Whether cities are in their ascendancy or in decline, there are certain institutions that anchor such change. The question is not if universities will be anchor institutions to urban change but how they will do this and in what ways will the states (national and local) and the regions act to help universities be truly foundational and/or developmental institutions?
U.S. Universities as Urban “Anchor Institutions”

- A driving force of local economic development (CEOs for Cities, 2002)
- “Engaged” institutions (Kellogg Commission on Higher Education, 1999)
- With an “urban agenda” (Urban Serving Universities, Summer Meetings 2006, 2007, APLU Committee on the Urban Agenda)
- $400+ billion annual operation, employing approximately 3 million people, including almost 600,000 faculty in over 3400 institutions and enrolling 15 million full and part time students (Gaffikin and Perry, 2008)
- Almost two-thirds of these institutions are found in cities, with over 1900 universities and colleges in the core of U.S. cities (ICIC, 2002 & CEOs for Cities, 2004).
- The combined spending of urban universities comprises about 68 percent of the total spent annually by universities nationwide (ICIC, 2004).
- Put another way, urban universities are spending up to a quarter of a trillion on salaries, goods and services, which is more than 10 times what the federal government spends in cities on jobs and economic development.

Cities as Nodes of Development

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Urban Research Universities (URUs) are Important to Cities

* 737 Universities
  • 70.6% of all four-year research universities are located in the top 100 most populated MSAs

* 338 Urban Research Universities (URUs)
  • 133 are Public URUs
  • 205 Private Urban Research Universities
  • Employ over 1 million staff, enroll over 4 million students with core annual revenues and expenditures in excess of 150 billion

*Of the 50 most populated MSAs.
  • 100% have a Public Urban Research University.

URUs as Urban “Anchor Institutions”

Urban Research Universities ~46% of all US research Universities
1. Students: 4.7m (58%) all students, 58% Bl, 53% La, 72% Asian
2. 55% all students, 65 Masters, 71% PhDs, and 73% Prof.
3. Research: 74% fed grants and contracts ($27B), 70% all res.
4. Operations Expend: 70% all H.E. expend
5. Employees: The 331 URUs are among top employee categories in every urban region of U.S.
6. Size inversely related to rank, with exceptions
   - City decline/ knowledge restruct=H.E. employment impact increases
7. Government and Community: 47% fed. COPC, 71% fed. transit research, 62% public service expenditures by fed. to USUs/URUs.
8. Health: more med schools, dental schools; 60% all nurses, 73% all health professionals, 100% NIH minority funds, and 88% NIH career development funds
9. Education: 51% all teachers, 52% Masters, 71% PhDs
The North American University as “Urban/Regional Developer”

– The “campus” isn’t the campus any more… it’s much more— an URBAN space

– University development is increasingly “mixed use” development - blurring academic and commercial uses, the edge of the old campus, even the meaning of “university building”— an URBAN building

– Campus master plan as city plan/city plan as master plan— an URBAN plan

Universities As Urban Anchors: 360 degrees of management, development in every feature of urban life

• Real Estate Investor/Economic Developer
  – Case: Chicago—The Loop
• Neighbor
  – - Case: Atlanta—Morehouse College
• Planner
  – -Case: Atlanta—Georgia State University
Universities as “Real Estate/Economic Developers”

THE CASE OF CHICAGO; The Loop: City Plan/Campus Plan=Chicago Central Area Plan with and for the universities of “the Loop:”

Case: from “desolate hole in the metro donut”

• Goal: to build an educational “corridor” (city of Chicago Central Area Plan, 1991 and 24 public and private universities) city and campus development BOTH anchored by city/university collaborations over land use and development: i.e. DePaul Center and University Center

• Outcome: Inter-university + private sector+city= 24/7 “Loop U” sector of the global city
Chicago: DePaul University
Loop Campus

Chicago: DePaul Center

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Chicago. Three-University Center

24/37 Colleges and Universities in Chicago’s Loop—i.e. “Loop U”

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Chicago’s South Loop

OUTCOME: in ten years the core colleges/universities
a. 25,000 to 53,000 students (proj 95k in 10 yrs)
b. 12,000 employees (proj 22k in 10 yrs)
c. 500,000 visitors annually (proj 1.5m vis, in 10 yrs)
d. 4,000 resident beds (proj 9k condos and apts 10y)
e. $29m annually and $200m building value (1.5B area)
f. 7.5m sq ft to 11m sq ft (proj 18m in 10 yrs)

FROM “desolate hole in the (downtown) donut” to the new ‘anchor’ of Chicago development in the LOOP. A “24/7,” “educational corridor” of the “clusters” in the “knowledge economy”

University as “Neighbor”

• Case: Morehouse College neighborhood revitalization efforts in its adjacent communities of long time economic and physical decline with an equally long history of Morehouse acting as “enclave” rather than neighbor.

• Goal: revitalized the surrounding residential area of the college, with limited funds and even less community trust.

• OUTCOME: Through its participation in a neighborhood CDC, Morehouse is able to contribute to new infill affordable housing, maximizing the use of scarce resources and successful partnering. University allowed to carry out a land swap with the city and public housing for mixed use university/community development project on land it did need for academic functions
Goal: revitalize the surrounding residential area of the college, with:

- limited funds
- even less community trust.

Successful CDC-led affordable housing with university as co-equal partner

Enlightened Self Interest of Morehouse

Morehouse-city land swap for mixed use development (academic devel. +community)
University as “Planner”

- Georgia State University Master Plan became the City of Atlanta’s first executed Downtown City Master Plan
- GSU anchored downtown development in the face of massive private sector disinvestment
- Refurbished buildings and reconstituted streets and highways through the university—bringing city to campus and campus to city.

Conclusions

1. If not “engines” of urban development, universities, at the very least, are sources of increasingly “mixed use” development - blurring the edge, the structure and in some cases the very meaning of “campus.”

2. It is also clear, that real estate practices are key to the fiscal and programmatic future of higher education—from scholarship to endowment

3. As such, as universities embed themselves ever more fully in the land economy of the city, they become more visibly important, perhaps even foundational, urban institutions.

4. “Copernican Change” (Van Ginkel) in higher education globally—the next “great transformation” (Kerr)
Contact Information

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