex for college students and area residents developed as a partnership between Northeastern University, a number of neighborhood community development organizations and the City of Boston.

Key lessons learned about Community/University Projects through the Davenport Commons experience include:

◆ **Effective, Committed Leadership of Many Parties**

Northeastern demonstrated commitment and competence in working with political leaders and community members through the long and complex project. The project's success is also directly linked to the unwavering support of Mayor Menino.

◆ **Flexibility on the Part of Partners**

Davenport Commons was a very complicated project, both politically and financially, and as a result, Northeastern needed to sacrifice significant control over the development of the project to local groups that had positive reputations in the Lower Roxbury community. Wisely, they selected developers with strong community and public sector expertise.

During project planning, constant changes occurred in the design of the housing and the final plan, including the development of 175 student units and 75 affordable home ownership units. Northeastern demonstrated flexibility by acknowledging its need to stay in constant communication with different groups and cultivate relationships over the long term of the project.

◆ **Opportunity for Positive Economic Impact**

Northeastern acknowledged that its long-term well being is directly related to the health and well being of the community in which it is located. This fact impacted the University's thinking about becoming involved in homeownership opportunities for neighborhood residents in addition to using the land for student housing.

◆ **Win-Win Situation**

Everyone involved achieved success, since Northeastern added almost 600 new beds for students, neighbors gained increased home ownership opportunities, and the City was able to develop previously unused land in a way that helped all parties and made a contribution to the ongoing city challenge of providing more affordable housing.

Begun in November 1999 and developed in consultation with local leaders, 20/20/2000 is Harvard’s \$20 million affordable housing low-interest loan fund. The fund provides 20-year loans to area nonprofit agencies, to be repaid with just 2% interest. 20/20/2000 was created to generate and preserve affordable housing for low and middle-income residents. It is managed by three Cambridge and Boston nonprofit agencies: Boston Community Capital, the Cambridge Affordable Housing Trust, and the Local Initiatives Support Corporation. The program earmarked \$10 million each for programs in Boston and in Cambridge over its 20-year lifetime. As of 2003, approximately \$11.7 million in 20/20/2000 funds had been lent. Those dollars have been part of \$39.3 million lent by community partners and nonprofits for housing projects whose total development cost is \$285.8 million.

Another example is the involvement of MIT in the establishment of the Just A Start Corporation, which runs a variety of programs to promote affordable housing and economic self-sufficiency and to prevent homelessness. The agency’s accomplishments include stabilizing 250 occupied housing units, providing over 500 nonprofit rental apartments with permanent affordability for families and individuals, and annually developing 10-20 nonprofit rental and first-time homebuyer housing units with strong affordability provisions. Recently, MIT provided a low-interest loan to Just A Start for the construction of affordable housing units.

Increasingly, local colleges and universities are also partnering with community stakeholders in wider neighborhood revitalization efforts. Through its move from the Back Bay, Emerson

College invested nearly \$170 million in the Midtown Cultural District, serving as a lead agent to that neighborhood’s rebirth. Emerson has rebuilt sidewalks, provided an outdoor café and is in the process of rebuilding a neighborhood playground. With the move, Emerson has brought more student traffic into the District as well as renewed energy. Harvard’s plans to expand in Allston in coordination with local stakeholders presents a major opportunity for the region to strengthen its positioning in the life sciences and other sectors while simultaneously strengthening the local fabric. Harvard recently released a design proposal for the neighborhood and has been involving local neighborhood activists in a collaborative planning process.

One Mission Hill Resident remarked on the successful One Brigham Circle project, which involved and benefited

One Brigham Circle, a neighborhood/academic/medical partnership



Increasingly, local colleges and universities are partnering with community stakeholders in wider neighborhood revitalization efforts. Through its move from the Back Bay, Emerson College invested nearly \$170 million in the Midtown Cultural District, serving as a lead agent to that neighborhood's rebirth.

Harvard University's School of Medicine, Partners Healthcare and the Mission Hill community: "I think the project demonstrates that neighborhood residents can plan for their own needs and can collaborate with institutions in ways that meet some institutional needs, in order to provide for the economic engine to make the community's vision economically viable. One Brigham Circle gives us hope that with neighborhood leadership and thoughtful leaders within institutions, win-win scenarios are possible."

Many student organizations focus on creating affordable housing locally and addressing chronic homelessness issues. Several institutions feature Habitat for Humanity chapters and creative outreach to help first time and low-income homebuyers. Habitat for Humanity's Boston Region Campus chapters include Babson College, Boston College, Boston University, Brandeis University, Franklin W. Olin College of Engineering, Harvard University, Massachusetts College of Pharmacy & Health Science, MIT, and Wellesley College.

One Brigham Circle

One Brigham Circle is a 190,000-square foot office/retail complex adjacent to the Longwood Medical Area in Boston's Mission Hill neighborhood. The development of the project occurred through the collaborative efforts of Harvard University's School of Medicine, Partners Healthcare and the Mission Hill community. New Boston Fund, Inc., NDC Development Associates, Inc. and Mission Hill Neighborhood Housing Services developed the project, which took over 20 years of planning, guided by a vision for the site created by the community.

Key issues learned that could benefit other successful Community/University Projects include:

- Individuals involved must have commitment, patience and tenacity.
- The political leadership in the neighborhood should be in tune with the community and support the community's vision for the project.
- Colleges/universities need to understand that communities have expertise to share in the development of these kinds of projects.
- Colleges/universities must acknowledge past gripes and mistakes in their previous dealings with their surrounding communities and be willing to take responsibility for those mistakes and move on.
- The community needs to play a central planning role in developing a vision for the project and there must be open dialogue among all partnering organizations, based on mutual respect.

Local institutions of higher learning also blend environmental sciences studies with practical partnership capacity to help protect and restore the local environment. One example is the Healthy Public Housing Initiative, a unique collaborative effort of the Boston Housing Authority, the Committee for Boston Public Housing, the West Broadway and Franklin Hill Tenant Task Forces, the Boston Public Health Commission, the Boston University and Harvard University Schools of Public Health, the Tufts University School of Medicine, and others. The Initiative seeks to improve the health and quality of life of local residents, as well as the conditions of building and housing developments. Earlier studies noted connections between indoor environmental conditions and resident health. The Healthy Public Housing Initiative conducts interventions designed to reduce environmental health hazards—especially asthma triggers—and measure the changes in health status of children with asthma (interventions include industrial cleaning and Integrated Pest Management). It is hoped that better understanding of the links between improvements in building and apartment conditions and resident health will lead to changes in maintenance practices and in funding for public housing that will make healthy environments for public housing residents a priority.

Enhancing Public Safety

College and university police departments partner with municipal and state forces in patrolling local communities and fighting and deterring crime. Colleges and universities also increasingly pursue proactive partnerships with local police and community groups to address basic safety and quality of life concerns. In 1996, Boston College and Boston University joined with the Boston Police Department to patrol select Allston-Brighton neighborhoods in a proactive strategy to combat noise complaints and other concerns stemming from off-campus parties. These efforts resulted in a dramatic decrease in incidents and improved neighborhood relations. They also served as a model for Operation Student Shield, a Boston Police initiative in cooperation with several local universities, that successfully managed crowd celebrations after the New England Patriots' 2005 Super Bowl victory. The Seminar recognizes, however, that public safety problems that followed the 2004 Boston Red Sox playoff win, resulting in the tragic death of a local student, are stark reminders of ongoing town-gown problems that need to be addressed.

