Remaking America: Universities as Anchor Institutions

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Remaking America: Universities as Anchor Institutions

Nancy Cantor
Chancellor and President
Syracuse University
June 3, 2009
“Starting today, we must pick ourselves up, dust ourselves off, and begin again the work of remaking America…

We'll restore science to its rightful place…

We will harness the sun and the winds and the soil…

And we will transform our schools and colleges and universities to meet the demands of a new age. All this we can do. And all this we will do.”

President Barack Obama
Inaugural Address
Eds and Meds as Anchors

Anchor Institutions as Partners in Building Successful Communities and Local Economies

A. Engage Eds and Meds in community economic development

B. Engage Eds and Meds in workforce development and community building

C. Link communities to health care institutions

D. Support K-20 education and professional education to promote (1) leadership in community development field; and (2) public schools as core institutions for community revitalization

E. Increase role of Eds and Meds as cultural catalysts

F. Utilize Eds and Meds as catalysts, facilitators and conveners for regional development
Urban Investment Yield

City Dividends:

- **The Talent Dividend**
  Increasing four-year college attainment rate in nation’s 51 largest metropolitan areas by 1% = $124B increase in aggregate annual personal income.

- **The Green Dividend**
  Reducing vehicle miles traveled (VMT) per person by one mile per day in 51 largest metro areas = $29B annual household savings.

- **The Opportunity Dividend**
  Reducing poverty rates in metropolitan areas by 1% = $13B decrease annually in public sector outlays for family assistance, Medicaid and food stamps.

The Core Vitality Accelerator

Well-functioning urban cores, with a diverse population, including middle- and upper-income households and strong central business districts, enhance the ability of metropolitan areas to realize the Talent, Green, and Opportunity Dividends.
“…so desolate, it would make an owl weep to fly over it.”

An 1820 Visitor to Central New York*

“Nothing short of madness…”

Thomas Jefferson*

The Connective Corridor

The Anchor

An Urban Pathway

Urban Reforestation

Wireless Hot Spots

Public Arts Venues
Wrapping the Buses
The Urban Video Project
Scholarship in Action

- Strategically Invest in Strengths
- Engage Beyond Our Boundaries
- Collaborate Broadly
- Break Down Silos
- Build Pipeline of Inclusive Human Capital
Scholarship in Action

Global Collaboratories

Neighborhood & Cultural Entrepreneurship

Onondaga Lake: Sacred Site/Superfund Site

Environmental Sustainability

Arts, Technology & Design

Inclusive Urban Education
Environmental Sustainability & Justice

Onondaga Lake: Sacred Site/Superfund Site

“No Place to Be” Photovoice Project

Syracuse Center of Excellence in Environmental & Energy Systems
Neighborhood & Cultural Entrepreneurship

South Side Innovation Center

South Side Newsstand

South Side Food Co-op

Creating a Recipe for Entrepreneurship

Community Test Kitchen

A head for business.
A heart for the world.
Art, Technology & Design
The Warehouse

Before

After

Bright Ideas | Design
An Elephant in the Room

Sunday, January 4, 2009

The New York Times
Art and culture in the Salt City

The Mix

"Second Life," ethnic markets, local architecture & more.
The Near West Side Sustainable Solutions

- Green renovations on residences
- Renovate vacant warehouses for artist & performance spaces
- Create schools as centers of community
- Sustainable food markets
- Latino/a cultural center: La Casita
- Artist relocation
Near West Side Test Bed
601 Tully Street

Storefront
“Milk & Cookies”
Café/Bookstore by Fowler High School Business Academy

Second Floor
New City Community Press; After-school literacy through the arts programs
University-Assisted Community Schools

- Schools as centers of community
- Schools as locus of educational, social, and health services
- Identify and address real-world problems
- Youth provide, as well as receive service
- Universities catalyze collaboration across sectors to promote college completion
Realizing Promise

University-Assisted Community Schools
The Challenge: Widening Education & Income Gap

- African American and Latino 17 year olds read and do math at the same level as white 13 year olds*
- High school students living in low-income families drop out of school at six times the rate of their peers from high-income families*
- Many bright but poor children do not receive good advice about applying for and pursuing college**
- High achieving students in the bottom income quintile attend college at the same rate as low achieving students in the top income quintile**
- 11 percent of children from the poorest families (bottom fifth) have earned a college degree, compared with 53 percent of children from the top fifth**

* Data from National Assessment of Educational Progress
** Data from the Economic Mobility Project, Pew Charitable Trusts
Going to College
The Economic and Social Impact

College plays a powerful role in changing someone’s station in life. A person born into a poor family who graduates from college has a 19 percent chance of entering the top fifth of earners in adulthood.

