Transforming Sacramento State into an Anchor University:

Assessment and Recommendations

Sacramento State's Anchor University Task Force | August 30, 2019

Acknowledgements

This report represents a year-long effort to continue building a foundation on which our University can realize its potential as Sacramento's Anchor University. Many faculty and staff generously gave their time and feedback to make this report reflective of the unique culture of our university. We also acknowledge the significant groundwork of previous University efforts such as the President's Taskforce on Community Engagement (2017-2018) and the Carnegie Classification Application (2019), which provided background, context, and other data for this report. Likewise, community partners provided their insights and deep knowledge of the Sacramento community so that we may ensure that our engagements and efforts will be informed by the priorities of Sacramento residents. The Anchor University Task Force is indebted to all who contributed to the development of this report and looks forward to deepening our university-community partnerships.

Convening Facilitators
- Pia Wong, Associate Dean
  Research & Engagement, College of Education
- Deb Marois, Principal
  Converge CRT
- Sheree Meyer, Dean
  College of Arts & Letters
- Dana Kivel, Director
  Community Engagement Center
- Janet Hecsh, Professor
  College of Education

Administrative Support
- Judi Brenner
  Public Affairs & Advocacy

Report Development Team
- Phil Garcia, Vice President
  Public Affairs & Advocacy
- Nathan Dietrich, Director
  Public Affairs & Advocacy
- Amy Jimenez, Interim Director
  Public Affairs & Advocacy
- Michelle Dang, Associate Professor
  College of Health & Human Services
- Sheree Meyers, Dean
  College of Arts & Letters
- Dana Kivel, Director
  Community Engagement Center

Institute for Social Research
- Shannon Williams, Executive Director
- Jessica Newham, Research Analyst II
- Nathan Garst, Graduate Research Assistant
- Eduardo Medina Lievanos, Graduate Research Assistant

Table of Contents

Executive Summary

In the past three decades, urban universities nationwide have strengthened their commitments as place-based "anchor" institutions to improve the economic and social well-being of their local communities. A move by Sacramento State to become an "Anchor University" sets the University on course to align our resources and efforts with the anchor mission and cultivate long-term and mutually beneficial relationships with our community partners in pioneering endeavors to address our community's priorities.

While we are witnessing an economic revitalization of downtown Sacramento, recent reports show that Sacramento still faces some formidable challenges: persistent economic inequities and increased poverty in certain neighborhoods; health disparities; a high number of low-performing schools; and sharp increases in homelessness and food insecurity.

Within this social and economic context, Sacramento State President Robert S. Nelsen has outlined a vision to deepen and strengthen the University's engagement with the community by transforming the campus into an Anchor University. As an Anchor University, Sacramento State not only has a vested interest in the well-being of the community but undertakes what one researcher has called "full throttle engagement" to support and improve the quality of life in the community in which we reside and serve.[1] As a place-based institution, the University will bring the full weight of its intellectual and economic readiness to support the growth and flourishing of the city and region -- most especially, to address those neighborhoods and communities that have historically been underrepresented and underserved.

To launch the University's embrace of the anchor mission, President Nelsen established an Anchor University Task Force in August 2018. He charged the 50-member volunteer Task Force with a thorough review of the University's existing community engagement efforts, to assess community needs, and make recommendations on an organizational infrastructure that would develop and support the University's anchor mission over the long-term. To undertake this work, the Task Force examined a number of community needs assessments, conducted faculty and community surveys, and held three community convenings, two of them off campus.

Key Findings

Among the Task Force's key findings are the following:

Existing Community Linkages. Sacramento State has a history of actively supporting students, faculty, and staff with community engagement. Students take part in service learning courses, academic internships, community service activities, and a variety of other endeavors. Faculty facilitate clinical learning experiences, undertake research projects, secure grants, and carry out related activities. Staff coordinate co-curricular community engagement, and many volunteer their time by working with local nonprofits. The University supports small, disadvantaged, and minority-owned businesses through procurement targets. Sacramento State is committed to the Anchor University initiative and is striving to improve the community. However, there is no university-wide coordination or strategic plan behind these efforts.

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[1] Achieving the Anchor Promise

Community Needs. A review of recent community needs assessments highlights the disparity among Sacramento-area communities in terms of both opportunities and challenges. For example, the federally designated Promise Zone is a multi-partner collaboration that focuses on community revitalization in Sacramento's most underprivileged neighborhoods. Other examples of the needs and challenges facing Sacramento include: high K-12 absenteeism, polluted neighborhoods, health disparities, rising homelessness, and economic growth that is not inclusive of all communities. Sacramento State currently has a multitude of activities and community partnerships that intersect with these issues. These activities, however, are not leveraged in a coordinated fashion to maximize their impact.

Survey Findings. Community partners are excited about the anchor initiative and view it as an opportunity to leverage resources to address community priorities and needs, and to overall strengthen ties to Sacramento State. Partners also want more opportunities to work with our students as interns and/or volunteers, and look forward to Sacramento State establishing a centralized point of contact for partners to access resources and information. They cite the lack of available and easily accessible information, and resources as barriers to engaging with the University. At the same time, the majority of community partners said they are interested in deepening their engagement with Sacramento State, and that the University should be more involved in collaborations outside the campus. Similarly, the majority of faculty respondents agreed that the University should be more involved in collaborations outside the University; and nearly two-thirds of faculty respondents also said they are interested in participating in more community engagement activities. Faculty cited current workload, University bureaucracy, and the absence of a clearing house of current and potential projects, partners, and opportunities as barriers to engaging with the community.

Recommendations

In response to these findings, the Task Force makes the following key recommendations:

- **Appoint a senior administrator within Academic Affairs,** who also serves on the President's Cabinet, to lead a central organizational office to develop, implement and oversee the University's anchor mission.
- **Create a standing Anchor University Advisory Council** to offer overall direction, support, and feedback to sustain the work of the anchor mission. The Council should include external community partners and have representation from internal campus stakeholders across all academic colleges and operational divisions.
- **Allocate baseline** funding to meet the needs of the governance and organizational infrastructures, communication, and outreach.
- Through shared governance, **consider strategies to incentivize and recognize** the value of community-based learning, teaching, research, and service in hiring, retention, and promotion processes and expectations.
- **Establish and implement a professional development program** to prepare faculty, students, and staff for community engagement activities and jumpstart the campus' capacity to undertake and deliver on the anchor mission and promise.
- **Clarify and strengthen the University's identity as an Anchor University** to align our messaging with our anchor initiative and inform the community at large about our mission and intended goals as an Anchor University.

Introduction

At Sacramento State, community engagement and service are core to our identity. In 1989, Sacramento State was among 50 colleges and universities that first organized the Coalition of Urban and Metropolitan Universities (CUMU), pledging in a signed declaration to be responsive to the needs of urban communities through teaching, research, and professional service.

Three decades later, President Nelsen reignited and reaffirmed this commitment to our community by issuing his own declaration – *Sacramento State will become an Anchor University.* At his annual fall address in August 2018, President Nelsen vowed to deepen and strengthen relationships and engagement efforts with our community, declaring that Sacramento State will be "driven to improve the community in which it lives." Sacramento is currently experiencing a surge of growth and development in terms of our population, our infrastructure, and coming into our own identity as a distinctive and desirable place to live. At the same time, we are also facing critical and difficult issues, such as economic inequity, health and educational disparities, and rising homelessness. By aligning our university's commitment to the Anchor University initiative, President Nelsen is urging Sacramento State's faculty, staff, and students to work with our community partners to both support the booming potential of our region, as well as to address our collective challenges.

As a part of this commitment, President Nelsen created the Anchor University Task Force, comprised of 50 faculty, staff, students, and administrators who were charged with the following responsibilities:

1. Conduct an inventory of existing services and community engagements at Sacramento State;
2. Conduct a community needs assessment, including economic linkages; and
3. Recommend a university infrastructure responsible for leading and reporting on the anchor mission.

Over the course of the past year, the Task Force directed a number of activities to execute these assignments. Additionally, a Steering Committee drawn from the Task Force membership provided strategic input and critical guidance throughout this work. Likewise, three community convenings were held with community partners and leaders, and a fourth convening was held with faculty. These convenings informed our community and campus about the anchor initiative, solicited input and insights about how we should move forward as an Anchor University, and suggested priorities of action for deepening the University's engagement with Sacramento and its residents.

The Task Force also administered surveys to the Sacramento State faculty and to community partners, soliciting feedback about the anchor initiative and their experience with community engagement.[2] Finally, a cross-sector literature review was conducted to identify those issues that are of collective concern within Sacramento. Findings from all of these data sources - along with the recently completed reclassification of the Carnegie Foundation's Classification for Community Engagement - are synthesized below.

The purpose of this report is to outline how Sacramento State should approach a comprehensive anchor initiative, within the specific context of our university, our community partners, and the Sacramento

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[2] Input from Sacramento State students will be gathered at a convening in Fall 2019.

region. These findings have informed our recommendations for advancing the anchor initiative, including the creation of an organizational structure that can deliver on the University's commitment to establishing mutually beneficial and transformative long-term relationships within the region. This transformative work comes at a pivotal time in the University's history. Over the past decade, modernization of Sacramento State has made the University a destination campus and provided opportunities to expand and advance the University-City, town-gown relationship.

Meanwhile, the high number of new faculty hired over the past three years as a key part the CSU Graduation Initiative has provided a strong cohort of new scholars eager to make their mark as engaged faculty. In addition, the recent establishment of the Carlsen Center for Innovation and Entrepreneurship, as well as the Office of Research, Innovation, and Economic Development (ORIED) in Academic Affairs, is positioning the University to play an unprecedented role in advancing innovation and economic development in our region. Finally, a newly renovated University Union, the launch of Sacramento State Downtown in 2018, and this fall, the opening of a new $91 million Science Complex and Planetarium, as well as the start of construction of the first-ever student housing complex at the south edge of campus, all speak to the Sacramento State renaissance and the continuing possibilities of our region.

This campus renaissance, however, must extend into our organizational commitments, the core functions and the operations of the campus. In short, we must institutionalize community linkages across all divisions to realize the promise of being an Anchor University as we address community challenges. As an Anchor University, we have the opportunity to work with civic leaders and representatives from our local communities to support existing initiatives and work collaboratively to develop new ones.

And as a campus embedded in and committed to the community, we have the historic opportunity and moral obligation to embrace this new anchor mission and work collectively and collaboratively to move the needle on long-standing and entrenched social and economic issues. It is our expectation that this document lays the foundation for moving forward with a comprehensive initiative so that the University can fulfill its promise as Sacramento's Anchor University.

Anchor University Task Force Co-Chairs
Michelle Dang, Associate Professor, College of Health and Human Services
Phil Garcia, Vice President for Public Affairs and Advocacy

Anchor University Task Force Steering Committee Co-Chair
Sheree Meyer, Dean, College of Arts & Letters

I. Sacramento State's History of Community Engagement

Community engagement has long been a hallmark of Sacramento State. Over the years, thousands of faculty, staff, and students have worked with community partners through service learning, research, creative, and community collaborations, and donated their time and resources to nonprofit organizations, local and state governmental agencies, and community-based initiatives. While community engagement has been a part of the university for decades, it has historically focused on providing students with practical and meaningful educational experiences. Over the past thirty years, the notion of community engagement has evolved at Sacramento State along with the ways in which the University has institutionalized its connections with outside entities. As noted earlier, Sacramento State was among the colleges and universities to establish the Coalition of Urban and Metropolitan Universities (CUMU), pledging to be responsive to the needs of urban communities through teaching, research, and professional service.

After this pledge, then Sacramento State President Donald Gerth worked with both faculty and community members on several local initiatives, most of which were school-based, and this work eventually led to the creation of the Office of Campus and Community Collaboration (OCC) in 1996. Beginning in 1999, with support from the State Legislature, the CSU Chancellor's Office began to support the work of OCC and all other CSU offices with similar efforts through Call to Service funding, which celebrated its 20th anniversary in 2019. The focus of the OCC was on Service Learning, a curricular-based community engagement. During the tenure of President Alexander Gonzalez, the OCC office changed its name to the Community Engagement Center (CEC) and the University received the Carnegie Classification for a Community Engaged Campus. During this same time period, other campus entities and units were also active in community engagement, including the Division of Public Affairs and Advocacy, which was established in 2010. Elsewhere, the student body governing entity, Associated Students, Inc., and the Office of Student Organizations and Leadership in the Division of Student Affairs, each developed ongoing, robust co-curricular community engagement programs. All of these efforts were in addition to the individual and department-level engagement by Sacramento State faculty.

In 2016, President Nelsen appointed the Strategic Community Engagement Task Force to assess the scope of the University's engagement and to recommend mechanisms that would make that engagement more intentional, systematic, and visible. That Task Force's report resulted in relocating the CEC from Undergraduate Studies, where its primary focus was service learning, to Academic Affairs with an enlarged scope that included scholarship, grants, and economic development as well as a full-time faculty director reporting to the Provost. Through the Carnegie Reclassification[3] process in 2019, the campus has also recognized that there must be a central unit to track, document, and assess community engagement in all divisions in furtherance of institutionalizing community engagement across campus.

The latest effort to advance community-engagement throughout the University began in August 2018. The community and faculty feedback gathered by the current Task Force over the past year is summarized in this report, and the resulting recommendations for the Anchor University initiative are presented, including options for establishing a centralized, university infrastructure to coordinate community engagement activities.

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[3] See https://www.csus.edu/experience/anchor-university/carnegie-reclassification/

What is an "Anchor University"?

While it has always been common for universities to be engaged in their home communities to some degree, the current "anchor" concept emerged about 20 years ago, with the recognition that institutions such as universities and hospitals are anchored into a place by the enormous infrastructures and personnel required to fulfill their functions.[4] Anchor institutions offer direct economic benefits to their communities through local procurement and the employment required for everyday operations. Likewise, universities also represent an unlimited range of possibilities for collaborating with stakeholders outside of their campuses in order to leverage their knowledge, training, and expertise in ways that directly and indirectly support local residents. As anchor institutions, universities like Sacramento State are acknowledging their interdependence with their community, and actively developing long-term, place-based strategies to align and coordinate their community engagement efforts. Simply put, the university that strategically embraces and supports their interdependent role in the community can be a major engine for economic and cultural growth, innovation, and revitalization.