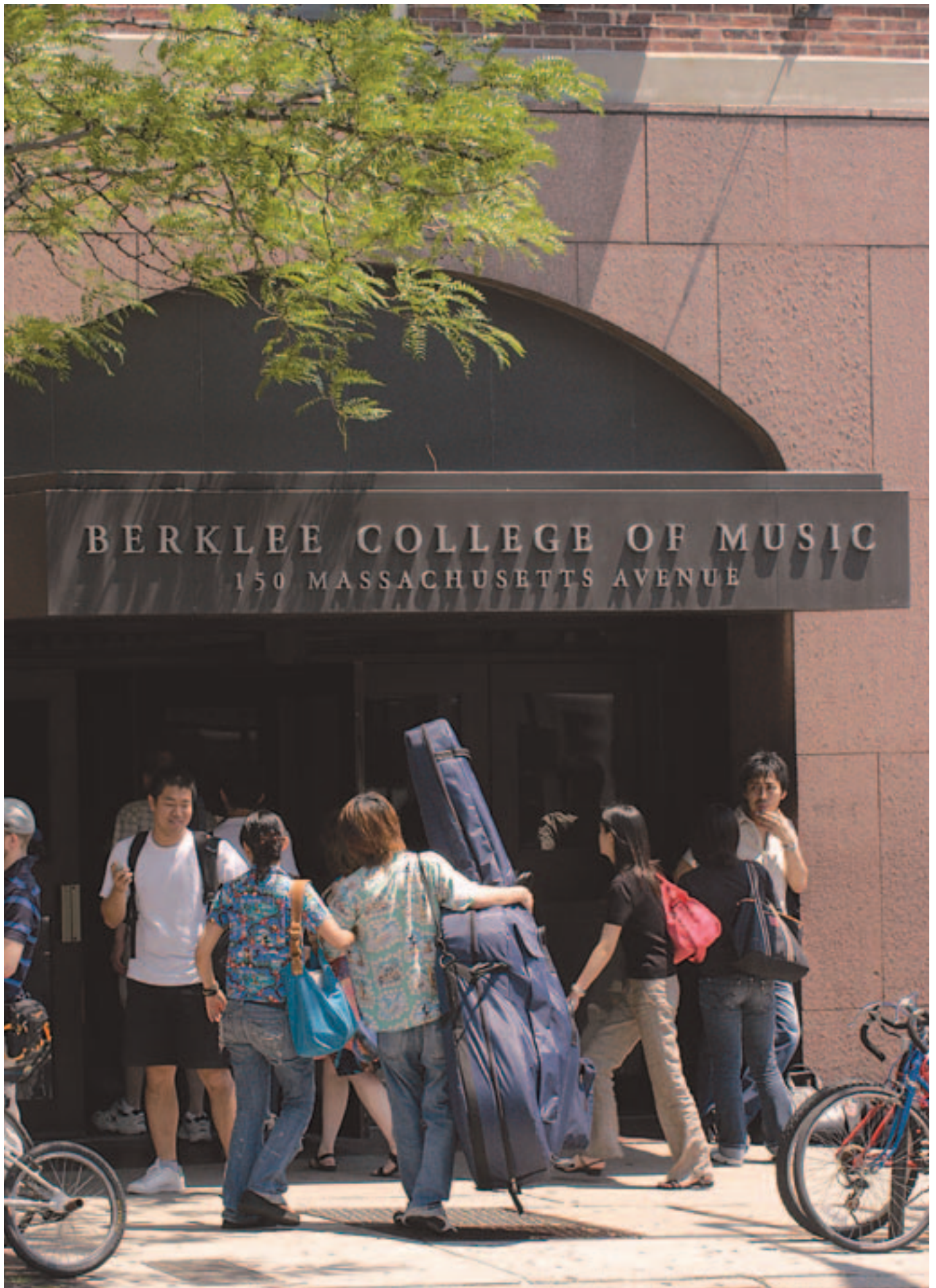
The contributions of institutions of higher learning toward safer streets are not limited to containing off-campus parties and celebrations. Northeastern's Mentors in Violence Prevention (MVP) program is a gender violence prevention and education program and the first large-scale attempt to enlist high school, collegiate and professional athletes in the effort to prevent all forms of men's violence against women. In cooperation with the Boston Area Rape Crisis Center, BASIN, the Boston Police Department's Sexual Assault Unit, and the District Attorney's office, Emerson College's Independent Video (EIV) program directed, produced and acted in two videos on public safety training for college freshman.

In addition, several local law schools feature a wide range of programs that marshal the resources of students, faculty and staff on behalf of the indigent, immigrants, and others requiring assistance in navigating the legal system. Examples include programs that support battered women and refer tenants facing eviction to community law centers. Other programs include mock trials for local youth to expose them to the legal system.

*“One
Brigham
Circle gives
us hope that
with
neighborhood
leadership
and
thoughtful
leaders within
higher
education
institutions,
win-win
scenarios are
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A Mission Hill
Resident

BERKLEE COLLEGE OF MUSIC
150 MASSACHUSETTS AVENUE



Providing Cultural and Recreational Opportunities

Local colleges and universities offer enormous arts, music, and cultural opportunities to the general public and nurture new talent that often becomes part of the local scene. Institutions house film centers and museums on a range of topics from biology to the Renaissance. They host concerts, plays and dance productions. Susan Ascii, Vice President of The New England Council, notes, “Higher education plays a key role in the area of workforce development and in the quality of life in the region, particularly in the area of arts and cultural opportunities and offerings, which is a real draw for younger workers to live here.”

There are at least 11 colleges in the Boston area devoted exclusively to one or more branches of the visual or performing arts. In the 2002-2003 school year, 11 schools had a combined full-time equivalent enrollment of almost 10,000, a 7% increase since 2000. Greater Boston’s concentration of local colleges and universities also attracts other artists who seek to benefit from academia’s energy and student body.

Examples of Higher Education-Arts Partnerships

- The UrbanArts Institute at MassArt, which has its own nonprofit status, collaborates with MassArt on public art projects, lectures and symposia, and courses.
- The School of the Museum of Fine Art’s Ongoing Project—Free Publication Resource: *ArtSource*. Beginning July 2002, the Artist’s Resource Center (ARC) introduced its online index of arts-related employment opportunities, grants, residencies, exhibitions and public art commissions, community opportunities, free of charge, on SMFA’s Web site, smfa.edu. This allows students and practicing artists to connect to the vast, up-to-date network of career, community and professional development services, and streamlines integration into the worldwide arts and professional communities. The Web-based service is also a crucial link in ARC’s ability to reach out to a larger community and support artists at every stage in their careers.
- Community Partnerships/BPS/Mission Hill Community established and implemented an Art Studio program utilizing the expertise of School of the Museum of Fine Arts (SMFA) faculty and advanced students to create and teach ongoing art classes/programs in both the Mission Main Housing /Community Center and the City on a Hill Charter High School. The program introduces collaboration and mentoring through which youth are brought to both the MFA and the SMFA as well as Mission Hill to shadow students in and out of the studio setting.
- Public Library/Boston Public School/MFA Museum Learning: The SMFA/MFA in collaboration with the Boston Public Library pairs advanced students and alumni to work in two-person teams to facilitate 27 workshops at BPL branch libraries for K-8 students. These workshops help youth to improve their artistic skills and, specifically, develop entries for a creative writing and design competition relating to predetermined themes that change annually, such as Boston Inspires Public Art and Mapping My World, etc. In addition, the SMFA/MFA Museum offers summer portraiture workshops taught by SMFA students for Boston City Teenagers.

Institutions of higher learning also partner with local community groups in promoting the arts. One example involves six area colleges (Berklee College of Music, the Boston Architectural Center, The Boston Conservatory, Emerson College, Massachusetts College of Art, and the School of the Museum of Fine Arts), all founding members of the Pro Arts Consortium. In 1998, after 14 years of planning and lobbying, the Pro Arts Consortium became the founding sponsor of the Boston Arts Academy (BAA), the City of Boston's first pilot high school for the visual and performing arts. The Boston Arts Academy acts as a laboratory for developing "best practices" in urban arts education, and has won numerous awards for its innovative programs.

Colleges and universities offer a bounty of sporting and recreational opportunities for the general public and imbue the region with a camaraderie and sense of local spirit. Local colleges and universities host over 1,000 varsity teams, almost all of which host on-campus sporting contests open to the public. Many of these contests, such as the annual "Beanpot" hockey tournament between BC, BU, Harvard, and Northeastern, and the annual "Head of the Charles" crew regatta (that attracts over 200,000 visitors) have become defining parts of the local culture and major tourist attractions. Many sports teams have also yielded athletes who have become larger than life heroes across the local community, such as former Boston College quarterback Doug Flutie.

Several of these teams also are actively involved in sports-oriented community service. The Boston Police Department's Youth Services program brings student athletes from five local universities together with children from across Boston neighborhoods for sports clinics and other positive outreach.

Northeastern's Center for the Study of Sports in Society strives to increase awareness of sport and its relation to society, and to develop programs that identify problems, offer solutions and promote the benefits of sport. Sports in Society, created in 1984 by Dr. Richard E. Lapchick, is committed to the idea that the sports community can, and should, take a lead role in bringing about positive social change. Sports in Society's programs include Athletes in Service to America, an AmeriCorps-funded academic success and violence prevention initiative, in which corps members—all current or former varsity collegiate student-athletes—work with children providing tutoring and mentoring. Disability in Sports engages in research, education, and advocacy activities related to international sports for people with disabilities.

In addition to opening their campuses for arts, music, cultural, and sporting events, most institutions also host brown bag lunches and lectures by faculty and guest experts on topics from microbiology to art history. During the week of May 16 to 22, 2005 alone, for instance, a member of the public could attend a photography exhibit on photo realism at Brandeis University, hear the Dave Brubeck Quartet perform at Berklee College of Music, tour an exhibit of musical rare books at Boston College or attend an exhibition of graduating student art work from the School of the Museum of Fine Arts. Institutions also open facilities such as observatories, arboretums, and libraries on a regular basis to the public.

Strengthening Vibrant Communities

Schools coordinate a constellation of other community outreach activities through which students, faculty and staff may volunteer or perform work-study in local neighborhoods on a range of for-profit and nonprofit activities that strengthen communities. These represent an enormous in-kind contribution to local communities and are often-overlooked when evaluating the contributions colleges make to communities. Additional information on civic leadership and higher education can be found at www.goldbergseminars.org.

Examples of Higher Education-Community Partnerships

(See many additional examples in the Appendices.)

