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# Community Collaboration: Furthering the Anchor Institution Concept within Linda Vista

Shelby J. Smock

University of San Diego, [ssmock@sandiego.edu](mailto:ssmock@sandiego.edu)

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## COMMUNITY COLLABORATION: FURTHERING THE ANCHOR INSTITUTION CONCEPT WITHIN LINDA VISTA

Through University of San Diego's new strategic plan, they seek to become a leader within higher education for community engagement. This study examines University of San Diego's current community engagement, community engagement successes at other similar universities, and how to create a brighter future for the University and for the community of Linda Vista.

**Shelby Smock**

M.A. in Leadership Studies

## **BACKGROUND**

### **Introduction to Linda Vista**

Despite what the signs say, the neighborhood of Linda Vista in San Diego, California is more than just the home of University of San Diego. Started seventy-five years ago as a temporary housing section for military families during World War II, Linda Vista upon its creation was the world's largest low-income housing development, with an estimated 13,000 residents (Palmer, 2016). Because of the increased war effort, San Diego's population doubled within a decade, and a great housing need developed. Families were temporarily forced to live in tents, as the federal government reluctantly sponsored the project (Liu, Elliott, Loggins, & Nayve, 2006). The housing development consisted of thousands of "cracker box" houses, sturdy and inexpensive homes, which were ideal for the large influx of people. Three-thousand of these houses remain, scattered throughout the streets, a remnant of a booming time in the neighborhood's history (Palmer, 2016). Due to the success of the hasty settlement, Linda Vista received the nation's first shopping center, as well as the honor of First Lady Eleanor Roosevelt attending the grand opening (Liu et al, 2006). In total, the construction of Linda Vista took 159 days ("Linda Vista's Historic Role," 2009). Despite the accolades, the infrastructural gaps from this rushed expansion were quickly revealed and persist to this day (Liu et al, 2006). The water and sewage systems were inadequate in the area, and a shortage of funding meant planned assets such as schools and libraries were not completed. Linda Vista continues to struggle with problems of overcrowding, poor planning, and neglect (City of San Diego Planning Department, 2011).

Frequently described as "San Diego's melting pot," Linda Vista's diversity is a point of pride within the community, but in 1950, the neighborhood was 97 percent white ("Linda Vista's

Historic Role,” 2009; Liu et al, 2006). It was not until the Vietnam War that the neighborhood first began the transformation to the diverse community it is today. In 1975, the United States government evacuated thousands of Vietnamese citizens, deemed endangered from their association with the US military, from Vietnam to Linda Vista. After the Vietnam War, the unrest within Southeast Asian countries continued, an additional wave of Vietnamese, Cambodian, Laotian, and Hmong refugees settled within Linda Vista over the next few decades. This immigration launched furthered, continuous immigration, as friends and family members from home countries joined their loved ones within the community. Along with the new Asian population, the Latino population also increased within Linda Vista. Under the Immigration Reform and Control Act (IRCA) of 1986, the government provided undocumented immigrants from Mexico and Central America a route towards legal resident status. Many chose Linda Vista because of its relative affordability and proximity to jobs (Liu et al, ,2006). In contrast to the 97% white neighborhood of 1950, today, only 45% of the population are white, with 18% Asian and Pacific Islander and 27% Hispanic, and within the three-square mile “heart of Linda Vista” alone, over 24 languages are spoken (U.S. Census Bureau, 2010; Liu et al, 2006). This “melting pot” brings great cultural additions and combinations to the community, making Linda Vista unique to the rest of the world.

Currently, within Linda Vista, there are countless opportunities for community collaboration. According to the USDA, a food desert is a community devoid of fresh fruit, vegetables, and other healthy foods, typically due to a lack of grocery stores (Gallagher, 2010). Linda Vista is classified as a food desert, as the closest grocery store is miles away. This forces the community’s residents to travel to other communities to obtain groceries, meaning additional gas costs, public transportation fares, or miles to walk for residents typically living below the

poverty line. The neighborhood is on the top of a large hill, overlooking the surrounding communities, and to get to the closest grocery store, the residents who walk must climb up this steep road, carrying their groceries with them. It makes ensuring residents have access to nutritious meals far more difficult than in other neighborhoods. Limited access to nutritious food negatively impacts life expectancy, cognitive development, and overall health. Through the Linda Vista Farmer's Market, the community created a partial solution towards providing nutrition to the neighborhood, even including a food-stamp program to support low-income families and seniors (Golden, 2011). Within a few years, the market has made healthy foods more available, encouraged community gardening, and brought more attention and business to the neighborhood. While it does not solve all the associated problems of being a food desert, community efforts are what is beginning to impact the health of the community and what is needed to further tackle this issue.

Once the pride of the country, housing within Linda Vista, both as a renter and an owner, is plagued with complications and problems. The median housing value in Linda Vista is \$20,000 less than the median housing value of the city of San Diego (City of San Diego Planning Department, 2011). In addition to the aforementioned infrastructure issues, the remaining "cracker box" houses in the neighborhood reside on small lots, preventing renovations or expansions. Stuck with these small houses, Linda Vista struggles to evolve beyond being a former military development ("Linda Vista's Historic Role," 2009). Rent within the community is also an issue. Given the large low-income population within the neighborhood and the lack of low-income housing available, a significant percentage of Linda Vista residents are likely either paying a higher than affordable rent, meaning more than 30% of their income, or they are living with a large number of people to afford rent. Both options can lead to lack of adequate parking,

deterioration of the physical structures, and reduced buying power for other consumer products in the area (City of San Diego Planning Department, 2011). Because residents are consistently struggling to afford rent, certain landlords take advantage of their tenants. Recent protests alleged serious unaddressed health and safety issues within Village Apartments and Astro Vista Apartments, including infestations, mold, broken windows, and electrical and plumbing issues (Rice, 2016a; Rice, 2016b). Since some of the residents cannot speak English and frequently have an imbalance of power, landlords ignore their complaints; threaten to raise rent, evict them, or deport them; or even, force them to sign contracts they do not understand that state the apartment's issues have been solved (Rice, 2016a). The dangers to the residents are not only within the apartment but outside of it as well. Parents of elementary school students were outraged when Linda Vista Elementary was infested with fleas and did not communicate to parents, forcing children to endure being bitten during the school day (Alford, 2014). Police shot an armed man after a shootout in front of a local childcare center, creating a threat to the children and staff within, after earlier gunfire between the two parties elsewhere within the community (Chen & Simeral, 2017). Because of gang shootings in the area, community members regularly sleep on the floor instead of in their beds, to avoid being shot in their sleep from a stray bullet through the window (C. Pahanish, personal communication, April 19, 2017). Because affordable housing in San Diego is an issue city-wide, and low-income housing is even more difficult to find, many families are forced to remain living in unsafe conditions, as they are without an alternative solution.

Linda Vista's origin story points to the need for a resident-run movement towards bettering the community. The community has a large history of larger institutions coming in and playing God with Linda Vista's development to the its detriment. As the Linda Vista Farmers'

Market shows, the lasting positive impact upon the community comes from within, not from outside. If the community members led the movement, were involved in the process of change, and felt invested in the growth of Linda Vista, the community would thrive.

### **University of San Diego's Integration into Linda Vista**

In 1949, Bishop Charles Francis Buddy and Mother Rosalie Clifton Hill founded the College for Women. The College for Men and the School of Law formed nearby in 1954, but it took until 1972 for all the colleges to merge and form the University of San Diego (USD). Today, USD is a private Roman Catholic university, educating approximately 8,500 undergraduate, paralegal, graduate, and law students annually. The University has eight academic divisions: the College of Arts and Sciences, schools of Business Administration, Engineering, Law, Leadership and Education Sciences, Nursing and Health Services, Peace, and the Division of Professional and Continuing Education (University of San Diego, 2017a).