The Anchor University concept gained further momentum in February 2018, when 33 member institutions of the CUMU joined a pilot program, the *Higher Education Anchor Mission Initiative*. These institutions agreed to work collaboratively to identify resources and develop new tools for implementing, expanding, and evaluating anchor mission practices. The pilot project led to the creation of the Anchor Learning Network, "designed to facilitate a more rapid and effective advancement of the anchor mission within member institutions, in home communities, and across the higher education sector."[5]

Establishing Sacramento State as an Anchor University, then, is fully in line with this movement over the past couple of decades by universities to link community engagement with teaching and research, and to leverage resources to support local economies through procurement and hiring. This movement also has led to efforts at some universities to examine promotion and tenure guidelines to determine the extent to which incentives can be provided to support and expand community-engaged research. In sum, adopting an anchor-focused mission and taking strategic steps toward becoming an anchor institution allows for the operationalization of our existing commitments as "Sacramento's University" and the "Capital University" and provides a framework in which the University can be accountable for realizing our evolving vision for becoming a strategic and supportive community partner.[6]

Anchor institutions enhance the economic, social and cultural well-being of their home cities. While many institutions can play this role (hospitals, schools, recreational centers, stadiums), university engagement promises the potentially greatest reward. With its mission of education, discovery and engagement, its networks of knowledge that reach into the community and across the globe, and its role as educator of the urban workforce, the urban university sits at the center of the city in a way that no other institution can.[6]

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[4] Anchor Institutions | Overview
[5] Coalition of Urban and Metropolitan Universities Anchor Learning Network
[6] The Anchor Dashboard: Aligning Institutional Practice to Meet Low-Income Community Needs (2013)
[7] What Does it Mean to Anchor a Community?

II. Status of Community Linkages at Sacramento State

Sacramento State has been working toward increasing its linkages within the community for decades and while curricular-focused engagement is now coordinated through the CEC, other efforts toward engaging with the broader community continue to be threaded across various levels and units of the University. It is therefore difficult to capture the entire breadth and complexity of the existing work currently aligned, and relevant to, an anchor mission. The following section attempts to summarize community engagement efforts and linkages at Sacramento State through the following categories: *organizational commitments*, *core functions*, and *institutional operations*. This section is based upon the findings and data presented in the Carnegie Reclassification Report (2019).

Organizational Commitments

Any institution requires foundational organizational commitments to realize a bold vision for community engagement. These organizational commitments include institutional strategic planning and mission statements, presidential leadership, as well as institutional units, policies, and goals that elevate and integrate community engagement across the university.

Mission Statement. The University's most recent Sacramento State Strategic Plan (2014) laid out five key goals, including Goal No. 3, which calls on the University to "commit to engaging the community by building enduring partnerships that strengthen and enrich the region."[8] The Plan is an ambitious document containing goals, indicators of achievement and strategies. However, it is clear that some of the strategies called out in the report have not fully materialized and have fallen short of what is needed for the University to fully embrace its "Anchor University" aspiration.

Leadership. President Nelsen has aligned his actions toward this strategic plan, including systematic and sustained efforts to remake the campus infrastructure in ways that integrate community engagement while increasing its visibility and facilitating its assessment. These actions, reinforced by the President's often stated vision of making the campus "Sacramento's University," have been ongoing and hold much promise for hiring and retaining faculty who will carry out their responsibilities as teachers and researchers within the framework of experiential and engaged pedagogy and scholarship. Since his arrival in 2015, President Nelsen has made organizational changes to campus divisions and centers to reflect his "all hands on deck" philosophy and his drive to make Sacramento State an anchor campus.

"I want us to be an anchor institution, which is an institution that has a societal mission. In other words, it is in their DNA to be involved in societal issues, to be involved in business, to be involved in the community. It means that our internship programs and our co-ops have to grow. It means our service learning has to be in our DNA. And really it already is."

--President Robert S. Nelsen[8]

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[8] Sacramento State 2014 - 2010 Strategic Plan
[9] *Learning Curves: Robert Nelsen has taken charge at Sacramento State, and he's focused on a road map for student success (2015)*

Infrastructure. Under President Nelsen's leadership, the University has made several key investments and strategic organizational changes to institutionalize the linkages between the University and the community. These investments include:

- *Sacramento State Downtown* opened in 2018, serving as a hub not just for innovative teaching, learning, and research, but also for fostering collaborative partnerships to address real-world issues and improve the quality of life in the Sacramento region and throughout the State. With its downtown location, the University is more accessible to policymakers and practitioners, enhancing Sacramento State's connection to the capital community. Its academic offerings, public affairs programming and research services help the public, private, and nonprofit sectors address challenges, develop and grow the region's workforce and economy, and cultivate a diverse and culturally rich community.

- *The Division of Inclusive Excellence* is responsible for ensuring that Sacramento State's commitment to equity, diversity, and inclusion is evident throughout our University and its operation and is communicated to the larger Sacramento community that we serve. The Vice President for Inclusive Excellence and University Diversity Officer partner with various stakeholders across the campus as well as in the local community to embed equity, diversity, and inclusion into every aspect of University practices and operations. The Vice President for Inclusive Excellence serves as a member of the President's cabinet and advises leadership on issues related to equity, diversity, and inclusion.

- *The Dale and Katy Carlsen Center for Innovation and Entrepreneurship* opened in 2017, further strengthening the links between the University and the community. Embracing the diversity of the region is part of its mission and the Center offers K-12, college, community, and economic development programs, with the priority given to involvement of Sacramento State students in these programs.

- *Ernest E. Tschannen Science Complex* opens on the Sacramento State campus this fall semester. The complex will be a hub for discovery, preparing Sacramento State students to tackle challenges such as climate change and healthy aging — as well as issues we cannot yet imagine. The Science Complex will feature an observatory and a planetarium, which is expected to serve thousands of school children and community members each year.

Other noteworthy examples of the University's organizational commitments to the community include college-going outreach efforts to traditionally underserved communities, and a robust public affairs operation.

The Division of Student Affairs is engaged in significant community engagement through college outreach fairs on campus. The annual summer college outreach fair, *Fería de Educación*, is a partnership with Univision and targets the region's Spanish-speaking immigrant community. Now in its seventh year, this annual event attracts between 3,000 to 6,000 attendees each year to the Sacramento State campus, where students and their families learn about college readiness and the college admissions process, financial literacy and financial aid, and the federal FAFSA application process. The *Fería* served as a model for college outreach fairs held in spring 2019 targeting African-American students and Asian Pacific Islander students, respectively. The Division also hosts College Motivation Day for Native American prospective scholars to expose them to higher education and to inspire their pursuit of collegiate study. The one day program includes a resource fair, admissions and financial aid workshops, and strategies for college and career readiness. Separately, Project HMONG (Helping Mentor Our Next Generation) seeks to build a positive and supportive community of mentors and peers for the University's Hmong student

population. Project HMONG offers a Peer-to-Peer Program to encourage student leadership, professional development and community engagement. To support the institution's goals of fostering student health, retention, persistence, and graduation success, the leadership and strategic direction for Project HMONG consists of students, faculty, staff, and community members.

The Division of Public Affairs and Advocacy (PAA) serves as the official voice of Sacramento State with elected officials and governmental agencies at the local, state, and federal level. The Division also has administrative oversight of Sacramento State Downtown and oversees the Center for California Studies, home to the nationally renowned Capital Fellows Program. PAA staff cultivate support for the University with a robust governmental relations program while facilitating Sacramento State's "town-gown" relationship with City Hall, including service on the Mayor's Tech Council and the Project Prosper working group. They also serve on the governing boards and committees of other economic and workforce development entities, including the Sacramento Metro Chamber of Commerce, the city's ethnic chambers of commerce, and Visit Sacramento.

Core Functions

Community engagement is most frequently viewed through the lens of a university's core academic functions, of teaching, public service, and research. In addition, students gain valuable community engagement experience through activities and programs offered through Student Affairs. Sacramento State has developed extensive relationships within local communities in order to provide curricular and non-curricular learning opportunities. Much of this work is headed by the CEC, the office that oversees community-engaged learning for Sacramento State. The CEC facilitates campus and community partnerships that make a difference in the lives of our students and the Sacramento region by providing opportunities for Service Learning, community service, and Academic Internships. In 2015, the CEC became responsible for overseeing non-clinical academic internships, which includes ensuring University and community partnership agreements are in place for students, and developing community partnership opportunities for students that are reciprocal and mutually beneficial. Among other initiatives, CEC developed a database for tracking and documenting service learning and community engagement activities, processes for streamlining University and community partnership agreements, faculty learning communities focused on service learning and other community engaged pedagogies, and community engagement activities that are increasingly incorporated into First Year Experience pedagogy. In addition to its campus presence, the CEC has a satellite office at Sacramento State Downtown, where it is better able to connect to the community. The data points presented below are from the Carnegie Reclassification Report (2019).

Teaching & Learning. In 2015, the Faculty Senate adopted a new "Academic Internships and Service Learning Policy." This policy established campus-wide definitions for both service learning and academic internships and placed responsibility for administering them in the CEC. Specifically, the new policy defines service learning as "a pedagogical strategy that faculty use to help students deepen their understanding of course material by requiring students to participate in on- and off-campus activities and experiences at a business, non-profit, or governmental setting (also known as community partner)." Structured reflection is the vehicle for linking service to academic content and assessing student learning. In service learning, students are asked to articulate how the service experience affirms, expands, integrates, or calls into question the academic content of the course. This form of experiential learning is mutually beneficial to the student and the community partner. Academic credit shall be given for learning, not for service (merely putting in the specified number of hours at a service site is not an academic activity

and does not earn academic credit). Service learning is a teaching strategy and typically only one component of a university course; it differs from an academic internship, which is typically a stand-alone course that comprises the entirety of a student's learning experience. Nearly two-thirds of our graduates freshmen students experienced community-based learning in just their first year on campus. Additionally, there are at least 197 community-engaged courses across 139 departments (or 61%).

Further, the policy defines academic internships in a way that centers them on community engaged learning. It demands a similar level of intentional pedagogical design and purpose and the same level of partner engagement in the placement. Like all community engaged learning, academic internships must be of mutual benefit to students, the University, and its partner organizations. The policy distinguishes *academic* internships from those that focus on professional preparation, such as clinical experience or student teaching. Internship sites are vetted by the same criteria as service learning sites.

- In 2018-2019, approximately 3,000 students participated in service learning representing more than 53,000 hours of service provided to local organizations and agencies.
- In 2005, Sacramento State began the Writing Partners program, a letter exchange with 5th graders at primarily Title I schools. Generally, more than 500 Sacramento State students are paired with about 800 of these grade-school children.
- Sacramento State students work with approximately 100 different community partners such as Project Ride, Wellspring, A Touch of Understanding, Sacramento County Office of Therapeutic Recreation and many after-school programs in several school districts.

Community Service. Community service is another type of engagement in which students work with local organizations to volunteer their time. Co-Curricular community engagement is overseen by Student Affairs through Student Organizations & Leadership (SO&L), which coordinates all student clubs (e.g., Greek Life, sports clubs, service clubs, etc.), most of which have a community engagement requirement. SO&L also offers a Leadership Initiative program that includes a community service component. Residential Life and Housing has a dedicated themed floor focused on Community Service, while Athletics has a program, Hornet Cares, in which students participate in community service throughout the region. ASI offers students opportunities to participate in community service and provides support to CEC for the Alternative Break program. Thousands of students participate in service through these activities and organizations each year.

CEC had five community service events in 2017-2018, registered approximately 500 people and 350 people volunteered. That year, CEC held a civic and community service resource fair, attracting about 200 attendees. An off-campus alternative break was also conducted in Sonoma with 12 students from the honors program who participated in fire-related relief work for a week.

Research. The Office for Research, Innovation, and Economic Development (ORIED), a unit of Academic Affairs was formed in 2018, and works to expand the research capacity of Sacramento State's faculty, staff, and students. ORIED also links a range of academic and infrastructure initiatives that advance our faculty and campus connection to the regional community. Last year, faculty and staff throughout the University were competitively selected to receive more than $21 million in externally funded grants and contracts. This represented over 130 unique grants spread across every college. Examples of the type of community-engaged work funded by these grants include but are not limited to the following:

- **More than $7 million was awarded to faculty working on various aspects of the educational pipeline.** Many of these projects are outreach endeavors that provide professional development

opportunities for K-12 teachers; others are targeted at specific pre-college student populations defined by ethnicity or economic status. Some of the largest education-related grants center on partnerships between Sacramento State and the community colleges and school districts in our service area. They focus on building pathways for students through the educational system to ensure that all students have the opportunity to become college-ready. Because they tend to concentrate their energies on districts and populations where college participation is low, these grants are equity initiatives. They also underscore the ways that the University blends with the community. The K-14 students receiving these services will likely become our students and remain in the region.

- **More than $5.2 million was awarded to faculty for projects centering on public health.** As with the education grants, many of these pay for outreach efforts where University experts lend their expertise to help other agencies. In addition to faculty-based research, Sacramento State has a number of centers and entities that conduct research for the community.

- **EdInsights** is a research and policy center devoted to student success and the public benefits of education. Their mission is to inform and improve policymaking and practice within and across K-12, community colleges, and public universities.

- **The Institute for Social Research** (ISR) is an interdisciplinary research center that works to improve programs and policies within the Sacramento region and throughout the state. Located at Sacramento State Downtown, ISR is contracted to conduct applied social science research and program/policy evaluations for government agencies, non-profit organizations, and foundations.

- **The Public Health Survey Research** Program conducts research that increases the understanding of people's health behaviors and needs. Through their research policymakers are provided with the data they require to make evidence-based decisions.

- **The Archaeological Research Center** (ARC) provides research services to government agencies and offers many avenues of archaeological research for students and staff alike. Key ARC research efforts have included survey and excavation for numerous federal and state agencies, including the U.S. Air Force, Bureau of Land Management, California Department of Water Resource, and others.

- **Office of Water Programs** provides solutions for protecting and enhancing water resources, public health, and the environment through training, scientific research, and public education.

Community Partner. The College of Continuing Education (CCE) has been offering workshops, courses, certificates, and degrees to adult learners since 1951. CCE has evolved over the years to meet regional and statewide needs through a variety of services for the community. Currently CCE cultivates and maintains strong relationships with local and state government leaders and policy makers by offering innovative education, training, and workforce solutions. Additionally, CCE provides service and expertise to Californians through conferences, stakeholder engagement, and capacity building among diverse stakeholders to address complex issues that informs public policy and constituent groups.

Institutional Operations

Institutional Operations is the third area of the University's activity with linkages to the community, including the intentional leveraging of hiring and procurement to support the local economy of Sacramento. Per the Carnegie Reclassification Report, Sacramento State's work in this area include:

- The University allocated approximately $30 million in contracts with small businesses, microbusinesses, and Disabled Veteran Business enterprises in FY 2017-18.

- Procurement and Contract Services has redoubled its efforts over the past 10 years to leverage the University's buying power, knowledge assets, and resources to support local business, small business, and businesses owned by disabled veterans. It proactively seeks to identify Sacramento-based suppliers that can provide the products and services the University requires at a competitive price. Accordingly, its economic impact on Sacramento and surrounding communities is significant.
- The University is committed to supporting small business (SB), micro-business (MB), and businesses owned by disabled veterans. It targets 25 percent of its spending to SB/MB and three percent (3%) to Disabled Veterans Business Enterprise (DVBE). More than $21 million worth of goods and services were purchased from SB/MB (23% of total purchases), while nearly $9 million was purchased from DVBE (9%).