- Through the Bentley College Service-Learning Center, 750 students per year volunteer with local organizations. Bentley was listed in *U.S. News*' top 10 schools for Service-Learning. More than 50 organizations, government offices and schools partner with Bentley for this program.
- Each year since 1996, all of Babson College's first year students (about 400 per year) participate in community service activities as part of the school's Foundation Management Experience (FME). Each of the students contribute up to 6 to 8 hours of service to a community organization or charity, with any profits from the businesses the students create donated to the adopted community partner. Last year, Babson first-year students volunteered for Habitat for Humanity, Junior Achievement, Friends of the Homeless of the South Shore, Charles River Arc, Special Olympics, and the AIDS Action Committee, among others.
- Curry Cares, a Curry College student run organization, coordinates public service projects for each club recognized by the student government. Organizations they partner with include: the WGBH telethon, Old Colony Hospice, Milton Animal Shelter, Greater Boston Food Bank, Cradles to Crayons, Father Bill's Place, Quincy Crisis Center, Hyde Park YMCA, Special Olympics, Habitat for Humanity, Earth Day Clean-up, and Franklin Park Zoo, among others.
- Pine Manor College students, staff and faculty are part of the annual Hunger Cleanup, and volunteers from Pine Manor participate in service activities at The Second Step in Newton, The Greater Boston Food Bank, Dearborn Middle School in Boston, and the Pine Street Inn.
- Simmons College's Scott/Ross Center for Community Service, founded in 2000, is comprised of two major programs: the Office of Service Learning and Simmons Community Outreach. These programs work together to provide a variety of civic engagement opportunities that serve the city. Last year, half of the College's undergraduates performed some form of community service through the center.
- Wellesley College's Lumpkin Summer Institute for Service Learning was launched in the summer of 2003. Through the Institute, Wellesley students engage in a 10-week program that integrates traditional classroom learning with on-site community service work, culminating in an independent study for one unit of credit. Students study and research the roles of several public and not-for-profit institutions and participate in academic learning designed to analyze, contextualize, and reflect on their service experience.
- Wentworth Institute of Technology has approximately 30 students using their Federal Work Study Stipend to support 11 Neighborhood Based Organizations (NBO) with no charge back to the NBO. Wentworth matches the federal dollars with a 20% cash contribution, with an estimated dollar value of \$48,000, of which Wentworth contributes about \$9,600. In addition, Wentworth Service Day is part of its Opening Week activities; last year 850 students went to 25 locations.



Anchoring the Innovative Economy

Economic Engines

Higher education also anchors Greater Boston's renowned innovative economy. As Harvard's Edward Glaeser argues in *Reinventing Boston, 1640-2003*, Boston has achieved and maintained its prominence as a center of economic activity by creatively adapting to changing times. Throughout its many reinventions, from a center of maritime commerce to a leader of the Industrial Revolution, to a high tech hub and nexus of the knowledge economy, Boston has leveraged a skill base that Glaeser suggests is strongly related to the region's educational history. Higher education also houses the research, information, and enabling technologies of the knowledge economy, nurtures major sectors like health care, high tech, and biotech, attracts capital and visitors to the region, and fosters new businesses. Moreover, colleges and universities are major corporate entities in their own right as purchasers, employers, real estate developers, workforce developers, and taxpayers. This report illustrates several examples of this overall economic impact.

The New Passports to the Knowledge Economy

First and foremost, Greater Boston's colleges and universities mint new college graduates, who are increasingly recognized as key drivers of the ascendant knowledge economy. A recent study by Robert Weissbourd and Christopher Berry for CEOs for Cities, *The Changing Dynamics of Urban America*, finds that college degree attainment is the single biggest driver of urban economic growth. For every two percent increase in college degree attainment, there is a corresponding one percent increase in per capita growth. The same cannot be said of a high school degree alone—for every two percent increase in high school degrees, there is only a two-tenths of one percent increase in growth. The study also finds that for the first time in modern American history, population growth is no longer a driver of economic growth. Simply put, it is more important to grow smart than big.

Greater Boston's colleges and universities prime the region's pump in this regard. In 2000, 40% of the residents of the region had a Bachelor's degree or higher, making it the third highest among large metropolitan areas—behind only San Francisco (44%) and Washington, DC (42%). A central reason for this is the number of good local jobs that attract educated workers. But in today's economy in which workers increasingly change jobs, labor is attracted to regions like Boston not only because of jobs but also its density of educated people. In their follow-up study *Grads and Fads*, Weissbourd and Berry suggest that the question: "Do jobs attract workers or vice versa?" is not the right question to be asking. They argue, rather, that it is the incubator—or the prevalence of knowledge networks—that attract today's workforce. Greater Boston's colleges and universities play a leading role in creating an incubator of economic growth that positions the region well in the knowledge economy.

Nurturing Key Sectors

Higher education is increasingly recognized as a major sector in its own right. The Greater Boston Chamber of Commerce identifies five sectors that together comprise half of the region's jobs: financial services, health care and life sciences, high technology, higher education and consulting, and the visitor industry. The Chamber deserves credit for recognizing higher education's prominence as a major sector in its own right, as well as for acknowledging higher education's role in developing the region's other major sectors, particularly

health care, life sciences and high technology. Colleges and universities also help to nurture the financial services and consulting workforce, as well as attract large number of visitors to the region. The Chamber is also to be commended for its aggressive push to attract more higher education research dollars from the federal government to continue to prime the pump locally, as well as for its commitment to strengthening local talent retention as a major Chamber priority.

In today's competitive economy, colleges and universities are reliable anchors of economic stability, because they make up a sector comprised of institutions that by and large are never going to leave the city or region. In addition, higher education is a leading source of job growth. In the 1990s, education and knowledge creation experienced the second highest job growth in the U.S., trailing only business services. After experiencing some decline in recent years locally, employment at colleges and universities is on the rise once again. The Chamber reports that rising employment in higher education over the last several months of 2004 helped to offset losses in other sectors during that period.

Regions around the world are racing to position themselves as biotech centers in preparation for the dawn of what some are calling the "Age of Biology." While Boston would be ill advised to rest on its laurels amidst this competition, it is already a global leader in health care and biotechnology thanks largely to its resident higher education institutions. According to Ernst and Young, the New England region is the nation's second largest center for biotechnology by number of publicly traded companies (53), total assets (\$7.3 billion), and R&D spending (\$1.5 billion), as well as the nation's third largest center as ranked by product sales (\$2.3 billion), and total revenues (\$3.2 billion), and the nation's fourth largest center as ranked by employees (18,395).

The eight major research universities within Route 128 alone receive \$1.5 billion in research funds and their affiliated hospitals and research centers receive an additional \$1 billion. Eighty percent of these funds are from federal sources, such as the National Institutes of Health and the National Science Foundation. In sum, Massachusetts attracts more federal dollars per capita—\$4 billion—than any other state.

MIT's Stata Center, named for Analog Devices co-founder and MIT graduate Ray Stata



“We need to look at the changing demographics of the Boston community and make a commitment as a group to respect the needs of these changing cultures, in order to effectively impact workforce development.”

Mary Jane England,
President,
Regis College

In 2003, Massachusetts also attracted the highest per capita share of R&D funds, among all states, \$425 per 1,000 people. The \$4.6 billion in research grants awarded to Massachusetts academic and nonprofit institutions were second only to California (and up 15% from 2001), according to the Massachusetts Technology Collaborative. Boston alone received over \$1 billion in 2001. This funding generated over 20,000 jobs, 18,000 of which are in the City, and increased the Gross Regional Product of the region by nearly \$970 million over and above the money directly received.

Numerous local biotechnology firms have been launched by local graduates and are developing products created at local institutions. Boston Scientific, one of the region’s largest companies, which ranked 478th on the Fortune 500, was co-founded by Amherst College graduate John Abele. The region’s rise as a technology hub is also largely attributable to the leveraged brainpower of local colleges and universities. Richard Egan and Roger Marino, co-founders of EMC—the world’s largest producer of memory storage equipment that ranks 299th on the Fortune 500 and employs nearly 7,000 in Massachusetts—earned their undergraduate degrees at Northeastern University. The co-founders of Analog Devices, one of the largest semiconductor companies in the world, ranking 699th on the Fortune 500—are MIT roommates Ray Stata and Matthew Lorber along with Harvard alumnus Richard Burwen.

Boston area law schools help to feed the region’s robust law sector. Only New York, Chicago, Philadelphia, and Washington, DC boast more law firms among the 250 largest in the U.S. The Boston area’s 10 largest law firms employ 2,646 lawyers. Of the 13 managing or co-managing partners of these firms, nine earned their law degrees from local schools—four from Harvard, four from Boston College, and one from Boston University. Two others earned their Bachelor’s degrees locally.

Developing the Local Workforce

Local colleges and universities serve as key recruitment centers for local companies across sectors. For example, Northeastern University’s co-op programs provide a ready and willing supply of young workers for local companies, placing about 5,000 students each year with more than 2,000 co-op employers in Boston, across the United States, and around the world. They also provide resources for local worker training programs. UMASS Boston’s Office of Economic Development focuses University resources to provide support for several projects including: UMass Boston’s Greater Boston Manufacturing Partnership, which has trained 5,000 employees in 75 companies on continuous improvement techniques and provides nearly 200 small and medium companies with lean manufacturing training saving millions of dollars a year.

In helping to develop the workforce, colleges and universities are often at the forefront of demographic changes. Mary Jane England, President of Regis College, notes, “We need to look at the changing demographics of the Boston community and make a commitment as a group to respect the needs of these changing cultures, in order to effectively impact workforce development.” Institutions of higher learning also work directly with local residents to help to prepare them for the workforce.

