Tools
and
Insights

Making Place Matter

for universities
called to regional
stewardship

Alliance for Regional Stewardship

The Alliance for Regional Stewardship (ARS) is a national, peer-to-peer network of regional stewards who benefit by sharing experiences and working collaboratively on innovative approaches to common regional challenges. ARS is for proven leaders who recognize the interdependencies of their regions' economy, environment, and society—and are seeking practical ways to effect change as regional stewards. These stewards can come from business, government, education, or community sectors, but they share a common commitment to collaborative action and regional stewardship. ARS supports regional stewardship by helping leaders learn about best practices from other regions, communicate to state and federal leaders and the media about regional challenges and innovations, and develop new leaders for regional stewardship efforts. The mission of the Alliance for Regional Stewardship is to foster collaborative multi-sector regional stewardship as a means for advancing economic, social, and environmental progress, while maintaining a sense of place in America's metropolitan regions.

American Association of State Colleges and Universities

Members of the American Association of State Colleges and Universities (AASCU) work to extend higher education to all citizens. Access is a hallmark of AASCU institutions, colleges and universities that embrace students who traditionally have been underrepresented in higher education, as well as those who are first generation college students. By Delivering America's Promise, these institutions fulfill the expectations of a public university by working for the public good through education and engagement, thereby improving the lives of people in their communities, their regions and their states. AASCU represents more than 400 public colleges, universities and systems of higher education throughout the United States and its territories. AASCU schools enroll more than three million students, more than half the enrollment at all public four-year institutions.

National Center for Higher Education Management Systems

The National Center for Higher Education Management Systems (NCHEMS) is a private nonprofit organization whose mission is to assist colleges and universities as they improve their management capability. Through its more than thirty years of service to higher education, NCHEMS has been committed to bridging the gap between research and practice by placing the latest managerial concepts and tools in the hands of working administrators on college and university campuses. Since its founding, NCHEMS has received widespread acclaim for developing practical responses to the strategic issues facing leaders of higher education institutions and agencies. Established to meet the needs of working administrators, NCHEMS delivers research-based expertise, practical experience, information, and a range of management tools that can help institutions improve both their efficiency and their effectiveness.

Tools and Insights

For Universities Called to Regional Stewardship

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Foreword

I n recent years, much attention has been focused on the emergence of the knowledge economy and the nation's aging, migrating population, but our communities and public institutions—including higher education—are just coming to terms with these trends. The combination of an economy and a population in transition promises significant, even dramatic, changes in how we think about questions of local and regional planning and development.

One such change is the emergence of the idea that *place matters,* that a mobile population able to live and do business virtually anywhere will focus on the viability and vitality of where they live and work. From this idea has grown the concept of regional stewardship, which emphasizes the boundary-crossing required to build sustainable places and focuses on the imperatives of an innovative economy, livable communities, collaborative governance, and social inclusion. It is a concept that is gaining traction nationwide, as communities come to the realization that their greatest opportunities and most daunting tasks cross geographic, political, and economic lines. It is also a concept that demands sustained commitment and dialogue from a wide range of leaders, including presidents and chancellors of state colleges and universities.

State colleges and universities, as institutions with a rich history of commitment to the places where they exist, offer tremendous potential as regional stewards. Embedding a regional orientation into daily campus life represents a significant challenge for even the most committed institution, especially when existing incentive structures and funding models place engagement and stewardship at the margins. Additionally, the absence of a supportive public policy environment can hinder campus efforts to build a more systematic focus on regional stewardship.

A shared desire to address the opportunities and challenges of higher education and regional stewardship has brought our organizations together to create Making Place Matter, a two-year initiative dedicated to advancing state colleges and universities as regional stewards. The primary goal of the project is to provide tools and practical insights to regional and campus leaders as they seek to build and deepen their relationships to create more vital and viable places. This collaboration builds on the framework established by the Alliance for Regional Stewardship through their monograph series and leadership academies, the work done by AASCU's Task Force
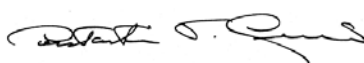
on Public Engagement, articulated in *Stepping Forward as Stewards of Place,* and the contributions of the National Center for Higher Education Management Systems in the form of public policy assessments and audits.

This workbook provides the conceptual foundation for the initiative. The monograph thoughtfully articulates the external forces that are driving the emerging stewardship imperatives for state colleges and universities, and identifies the expectations that lie ahead. Complementing the monograph is a diagnostic audit for institutional, regional, and state stakeholders to use in identifying key relationships, priorities, and stumbling blocks. Rounding out the toolkit are the experiences of four institutions—California State University, Fresno; Northern Kentucky University; the University of North Carolina at Pembroke; and the University of Northern Iowa—in pilot-testing the audit in a year-long series of stakeholder meetings.

Our collaboration is the fruit of many hands, and some acknowledgments are in order. First, we thank the W.K. Kellogg Foundation, particularly Gail McClure and Miguel Satut, whose generous support has made our efforts possible. Additionally, we credit Doug Henton and John Melville of Collaborative Economics and Mary Jo Waits of the Center for the Future of Arizona for their contributions to the entire process; President Jim Votruba of Northern Kentucky University and members of the AASCU Task Force on Public Engagement for encouraging further work in this area; and our staffs, whose diligence and attention to detail have kept us focused and moving forward.

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Introduction

State colleges and universities and their regional partners already work together on a number of different levels, but recognize the need to broaden and deepen their relationships to address a range of emerging issues. The unfolding of a knowledge- and service-based economy, combined with an aging, diversifying, migrating population, require greater emphasis on the places where people live and work.

In a world increasingly driven by brain power, the focus is shifting from inherited assets (climate, geography, natural resources) to created assets (educated population, cultural amenities, environmental quality). Issues related to place cross jurisdictional lines, increasing the importance of the region and stewardship of its assets. The call to regional stewardship represents one of the greatest opportunities—and challenges—for state colleges and universities and their local partners in the years ahead.

But where to start? Even though campuses and their regional (and perhaps state) stakeholders may share a commitment to improved stewardship and may even have a compelling vision for the future of the region, they are often dogged by "how to" questions—how to identify the region and its pressing needs, how to build and maintain robust leadership groups, how to create a supportive public policy environment. Indeed, for many budding regional collaborations, the most vexing questions are not those related to will, but those of way.

That is where the work of Making Place Matter—a partnership of the Alliance for Regional Stewardship, the American Association of State Colleges and Universities, and the National Center for Higher Education Management Systems—begins. This two-year initiative has been designed to promote the concept of regional stewardship and public higher education's role in it by equipping campuses and their partners with strategies, tools, information, and insight to enrich and fortify their working relationships. Through a combination of theoretical frameworks and hands-on application through case studies, Making Place Matter aims to provide regional stewardship models that are broadly relevant and adaptable for campuses and regions nationwide.

The first step in the process, defining regional stewardship and its imperatives for higher education, is taken up by a monograph that serves as the conceptual "anchor" of this

publication and the project as a whole. It outlines seven economic and social forces that demand changing roles for colleges and universities, and offers a 21st Century reformulation of the time-honored teaching-research-service triad.

Next comes the difficult but essential step of identifying the region and its challenges/opportunities, the university's current and potential contributions, and the institutional and state policy environments through a stewardship audit, culminating in the development of a regional stewardship roadmap. The audit complements the monograph, and requires state colleges and their stakeholders to paint a clear picture of what the region looks like, its current status regarding key development and quality of life issues, and options for moving forward. The audit has been pilot-tested by four campuses/regions selected as demonstration sites for the project, and their experiences are documented here as well.

In plotting next steps, it is important to remember that regional stewardship is not a task or a project. It is an orientation, a way of doing business and looking at the world. Building to that point requires commitment, creativity and flexibility on the part of all involved. There is no single path to regional stewardship, but the journey starts with understanding the terrain and plotting a course. Hopefully, the information and case examples developed through Making Place Matter will help state colleges and universities and their partners to do just that.

Regions, Universities, and Stewardship: Connecting the Dots in a New World

Overview

Today we live, in the words of economist Michael Storper, in a "regional world"—a world in which regional economies around the world compete with one another for prosperity and success. Every day, there is new evidence that the success of these regional economies is linked to smart people and new discoveries—in other words, to those things that are most frequently bred in universities and other institutions of higher learning.

This connection means that it is the best of times and the worst of times for universities. It is the best of times because universities are likely to sit at the center of regional prosperity, creating tremendous opportunities and rewards. Most can expect pivotal roles in state and regional economic development strategies. Some will receive significant funding to create value for a region, as universities in Michigan did when they were awarded $1 billion from the state's tobacco settlement fund to develop a life sciences corridor.

It is simultaneously the worst of times because these opportunities are creating different expectations that many institutions may be hard-pressed to meet. Universities are already being asked to stretch far beyond their traditional roles of educating students and conducting research. These days, the list includes things like tackling urban revitalization, pioneering innovation, and fostering entrepreneurship. This means that communities and regions will be paying more attention to how the educational "engine" works.

Outsiders have long demanded that universities deliver greater efficiency, less duplication, and more accountability. For decades, higher education has been pressured to come up with "run-more-like-business" tune-ups that come from citizen governing boards baffled by institutions' size and complexity. Universities' role in economic development is also well-organized at this point, as politicians and business leaders

long ago figured out that these institutions could provide the basis of education and technical know-how to help create jobs.

Even though these previous efforts sought to change the university, they still remain within the traditional university model, one where the university serves the community/region/state but remains separated from these and other stakeholders in many crucial respects. It is becoming increasingly clear that the time has come for a new model, not a tune-up. It is not clear that the traditional university has the mission, the culture, or the might to play the role that it must play today in the regional economy, that of being more attuned to local challenges and more responsible for community success.

During the Iraq war, the American military referred to war correspondents traveling with military units as "embedded." The phrase meant that the journalists were permanently associated with those military units and could not be separated from them. The fate of the embedded journalist and the fate of the military unit were one. They lived or died together.

According to Michael Crow, Arizona State University's president, universities are "embedded" in regions. Their fates are intertwined and cannot be separated, meaning that universities must modify or even shed their traditional roles, and view themselves more integrally as stakeholders in the communities where they are located. Crow uses the term "embeddedness" repeatedly to describe his vision of the relationship between Arizona State, the nation's fifth-largest university, and metropolitan Phoenix, one of the nation's fastest-growing regions.

One aspect of this new university model is that researchers, while pursuing their scholarly interests, would incorporate a strong notion of the public good. This new kind of university would not only engage in community service, but also would become more integrally involved in the economic, social, and cultural health of its community. Following Crow's logic, the "ivory tower model" will be "out" and the engaged university will be "in" in the nation's third century.

Crow is not alone in this assessment. Last year, Harvard University president Lawrence Summers spoke the unspeakable, arguing that Harvard—the ultimate "ivory tower" university—must be "more directly engaged with problems of education and public health," locally and nationally.

These two young leaders share other redesign ideas. Both talk, for example, about reconfiguring the university's intellectual life, and replacing academic silos with multidisciplinary activity. Additionally, both speak of re-mapping the student's path through the university, essentially creating a way to customize the learning process.

Both presidents are shaking up their academic leadership and faculty, looking for a new generation of professor-entrepreneurs.

Why the increasing appetite for a more attuned university? Is it because states, corporations and foundations, who invested millions of dollars in university economic initiatives in the 1990s, are now questioning return on their investment? Is it because stakeholders are asking about outputs—new businesses, improved educational attainment, and stronger leadership—while academe continues to emphasize inputs— new students, teaching hours, or faculty publications—as performance measures? Is there a mismatch between a world that is focused on innovation, learning, and shared leadership and an academy that is still focused on research, teaching and service?

The following analysis looks into the forces driving the demand for a more place-focused university. It describes the trends that present both new opportunities and new expectations for colleges and universities, and suggests some responses; chief among them is an overhaul of the three traditional university pillars: research, teaching, and service. A new threesome—innovation, learning, and shared leadership—resonates more as a 21st Century model. Finally, the monograph and the accompanying regional stewardship audit attempt to provide some clear direction about the types of questions regional and university leaders should be asking as they think about the future of their respective regions and about the difference a reconfigured university or college can make in building that future.

Explaining the Trends: 7 Big Forces for University Transformation

Seven major forces in our society are driving changing expectations for universities:

1. The Idea-Driven Economy
2. The Proximity Edge
3. The Talent Imperative
4. The Big Regional Sort
5. A New Definition of Success
6. A New Focus on Place-Based Assets
7. The Search for Regional Stewards
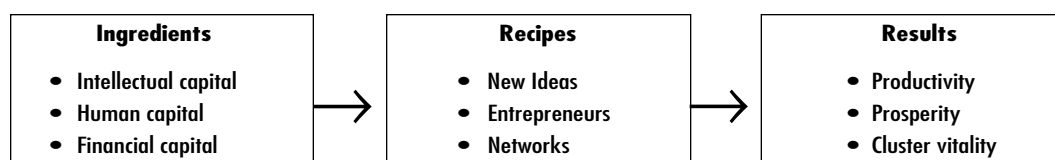
1. The Idea-Driven Economy

Chief among the big seven forces is, without question, the economy. To know what's ahead for higher education, one must understand that ideas are driving the 21st Century economy. As Seth Godin writes in *Fast Company,* "The first 100 years of our country's

history were about who could build the biggest, most efficient farm. The second 100 years were about the race to build efficient factories. The third 100 years are about ideas."

The raw material of economic growth for the next century will not be natural resources or physical labor, but ideas. Those ideas will be created, grown, and turned into what Stanford economist Paul Romer calls "recipes," not on farms or in factories, but in universities and other knowledge-based settings.

Romer's "New Growth Theory" argues that idea recipes add value by reorganizing physical resources (natural, human, capital) in new and different ways to yield more valuable economic results. Think about what's valuable in a computer chip or a latte; it is not merely the ingredients (silicon or coffee beans), but the new ways the ingredients are combined and presented to the customer. [see Figure 1]

Figure 1. The New Growth Theory

Ingredients	Recipes	Results
• Intellectual capital • Human capital • Financial capital	• New Ideas • Entrepreneurs • Networks	• Productivity • Prosperity • Cluster vitality

Source: Collaborative Economics

Predictably, companies, policymakers and economic development officials are jockeying for position in the race to spur innovation. City and university leaders are buying Richard Florida's book, *The Rise of the Creative Class,* for the secret. Fortune 500 companies and even nations are paying large sums to consult Harvard Business School expert Michael Porter about building "clusters of innovation." *The Harvard Business Review* is teeming with "how to" articles for its business readers.

From these sources and others, three important stories are unfolding about the who-where-when of innovation.

➢ **Companies that don't innovate will die.** There is no steady state. Innovation is vital to sustain and advance companies' current businesses, regardless of size or industry, and is critical to growing new businesses.

➢ **Successful regions institutionalize innovation.** They don't rely on chance, but rather create sustainable innovative capacity by building strong colleges and universities

and research centers, and by attracting research divisions of major companies to create continuous innovation and entrepreneurship.