Mother Rosalie Clifton Hill advocated for the importance of beauty within education. She claimed beauty attracts people, and once the beauty lures them in, "they will come and find the truth and have goodness communicated to them by the kind of people here" (University of San Diego, 2017a). To an attempt to honor these words, the Society of the Sacred Heart provided a four-million-dollar endowment, specifically funding ornate chandeliers and tapestries, giving the school a luxurious feel. The 180-acre campus rests on the top of Tecolote Canyon, easily framing the beautiful view of the Pacific Ocean that was Linda Vista's namesake. The Spanish Renaissance architectural style and the views led to Best Choice Schools #1 "Most Beautiful" campus in the nation, a ranking frequently publicized by the University (University of San Diego, 2017a). This image of the castle on the hill, however, only furthers the divide within the neighborhood. When one part of Linda Vista is investing in ornate chandeliers while the other

part is battling for the right to have a home without cockroaches, a large divide is already present, both in mindset and in the physical environment. The beauty can lure people to education, but it can also create a barrier when the community feels like that beauty is not for them to enjoy. Despite being housed in one of the most diverse communities in San Diego, USD was ranked on Princeton Review as nineteenth in the nation for “little race/class interaction” amongst its student body (University of San Diego, 2017a; The Princeton Review, 2017b). According to the student feedback on college review websites, students feel the university’s student body frequently come from wealthy, upper-class families, even warranting the joke that USD stands for the “University of Spoiled Daughters” (The Princeton Review, 2017e; UNIGO, 2017). The image of the student body and the image of the neighborhood of Linda Vista directly conflict with one another, furthering the divide between them. Adding to the perceived lack of inclusivity, in November 2012, the former President of the University, Mary Lyons, cancelled a speaking engagement of a British theologian because the woman believed Catholics should support same-sex marriage. Despite a public vote of no confidence from the faculty of the College of Arts and Sciences, the reputation of USD was publicized nationally as a university that is close-minded and closed-off to the feelings of oppressed peoples (McElwee, 2012).

### **Anchor Institution**

After President Mary Lyons retired, James T. Harris, III, was the unanimous choice by the search committee to become the fourth president of the University of San Diego. The head of the search committee, Constance Carroll, said he presented a complete picture of what they were looking for (Warth, 2015a). Harris’s first president position was at Defiance College, in Defiance, Ohio. He served as president for eight years, developing the Presidential Service-Leader Scholarship program, the McMaster School for the Advancement of Humanity, and



gained Defiance College the recognition of U.S. News and World Report, as it named Defiance College one of the top 20 service-learning schools in the country (Widener University, 2010). Named one of the country's top 50 character-building university presidents in 1999 by the John Templeton Foundation, Harris's focus seemed, even then, to be on the community and creating good citizens (Warth, 2015b).

In 2002, Harris became the president of Widener University, a private university of 6,000 students, located in Chester, Pennsylvania (Warth, 2015b). Prior to Harris's time as president, Widener had a strained relationship with Chester, Pennsylvania. On his first day as president, Harris was told by one of Widener's vice presidents that Chester would suck Widener dry of its resources if given the change, and when Harris asked the mayor of Chester for his thoughts on Widener, the mayor described Widener "as a dragon that eats up land that otherwise would be generating tax dollars for the city" (Harris & Pickron-Davis, 2013). One of his first official acts as president was to establish the Strategic Planning Committee to rethink Widener's core mission and develop a vision that matched the goals of the board members, faculty, administrators, students, community members, alumni, benefactors, and elected officials. In December of 2003, the Board of Trustees established Widener's new mission, which included a desire to "contribute to the vitality and well-being of the communities we serve" and to create "a learning environment where curricula are connected to societal issues through civic engagement" (Harris & Pickron-Davis, 2013).

During his first year at Widener, he developed the Office for Community Engagement and Diversity Initiatives to begin to bridge the gap that had grown between the university and the community. By 2005, the Board of Trustees had created a standing committee called the Civic Engagement Committee, to support Widener's development in civic engagement. The

President's Community Advisory Board, a "think tank" of community stakeholders and institutional members, was created to discuss broader city-wide issues monthly, in order to explore strategic ways of building on the assets of the community. Additionally, the university developed an Academic Service-Learning Faculty Development Program, which assists faculty to convert a traditional course, enrich a current course, or develop a new course with service-learning components. The Social Work Counseling Services of Widener University provides free social work services to community residents, and the Chester Community Physical Therapy Clinic, opened in fall of 2009 by Widener's Institute for Physical Therapy Education, provided Chester with physical therapy services and health and wellness education, primarily serving uninsured or those with exhausted insurance benefits. In fall of 2006, the university launched the Widener Partnership Charter School, the state's first university-based charter school, to address the educational need in Chester, where their school district was facing a 63-percent high school graduation rate, compared to the 90-percent graduation rate of Pennsylvania overall (University of San Diego, 2017c; Harris & Pickron-Davis, 2013).

During Harris's tenure as university president, Widener University was named to the President's Higher Education Community Service Honor Roll for exemplary service to America's communities for four consecutive years (Widener University, 2010). In 2011, Harris received the Chief Executive Leadership award from the Council for Advancement and Support of Education, which examines campus chief executive officers for outstanding efforts in promoting and supporting education and institutional advancement (Council for Advancement and Safe Education, 2017). Beyond supporting the community, these initiatives had measurable positive impacts for the university as well; the university held its largest campaign, reached

record-high enrollment numbers, increased its retention and graduation rates, and, as shown, received national recognition for its work in civic engagement (University of San Diego, 2017c).

In the spring of 2015, a USD graduate class, LEAD 559, was tasked with the class-long project of being a consultant to Bayside Community Center, a community center located in the heart of Linda Vista. The organization's mission is to empower the community members to improve quality of life through the areas of services, education, and advocacy (Bayside Community Center, 2014). Bayside Community Center historically has had many relationships with classes in the past, but this class became a consultant towards the overall organization, instead of specific programs within the organization. After analyzing the overall environment, including the neighborhood and the needs of the community, the class brought leadership from both Bayside Community Center and University of San Diego to present the concept of the University of San Diego taking on the responsibilities of an anchor institution (Z. Green, personal communication, September 23, 2015).

An anchor institution is a large, locally embedded organization that has a significant impact upon the community within which it resides. Universities, in particular, are relatively more stable than other businesses in a community: they tend to be relatively immune to sudden changes in size or institutional failure. They more routinely survive economic downturns and possess the ability to keep a community afloat during hardship (Goddard, Coombes, Kempton & Vallance, 2014). This positive influence within the community can occur naturally, with job creation and beautification efforts, but by being intentional with a university's resources and programs, a university can have monumental impact upon a city, as shown by Widener University and Chester, Pennsylvania. LEAD 559 proposed this type of intentional impact to USD. It worked.

President Harris took office on August 3<sup>rd</sup>, 2015. Upon taking office, one of his five key areas of attention is further developing USD's role as an anchor institution and building upon its inclusive community (University of San Diego, 2017c). His vision for University of San Diego is for it to "be recognized as well locally as we are globally for being... an anchor institution" (Warth, 2015b). Similar to his start at Widener University, President Harris and the Board of Trustees have approved a strategic plan called *Envisioning 2024*. The vision for USD is to become an engaged and contemporary Catholic university that "sets the standard" for all (University of San Diego, 2017b). Being an anchor institution is one of the six pathways to set the university towards this vision, but how that presents itself is still being explored.

### **THE OPPORTUNITY**

After Hurricane Katrina in 2005, Tulane University established their Center of Public Service, as part of the university's Renewal Plan. In August 2016, Tulane University was ranked by Princeton Review as the "Most Engaged in Community Service" and New Orleans is rebounding strong (Tulane University, 2017). University of San Diego undergraduate students contribute over 300,000 services hours annually, and it was designated a Changemaker Campus in 2011; yet, Linda Vista, its home neighborhood, is one of the six most distressed communities in San Diego (University of San Diego, 2016a; Hoang, 2016). There is a clear and present need for the partnership between USD and Linda Vista to be more formalized, expanded, and clearly defined, to the public and to the University. This seems to be somewhat recognized by executive staff, based on the *Envisioning 2024* strategic plan, but there has yet to be any clear steps outlined to the public.