The Incubators of Knowledge

Colleges and universities are the natural homes of information and the enabling technologies of the knowledge economy. In the 1990s, the information sector’s share of the U.S. economy increased by 4.4%, while goods production and distribution declined by 3.9%. Colleges and universities feed the information sector not only by preparing new graduates who go on to form new companies, but also by enabling faculty and students to partner with local firms in

Examples of Higher Education Workforce Development Partnerships

- North Shore Community College annually provides more than 600 inmates in Essex County Correctional Facilities with GED and training programs to reduce recidivism through Project New Life. In addition, a new initiative, the Danells Scholarship Program, provides a re-entry model for former inmates to receive scholarship funding to attend school at NSCC where they are also provided with intensive student support services.
- Bunker Hill Community College's Pathway Technology Campus (PTC) leverages technology to broaden educational opportunities for residents of Villa Victoria, a largely Latino housing complex of 900 units, by providing a pathway for Villa Victoria residents to access post-secondary education and programs offered by Bunker Hill Community College in their own community. Sixty nine students have enrolled in a variety of classes through the Pathway Technology Campus, with 11 enrolled in courses offered by the eCollege (BHCC's online delivery system), or at BHCC's Center for Self-Directed Learning, a self-paced, individualized learning center
- Massachusetts College of Pharmacy and Health Science's Creando Futuros ("Creating Futures") is designed to introduce Latino public high school students to rewarding health-science careers in pharmacy, physician assistant studies, dental hygiene, radiological science and other health professions. The program is offered in eight-week segments on Saturdays during the school year and in four-weekend overnight segments during the summer. Tenth, eleventh and twelfth-grade students are recruited from the Boston Public Schools.
- Roxbury Community College's Summer Academic Enrichment Program is a collaborative program with Northeastern University that facilitates the success of Roxbury Community College students who plan to transfer to Northeastern. The enrichment program provides essential skills that help RCC students complete their second year at RCC as well as help them when they transfer to Northeastern. Each year, four students who complete the summer program and the associate degree will be eligible for a \$10,000 scholarship toward the Bachelor's degree at Northeastern. This past summer, there were 18 students in the program.

licensing new products and nurturing businesses. Licensing of technology from the eight major research universities alone resulted in nearly \$45 million dollars of private sector revenue in 2000. In addition, 41 new technology-related ventures were launched to commercialize university-developed technology and 280 licenses were granted to private ventures in 2000.

In 2003, 3,909 patents were granted to Massachusetts innovators, or approximately 61 per 100,000 residents, according the U.S. Patent and Trademark Office. The number of patents amounts to an increase of 8.3% over 2002 and places Massachusetts ahead of the other Leading Technology States in this widely used measure of innovation capacity and economic dynamism. The Index reports patents activity in Massachusetts across several sectors, with Health Care as the most active area (28% of all patents), followed by Miscellaneous Industry & Transportation and Aerospace (21%), Computer Hardware and Software (18%), and Chemicals (10%).

Institutions of higher learning also conduct research and pursue advanced initiatives that attract companies to locate nearby to facilitate partnerships. The new genomics initiative announced by Harvard and MIT will likely continue to attract life sciences companies to



Campus facilities projects provide a predictable stream of business for the local construction industry.

Select Higher Education Construction Projects

- In 2003, Babson College commissioned \$18 million in building projects and \$10 million in plant maintenance.
- Emerson College has invested \$49 million over the past two years. The Tufts Performance and Production Center, at 10 Boylston Place, and the historic restoration of the Cutler Majestic Theatre were completed in 2003, and the College began construction in spring 2004 of the Piano Row Residence Hall.
- Emmanuel College's Jean Yawkey Center opened in fall 2004, providing recreational, athletic, and dining facilities. Julie Hall, which was re-acquired from Beth Israel Deaconess Medical Center, was fully renovated and opened as a dormitory in September 2003.
- In the past five years, Northeastern University has built 11 new residential halls and invested \$400 million on these efforts.
- University of Massachusetts Boston recently completed a new Campus Center on time and on budget. The \$75 million construction project is 330,000 square feet and houses dining halls, student activities and clubs.

Cambridge, Boston, and environs. One need only look at the phenomenal growth of knowledge economy companies in the Kendall Square neighborhood to appreciate the spin-off benefits of higher education's research capacities. Novartis' recent arrival on Massachusetts Avenue offers another example. As Novartis CEO Daniel Vasella puts it, "We want to be in an environment where there's a lot of young scientific talent where we can establish networks with academia and hospitals."

By no means are these examples limited to Cambridge. Merck recently established a major presence on the campus of Emmanuel College to take advantage of the enormous Longwood higher education and health care cluster. As Joyce Plotkin, President of the Massachusetts Software Council Inc. put it, "Higher education is a source of innovation for all kinds of emerging technologies, such as biotech, software, nanotech, all of which attracts brainpower to Boston." Such business attraction brings long-term tax base growth to the region at a time when other sectors are experiencing job loss.

Major Corporations in Their Own Right

Colleges and universities are also increasingly recognized as major corporate entities in their own right. A recent study by the Initiative for a Competitive Inner City (ICIC) and CEOs for Cities, *Leveraging Colleges and Universities for Urban Economic Growth: An Action Agenda*, outlined the often underrated ways in which academic institutions function as major corporations and introduced a strategic impact framework by which civic leaders might better leverage those functions. The six impact areas the report highlighted were: employer, purchaser, real estate developer, incubator, advisor and network builder, and workforce developer.

As reported above, Greater Boston's colleges and universities are major local employers. The eight major research universities alone paid approximately \$2.2 billion to local residents in payroll. Those dollars in turn became available for state and local taxes and other local

The eight major research universities spend nearly \$3.9 billion annually on payroll, purchasing, and construction. The combined payroll of the eight universities totaled \$2.5 billion and 88% was paid to employees who live in the Greater Boston region.

purposes. Boston area universities and their affiliated hospitals represent over a third of the state's largest 25 employers. In addition, many of the jobs in local higher education are of high quality with generous benefits.

The eight major research universities spend nearly \$3.9 billion annually on payroll, purchasing, and construction. The combined payroll of the eight universities totaled \$2.5 billion and 88% was paid to employees who live in the Greater Boston region.

Institutions of higher learning also guarantee the region a regular supply of customers for local restaurants, retail, and other businesses. Students at the eight major institutions spend about \$850 million, and visitors an additional \$250 million. Pat Mascariotolo, President of the Greater Boston Convention and Visitors Bureau, notes, "Higher education has a huge impact on tourism in Greater Boston, with thousands of students and families looking at prospective colleges annually. In addition, frequent family visits and parent/homecoming weekends attract thousands of additional visitors each year." While the purchasing patterns of students and visitors are not impervious to economic downturns, the predictable presence of these customers provides the region with some degree of stability to help it weather downturns.

The incubator function of colleges and universities cannot be emphasized enough in today's knowledge economy. New businesses and licenses attract venture capital and other private sector investment. They also attract and retain the presence of some major public sector institutions. Loren Thompson, a defense consultant, recently observed, "The main reason Hanscom is still a functioning entity is the Air Force's need for access to the intellectual skills of MIT, its related laboratories like Lincoln Laboratories, and various tech companies along Route 128."

In addition to incubating functions, colleges and universities play other roles as network advisors and partners. There are extensive partnerships between faculty and companies for student internships through Northeastern University's co-op program, and similar partnerships at Babson College, Bentley College, and other area schools.

Institutions of higher learning also increasingly pay taxes and make voluntary payments in lieu of taxes (PILOT) to their host communities. While colleges and universities pride themselves on fulfilling charitable purposes that, in turn, directly benefit the local economy, they also recognize their obligation to pay taxes on commercial subsidiaries and, when possible, make voluntary contributions to public coffers. Local colleges and universities contribute tens of millions in direct payments to local municipalities annually on commercial taxes, payments in lieu of taxes, and other fees.

The Seminar recognizes that many historic town-gown tensions have been exacerbated by taxation exemption dynamics and is buoyed by the new spirit of partnership in which many institutions and their host municipalities are creating ways to leverage higher education resources for the greater community while respecting the need for colleges and universities to maintain their competitive positioning.

Simply put, colleges and universities are major economic engines. The eight major universities alone have an over \$7 billion annual economic impact on the region. Colleges and universities also provide an economic benefit to the region by providing in-kind services and facilitating public service among its students and other constituencies that relieve local municipalities from certain labor and other costs they would otherwise have to absorb.

Additional information on higher education-community partnerships that strengthen the local economy can be found at www.goldbergseminars.org.

Shaping the Region's Identity

A Major Presence throughout Greater Boston

Finally, the sheer number of local colleges and universities helps to define Greater Boston's identity. In Boston proper alone, one in every four residents is a college student. More than 51,000 full and part-time faculty and staff teach the region's more than 265,000 students. With 38 four-year degree-granting programs within Route 128 alone and a total of 75 colleges and universities in the region, higher education offerings include an incredible array of learning experiences. The institutions vary greatly, large and small, public and private, specialized and general. As a group, they represent the best of what higher education should be: innovative and diverse, offering interested students with the best option that suits their individual educational needs.

Many of the region's colleges and universities are located in urban areas and are playing pivotal roles in catalyzing the comeback of cities. It was not long ago that these institutions largely insulated themselves from the ills of urban America and were arguably justified in doing so. But local institutions of higher learning are rediscovering that their fortunes are inextricably intertwined with those of their host communities. This 'sea change' is evident



Tufts University's highly acclaimed School of Veterinary Medicine in Grafton.



across the country. The University of Pennsylvania in Philadelphia, Columbia University in New York City, and Trinity College in Hartford offer compelling examples of the direct relationship between institutional investment in neighboring communities and benefit to the schools by way of increased student and faculty attraction, alumni giving, and other examples.