➢ **Innovation requires expertise, interaction, and diversity.** Whether a design firm, a research facility, a main street, or a region, an innovative place needs all three things. Expertise in the form of smart, talented people; interaction in the form of offices, research labs, downtown districts, and other places that facilitate easy interaction and spontaneous dialogue; and diversity in the sense that people from disparate fields must work together because "sparks fly" when people interact with people less like themselves.

To stay relevant, colleges and universities—in big cities, in small communities, and in rural areas—must be as engaged as companies and regions in deciphering the complex dynamics of innovation. As traditional sites for basic and applied research and development (R&D) and as generators of human capital, colleges and universities are as close as we get to public "knowledge factories."

However, few—if any—colleges and universities are model innovative enterprises. Generally speaking, institutions have been slow to grasp that innovation is as much about using new ideas as it is about discovering new ideas. Historically, idea generation through basic research (the "scholarship of discovery") has attracted the most public attention and funding support. More difficult—and less recognized—is the translation of new ideas, technologies, and business models into successful solutions for local challenges. This approach (the "scholarship of application") must be seen as equally critical for public universities to be relevant in the unfolding economic and social environment.

2. The Proximity Edge

Like all raw material, ideas must move, grow, and touch many people to have benefits. Traditionally, innovative companies have sought to control these ideas through a process described by Harvard University professor Henry Chesbrough as "closed innovation"—that is, by creating in-house research capability controlled by the company.

Today, American companies and entrepreneurs are abandoning the closed innovation model. The process of change, seeded in globalization and accelerated by information technology, is loosening structures and breaching boundaries. Increasingly, development and growth is taking place not inside the corporation itself but through partnerships, joint ventures, and alliances with institutions in different industries and with different technologies. According to Chesbrough, "Many companies are starting to innovate with the research discoveries of others."

There are many reasons for this. First, the growing mobility of highly experienced, skilled people and the burgeoning number of well-trained university graduates has led knowledge to be diffused well beyond any corporation's walls. Additionally, the growth of venture capitalist firms has produced a wider availability of funding to commercialize research from outside the walls of the great corporate R&D centers, turning start-up companies into formidable competitors. The result is what Chesbrough terms an "open innovation" approach, in which corporations have to be alert to all the research that could affect their company, be it from internal or external sources, and be prepared to turn it into revenue.

For example, Intel Corporation is adopting this new approach, according to Chesbrough. Two years ago, Intel opened "lablets"—small-sized research facilities—adjacent to three top university research centers, instead of next to its own fabrication facilities, as had been the previous practice. Each lablet is led by a university faculty member who is on academic leave and is not a permanent Intel employee. Intel will not own the output of the research, but hopes to benefit instead by being connected more closely to leading academic research and gaining early access to promising new technologies.

This approach applies to all companies, not just high-tech firms. In 1999, packaged goods manufacturer Procter & Gamble (P&G) named a director of external innovation and set the goal of sourcing 50 percent of its innovation from outside the company in five years. The company's rationale is simple—inside P&G are more than 8,600 scientists advancing the industrial knowledge that enables new P&G offerings; outside are 1.5 million. Why try to invent everything internally?

All this means that proximity to knowledge and technical expertise has become more important than ever. Now and in the future, critical factors in business location decisions will be knowledge, relationships, and mindset—especially for those companies competing on the basis of innovation. According to Michael Porter, "The role of location has been long overlooked, despite striking evidence that innovation and competitive success in so many fields are geographically concentrated." Given these facts, innovative companies are likely to be attracted to places that offer critical, not easily replicated ingredients. This stands in stark contrast to companies that compete on cost, which are known to move great distances in search of lower costs, leading them to China and other developing countries. [see Figure 2]

Against this backdrop, cities and regions blessed with a university or college presence start with a distinct economic development advantage in a knowledge economy. But that advantage has to be cultivated and it is essential for civic leaders and higher education officials to grasp and adapt to 21st Century business geography.

Figure 2. When Face-to-Face Is a Location Priority

Age of Product	Examples of Product	Location Priorities	Cost Sensitivity	Examples of Preferred Locations
Young	New media: Internet product development; Web-site development	• Urban lifestyle • High face-to-face interaction • Availability of talent from multiple disciplines: designers, computer technicians, advertising, telecommunications, etc.	Less sensitive to cost	U.S. Silicon Gulch, Silicon Alley
Mature	Small electronic goods manufacture, athletic shoes	• Low cost entry level labor • Low cost space • Affordable low-income housing	Heavy cost sensitivity	Far East, less developed countries

Source: Cohen, N. *Business Location Decision-Making and the Cities: Bringing Companies Back,* April 2000.

3. The Talent Imperative

With "Innovate or Die" as the first rule of the New Economy, the second rule surely is "Have Talent or Die." Skilled people, not computers or raw silicon, are the fundamental source of the innovation that drives the economy. That's why New Economy CEOs are telling state and local leaders to focus less on tax incentives and highway interchanges and more on increasing their human capital.

It is also why Richard Florida tells cities, universities, and corporations to start thinking not just about their business climate, but also about their "people climate." In his book, *The Rise of the Creative Class,* he argues for special attention to the care and feeding of smart young people because, in a world of rapid technological change, a large cohort of young workers can be a significant economic asset.

Florida's talent message is clearly turning heads. All across the country, urban/metropolitan politicians, economic developers and educators are courting their "creative class" professions—musicians, software developers, engineers, artists, architects, entertainers—and shaping strategies to attract more of them.

And yet, most places are not focusing on talent as broadly as they must. Ironically, just as talent rises in importance, the supply of American workers suitable for an intellectually demanding knowledge economy falls. Influential organizations like the

National Governors Association and The Aspen Institute report the seriousness of the talent challenge. For example, one recent analysis from the Aspen Institute reports that:

➢ For 25 years, our growing economy has depended heavily on the dramatic growth of our native-born workforce—but that growth is now over. From now until 2021, there will be no increase in native-born workers in the so-called "prime-age" category of 25-54 year olds. Any growth in the labor force will have to come from older workers and immigrants.

➢ For 20 years, technology and a better-educated workforce have boosted our productivity. But the educational gains are slowing down, just when we need an educated workforce most. Some 21.6 percent of the labor force had a college degree in 1980; by 2000, the figure had risen to more than 30.2 percent. By 2020, though, it may only rise to 33.6 percent.

➢ The gap in earnings between rich and poor workers continues to grow.

Beyond this, a 2003 report from the high-tech industry states, "Americans who think that foreign workers are no match for U.S. workers in knowledge, skills and creativity are mistaken."

All this means that "the people climate" involves more than just finding cafes and nightclubs for young professionals. The growth in the labor force will have to come from older workers and immigrants. So older workers and immigrants must be educated and trained more aggressively than ever before—a job that colleges and universities must take on in any region that hopes to compete economically.

Indeed, every region faces the challenge of developing an appropriate talent strategy. In many regions, a comprehensive strategy will involve: (1) filling the talent pipeline; (2) attracting and retaining talent; (3) promoting career transitions; and (4) tapping specialized talent pools (e.g. health and biomedical cluster). Each region, however, will have to develop its own unique strategy based on particular assets and opportunities, and with its colleges and universities playing a critical role.

4. The Big Regional Sort

The 2000 Census revealed a whole new pattern in metropolitan growth—a brain-driven, winner-take-all pattern in which some regions are big winners and some are big losers. An analysis of these data by the Brookings Institution found that, in terms of college graduates, the rich got richer. Of the country's 100 largest metropolitan areas, the 25

that already had the most college graduates in 1990 got more than their fair share of college graduates—twice as many, in fact—during the 1990s.

Another analysis by the *Austin American-Statesmen*—located in one of the "winner" areas—found that young talent in the country is streaming into 20 "cities of ideas," including Atlanta, Boston, Denver, Minneapolis, San Diego, San Francisco, Washington, Boise, and Raleigh/Durham.

In other words, the new muscle of the U.S. economy—people who make a living with ideas, creating value with new products, services, or just experiences—is converging in a few regions. And this "Big Regional Sort" is different from the Rust Belt decline and Sun Belt growth of the 1970s and 1980s. Rather than being driven by the movement of manufacturing jobs to low-wage areas, this change is being driven by knowledge workers who are, in the words of one observer, "voting with their feet to live in cities where work is smart, the culture is cool and the environment is clean."

Losers in the Big Sort are largely located in the Northeast and Midwest, areas where universities are often strong, well-endowed, and important to local economies. Metropolitan areas in the South and West are gaining 25-to-34-year-old migrants at double the rate of Midwest metropolitan areas and four times the rate of northeastern metropolitan areas, according to Paul Gottlieb, a regional development expert at Case Western Reserve University (Ohio). The biggest losers on the list were Philadelphia, Detroit and Cleveland. At the same time, metropolitan areas in the Northeast have the highest proportions of workers between the ages of 55 and 64. Those nearing retirement age make up at least one in nine workers in metropolitan areas in New York and Pennsylvania, Gottlieb found.

Yet the West and South face their own big challenges in the Big Sort. Rapid population growth, by itself, does not guarantee that a city will experience a relative gain in college graduates. Growing fast does not necessarily mean growing smart. Las Vegas is the fastest-growing metropolitan area in the nation, but it is attracting more high-school dropouts than college graduates. And immigrants are moving beyond the traditional gateway metropolitan areas such as Los Angeles and Miami to service jobs throughout the Sunbelt and nationwide.

As a result, the Big Sort also is forcing a redefinition of the role of colleges and universities. In the losing metropolitan areas, universities have emerged as one of the few—in some cases only—regional asset capable of attracting knowledge workers. They'll also play a significant role in retooling the older workers and new immigrants to participate in the New Economy, a role expected in "winning" regions as well.

5. A New Definition of Success

As The Big Sort continues, many regions are re-examining the definition of success. Las Vegas, for example, would seem to be a big winner in the Big Sort, with population and jobs growing more rapidly there than anywhere else in the nation. As mentioned above, though, the jobs pay low wages and many of the people being drawn to those jobs are poorly educated. So what is the best way to keep score in a fast-moving, globally competitive environment? Is it population growth, or growth of the college-educated population? Is it the number of new jobs, or the wealth created?

Scholars and leading economic development practitioners across the country contend that the creation of wealth should be the goal for companies and communities. Analysts and observers keep score of a company's wealth creation by its profits and productivity gains, and these measures are uniformly understood and used. Not as much certainty and uniformity exist for community goals and measures, because economic development can mean many different things to many different people.
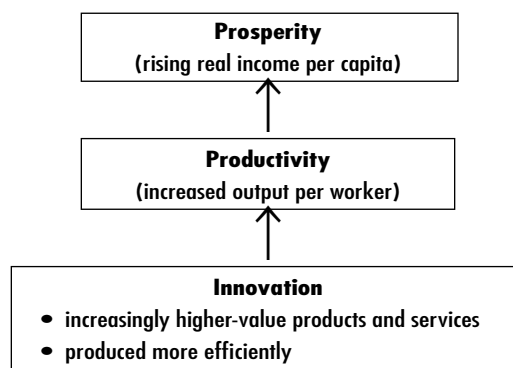
A number of observers, however, including the Milken Institute's Ross DeVol, Silicon Valley expert Doug Henton, and Case Western's Paul Gottlieb make a strong case that per capita income growth is the best proxy for "the local policymaker's true goal, which is to improve the economic welfare of current constituents." Gottlieb in particular has documented that, in Rust Belt communities, it is possible to have "growth without growth"—that is, income gains without population gains.

In a knowledge-based economy, the "success through wealth" approach also forces colleges and universities to play an integral role in the region's economy. Figure 3 depicts the relationships embedded in a "success through wealth" approach.

A region's overall economic prosperity requires an increase in standard of living (rising real income per capita) fueled by steady growth in productivity (output per employee) and innovation. A "competitive" community has the capacity to increase real income by producing increasingly higher-value goods and services that meet the test of world markets.

But what are the factors and policies that will boost per-capita income? Like any area of public policy, the question of economic

Figure 3. The "Success Through Wealth" Approach

Prosperity
(rising real income per capita)

↑

Productivity
(increased output per worker)

↑

Innovation
- increasingly higher-value products and services
- produced more efficiently

Source: Collaborative Economics

development is not just a question of goals. It is also a question of tools and policies. What does it take to raise living standards—to compete on innovation—to make things happen? Recent research offers several answers:

1. **Education Level.** The percentage of college graduates is the single factor with the greatest power to explain differences in per capita income between states.

2. **Science and Technology Activity.** More than 75 percent of personal income growth in states during the 1990s can be tied to increases in technology output.

3. **Export-Oriented Industries.** Typically, industries oriented to national/global markets produce relatively high-value products and services and, therefore, can pay their workers more. Moreover, companies that compete in national and global markets tend to benefit from a "virtuous cycle of competition, innovation, and productivity growth."

4. **Entrepreneurial Initiative.** Entrepreneurial companies generate the vast majority of new jobs and breakthrough innovations in the economy.

5. **Innovation Across Industries and Sectors.** Productivity gains do not depend on what industries a region competes in, but on how it competes. In fact, many of the prime economic opportunities in the years ahead will involve the search for ways to boost productivity and innovation capacity in the service sector—retail businesses, offices, hospitals, and schools—accounting for 80 percent of all economic activity.

6. **Talent Strategy.** Regions that promote talent development across industries are most likely to be economic winners. Despite their considerable advantages, neither large regions nor well-known high tech centers have exclusively cornered the market as "creative class" hubs. All regions have unique talent assets that can contribute to the development of innovative economies and livable communities.

7. **Reduction of Poverty and Inequality.** Even though many of the highest performing regions (Silicon Valley, Austin) have stark two-tier economies, research shows that broad-based well-being of residents and decreased poverty are important for sustained increases in economic growth.

The role of colleges and universities in boosting regional wealth is obvious. These institutions play a central role in increasing the stock of postsecondary-educated persons in a region. Additionally, they are the pipelines for entrepreneurs in a wide variety of fields. Their employees form a key component of the region's talent stock,

and can create areas of excellence within that help differentiate the university and local export-oriented industries from their competitors. Finally, universities and specialized research centers are the driving force behind innovation in nearly every region. Communities that don't have capacity for innovation are forced to compete on cost, ultimately lowering their standard of living.

Beyond that, the most striking observation about the above list is that, in large measure, the ingredients of prosperity are created, not inherited. In other words, highly educated people, great universities, networks for learning, and quality of life are not accidental but the result of combined strategic effort and sustained civic effort—effort that colleges and universities must play a role in helping to bring about.

6. A New Focus on Place-Based Assets

As more and more businesses and workers are adjusting to the reality that the home or business location decision is a real choice, cities and regions that thrive will have to be attractive places for people to live and work. Hence, it is critical to know what's on their "shopping list." When one looks at the Big Sort, it seems that people and businesses are working with a more complex calculation of quality of place than simply good climate, living costs, and basic entertainment. As Figure 4 shows, today's "magnet" locales tend to be places with strong colleges and universities, an atmosphere in which arts and creativity flourish, where unique cultural and recreational opportunities abound, and where entrepreneurial behavior is nurtured.