To be a true leader for other universities, University of San Diego must first realize the groundbreaking work being completed by other anchor institutions, specifically other

universities similarly situated. In order to set the standard, we must first learn what the standard is. Students are looking to make a difference: seventy-two percent of current higher education students are wanting to make a difference through their job (Clark, 2017). As a university, the school should be catering to teaching students how to make that a reality, and if they do not, students will find a university that does.

The University of San Diego cannot apply their best solutions to what they perceive the community problems to be: the people who live the reality understand it better than the faculty, staff, and students. Making the community an active and equal partner in this relationship teaches students how to make the community an equal partner in their difference-making, and by doing this, it encourages more equal relationships, helping to change the world for the better. Currently, with every project a class does, the time required on the community organization’s behalf is crippling, and the results are mixed, in terms of the deliverables provided and the relationships between community and University. The University must work hand-in-hand with the Linda Vista residents to establish solutions that truly work.

**UNIVERSITY OF SAN DIEGO ENVIRONMENTAL SCAN**

<p style="text-align: center;"><b>Strengths</b></p> <ul style="list-style-type: none"> <li>• Wide variety of resources</li> <li>• Engagement within staff, faculty, and staff</li> <li>• Creativity</li> <li>• Established community partners</li> <li>• Strong, community-minded staff members and faculty</li> </ul>	<p style="text-align: center;"><b>Weaknesses</b></p> <ul style="list-style-type: none"> <li>• Burden on community partners</li> <li>• Minimal information getting to students</li> <li>• Out-of-date websites and materials</li> <li>• No tram service to Linda Vista</li> <li>• Lack of perceived diversity</li> <li>• Broken promises perception</li> </ul>
<p style="text-align: center;"><b>Opportunities</b></p> <ul style="list-style-type: none"> <li>• Strong need within Linda Vista</li> <li>• Opportunity to rebrand USD with new president</li> <li>• Interested students looking to support</li> </ul>	<p style="text-align: center;"><b>Threats</b></p> <ul style="list-style-type: none"> <li>• Working silo mentality of colleges and programs</li> <li>• Image of USD by Linda Vista</li> <li>• Image of Linda Vista by USD</li> </ul>

The main point of community engagement within USD is the Mulvaney Center for Community, Awareness, and Social Action. The Mulvaney Center offers a wide variety of both local and global programs, and its staff frequently serve as the main point of contact between community organizations and the University. Most of the local programs center around the USD students as mentors, whether to students with intellectual disabilities at Mesa College at Cool Club, to refugee children in El Cajon through YALLA, or to youth at the Kearny Mesa Juvenile Hall Facility, RefugeeNet, the Bayside Teen Center, Young Dreamers United, or Youth Engagement Initiative (Mulvaney Center for Community, Awareness, and Social Action, 2017). Mentorship programs are an excellent way for college students to serve as role models within the community; however, students have more to offer the community than simply mentorship. These are future professionals, learning directly from experts within their fields. They have a great deal to offer the community.

There are a variety of classes within USD that partner with the Linda Vista community, as shown by the LEAD 559 example earlier. Each partnership is unique, as there is not an established protocol for partnerships to the community. LEAD 559, for example, came about as part of the established relationship between Dr. Zachary Green and Corey Pahanish, as Zachary's former student. Because of the existing relationship, coordination and communication comes through the filter of that relationship, but that does not necessarily exist between every organization and the faculty members (C. Pahanish, personal communication, April 14, 2017). The University of San Diego should be responsible for cultivating and facilitating those relationships to community organizations, as these classes reflect upon the university as a whole.

If the relationship sours, the image of USD sours in the minds of Linda Vista residents, and the University cannot afford any further damage.

The Impact Linda Vista Initiative (ILVI) was created by the Changemaker Hub, in partnership with the Mulvaney Center for Community, Awareness, and Social Action in 2013. The initiative is meant to strengthen the bond between the University and the community through the co-development of educational and community engagement programs (Impact Linda Vista Initiative, 2017). For the 2016 to 2017 school year, ILVI connected eleven community-minded University of San Diego faculty members with seven community organizations and local schools to create ten different community-based learning classes (University of San Diego, 2016b). To ensure positive working relationships, ILVI painstakingly vets both the community organizations and the faculty, including an application process, interviews, and pre-implementation planning to limit the potential for negative community impact (K. Heinle, personal communication, April 16, 2017). ILVI works to create a more equal partnership between community-based learning courses and community organizations, rather than prescriptive-style courses that condescend to the community's existing knowledge. This includes even compensating the community partners for their participation with \$750 for the year and up to \$200 in supplies to support the efforts (K. Heinle, personal communication, April 16, 2017). However, despite the positive advancements towards equal partnership, community partners still struggle with the amount of resources these classes take in exchange for the services provided.

For example, Tamy Nguyen, a community advocate from Bayside Community Center, had thirty separate student interactions within six weeks for one ILVI class. These interactions include emails, texts, and, mostly, in person interactions that can last up to three hours each (Bayside Community Center, 2017). Tamy only works at Bayside Community Center three days

a week, and her role and responsibilities within the community center are far beyond handling one class for ILVI. Taking into account that Bayside takes on four classes through ILVI, and that ILVI classes are not the only classes in partnership with Bayside, it is a high imposition for the community organizations to bare. Any coordination issues, including transportation costs, parking fees, and space and coordination of one-on-one sessions, falls largely on the organization's lap. In the example of Tamy, she drives the ESL class participants from Bayside Community Center to USD and back each class, which requires two separate trips because they cannot all fit in her car. This is in addition to the University of San Diego interactions mentioned and in addition to Tamy staying throughout the entire class to provide translation services between the USD students and the community members (T. Nguyen, personal communication, February 21, 2017). This is an exhausting burden to put upon a community already struggling, especially considering the resources University of San Diego has at their disposal. ILVI is helping to bridge the gap between the community and the University, to protect the University and the community's relationship with one another, but without the resources given to support these classes further, the burden put upon the community may break the relationship.

For students looking to work with the community, the resources can be difficult to find. There is no full list of available volunteer opportunities, no up-to-date and in depth list of community-based courses, and no complete, up-to-date and in depth list of internships with community partners. Nothing is easily available online, the way it is at most of the universities examined within this paper. By placing the extra work upon the students and the community organizations, it places additional hurdles to the relationship. Certain University staff members' assistance within easing the community's burden, specifically Chris Nayve of the Mulvaney Center and Tom Cleary of the University's government relations department, cited as allies by



Bayside Community Center staff, are frequently seen as an exception to the rule, rather than representative of the University as a whole (C. Pahanish, personal communication, April 13, 2017). As the anchor institution, the majority of the burden for resources should be on the University because they have the ability to support these efforts and intentionally place their resources within the community.

## **UNIVERSITY ENVIRONMENTAL SCAN**

### **Large Catholic Universities**

If USD intends to be a leader and model for other Catholic universities, it would be beneficial to note what these other institutions are doing within the realm of community engagement. Five Catholic universities were chosen, all with a higher enrollment than USD, for their reputation and their community engagement systems for comparison. The key areas of importance found between them were diversity, faculty support, integration into the city, and furthering coursework in community engagement opportunities.