Evidence suggests that institutions based in urban areas are benefiting mightily in today's climate in which students and faculty increasingly long for an urban experience. In turn, the vitality that the young, educated, and innovative bring to local cities and towns helps to define the region and position it as an exciting place in which to live and play, as well as work and learn. As Tufts University President Lawrence Bacow puts it, "The health of Greater Boston and of the area's unique concentration of colleges and universities are closely intertwined. The growing vibrancy of local communities has, without question, benefited institutions of higher education—for example, helping us to recruit the best students and faculty. And in recent years the strength of local colleges and universities has contributed greatly to the revitalization of Boston-area cities and towns."

The Region's "Undisputed Global Marker"

The stellar reputation of local colleges and universities helps to shape Greater Boston's identity as a vibrant region that commands international recognition and respect. As the recent *Boston Unbound* report put it, colleges and universities—along with related health care institutions—are the region's "undisputed global marker." While the United States' dominance in higher education is increasingly tenuous in the wake of changing international dynamics and upstart academic clusters in countries like Australia, the U.S. is still regarded as the world's premier repository of higher learning. And no region in the U.S. boasts as many highly rated institutions as Boston.

In its 2005 ranking of national universities, *U.S. News and World Report* places Harvard University 1st and the Massachusetts Institute of Technology (MIT) fifth, making Boston the only U.S. region with two institutions in the top 10. *U.S. News* also ranks Tufts Univer-

sity, Brandeis University, and Boston College in the top 40. No other U.S. region features four in the top 40, let alone five. *U.S. News* ranks Wellesley College 4th for liberal arts colleges; among the few it trails are in-state rivals Williams College and Amherst College. Only Boston can claim five colleges among the top 40 universities with primarily master's programs in the Northeast.

U.S. News also ranks Pine Manor College in Chestnut Hill first for campus diversity among liberal arts colleges (Bachelor's level) in the U.S. It is the second straight year that Pine Manor has been at the top of the diversity list and the fifth year the college has been ranked among the top five liberal arts colleges for campus diversity. In addition to Pine Manor, Wellesley ranks 4th in diversity among liberal arts colleges.

Northeastern University is a national—and international—leader in connecting classroom study with workplace experience based on its renowned involvement in the arena of cooperative education. In 2002, a *U.S. News* ranking of universities that excelled in cooperative education ranked Northeastern University No. 1 in the country.

Greater Boston is also the only U.S. region with three law schools in *U.S. News*' top 30 and more than two business schools in the top 50. Only the New York City area features more medical schools (research) in the top 50, and only Los Angeles more engineering schools. Boston features many other top ranked schools in fields such as public affairs and public health. Several other institutions on Greater Boston's periphery are also highly ranked, including Brown University in Providence; Clark University, Worcester Polytechnic Institute, and The College of the Holy Cross in Worcester; and Smith College in Northampton. This orbit of acclaimed institutions further rounds out the region's identity as a higher education cluster.

U.S. News rankings alone do not sufficiently capture the value or competitive positioning of colleges and universities. But they do offer baseline criteria that bring into sharper focus the widely held impression that Greater Boston is the world's leading hub of higher learning.

The Defining Impact of Human Capital

The presence of so many higher education practitioners and consumers permeates the local culture as leading industries do in other regions. New York City is defined not only by its firms on Wall Street, agencies on Madison Avenue and theaters on Broadway, but also by the workforce and customers at those addresses. Highly educated residents who work and study in academia similarly carve Boston's identity. The percent of City of Boston residents with a Bachelor's degree increased from 38% in 2000 to 42% in 2003. The percentage of Bostonians with at least a Bachelor's degree jumped from 10% in 1970, when Boston still relied on manufacturing jobs, to 36% in 2000. The number of adults without a high-school diploma declined from 46% to only 21% over the same period. Boston has a higher percentage of college graduates than the region as a whole, and significantly higher than the national average of 24%.

Wellesley College
laboratory



Greater Boston's image is also formed by the human capital it nurtures and exports around the world. Countless leaders in industry, the arts, law, science, and government were educated in Boston. In achieving greatness, these leaders also serve as unofficial ambassadors for the region. From literary giants such as Ralph Waldo Emerson and Henry David Thoreau to titans of industry such as Pierre S. du Pont and Bill Gates Jr., many of the most influential people in recent world history wear a "Made in Boston" label. Consider, for example, notable American political leaders in the 20th century. Theodore Roosevelt, Franklin Delano Roosevelt, and John F. Kennedy were educated at Harvard, and Dr. Martin Luther King, Jr. earned his doctorate at Boston University. The 2000 presidential race pitted Harvard College graduate Al Gore against Harvard Business School alumnus George W. Bush. United Nations Secretary Kofi Annan earned an advanced degree at MIT.

The Influence of Academia's Built Environment

The built environment of local colleges and universities also shapes the region. Local colleges and universities feature more than 2,000 buildings and facilities across their campuses. Many of these structures reflect the area's unique architectural style and history. Bell towers and campus greens are defining features of Greater Boston's beautiful built environment. Harvard alone has more than 200 historic properties. Others, like the new Stata Center at MIT, have drawn internationally acclaimed architects like Frank Gehry to the area to create signature structures. Campus construction also helps to define new neighborhoods and keep the local construction industry busy. While colleges and universities are not impervious to economic downturns, they often provide a more regular stream of business to the local construction industry than do other sectors whose day-to-day decisions are more reactive to the market.

College campuses and buildings also serve as connecting tissue between urban university zones and smaller college towns. Several campuses are seamlessly intertwined with their host communities. Boston University is such an integral part of Commonwealth Avenue from Packards Corner to Kenmore Square that it is difficult to discern the boundaries between campus and public space. Local architect William Rawn, who is spearheading a new master plan for Tufts University, suggests there is a special architectural connection between Greater Boston and its host universities: "It is only with strong city and strong campus that the two entities in effect become one...the resultant urban sensibility (brings) strength to both the city and the campus, acknowledging that the campus and its students gain much from the city, just as the students gain much from the campus."

Additional information on the ways in which higher education helps to shape the region's identity can be found at www.goldbergseminars.org.

Priorities for University-Community Collaboration Going Forward

The Seminar asserts that Greater Boston is in the midst of a paradigm shift in higher education-civic relations. Seminar participants and research have uncovered a wealth of public-private partnership on all levels, including close collaboration with business, government, and the civic realm as never before. The expansion of university-community partnerships signals a shared recognition across sectors that improving the region’s economy and civic life is a mutual obligation of town and gown alike. This is a welcome development worthy of celebration.

The challenge before town and gown leaders today is to build on these partnerships and move beyond episodic to more sustained and strategic relationships. Many of the collaborations at the neighborhood level were painfully wrought after lengthy and grueling battles between community and college officials and remain fragile. These collaborations require the ongoing nurture and support of local leaders in part because they represent the building blocks of a new way in which Greater Boston operates and will need to operate in today’s rapidly changing world.

As this report documents, the new way of doing business is working already. Unfortunately, while the Seminar tracked promising partnership trends, it discovered a dearth of any higher education industry-wide strategy underpinning collaborations. The Seminar uncovered a wealth of quality of life, economic development, and civic leadership partnerships between academic and civic institutions that are intentional and systemic, but not necessarily part of a

Greater Philadelphia’s Knowledge Industry Partnership (KIP)

KIP is a broad-based coalition of Greater Philadelphia’s civic, business, government, and higher education leaders working together to maximize the impact of the region’s “knowledge industry” of colleges and universities and increase Philadelphia’s competitive position. Unlike other regional or state initiatives, KIP recognizes that retaining college students—its ultimate goal—begins with attracting them to the region, and requires consistent and positive engagement with students throughout their college careers. To this end, the core strategies driving KIP and working groups to execute those strategies are organized around the three main phases of the college student “life cycle.”

“Arrive” tactics include promotion of the region and its colleges as “One Big Campus” to prospective students via web sites, magazines, and travel discount programs. “Explore” programming features city-wide student events, cultural passes, and communications via a “Campus Philly” platform. The hallmark of the “Achieve” program is a “Career Philly” internship and externship program that has created over 2,500 placements. Early returns suggest this “life cycle” approach is working—schools are reporting marked increases in applications and matriculation, and local businesses are hiring more workers from area schools. KIP frequently measures its progress against the Greater Boston region and has relied on the services of Collegia, a Wellesley-based firm that advises regions on talent attraction and retention strategy.

“In the Commonwealth of Massachusetts, where intellectual capital is our most important natural resource, there is no reason why we can’t have a great public university and the only thing standing in the way is political will.”

Alan D. Solomont,
Chair of the Board of
the Overseers of the
University College
of Citizenship and
Public Service at
Tufts University

larger plan. As a high ranking MIT official told the authors of the Citistates report regarding the higher education sector: “We have lots of community-oriented programs and efforts....but no strategy.”

The region’s competitive positioning is at stake as competitor regions across the country (and the world) are aggressively organizing to create and implement their own strategies. Philadelphia leaders recently launched a Knowledge Industry Partnership designed to brand that region as a hub of the knowledge economy. Just down the turnpike, the Worcester UniverCity Partnership has been formed to better tap that area’s colleges and universities in pursuit of local economic development initiatives. The initiative was largely a product of a task force on higher education-civic relations convened by Mayor Timothy P. Murray. The task force considered a number of ways the city might better tap higher education resources, including extracting more payments in lieu of taxes, but ultimately decided the most effective strategy is to strengthen cross-sector partnerships to bring more knowledge economy jobs to the area. This effort was facilitated by the Colleges of Worcester Consortium that has organized local colleges and better positioned them to collaborate with like business associations and government.