These assets are not inherited—they're created. While climate, natural resources, and population are important factors, the most significant elements are "built," and can be improved through public policy and other human effort. Colleges and universities are among the most important building blocks of created placed-based assets, helping to create a pool of graduates, research consortia, and unique urban amenities.

It's also worth noting that the new century will be a highly competitive one, especially as regions realize that universities and other place-based assets are "buildable." Accordingly, each region must find the right goal, and then focus on building its place-based assets in pursuit of that goal. Successful regions are choosing to be successful by setting clear goals, mobilizing their resources, and staying on task.

7. The Search for Regional Stewards

Clearly, smart regions are not leaving success to chance. But who takes the lead? Who has the intelligence, imagination, cooperation and commitment to make the best use of the opportunities and challenges before regions?

Figure 4. Quality of Place—Six Defining Characteristics

Today, there is a more complex calculation of quality of place than simply good climate, living costs, and basic entertainment. The new calculation is based on much more—in fact, six factors are "in play" when it comes to defining quality of place—and cities and regions will want to evaluate how their community can match up its assets to these six characteristics and decide which ones are missing and need to be developed. The six characteristics can best be described as follows:

Natural environment counts for a lot. Not surprisingly, if a person can locate anywhere, he or she will go where there's a pleasant climate and beautiful scenery. If a locale is cold and plain, then it had better be smart. As Harvard University economist Edward Glaeser puts it, what's often true for people is true for cities: If you aren't born lucky or popular, be smart and work hard. American cities outside the Sunbelt that have particularly skilled and well-educated populations prosper; they are strong on the other key characteristics. Additionally, cities with educated populations may react more quickly when the economy changes, reinventing those cities.

Places must also have distinctive urban amenities. There is growing evidence that people are drawn to communities that offer particular attributes they desire—a live music scene, perhaps, or a wide range of dining choices. Not all urban amenities, however, act as a magnet for talent. Instead, it's those peculiar attributes that are difficult to duplicate and cater to highly educated people that are emerging as real competitive features for locales.

Lifestyle choices matter in the talent war. In striving to become rich in talent, a locale is smart to offer something for everyone. Specifically, cities/regions should pay close attention to the diverse lifestyle preferences of three highly mobile talent groups:
- **Young talent:** skilled knowledge-industry professionals, scientists, and engineers in their 20s and 30s who want to live in exciting places.
- **Baby Boomers:** managers and professionals in their 40s and 50s who are now "empty nesters" and contemplating "active retirement" and may look for places where they can easily go back to school or start new businesses.
- **Immigrants:** highly skilled, entrepreneurial immigrants are moving to places that have open, tolerant social structures, a range of community choices, and dynamic, fast-growing economies.

Being a smart, innovative place matters. "Smart people like to be with other smart people," observes Harvard University scholar Juan Enriquez. Snobbery doesn't fuel this drive for clustering, he says, so much as awareness that learning and the most rapid advances tend to take place through face-to-face interaction and information exchange. Sharing knowledge, skills and experience is simply easier when people and businesses are in close proximity to each other. Institutions like universities, design schools, and specialized research centers are also "smart" attributes that draw top talent and industries to a given location.

It's not just about physical attributes. Intangibles such as "hipness," tolerance, and entrepreneurial culture are part of the calculation. Richard Florida believes people look for the same things in a city that they look for in a company: energy, amenities, inclusiveness, and sense of fun. Talented and creative people want to be where the action is and where the interaction is. That is where they find unique life experiences—and that is where their ideas stand the best chance of coming to fruition.

Speed is a vital amenity. Evidence increasingly suggests that the ease with which individuals can move around a region and get things done looms large in a place's attractiveness. As time becomes more valuable, those individuals who can locate anywhere will particularly avoid areas where movement is too difficult, too time consuming, and hence too expensive. To attract talent, then, places will need effective transportation options, efficient government regulatory processes, and speedy innovation processes.

Source: Waits, M.J., *Which Way Scottsdale?*

Corporate CEOs are much less likely to play this role today than in the past. Leaders of most large corporations have fewer roots in a single region and make less time for regional civic affairs. Executives of fast-growing companies are often a challenge to identify and tap for leadership positions. New immigrants and young professionals may not yet be plugged in to regional networks and issues. Local elected leaders often find themselves at odds. This "anonymity of leadership" makes it difficult to develop coalitions for significant and lasting regional change.

Regional leaders who do care are often stuck in fragmented, disconnected, and uninspired approaches. Leaders who work on single issues or causes—tax cuts, football stadiums, urban growth, and transportation—and ignore related problems simply won't get the job done. The same applies for leaders who do not know what other leaders are doing, and have a hard time linking their efforts. The building of knowledge assets—exceptional workers, research consortia, strong networks—requires focused and coordinated approaches.

What's the solution? "Find your stewards of place," counsels Doug Henton, president of Collaborative Economics and a member of the Alliance for Regional Stewardship. Every flourishing place has people who act as its stewards. These individuals are committed to and actively work for the long-term economic and social success of their locale—advocating for it, nurturing it, seeking to solve its problems and improve its prospects.

As Figure 5 shows, stewards—derived from the word stewardship, which refers to "the careful and responsible management of something entrusted to one's care"—are leaders who cross boundaries, take an integrated approach, and build coalitions for action. They are leaders who are committed to the long-term well-being of places and have a 360-degree vision, recognizing the interdependencies between the economy, environment and social equity.

Regional stewards operate at the intersection of four key "conversations," not at the edges, as illustrated by Figure 6.

As regions begin their search for stewards of place, public colleges and universities are likely to come to mind. These institutions are deeply imbued with a sense of place, as their names and statutory missions prominently reference specific geographic areas and their students are drawn largely from those areas. Perhaps most importantly, their physical infrastructure commits them to place.

That makes them logical anchors for the types of strategic and sustained civic efforts required to build key place-based assets. They are logical anchors to help resolve

Figure 5. From Traditional Leadership to Regional Stewardship

Traditional Leadership	Regional Stewardship
One jurisdiction One organization	Crosses jurisdictions and organizations
Specific problem or goal	Integrated vision/goals for the region
Leverages his or her networks	Brings diverse networks together
Commitment to an issue/cause	Commitment to place

complex environmental, social, and economic issues facing regions today. In other words, colleges and universities are in a position to bring together four agendas that regions usually pursue separately—innovative economy, livable community, social inclusion, and collaborative governance.

Redefining the University Model for Regional Stewardship

In the Agricultural Age, colleges and universities studied and promoted innovations that increased crop yield. In the Industrial Age, colleges and universities played a similar, pivotal role, developing and disseminating ideas about management science that increased productivity and profitability. In an age where the economy is driven by ideas, more is required from colleges and universities than merely creating and disseminating the ideas. Such an economy requires academic institutions to redefine the university model so that they are permanently engaged as a full partner in the viability and vitality of the regions to which they are connected.

This involves a fundamental shift in thinking regarding the role colleges and universities play. It will require what amounts to a third wave of transformation in higher education—essentially, a New American University Version 3.0.

The first wave focused on "running higher education more like a business." These were the sorts of organizational "tune-ups" that

Figure 6. Framework for Regional Stewardship
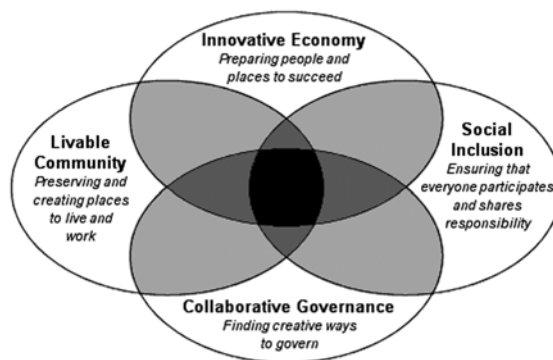
Source: Alliance for Regional Stewardship

gained momentum from the movements in the early 1990s to reinvent government and reengineer business. That was New American University Version 1.0. But Version 1.0 centered around internal operations rather than external relationships.

The second big wave, New American University Version 2.0, started in the late 1990s, when higher education "engaged" in regional and state economic development efforts, producing partnerships between universities and businesses. For many institutions, the second wave marked only the basic recognition of the need to engage, rather than the policies and practices required for deep, sustained engagement. As noted above, universities are—and must be recognized as—embedded institutions in the region, intertwined with the prosperity and the fate of that region.

New American University Version 3.0 arises in response to a world that is deeply interested in organizations and people that can spark innovation, facilitate learning, and sustain success. It requires colleges and universities to assume more responsibility for the economic, social, and cultural health of their communities. It draws on the changes of Versions 1.0 and 2.0 and pushes them to a new level in a regional environment. Version 3.0 requires that universities take the three traditional pillars of the university mission—teaching, research, and service—and turn them on their collective head. Instead of being about *teaching*, universities must be about *learning*. Instead of focusing on *research*, universities must focus on *innovation*. And instead of *serving*, a university must be an institution focused on *shared leadership*. Each of the three affects and is dependent upon the other two, as shown in Figure 7.

From teaching to learning. Learning is a critical pillar because it properly conveys the message that the acquisition, creation, and application of knowledge are increasingly viewed as central to our health, happiness, and prosperity as a society.

➢ It speaks to elevating the overall role of learning in society and the need to commit to lifelong learning, or the never-ending quest for knowledge. As writer Alvin Toffler points out, "The illiterate of the 21st Century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn."

➢ It recognizes that many highly educated adults will be

Figure 7. Universities in the Knowledge Economy
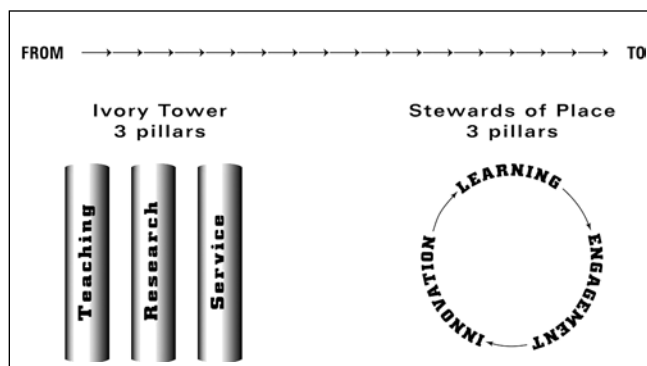
returning to universities and that the new dynamic will be collective learning among faculty and students, rather than faculty teaching students.

➤ It recognizes that students need to learn academic content through real-world examples, applications and experiences, both inside and outside the classroom environment.

➤ Perhaps most importantly, it establishes a different measure of success. Academic quality is measured by the education that graduates have received, rather than the academic credentials of incoming freshmen class.

From research to innovation. This shift recognizes that innovation is key to economic growth and prosperity, and positions colleges and universities "in-play" as a region's chief source of expertise, diversity and interaction—the three key ingredients of innovation.

➤ It recognizes that innovation means something quite different from research *per se,* or even creativity. Although research and creativity (the generation of ideas) are important, they are not the same as innovation (the application of new ideas). Creative ideas that are not used do not contribute to economic prosperity. They may be valuable to the culture or society, but the process of turning ideas into new industries and modernizing old industries is a different and complex process. Simply put, innovation includes entrepreneurship as an integral component.

➤ Despite the popular image of the inventor as lone agent or researcher, innovation is a deeply collaborative process. Thus, this new pillar signals that academics and business and community leaders must spend more time together, with talented faculty, staff, and students moving out of the university and into the community, or vice versa. The terms of the emerging global economy make it clear that business success derives heavily from cross-sector linkages. As such, universities need to be places where linkages can be forged and facilitated. As one expert notes, universities—and communities—will thrive as economic centers to the extent that businesses and the people in them can learn more and develop better by being there, in communication with one another, than somewhere else.

➤ Because diversity and interaction are pillars of innovation, this new pillar encourages teaching and research that are interdisciplinary and multidisciplinary. It is no longer sufficient to neatly categorize knowledge into discipline-based academic departments.

From service to shared leadership. This pillar shift recognizes that in the past, engagement has been hampered by the traditional "walls" that separate universities and communities. In the traditional university model, knowledge and resources are held tightly within institutions. In the new model, ideas and resources flow more freely and in both directions between universities and communities.
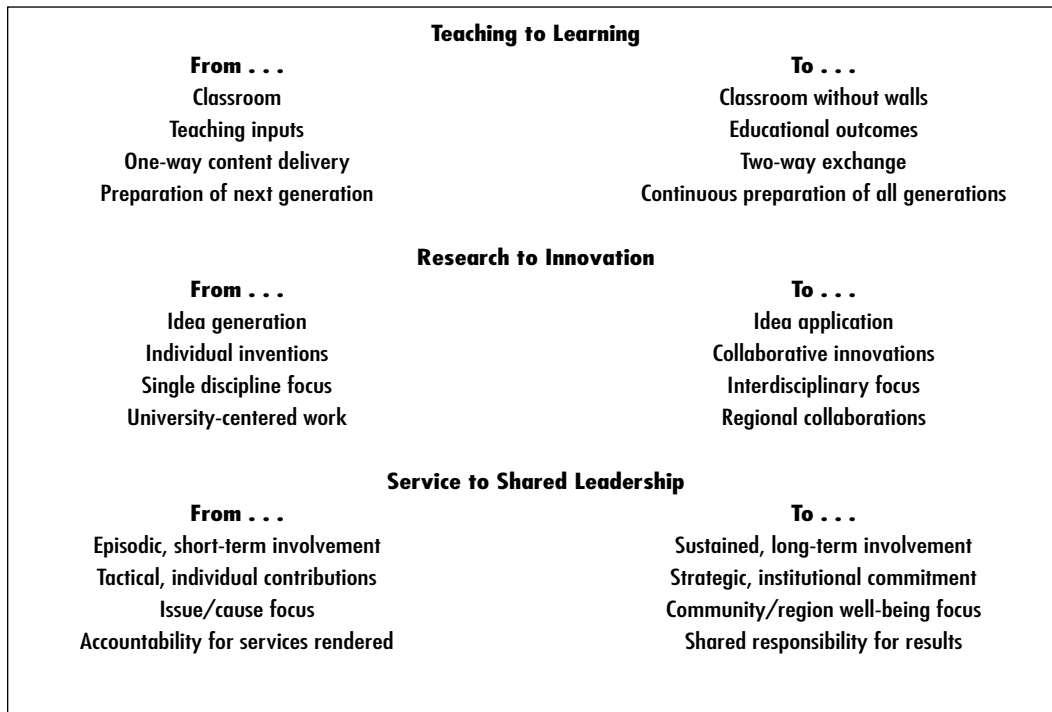
➤ This pillar signals that institutions do not engage in occasional community service, but rather make a sustained commitment to the economic, social, and cultural vitality of its communities and regions through collaborative leadership on key issues. It also signals a focus on place, which means that the university will learn from local expertise and consider the local relevance of its research, programs, and partnerships.