These examples demonstrate the multitude of activities and structures within the University that are directed towards linking and engaging with the Sacramento community. There are undoubtedly other entities that are not included above. The difficulty in cataloguing the current community linkages and engagement highlights the fact that this work has not been coordinated outside of the CEC. As a result, most of these existing organizational commitments, core functions, and institutional operations discussed above are not common knowledge even within our University.

With the current leadership (towards an Anchor University), we are no longer just a commuter school, but rather a significant contributor to the Sacramento region.

--Faculty Survey Respondent

III. Community Needs and Existing Linkages in Sacramento

What distinguishes an anchor mission from an institution's community engagement at large is the strategic focus on the interdependent nature of the University with the well-being of the community in which it is located. As the state's capital city, Sacramento hosts a population of 500,000 within its boundaries and 2.5 million people in its growing metropolitan area. Sacramento is situated in the heart of California's Central Valley and has long been identified as one of the most ethnically diverse and integrated cities in the country. Our historically multicultural and minority-majority population contributes to the richness of Sacramento's communities and uniqueness, with many of us speaking a language other than English at home, and a significant proportion of us being born outside of the United State.

Summary of Community Needs

The anchor mission's focus on place is especially appropriate to Sacramento State as the majority of our students are from, and live within, Greater Sacramento and reflect its demographics as measured by ethnicity and race. As of Fall 2018, Sacramento State had a headcount enrollment of 31,131, with Latinx students at 31 percent, followed by Caucasian students at 27 percent, Asian Pacific Islander students at 20 percent, African American students at 6 percent, and Native American students at 0.2 percent. In addition, 86,000 Sacramento State alumni continue to live in and work in Sacramento County, representing 40 percent of our total alumni and accounting for nearly a third of all college graduates in the county. By transforming the lives of our students through fulfilling our basic educational mission, Sacramento State has also transformed our region, enriching it materially, culturally, and socially.

Although Sacramento provides a unique cultural setting for the University, we face the same challenges of other urban communities in California. And while the economy and population of our region are booming, the inequity among our residents is becoming more evident each day. Below we outline some of the most pressing needs and issues currently facing Sacramento as identified in existing community-level reports. As Sacramento State begins to embrace our anchor mission, we also acknowledge the interdependence of our mission as a public university with the opportunities and challenges currently facing Sacramento.

K-12 Education

Sacramento schools, at all levels, face a number of challenges in preparing their students for workforce and post-secondary education. In 2019, the California Department of Education released a list of 781 of the state's poorest performing schools and more than 50 Sacramento-area schools made the list.[10] Moreover, Sacramento County has the third highest rate of chronic absenteeism out of the 20 largest counties in California.[11] Our mission as a public university is dependent upon the quality of K-14 education throughout Sacramento and the region, ensuring the educational pipeline prepares our own students for success. At least one-third of projected new jobs in Sacramento will likely require at least some college training, and it is predicted that the region will experience a shortage of 1.1 million workers holding a bachelor's degree by the year 2030.[12]

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[10] [These Sacramento-area school are low performers. Here's why state kept list's release low key (2019)](#)
[11] [Sacramento County Students are Among the Most Absent in California (2017)](#)
[12] [Career Pathways and Economic Mobility at California's Community Colleges (2019)](#)

Arts and Culture

Sacramento has a growing and vibrant arts and cultural sector, driven by such developments as the Crocker Arts Museum expansion, the local participation of the Wide Open Walls public mural project, and the current renovation of Sacramento Convention Center venue. The City of Sacramento conducted its first cultural planning process by engaging community members in mapping its assets as well as setting a vision and priorities for the sector.[13] In June 2018, the Sacramento City Council completed and approved "The Creative Edge: Sacramento's Arts, Culture & Creative Economy Plan." In addition to building a strong creative economy both downtown and in local neighborhoods, the plan articulates goals for improving Sacramento's cultural landscape in which the University is an important contributor. Arts and culture in Sacramento are also shaped by our public-sector dominated economy and the overall demographics of our local population, which is marked by a prevalence of families with school-aged children (i.e., "family market").[14] This poses both opportunities and challenges for the local cultural economy, given that most of Sacramento's public schools do not offer arts or music as a part of their regular curriculum. Indeed, 88 percent of those surveyed during the Creative Edge planning process ranked Arts Education as high priority, making it the number one goal - to "provide arts education to all Sacramento's children and youth."

Environment and Sustainability

At the confluence of two rivers, water factors significantly in Sacramento's history, opportunities, and fate. Our rivers are central to many of the recreational amenities that make Sacramento a great place to live as well as constitute a boundary on the east side of our campus. At the same time, water issues also loom large with Sacramento's risk of flooding and the frequent draughts that are expected to increase with climate change. Climate effects are expected to impact the public health, community planning, energy, water, utilities, transportation, land use, natural habitats, and working lands sectors within our community. Sacramento is also faced with pollution and other environmental concerns. These conditions, however, are not experienced uniformly across our neighborhoods. For example, a 2015 report found that Del Paso Heights and South Sacramento neighborhoods ranked highest in asthma cases in the state; South Sacramento was found to have high levels of particulate matter and contaminated drinking water.[15]

Health and Welfare

Sacramento is our region's medical hub and is home to four large hospital networks. However, there are many unmet medical and health care needs in our community and significant disparities when looking at the health outcomes between the neighborhoods and communities of Sacramento. For example, African American children die at twice the rate of other children in Sacramento.[16] Further, while Sacramento is known as the Farm-to-Fork Capital, a significant contradiction exists between the region's large agricultural output and the food that is available to its residents. A Sacramento Region Community Foundation report estimated that over 500,000 people are food insecure in the Sacramento region and also identified many communities within the Sacramento region that are food deserts where the lack of healthy, high-quality, and affordable food compounds health conditions and some chronic diseases.[17]

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[13] Creative Edge
[14] Sacramento Metropolitan Arts Commission (2010)
[15] Capitalizing Environmental Justice in the Sacramento Region: Building a Strategic Framework for Regional Action (2015)
[16] Sacramento County Child Death Review Team & Fetal Infant Mortality Review Annual Report (2016)
[17] Sacramento Region Food System Action Plan (2015)

Homelessness and Housing

Homelessness has become highly visible in Sacramento, with the number of individuals experiencing homelessness increasing an estimated 19 percent since 2017, translating to an annual total of 10,000 to 11,000 individuals experiencing homelessness over a year.[18] Almost all homeless individuals (93%) are from Sacramento and last year, Sacramento County declared a Homeless Shelter Emergency in order to provide immediate housing for this growing population.[19] At the same time, the rents in Sacramento increased faster than any other city in the US.[20] In Sacramento County, renters must earn an estimated $27.79 per hour in order to afford the median asking rent ($1,445). A 'housing emergency' in Sacramento has been compounded by the cuts to federal and state expenditures for affordable housing, representing a 68 percent reduction since 2008. This issue remains a pervasive trend across California, with the housing shortage also posing significant challenges for a subset of our student population.

Economic Development

A recent economic report by local organizations and the Brookings Institution provided information and insights on the Sacramento region's economic position. A key finding of the report was that our region is "relatively prosperous compared to other large metro areas." However, our region has not shown strong performance in measures of "growth, prosperity, and inclusion, three critical elements of regional economies that work for everybody." [21] The report also points to opportunities for Sacramento State and other regional leaders to organize and invest in Sacramento's economic future. These areas of focus include systems and organizations that: a) "work with companies to shape the job creation processes;" b) "influence the talent pipeline from educational institutions to workforce development organizations to employers offering on-the-job training;" and c) "influence physical and digital access to opportunity— from transportation to broadband to housing and real estate development and land use."

Social Justice

While Sacramento County overall is experiencing growth and prosperity, there is much inequality across neighborhoods and local communities. For example, Arden-Arcade had the highest income inequality in the state in 2016 as measured by the Gini coefficient.[22] Likewise, disparity can be seen in many of our local institutions. Sacramento City Unified School District has a high degree of segregation between white students and black and Latino students, as demonstrated in the disparity of educational outcomes between students of color. On average, black students are academically 2.4 grades behind compared with white students, and Latino students are academically 2.0 grades behind their white counterparts.[23] Likewise African American youth are arrested in Sacramento County at 7.9 times more than any other ethnicity.[24] Underserved and underrepresented communities in Sacramento are disproportionately affected by police-related shootings and are working towards responding to gun-related violence in their neighborhoods. These conditions highlight the interdependent role of Sacramento State with our

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[18] Homelessness in Sacramento County: Results from the 2019 Point in Time Count (2019)

[19] Sacramento County Declared Homeless Shelter Crisis. Here's What that Means (2018)

[20] Sacramento Housing Partnership (2019)

[21] Charting a Course to the Sacramento Region's Future Economic Prosperity (2018)

[22] The Gini Coefficient is used to measure the distribution of income across the residents of a region or country and is used as an index of inequality. The Highest Income Inequality in California? Census Suggests it's in Arden Arcade (2018)

[23] Propublica | Sacramento City Unified School District (2015 - 2016)

[24] CIL Data Profile | Arden-Arcade Crime and Safety (2016)

community in both foregrounding social justice issues, as well as working as a partner to address the disparities and discrimination experienced within the region.

Examples of Sacramento State's Engagement in Sacramento

The University has many linkages across these sectors in Sacramento, and some of these directly address the needs and conditions highlighted above. While not a comprehensive list, examples of our current partnerships and community engagement are presented below.

Education

Sacramento State **College of Education's** students are required to complete hands on, on-site work in local schools. Programs include School Counseling, Special Education, and other high-demand careers in school districts throughout the region. Each year, the college graduates more than 500 students in one of these degree programs and gives back to the community through their coursework. More than 90 graduates were placed at Sacramento City Unified School District (SCUSD) site in the 2018-19 school year, while an additional 200 students from degree programs outside of the College of Education performed service learning through the Writing Project at SCUSD schools.

In 2018, more than **$7 million was awarded to faculty working on aspects of the educational pipeline.** Many of these projects are outreach endeavors that provide professional development opportunities for K-12 teachers; many others are targeted at specific pre-college student populations defined by ethnicity or economic status. Some of the largest education-related grants center on partnerships between Sacramento State and the community colleges and school districts in our service area. They focus on building pathways for students through the educational system to ensure that all students have the opportunity to become college-ready. These projects promote educational equity through their focus on local districts and populations where college participation is low.

An example of these types of projects is a **grant from the US Department of Education to increase the number of teachers coming from Latino communities** (College of Education). The grant includes support for helping local high schools in creating a pathway program and clubs focused on the teaching profession, as well as creating a professional-development curriculum that will help local high school teachers strengthen their teaching of ethnic studies.

Since 1968, the **Center for Counseling and Diagnostic Services** (College of Education) has provided children and families affordable counseling and educational testing. Services are offered during the academic year: September through December and February through May. The center is accessible to individuals with disabilities.

The Mathematics & Science Education Center or MASE (College of Natural Sciences & Mathematics) improves the quality of mathematics and science teaching and learning in the schools of the Sacramento region. The MASE Center collaboratively unites the expertise of K-12 teachers and administrators; university and community college science, mathematics, and education faculty; educational researchers; and local scientists and mathematicians to accomplish this mission. Implementation of the mission is focused primarily on the professional development of mathematics and science teachers.

Arts and Culture

A collaborative group of faculty, staff and students from the College of Arts & Letters **led performing arts activities for approximately 100 low-income, academically underperforming 4th-8th grade Sacramento City Unified School District** students during Vision 2000, a summer math and reading academy at Sacramento State. Teacher-artists provided instruction in creative activities, culminating in a demonstrations for teachers and parents on the Vision 2000 "Graduation Day." Vision 2000, a 501(c)3 organization, was founded 20 years ago as a tuition-free opportunity to improve academic performance and introduce low-income SCUSD K-8 students to a college campus.

The Department of Theatre and Dance in the College of Arts & Letters collaborated with the **Twin Rivers School District** to bring faculty, staff, and students together to research, produce and perform **a Shakespeare play for students in that local district.** This resulted in a long-term partnership between Twin Rivers School District and the Department of Theatre

and Dance aimed at enhancing cultural awareness in the community. The project involved 50 students and theatre performances were provided to more than 1,000 students in local schools.

The History Department collaborated with The Mexican American Sports Hall of Fame Association to collect materials for a **photo-documentary book on Latino baseball in Sacramento.** This work involved oral history interviews with members of the community, participating in community meetings, and collecting rare historic images. The project engaged six students and resulted in a forthcoming photo-documentary book to be published by Arcadia Press.

To help grow Sacramento's creative economy, to invest in its artists, and to assure diversity and cultural equity across the region, the city of Sacramento implemented **a Creative Economy Pilot Project Grant Program** in 2017. Sacramento State's College of Arts & Letters received one of the city's first mega-grants of $25,000 to implement CREATE, a neighborhood-based performing arts project, in City Council District 6.

Environment and Sustainability

Sacramento State plays an outsized role in **California water policy and management**, garnering nearly $6.9 million in funds. Our faculty-led projects study the state's storm water, ground water, river water, irrigation water, impounded water, and drinking water. Funding comes from diverse public agencies, including the US Geological Survey, the US Environmental Protection Agency, a half-dozen or more state agencies and multiple county agencies, irrigation districts, and environmental organizations. The state agencies include the Office of Emergency Services, the Fish and Wildlife Service, the Department of Parks and Recreation, the State Water Resources Control Board, and the Department of Transportation.

The Geology Department in the College of Natural Sciences & Mathematics collaborates with the **US Geological Survey and the California State Water Resources Control Board** to extract and analyze data from statewide oil and gas well construction records to measure the relationship between oil and gas production and the quality of groundwater. This ongoing project involves 25 student researchers and has been presented in technical briefings, data releases, and a journal article.

The Archeology Research Center in SSIS developed cultural resources studies to comply with state and federal regulations for the West Sacramento Control

Agencies. This three-year project was instrumental to the construction of a new Sacramento River levee to insure greater flood protection for the Southport community of West Sacramento. Partners included West Sacramento Flood Control Agency, Office of Historical Preservation, United Auburn Indian Community, Yocha Dehe Wintun Nation, and the US Army Corps of Engineers.

Since 2014, Environmental Studies faculty and students have restored the wetland and riparian habitat along the American River behind Cal Expo. The area, known as **Bushy Lake,** has been ravaged by wildfires and other human impacts. Through a grant from the Sacramento County Parks Department, faculty have also developed an educational guide that local schools use when visiting the area.

In recent years, hundreds of thousands of California residents have been displaced due to natural disasters, and many were forced to stay in emergency shelters. Currently, there is no standardized training in disaster preparedness specifically for public health nurses (PHNs) in California, and PHNs have expressed a need for training in shelter triage. Faculty in **the School of Nursing** responded to this need and developed a curriculum, incorporating the school's simulation lab, to prepare PHNs in the health assessment and triage of shelter victims in a disaster response. Thus far, more than 100 PHNs from 12 counties in Northern California, including nurses in Sacramento County, have received this training and reported significantly more confidence in their skills and preparedness as a result of the training.