While neither Philadelphia nor Worcester alone may rise to rival Boston’s competitive position as a knowledge economy hub, they represent just two examples of regions aggressively organizing to take a bite out of Boston’s lunch. There are also several other warning clouds gathering on the horizon. The area’s share of federal research dollars is vulnerable in a South-West-centered Congress. Greater Boston’s cost of living restricts its ability to attract and retain many college graduates. Local labor shortages in leading industries loom. Public higher education remains chronically under-funded, even though its “customers” disproportionately come from and remain in the area.

Local leaders have historic obstacles to overcome in marshalling popular support for partnering with academic institutions in proactive and productive ways. The Seminar repeatedly encountered longtime residents still chafing at past transgressions of colleges and universities not taking appropriate account of neighborhood concerns. Kevin W. Fitzgerald, Sergeant-at-Arms of the Massachusetts General Court and a longtime neighborhood activist, observes that new examples of town-gown partnerships on historically thorny issues, such as institutional facilities planning and off-campus housing, represent nothing less than an attempt to change history, habit, and culture. He points out that community leaders who in the past almost categorically fought to keep higher education institutions within their campus boundaries, now occasionally encourage an institution to venture further into adjacent neighborhoods when the right partnership opportunity presents itself.

While problems remain, colleges and universities by and large regularly incorporate neighborhood input into their planning and operations today. The Seminar found unprecedented commitment and progress against historic town-gown tensions punctuated by new partnerships. The flowering of productive neighborhood-campus partnerships has produced a new generation of civic leaders who seek to build upon this new spirit of cooperation. There is a sense that Greater Boston has an urgent need and a collective opportunity to strategically link university resources to community needs, and at the same time to creatively manage inevitable conflicts. The Seminar recognizes the complexity of these conflicts, such as the tax-exempt issue, but suggests that local leaders not forsake larger economic growth and quality of life partnerships while those important issues are being resolved. The Seminar believes that Greater Boston has the collective capacity to elevate cooperative action among sectors and responsibly and creatively manage areas of tension.

As local leaders invite college presidents to play a more active civic role, the Seminar suggests that today there is a golden opportunity for Greater Boston leaders to build upon





The built environment of local colleges and universities attract world-class architects like I.M. Pei.

current higher education-civic partnership momentum. Since the region is universally held up as the global gold standard for higher education, there is no reason it shouldn't similarly lead the way in innovative partnerships across higher education, business, government, and civic sectors. The past decade of increased collaboration between institutions of higher education and other sectors can be the first chapter in a period of still greater growth in these partnerships. Toward this end, the Seminar calls on all sectors of Greater Boston—higher education, government, business, civic, nonprofit and philanthropic—to build on the dramatic upsurge in university-college collaboration, focusing on critical community challenges. Examples of these types of challenges include:

1. Strengthening talent retention and workforce development.

A recent Boston Foundation/Greater Boston Chamber of Commerce study found that 80% of college graduates who leave Boston are “avoidable departures.” These graduates leave for better jobs elsewhere, or due to cost of living, and “feel of the city” concerns. In collaboration with the Chamber, the Seminar proposes the strengthening of partnerships between higher education and the business community to enhance internship, externship, and mentoring placements, make the region more welcoming and accessible, and support initiatives that address cost of living concerns. The Seminar also encourages the promotion of higher education and community collaborations in workforce development to augment and coordinate the training of

workers for specifically identified career paths in concert with other associations.

2. Increasing housing availability. The Seminar recommends that college and university leaders join initiatives like the Commonwealth Housing Task Force—which has already made great progress—to improve and enhance the local availability of affordable housing. The Seminar encourages the promotion of the contributions higher education has made in recent years to help alleviate the housing crisis (i.e. building more on-campus housing) and the strengthening of public-private partnerships to help colleges and universities accelerate these efforts and develop shared housing.

3. Promoting higher education diversity and access. The Seminar proposes strengthening collaboration among higher education, public school systems, local foundations and community groups to insure that all Boston-area young people have access to appropriate higher education opportunities. Through this effort, the Seminar calls on leaders across sectors to strive to reduce income and education divisions that exist in the Boston area by providing more access to an increasingly diverse population of college-bound students.

Effective action on these critical challenges requires bringing together the combined resources and energies of higher education, government, business, civic organizations and foundations. This is an entirely possible vision because university-community collaboration

on each of these issues has increased so significantly in recent years. Yet, to achieve the full potential of these and other challenges will require all sectors—higher education included—to elevate their commitment to higher education-community partnerships. All of these parties also need to develop and consistently use best practices of partnership, rather than remaining mired in the old town-gown approach.

A New Boston Metropolitan Alliance of College and University Presidents

In order to strengthen their community roles and impact, the Seminar recommends the formation of a new Boston Metropolitan Alliance of College and University Presidents. The ultimate goal of the Alliance is to help leverage and build upon higher education-civic partnerships that often exist in parallel form. The emergence of town-gown collaborations occurring throughout the region paves the way for such an Alliance to amplify partnership efforts and accelerate their application across the area in a more coordinated and strategic way. As Partners COO Thomas P. Glynn observed, “Relationships between civic organizations and institutions of higher education abound, although most exist on one-to-one relationships. These relationships are primarily informal. Greater impact could occur if these types of relationships both expand and coordinate around common issues of concern...”

In many ways, the region is only now awakening to the possibilities that can come to fruition when higher education and other sectors combine their assets and resources in a common goal. The progress the Seminar reports opens vistas of new strategic cooperation that could bring a level of benefit to the region previously unrealized. Regions across the country that have aggressively formed higher education-civic partnerships, from Silicon Valley to the Research Triangle, bear witness to the catalytic power of collaboration.

That said, there remain serious barriers to academic-community collaboration. Elected officials cannot be expected to ignore strenuous complaints by voters about institutions that directly or indirectly pose neighborhood safety and quality of life problems. The escape from this dynamic could be found in a new model of cross-sector cooperation.

The Seminar believes that higher education leaders can best leverage their institutions’ assets in partnership with leaders from other sectors by first organizing as a sector themselves. The region boasts a number of higher education consortia that advance certain segments of the industry, such as the Association of Independent Colleges and Universities of Massachusetts (AICUM) and the New England Board of Higher Education, or focus on specific issues, such as the Boston Higher Education Partnership (local K-12 education), the Massachusetts Campus Compact (public service), and the Boston Consortium for Higher Education (economies of scale). There is, however, no organization whose singular mission is to promote the interests of both public and private colleges and universities in the region and strengthen their partnerships as part of a collective effort with business, government, and civic stakeholders. Most sectors, including higher education’s counterpart sector of health care, feature local trade associations that promote the work of member institutions—the sector writ large—and pursue partnership opportunities with other industries. There are many emerging models of college and university associations that span public and private institutions in major cities across the country.

The Alliance model was informed both by similar efforts such as those across local and competitor regions like Philadelphia, as well as like endeavors across other local sectors such as the Metropolitan Mayors Coalition (MMC). It is hoped that the new Boston Metropolitan Alliance of College and University Presidents would serve as a counterpart regional organization to the MMC, the Metropolitan Area Planning Council, and the Greater Boston Chamber of Commerce in promoting higher education-government-business-civic partner-



Emerging industries like biotechnology are rooted in academic neighborhoods.

ship on a large scale and helping to develop regional approaches to regional opportunities and challenges.

Specifically, this Alliance would:

1. Promote the visibility and impact of the higher education industry on the region and advance the collective agenda of member institutions. The Alliance would solidify the emerging recognition that it is an obligation and an affirmative duty of local business, government and civic leaders to help their academic institutions flourish. It would do so through vehicles such as an annual summit co-sponsored with sister regional organizations from across sectors such as the Greater Boston Chamber of Commerce, Metropolitan Area Planning Council, and Metropolitan Mayors Coalition. The Seminar recommends that a first summit feature presentations on the competitive positioning of the local higher education industry and identify the competitive needs of colleges and universities to business, government, and civic leaders in the hope of formulating new shared strategies and approaches. It is anticipated that bringing stakeholders from across sectors together in this manner will yield new opportunities for strategic partnerships. For example, after improving dialog with local neighbors, the University of Pennsylvania created a “Buy West Philadelphia” program that over a 14-year period increased university purchasing in immediate neighborhoods from \$1 million to \$57 million.

2. Facilitate civic building and economic development partnerships across colleges and universities and with local business, government, and civic associations and institutions. A central purpose of the Alliance would be to facilitate an exchange of best practices in higher education-civic partnerships in support of neighborhood, community, campus, and other groups seeking to strengthen collaborations or relationships in quality of life, physical planning and other concerns straddling town-gown lines such as exploring the possibility of helping to free the City of Boston and other municipalities of their state-imposed over-reliance on property taxes. The Seminar believes that such an Alliance would have helped to mollify some historic town-gown tensions and disagreements in the past by applying successful partnership examples and expertise in a local arena. The Alliance would work on the priorities outlined in the section above and other opportunities for colleges and universities to take joint action in support of local business, government, and civic agendas, and to solicit those sectors’ support in advance of its own agenda. The Alliance would also help to leverage support for existing regional higher education associations that focus on specific issue areas.