#### **DePaul University.**

Located in Chicago, Illinois, DePaul University is the largest Catholic university in the nation. DePaul was named one of the nation's Most Innovative Schools by U.S. News & World Report in 2015, and its students were named among the happiest in the U.S. by Princeton Review in 2014 (DePaul University, 2017b). Part of this happiness stems from the inclusivity of the university population, students and faculty alike. With an enrollment of 23,110 students, students describe the University as a melting pot of different experiences and backgrounds (DePaul University, 2017b; The Princeton Review, 2017a). For their sophomore year, every student must take a seminar class on multiculturalism in the United States. Almost 50 versions of this class are offered, in a wide variety of subject areas, from Autobiographies of Women of Color to Race,

Ethnicity, and Homelessness. Each sophomore is required to examine the world through alternative perspectives, teaching students how to understand the historic roots of inequality while learning how to discuss these issues respectfully in a group setting (DePaul University, 2017c). One-third of undergraduate students are first-generation college students. In 2017, DePaul was recognized for excellence in community college transfer pathways by Phi Theta Kappa Transfer Honor Roll (DePaul University, 2017b). INSIGHT into Diversity magazine gave DePaul University the Higher Education Excellence in Diversity award in 2014, and Diversity MBA magazine named DePaul University one of the best places for women and diverse managers to work (DePaul University, 2017b). The large efforts by DePaul University to be an inclusive campus community allow for students to feel like the University is a part of the diversity of the city of Chicago, instead of an exception to it.

DePaul's Vincentian values guide the University towards serving those least served by society. The Irwin W. Steans Center is DePaul's community engagement center, which provides a bridge between the community and the University through student learning, community development, and faculty support. Faculty support from the Steans Center comes in different forms: course development assistance, research fellowships, grant creation and listings, conference listings and financial assistance, active development of cross-departmental partnerships, and model faculty profiles (DePaul University, 2017d). The Community-Based Research Faculty Fellowship, for example, was established in 2009 to support faculty in developing research projects for the betterment of the community. The three faculty fellowship recipients are provided with financial resources and a paid research assistant to make their research concepts a reality (DePaul University, 2017d).

The first class every freshman takes at DePaul is their Chicago Quarter course. Similar to the sophomore seminar, there are over 100 different versions of this requirement, ranging throughout all different subject matter from Sculpture in Chicago to Alternative Healing in Chicago, but the core principles of the class remain the same. The course is an introduction to DePaul University, to being a college student, and to the city of Chicago itself. Through this course, a freshman student learns how to take the public transit, how to navigate the city, and what Chicago has to offer them. Each course requires field trips throughout the city, based on the subject matter, giving each student arriving a concept of areas in the city they might enjoy and how to get there with ease (DePaul University, 2017a). It is their orientation to the campuses and to the city itself, and it also encourages students from their first days at DePaul to explore the city instead of only remaining on campus.

Through the Irwin W. Steans Center, more than 3,400 students complete service-learning courses annually (DePaul University, 2017b). Some students choose to take that service-learning further. For their junior year, students can opt to fulfill their Junior Year Experiential Learning requirement with a Community-Service Studies class and service hours or an internship through the Steans Center, with placement at a community organization, a Chicago Public School, or a Catholic school (DePaul University, 2017d). DePaul offers a Community Service Studies minor, which uses community-based Service Learning course from a variety of different disciplines to create a framework with which to view community service theory, ethics, and group dynamics (DePaul University, 2017d). DePaul routinely provides their students with opportunities to engage with the community and routinely provides the community with support through these resources.

## **Georgetown University.**

At 225 years old, Georgetown University in Washington, D.C., is the oldest Catholic university in the nation (Georgetown University, 2017a). It is a metropolitan university with over 18,000 undergraduate, graduate, and professional students. To encourage and support a more racially and socioeconomically diverse student body, Georgetown created the Community Scholars Program over 40 years ago to contribute to retaining first-generation college students. The program begins with a summer introduction: for five weeks, these students live on campus, take two classes, receive priority registration for the fall semester, meet with their academic deans and financial aid counselors, attend a seminar on college transition, and have their travel expenses, books, and food covered. In addition to the summer portion, there are study sessions, various types of support from peer mentoring to workshops, and an additional scholarship to their financial aid package to compensate for any lost summer wages (Georgetown University, 2017b). In addition to the Community Scholars Program, there is an entire page of their website of resources for undocumented students, including statements of support from the University, financial aid opportunities, campus resources, admissions information, privacy procedures, community resources, student initiatives on the topic, legal aid, and career opportunities (Georgetown University, 2017d). Given the political climate on the subject, Georgetown University makes it clear through this site that it strives to support, protect, and cares for undocumented students, as it would the rest of its student body.

In order to introduce the importance of community service, activism, and social justice in the Washington, D.C., area early, the Center for Social Justice Research, Teaching, & Service (CSJ) runs a program called First-Year Orientation to Community Involvement (FOCI). As Georgetown's longest running pre-orientation program, 54 FOCI participants annually learn

about and reflect on the systems involved in Georgetown and Washington, D.C., communities; discover the diverse populations and perspectives within these communities; develop their leadership abilities; actively engage in community service; and learn how to be a part of these communities. FOCI covers many different social justice issues, such as homelessness, food security, LGBTQ right, immigration, gentrification, and sustainability (Georgetown University, 2017c). Beyond other mentoring and tutoring programs, CSJ also offers a partnership with Georgetown Ministry Center to provide homelessness outreach. Georgetown students work within the Ministry Center, checking guests in, coordinating programs, planning events, and cooking for the guests (Georgetown Ministry Center, 2017). Additionally, this partnership created the Hypothermia Outreach Team, a volunteer program designed to prevent winter-weather-related deaths in the homeless community. In Washington, D.C., the homelessness rates have been rising, and through these programs, Georgetown students can help support and protect their community (Georgetown University, 2017c)

### **University of Dayton.**

Named fourteenth on the list of universities most engaged in community service, the University of Dayton (UD) has over 10,000 undergraduate and graduate students on their campus in Dayton, Ohio (The Princeton Review, 2017c). UD students were ranked third of the list of happiest students and fifth on list of students who love their colleges. Students at UD describe themselves as extremely conscious of community issues (The Princeton Review, 2017d). The Fitz Center for Leadership in Community houses the Dayton Civic Scholars program (University of Dayton, 2017b). After the end of their freshman year, fifteen students are chosen to spend the next three years honing their leadership skills and learning how to build community. Participants perform sixty hours of community engagement per semester; intern with community partners;

and build relationships with community leaders, nonprofit agencies' staff, UD faculty, and UD staff (University of Dayton- Fitz Center for Leadership in Community, 2017a). Another cohort-style community engagement program through the Fitz Center for Leadership in Community is the River Stewards program, an interdisciplinary program focused on learning opportunities around the Great Miami River watershed. This program requires the students to complete 30 hours of service each semester; a weekly course that involves activities, field trips, lecture, and discussion; and completion of a cohort community service project (University of Dayton- Fitz Center for Leadership in Community, 2017b).

University of Dayton participates in numerous placemaking initiatives to integrate the student body into the greater Dayton area. The Center for Student Involvement provides off-campus recommendations and opportunities through #UDLateNight, which provides fun, free programming for its students on the weekends, both through on-campus organizations and local community partners. This provides the partners with the opportunity to introduce themselves to the students, in hopes they will frequent the establishment on their own time, as well as the financial gain of the event itself (University of Dayton, 2017a). In addition, UD provides a list of recommended local activities to go outside “the Bubble” of its campus and explore Dayton, Ohio (University of Dayton, 2017a).

### **Marquette University.**

Marquette University, located in Milwaukee, Wisconsin, asks one thing of each of its over 11,000 undergraduate and graduate students: be the difference. These students take that message to heart, as Marquette undergraduate students perform an estimated 455,000 hours in community service annually. Similar to USD, Marquette is also a Changemaker Campus, as named by Ashoka Institute, and it was named to the President's Higher Education Community

Service Honor Roll for the tenth time in 2015 (Marquette University, 2017a). Marquette consistently integrates its students into the community. Through their Meet Milwaukee program, various community organizations are highlighted through a series of events held on campus. These events serve to inform students about the resources available in the neighborhood, discuss community issues, and get them involved within the city (Marquette University, 2017c). Marquette University also offers Late Night Marquette which, like UD, offers students the opportunity to explore local sites and activities through the university. One of the goals of this program is explicitly to “connect students with entertainment opportunities in the greater Milwaukee area” (Marquette University, 2017d).