➤ It establishes that the institution has capital of all kinds—human, intellectual, financial, and social—to lead regional transformations. Human capital provides for both the workforce and the entrepreneurs. Intellectual capital contributes the ideas, inventions, technologies, and know-how. Financial capital includes funds for research and knowledge transfer, as well as the money for the support services necessary for businesses to thrive. Social capital arises from networks of human and organizational interaction that are found in all dynamic, entrepreneurial communities.

This is not just a matter of semantics, as some may contend, because beneath the three terms—learning, innovation, and shared leadership—lie some of the most significant changes in the history of American higher education. New pillars can signal to outsiders—companies, citizens, political leaders—that the university is current, connected, and striving to be relevant. New pillars can also signal to faculty and administrators what is important. In this world, questions related to the health and welfare of place are no longer "bolt-on" features of the enterprise—they are central to the enterprise and embrace all major facets of university life, as Figure 8 indicates.

As part of his plan to refocus Arizona State University, Michael Crow has created two new President's Medals—The President's Award for Innovation and the President's Medal for Social Embeddedness. The latter award recognizes departmental, interdepartmental, or multi-disciplinary teams that have identified community issues and needs and then formed partnerships with the community to develop solutions.

Crow and other university presidents, such as Eugene Trani of Virginia Commonwealth University, are confident that a new "gold standard" lies ahead for American higher education institutions. For Crow, the new standard will be university responsiveness to community needs. For his part, Trani sees the list of the nation's top universities changing profoundly based on three issues: (1) location—smart universities will shape

Figure 8. Shifting Higher Education's "Pillars"

Teaching to Learning

From . . .	To . . .
Classroom	Classroom without walls
Teaching inputs	Educational outcomes
One-way content delivery	Two-way exchange
Preparation of next generation	Continuous preparation of all generations

Research to Innovation

From . . .	To . . .
Idea generation	Idea application
Individual inventions	Collaborative innovations
Single discipline focus	Interdisciplinary focus
University-centered work	Regional collaborations

Service to Shared Leadership

From . . .	To . . .
Episodic, short-term involvement	Sustained, long-term involvement
Tactical, individual contributions	Strategic, institutional commitment
Issue/cause focus	Community/region well-being focus
Accountability for services rendered	Shared responsibility for results

Source: Collaborative Economics

their campuses and surrounding communities to be attractive to students and faculty; (2) imaginative programming—smart universities will offer students and faculty a wide range of hands-on experience and cross-disciplinary opportunities; and (3) collaboration—smart universities will carry learning and research outside the classroom and into businesses, local arts and cultural venues, and public schools.

These two presidents, and others, are shifting the focus from what states should do for their campuses to what campuses should do for their students and their regions.

Conclusion

There is a giant knocking sound at the university door, to paraphrase Ross Perot. It comes from the seven forces described in this report. These forces can seem daunting at first, because they require universities to rethink their role in our economy and our society, and because they will create a new set of expectations that might seem hard to meet. But they also present great opportunities for universities. Regions need their colleges and universities more than ever before. They need these institutions to be

deeply engaged, to recognize they are permanently embedded in the life and success of the region. If colleges and universities can respond to the "Big 7" forces and reinvent themselves around the concepts of learning, innovation, and engagement, they will gain new respect and cash in on new opportunities. They will thrive together with their regions in the 21st Century.

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Regional Stewardship Audit

Getting Started—The Stewardship Audit

For many (if not most) campuses and their regional and state partners, seeing the big picture and overall goals is the easy part; plotting a course to get there is considerably more difficult. The audit tool that follows has been designed to jump start that process. The audit provides an opportunity for stakeholders to carefully examine the region, the university and the intersection between the two. The resulting information forms a baseline for assessing strengths and weaknesses, opportunities and risks related to regional stewardship. For example, how is the region defined? What are the university's current and potential contributions as a regional steward? What are the institutional and state policy environments surrounding stewardship efforts?

Answers to these and other questions lead to the development of a regional stewardship profile, a summary of "what is" in terms of the university-region connection. From such a profile will flow a regional stewardship roadmap, a concrete outline of where regional partners want and/or need to focus their energies to promote long-term viability and vitality. In essence, the audit and its resulting products (the profile and roadmap) offer the means for universities and regions to "look in the mirror" and identify what in their relationship is good, what needs work, where that work might begin, and how to gauge success.

At first glance, the audit framework may look daunting, requiring information that is not readily available and/or assessments that are difficult to make. It is important to note at the outset that no university-region partnership is expected to have all of the pieces neatly in place. At the same time, the better and more complete the information provided through the audit process, the better the ultimate stewardship roadmap. It is also essential for partnerships to keep in mind that the goal is a concrete, substantive plan for deepening relationships and tackling key issues, so careful attention to recurring themes and "soft spots" in the data will help greatly in honing the focus of the plan. Finally, and perhaps most importantly, the audit is a framework, and an experimental one at that. Campus-region collaborations should not be afraid to customize it to reflect their particular needs and interests.

A Four-Step Process

The process used by Making Place Matter to bring universities and regions more significantly and systematically into stewardship conversations and initiatives entails four discrete steps. Before progressing to the next step of the process, it is important to have significant consensus and clear understanding among all stakeholders. It also must be noted that the process starts with the region, reiterating that university transformation is not the starting point of enhanced regional stewardship, but one of its desired outcomes.

Step 1: Establish Regional Context
The first step sounds deceptively simple and straightforward, but involves more than a recitation of facts and figures, leadership maps, or a list of regional problems. Establishing regional context entails bringing together data/information, stakeholders, and conversations from a wide range of sources and constituencies to create a succinct, compelling snapshot of where the region is—and where it is headed—in key respects. It also means prioritizing regional viability/vitality issues with an eye to the future, and determining where crucial "leverage points" exist with respect to these issues.

Desired endpoint:
At the conclusion of this step, campus and regional stakeholders should be able to briefly express: (a) the essential characteristics of the region; (b) significant trends/projections affecting the region's future; (c) top stewardship priorities (that should be related to the trends/projections); and (d) primary existing/potential resources ("leverage points") for addressing the top priorities.

Breaking it down:
➢ **Identify the region, paying particular attention to how the region relates to trends outlined in the project monograph** (i.e. cultivation of talent, focus on place-based assets, position in The Big Sort, presence of regional stewards). In other words, what does your region look like and how well does that jibe with prevailing economic and demographic trends?

➢ **Identify and order stewardship priorities for the region.** This is most productively done using the four "conversations" of regional stewardship outlined in the monograph. It is important to note that a region's identified priorities will likely lie at the intersection of two (or more) of these conversations. At this point, it is also extremely important for the enunciated priorities to be specific enough to be manageable, but broad enough for them to significantly affect the direction of the region. Finally, stakeholders should understand that priorities that do not reach the top are not "left

behind"—this process should be seen as establishing a model for tackling those priorities (perhaps with a different set of stakeholders) down the road.

➢ **Identify primary regional resources and capacity, focusing on top stewardship priorities**. Within the key stewardship areas identified by stakeholders, where is the critical mass of resources (inputs such as people, funding, technology, legitimacy/authority) and capacity concentrated? Are individuals/groups contributing resources and capacity currently a part of this process?

Results of the work in this step will form the foundation of a grid that will graphically represent the process, as seen here:

Stewardship Priority #1
- Stewardship Conversations Involved (innovative economy, livable community, collaborative governance, social inclusion)
- Relationship to Key Regional Trends/Directions
- Regional Resources/Inputs

Step 2: Assess University-System-State Stewardship Resources and Capacity

Once the region's primary characteristics and stewardship priorities have been framed, the next step is to move critical focus to the university and its fiscal/regulatory partners (system and state) and their interplay with top regional stewardship priorities. Specifically, this assessment focuses on the resources and capacity that the institution currently brings to bear on the priority areas identified in Step 1, as well as the depth and frequency of university involvement in those areas. This examination should be applied to several core functions of the university, including: mission/vision/planning, incentives/ rewards, learning environment, research/innovation, and community leadership/activity.

Equally as important, this assessment also should include a critical look at the policy and practice environments established by the institution, system, and state that affect interactions with regional stakeholders and partners.

Desired endpoint:
At the conclusion of this step, the university and its partners (regional as well as system/ state) should have a concise working summary of the campus's strong points and "soft spots" in the relationship between their core activities and top regional stewardship priorities.

Breaking it down:

➢ **Identify university resources and capacity currently applied to top stewardship priorities.** In other words, where is the university "plugging in" or not "plugging in" to critical regional challenges and opportunities through its core activities? Where the campus is "plugging in," how significant and/or sustained is its connection to these priorities? Focusing on these questions should yield a clear sense of where campus leverage is being concentrated, as well as where it is conspicuously absent.

➢ **Assess the policy/practice environments (campus-system-state) surrounding the institution's regional application of resources and capacity.** This involves taking a careful look at the rules, regulations, funding mechanisms, and ways of doing business that can significantly help or hinder a more intentional, ongoing university involvement in key stewardship priorities. Significant items that surface through this process should be woven into the assessment of current resources and capacity. The following sets of questions may be helpful in gauging the policy/practice environment:

For Institutions:

Orientation — What role does regional stewardship play in the institution's articulation of its mission? Does the institution provide a stewardship framework for the campus community?

Planning/Evaluation — What role does the region play in institutional roadmaps, goals, and objectives? Do place-related goals and objectives reach across the campus?

Resource Allocation — How much does the institution allocate (physical, human, financial) to regional stewardship? How flexible, partnership-friendly are resource allocation policies?

External Relations — Does the institution maintain regular, ongoing contact with its regional stakeholders? Is the institution approachable from a regional standpoint?

For Systems/States:

Public Agenda — Is there a public acknowledgement of the value/priority of regional stewardship among policymakers?

Finance — Do resource allocation structures and mechanisms largely emphasize or ignore regional stewardship priorities?

State Government Relationships — Does communication with state leaders occur in a one-dimensional, "stovepipe" fashion, or is it broad and coordinated?

Regulation — Do regulatory structures and policies largely promote or frustrate the formation and maintenance of regional partnerships?

Accountability — Do measurement and reporting systems adequately reflect stewardship activities, or reflect them at all?

Adding this step to the grid will result in the following:

Institution → Region ↓	Mission/ Planning/ Vision	Incentives/ Rewards	Learning Environment	Research/ Innovation	Community Leadership/ Activity
Stewardship Priority #1 • Conversations Involved • Relationship to Key Regional Directions • Regional Resources/ Inputs	Current R/C/E	Current R/C/E	Current R/C/E	Current R/C/E	Current R/C/E

Note: R/C/E = Resources/Capacity/Environment

Step 3: Develop Goals and Success Measures

Building on the work of Step 2, this part of the process involves the identification of prime areas for strengthening and sustaining university participation in stewardship priority areas, and the development of indicators that measure both the advancement of regional priorities and the contributions of the campus to that advancement. In other words, it moves the conversation from "what is" to "what is desired" and requires yardsticks for measuring that movement. The benchmarks set here will form the basis for subsequent assessments of progress made and lingering obstacles for regions and their university partners.

Desired endpoints:

At the conclusion of this step, regional and university stakeholders should have a clear summary of focus areas for broadening and sustaining the institution's contributions to top stewardship priorities, including required changes in environmental factors. Additionally, specific, relevant, and measurable success indicators should be adopted for each focus area.

Breaking it down:

➢ **Identify target areas for institutionalization of top stewardship priorities.** A candid assessment of where the university is (or is not) in terms of regional priorities should point the way toward places where more significant and sustained university activity is needed and desired. It is important to note that this may include overcoming barriers or capitalizing on opportunities in the policy and practice environments. As with

regional stewardship challenges and opportunities, some measure of prioritization will be in order. This should be done with an eye toward the most pressing steward-ship priorities and aspects of those priorities that the university is uniquely situated to address.

➢ **Establish success measures for the selected focus areas.** Institutionalization of re-gional stewardship priorities depends in large measure on the ability to demonstrate positive outcomes or return on investment. Success in terms of regional outcomes could be measured in terms of products and services (e.g. increase in affordable housing stock) and/or social outcomes (e.g. reduction in crime/homelessness rates). Success from a university standpoint could be measured in terms of products (e.g. patents issued from local applied research collaborations, community members served through a joint housing initiative) or processes (e.g. percentage of students and faculty actively/regularly participating in curricular/co-curricular projects related to regional priorities).

Adding goals and success measures rounds out the grid for the stewardship audit that follows:

Institution → Region ↓	Mission/ Planning/Vision		Incentives/ Rewards		Learning Environment		Research/ Innovation		Community Leadership/Activity	
Regional Stewardship Priority #1 • Conversations Relative to Directions • Relationship to Key Regional Directions • Regional Resources/Inputs	Current R/C/E	Desired R/C/E	Current R/C/E	Desired R/C/E	Current R/C/E	Desired R/C/E	Current R/C/E	Desired R/C/E	Current R/C/E	Desired R/C/E

Note: R/C/E = Resources/Capacity/Environment

Step 4: Develop a Stewardship Roadmap

The final step in the process focuses on the mechanics of getting from "what is" to "what is desired." Specifically, university and regional stakeholders are asked to identify specific actions, actors, and timetables for meeting success targets in the priority areas. The "roadmap" that results will answer the questions of how do we get from here to there, involving whom, and by when?

Desired endpoint:
At the conclusion of this phase, the stakeholder group (including regional, institutional, system/state stakeholders) should have a concrete, specific plan ("the roadmap") that covenants each to actions toward the identified goals and success measures. This plan will be used as a baseline for follow-up.

What Next?

While identifying regional stewardship priorities, institutional capacity for helping to address those priorities, and plotting strategy for bringing the two pieces together are in and of themselves daunting tasks, they represent merely the beginning of what hopefully will become a new way of looking at the world and doing business. To be truly useful, the insights gained through this process must be translated into action, steps great and small that will bring colleges and universities into closer, more integrated relationships with their surrounding regions. That is why regional stewardship must be seen as an orientation, not as an activity or stand-alone project.

Universities and regions are not alone in these efforts, however. The emergence of the regional stewardship movement and the increased focus on stewardship of place among institutions and states are creating a growing cadre of mentors to help aspiring campuses and regions navigate what for many leaders is *terra incognita*. The groups that support universities and their local partners—including those leading this project— play an important role in connecting mentors and protégés and providing resources to both.

The tools offered here represent just one approach to addressing the world that is rapidly changing around public higher education. Whatever approach campuses employ to connect with that world, its governing principle must be relevance to the publics they serve. Failing that will leave the future of the "public's universities" very much in doubt.

Postscript—Four institutions/regions selected as demonstration sites for the project (California State University, Fresno; the University of Northern Iowa; Northern Kentucky University; and the University of North Carolina at Pembroke) used and adapted this core process to identify regional priorities and institutional opportunities and challenges in engaging those priorities. Each site ultimately developed a roadmap rooted in the process but reflective of work already underway and other local realities. These roadmaps are outlined in the case studies that follow.