3. Work with individual universities and colleges and civic authorities to promote a new approach to campus-community interactions based on a spirit of partnership and planned, strategic engagement. The Seminar’s hope in recommending the Alliance is not only to create a new framework for constructive interaction between universities and colleges as a collectivity and the city and region of which they are a vital part, but to promote a new spirit of partnership between individual institutions of higher education and the civic authorities with whom they interact on an ongoing basis. The Seminar sees great promise in the institutional master planning process created by the Boston Redevelopment Authority, through which universities and colleges work with the City and with community groups to develop multi-year plans for institutional development that also include specific institutional commitments to community betterments. The Seminar applauds Mayor Menino and the BRA for this initiative and encourages the new alliance to consider adopting it as a model for all planning for physical development by the region’s academic institutions. It appears to offer an approach far superior to the tradition of ad hoc, project-by-project, approval-by-approval processes of negotiation that have traditionally characterized these kinds of discussions. Given that the new master planning process is still in its pilot phase, however, it may well be

“There is a need for an ongoing coalition of presidents to make a new type of compact with the communities, which could have the effect of strengthening the hands of people within higher education to be more productive in addressing the challenges we face.”

Mary Lassen,
Executive Director,
Women’s Education and
Industrial Union

the case that additional refinements or even alternatives need to be considered, and so we charge the new Alliance with devoting attention to this matter in the spirit of defining, in collaboration with the city, a “best practice” approach to institutional planning for physical development that could frame these interactions for all participants in the process.

The Alliance would be convened by local college and university presidents and governed by a board of presidential appointees. There is a potential opportunity for seed funding support from the Boston Foundation and other sources of support to fund operations, in addition to modest dues from member colleges and universities. A small staff could be hired to help the board identify, track and address key issues and partnership opportunities. There is an understanding that potential member priorities and contributions are likely to vary, depending on the size and nature of the higher education institution. There is also an understanding that this Alliance’s success is predicated on cooperation and partnership with sister associations from the business, government and civic realm.

Grace Keeney Fey, former Chair of the Board of Trustees, University of Massachusetts, put it best when explaining the need to continue to promote the higher education sector’s impact: “By convening this incredible, diverse group of institutions to discuss these issues, we became aware of many existing collaborations among institutions of higher education. These examples need to gain greater visibility so other schools can emulate them.” The Seminar’s convening function was endorsed by Mary Lassen, Executive Director of the Women’s Educational and Industrial Union, who observed “There is a need for an ongoing coalition of presidents to make a new type of compact with the communities, which could have the effect of strengthening the hands of people within higher education to be more productive in addressing the challenges we face.”

As Northeastern University President Richard M. Freeland and Seminar Co-Chair put it, “The traditional paradigms of university-community relations have been overtaken by new realities for both colleges and universities and for the city. Our challenge within academia is to shift toward actively working with community leaders for our mutual benefit. The challenge for local communities and civic officials is to move toward seeing such institutions as critical engines of regional development. What is clear, of course, is that these twin paradigm shifts are the mirror image of each other. One can’t happen without the other.”

Above all, the Seminar envisions the Alliance as helping to frame the future of town-gown relationships in the world’s preeminent college town. Given the rise of the knowledge economy and ascendant college-community partnership models, there appears to be a need for a wide public discussion on the importance of thriving higher education institutions and their adjoining neighborhoods, as well as a strategic discussion on how to better tap the assets of the region’s academic institutions.

Simply put, the relationship between local colleges and universities and their host communities has to be reconsidered and recast. Most leaders interviewed by the Seminar felt that the region cannot afford to be distracted by the residual town-gown acrimony of the past and are eager to leave that acrimony behind and build upon promising new partnership trends. Carol R. Goldberg herself adds a measured but optimistic perspective, “An effort like this one, to increase awareness and encourage expansion of higher education-community collaboration, is not a quick fix. This type of effort takes long-term planning to build trust, networks and effective initiatives. But it’s worth it. It’s time to recognize higher education’s stake in the region and the region’s stake in higher education.”

Additional Examples of Local Higher Education-Secondary/Elementary Partnerships

College Readiness

- ◆ Through its Bring a Buddy to College program, Bunker Hill Community College (BHCC) hosts 21 high school students from four high schools at a daylong program to acquaint them with college life. The high school students are paired with thirteen BHCC student leaders who make presentations for the students and serve as their hosts for the day's events.
- ◆ Lesley University's Say Yes to Education is a nonprofit, comprehensive college tuition-guarantee program that helps inner-city students build productive lives by preparing them for college or advanced vocational training. Begun in 1991, Lesley supports 70 Cambridge students with education scholarships.
- ◆ MIT's Community Service Fund (CSF) provides financial resources to local organizations that feature MIT student, faculty, and/or staff as volunteers. Summerbridge Cambridge is a year-round, tuition-free, academic enrichment program in which high school and college students instruct and mentor Cambridge middle school students. Founded in 1992 as the first Summerbridge program to be hosted by a public school system, Summerbridge Cambridge promotes the academic success of low-income children.
- ◆ North Shore Community College is the lead institution in Department of Education-funded MCAS remediation, which develops and pilots remedial and transitional programs for non-MCAS passers.
- ◆ Through Regis College's College Awareness Program, Boston Hispanic students spend four weeks at Regis where they are encouraged to do well in school and to pursue a college education. Nearly 600 girls have completed the program.
- ◆ Simmons College's Upward Bound Math/Science Program serves 50 low-income and/or first-generation high school students from the Boston community who demonstrate potential for improved academic achievement.
- ◆ Tufts University's High School Student Audit Program invites Somerville High School students to audit spring semester courses at Tufts during the January semester of their junior and senior years. The University's Kids to College program introduces sixth grade students to college.
- ◆ Wellesley students established Dorchester Academic Exchange (DAE) in the fall of 2000. DAE is a mentoring and tutoring program that strives to provide academic assistance to students at Dorchester High School, while encouraging Wellesley students to develop their sense of community and social awareness. Approximately 15 Wellesley students volunteer each week.

Cultural Enrichment

- ◆ Looking to Learn, MassArt's gallery education programs works with some 700 to 800 students from the Boston Public Schools each year both in their schools and in their profes-

sional exhibition spaces. MassArt currently maintains formal partnerships with the Boston Arts Academy, Farragut, Manville, O’Hearn, and Tobin Schools. The content of these partnerships varies from after-school programming to pre-practica and practica experiences for art education students.

- ◆ The School of Museum of Fine Art’s Thinking Through Art program engages 1,400 5th graders through cross-collection education art tours.

AfterSchool Programs

- ◆ The Harvard After-School Initiative (HASI) is the University’s \$5 million grantmaking and partnership venture in out-of-school time innovation and improvement. Introduced in 2001, HASI is part of the City of Boston’s After School for All Partnership, and is investing \$5 million over five years in grants and other resources in neighborhood-based efforts to facilitate the learning and healthy development of young people in the City.

Literacy Education

- ◆ The Boston University Initiative for Literacy Development (BUILD) is a collaborative effort between the School of Education and the Boston Public Schools Collaborative. The project coordinates over 170 literacy tutors for five after-school, four in-school and four community-based programs in Boston and Chelsea.
- ◆ Tufts University’s Center for Reading and Language Research works with schools in Malden, Medford, Somerville, Newton and Dorchester. Seven years ago the Center created the Tufts Literacy Corps, which each year trains and supervises over 60 students to tutor elementary school students behind in reading skills. This program provides intensive tutoring for students who are behind in reading skills using advanced programs and research.
- ◆ The Wellesley Words on Wheels (WWOW) Program is highly regarded by the Framingham Public Schools’ district literacy specialists and teachers, who look to Reading Buddies to help kindergartners needing one-on-one support to develop literacy skills. In fall 2003, 100 Wellesley volunteer Reading Buddy tutors met weekly with their kindergarten buddies in the Framingham Public Schools; 87 met in the spring. WWOW meets 99.9% of Framingham requests.

Bilingual and Special Education

- ◆ Wentworth Institute of Technology’s Physical Facilities Department and the Boston Public Schools began a program in 1988 with Wentworth providing internships to BPS developmentally challenged youth. Today Wentworth employs 67 youth in its recycling program and two in the ground maintenance program. In addition, Wentworth contracts with the Boston Educational Development Foundation (a non profit corporation established by BPS) to hire 32 youth who provide building maintenance for the new residence hall at 610 Huntington Avenue. Over the last 16+ years many young people with developmental disabilities were given the opportunity to work and become self reliant because of this program.

System Support

- ◆ Wheelock collaborated with Harvard Business School and the Boston Public Schools on a two-day conference, “Revisioning High Schools: A Community Responsibility,” which explored avenues to reform secondary education.

Teacher and Administrator Training

- ◆ Boston College’s Lynch School of Education is the lead institution in Massachusetts Coalition for Teacher Quality and Student Achievement, a coalition of seven higher education institutions and 18 urban public schools working to enhance teacher preparation for schools in Boston, Springfield, and Worcester. In addition, Lynch School faculty members work with ninth grade teachers at Brighton High School to improve literacy and mathematics skills. Also, Lynch School graduate students are analyzing the bilingual program at the Jackson Mann School and making suggestions for refinement.
- ◆ UMass Boston received a \$12.5 million grant from the National Science Foundation for the Boston Science Partnership, a collaboration with Northeastern University and the Boston Public Schools. The project is a five-year effort to provide science teacher training and innovative course development. The Boston Science Partnership’s goal is to improve science teaching and learning for middle and high school Boston Public School students through teacher training, “inquiry-based” science instruction and an innovative engineering curriculum. In addition to UMass Boston, Northeastern and the BPS, other partners include Harvard Medical School, The College Board and The Education Development Center.
- ◆ Tufts’ Education Department, in partnership with two Boston pilot schools—Fenway H.S. and Boston Arts Academy—and Malden High School, runs the Urban Teacher Training Collaborative (UTTC) to prepare people to teach in urban schools through the same “residency” model that medical schools use to prepare future physicians. UTTC is part of the Professional Development School movement, based on the belief that training teachers is a joint responsibility of institutions of higher education and the public schools in which these teachers will work. To date, UTTC has prepared over 80 new teachers. Two-thirds of these teachers are people of color, and half are now employed by the Boston Public Schools.