Marquette’s Center for Community Service provides an opportunity for freshman students called Students Engaging in Real Volunteer Experiences (SERVE). The chosen twenty first-year students learn, volunteer, and reflect together about nonprofit and social justice issues: they participate in a minimum of five volunteer opportunities per semester, a weekend retreat, and bimonthly reflection sessions (Marquette University, 2017c). Community engagement opportunities exist beyond freshman year as well. Marquette Volunteer Corps is a semester-long commitment to weekly service opportunities. Participants are broken into teams based on subject areas, which include youth and education, refugee populations, adult education, early childhood literacy, youth with disabilities, homelessness, and adult incarceration. These teams participate weekly in service opportunities together. This program connects these volunteers directly with the organization, gives them a set time to volunteer weekly, and coordinates their placement (Marquette University, 2017b).

## **University of Notre Dame.**

United Nations General-Secretary Kofi Annan once described the University of Notre Dame (UND) as representative of what is “best and most generous in the American tradition” (University of Notre Dame, 2017b). UND well represents the concept of using students’ increasing professional knowledge to assist the community. Accounting students prepare over 3,800 tax forms annually for local residents in South Bend, Indiana through the Tax Assistance Program (University of Notre Dame, 2017b). The University also offers two minors to supplement any major with social justice thought: a Poverty Studies minor and a Catholic Social Tradition minor (University of Notre Dame, 2017a). These minors encourage students of all disciplines to understand how to positively impact the world through their careers. For example, a student wanting to be a doctor could utilize one of these minors to reflect upon how to practice medicine in underserved communities or how to creatively impact the health of low-income populations. These minors help all disciplines think through how they can use their unique skills towards positively changing the world.

In shaping their faculty towards a community engagement mindset, UND’s Center for Social Concerns offers the Community Engagement Faculty Institute annually. This institute involves lectures from faculty and from community experts on community engagement, both the theory and the practice. The participants travel within the community, learning from community partners on social concerns, and for taking place in the institute, participants are given \$250 to their research account to perform community-based research and teaching (University of Notre Dame, 2017a). Workshops and seminars are also offered through the Center for Social Concerns, including funding to attend conferences, one-on-one consultations, articles, books, and information for other funding (University of Notre Dame, 2017a). In order to renovate the whole,



rather than only the individual, the Center for Social Concerns also offers the engaged program initiative. The Center for Social Concerns creates a multi-year academic community engagement plan for the entirety of the program, making sustainable and ever-evolving change within the new program. For two years, the engaged program initiative weaves community engagement into the curriculum of the program, through strong community-minded staff within the program itself (University of Notre Dame, 2017a). This initiative encourages faculty within the department to work as a team to help better orient their program around the concept of community impact.

For community-minded students, the Center for Social Concerns offers an easily digestible list of experiential learning, community-based learning, and community-based research classes for the upcoming semester, broken down program by program with in-depth course descriptions. Students are connected with specific organizations to complete their research projects, both to the benefit of the student and the community. Their website also hosts a volunteer bulletin board, listing opportunities for students and for community organizations. The Center for Social Concerns even provides a color-coded community partners directory for students to explore. With workshops and seminars as well, University of Notre Dame students are consistently surrounded by diverse, easy-to-find community engagement opportunities (University of Notre Dame, 2017a).

### **Southern California Universities**

Along with Catholic universities, USD typically competes with other San Diego schools for local students and for those travelling students wanting a Southern California college experience. San Diego State University and the University of California San Diego are the two largest and most prestigious competitors in San Diego county, and the University of Southern California- Los Angeles is likely the strongest community engagement program in the Southern

California region. To be a leader, once again, we must examine the surrounding area to understand their programs as well.

### **San Diego State University.**

As the oldest higher education institution in San Diego, San Diego State University (SDSU) is well engrained within the San Diego community. With approximately 33,000 students and being founded in 1897, SDSU is much larger and more established within San Diego than USD (San Diego State University, 2017c). SDSU has strong community engagement within government programs. Their largest community engagement program is the Sage Project. As part of the Educational Partnerships for Innovation in Communities Network (EPIC-N), the Sage Project partners SDSU with at least one city per academic year to create or renovate meaningful high-need community projects. Their most recent partnership is with the city of Lemon Grove. This resulted in 28 classes within the year partnering with Lemon Grove in a different capacity, across disciplines, from graphic design to real estate development (San Diego State University, 2017d). The Sage Project provides SDSU with experiential learning for its students, assistance for its community, good publicity for its image, and growth for its faculty.

Beyond the Sage Project, the College for Professional Studies and Fine Arts provides Projects for the Public Good. Projects for the Public Good utilizes the community as a learning laboratory, connecting classes with school districts, city parks, and city planning (San Diego State University, 2017a). The College for Professional Studies and Fine Arts enhances the curriculum with experiential learning while simultaneously providing free assistance to the community. A final example of SDSU's ties to the city government is its Compact for Success program. This program provides curriculum consultation with schools to ensure local students are college ready. The award-winning, nationally-recognized program increased the high school

partner's college-going population by 120 percent (San Diego State University, 2017b). What SDSU has is a strong government base for its community engagement efforts, but there is still a great deal of opportunity within local communities and community organizations.

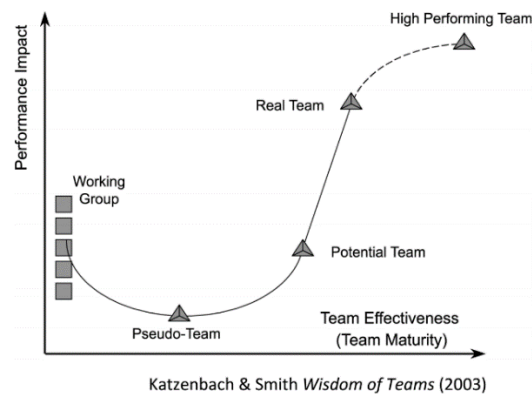
### **University of California San Diego.**

The University of California San Diego (UCSD) has the highest enrollment of any higher education institution in San Diego County, at over 35,000 students (University of California San Diego, 2017a). Located in La Jolla, California, the community in which UCSD resides is extremely wealthy and privileged. The average La Jolla resident is college-educated with a white-collar job, making over \$154,914 (Point2Homes, 2017). Suffice it to say, UCSD's home community does not require much assistance. For community engagement and experiential learning, UCSD has essentially outsourced to other communities within San Diego, including Linda Vista (University of California San Diego, 2017c).

UCSD's community engagement efforts are spread across the colleges of the University. Beyond short-lived event-style community engagement, like UCSD Cares Week and alternative breaks, the major University-wide local community engagement programs are minimal. College-based service organizations are working across a wide variety of areas, rather than working in coordination with one another. Katzenbach and Smith, in their book, *Wisdom of Teams*, discuss the concept of the team effectiveness curve, as shown below. The team effectiveness curve demonstrates that no matter how well individual organizations are working, teams are consistently stronger (Green, 2015). Therefore, if USD acts as a team, united towards one shared vision for the school and for the community, it can have a more appealing community engagement program for the community and for prospective students. As of April 7<sup>th</sup>, 2017,

however, UCSD is a Changemaker campus as well; USD must work quickly to not be overtaken as the San Diego university for community engagement (Clark, 2017).

## Team Effectiveness Curve



### University of Southern California.

While not in San Diego County, the University of Southern California (USC) offers the thoroughly-engaged student experience USD seeks to offer within the same geographic region. With over 44,000 students, USC has a large amount of human resources with which to help positively impact the community (University of Southern California, 2017a). The Joint Educational Project (JEP), created in 1972, is one of the most well-respected service learning systems in the United States. Over 2000 students enroll in USC's service learning courses annually, but what makes their service learning courses innovative is the effort they go through to support the nearly 25 community organizations at which the students are placed (University of Southern California, 2017b).