Health and Welfare

Students earning a degree in Nursing, Physical Therapy, Social Work, School Psychology, Speech Pathology, and other majors are required to take courses that **integrate their classroom work with off-campus clinical experiences**, which often take place in health care facilities and community-based agencies that serve low-come area residents. Each year more than 1,000 students graduate from one of these degree programs and give back to the community through their coursework.

Student Organizations & Leadership partnered with the CEC to recruit volunteers for **Harvest Sac State**, a collaborative effort of Soil Born Farms. Area residents and our campus volunteers harvest underutilized fruit and vegetables from backyards and small orchards and donate it to local food assistance agencies, such

as the Sacramento Food Bank and our own campus Associated Students Inc. Food Pantry.

Sacramento State's Doctor of Physical Therapy Program offers **four Physical Therapy Pro-Bono clinics,** run by students under the direct supervision of licensed faculty as part of the laboratory component of a patient care course. The clinics include: an *Adult Neurological Clinic* for those with movement problems due to neurologic damage; an *Orthopedic Clinic* for treating acute and chronic joint and spine pain and injuries, and post-surgical orthopedic care; an *Amputee Clinic* centered on rehabilitation of individuals that have had a limb loss; and a *Pediatric Clinic* where parents bring their children with neurodevelopmental problems to Easter Seals Sacramento as pediatric volunteers.

Each year, approximately **100 nursing students provide over 9,000 hours of health-related services** to children, youth, adults, and families as part of their **community health clinical coursework.** The students' activities support critical services such as health education and assisting clients with accessing health care for multiple public health agencies, school districts, and non-profit agencies throughout the greater Sacramento region. For example, as part of a grant from the Department of Housing and Urban Development to support seniors aging in place, Sacramento State nursing students collaborated with students in a neighboring nursing program to provide individualized support including health screenings and enrichment activities to residents of Rolling Oaks Senior Housing Community.

Sacramento State dietetic interns conduct 1,200 hours of supervised practice throughout the greater Sacramento Area to complete competencies in Food Service/Management, Clinical and Community. Examples of their service includes collaborating with Promise Zone stakeholders and providing nutrition talks for Meals on Wheels, as well as participating in a health fair for the Sacramento Housing and Redevelopment Authority in the Promise Zone.

Maryjane Reese Language, Speech & Hearing Center provides the community with speech, language, and hearing services. Assessment and therapy are available for children, teens, and adults with communication challenges.

The **College of Continuing Education** (CCE) administers the **In-Home Supportive Services Training Academy (IHSSTA)** program to more than 2,000 providers in all 58 counties across California. The training is intended to increase the consistency in the provider services that help qualifying individuals remain in their homes rather than the alternatives of nursing homes, or board and care facilities across California.

Homelessness and Housing

Sacramento State conducted the Sacramento County Point-in-Time Count both in 2017 and 2019, providing research expertise as well and hundreds of volunteers. Faculty in the Division of Social Work and ISR partnered with Sacramento Steps Forward to conduct the mandated count. This project combined the efforts of local cities (Sacramento, Citrus Heights, Isleton, and Folsom), police departments (Sacramento City and County, Galt, Citrus Heights, Elk Grove, Folsom, and Rancho Cordova), business alliances (Mack Road Partnership, Del Paso Blvd. Partnership, and the Power Inn Alliance), the University, and community volunteers. Sacramento State students accounted for over a quarter of the more than 1,000 volunteers participating in the 2019 count.

Sacramento State has made significant investments in expanding student housing. The latest project, Hornet Commons, is a $164 million housing project for upper-division students and will include 284 apartments in six four-story buildings. The project is anticipated to be completed in fall 2021 and will add 1,100 beds to the existing student housing of approximately 2,100 beds.

Economic Development

For more than 40 years, the **Center for Small Businesses** in the College of Business Administration (CBA) has provided free, technical management assistance and workshops in many areas of business to small for-profit and not-for-profit organizations. The Small Business Center has served more than 2,000 small businesses in the Greater Sacramento area. The services are provided by juniors, seniors, and graduate students under faculty supervision. These students are assigned to work with clients of the Center as part of their coursework in various classes offered by CBA.

CCE, in partnership with Align Capital Region, Valley Vision, community colleges, workforce development entities, and business leaders, is leading **ProjectAttain!** This is an initiative to increase the educational attainment of working age adults (25-64) to 60 percent by 2025. Multiple best practice strategies are poised for implementation in collaboration with local nonprofits, workforce development agencies, two-year and four-year colleges, industry representatives, and regional stakeholders. The goal is to boost the number of adults earning diplomas, certificates,

apprenticeships, and associate and baccalaureate degrees.

By the end of the 2019-20 academic year, ORIED will have under its umbrella two offices that promote economic development in the region. The **Office of Innovation and Technology Transfer (ITT)** helps to protect faculty, staff, and students' intellectual property and optimize the flow of innovations to the community and marketplace to help generate revenue that supports future research activities.

The Office of Economic Development (OED), in partnership with the Division of Public Affairs and Advocacy, provides outreach and engagement to the community to help build collaborations and partnerships with public and private organizations to promote personal, professional, and economic growth in the region. OED serves as a liaison through which the community and external partners can assess a vast range of services, resources and expertise embedded in the Sacramento State campus.

Sacramento State is partnering with the Power Inn Alliance and the City of Sacramento to create the **Sacramento Center for Innovation,** a proposed research and innovation park that would attract investments and boost economic and workforce development in the city and region.

Portfolio Leadership Training Programs in CCE address the succession planning needs and impending retirements within the state government workforce. This series of leadership academies address an emerging enterprise-wide challenge. More than 1,300 learners have completed an academy and many find themselves coming back for the next level as they are promoted. In addition to the 80 state agencies and departments that have participated, the City of Roseville, Sacramento Municipal Utility District, and

Province of Hubei, China have sent participants through the leadership academies.

Led by the Sacramento Housing and Redevelopment Agency, **Sacramento State is a key partner in the Sacramento Promise Zone** and supports local efforts to enhance quality of life and accelerate community revitalization to create jobs, stimulate economic activity, improve educational opportunities, enhance health and wellness, and facilitate neighborhood revitalization.

Social Justice

The **Taskforce on Race, Immigration and Social Justice** (College of Social Sciences and Interdisciplinary Studies) engages the University and surrounding community in order to foster excellence, inclusion, and empowerment for historically and continuously marginalized communities. Their work includes public forums, mentoring programs, the creation of policy briefs, and civic engagement.

The Full Circle Project and ISR produced a comprehensive report detailing Census data for the more than 100,000 individuals from Asian American, Native Hawaiian, and Pacific Islander populations in the City of Sacramento. The report was produced in preparation for the 2020 Census Count and the findings were presented to a broad range of community stakeholders and elected officials at Sacramento State Downtown.

The College of Health and Human Services joined the Sacramento District Attorney's Office in the development of the **Family Justice Center collaborative** that provides domestic violent victims and their families with a "one stop" facility to find the support they need. Students receive real-life learning opportunities and training while providing the Center with much-needed resources and services.

Communities are strengthening in Sacramento, especially in areas that are typically underserved and/or overlooked. I believe there is a rise of collaborations across the city of Sacramento.

--Community Partner Survey Respondent

IV. Defining an Anchor Initiative for Sacramento State

While universities across the U.S. are collectively embracing the importance of an anchor mission, it is important to note that these initiatives are designed and implemented in distinctive ways that have been informed by their unique university cultures, communities, and 'places' in which they are located. An important part of the Task Force's work this past year was to broadly introduce the anchor mission to stakeholders and facilitate discussions about what an anchor initiative should look like for Sacramento State in particular. As such, input from a variety of perspectives was sought through the Anchor University Task Force, convenings, and community engagement surveys.

Anchor University Steering Committee. The Anchor University Task Force Steering Committee, a sub-committee of the all-volunteer Task Force, included representatives from the faculty, administration, staff, and students. The Steering Committee met seven times over the course of six months (December 2018 – May 2019) with a total of 20 members attending at least one meeting. The Steering Committee also worked with the larger Task Force in three additional meetings during fall and spring and met over the summer to analyze data and draft this report (see Appendix A).

Steering Committee meetings were focused on developing processes for gathering input for the anchor initiative and identifying current activities and resources in terms of existing community engagement structures. Representation from six colleges, Student Affairs, Public Affairs and Advocacy, Associated Students, Inc., CEC, the Center for California Studies, and ORIED were part of the Steering Committee. Task Force and Steering Committee leadership and members were also charged with conducting research and networking and consulting with other universities engaged in place-based and anchor initiatives. All participants were also responsible for outreach to existing community partners and for assisting in the various convenings staged by the Task Force (see Appendix A).

Community Convenings. Three convenings were held with community partners representing a broad cross-section of sectors within Sacramento. The purpose of the convenings was to introduce the Anchor University concept and Sacramento State's efforts to date, collect input from community partners to inform the anchor mission, and identify community members interested in ongoing participation. Participants were asked to write down summaries of their table discussions and the facilitators took notes regarding the group discussions. These responses were coded by general themes that emerged.

> **February 21, 2019 | Oak Park Community Center.** A total of 48 community members representing an array of community organizations convened at the Oak Park Community Center in February, along with Sacramento State representatives and Task Force members.
>
> **May 10, 2019 | Sacramento State Alumni Center.** Approximately 50 community members affiliated with the University's Community Engagement Center along with representatives of Sacramento State and the Task Force convened at the Alumni Center.
>
> **June 18, 2019 | Grant Union High School.** A total of 26 community members representing various community organizations convened at Grant Union High School along with Sacramento State representatives and Task Force members.

Faculty Convening. April 22, 2019 | Sacramento State Student Union. Sacramento State faculty were invited to participate in an all-day convening to collect input to inform the anchor initiative. Participants were asked to share their thoughts about what excites them about Sacramento State becoming an Anchor University and what concerns them. Roundtable discussions followed, with a focus on providing advice

regarding the structure of the Anchor University process. In the afternoon, a World Café discussion was held, where faculty could visit tables representing various sectors (e.g., Arts & Culture, Health & Welfare, and Education) and provide input regarding types of community engagement activities that align with various sectors.

Community Engagement Surveys. Two surveys were developed with input from the Steering Committee to solicit further input from community partners and the faculty. Both surveys were administered online in late spring 2019 (the full results of each of survey are included in Appendix B). The surveys focused on the respondents' experiences with engagement at Sacramento State, including areas that the University currently does well and challenges related to university/community collaborations.

> **Community Partner Survey.** The community partner survey gathered feedback about the nature of collaborations with Sacramento State and their overall experience working with Sacramento State. The survey was programmed in Qualtrics and sent to 640 email addresses provided by the Community Engagement Center. A total of 144 individuals responded to the survey (22.5% response rate).

> **Faculty Survey.** A survey was developed with input from the Steering Committee to gather information from faculty related to the Anchor University mission. The survey asked respondents about the current interest in, and level of, engagement in the community, and about their experience working with community entities as a Sacramento State faculty. An invitation email to complete the survey was sent by Academic Affairs to all faculty (n=2,607). A total of 303 faculty (full-time and part-time) responded to the survey (12% response rate).

As a result of these efforts, the Task Force gathered input from approximately 120 community members and 40 faculty from the convenings and more than 440 community partners and faculty who responded to the surveys. The collective input represents a diverse range of perspectives that provide a foundation for articulating what an anchor initiative should look like in Sacramento.

We acknowledge that there is no uniform consensus about key issues surrounding Sacramento State's commitment towards deepening engagement in the community, and we do not want to lose the diversity of voices gathered in this effort. However, there were several clear themes that emerged from the input and discussions, which can provide initial guidance on how an anchor initiative should be uniquely realized in Sacramento.

Themes from Anchor University Convenings

The Anchor University convenings included dozens of lively conversations covering a multitude of topics. The following summary of themes is organized by the three conversation prompts given to participants.

What Excites You About an Anchor Mission?

Individuals were asked to share their "excitements" about Sacramento State embracing an anchor mission and the types of potential and opportunities it may produce. Several overarching themes emerged throughout the feedback provided.

University-Community Integration. Individuals from both the community and the University expressed excitement about deepening the connection between "town and gown" in Sacramento. There is a

common sentiment among participants that developing stronger relationship between Sacramento State and the community is a "logical step" and for the University to be "in the community, not separate." The notion of fostering more strategic collaboration and replacing existing "silos" was heard repeatedly, as well as the acknowledgement that an anchor mission should be mutually beneficial to the community and the University. For example, faculty noted that an anchor mission could serve to catalyze "becoming the people's university from 'bench-to-bedside'" and provide "opportunities to reach out to invisible groups." Numerous conversations and feedback discussed how an anchor mission would increase the connectivity of the University to other entities, becoming "a hub for coordinating partnerships" and "bringing different people together who are passionate about the work." Through this work of relationship-building, people expressed excitement regarding the opportunities to build an "ecosystem of inclusion" across Sacramento and "connecting expertise of community with expertise of subject experts."

Paradigm Shift. Discussions about an anchor mission at Sacramento State included the recognition that a resulting initiative would represent a "paradigm shift" in the University's approach to making "deeper investments in the community." This excitement included "change makers challenging the narrative and involving community" in how Sacramento State engages in "reimaging the role of the University in the community." Likewise, many participants are enthusiastic about the possibility of "large-scale, structural innovations" that this type of engagement could produce. In addition, they recognize that "identifying areas of mutual interest that also improve conditions in the community" can ultimately produce "collective impact" throughout the Sacramento region. Faculty are excited by the possibility of "recognition for the work I already do which is labor and time intensive" and an "acknowledgement of current community engaged work as part of university mission." Conversations included discussions about how an anchor mission holds the transformative possibility of "opening the idea of a university to more than just classes" and "reimagines the role of the university in the community" by moving Sacramento State toward "being relevant" and "building a world-class university."

Student Opportunities. Many of the excitements shared by participants involve how a focus on investing in community relationships will enrich the educational experience of Sacramento State students. For example, incorporating an anchor mission was discussed as "connecting the classroom with the context" and providing students opportunities to apply knowledge while "solving real problems." Specifically, one community member highlighted that an anchor mission would be a catalyst "from theory to action; I believe that academia has a tendency to get stuck in theory without engaging in activities that produce REAL learning." A number of participants discussed the importance of the ongoing service learning and internships and were excited about the possibility that an anchor mission could ultimately translate to "college students being a bigger and more impactful part of the community."

Community Impact. Similar excitement was expressed over the possible impacts that an anchor mission could have for the communities of Sacramento. There is enthusiasm about the linking of "resources at Sacramento State to community needs," and specifically about the possibility of strategically investing in community through local hiring and the use of local suppliers. Many individuals mentioned their excitement about sharing the University's knowledge and expertise beyond the campus boundaries, to become a true "thought partner to assist organizations in building their capacities to be more effective." Discussions included connecting the mission of the University to the well-being of the community, and identifying the potential for "research that supports the community," knowledge serving the city," and using "knowledge for the public good." There was also interest in how an anchor mission could have a significant impact by "leveraging key resources/intellectual capital/credibility towards addressing social issues in collaboration with communities."