Additional Examples of Higher Education-Community Partnerships

- ◆ Over 900 Boston University students volunteer in some 80 agencies through the University’s Community Service Center.
- ◆ The Brandeis Community Service Department works through the Waltham Group to provide relevant volunteer experience to students according to the needs of the community. The Waltham Group has 12 outreach programs and two internal management programs. Through this department, 32 student leaders support over 500 volunteers.
- ◆ Bunker Hill Community College’s Volunteer Income Tax Assistance program (V.I.T.A.) began on December 1, 2003 and helped to increase E-File compliance by 350% the following year. V.I.T.A. completed a total of 6,000 returns, and was rated first in New England in overall numbers filed and within the top 10 in the nation.
- ◆ School of the Museum of Fine Arts students participate in Volunteer/Community Service projects, and/or community based internships in Boston for the following organizations: United South End Settlements, Arts Incentive Program, Artists For Humanity, The Institute of Contemporary Art, Boston Center for the Arts Mills Gallery, Dept. of Museum Learning and Accessibility @ the MFA, Forest Hills Educational Trust, Public Art Office/Art Commission, Center for Latino Arts in Boston’s South End, Artists For Humanities, Centro Presente.

- ◆ In February 2000, Northeastern University became the first private university in the country to host an AmeriCorps Promise Fellowship Program, called Massachusetts Promise Fellows. The program is located in Northeastern's Center of Community Service. A Program Director and Senior Fellow coordinate the activities of 25 Massachusetts AmeriCorps Promise Fellows serving in communities across the Commonwealth. The members provide young people with mentors, tutors, access to health care, after-school activities and opportunities to serve their communities. Fellows have helped increase the number of adult mentors, provide children with new safe places, enroll young people in health care, and place students in work-based learning internships.
- ◆ Since 1997, Suffolk University's Organization for Uplifting Lives through Service has created long and short-term service opportunities for Suffolk students and staff. Short-term projects include the Alternative Spring Break, Blood Drives, Canned Food and Clothing Drives, an Annual Service Day, and weekly service at two local food pantries. Long-term projects include tutoring programs through Jumpstart and working with at-risk children in weekly programs.
- ◆ Over 2,000 Tufts University students volunteer each year through dozens of student organizations. With support from the University College of Citizenship and Public Service, the students' volunteering is concentrated in Tufts' host communities of Medford, Somerville, Chinatown, and the Mystic River Watershed.
- ◆ Wellesley's Alumnae Association partners with the Center for Work and Service (CWS) in offering A Day to Make a Difference. More than twenty (20-25) alumnae clubs participated last year, while other alumnae arrived on campus singly and in groups to volunteer. In all, 265 alumnae volunteered.

Appendix B

Colleges and Universities in the Greater Boston Area*

Andover Newton Theological School

Newton
www.ants.edu
800-964-ANTS

Babson College

Babson Park
www3.babson.edu
781-235-1200

Bay State College

Boston
www.baystate.edu
617-236-8000

Benjamin Franklin Institute of Technology

Boston
www.bfit.edu
617-423-4630

Bentley College

Waltham
www.bentley.edu
781-891-2000

Berklee College of Music

Boston
www.berklee.edu
617-266-1400

Blessed John XXIII National Seminary

Weston
www.blessedjohnxxiii.edu
781-599-5500

Boston Architectural Center

Boston
www.the-bac.edu
617-262-5000

Boston Baptist College

Boston
www.boston.edu
617-364-3510

Boston College

Chestnut Hill
www.bc.edu
617-552-8000

Boston Conservatory

Boston
www.bostonconservatory.edu
617-536-6340

Boston Graduate School of Psychoanalysis

Brookline
www.bgsp.edu
617-277-3915

Boston University

Boston
www.bu.edu
617-353-2000

Brandeis University

Waltham
www.brandeis.edu
718-736-2000

Bunker Hill Community College

Charlestown
www.bhcc.mass.edu
617-228-BHCC

Cambridge College

Cambridge
www.cambridgecollege.edu
800-877-4723

Curry College

Milton
www.curry.edu
617-333-0500

Dean College

Franklin
www.dean.edu
508-541-1900

* This report considers the Greater Boston Area as defined by the Metropolitan Area Planning Council (MAPC).

Eastern Nazarene College

Quincy
www.enc.edu
617-745-3000

Emerson College

Boston
www.emerson.edu
617-824-8500

Emmanuel College

Boston
www.emmanuel.edu
617-735-9715

Endicott College

Beverly
www.endicott.edu
978-927-0585

Episcopal Divinity School

Cambridge
www.episdivschool.edu
617-868-3450

FINE Mortuary College

Westwood
www.fine-ne.com
781-762-1211

Fisher College

Boston
www.fisher.edu
617-236-8800

Framingham State College

Framingham
www.framingham.edu
508-620-1220

Gibbs College of Boston, Inc.

Boston
www.gogibbs.com
617-578-7150

Gordon College

Wenham
www.gordon.edu
978-927-2300

Gordon-Conwell Theological Seminary

Hamilton
www.gordonconwell.edu
978-468-7111

Harvard University

Cambridge
www.harvard.edu
617-495-1000

Hebrew College

Newton
www.hebrewcollege.edu
617-559-8600

Hellenic College-Holy Cross Greek Orthodox School of Theology

Brookline
www.hchc.edu
617-731-3500

Hult International Business School

Cambridge
www.hult.edu
617-746-1990

Laboure College

Boston
www.labourecollege.org
617-296-8300

Lasell College

Newton
www.lasell.edu
617-243-2000

Lesley University

Cambridge
www.lesley.edu
617-868-9600

Longy School of Music

Cambridge
www.longy.edu
617-876-0956

Marian Court College

Swampscott
www.mariancourt.edu
781-595-6768

Massachusetts Bay Community College

Wellesley
www.massbay.edu
781-239-3000

Massachusetts College of Art

Boston
www.massart.edu
617-879-7000

Massachusetts College of Pharmacy and Health Sciences

Boston
www.mcp.edu
617-732-2800

Massachusetts General Hospital Institute of Health Professions

Boston
www.mghihp.edu
617-726-2947

Massachusetts Institute of Technology

Cambridge
www.mit.edu
617-253-1000

Massachusetts School of Professional Psychology

Boston
www.mspp.edu
617-327-6777

Massasoit Community College

Canton
www.massasoit.mass.edu
508-588-9100

Middlesex Community College

Bedford
www.middlesex.mass.edu
800-818-3434

Montserrat College of Art

Beverly
www.montserrat.edu
978-921-4242

Mount Ida College

Newton
www.mountida.edu
617-928-4500

New England College of Finance

Boston
www.finance.edu
617-951-2350

New England College of Optometry

Boston
www.ne-optometry.edu
617-236-6200

New England Conservatory of Music

Boston
www.newenglandconservatory.edu
617-585-1100

New England Institute of Art

Brookline
www.aine.artinstitute.edu
800-903-4425

New England School of Acupuncture

Watertown
www.nesa.edu
617-926-1788

New England School of Law

Boston
www.nesl.edu
617-451-0010

Newbury College

Brookline
www.newbury.edu
617-730-7000

North Shore Community College

Danvers
www.northshore.edu
978-762-4000

Northeastern University

Boston
www.neu.edu
617-373-2000

Franklin W. Olin College of Engineering

Needham
www.olin.edu
781-292-2300

Pine Manor College

Chestnut Hill
www.pmc.edu
617-731-7000

Quincy College

Quincy
www.quincycollege.edu
617-984-1700

Regis College

Weston
www.regiscollege.edu
781-768-7000

Roxbury Community College

Roxbury
www.rcc.mass.edu
617-427-0060

Saint John's Seminary

Brighton
www.sjs.edu
617-254-2610

Salem State College

Salem
www.salemstate.edu
978-542-6000

School of the Museum of Fine Arts-Boston

Boston
www.smfa.edu
617-267-6100

Simmons College

Boston
www.simmons.edu
617-521-2000

Suffolk University

Boston
www.suffolk.edu
617-573-8000

Tufts University

Medford
www.tufts.edu
617-628-5000

University of Massachusetts Boston

Boston
www.umb.edu
617-287-5000

University of Phoenix

Braintree
http://achieve.phoenix.edu
781-843-0844

Urban College of Boston

Boston
www.urbancollegeofboston.org
617-292-4723

Wellesley College

Wellesley
www.wellesley.edu
781-283-1000

Wentworth Institute of Technology

Boston
www.wit.edu
617-989-4590

Weston Jesuit School of Theology

Cambridge
www.wjst.edu
617-492-1960

Wheelock College

Boston
www.wheelock.edu
617-879-2102

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