A week before the semester begins, JEP staff train part-time student Program Assistants (PAs). These PAs meet with the professors to discuss various JEP options for their courses to encourage different service-learning opportunities and discuss the possibility of presenting in their classes. When the semester begins, the PAs speak about JEP in classes to the students, and

interested students come to JEP to sign up. PAs train the students to ensure they make a positive impression upon the community and ensure the community organization has minimal training to do. JEP site coordinators match student applications based on community-identified needs and opportunities. Participating professors receive a list of students and their community assignment, and students submit reflective responses to these professors throughout their placement. JEP staff visit and observe to ensure their participants are up to USC standards. A second training session occurs, led by the PAs, to reflect on any issues that arose or any growth areas sought by the students. Finally, the evaluations are distributed to the site supervisors, added to by the PAs, and given to the professor for their final input. This well-rounded evaluation is then given to the student, and the process begins all over again (University of Southern California, 2017b).

In addition to being mindful of the community in its service learning process, USC is also mindful of the needs of its students. All the information about JEP is easily accessible online. Along with information on JEP, USC also provides an interactive community map, with each placement site listed and coded based on type of opportunity. The JEP has opportunities listed for undergraduate and graduate students, faculty resources, and the full vision, pedagogy, philosophy, and training for the JEP (University of Southern California, 2017b). Through JEP, USC has a well-rounded program that is considerate of the students, the faculty, and the community.

### **Opportunity for University of San Diego.**

Overall, for a prospective San Diego college student looking for community engagement opportunities, there is a noticeable lack in community-based initiatives, specifically on some of the deeper adaptive work that is present within Linda Vista. If the current work being accomplished through USD and local community partners were to be expanded and refined, the

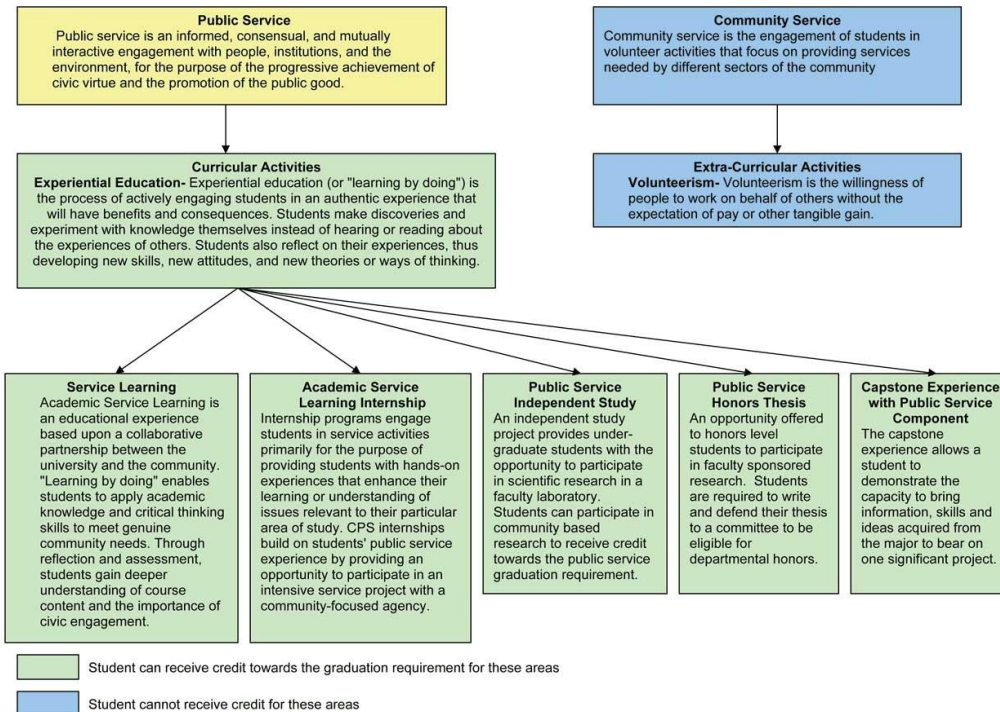
University could set itself apart from the competition, and ultimately, they would gain a larger, more-engaged student body.

### **Model Institutions**

Lastly, Tulane University and University of Chicago have model community engagement programs, frequently lauded as some of the best in the nation. Tulane University took on a leadership role within the community after Hurricane Katrina, using its assets to strengthen the city during a troubling time. The University of Chicago is one of the most prestigious universities in the Midwest, residing in one of the most low-income, high-crime area in the United States. Both universities serve as models towards the greatness USD can achieve and the impact an anchor institution can have upon a community.

#### **Tulane University.**

Rated first overall for the university most engaged in community service, Tulane University serves as a clear model of a higher education institution that serves its community (The Princeton Review, 2017c). As mentioned above, Tulane established the Center for Public Service in 2006 as part of the university's renewal process for New Orleans after Hurricane Katrina. To graduate, every Tulane student must complete a service learning course and a second-tier public service option, which includes internships, independent study courses, an honors thesis, capstone classes, service learning courses, faculty-sponsored public service research projects, and public service based international study abroad opportunities, as explained by the image below (Tulane University, 2017).



One of the second-tier public service options is becoming a public service fellow. The Center for Public Service train public service fellows to be representatives of service-learning on- and off-campus. Public service fellows develop relationships with faculty and community partners to support the programs, similar to the Program Assistants of the Joint Educational Project, but they also serve as student mentors to students in service-learning placements. This builds the capacity of the Center for Public Service by allowing Center staff to focus on program development and long-term sustainability. Public service fellows, however, are not in place of paid student positions within the service-learning process. Service Learning Assistants, which are paid positions, serve as peer mentors to students, support to faculty for service learning classes, and assist within the Center for Public Service. Each Service Learning Assistant is assigned to up to three service learning courses each semester, where they lead orientations, trips, and meet with faculty, students, and community partners. The Center for Public Service

empowers its Service Learning Assistants through asset-based leadership development, and through this, they set the tone for the Center as a whole (Tulane University, 2017).

Another student leadership opportunity within the Center for Public Service is as a Community Engagement Advocate. Throughout a year-long training, these Community Engagement Advocates learn about facilitation, processing, pedagogy, race, class, gender, sexuality, and New Orleans root culture. They shadow facilitation staff, assist in implementing and facilitating workshops and dialogues, and report back to the program staff on the facilitation process. Once they are trained, they are paid for every facilitation they perform for the Center, keeping trained students on staff to continue the program. In addition to all of these, there is also the Bruce J. Heim Foundation Student Service Fellowship, which provides a paid position for a student to serve as a student advisor and assists other students with their plans for the community service graduation requirement, and the Tulane Community Service Fellowship, which recognizes existing student leaders in New Orleans community projects and supports them through a variety of resources to further their ideas and talent (Tulane University, 2017).

If a Tulane student is looking to become involved in the community outside of a curricular or paid position, the Center for Public Service offers a long list of volunteer opportunities, including temporary and consistent, all able to be sorted by related academic discipline, public service activity title, topic of interest, and populations served by agency. Tulane supports its students to attend student conferences on community engagement, including Ashoka and Clinton Global Initiative University, and journal their experience to help further student initiatives and new skills for the student. They also provide copious resources on micro-volunteering, virtual volunteering, community service websites, community engagement training



and quizzes, research grants, internships, public service study abroad opportunities, and award opportunities for service (Tulane University, 2017).