What Concerns You About Adopting an Anchor Mission?

In addition to their excitements, participants were asked to share any concerns they might have regarding Sacramento State pursuing an anchor-focused mission. Several themes emerged from these discussions and throughout the input provided.

Inclusivity and Power in Engagement. Community as well as Sacramento State participants identified the importance of inclusivity when engaging with the community, and expressed concerns about "giving equal representation" and "leaving portions of the community out." There is concern that the University would continue "listening only to the same people who have the power" and there would be a focus on the University's needs "rather than community needs." Another theme is the concern about the ability of Sacramento State to pivot from "the ivory tower" and its "tendency toward paternalism" and a resulting concern about the "lack of respect for the knowledge and expertise of community" and "outsiders telling the community what they think they need." Both faculty and community members are sensitive to the fact that, overall, the University holds the privilege and power in most university-community linkages and Sacramento State should be mindful of this when seeking out collaborative long-term relationships.

Capacity and Resources for Success. Another common concern discussed is whether the University has the internal capacity to implement such an ambitious initiative, including the resources and the long-term political will needed to support the initiative. Discussions highlighted the fact that faculty, staff, and students have competing priorities and are already "spread too thin." Specifically, there are questions regarding the impacts of initiative on faculty workload and the push for students to complete their graduation requirements on time. Others questioned whether introducing an anchor mission would be "distracting from existing, promising relationships, duplicating efforts" and whether it may divert attention and resources toward "reinventing the wheel." In sum, many of the faculty had concerns about the implications of an anchor mission and if it was "attempting too much at once," and what institutional supports would be put in place to ensure that it was successful.

Making the Commitment Accountable. A related concern expressed among the participants was that the anchor mission would be "more flash than splash" and the need for the University to be accountable to commitments made to the community. There is a concern that Sacramento State may be perceived as "over promising, under delivering" by the community and there is a need to ensure the "ability to bring value" to community partners when initiating any type of initiative. Concerns were expressed that the anchor mission was "too diffuse, diluting" and that the University should "be pragmatic" and mindful to "manage expectations" when talking about community engagement. Participants reiterated the importance of ensuring that the anchor mission is meaningful and of benefit to the community: any resulting initiative "must be tangible, real and useful to the community." Related concerns are how the University is going to measure the progress of anchor initiatives, track "equitable use and allocation of resources," and maintain communication about the status of the initiative within the community.

Ensuring Long-Term Sustainability. A final theme related to concerns is "the time needed to put systems and relationships in place" and how an anchor mission will be sustained into the future. Participants noted that successful engagement with the community requires the long-term work of building relationships over many years. Many of the concerns acknowledged that the anchor mission needs to "maintain momentum" and that "the University faces the challenge to harness all departments and students to address critical issues - and to sustain efforts" over time. In addition, participants identified the need for the University to institutionalize the mission and to provide a long-term financial support, and had questions regarding what may happen to the anchor mission when "there is a change in administration."

Advice for Moving Forward

Advice was solicited from faculty and community partners about how Sacramento State should pursue deepening engagement within the communities of Sacramento and realizing an anchor mission. The following is a summary of the advice collected.

Offer a clear and focused mission. One common thread of advice is that becoming an Anchor University should start with a clear focus and mission with "concrete goals and concrete action items." Participants reflected on the need for Sacramento State to articulate its intentions and vision behind this recent drive for greater community engagement in order for stakeholders to see value in investing in relationships and collaborations.

Engage with the community *in* the community. Feedback from participants was emphatic that in order to engage effectively with the community, the University needs to be a visible and active partner outside of campus. For example, "come out to the community rather than only inviting community members to CSUS." The theme of Sacramento State establishing a presence beyond our campus and being a proactive and informed partner resonated throughout the feedback collected.

Communicate effectively. A related theme was that the University will need to effectively communicate the anchor mission to the broader community in accessible, meaningful language. For example, participants advised that engaging feedback and dialogue with the community should not be "too academic" or use "fancy words" but should be authentic and resonate beyond community leaders and with the members of their communities as well.

Ensure inclusive representation. The need for a body/infrastructure to facilitate ongoing communication and dialogue between the university and the community was another common thematic piece of advice. The suggestion of establishing a community group, council, or committee that advises the anchor mission was seen as a priority across conversations. A related theme was that this group should be inclusive and representative of the community, including youth.

Establish university infrastructure. In addition to establishing a mechanism for ongoing community input about an anchor mission, there was consistent advice about developing an internal infrastructure to support and coordinate anchor activities at Sacramento State. The advice included establishing an office focused on supporting the initiative, to making sure that there are resources and linkages across departments, units, and centers. The idea that this infrastructure should include a "one-stop shop" for accessing the university and fostering relationships was mentioned frequently.

Be data driven. A final theme that emerged was that an anchor mission should be informed by data in both its formation and also in its implementation. The notion was expressed that unless the initiative was "measurable," it would be difficult to determine its impact or hold the University accountable to its mission. A number of participants noted that there is currently no mechanism to capture the breadth of engagement happening at Sacramento State, and there is a need to track and communicate this work. Advice included "metrics for success and define benchmarks/goals" as well as the importance of using qualitative data to understanding how the initiative is impacting the community.

Community Engagement Survey Results

Feedback from faculty and community partners was collected through online surveys. The following responses represent important feedback about the anchor mission and Sacramento, but are not considered statistically representative; the reporting of the response percentages are intended for descriptive purposes only.

Faculty Survey

Faculty responding to the engagement survey illustrate some of the experiences and perceptions regarding the current status of community engagement at Sacramento State. Of those faculty responding, half (50%) are involved in community-engaged teaching, two-thirds (65%) are involved in community-engaged service, and thirty-eight percent (38%) in community-engaged research. Across these activities, the majority (73%) of these engagement activities have a local focus in Sacramento.

Perceptions of Community Engagement

Survey respondents were asked to rate a series of questions regarding their perceptions about Sacramento State and their faculty experience. Seventy-nine percent (79%) of those respondents agreed that "Sacramento State has a positive impact in our local communities" and at the same time, 68 percent agreed that the University "should be more involved in collaborations outside of campus" (Figure 1). About half of the respondents (52%) agreed that community engagement is valued "as a part of the tenure process," and about of a quarter (24%) agreed that "Sacramento State is out of touch with communities outside of campus."

Figure 1 | Faculty Perceptions of Sacramento State's Community Engagement
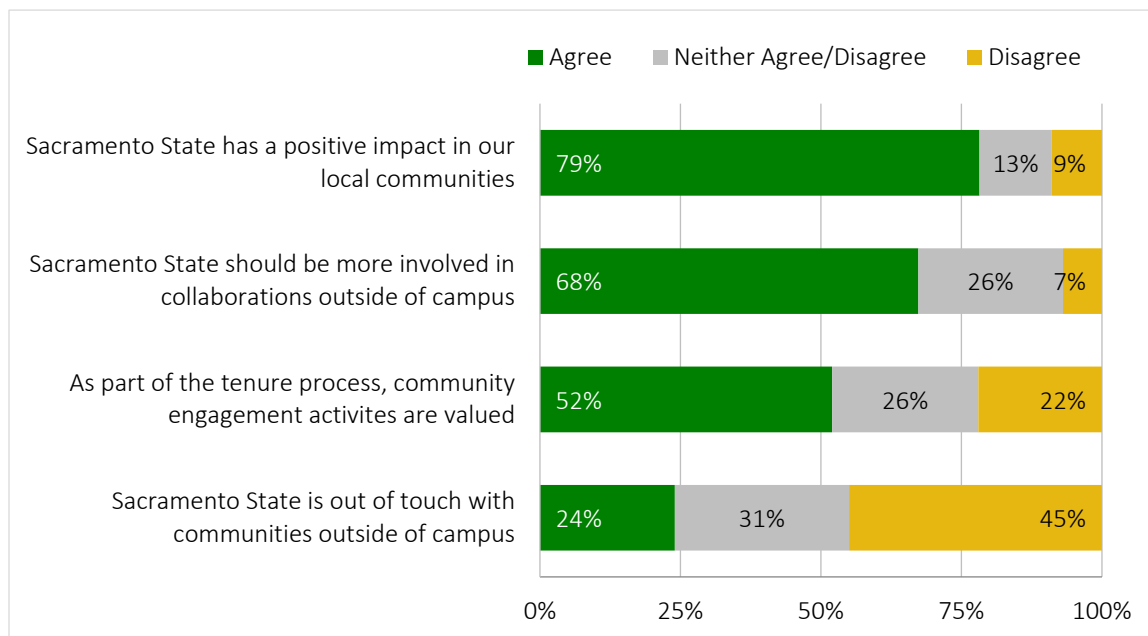
In terms of respondents' views on community engagement and their experiences at Sacramento State (Figure 2), more than half (57%) of the faculty agreed that "there are many opportunities for community engagement in my position" and two-thirds (64%) agreed that they are interested in participating in more community engagement activities. Less than half (45%) agreed that developing outside partnerships "is central to my position," and only 1-in-5 respondents (22%) believe that "it is easy to conduct community-engaged research at this university."

Figure 2 | Faculty Perceptions of Community Engagement Experiences
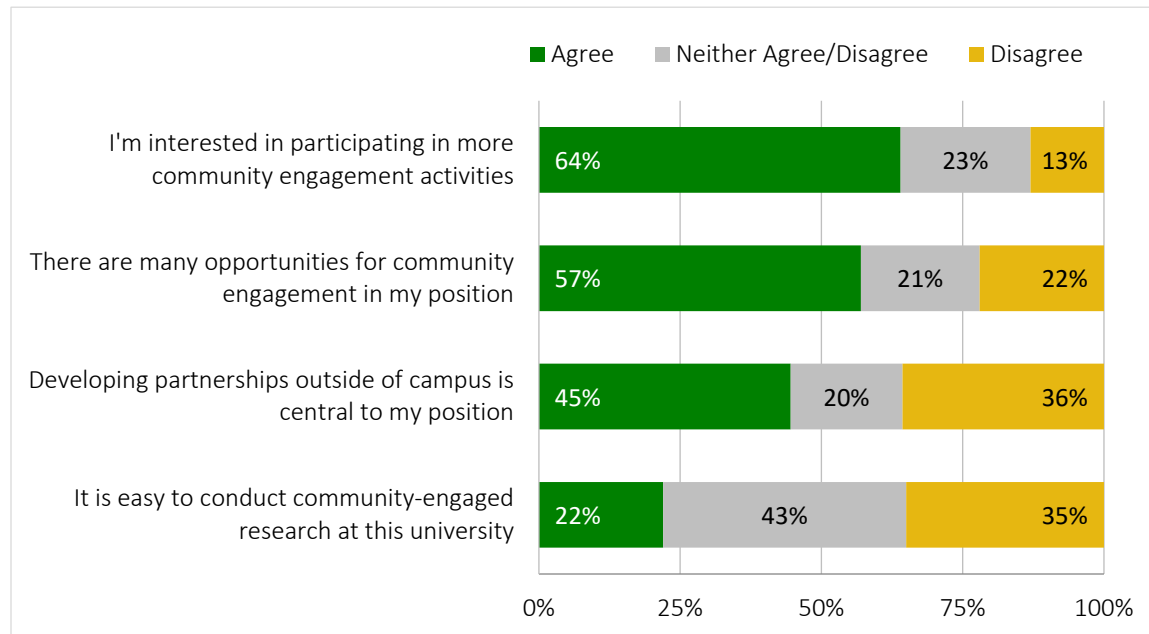
Sacramento State's Strengths and Challenges

Faculty respondents were also asked to list those things that Sacramento State does well in terms of engaging and supporting the broader Sacramento community, and identify those things which it can do better or serve as barriers to successful engagement.

Core Activities. The most common types of responses from faculty about the University's strengths identify Sacramento State's core activities, such as providing students with internships and service-learning projects, as well as opportunities for community-engaged research. Many of the comments focused on student engagement, and preparing them to be a community member and workforce participant. For example, respondents wrote that the University "does a good job getting students involved in the greater sac community," "has robust partnerships with numerous internship sites," and educates "students to become better citizens in the new and changing society." Other comments discussed the role of the faculty and staff, such as "faculty members are the backbone of Sac State and this objective relies on their individual wishes and strengths" and "as a tenured professor, I feel relatively free (and protected) to be creative with off-campus activities involving students." Other key strengths were events that "celebrate community partnerships" and the impact and opportunities with alumni: "Our graduates are the community. That's how we impact this place."

In terms of challenges and barriers, the overwhelming issue identified was the time and funding needed for faculty to successfully participate in community engagement activities, especially while carrying a full teaching load. One respondent wrote, "We're already overwhelmed with a heavy teaching load, service commitments and trying to maintain a research profile." Many faculty pointed out that community engagement activities were not seen as having the same weight as other activities for their RTP, and this serves as a barrier to encouraging community engagement among the faculty.

Part-time faculty also noted that there is little incentive/support for participating in community engagement activities as a part of their work.

"(T)here is minimal extrinsic rewards for participating and little implication to tenure. I would get more credit internally for serving on a minor college or university committee that met once a year, than I would for substantial involvement in an influential community committee. As long as that is true I think it will be hard to get faculty engaged in the community."

--Faculty Survey Respondent

Organizational Commitment. A University strength that was a common theme in the responses relates to the recent institutional commitment to community engagement. The leadership of President Nelsen was highlighted multiple times, as exemplified in this comment, "It's also clear that community engagement is a priority for our President and having this narrative circulate makes a difference." Additionally, the Community Engagement Center was identified as a strong resource on campus, and "seems to be really growing in visibility on campus and in the community; I think the CEC is doing a good job of supporting faculty connections to the community." Likewise, Sacramento State Downtown was called out as an institutional resource in which to engage with the community: "I feel Sac State has a great reputation in the Sacramento community and the community is proud of our city center location."

In terms of the biggest challenges and barriers related to organizational commitments, a common theme was the lack of coordination across the University among the linkages to, and activities with, the community. For example "we tend to work in silos" and "our engagement lacks focus, is often unidirectional, is not nimble, and does not systematically marshal the intellectual resources of the university." Similarly, the need for "better systems and infrastructure to facilitate these partnerships" was highlighted. "Individual faculty must forge their own way or rely on other individual faculty connections," a respondent wrote. "We need a more centralized support system for connecting community needs with faculty and staff expertise." Related comments about what the University could do better was providing information about opportunities to participate and promote the exiting community-engaged work of faculty.

Institutional Operations. Notably, there were no prevalent themes identifying how the University's operations interfaced with the community, with the exception of a mention of renting the University's facilities to community partners. However, a consistent and prevalent theme within the responses was that the "bureaucracy" of the University makes community engagement very challenging. For example, "It's a giant hassle to do anything off campus because of all of the paperwork the University requires. It

kills entrepreneurship and really slows things down" and the "level of bureaucracy necessary for official partnerships through CEC makes me hesitant to approach small grassroots organizations, but also these are the organizations which could most benefit from Sacramento State support."