Demonstration Site Summary

Overview

In 2002, the National Center for Higher Education Management Systems (NCHEMS) conducted an analysis of public engagement at state colleges and universities that confirmed the sense of many observers. It concluded that while most institutions are substantively involved in the challenges and opportunities of the places where they are located, they lack the tools to do this in a more permanent, cohesive fashion. Making Place Matter took this diagnosis and attempted to work with four very different universities—California State University, Fresno; Northern Kentucky University; the University of North Carolina at Pembroke; and the University of Northern Iowa—and their regional stakeholders to identify levers for more sustained, comprehensive involvement in the four conversations of regional stewardship (innovative economy, livable community, social inclusion, collaborative governance).

Consistent with their differences in mission, governance/structure, and regional agendas, the four campuses took slightly different paths during their year-long exploration of issues, culminating in the development of stewardship "roadmaps." Some focused more on issues pertaining to the university and its role in regional issues, while others gravitated toward the regional challenges or the involvement of the university in those particular challenges. Though the four started the Making Place Matter process in the same way, their endpoints look substantially different, some with specific outcomes and supporting actions, with others still very much under development.

For all of their differences, though, these four sites exhibited a significant degree of similarity in the substance and tenor of their discussions, both with respect to regional priorities for university engagement and campus-level issues for building and expanding stewardship capacity. At the regional level, responding to the demands of the New Economy dominated conversations, as did strengthening the educational pipeline and improving inter-organizational and inter-jurisdictional communication and capacity to deal with existing and emerging challenges. In the institutional arena, faculty roles/expectations/rewards pertaining to stewardship topped the agenda, followed closely by communication/access to information (both inside and outside the institution), infrastructure and resources, and expanding participation in stewardship efforts (among students, faculty, staff, and alumni).

In sum, the work of the demonstration sites in this project points to a core set of regional conversations that colleges and universities need to assess relative to their existing engagement and outreach efforts. Put another way, what—and how—are institutions doing on the things that matter most to their places? At the same time, the process brought to light (or underscored) a number of issues in institutional policy and practice that bear frank and critical analysis. What are the university's assets relative to regional stewardship, and how can they be leveraged? What roadblocks exist to stronger regional partnerships, and how can they be minimized or eliminated?

Pieces of unfinished business also remain. The role of public policy (system, state, and federal), actively pursued by one of the demonstration sites, continues to exist at the margins of stewardship conversations on too many campuses. Development of adequate metrics on the impact and added value of stewardship activity also must be stepped up, actively supported by states as part of their accountability/performance measurement systems. Prospective partners in stewardship initiatives—especially students, staff, and alumni—need to be brought more fully into conversations about regional priorities and collaborations. These and other issues provide a jumping off point for another generation of regional stewards, both on and off the campus.

Observations

1. **Stewardship needs to be defined and positioned as a common thread to be woven through teaching, research, and service, not as an add-on or competitive activity.** Dialogue at the demonstration sites revealed a current of thought that equates stewardship with the "service" leg of the "teaching-research-service" triad, when stewardship is—and must be—broader than that. Changing this mindset can be addressed in part through a clear definition of terms—what does stewardship mean at a particular university and how is that definition applied? Another part of the shift lies in the policy domain—how to configure faculty/staff workload so that external linkages are done in prime time, rather than spare time? Still another part emanates from the world of practice—how to foster a scholarship of engagement such that external collaboration is not a one-way ticket off the tenure track? Opportunities for leverage exist—there is a building body of knowledge regarding the academic dimension of stewardship, a generational shift in the faculty brings new worldviews and expectations, and new approaches to measuring and categorizing stewardship are under development.

2. **Stewardship requires an institutional "front door" backed by strong and functioning networks.** Regional stakeholders made it clear throughout this process that partnerships with the university, once formed, are positive, but connecting with resources can be difficult, if not exasperating. Similarly, on-campus stakeholders complained of inadequate communication and coordination inside and outside the campus. All four of the demonstration sites identified and explored the need for an interface that can serve as an access point, translator, networker, but continue to grapple with how to establish and maintain such a function without creating another bureaucracy. However executed, this function must look and operate like a hub, rather than another stovepipe.

3. **Stewardship initiatives must reach beyond the faculty.** Conversations at several sites touched on the need to incorporate groups such as students, staff, and alumni more fully into regional efforts, but stakeholder groups at those sites frequently did not have these viewpoints at the table. Because these constituencies are an integral part of the university and are often involved in community activities and organizations, it makes sense to reach out to them as a vital stewardship asset. Faculty members are essential to advancing the university as a regional steward, but they are not the whole picture.

4. **University initiatives in regional stewardship cannot be run entirely on "soft" money.** While government, philanthropic, and corporate grants are a crucial part of addressing local opportunities and challenges, some modicum of consistency and stability of resources is needed for sustained focus. Because stewardship is integral to teaching, research, and service and not an add-on to it, funding streams should better reflect that reality. Universities, working with system and state leaders, need to explore ways to develop some level of permanent/ongoing fund source (at least for planning/seed grants) to promote a more long-term view. [see Northern Kentucky University case study—Regional Stewardship Trust Fund]

5. **Strong and sustained university activity in regional stewardship requires supportive public policy.** University systems, states, and even the federal government can play a pivotal role in securing resources and cutting through red tape to facilitate stronger local partnerships, but only if they are included in conversations about priorities and plans. While all of the demonstration sites acknowledged the role of policy and policymakers in their regional stewardship objectives, only one is actively pursuing a state policy initiative to aid its work. This can and must be a more prominent part of universities' stewardship roadmaps. Additionally, public policy discussions surrounding regional stewardship must be conducted with the understanding that

this work should be seen as complementing state and national research priorities, rather than competing with them.

6. **Continued support for stewardship initiatives requires success, and success requires measurement.** If public engagement and regional stewardship are to be viable competitors for sustained political and financial report, then the ability to communicate value-added or return on investment will be vital. Developing clear and specific goals and outcomes for some of this work is not easy, as demonstrated by the difficulty experienced at all four demonstration sites. It is necessary, though, and can be greatly aided by the existence of an articulated public agenda at the state level (e.g. Kentucky).

Lessons Learned

As with any experimental effort, Making Place Matter encountered some unanticipated opportunities and stumbling blocks, all of which contribute to a set of "lessons learned" that can be helpful to other institutions and regions as they undertake their own initiatives to boost their commitment to stewardship.

1. **Don't skimp on establishing context and defining terms.** At some sites, the process was well underway when participants asked "How are we defining stewardship? Is that the same as public engagement? How do we apply that definition across disciplines?" More time spent on this at the outset may have helped to clarify where the campus is—and is not—in contributing to regional priorities.

   Moreover, those convening campus-region conversations must be very sensitive to biases, fears, and suspicions that participants bring to any change-oriented discussion. Leaders and facilitators of these conversations must be clear at the outset about what the process will and will not entail. Any confusion or lingering suspicion among university or regional stakeholders can cripple an initiative. Similarly, those guiding the process should take care to recognize and celebrate that which is already working in campus-community collaboration, as this helps to build confidence and interest in tackling less-developed areas. Finally, leaders and guides must be prepared to periodically review and revisit emerging definitions, both to reinforce for those steeped in old models and mindsets and to contextualize for new participants.

2. **Create a place for in-depth exploration of university-specific issues identified through the process.** At times, conversations about institutional policies, practices,

and infrastructure became somewhat dense, taxing the patience of participants from outside academe. As one regional leader put it, "I don't care how you build a front door to the university, but please build one soon!" A broad stakeholder group encompassing state/system, regional, and campus participants can be helpful in flagging issues for further discussion; subgroups can then be formed to research, discuss, and assess those issues and report back to the full group. Otherwise, stakeholder attrition (particularly among off-campus groups) can become a problem.

3. **Plan for and observe short-term "wins" during the process.** Stakeholders of all stripes need to feel that progress is being made, that something is being produced that will bring them back to the table multiple times (for hours or days at a time). Some sites encountered stakeholder frustration and fatigue near the mid-point of the process, indicating the need to mark milestones or breakthroughs in the conversation.

4. **Encourage the development of a network beyond the stakeholder group.** For nearly every site, keeping the core stakeholder group to a manageable size presented a challenge, because individuals and organizations wanted to have their voices heard and interests represented. In order to promote a manageable conversation and maximum buy-in from campus and regional interests, the process should be structured such that those not able to be included in the core group are part of working groups that feed into and interact with the work of the core group. The ripple effect in water provides a useful metaphor—a relatively tight core that extends outward in concentric circles.

Next Steps

As the discussion above indicates, the movement to boost regional stewardship among public colleges and universities is making headway, but must address some key priorities if it is to maintain forward motion. These priorities flow directly from the demonstration site conversations.

1. **Raise policymaker awareness.** Using Making Place Matter or a similar process, university and regional leaders need to summarize their priorities/plans/needs and compare them with state/system agendas and federal programs, engaging policymakers and staff on areas of overlap. Developing and using key indicators of stewardship will be extremely helpful to these conversations.

2. **Continue—and bolster—development of a scholarship of engagement at the national level.** Many faculty members are hungry for tools that can help them connect their syllabi and research agendas with regional priorities, so that stewardship complements these responsibilities instead of competing with them. The growing body of work in this area needs to be carried to a broader audience, aided by stronger campus-level entities devoted to faculty development.

3. **Form mentor/peer networks to share insights and tools.** The degree of similarity among demonstration sites in terms of opportunities and challenges strongly suggests that many other universities and their regional partners could tap into the expertise developed through this experience. National organizations such as AASCU and the Alliance for Regional Stewardship can play an important role in building and supporting such a network.

CASE STUDY # California State University, Fresno

Overview

California's San Joaquin Valley is a region of extremes, at once endowed with some of the most fertile agricultural land on earth and beset with some of the most serious human capital and environmental challenges in the nation. This dichotomy offers a wide array of stewardship opportunities for an institution like California State University, Fresno. The university's involvement in key issues facing the region has blossomed in recent years, spurred by commitments through strategic planning and active participation in multi-sector initiatives. Much of the campus's engagement occurs through special purpose centers and institutes attached to the university, tackling everything from literacy to water quality. Taken together, these efforts have made important contributions to the economy and quality of life in the area and have earned the university a reputation as a valued partner.

Insights and Innovations

Leverage agenda-setting opportunities, such as revision of the university strategic plan or the creation and launch of a capital campaign to emphasize regional stewardship commitments. [page 39]

Assess the role/function of university-related centers and institutes in addressing regional priorities, individually and collectively. [page 44]

This blossoming now presents a dual-headed challenge for the university and its partners, one of focus and sustainability. How can issues and initiatives be prioritized and linked to maximize collaboration and reduce competition and collision? Perhaps more importantly, what can and must be done to ensure a continuous and consistent presence on core priorities? Put another way, California State University, Fresno presents a case of an institution and its stakeholders actively engaged in all of the primary dimensions of regional stewardship, but in a somewhat isolated, atomistic fashion. The project team at this site approached the Making Place Matter process seeking a "big picture" to help organize, coordinate, and sort a strong body of work already underway. Solid progress has been made in that direction, with opportunities for additional strides on the horizon.

The stakeholder group at this site began the process with a focus in two primary dimensions—regional priorities and university-wide issues related to the promotion of regional stewardship. Six priority clusters emerged at the regional level (economic innovation, environmental stewardship, human capital/literacy, collaborative governance,

arts and humanities, and health/human services). Additionally, the group settled on seven areas to be addressed regarding the university's stewardship orientation (marketing/communications, faculty development, regional access, student/alumni cultivation, internal coordination/collaboration, infrastructure, and advocacy). As the process unfolded, the university issues increasingly dominated the conversation. This can be traced to two factors: (a) greater participation of university personnel in the process and (b) sentiment expressed by regional stakeholders that while the university works well with external partners, better internal coordination is a necessary first step.

Key Lessons

The series of four stakeholder meetings and numerous subgroup meetings yielded a number of practical lessons regarding the process and product of regional stewardship conversations.

Assembling and maintaining a diverse stakeholder group is important. The region is (or should be) the focus of stewardship efforts, so the conversation suffers if there is a shortage of regional leaders and policymakers at the table. Some of the discussions groups at this site were almost entirely comprised of university faculty and staff, which can hamper the capacity to check assumptions and take a broader view of issues. Similarly, diversity is crucial among university participants. Alumni and students have been identified as key partners in stewardship efforts, but they were largely not involved in the process.

University participation in regional stewardship conversations requires sustained, dedicated resources and a visible commitment to connecting people and issues. The university's work in this realm has and will continue to be aided by the existence of staff (in the President's Office) dedicated to building and maintaining internal and external relationships in priority areas and on building/strengthening capacity to take action in those areas. This is especially important for an institution like California State University, Fresno, as it has a significant number of entities outside the core of the university involved in stewardship efforts.

Universities should look for—and take advantage of—"leveraging" opportunities. In Fresno, the Making Place Matter process coincided with the development of a new strategic plan and major capital campaign for the university. By including key leaders involved with those efforts in the stakeholder group and drawing connections between the goals of Making Place Matter and those of the other initiatives, synergies have been

developed that will raise the profile of regional stewardship efforts in the university community and take important steps toward alignment of policy and resources for this work.

Project Highlights

Phase I (July–October 2004)

(a) **Regional Priority Clusters.** Initial stakeholder group conversations touched on a wide range of potential priority areas for university emphasis, but gradually narrowed the focus to four (later to be expanded to six): economic innovation, environmental stewardship, human capital/literacy, and collaborative governance/ civic engagement. Additionally, the group conducted a brief strategic assessment related to each:

	Opportunities	Challenges	Assets
Economic Innovation	• Interdisciplinary, applied research programs in high-demand areas • Health care as economic engine	• Brain drain • University capacity in R&D • Linkages between higher education and industry	• Current initiatives (Regional Jobs Initiative, Central Valley EDC) • University centers (Lyles Center, Maddy Institute, Central Valley Health Policy Institute)
Environmental Stewardship	• Address air quality problems • Collaborative approach to water quality issues	• Scope/scale of existing problem • Water quantity • Policy working against improvement	• University expertise • Major initiative for water quality/quantity (Upper Kings River Water Forum)
Human Capital/ Literacy	• Literacy initiative (all read by Grade 3) • Expansion of business/education partnerships	• Lack of consensus on priorities • Wide disparities in socioeconomic status • Scope/scale of problem	• Contributions of faith, labor, business communities • University centers (Central Valley Educational Leadership Institute)

	Opportunities	Challenges	Assets
Collaborative Governance/ Civic Engagement	• Collaborative regional regional networks to address community problems • Coordination/ assistance of regional leadership programs • Creation of a stronger philanthropic culture	• Lack of coordination cooperation, shared vision • No clear definition of the region	• Cooperative spirit among business, higher education, political leaders • Emergence of stewards in key institutions • Existing centers/ initiatives (Maddy Institute, Coalition of Valley Legislators)

(b) **Institutional Capacity.** During this phase, an initial stakeholder group discussion was followed by a series of individual and group conversations with the site coordinator to identify and clarify factors that facilitate or inhibit more focused and sustained university interaction with the region. The conversations produced a "short list" of areas for particular emphasis:

➢ **University mission/orientation** (place of regional stewardship in university plans and objectives).