Finally, the Center for Public Service supports Tulane faculty and its community partners, as well as their students, through both recognition and resources. For faculty recognition, the Center for Public Service recognizes one faculty member each semester, who then is responsible for creating and completing a public service project to further the growth of the public service efforts at Tulane. This project can be a new service learning course, a research project, a workshop, or a grant proposal. In addition, the faculty member will also lead a workshop for all faculty and a seminar for new faculty during the semester, with assistance from the Center. They also offer various awards and recognition for other faculty members. In faculty resources, the Center for Public Service provides seminars, workshops, conferences, research opportunities, research funding, publication opportunities, and its own print resource library for faculty, community, and student use, along with the coordination and support for service-learning classes. Community partners, beyond the publicity of the partnership and the deliverables from the students and faculty, also have access to training resources, workshops, toolkits, multiple institutes, and research from faculty members to further their programs (Tulane University, 2017).

Tulane University, through the Center for Public Service, provides everything to assist their community and university partnership to blossom. The Center truly works to provide endless opportunities for students, faculty, and community partners, but these programs take a great deal of investment. The Center for Public Service contains approximately thirty staff members, in addition to the fellowships, student positions, and student volunteers (Tulane

University, 2017). Tulane University saw its community in crisis and invested in the rebuilding process. They are a testament to what it means to be an anchor institution.

### **University of Chicago.**

Tied for third best university in the nation, the University of Chicago (UChicago) is a top model for higher education in general, but it is also a model for community engagement (U.S. News and World Report, 2016). Located in the neighborhood of Hyde Park on the south side of Chicago, the school's neighborhood is relatively low on crime, but neighboring areas of Englewood, Washington Park, and Greater Grand Crossing had a combined 442 deaths in 2016 (University of Chicago, 2017g; Chicago Tribune, 2017). Like USD, UChicago is located in the heart of a community in crisis. Realizing their responsibility to the city, UChicago signed a Memorandum of Understanding with the city of Chicago on December 16<sup>th</sup>, 2015, outlining University commitments to communication with the city, community engagement, local and diverse employment, local business contracts, and education and neighborhood initiatives, as well as city commitments to the betterment of the community as well (University of Chicago, 2017a). This publicly formalizes the University's commitment to the community and creates a clear action plan for the city of Chicago and the University of Chicago.

In keeping with the public communication about their anchor institution role, UChicago has a section of their website dedicated to the anchor institution concept, the areas in which UChicago is participating, and the specific programs they have created to support those areas. As an anchor institution, UChicago is assisting the community through economic impact, community health, arts and culture, housing and development, and community safety (University of Chicago, 2017a). Each one of these areas has multiple programs listed beneath them. Using community health, for example, the website links to the Urban Health Initiative, which, in

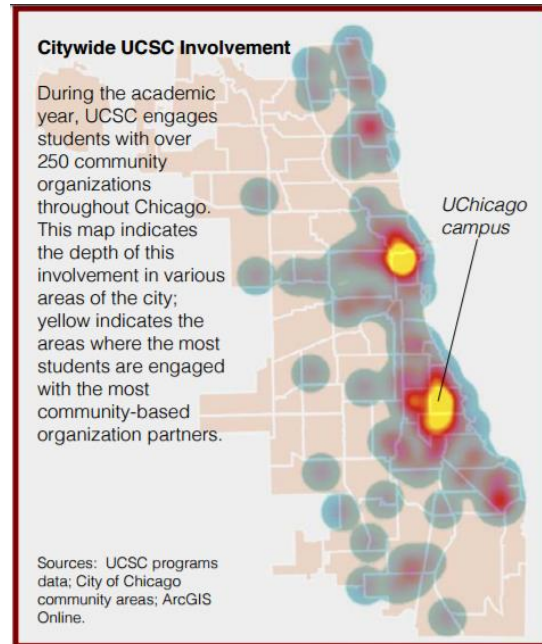
collaboration with community partners, delivers health care services and health education to populations who do not have access otherwise (University of Chicago, 2017d). As shown above, universities across the country have revolutionary programs for community engagement, but UChicago does a spectacular job controlling the public image of these efforts. USD struggles with its negative image within Linda Vista, but by creating a clear, updated, and visible website for anchor institution efforts, residents can clearly see the impact the university is having upon the community.

To fully immerse students within the city of Chicago, UChicago designed several programs to introduce the community to the students and to engrain them within the fabric of the city. Before orientation, incoming freshman have the opportunity to take a pre-orientation program, and three-fourths of the domestic options are about the community. The first is Chicago Bound, a seven-day program designed to promote community awareness and civic engagement. Through the program, students learn about social justice theory, meet with local grassroots leaders, and travel all through Chicago's 77 neighborhoods. The second pre-orientation program is the Chicago Urban Experience. This program integrates students into the history and the culture of the city of Chicago, allowing the students to meet with civic leaders and to understand the diverse makeup of the city. The last program, UChicago LEADS, teaches its students how to incorporate their own personal interests and passions into being a leader in Chicago. Any of these programs introduce the importance of the Chicago community to incoming freshman immediately, to start the understanding early that part of being in the UChicago community is to care for, serve and respect the city of Chicago (University of Chicago, 2017f).

To keep that commitment to the city present throughout, the UChicago offers numerous opportunities for students to get involved within the community. The Civic Leadership Academy

is the ideal example of UChicago's student leadership opportunities. The Civic Leadership Academy is a certificate program developed by the University's Office of Civic Engagement, containing interdisciplinary academic curriculum, project-based learning, and a network of alumni available to assist with creating positive social change within Chicago (University of Chicago, 2017b). Students looking to learn more about the community and its issues can do so through the Civic Knowledge Project. This program provides access to pieces of Chicago history, to local community leaders and organizations, and to arts and humanities work occurring within the community. The Civic Knowledge Project works towards giving all the resources that UChicago has compiled to further any student community engagement projects (University of Chicago, 2017e).

The University of Chicago makes a strong commitment to the city of Chicago through its students, but it also uses its other resources towards the betterment of the city and the community organizations. The Community Programs Accelerator, run by the Office of Civic Engagement, gives local organizations a specific place to turn to for University resources. The accelerator is designed for impacting the Mid-South Side of Chicago. It provides workshop space, toolkits for nonprofits, and tailored support based on the age and impact of the organization (University of Chicago, 2017c). The University keeps track of the impact it has upon the city, tracking where its programs are addressing community issues. As shown by the image below, this community impact map is put upon its Office of Civic Engagement brochure, to clearly tell the city where UChicago is working (University of Chicago, 2016). UChicago's Office of Civic Engagement works hard towards having a positive community impact, and it also works hard at publicizing these efforts, giving the University a positive image in prospective students' minds as well as minimizing cynicism and resentment within the community.



## HOW TO BECOME A LEADER IN COMMUNITY ENGAGEMENT

### Phase 1: Information Stage- Immediately

The University of San Diego has incredible programs within the various departments, but by not having updated or clear information online stagnates their image as the out-of-touch castle on the hill. As of April 2017, there are several programs listed on the University's website as community engagement efforts that have been defunct for as long as five years. It makes USD look unprofessional and not engaged. To begin this process of becoming the leader within the higher education community and within the community of Linda Vista, USD must work first towards having information available to the existing students, the prospective students and their families, the faculty, the staff, and the community.

For USD students, the University's website should have a thorough, up-to-date list of community-based service learning courses and experiential learning courses, with course descriptions; former syllabi; faculty listings, if available; community partners; and schedules.

This list should be sortable by program of study, commitment level, and population served through the course. To encourage non-curricular service as well, there needs to also be an equally thorough list of volunteer opportunities and internships through community partners, updated at least monthly. Using the School of Leadership and Educational Sciences website section as an example, there is a listing for an internship for Tomberg Family Philanthropy as of April 22<sup>nd</sup>, 2017 that expired on August 1<sup>st</sup>, 2016. Because there is no “last updated” date on the website, it takes going into the description of the internship given by Tomberg Family Philanthropy to find the expiration date in the middle of a PDF attachment (University of San Diego, 2017f). As a student looking for an internship, it puts the entire list in jeopardy and causes friction between the University and the student. By simply reaching out to community partners routinely and updating any posts monthly, it will increase resources within the community and better the relationship between the University and its students.