Overall, faculty demonstrated excitement and interest in the new focus on community engagement.

- "I think it's a fantastic idea, faculty are drawn to teaching universities because we [are] often more social and students-first driven. Community involvement is critical to our jobs and the community we are a part of."
- "I fully support President Nelsen's vision. I have worked at several major universities in the United States… and none of these universities has recognized the value of community engagement… By bringing the creativity that exists on our campus and the ingenuity that exists in our communities together, we all can prosper and reach new heights. It is a great feeling to help and see our neighborhoods grow."
- "I've been a part of this campus since the 90s and love the message of diversity and inclusivity that is conveyed. There's a sense of family that wasn't there before. I'm not a fan of 'Stingers Up' but I see how students appreciate it. I'm proud to have been made at Sac State and now be part of the faculty."

Other faculty expressed caution or skepticism about the viability of the initiative.

- "While I like the idea, I believe there are some pretty big issues surrounding faculty workloads, low faculty salaries, and lack of funding for research. The University should first solve these issues before trying to stretch its already thin resources. A strong core is the only way an Anchor University can be achieved, and this is not yet the case."
- "Until and unless faculty are given the time they need to pursue other activities besides teaching, you're just kidding yourselves. Nothing will succeed, because our faculty are so badly over worked that they just don't have the time to focus on anything besides teaching."
- "It is a two-way street. In order for engagement to be appreciated and meaningful, the recipients must respect and appreciate the University… If you really are serious about being an Anchor University, first you must be serious about being a first-class institution. That means first-class research, first-class publications, first-class athletic teams and so on. Otherwise, you will just be the poor cousin across the Causeway."
- "It's a great idea, but hard to execute when everything is so disorganized and disjointed across campus."

Community Partner Survey

The majority of community members responding to the survey (79%) reported that they had partnered with Sacramento state by hosting students for internships, field work, and/or service learning opportunities. Almost half (46%) had worked with volunteers with Sacramento State or employ current or recent graduates (44%).

Perceptions of University Engagement

The majority of community partners responding felt that the University currently has a positive impact in our local communities (79%) while also indicating that we should be "more involved in collaborations outside of campus" (72%). Reponses were overall ambivalent to the statement that "Sac State is out of

touch with communities outside of campus" with about half either agreeing with this statement (17%) and not having an opinion (34%).

Figure 3 | Community Partners Perceptions of Sacramento State's Engagement
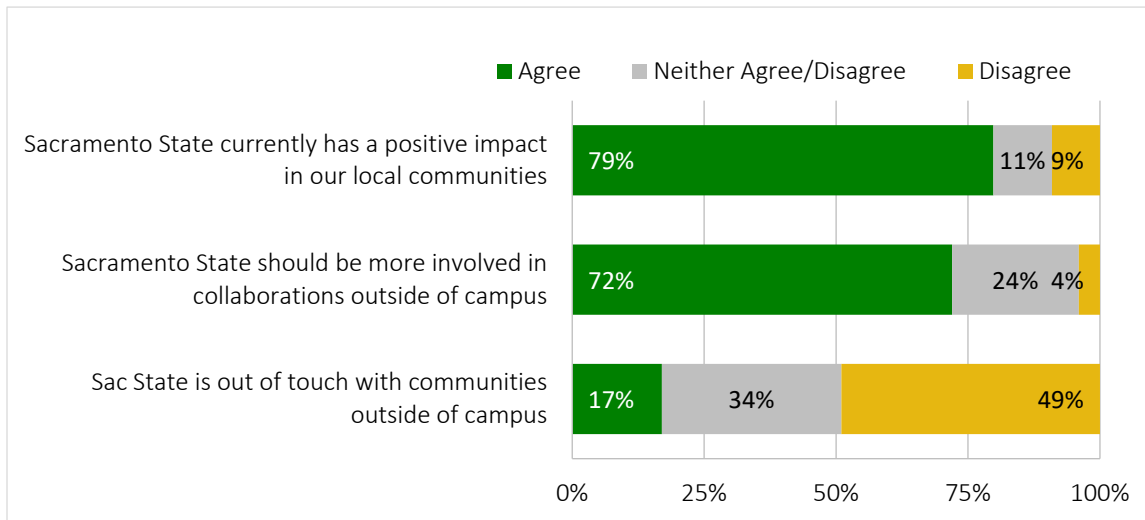
In terms of their own experience engaging with the University, 83 percent were interested in deepening their organization's engagement. Most also knew who to contact at the University (70%) in terms of finding interns, but this is undoubtedly skewed by the fact that the list of partners had an existing

Figure 4 | Community Partners Experience Engaging with Sacramento State
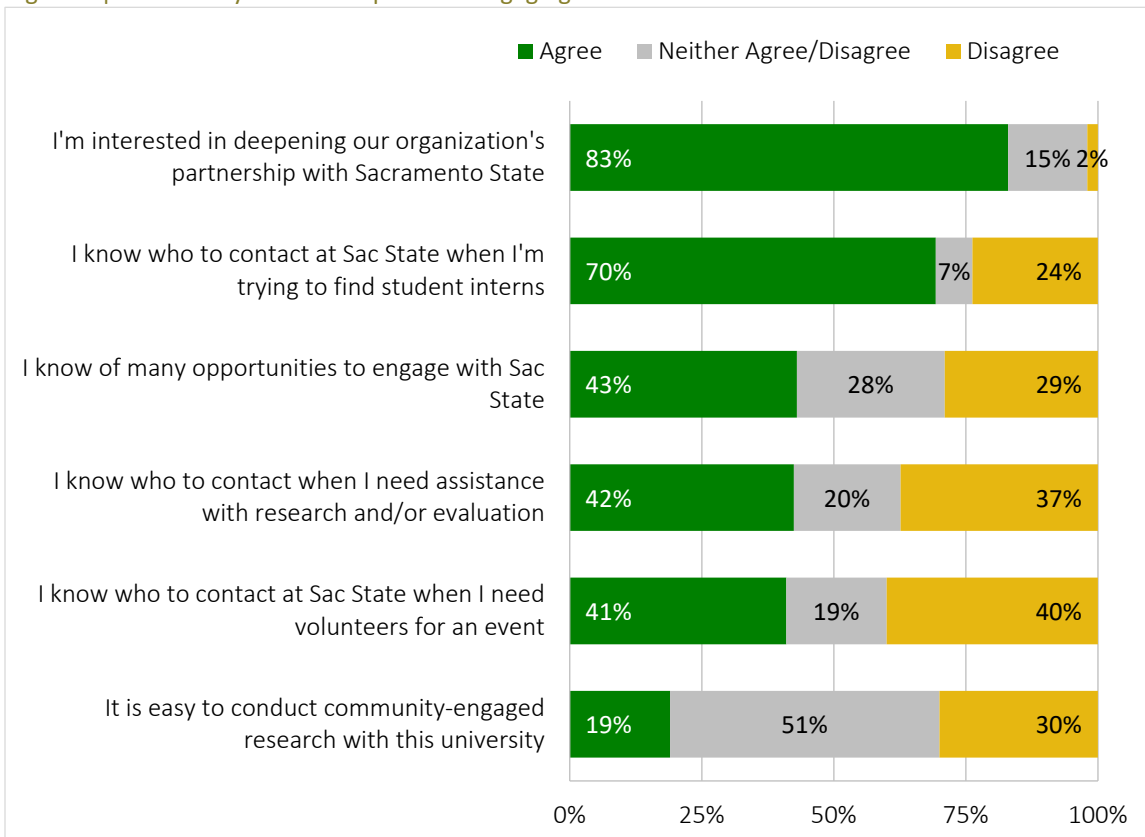
relationship with the CEC. Even so, less than half of the respondents knew of many opportunities to engage with Sacramento State (43%), knew who to contact for research/evaluation assistance (42%) or who to contact for volunteers for an event (41%). Only 19 percent stated that it is easy to conduct community-engaged research with the University, with most respondents not having an opinion (51%).

Sacramento State's Strengths and Challenges

Community Partners were also asked to identify what they thought Sacramento State does well, "what they should do better", and barriers to engagements with the University.

Core Activities. The strongest theme about what the University does well was in terms of students' involvement in community engagement: "The students are everywhere and are supporting the community in so many ways." Contact with the interns and students was reported as overwhelmingly positive, for example, "we have truly enjoyed getting interns from Sacramento State, they have all been amazing and we have even hired a few." Other partners noted their interactions with faculty bringing in community members into the classroom and who are "very accessible" and wanting "to help where they are able to." Similarly, several respondents shared their experiences with faculty who "are extremely committed to social justice issues." Another common thread in the responses was the acknowledgement that Sacramento has a significant impact on the local workforce. "Sac State, provides an excellent education to a large population of the Sacramento community, who then go on to contribute to many communities," one respondent wrote. In terms of what Sacramento State could do better, one theme was making more linkages that respond to workforce needs, for example, "bring workforce leaders in to tell deans what they want in their future workforce." A related recommendation was for the University to engage "in the creative economy in several different ways through cross-industry and discipline incubators."

Organizational Commitment. A theme related to organizational commitment was the perceived strength in the current leadership and the culture shift within the University.

"Sac State is an excellent convener and has made great strides in bringing people together on important issues. I also think that under President Nelsen campus culture and the culture of inclusion has improved dramatically on campus and that has translated to students in the community embracing inclusive attitudes."

--Community Partner Survey Respondent

Another theme was the heightened visibility and identity of the University within the community: "Sac State is everywhere in alumni and word of mouth… Sac State is primed for not just being the biggest educator in the region (post-secondary) but to own the successes of those efforts." In addition, the "Made in Sacramento" campaign was seen as raising the profile of the University within the community.

Many respondents noted that despite their positive experiences with individual faculty, staff and students, they were unaware of specific engagement activities "at the institutional level." One of the most prevalent themes in the community responses was the observation that there was no central contact or coordinating body which is either available to respond to engagement inquiries, or promoting the engagement work that is being accomplished. As one respondent stated, "I would not know who to

contact at Sac State to see if collaborations were possible" and a number of people noted that they are not aware of the possible opportunities or "their options" that currently exist at the University. For example, one person mentioned that the idea of community-engaged research was a new idea to him, introduced through this survey, "but it sounds like a great idea that could be promoted more." Another sentiment expressed multiple times was that the University either did not reach out, or when approached, was not willing to partner with their organizations. For example, "I have often been the one seeking out relationships with Sacramento State rather than being engaged pro-actively" and "I've tried many times to partner with Sac State. They have never seemed interested." A final theme is "the bureaucratic hoops that organizations face - so many different steps or contacts to get through before even starting a type of work" and the processes are "not very user friendly."

Community members also expressed their hopes and support for an anchor mission:

- "I strongly believe in your student and faculty engagement programs. There's nothing like real-world experience, CSUS students plus the community is benefitting greatly from these partnership opportunities."
- "I know CSUS is expanding in every direction as visible by all the construction and that's great. I like that CSUS is no longer seen as 'just a commuter campus.' I love the idea of CSUS being an Anchor University, and it seems to me that vision is becoming reality."
- "So glad that you are reaching out and hoping real connections result from this."

Similar to the faculty survey, the community partners responding were very supportive, if not totally informed, about Sacramento State increasing their commitment to community engagement. The community partners also provided some advice about how to succeed in this initiative.

- "One lesson that I learned in community development work is not to be a 'fixer' of people and neighborhoods. Promise less, and deliver more as a partner who actively listens and delivers. Our underserved communities are leery of one more group that does stakeholder meetings, they go away, and nothing happens. Identifying the proven 'doers,' both individuals and organizations, is critical to serve as your core of solving long-term recurring problems."
- "One area to that Sac State can improve is actually working with the communities in Sacramento that have to long been neglected in the area of economic development and education."
- "Taking a leadership role on a specific systemic issue and using the full resources to develop and implement a plan in partnership with the community, nonprofits, government and business."
- "[A barrier to engagement is] the erroneous belief and current collegiate practice that academy and formal knowledge is the 'correct' knowledge... and how that is expressed at tables and in communities. Anchor institutions who currently work with CBO's and community projects often work at the tree tops and believe in 'trickle down' rather than in collaborative process."
- "It is frustrating when institutions come into neighborhoods and request the valuable time of residents/partners and don't end up following through."

V. Anchor University Task Force Recommendations

Over the course of the past year, the Anchor University Task Force developed a set of recommendations for advancing an anchor mission at Sacramento State. These recommendations have been informed by input from meetings and community convenings and various community needs assessments, in addition to scholarly publications and best practices related to institutionalizing strategic community engagement. These recommendations are informed by that work and made with the goal to institutionalize community engagement in order to create the foundation for the long-term success of the Anchor University effort.

Each recommendation is intended to reflect and incorporate the Anchor University definition and goals established in our review of the anchor literature and feedback gathered. In crafting this report, the Task Force was also guided by the shared governance principles of Sacramento State. Similarly, the Task Force recognizes that all recommendations should be viewed through a lens of equity and inclusion as spelled out in campus statements on diversity, equity, and inclusion. This section begins with a discussion of the main recommendation resulting from the Task Force – a central university infrastructure to coordinate the anchor mission – and is followed by detailed recommendations for this infrastructure in terms of organizational commitments, core functions, and institutional operations.

Recommendations for a Central Infrastructure

The 2016 Task Force on Strategic Community Engagement found that despite finding a wide variety of community engagement efforts across campus, there is no oversight or coordination of community engagement efforts or linkages to the community. The 2010 Carnegie Classification Report highlighted this absence of a central office, as did the 2014-2020 campus strategic plan, which noted in Goal 3, item 8: *The University needs to establish a unit to oversee community engagement efforts.*

Developing and implementing the appropriate organizational structure for the University's community engagement activities will be absolutely critical to the long-term success of this endeavor. To address how an organizational structure would fit within our own institutional culture and context, the Anchor University Task Force considered two specific questions regarding a permanent anchor structure at Sacramento State:

- What organizational structure will allow for the institutionalization of community engagement and ensure alignment and coordination across community-engaged teaching, research, service, and operations?
- And will this structure help us develop and maintain alignment of community engagement efforts across campus division and in keeping with the vision of the Anchor University initiative?

Members of the Task Force also reviewed existing organizational structures at other universities with established anchor initiatives. Examples of other anchor universities with organizational structures that were most similar to the Task Force's recommendations are listed in Table 1, with a detailed summary about each structure included in Appendix E.

Table 1 | Examples of Anchor University Structures

Executive Position	Institution	Unit Name / Website

Virginia Commonwealth University (VCU), in 2006, established the Division of Community Engagement led by a Vice Provost for Community Engagement. This division now has 24 members. As of June 2019, the staff included an Associate Vice Provost for Community Engagement and Director of Service Learning, and a separate Director for Community Engaged Research.

Vice Provost	Virginia Commonwealth University	Division of Community Engagement https://community.vcu.edu/

Portland State University (PSU) established a Community Partnership Council in 2014 to "better organize, coordinate and report on significant partnership activity." The Council identifies, organizes, and leverages PSU assets and expertise to deliver on regional, strategic partnerships, including urban sustainability, economic development, educational reform and community health. The Council is led by Associate Vice President for Strategic Partnerships.