In 2012, the Economic Mobility Project, a project of the Pew Charitable Trusts, surveyed more than 200,000 Americans about their family background, education and income. The survey revealed that a significant portion of those who earned college degrees (whose parents were in the bottom fifth of income) are now in the top fifth of earners. Over half the people in the top fifth of earners had at least a college degree.

Income of those who earned college degrees (whose parents were in the bottom fifth of income):
- Top fifth: 19%
- Top-middle: 22%
- Middle: 21%
- Bottom-middle: 22%
- Bottom-fifth: 16%

Income of those who did not earn college degrees (whose parents were in the bottom fifth of income):
- Top fifth: 5%
- Top-middle: 9%
- Middle: 18%
- Bottom-middle: 23%
- Bottom-fifth: 45%

* All data above from the Economic Mobility Project, Pew Charitable Trusts
## The Challenges in Syracuse

<table>
<thead>
<tr>
<th>City Demographics</th>
<th>SCSD Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>62% White</td>
<td>78% Free/Reduced-Price Lunch</td>
</tr>
<tr>
<td>25% Black</td>
<td>31% White</td>
</tr>
<tr>
<td>5% Hispanic</td>
<td>54% Black</td>
</tr>
<tr>
<td>4% more than one race</td>
<td>11% Hispanic</td>
</tr>
<tr>
<td>2% Asian</td>
<td>3% Asian</td>
</tr>
<tr>
<td>2% other</td>
<td>1% Native American/Alaskan</td>
</tr>
</tbody>
</table>

### High Poverty Rates
- 31% city wide (2005)
- 48% Black
- 19% White

### Low Graduation Rates
- Less than 50% of entering kindergarten class graduate high school 13 years later.
- Only 65% of students entering ninth grade graduate four years later.
City-Wide Demonstration Program
Yielding the Syracuse Talent Dividend

Ability to achieve middle-class results for individual inner-city children is well documented

Need a city-wide model of success

Syracuse
Bachelor’s attainment rate increase of 1% = Income increase of $467 million
Access and Opportunity for All

Extensive Private-Public Team

- Syracuse University (SU)
- Say Yes to Education, Inc.
- Syracuse City School District (SCSD)
- NYS – Executive, Legislative, NYSUT, and SED
- Partnership for a Better Education – Onondaga Community College, SUNY Upstate Medical University, SUNY Environmental Science and Forestry, LeMoyne College, and SU
- Local leadership: Mayor, County Exec., Common Council, MDA, Chamber, Syracuse Teachers Assn., School Board, 20/20, Central NY Community Foundation
- Federal delegation engaged
- Non-profits, incl. Hillside, On-Point for College, and Westside Community Schools
- Corporations, incl. Wegmans, WelchAllyn

The Opportunity:

Syracuse City School District

- High need, currently low-performing district
- New York State Contract for Excellence Funding plan established
- Strong, New District Leadership
<table>
<thead>
<tr>
<th>SUPPORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDENT MONITORING AND GROWTH PLAN</strong></td>
</tr>
<tr>
<td><strong>Academic:</strong> Research-based school models, After School programs, Summer School programs, One-on-one Tutoring</td>
</tr>
<tr>
<td><strong>Social/Emotional:</strong> Research Based Programs, Mentors/Advocates, Social Workers/Counselors (ratio of 1:200), Legal Support</td>
</tr>
<tr>
<td><strong>Health:</strong> Quality Medical Care, Quality Mental Health, Assessments and Services, Quality Family Supports</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>INCENTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAY YES HIGHER EDUCATION COMPACT</strong></td>
</tr>
<tr>
<td>Tuition Scholarships at 23 Private Institutions plus SUNY/CUNY</td>
</tr>
<tr>
<td>College/Career Prep: Early College High School, SAT/ACT Prep, College Visits, FAFSA Workshops, Hillside Work-Scholarship Program, On-Point for College</td>
</tr>
</tbody>
</table>

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<tr>
<th>RESULTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LONGITUDINAL EVALUATION BY AIR</strong></td>
</tr>
<tr>
<td>High School Graduation, College Graduation, Quality of Work Force, Worker Tax Contribution, Real Estate Values, Commitment to Community, Welfare Dependency, Criminal incidents</td>
</tr>
</tbody>
</table>
Inclusive Urban Education

Literacy through the Arts

This is not one more thing on the plate. This is the plate.
CRAZINESS

Part 1
Syracuse is like a city
The street is like a road
The buildings are like small mountains
The windows are like holes that lead to 3-D
The people are like moving objects
The pigeons are like small planes
Traffic is like lock-down
The bridge is like a getaway.

Part 2
A year ago I stole the sky from my friend,
I hid it under my bed.
I gave it back because it was hard to hide.

Part 3
My name is Mikee. My name means cartoons.

Part 4
I wish I was the sky.
I wish I was Syracuse.
I wish I was a street.