To further the relationship with Linda Vista residents, to inspire students and faculty, and to solidify the efforts of the University and the community, the University of San Diego must create an easy-to-find section of their website devoted to their anchor institution work. Throughout the process of writing this paper, USD created a section of their Envisioning 2024 website section to being an anchor institution; however, it does not go in depth, and it only discusses minimal pieces of the work that the University does as a whole. This is the way to make it real and concrete. By leaving it in vague language, instead of listing and linking specific programs, it does not allow the community to trust USD’s intentions. It comes across as more promises, which have been broken before. To combat this broken promise image, the University of San Diego needs to enter into a Memorandum of Understanding either with the city of San Diego or with the community of Linda Vista, similar to the University of Chicago. This

memorandum should be posted throughout, keeping the entire University on the same shared vision.

Finally, USD must begin to provide resources publicly to the community. It needs have sections of the website devoted to nonprofit tools for community organizations, grants and research funding for community research for faculty members, and information on how to become a community partner with the University. The University of San Diego must make these efforts public and structured. It gives USD the reputation within the community as a wealth of information and resources, and it gives the impression upon the faculty that this is the encouraged direction for their curriculum and research. USD must be united upon this community vision.

## **Phase 2: Creating Community and Direction- First Year**

The next step within the process is breaking down the imaginary wall between USD and the rest of Linda Vista. These pieces would be helpful to implement within the 2017-2018 academic year, as they are all programs that can be carried out quickly and are a helpful signal to the community of the changing priorities on campus. The first step must be hiring someone to be in charge of these efforts. There needs to be a point person for departments within USD and for community organizations to turn to within USD. With the amount of work that needs to occur to become the leader for other universities, this absolutely must be a full-fledged position, not a responsibility added to someone's already busy schedule. The community will not view this as a true commitment to them if it is not someone's full-time responsibility. Once hired, this person should put together a taskforce, and similar to University of Notre Dame, they will go through department by department to create a more solidified community engagement plan.

The students, faculty, and staff of the University must feel a part of the community, and Linda Vista residents must feel comfortable with individuals from the University and being on campus. The major facet of this problem is with awareness. In keeping with collaboration with the community, night and weekend events should be coordinated with the Linda Vista community as vendors. As with #UDLateNight or Meet Milwaukee initiatives, University commitment to the economic health of the community means utilizing Linda Vista businesses as community partners, as well as other local community organizations. To further publicize the business and institutions within Linda Vista, USD needs to follow USC with their interactive community map. Beyond the functions of listing service-learning partners and other community partners, this interactive map can be used to highlight the best parts of Linda Vista to encourage more students, faculty, and staff to explore Linda Vista and discover what the neighborhood has to offer.

The Linda Vista community must have a larger role within freshmen orientation as well, to build the commitment to community engagement early within the student's time at the USD. Using the Chicago Quarter model, freshman students should understand the assets of the community, the areas of improvement, the University and community programs designed to help the community, and what their role could be within their time at school. This encourages each new class of USD students to put their knowledge they receive during their time at school towards the greater good of the community. Freshmen orientation allows for USD to build the comfort level of the students, to encourage them to spend time in the community during their free time. Local businesses and organizations would greatly benefit from students frequenting their establishments, and more student involvement can create even further business, through word-of-mouth and continued business after graduation.



### **Phase 3- Beginning Full Integration- Second Year**

Throughout the following academic year, 2018- 2019, the University of San Diego needs to take significant steps to ingratiate the rest of the campus and make the University more accessible to the community. Presently, the USD tram travels to Old Town, but it does not travel within Linda Vista without a special event request (University of San Diego, 2017e). The Mulvaney Center offers vans to transport people for events or service projects, but it is not enough (University of San Diego, 2017d). If the intention is to have an accessible campus, community members should not have to coordinate transportation through the Mulvaney Center. To encourage collaboration between the community and the University, having free transportation to and from USD makes collaboration less of a burden upon the community. If the tram travelled to the heart of Linda Vista, Tamy Nguyen of Bayside would not need to make four trips for every ILVI ESL course. Community members could visit campus and become a part of the collaborative effort without having to worry about parking fines. In a way, USD is not far from the citadel concept that Widener University was going towards before President Harris became a part of the community. With minimal guest parking that comes with high fees and the geographic hurdles that prevent easy walkability, the Linda Vista community does not have easy access to USD, and through furthered tram use, the University could create a more inclusive atmosphere of collaboration.

Another issue the University faces in terms of inclusivity is the privilege their student body represents to the community. USD's student body can create stress within oppressed peoples because it can make them feel like they do not belong or are not wanted. The purpose of a university is to educate young minds, and there are plenty of young minds in Linda Vista, wanting quality education, but without an inclusive campus, these residents may feel too

intimidated or uninterested by USD. By creating concrete pathways for Linda Vista residents to become future students, the image of USD would change in the community's eyes. Student mentors within the community is a step, but larger investment directly from USD would appear more intentional. The University of San Diego needs to work with local schools, afterschool programs, and community colleges to create clear pathways towards becoming a USD student. The application process also needs to become more inclusive through financial aid outreach and increased scholarships. Ideally, USD should create a summer residential academic experience akin to the Community Scholars Program at Georgetown. The school needs to demystify the process of becoming a Torero.

Student leaders within the community engagement process creates a sense of buy-in within the student population, as leaders spread the message of community involvement to their friends, instead of it only coming from faculty and staff. Within the residential hall, USD should create service coordinators, making a student a leader within the hall, responsible for promoting community events, collaborations, and programs within which on-campus students could become involved. Another concept is to create a summer internship program, as shown to be successful by the University of Chicago, filled with community explorations, discussions with local grassroots leaders, lecture on social justice theory, and reflection. Through this program, USD could be responsible for San Diego's next generation of community leaders. Towards this concept, the University of San Diego should provide resource to students to expand their capacity, including conferences to attend, funding for conferences, and online resources on community engagement through their website. This sends a signal to the students that the University wants them to grow in their community engagement skills.

#### **Phase 4: Full Scale- Third Year**

The final planned phase of this growth towards becoming a full-fledged anchor institution is making the community a part of life of every USD student, staff member, and professor, while simultaneously making the Linda Vista community feel that the University values its home. Tulane University stands as a shining example of this exact relationship. Tulane's program of having public service as a graduation requirement forces every student to examine how their career goals could help benefit the world around them. USD needs to implement a similar program to their curriculum, but in order to do so, it must expand its staff to accommodate the increased workload and to minimize any burden upon community organizations. It has to be varied in the types of community engagement that could be used to fulfill the requirement, including paid and unpaid community internships, research, and independent projects, to make it a useful experience for the student's growth instead of a nuisance. Through this new requirement, there needs to be a growth in community curriculum, and with this growth, ideally, there should be development of majors and minors similar to the University of Notre Dame's Poverty Studies minor or DePaul University's Community Service Studies major and minor. This curriculum will help support the efforts of the anchor institution model and establish these efforts as a permanent change within the University of San Diego.

### **Beyond the Phases, Towards the Future**

These are the concrete solutions towards making the University of San Diego on the same level as the other universities mentioned throughout this paper. This is the space where innovation blossoms, where collaborations between higher education and the community make changes within the neighborhood, and where each party benefits and grows from their relationship with one another. This is how the narrative changes. Beyond these changes, there are endless opportunities, but first, the University must become the anchor institution it claims to be.

It must take a humble approach throughout this process, realize its previous mistakes, and understand there are existing ideas started within other universities that could do a great deal of good within this relationship. Without a humble approach, the University of San Diego risks further alienation between themselves and the community and keeping the antiquated image of what a student wants in a university. To be the changemakers Toreros claim to be, USD must take these permanent changes towards becoming one with Linda Vista.

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