Associate Vice President for Strategic Partnerships	Portland State	PSU Partners https://www.pdx.edu/partnerships/

California State University, Los Angeles, the Center for Engagement, Service, and the Public Good was established in 2014, with the goal of transforming the University into a hub for civic engagement and public service and to be a catalytic force for neighborhood transformation in the region. The Center is led by a Senior Director and is supported by a Faculty Director of Community Engagement.

Senior Director	CSU Los Angeles	Center for Engagement, Service, and the Public Good http://www.calstatela.edu/engagement

California State University, San Marcos's organizational structure is led by a Vice President for Community Engagement and is supported by a senior leadership team that includes associate vice presidents for community partner engagement and community partner outreach, respectively, and the director of government relations.

Vice President	CSU San Marcos	Office of Community Engagement https://www.csusm.edu/community/aboutus/directory.html

Cleveland State University, the Division of Diversity, Inclusion and Community Engagement is led by a Vice President with support from an Anchor Strategy Task Force. Cleveland State has a focus on diversity inclusion and community engagement.

Vice President for Diversity, Inclusion and Community Engagement	Cleveland State University	Division of Diversity, Inclusion and Community Engagement https://www.csuohio.edu/engagement/division-university-engagement-0

To address organizational recommendations for Sacramento State, members of the Task Force met on May 22, 2019 and broke into three working groups, with each group having members from different departments and colleges. The feedback from each group elicited three distinct ideas on an organizational structure, as follows:

1. A separate unit led by a Vice President;
2. A unit led by the Vice President for Inclusive Excellence, with an Associate Vice President for Community Engagement; and
3. A high-level, centralized operation dedicated to the anchor mission, within Academic Affairs, with dedicated leadership at the senior administrative level.

The overarching consensus from this Task Force meeting, as reflective of all three of these models, is that the leadership needs to be at the senior administrative level. In addition, the organizational structure must ensure representation from faculty, colleges and departments, and students, while also integrating the community as a collaborative partner. This permanent structure should work with units across campus to coordinate, track, document, communicate, and assess anchor efforts. It should also work closely with the Advisory Council (see Recommendation 1.1.1 below).

While these models for establishing an organizational structure warrant further in-depth review, the Anchor University Task Force Steering Committee favors the establishment of a high-level centralized operation within Academic Affairs.[25] Such a structure offers the best opportunity to leverage the University's current organizational strengths. ORIED, CEC, and the Carlsen Center—all of which currently exist within Academic Affairs and which will play key roles in the anchor initiative–would then be housed under the umbrella of such a centralized operation. Furthermore, as the anchor initiative will need to be fully embedded in all aspects of the academic mission and embraced by faculty in regard to teaching and learning, research, creative and scholarly activity, and service, the preferred centralized structure would align well with the mission of Academic Affairs. As noted previously, however, while housed within Academic Affairs, this unit would need to be fully responsive to and collaborate with other divisions and units across the University. Below, we outline additional recommendations with the assumption of this recommended central infrastructure leading it.

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[25] A previous task force on University community engagement reported that discussions in that effort favored the creation of a new comprehensive office within Academic Affairs. See "Task Force on Strategic Community Engagement: Final Report; Revised Submission: August 2018."

Recommendations for Integrated Institutional Alignment

The Anchor University Task Force recommends that Sacramento State should *align* its organizational commitments, core functions of teaching, research, and service, and its campus operations to create an enduring mechanism that supports institutionalized community engagement efforts across all units and divisions of the campus. Below we organize our recommendations within the framework of emerging practices of anchor universities which includes: 1. Organizational Commitments, 2. Core Functions, and 3. Institutional Operations (see Table 2 below).

Table 2 | Framework of Emerging Practices of Anchor Universities

Infrastructure	Emerging Practices of Anchor Universities[26]
1. Organizational Commitments	1.1 Presidential/Cabinet-level leadership
	1.2 Central Infrastructure & Funding
	1.3 Anchor University Advisory Council
	1.4 Align University's Strategic Plan, Institutional Policies & Practices with an anchor mission
2. Core Functions	2.1 Curricular Community Engagement
	2.2 Co-Curricular Community Engagement
	2.3 Research & Creative Activities
	2.4 Service
3. Institutional Operations	3.1 Hiring, recruitment, and orientation
	3.2 Community Partners
	3.3 External Communications
	3.4 Internal Communications
	3.5 Administration and Business Affairs

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[26] Field Guide for Urban-University Community Partnerships (2019)

1. Aligning Organizational Commitments

1.1. Presidential/Cabinet-level Leadership

1.1.1. Determine the organizational structure that will elevate and support the Anchor University initiative [see above]. The new organizational structure must be able to work across all campus divisions and that the structure should be developed in accordance with the following parameters.

- Establish a central unit at the senior administrative level to develop, oversee, and sustain Sacramento State's anchor mission, programs, and activities. The chief community engagement officer should be a member of the President's Cabinet and oversee a unit whose daily mission and workload is wholly and singularly dedicated to the anchor mission and program.

- Identify and allocate permanent baseline funding to establish and sustain a sufficiently staffed central office, as well as a robust communications and outreach component.

- Articulate the relationships between this central office and existing university divisions to ensure that community engagement efforts cut across all campus units. The central office will oversee and coordinate community-engagement efforts but will rely upon a number of campus partners to implement the Anchor University vision.

- Establish a permanent Anchor University Advisory Council, with representation from internal campus stakeholders across all divisions and external community partners. The Advisory Council should also include a Steering Committee with the additional committee structure to be determined. Community partners should be actively involved in participation and leadership of this Council and the Steering Committee.

1.2. Central Infrastructure & Funding

1.2.1. Establish a Central Unit within Academic Affairs to lead university-wide Anchor University efforts (as called for in 1.1.1 above)

1.2.2. Hire a senior administrator to lead, coordinate and manage the Anchor University efforts. This individual shall report directly to the Provost and sit on the President's cabinet.

1.2.3. Allocate sufficient funding to the newly created administrator position and to Academic Affairs to allow for university-wide coordination and investment into the Anchor University effort.

1.3. Anchor University Advisory Council

1.3.1. Establish a standing Anchor University Advisory Council, with representatives from staff, faculty, administrators, students, and the community. The Advisory Council shall meet at least four times a year.

1.3.2. Establish a Steering Committee within the larger Advisory Council to guide the effort.

1.3.3. The Advisory Council and the leader of the new organizational structure shall be tasked with developing the direction and scope of the work. The Anchor University Task Force, however, offers this guidance:

- The work should be regionally focused, prioritizing underserved and underrepresented communities. These communities can include, but are not limited to those with high unemployment, high poverty, low rates of high-school completion, low rates of college attendance, health and income inequalities, and numerous Title I schools.

- Draw upon the expertise of faculty, staff, and students across all disciplines and not be limited to specific issues. The University excels in a wide number of areas (teacher preparation, nursing, the arts, environmental sustainability, etc.) and this effort should serve all disciplines.

- Deepen relationships to K-12 schools and school districts that seek to solidify their partnership with the University in order to serve existing elementary and high school students, while providing Sacramento State students and faculty additional scholarly opportunities.

- Elevate a small number of existing University community engagement activities to "signature efforts." These activities would highlight the mutually beneficial nature of community engagement and its role in scholarship, while benefiting the community.

1.3.4. Create a 5-year strategic plan on community engagement with clear goals, and continue to include civic partners on the development of the plan.

1.4. University's Strategic Plan

1.4.1. The Anchor University mission should be incorporated throughout the University's next strategic plan.

1.5. Institutional Policies and Practices

1.5.1. Work with Faculty Senate, the Faculty Policies Committee, University Assembly, and California Faculty Association to determine how best to develop and implement policies that support faculty and staff to engage with Anchor University initiatives.

1.5.2. Work with the Faculty Senate, the University Appointment, Retention, Tenure and Promotion Committee (UARTP), Colleges and Departments to align the University's commitment to creating an Anchor University with the Research, Tenure and Promotion process.

1.5.3. Work with Office of Institutional Research and Effectiveness Planning (ORIEP) to create mechanisms for tracking, documenting, and assessing the impact of community engagement work in all areas of the University.

  - Use these mechanisms to continue to support Carnegie Community Engagement Reclassification Process (2025 or 2030).

  - Create mechanism to track students, faculty and staff hours, and impact. Determine the dollar value of impact or hours.

1.5.4. At the university and college level, ensure community engagement is rewarded in training, research, and service.

1.5.5. Establish and implement a professional development program for faculty, students, and staff to expand the campus' capacity to undertake and deliver on the anchor mission and promise.

2. Aligning Core Functions

2.1. Teaching: Curricular Community Engagement

2.1.1. Work with Center for Teaching & Learning (CTL) and the Community Engagement Center (CEC) to support and expand community-engaged teaching opportunities for faculty. Consider expanding the use of campus-based grant program to support this effort (e.g., Pedagogy Enhancement Awards, Service Learning Faculty Communities, UEI Campus Grant Programs).

2.1.2. Work with Office of Inclusive Excellence to develop training modules related to issues of equity, diversity, and inclusion when working with community partners.

2.1.3. Work with Deans of Undergraduate and Graduate Studies and the Chairs of the GE/GR Committee, and the Curriculum Policies Committee to determine how curricular community engagement opportunities (Service Learning and Academic Internships) can fit further into students' degree programs.

2.1.4. Work with Registrar's office to discuss how students' curricular community-engagement courses can be included in their transcripts.

2.1.5. Expand service learning and academic internship opportunities to align with anchor priorities.

2.2. Co-Curricular Community Engagement

2.2.1. Work with the Division of Student Affairs to support and expand co-curricular community-engagement initiatives through existing programs. Programs currently engaging in community engagement include Student Organizations & Leadership (Leadership Initiative), Residence Life and Housing, SASEEP, CAMP, Centers for Diversity and Inclusion, Athletics, International Programs, Global Engagement and others.

2.2.2. Draw on the expertise of units within the Division of Student Affairs that possess strong community engagement through their auxiliary function, including the WELL, ASI, and the University Union.

2.2.3. Create opportunities for co-curricular community engagement opportunities that maximize student learning while at the same time engaging students in campus and community life.

2.2.4. Address regional workforce needs by coordinating and aligning anchor initiatives with the Career Center's initiatives and efforts.

2.2.5. Work with Student Affairs to develop co-curricular transcripts (i.e., certificates) to document and recognize both individual and collective achievement vis-à-vis community engagement.

2.3. Research and Creative Activities

2.3.1. Work with CTL, Office of Research, Innovation and Economic Development (ORIED), Office of Inclusive Excellence and Graduate Studies to train faculty and graduate students on community-based research/creative activities and community engagement.

2.3.2. Work with University Advancement, ORIED, and UEI to identify new funding streams to support community-engaged research awards that could range from $1,500 to $20,000 (professional development funds and/or faculty buyouts).

2.3.3. Work with leadership of campus-based grants programs to align grant programs to community engagement activities and/or community-based research. Consider setting aside funds within existing campus grant programs for explicit community engagement/community-based research efforts. Campus grant programs include but are not limited to:

- Faculty Research Incentive Grants (FRIG) program
- UEI's Campus Grants Program
- Research & Creative Activity (RCA) Faculty Awards Program

2.3.4. Support existing University and College community service programs and priorities. Encourage staff and faculty to support those projects/priorities through teaching, scholarship/creative activities, and service.

2.4. Service

2.4.1. Elevate existing staff work in the community to shed light on extensive involvements and commitments to the work of serving the community. This should entail profiling such work to create a better understanding of the scope and nature of impact with regard to being an anchor institution.

2.4.2. Work with UARTP to determine how the "community service" component of RTP can align with Anchor University initiative.

2.4.3. Work with CEC's Volunteer & Program Specialist to align community-service activities with Anchor University initiatives.

2.4.4. Create opportunities for students, faculty, and staff to participate in anchor-related community-service activities.

2.4.5. Develop "A Day of Service" for the entire campus to focus on the Anchor University initiative.

2.4.6. Continue to support student civic participation by encouraging student voter registration and using the campus as a polling place.

3. Aligning Campus Operations

3.1. Hiring, Recruitment, and Orientations

3.1.1. Work with Office of Faculty Advancement and Human Resources to incorporate information about the Anchor University initiative in all recruitment and orientation materials.

3.1.2. Work with UARTP to determine how language about "community-engaged" scholarship could be incorporated into faculty hiring announcements.

3.2. Community Partners

3.2.1. Work with OIREP, ORIED, and other campus units to establish an ongoing/annual process to engage community partners about their needs.

3.2.2. Develop strategic partnerships with other prominent anchor institutions in Sacramento, including local school districts and hospitals.

3.2.3. Within the new Anchor University organizational structure, create a protocol for reviewing requests (e.g., support, assistance, consultation, research, evaluation, student volunteers, etc.) from community partners and direct those requests to the appropriate entity on campus.

3.2.4. Work with community partners and offer trainings to support them on how to best access Sacramento State faculty, students, staff, administrators, and other resources.

3.3. External Communications

3.3.1. Create a website dedicated to existing community-engagement efforts across all core functions (Curricular Community Engagement, Co-Curricular Community Engagement, and Research) as well as, Service and Operations, and provide key contacts so individuals responsible for these efforts can be reached by on- and off-campus constituents.

3.3.2. The university-wide "Anchor" website should include:

- An explanation about the University's anchor initiative and its mission and organizational structure.

- A comprehensive list of community engagement activities.

- Information on how community organizations can work with the University (how to secure interns, how to contact faculty members, etc.)

  - Clear information for students on the difference between academic internships, service learning, and community service; including how to access each opportunity.

  - Calls and RFPs for community-based projects.

- Information about current engagement priorities and data about impact if available.

3.3.3. Create a Sacramento State anchor/community engagement program title and/or brand (e.g., "Duke Durham Neighborhood Partnership") to raise awareness.

3.3.4. Publish annual university-wide reports on community engagement activities in print and on the web. This report should include a conclusive list of community engagement activities and measure the impact of the University's efforts.

3.3.5. Showcase community work embedded in club and organizational student engagement on and off campus, highlighting student leadership in the way of community involvement and strong student interface of scholars in visible roles in the community.

3.3.6. Establish a collaborative effort among CEC, Public Affairs and Advocacy, and University Communications to create campus-wide Community Engagement Awards programs focused on recognizing and rewarding community engagement.

3.4. Internal Communications

3.4.1. Create a web portal that allows faculty to share community engagement efforts and ideas with each other. The goal would be to better connect faculty members across colleges and departments who share common interests.

3.5. Administration and Business Affairs

3.5.1. Establish a local vendor procurement goal and mechanisms to achieve it, including an advisory committee composed of community members and small business owners.

3.5.2. Streamline the process for third-party/non-profit organizations to utilize campus space. For example, a 60-day advance notice may not work for many community organizations.

3.5.3. Offer the use of Sacramento State Downtown at free or reduced rate for community based and/or non-profit organizations.