➢ **Communication** (intra-institutional as well as institution-region; includes reviewing/revising language used to describe and assess stewardship priorities).

➢ **Outcomes/deliverables** (focus on products of collaboration, not just collaboration for collaboration's sake).

Phase II (November 2004–March 2005)

(a) **Regional Priority Clusters.** Two priority clusters were added during this timeframe—arts/humanities and health/human services. The bulk of activity for all six subgroups centered around continuing a "state of play" assessment in their respective clusters, but gravitated toward the university's stake, guided by the following questions:

➢ What projects/initiatives are currently underway in this area?

➢ What are the target populations for these initiatives?

➢ What are goals—and barriers—for further development?

➢ What university connections can be built? What resources are needed?

➢ How can better access points for the region be built?

➢ How can existing efforts be marketed and leveraged?

The responses from the subgroups showed a great deal of similarity, helping to solidify a set of cross-cutting issues for the university to address in its roadmap.

(b) **Institutional Capacity.** The individual and collective discussions of the priority subgroups helped to hone the list of university focus areas for promoting stewardship, adding some basic goals and objectives for each:

➤ **Regional Marketing/Communications**—visibility, branding/identity.

➤ **Faculty Development** (including reward/promotion/tenure)—culture shift, boost resources and rewards for faculty involved in stewardship initiatives.

➤ **Student/Alumni Outreach**—increased involvement, expanded opportunities for involvement.

➤ **Regional Access**—streamlined/simplified points of contact, improvement of physical access to campus.

➤ **Internal Coordination/Collaboration**—focus on interdisciplinary programs, boost resources for joint planning/activities.

➤ **Infrastructure**—increase linkage to major initiatives (strategic plan, etc.), strengthen bridges between university and communities.

➤ **Advocacy**—coordinated efforts to garner support in Sacramento and Washington for priority collaborations.

Phase III (April–September 2005)

The process concluded with an integrated discussion of draft roadmaps addressing university and regional issues, focusing on points of intersection between the two. The plans are still being refined, with a priority on tightening focus and specifying outcomes where they remain vague. Some first steps have already been taken, though, and are indicated in italics below.

	Goals/Objectives	Actions
Economic Innovation	**Current Gaps** ↑ yield of grads in high demand areas ↑ number of industry-focused executive and certificate programs **Linkages** ↑ resources ↑ operating efficiency of centers, institutes	• Convene industry working groups (review curricula, prioritize/launch programs as needed) • Conduct effectiveness audit of centers/institutes

	Goals/Objectives	Actions
Environmental Stewardship	↑ external research funds barriers between entities ↑ regional awareness of environmental issues	• Develop integrated strategic plan on regional environmental issues • Establish an applied research center on air/water quality, energy production • Improve federal/state/industry coordination
Health/Human Services	**Risk Management** ↓ processing time for required documentation **Resources** ↑ faculty/staff participation	• Improve paperwork flow, harness technologies • Develop staff awareness • Identify resources for "mini-grants"
Human Capital/Literacy	↑ ratio of full-time/part-time faculty ↑ graduate degree production	• Develop cadre of literacy faculty, expanding on existing resources • Leverage current socioeconomic indicators for awareness, resources
Collaborative Governance/ Civic Engagement	↓ dependence on temporary resources ("soft money") ↑ stream of permanent, recurring resources	• Develop coordinated strategic plan for centers/institutes • Conduct effectiveness audit of centers/institutes
Regional Marketing/ Communications	↑ participation in activities ↑ quality publications (recognizable brand)	• Focus resources on publications (including development of bilingual publications) • Commit to working across units on publications • Boost resources dedicated to publications
Internal Coordination/ Collaboration	↑ awareness of stewardship efforts among faculty, staff, students ↑ inter-unit activity	• Establish campus-wide electronic calendar • Establish regional issues listserv *(completed)* • Identify resources
Faculty Development	↑ recruitment/retention of engaged faculty ↑ awareness of stewardship opportunities ↑ incentives/rewards, faculty development opportunities	• Develop stewardship definition, guidelines for faculty *(in progress)* • Training on scholarship of engagement *(in progress)*

	Goals/Objectives	Actions
Regional Access	↑ interaction with local businesses, nonprofits ↑ access for visitors ↑ placement of graduates in local communities ↓ turnaround time on external inquiries/requests for assistance	• Explore "front door"/welcome center • Form/charge working group on parking • Create a pipeline to the Maddy Institute for "first response" • Strengthen information communication resources of prospective resources for prospective employers
Student/Alumni Outreach	↑ internships ↑ student, alumni involvement in stewardship initiatives	• Develop grassroots approach to alumni • Build capacity to gather/maintain information • Tap emeriti faculty • Establish an alumni career network
Infrastructure	↑ dedicated financial/human support for stewardship initiatives ↑ presence of stewardship priorities in planning efforts	• Incorporate regional stewardship priorities in capital campaign *(in progress)* • Incorporate regional stewardship priorities in strategic plan *(in progress)*
Advocacy	↑ funding for priority initiatives ↑ awareness, recognition among local delegations	• Coordinated university/regional approach • Tap connections where they exist

Future Directions

While the roadmap lays out some clear directions and targets for success, progress at this site will depend in large measure on environmental factors that campus leaders and their external partners will need to address in the not-too-distant future. These factors surfaced in discussions throughout the process and are referenced in the roadmap. They include:

Coordination, focus, and sustainability of centers and institutes. Over the course of the project, it became clear that the growth and development of centers and institutes, benefiting both the university and the region, has taken place in the absence of an

overarching framework or set of priorities and with relatively little permanent or recurring funding. By relying heavily (if not entirely) on temporary, independent funding sources, will these entities be equipped to sustain a focused commitment and vision that enables collaboration with related organizations? The capital campaign and strategic planning processes, as well as strong external advisory groups, offer opportunities to explore, assess, and prioritize strategies to network and support these entities in a more integrated, long-term fashion.

State/system linkages. Increasing the visibility of and support for regional stewardship initiatives repeatedly made the list of action priorities, and system/state/federal advocacy also emerged throughout the conversations. Representatives of those constituencies, however, were essentially absent from this process. A completed roadmap offers a place to initiate a dialogue with these stakeholders, particularly on topics of mutual interest.

Internal communications and partner relations. Improving information flow and boosting opportunities for collaboration on campus led lists of short-term actions to be taken. Throughout the stakeholder group discussions, external partners expressed high regard for the university and its historical involvement in regional issues, but conveyed an element of frustration about the lack of coordination across related efforts, as well as difficulties in accessing people, places, and information in a timely fashion. This frustration, though a small undercurrent at this point in time, will likely swell if not addressed and will result in negative consequences for long-term endeavors. Priority should be given to immediate, low-cost "fixes" that can boost the university's capacity to talk to itself and be more readily available to others.

CASE STUDY # Northern Kentucky University

Overview

In many respects, Northern Kentucky offers a classic case study in the opportunities and challenges of regional stewardship. It is a region that reaches across multiple jurisdictions (state/county/municipal) in a major metropolitan area, making coordination and cooperation essential but sometimes difficult. Additionally, the area is simultaneously grappling with long-standing issues such as educational improvement and inclusion of historically underrepresented populations, as well as emerging issues such as the transition to New Economy industries. Over the past decade, the region has made strides in building an ethos of stewardship and cultivating prospective stewards, beginning with a 1995 planning initiative led by Forward Quest, a regional planning and visioning group.

> ### Insights and Innovations
>
> Engage faculty in a process of defining stewardship/ engagement so that it woven across (not added to) teaching, research, and service. [Strategically Helping Align for Public Engagement (SHAPE), page 52]
>
> Link public policy (funding, accountability) to regional stewardship goals and objectives to ensure that efforts are significant, integrated, and lasting, such as through the creation of a trust fund for stewardship initiatives. [Regional Stewardship Trust Fund, page 53]

Northern Kentucky University (NKU) has been a key contributor to these efforts, and has been recognized for its work in this area. The institution ranked near the top among state colleges and universities in a study of public engagement efforts, and serves as a pilot site for a Carnegie Foundation initiative to explore the possibility of adding an elective category to incorporate public engagement in its institutional classification system. NKU's president, James Votruba, has focused considerable energy on the university's role as a regional steward, both in local and national settings. The campus has developed significant infrastructure to tackle issues ranging from economic innovation to racial/ethnic diversity. In sum, the university has built a strong foundation for regional stewardship, propelled by active leadership and a supportive and engaged external environment.

As a result, the Northern Kentucky site brought to the Making Place Matter process questions of sustainability: How can it ensure that the vision and commitment demonstrated by a cadre of leaders permeates the institution and is reinforced by key

aspects of campus and public policy? How can it build a stewardship picture that has focus but is relevant to a broad cross-section of constituencies on and off campus? These are some of the most vexing questions facing prospective stewards of place as they touch on culture, priorities, and resource allocation, without much in the way of precedent. Through the process, the university and its partners have made strides toward answering these questions.

Northern Kentucky was unique amid the Making Place Matter demonstration sites in that its stakeholder group conversations fully embraced three dimensions of action—regional challenges/priorities, institutional orientation to stewardship, and state-level public policy to support stewardship.

A development coinciding with Making Place Matter in Northern Kentucky was Vision 2015, a regional planning effort arising from the community and built on Forward Quest. It is focused on five priorities—economic competitiveness, educational excellence, effective governance, livable communities, and urban renaissance. Launched in early 2005, Vision 2015 largely focuses on the areas originally developed in the Making Place Matter conversations and draws on university faculty and staff for assistance and leadership. This allowed the Making Place Matter stakeholder group to devote more energy to university capacity and state policy, with Vision 2015 providing context.

Though all three of these dimensions are still taking shape, basic plans have been developed in each. In Vision 2015, action teams in the five priority areas have formulated goals, and are moving to reinforce those goals with specific outcomes. Additionally, the process has produced ten overarching "big ideas" that will help to hone the list of goals and articulation of outcomes. At the institutional level, the Making Place Matter stakeholder group has identified five areas for strengthening the university's partnership capacity and has charged a group with planning ways to engage the campus community in essential next steps in these areas. On the state policy front, a formal proposal for an ongoing revenue stream and accountability measures related to regional stewardship is being prepared for legislative consideration.

Key Lessons

The process has yielded several important "take-aways," primarily dealing with environmental factors that facilitate or hinder a more integrated, sustained university focus on regional issues:

Common language is the first step. As the stakeholder conversations progressed, it became clear that a number of participants inside and outside the university were trying to unpack the meaning and application of regional stewardship and other related terms. This led to the realization that a widely recognized—and understood—framework or fixed point of reference is essential for guiding internal planning and expectations for external partners.

Leadership must be bottom-up as well as top-down. Top-ranking staff members and a core group of faculty are visible and active in support of regional partnerships, as evidenced by their energy and participation throughout the entire process. Several participants correctly observed, though, that the next steps in expanding the university's stewardship capacity must be focused more at the grassroots level (e.g. departments).

Supportive public policy is an essential ingredient for strong stewardship. Efforts to build durable linkages between universities and their regions will continue to be limited in reach unless they connect to the primary drivers of university activity, including and especially funding and performance measurement. By actively involving state leaders (higher education and political) in the Making Place Matter process, Northern Kentucky has laid the groundwork for raising awareness and support (political and financial) for their stewardship efforts.

Project Highlights

Phase I (August–October 2004)

(a) **Regional Priority Clusters.** The stakeholder group spent a significant amount of time in their first round of meetings developing a cohesive set of regional priorities for university focus. Participants readily settled on four issue clusters for current and potential partnerships, but some groups encountered difficulty in narrowing focus and arriving at specific outcome measures (a discussion that carried over into the next phase). Nevertheless, the site made real strides in this dimension, many of which were incorporated into Vision 2015 as that project got underway.

	Opportunities	Challenges	Assets
Education/Human Capital	"Next steps" on P-16 focus	• Existing performance lag • Access/equity issues	• Recognition of problem areas • Developing state policy structure • Institutional, private sector commitment
Innovation Stewardship	Strengthened and expanded university collaborations	• Insufficient development capital • Need for quality jobs • Need for emphasis on innovation, value added	• Strong economic base • Transportation hub • Significant university initiatives
Regional Leadership Governance	• Leadership training • Public/private sector dialogues	• Lack of coordination • Lack of cooperation • Need for focus, vision	• Visioning initiatives (Forward Quest) • Recognition of need for greater collaboration
Diversity/Inclusion	• Extended, ongoing conversation about issues • Assimilation of immigrant populations	• Homogeneity • Difficulties with multicultural appreciation • Insularity	• University initiatives • Vibrant, engaged philanthropic community • Solid presence of community organizations

(b) **Institutional Capacity.** Focusing on the four priority clusters, NKU faculty and staff took an in-depth look at the institution's strengths and weaknesses/challenges with respect to stewardship capacity. The assessments yielded a number of common elements:

Strengths	Weaknesses/Challenges
Good existing infrastructure (programs)	Financial resources
Active, talented faculty	Workload (i.e. 12 hour teaching loads)
High regional reputation, regard	Infrastructure (physical) Connection with emerging populations (especially the disadvantaged)

(c) **State Policy Context.** The site made a commitment to breaking new ground by actively pursuing this dimension. At this point, university and regional stakeholders examined the degree of overlap between their conversations and the state's public agenda, as well as the governor's expressed interest in regional development. Discussions included a preliminary outline for a state-level regional stewardship trust fund that would provide ongoing funds for regional stewardship infrastructure and for institutions to pursue collaborative initiatives and partnerships within their communities. Additionally, the group touched on data and accountability issues related to state investment, particularly the need to identify and measure progress toward outcomes.

Phase II (November 2004–February 2005)

(a) **Regional Priority Clusters.** The creation of Vision 2015 moved this dimension largely out of the Making Place Matter process, thus moving it from a university-convened conversation to a regionally-convened conversation. In the transition, though, many of the community stakeholders who had been participating in the Making Place Matter subgroups devoted to regional priorities carried their ideas forward when they moved into similarly focused action teams working on Vision 2015.

	Goals/Objectives	Actions
Education/Human Capital	↑ postsecondary participation rate ↓ remediation, attrition rates	• Build on collaborations already underway • Address existing public policy barriers (e.g. testing, accountability systems)
Innovation	• Trajectory for production of high-skill jobs will exceed projected trajectory ↑ recruitment, local assistance for New Economy industries • Improved connection between students, businesses	• Establishment of collaborative programs in high-demand fields • Early career counseling • Establishment of College of Information Sciences, Technical Solutions Center
Regional Leadership Governance	↑ number of regional stewards • More informed, effective leadership • Strong regional identity • Effective public policy advocacy	• Establishment of government services institute • Generate research/data promoting regional context • Expand use of region's universities as "safe places for difficult conversations"
Diversity/Inclusion	Recognition as a welcoming inclusive, diverse region	• Increase diversity of regional leadership decision-making processes • Reduce race-based gaps in well-being • Teach tolerance and acceptance

(b) **Institutional Capacity.** At this stage, the Making Place Matter group focused its attention on the question of how the university can align itself to function as a full partner in the execution of Vision 2015. Deliberations centered around three primary areas (drawn from the stewardship audit template):

➢ **Mission/Planning/Vision.** The definition of stewardship is adequate and recognized at the university leadership level, but needs to be adapted and applied at the college and department levels. A vision needs to be developed that links and embraces existing pockets of strong activity and stimulates activity in new pockets. Outcome measurement is needed, though—what would success look like?

➢ **Incentives/Rewards/Expectations.** Stewardship must become more of a cultural phenomenon, starting from recruiting and hiring processes and extending through evaluation standards (particularly for leadership/administration).

➢ **External Support.** The proposed regional stewardship trust fund and related accountability systems are needed to stimulate and sustain required changes in campus policy and culture.

(c) **State Policy Context.** During this timeframe, work continued on the development and refinement of the regional stewardship trust fund proposal. Additionally, leaders of the state's Council on Postsecondary Education (CPE) indicated that the identification and prioritization of issues done through Making Place Matter and Vision 2015 would inform that proposal process for the fund and urged both initiatives to remain focused on the development of measurable outcomes.

Phase III (March–September 2005)

(a) **Regional Priority Clusters (Vision 2015).** In its first few months, Vision 2015 identified primary goals in each of its five priority areas, including:

Area	Goals (selected)
Economic Competitiveness	Marketing/branding, mentoring/capital for small business, improvement of tax other incentives, increase diversity
Educational Excellence	Smooth transitions between levels of education, improved rigor/coherence of curriculum, reduce adult illiteracy
Urban Renaissance	Housing ($\uparrow$home ownership, availability of affordable housing), enhanced recreational opportunities, $\downarrow$crime
Effective Governance	Develop fair/flexible local revenue systems, $\uparrow$effectiveness, efficiency of government service delivery, stimulate civic engagement
Livable Communities	Complete road improvement plan, develop regional parks district, promotion of arts/culture, health and wellness

(b) **Institutional Capacity.** A pair of extended conversations among university stakeholders about institutional priorities and problems for building a stronger stewardship orientation concluded the Making Place Matter project, but NKU's internal process of aligning for stewardship and enhancing its capacity continues. These ongoing dialogues are reinforcing and expanding upon several of the issues identified in previous discussions, including:

➤ Terminology/definitions regarding engagement and stewardship—Currently not consistent across the university, nor universally recognized

➤ Workload—Existing teaching load makes significant stewardship work difficult; options for "buy outs," reallocation should be explored

➤ Vision/Principles—Need a stronger articulation of why the university is in this, rules of engagement/disengagement with regional priorities

➤ Success Measurement—Need clearer idea of how to gauge successful stewardship efforts

➤ Professional Development—Importance of faculty resources to help "connect the dots" among teaching-research-service

The process led to the conclusion that a roadmap in this area will require a more grassroots, bottom-up approach, involving a broad cross-section of faculty and staff and focused on the following deliverables:

➤ Mission statement (language/intellectual foundation, definition of work)

➤ Principles of engagement (partnership expectation, contributions, definition of success, sustainability, completion/disengagement)

➤ Principles of faculty engagement (language, listening, methods, teachable moments)

➤ Practices/alignment (teaching loads/incentives, revenue centers/cost centers, public policy/trust fund)

➤ Measures of success (internal/student [e.g. service learning], external [e.g. remediation rates], business [e.g. workforce quality], social/community [e.g. level of tension])

A new, primarily faculty group, designated Strategically Helping Align for Public Engagement (SHAPE) is preparing a strategy for addressing these issues across the breadth of the campus. SHAPE's goal is a plan to more fully align the university to practice outreach and public engagement and ensure that its policies and practices reinforce regional stewardship. Included in this is promoting clear and consistent

terminology, having institutional resources available to support engagement, and offering faculty/staff appropriate rewards for their engagement.

To accomplish this, the SHAPE committee adopted a conceptual tool that emerged from an address given by President Votruba entitled "Leading the Engaged Institution." Votruba's descriptions of ways that institutions can be aligned for engagement were translated into a two-dimensional Institutional Alignment Matrix that is being filled in cell-by-cell. [see page 55] One axis lists 14 elements of alignment that influence how much and what types of engagement actually happen, ranging from mission statements to individual incentives to public policies. The other axis lists administrative levels, from the individual faculty/staff members to departments, colleges, and ultimately the university level. Each cell contains the policies, procedures, and/or special initiatives that ought to be in place at that administrative level, regarding that particular element, if the university is to be effective in practicing regional stewardship. NKU's target date for completing this plan and launching its implementation is Spring 2006.

(c) **State Policy Context.** A draft framework for the Regional Stewardship Trust Fund was completed during this period. NKU originated the proposal, but it is now being revised by the CPE with input from other state universities. Discussions include the following parameters:

➤ A sum (proposed at $18 million) would be appropriated to the fund; $500,000 would be available to institutions on a recurring basis for infrastructure needed to align with priorities, with the remaining project-oriented funds to be awarded on a competitive basis (maximum single award = $2 million);

➤ University plans/proposals must focus on partnerships with one or more of the following: P-16 education, employers, local government, and non-profits; and

➤ Plans/proposals must define specific outcomes linked to documented state/ regional needs, such as increasing educational attainment, improving public health/environmental quality, boosting economic performance/small business development, or enhancing civic engagement.

The proposal is currently being refined and has been included in the CPE's state biennial budget request for 2006–2008.

Future Directions

Looking ahead, the university and its partners in the region must keep several points clearly in focus as they move two far-reaching initiatives forward:

Keeping Making Place Matter and Vision 2015 connected and complementary. Both ventures embrace a relatively large number of constituencies and priorities, many of them commonly held. A concerted effort will be required to ensure that each accounts for the other in its work. In other words, deliberations regarding culture and faculty development should be conducted with the Vision 2015 objectives as a point of reference, while Vision 2015 expectations regarding the university's role and capacity should be informed by deliberations at the campus and state levels.

Defining outcomes and success measures. Faced with the question of "What would success look like?" the conversation struggled at points in all three dimensions at this site (campus, regional, state). Progress has been made in the process of drafting and refining roadmaps, but some hard work remains in this area. While difficult, this is essential for plotting a course that attracts broad support—and staying on it.

Managing culture change. In attempting to move a regional stewardship focus from the Board of Regents and President's Office into departments and other smaller units (some of whom have little or no interest in regional stewardship), campus and regional leaders must be prepared for resistance from individuals (some in influential positions) that don't see themselves or their unit in the plan. A careful balance will be required to ensure that concerns about policy or direction are adequately and appropriately acknowledged, but that a handful of individuals or organizations heavily invested in the status quo do not monopolize or even derail the conversation.

NKU Institutional Alignment Matrix for Outreach and Public Engagement

Levers or Elements of Alignment	University Level	College Level	Department or Academic Units	Individual Faculty and Staff
Mission, vision and goals				
Leadership selection, evaluation, and development				
Organizational structure				
Individual incentives and rewards				
Unit level incentives and rewards				
Planning and budgeting				
Information and reporting systems				
Evaluation and accountability				
Internal policies and procedures				
Curriculum and student educational opportunities				
Faculty/staff socialization and professional development				
Communications, rituals, awards, ceremonies				
Facilities and environment				
Public policy				

CASE STUDY

University of North Carolina at Pembroke

Overview

The transition to the New Economy has not been kind to southeastern North Carolina. In just six years, nearly three-quarters of a billion dollars in wages has disappeared due to job loss, primarily in the manufacturing and textile industries. Additionally, the region is grappling with above-average illiteracy and chemical dependency rates, thereby weakening its available human capital supply. At the same time, the eight counties that comprise the core of this region are among the most racially/ethnically diverse in the nation, have abundant natural resources, and enjoy proximity to major transportation routes

> **Insights and Innovations**
>
> Acknowledge and address the interrelationships between social and economic challenges in the region ("Break the Cycle, Bridge the Gap"). [page 57]
>
> Mobilize alumni as locally based resources for stewardship initiatives, working in concert (rather than in competition with) alumni associations and foundations. [page 60]

(Interstates 74 and 95). The University of North Carolina at Pembroke (UNCP) is looked to as a major contributor to efforts to set the region on a more positive trajectory, and a number of its faculty and staff have been key players in those efforts.

Building a stewardship-friendly environment and institutional capacity for regional stewardship emerged as key objectives for this site. Standing rivalries and tensions (geographic, racial/ethnic) have been exacerbated by the economic slump, complicating attempts at collaboration. Moreover, there is a sense that while the campus has been an active contributor to regional advancement conversations, there remains an underlying sense that significant pockets of untapped potential still exist and that lines of communication between the university and surrounding communities are not as strong as they need to be. Through the Making Place Matter process, the university/regional stakeholder group made its way to a succinct, compelling set of issues to be addressed and desired outcomes with respect to those issues. The test lies in getting a critical mass of key organizations and leaders on board.

Areas of regional focus for this site evolved considerably from its application to its concluding conversation. At the outset, the stakeholder group strongly emphasized

economic development/job creation as the central priority for the university's regional stewardship initiatives. Through their discussions, participants recognized that an underlying cycle of dependency must be addressed to strengthen the human capital supply and thus more competitively position the region. The group developed a three-pronged agenda for regional emphasis (education/literacy, crime/drugs, and jobs/economic opportunity), titled "break the cycle, bridge the gap." Using this framework and a set of desired outcomes in each of the three areas, the stakeholder team (and others) will attempt to incorporate this focus into existing initiatives (e.g. Community Concerns Summit) and use it to garner additional resources and needed policy change.

Discussions of university capacity produced a compact list of priorities targeting three constituencies: faculty (review of incentives/rewards), students (establishment of service-learning), and alumni (outreach/integration into community initiatives). Additionally, campus leaders have begun a review of institutional infrastructure related to regional engagement (e.g. presence of a "front door" to the community, convening capacity for difficult conversations). Goals have been set in each category and working groups have been named or are planned for faculty policy and service learning. As with the regional priorities, the university must broaden its circle of leaders/owners and tackle intra-campus communication barriers and turf protection issues to have a shot at effective, lasting change.

Key Lessons

Through the four-part series of stakeholder discussions, several basic insights emerged, particularly for institutions that are looking to establish their capacity for stewardship in specific priority areas. These include:

Leadership is crucial. The stakeholder group at this site was small, even after factoring in the relative size of the campus/region. It also contained fewer individuals in formal leadership positions than at other sites, both in terms of the region and the campus. Getting a greater number of campus and community leaders to the table and keeping them in the loop is essential, both because their presence often brings others into the process and because they lend momentum and influence in implementation.

Honest assessment of problems leads to breakthroughs. The individuals in this stakeholder group showed a remarkable degree of candor about rivalries, strained relationships, turf battles, and even mistrust. While this element of the conversations was difficult and at times uncomfortable, it opened the door to the identification of

the underlying causes of economic and social ills and the "break the cycle, bridge the gap" framework. Honest conversation, though, requires "safe" places with appropriate facilitation.

Regional stewardship requires time and energy, and must be communicated as a priority. Like other sites (and campuses around the country), UNCP is working to fit regional linkages on the "to do" list and has struggled at points in gathering information and taking the necessary steps to keep the conversation moving forward. Engagement and stewardship are resource-intensive (especially in terms of human resources), and experience at successful institutions shows that sustained effort in this area sometimes required intentional allocation/reallocation of those resources.

Project Highlights

Phase I (July–October 2004)

(a) **Regional Priority Clusters.** The stakeholder group kicked off the process by naming five potential priorities across the four conversations of regional stewardship. The initial grouping—small business development, growth of biotechnology assets, increased understanding of regional history/culture, commitment to educational improvement, and development of a mechanism for regional thinking/action focused on economic and social aspirations. During the second primary stakeholder discussion (October), the group opted instead to focus on factors preventing the region from realizing those aspirations, thus giving birth to "break the cycle, bridge the gap," listed here:

	Goals/Objectives	Implementation Steps
Education/Literacy	↑adult literacy levels ↑K-12 achievement levels/ expectations of students ↑high shool graduation rates ↑teacher retention ↑parental involvement	• Multi-faceted regional commitment to educational improvement • Scale up what is working
Crime/Drugs	↓rate of incidence in gang violence, STDs ↓substance abuse rates	• New approach to residential drug treatment • Scale up what is working
Jobs/Economic Opportunity	↓unemployment rates ↑entrepreneurship (formation of locally developed businesses)	• Enrich curriculum at all levels and across disciplines to encourage entrepreneurship • Scale up what is working

(b) **Institutional Capacity.** Campus participants in the dialogue took a focused look at the university's involvement in regional priorities, and developed a working list of "facilitators" and "inhibitors," and suggested future actions and points of emphasis.

Facilitators (actual/potential):

Existing collaborations

Growing interest in engagement/stewardship

Students

Alumni

Inhibitors:

Historical position of university in the UNC System (younger, small, rural)

Lack of adequate communications/marketing (internal and external)

Actions/Points of Emphasis:

Need for shared ownership/grassroots engagement of issues

Need for "safe place" for difficult regional conversations

Need for honesty, movement away from preconceived notions and expectations

Phase II (November 2004–February 2005)

(a) **Regional Priority Clusters.** Building on the three-part "break the cycle, bridge the gap" theme developed in the first phase, the stakeholder group turned its attention to specific issues within those areas. Discussions yielded the following proposals for regional initiatives:

➢ **Education/Literacy**—Comprehensive school improvement: emphasis on tutoring/ mentoring, interdisciplinary contact, concentration of resources for model/pilot schools.

➢ **Crime/Drugs**—Drug treatment/advocacy/referral: emphasis on inventory of resources for the region, creation of a referral mechanism/network, stepped-up promotion and advocacy of treatment.

➢ **Jobs/Economic Opportunity**—Rural downtown business development: technical assistance (student/faculty teams) for existing businesses, particularly those impacted by the arrival of "big box" retailers.

(b) **Institutional Capacity.** At this stage, stakeholders settled on four categories of emphasis for strengthening regional stewardship capacity:

Faculty rewards/incentives: teaching load reallocation, linkage to disciplinary scholarship, rewards for involving students, reviewing/revising the faculty handbook (goal: best in UNC System in this area, top tier nationwide among peer institutions).

Students/Service Learning: broad-scale integration of service learning into curricular/co-curricular experiences for students (goal: best in UNC System in this area, top tier among peer institutions nationwide).

Alumni Mobilization: outreach to alumni for inclusion in regional initiatives (rather than simply pitching for money) (goal: best in UNC System in this area, top tier among peer institutions nationwide).

Regional Outreach Infrastructure: build university capacity to convene and facilitate conversations about regional priorities, create a "front door"/framework for spawning focused regional action in key areas (goal: best in UNC System in this area, top tier among peer institutions nationwide).

Phase III (March–September 2005)

(a) **Regional Priority Clusters.** In its final meeting (June), the stakeholder group put forward its roadmap of regional priorities for university stewardship. While some work remains to be done in identifying models for action and organization in each of the specified areas, participants felt that their articulation of "break the cycle, bridge the gap" would provide an adequate starting point for the necessary conversations to follow.

	Goals/Objectives	Actions
Education/Literacy	↑ adult literacy rate ↑ K-12 completion, achievement ↑ teacher retention ↑ parental involvement	• Inter-disciplinary university approach to K-12 relationship • Emphasis on mentoring, support outside of school environment
Drug Treatment/ Advocacy/Referral	↓ crime (especially violent crime related to substance abuse ↓ instance of substance abuse, related STDs	• Develop regional resource guide/inventory • Boost marketing, public outreach on available options • Establish effective regional referral network
Rural Downtown Business Development	↓ unemployment ↑ entrepreneurship (locally developed businesses)	• Create, train "strike teams" to work with local businesses, partner them with successful entrepreneurs • Partner with alumni to create support networks for existing, aspiring businesses

(b) **Institutional Capacity.** Members of the stakeholder group pushed ahead with implementation plans for their four-part blueprint for action. While more specific outcome indicators remain to be developed, the group has made progress in naming their desired directions, as well as forming and charging working groups to take the next steps in those directions, including:

> ➤ **Faculty Reward/Incentives:** A working group (to be designated) will review and revise relevant sections of the university's faculty handbook. Policies of other colleges and universities are currently being collected for reference and comparison, and recommendations are to be presented to the Faculty Senate.

> ➤ **Service Learning:** An ad hoc committee of faculty and staff has been formed to explore models and approaches desired for the university, and will gather relevant information and make recommendations for further action. The chancellor has appointed a task force charged with formal establishment of an institution-wide program, with a final report due in 2006.

Future Directions

Having built a solid foundation for regional and university action, UNCP and its partners must now clear some real but surmountable hurdles to move "break the cycle, bridge the gap" from concept to reality. These include:

Broader ownership, especially at the community level. Specifically, local businesses, other educational providers (particularly K-12), and local government must be brought into the conversation, and the conversation must become a more visible part of the regional landscape. Additionally, the Making Place Matter process needs to be positioned so that it complements initiatives such as the Community Concerns Summit and does not compete with them.

System/state policy linkage. Also absent from the stakeholder discussions here were representatives from state government and the UNC System. Policy direction and resources from both of these entities can play a crucial role in promoting—or preventing—progress on "break the cycle, bridge the gap" issues. The goals of making the campus a leader in the university system provide opportunities for dialogue with system leadership. As the regional conversations progress, outreach to these constituencies should be a priority.

Identification/mobilization of resources. Sustaining and advancing these conversations is not automatic—it requires time, people, and finances. If the university and its regional partners are not able to identify the human resources and seed funding to further shape plans and reach goals in areas such as faculty incentive/reward and service learning, the energy generated through the process will dissipate. The result may be more skepticism and even cynicism about the university's role in regional stewardship.

University of Northern Iowa CASE STUDY

Overview

Like so many of its counterparts in the Midwest, northeastern Iowa is a region in transition. Economic mainstays such as agriculture and manufacturing are making way for newcomers such as logistics and biotechnology, bringing change to main streets big and small. At the same time, the region is undergoing a demographic transformation, welcoming a host of "new Iowans" (especially immigrants), while facing an aging population and a continuing struggle to keep their best and brightest young people at home. The University of Northern Iowa and its regional partners are deeply involved in this transition, working to maximize opportunities while helping those most at risk of being left behind. Both the university and its surrounding region (the Cedar Valley) benefit from a core of energetic, committed leaders with demonstrated potential for collaboration.

Insights and Innovations

Explore new approaches to management of stewardship work on the campus, such as "portfolio management." [page 64]

Reach out to students and staff as key contributors to regional stewardship initiatives. [page 64]

Capitalizing on that talent and cooperative spirit to "connect the dots" among pockets of activity and build a stronger infrastructure for stewardship emerged as the key objective for this site. "Connecting the dots" refers to linking separate but related areas of activity, talent, and resources inside and outside the institution to stimulate further research and/or action in areas such as poverty reduction. Stakeholders at this site agreed that communication and collaboration inside and outside the institution are generally good, but would benefit from a more intentional, multi-faceted approach on key issues of mutual interest. Boosting infrastructure at this site entails developing the means (human and financial) to sustain initiatives related to priority areas of regional transition. On this front, stakeholders felt that current underpinnings (on and off campus) are too temporary/ad hoc for effective work in areas such as entrepreneurship. So far, the site is off to a promising start in tackling these objectives.

The site's discussions and interim activities zeroed in on: (a) ideas and priorities for building and strengthening connectivity and infrastructure and (b) specifying points of application for that strengthened capacity. The stakeholder group devoted significant time and energy to both dimensions in its planning, identifying regional priority clusters

early in the conversation: stimulation of entrepreneurship (economic and social), poverty reduction (focusing on educational access), and downtown/neighborhood revitalization.

As the discussions proceeded, cross-cutting issues pertaining to university capacity for regional stewardship began to crystallize into a set of specific directions. A significant amount of activity in this dimension focused around human resources, including the concept of portfolio management, with each priority representing a discrete "portfolio." Each portfolio would have a manager (or managers) who would be responsible for connecting regional and university conversations on that particular issue. Additionally, there would be an overall coordinator of portfolio managers to build connections across the priority conversations, seek resources for activities, and identify new opportunities for collaboration. Other cross-cutting issues include: improved communication, expanded involvement among all aspects of the campus community, review of recognition and rewards for faculty/staff/students, and garnering increased resources for stewardship initiatives.

Key Lessons

Through the yearlong process, the stakeholders made some important strides and realizations about the who, what, and why of regional stewardship that can provide insight to peer institutions. These include:

➢ **Time and space for campus-community interaction are essential and sometimes even more valuable than money.** While the stakeholder group here would definitely agree that financial resources are essential for an adequate regional stewardship infrastructure, the connections made through their conversations underscore the importance of creating an environment where talented people can get together and "sparks can fly." In fact, steps such as moving the university's new faculty orientation and graduate school commencement reception downtown arose from conversations during stakeholder meeting breaks.

➢ **Staff and students are an important—and too often underdeveloped—resource for stewardship initiatives.** The presence and active participation of students and staff members (many of whom are very active in campus and community groups) aided the conversations and served as a reminder that these groups, as well as alumni, frequently offer a lasting and effective interface with the region, but they have to be able to see how they fit into a regional stewardship roadmap.

➤ **Assumptions need to be checked—and sometimes altered.** Stakeholder dialogue at this site unearthed some common but unstated assumptions regarding the university and the region that needed to be reviewed, and even abandoned. For example, some approached the group's conversation about poverty reduction in the region with the idea that the university would help local schools advance expertise in the area of early childhood education, but discovered that one local school district was more advanced than the university had initially thought. Another example stems from the intra-campus conversations, where some faculty and administrators assume that stewardship is synonymous with service, and thus resist attempts to incorporate regional partnerships into teaching and research. As a result, conversations about where partnerships "are" or start from should include a "reality check" on prevailing assumptions.

Project Highlights

Phase I (July–October 2004)

(a) **Regional Priority Clusters.** The stakeholder group spent the bulk of the period on this area, beginning with a working list of seven priorities, narrowing and combining them to three (stimulating entrepreneurship, downtown revitalization, and poverty reduction) by the end of their second gathering (October). Subgroups in these clusters sketched out parameters as follows:

	Opportunities for Collaboration	Challenges	Assets
Stimulating	Development of a business incubator/accelerator	• Financial resources • Technical expertise (commercialization of innovation)	• University talent leadership • Iowa Values Fund
Downtown Revitalization	Riverfront, downtown development (especially Waterloo)	• Sprawl/land use (zoning) • Flight from downtowns	• Values (community emphasis) • Solid existing infrastructure • Budding interdisciplinary efforts on campus
Poverty Reduction	Pre-K network development expansion of existing initiatives	• Disparities in achievement/well-being (especially by race/ethnicity) • Scope of challenges problem	• Existing collaboration (including university/K-12) • Educational quality • Presence of multiple providers

(b) **State/Institutional Capacity.** The group turned its attention to these issues at the end of the period (October), where university leaders offered an assessment that pointed to a strong culture of engagement/outreach, pockets of action, and an emerging (but incomplete) university framework, general policymaker support, and solid capacity (though largely on a temporary, short-term basis). Regional stakeholders largely agreed with that diagnosis, emphasizing the need for the university to institutionalize a community orientation without "bureaucratizing" it, maintaining a strong relationship between the university's stewardship activities and its core mission, and encouraging campus personnel to look hard at subtle but real barriers to stronger partnerships.

Phase II (November 2004–January 2005)

(a) **Regional Priority Clusters.** In their deliberations, the subgroups continued to refine the focus of their priority clusters, developing working vision statements, strategies, and action steps. Additionally, the revitalization cluster expanded their focus from downtowns to the surrounding neighborhoods as well, and thus re-titled their area to "Livable Community." Finally, participants began preliminary conversations about desired outcomes in these areas.

	Vision	Strategies	Actions
Stimulating Entrepreneurship	Increase awareness of entrepreneurship opportunities, number of homegrown entrepreneurs	Expand academic programming, student opportunities and exposure	• Review strategic plans/policies in areas such as intellectual property • Develop business incubator • Increase entrepreneur contact
Livable Community	Create livable communities with permeable boundaries	• Support and encourage development of locally grown businesses • Promote increased interaction between campus and community events	• Examine linkages among downtown plans • Establish a community university task force to identify potential points of cooperation in culture and development
Poverty Reduction	Make poverty an infrequent, short-term phenomenon in the in the Cedar Valley	• Serve populations where they live (i.e. neighborhoods • Leverage existing assets (e.g. Opportunity Works)	• Expand student/ employer relationships • Raise local awareness of early childhood development issues

(b) **State/Institutional Capacity.** In this area, issues began to focus around a handful of primary categories, including organization (i.e. portfolio management approach), mission/vision, communications, faculty expectations and incentives, and reach (inclusion of students/staff).

Phase III (April–September 2005)

(a) **Regional Priority Clusters**. The subgroups assembled the final pieces of the roadmaps in their respective areas, focusing on the identification of goals and objectives and prospective/likely partners in striving to meet those outcomes. The full stakeholder group recognized that one cluster would be more university-led (stimulating entrepreneurship), one would be more community-led (poverty reduction), and one would be co-led (downtown/neighborhood revitalization).

	Goals/Objectives	Action Steps
Stimulating Entrepreneurship	• Double the number of UNI grads starting businesses in the region each year • Recruit 10 local entrepreneurs for mentoring/teaching • Enroll 35 students/year in entrepreneurship courses • Implement campus-wide entrepreneurship certificate program *(in progress)*	• Complete construction of business incubator • Fill downtown incubator • Expand student entrepreneurship opportunities • Improve tech transfer process *(in progress)* • Increase visibility of entrepreneurship • Expand university participation in Cedar Valley Tech Works
Livable Community	↑off-campus events brought to campus/ campus events taken off-campus *(in progress)* ↑mix of vibrant, local businesses ↑gathering places for university/ community interaction ↑public spaces, downtown visitors	• Form community/university task force to identify, pursue opportunities for greater interaction, joint celebration • Integrate local development opportunities, concerns into the curriculum/research opportunities • Create linkages across marketing campaigns • Support Cedar Valley participation in state initiatives such as Great Places *(in progress)*
Poverty Reduction	↑human, economic, social, and physical assets of persons in poverty, at risk of poverty ↑flow of resources from UNI to help build assets (individual and neighborhood) ↑faculty/student involvement, supported by values and rewards	• Recruit, train, place UNI students/ faculty/staff as mentors • Generate/link faculty research and service initiatives to goals of Waterloo Schools • Create knowledge regarding effective strategies in poverty reduction

(b) **Institutional Capacity.** Activity during this phase included further conversations regarding the expectations and limitations of the portfolio management concept, as well as the distillation of specific goals and actions (some of which have already been completed), as illustrated below:

Goal	Actions
Catalyze and connect stewardship/ engagement throughout the campus	• Develop a stewardship team that covers key campus and community constituencies
Improve cross-campus and community communication on stewardship initiatives	• Team to meet regularly to discuss current, emerging concerns, progress in priority areas • Implement website, including summaries of initiatives, profiles of regional stewards *(initial version near completion)*
Affirm and strengthen values related to stewardship/engagement	• Collect/report data noted in indicators of the strategic plan • Establish interview questions that can be used in position searches • Support Campus Conversations in helping faculty/staff see stewardship work in their interest
Increase recognition and rewards for engaged faculty, staff, and students	• Implementation of JDCCU Stewardship Awards *(nearing completion)* • Enhance leadership capacity to informally recognize/thank contributors to stewardship work (e.g. mayors, UNI president)
Increase resources for stewardship/ engagement	• Secure resources for faculty/staff engagement grants • Secure resources for student engagement scholarships ("Interns for Iowa") • Hire staff person to coordinate resources/information across priority areas

Future Directions

Successful movement on the plans laid out will require attention to some fundamental issues, including the following:

The fundamentals of faculty/staff recruitment and retention (hiring criteria, reward/ promotion/tenure, etc.) must be substantively addressed. These issues arose during the stakeholder group conversations, as well as university-level discussions, but do not figure prominently in the site's roadmap, at least in the near term. Building stronger, broader connections across the campus, though, means that the question of how stewardship fits into expectations will surface in the not-too-distant future, and

university leadership will want to approach that from a proactive rather than reactive position.

Connections must be made to state and system policy. The university is part of a small, centrally governed university system in a state that has actively engaged many of the issues addressed by the stakeholder group (promoting innovation, cultivating talent). As a result, there are opportunities for leverage and support, but only to the extent that state and system representatives are included in the conversation. By reaching out now, the stakeholder group can pave the way for improvements in system policy regarding intellectual property or the establishment of ongoing revenue streams for priority initiatives.

The core of stewardship-oriented faculty/departments must be expanded. As at many institutions, there are pockets at UNI that are deeply engaged in addressing regional priorities, and some that have very real (but untapped) potential for involvement. During the stakeholder group discussions, it became clear that units such as Health/ Physical Education/Leisure Services (HPELS), Business/Community Services (BCS), and the President's Office have become identified with "taking care of" engagement/ stewardship, while other departments tend to focus more on service to the discipline or the institution. This was powerfully illustrated by the candid observation of one BCS staffer that "some department chairs tell me that they want to protect their new faculty from me, so that I don't distract them." University leadership must look for—and take advantage of—opportunities to emphasize that stewardship capacity exists throughout the institution, and tap areas outside the usual circle of involvement.