Next steps

This report documents the work and outcome of the Anchor University Task Force and is intended to serve as a foundation for the proposed work of the University infrastructure, which will be tasked with fully realizing Sacramento State's potential as an Anchor University. This report represents the time, input, and interest of many individuals within the University and the Sacramento community. We strongly suggest that the top-line findings of this report, as well as our recommended next steps, be shared broadly. Finally, we also want to note that since the Task Force was unable to engage students and community youth in this first phase, we recommend that any resulting action taken from this report be shared with students and youth in 2019-2020 for their input in shaping our anchor mission.

Appendix A | Anchor University Advisory Bodies and Community Partners

Note: Members' titles and affiliations are reflective of the 18-19 academic year and may have changed since the publication of this report.

Anchor University Task Force Co-Chairs
- Michelle Dang, Associate Professor
  College of Health & Human Services
- Phil Garcia, Vice President
  Public Affairs and Advocacy

Anchor University Steering Committee Co-Chairs
- Michelle Dang, Associate Professor
  College of Health & Human Services
- Sheree L. Meyer, Dean
  College of Arts & Letters

Steering Committee Members
- Brian K. Aguilar, Deputy Director
  Center for California Studies
- Yusuf Can, Student
- Geni Cowan, Professor
  College of Education
- William DeGraffenreid, Professor
  Special Assistant to the President
- Amy Dias, Student
- Nathan Dietrich, Director of State and Federal Relations
  Public Affairs & Advocacy
- Ariel Espinoza, Student
- Ryan P. Fuller, Assistant Professor
  College of Business Administration
- Sandra Gallardo, Executive Director
  Associated Students, Inc.
- Phil Garcia, Vice President
  Public Affairs & Advocacy
- Yvonne Harris, Associate Vice President
  Office of Research, Innovation, and Economic Development
- Deborah Hunt, Director of Conferences, Training and Organizational Development
  College of Continuing Education
- Dana Kivel, Director
  Community Engagement Center
- Mary Maguire, Associate Dean
  College of Health & Human Services
- Noel Mora, President
  Associated Students, Inc.
- Joy L. Salvetti, Director
  Center for College and Career Readiness
- Heidy Sarabia, Assistant Professor

College of Social Sciences & Interdisciplinary Studies
- Marcellene Watson-Derbigny, Associate Vice President
  Student Retention and Academic Success

Task Force Committee Members
- Brian K. Aguilar, Deputy Director
  Center for California Studies
- Jennifer Lynn Anderson, Lecturer
  College of Health & Human Services
- Martinique M. Baker, Program Support
  Peer and Academic Resources
- Manuel Barajas, Professor
  College of Social Sciences & Interdisciplinary Studies
- Margarita Berta-Avila, Professor
  College of Education
- Yusuf Can, Student
- Cecil Canton, Professor
  College of Health & Human Services
- Robin Carter, Interim Vice Provost for Faculty Affairs
- Alex Cole-Weiss, Lead Facilitator
  College of Continuing Education
- Geni Cowan, Professor
  College of Education
- William DeGraffenreid, Professor
  Special Assistant to the President
- Amy Dias, Student
- Nathan Dietrich, Director of State and Federal Relations, Public Affairs & Advocacy
- Erin Rose Ellison, Assistant Professor
  College of Social Sciences & Interdisciplinary Studies
- Ariel Espinoza, Student
- Kevin Ferreira Van Leer, Assistant Professor
  College of Education
- Bronwyn Fields, Assistant Professor
  College of Health & Human Services
- Stephanie Francis, Internship Coordinator,
  Career Center
- Ryan P. Fuller, Assistant Professor
  College of Business Administration
- Sandra Gallardo, Executive Director
  Associated Students, Inc.

- Sayonita Ghosh Hajra, Assistant Professor
  College of Natural Sciences & Mathematics
- Yvonne Harris, Associate Vice President
  Office of Research, Innovation, and Economic
  Development
- Janet Hecsh, Professor/Director, Accelerated
  College Entrance Program
  Undergraduate Studies in Education
  College of Education
- Aja Holmes, Senior Associate Director
  University Housing Services
- Deborah Hunt, Director of Conferences,
  Trainings, and Organizational Development
  College of Continuing Education
- Don Hunt, Associate Vice President
  Enrollment and Student Services
- Shalinee Hunter
  Office for Equal Opportunity
- Amy Jimenez, Interim Director, Governmental
  and Civic Affairs, Public Affairs & Advocacy
- Anna Victoria Keck, Program Manager
  College of Continuing Education
- Nikki Khamsouksay, Mgr. of Business
  Admin/Clery Director
  Sacramento State Police Department
- Dana Kivel, Director
  Community Engagement Center
- Bina Lefkovitz, Lecturer
  College of Health & Human Services
- Elisabeth Liles-Lourick, Associate Professor,
  Counselor Education Chair
  College of Education
- Frank Lilly
  Director Accelerated College Entrance Program

- Mary Maguire, Associate Dean
  College of Health & Human Services
- Sheree L. Meyer, Dean
  College of Arts & Letters
- Noel Mora, President
  Associated Students, Inc.
- Myvy T. Ngo, Residence Life Coordinator
  University Housing Services
- Robert S. Oden, Professor
  College of Social Sciences & Interdisciplinary
  Studies
- Angela Rader, Director
  Marketing Services
- Becky Repka, Director of Marketing
  University Communications
- Denisse L. Rojas, Program Development
  Strategist
  College of Continuing Education
- Joy L. Salvetti, Director
  Center for College and Career Readiness
- Heidy Sarabia, Assistant Professor
  College of Social Sciences & Interdisciplinary
  Studies
- Penny Schafer, Manager for Employment
  Services
  Human Resources
- Amy Wallace, Associate Vice President
  Academic Excellence
- Marcellene Watson-Derbigny, Associate Vice
  President
  Student Retention and Academic Success
- Shannon Williams, Executive Director
  Institute for Social Research
- Jeannie Wong, Senior Associate Vice President
  Communications

Community Convening Participants

- Alianza
- Alliance for Education Solutions
- American River Parkway Foundation
- Asian Resources, Inc.
- Assembly Member Jim Cooper
- BAPAC Sacramento / NCNW Sacramento
- Black Alumni Chapter, Sacramento State Alumni Association
- Black Women Organized for Political Action (BWOPA)
- Building Healthy Communities (BHC)
- California Department of Social Services
- Christian Fellowship Ministry Church
- City of Sacramento, Department of Human Resources
- City of Sacramento, Economic Development
- City of Sacramento, Neighborhood Services Division
- City of Sacramento, Volunteer Program
- City of West Sacramento, Adaptive Recreation
- City Year Sacramento
- Cosumnes CSD Parks & Recreation
- Councilmember Allen Warren
- Councilmember Eric Guerra
- Delta Prevention
- Developmental Disability Service Organization
- Elk Grove Unified School District
- Everyday Impact Consulting
- Federal U.S. Postal Operations
- Folsom Cordova Community Partnership
- Folsom Cordova Unified School District
- Fresh Producers
- Fruitridge Manor Neighborhood Association
- Gardenland Northgate Neighborhood Association
- Gateway Community Charters
- Greater Sacramento Urban League
- Green Technical Education & Employment
- Health Education Council
- The HAWK Institute
- Improve Your Tomorrow
- Jewish Community Relations Council
- Kaiser Permanente
- La Familia Counseling Center
- Lao Association of Sacramento
- Loaves & Fishes
- Mutual Housing California
- My Brother's Keeper
- My Sister's House
- NAACP/Sacramento Faces Race
- National United Church Ushers Association of America, Inc. (NUCUAA)
- NeighborWorks Sacramento
- North Sacramento Leadership Group
- Oak Park Neighborhood Association
- Office of Mayor Darrel Steinberg, City of Sacramento
- Older Adult Services, City of Sacramento
- Placer County Public Health
- Placer Nature Center
- Planned Parenthood Mar Monte
- Port of Sacramento Japanese School
- PRO Youth and Families
- Promise Zone
- Renaissance Society
- Sacramento Area Youth Speaks
- Sacramento City Unified School District
- Sacramento Community Land Trust
- Sacramento County Office of Education
- Sacramento County Probation Department
- Sacramento County Public Health
- Sacramento Covered
- Sacramento Police Department
- SMUD
- Soil Born Farms
- Square Root Academy
- S.T.O.R.M. Program
- Sunrise Recreation and Park District
- The California Endowment
- The GreenHouse Community Center
- Twin Rivers Unified School District
- Washington Unified School District
- WayUp Sacramento
- Wind Youth Services
- Women's Wisdom ART

Appendix B | Community Engagement Survey Results

Faculty Community Engagement Survey

The Community Engagement Faculty Survey was sent to all current faculty members in May 2019 (n=2,607). The survey was open from May 22, 2019 to June 6, 2019. A total of 303 faculty members started the survey for a response rate of 12 percent.

1. Of the following categories, which one best captures your current position at Sacramento State?	Faculty Survey	
Current Position	#	%
Professor	94	31%
Part-time Lecturer	69	23%
Assistant Professor	57	19%
Associate Professor	35	12%
Full-time Lecturer	21	7%
Administrator	6	2%
Other	21	7%

n=303

2. Which College or Division are you primarily associated with?	Faculty Survey	
College or Division	#	%
Arts & Letters	62	21%
Social Sciences & Interdisciplinary Studies	56	19%
Health & Human Services	50	17%
Education	32	11%
Natural Sciences & Mathematics	34	11%
Engineering & Computer Science	26	9%
Business Administration	21	7%
Academic Affairs	7	2%
Continuing Education	3	1%
Student Affairs	3	1%
Other	9	3%

n=303

3.a Are you involved in community-engaged:	Faculty Survey	
Engagement	#	%
Teaching	93	50%
Research	70	38%
Service	120	65%

n=303

3.b Type of community partner	Teaching (n=93)		Research (n=70)		Service (n=120)	
Partner in Community-Engagement	#	%	#	%	#	%
School	27	29%	11	16%	29	24%
Multiple/Non-specified	15	16%	1	1%	6	5%
Community-Based Organizations	14	15%	16	23%	36	30%
Arts/Culture	11	12%	10	14%	12	10%
Government	10	11%	11	16%	13	11%
Hospital	5	5%	4	6%	7	6%
Other	20	22%	17	24%	26	21%
Refused	2	2%	0	0%	1	1%

*respondents could write more than one option

3.c Geographic location of partner	Teaching (n=93)		Research (n=70)		Service (n=120)	
Partner in Community-Engagement	#	%	#	%	#	%
Sacramento	68	73%	48	69%	88	73%
Yolo/Placer/El Dorado	11	12%	5	7%	13	11%
Other CA locations	9	10%	10	14%	12	10%
Out of State	4	4%	2	3%	3	3%
International	1	1%	0	0%	1	1%
Not specified	12	13%	0	0%	9	8%
Other	0	0%	3	4%	1	1%

*respondents could write more than one option

4. There have been a number of events related to the Anchor University Initiative over the last academic year. Please mark all of the activities in which you have participated.	Faculty Survey	
Anchor University Activities	#	%
Community Engagement Brunch	14	8%
Anchor Univ. Faculty Convening	13	8%
Anchor Univ. Community Convening	10	6%
Anchor Univ. Task Force	7	4%
Carnegie Steering Committee	5	3%
Anchor Univ. Steering Committee	5	3%
Other	10	6%
None	137	82%

*respondents could select more than one option

5. What county do you currently live in?	Faculty Survey	
County	#	%
Sacramento	121	73%
El Dorado	6	4%
Placer	6	4%
Yolo	23	14%
Other	11	7%

n=167

6. In a few words, how would you describe the strengths of the communities in Sacramento?	Faculty Survey	
Sacramento's Strengths	#	%
Diversity/Integration	64	48%
Community engagement/Closeness	39	30%
Growth/Improvement	20	15%
Government access/Leadership	16	12%
Nature and Agriculture	12	9%
Arts/Culture	12	9%
Education	10	8%
Location	5	4%
Healthcare services and accessibility	6	5%
Affordability	4	3%
Other	33	25%
None	2	2%
Don't Know/Refused	7	5%

*respondents could write more than one option n = 132

Examples of themes (Q6):

Diversity/Integration
- Many different large remarkable immigrant communities from all over the world with diverse cultural interests and strengths including remarkable multi-lingualism.
- Ethnically, linguistically, culturally, diverse Full of potential
- Low to moderate levels of racial segregation by American standards, providing openings for solidarity and cooperation.

Community engagement/Closeness
- There are many active members seeking to support marginalized groups in Sacramento,
- The communities strive to provide safe communities.
- Grassroots involvement, strong community focus, Interest in, and support for neighborhoods.

Growth/Improvement
- Sacramento's been growing rapidly in the past few years and has lots of opportunities for all kinds of vocation, for very diverse community.
- Strong regional economic and population growth Compared to two decades ago, Sacramento is a much more interesting place culturally with a strong and engaging cosmopolitanism
- I don't live in or near Sacramento, but it seems like a relatively vibrant time in Sacramento - a new era of deep engagement by some communities (food, biking/transit, etc. - the "maker" space and community action/advocacy spaces).
- Reinvigorating midtown and downtown neighborhoods with arena and new businesses.

Government access/Leadership
- I believe the location of the state government in Sacramento encourages citizen engagement in local, national, and world issues.
- Site of the state Capitol of the large state in the nation, making it a powerhouse player in national politics. Its economy is strong, propelled by the state government workforce, and its local leadership is enlightened and far-sighted.
- Easy access to state run departments and organizations to support university internships, policy-making, lobbying, community out-reach, activism, etc.

Other
- Low cost and service sector related
- Sustainability focus
- A growing trend toward supporting youth and leadership development
- Industrially diverse

7. In a few words, what are the most pressing challenges currently facing Sacramento?	Faculty Survey	
Sacramento's Challenges	#	%
Homelessness	63	47%
Housing	44	33%
Infrastructure/Transit/Planning	30	22%
Poverty/Income inequality	20	15%
Education/Job training	18	13%
Racism/Segregation	16	12%
Climate change	14	10%
Healthcare access	15	11%
Cost of living	11	8%
Funding	10	7%
Police	7	5%
Unemployment/Lack of jobs	3	2%
Crime/Drugs	3	2%
Other	45	33%
None	2	1%
Don't Know/Refused	1	1%

*respondents could write more than one option

Examples of themes (Q7):

Homelessness
- Homelessness (including need for mental health services and addiction services, housing shortage)
- Homelessness and many people wandering the streets especially in the non-city locations- Arden, Rancho Cordova and Citrus Heights locations.
- Poverty, homelessness (among students too)

Housing
- Affordable housing doesn't exist in Sac.
- Affordable & section 8 housing shortage! Keeping/creating affordable living communities despite gentrification (e.g., Oak Park)
- Skyrocketing rent Homelessness (which is directly related to high rents)

Infrastructure/Transit/Planning
- Aging infrastructure
- Expand public transportation
- Population growth can overwhelm infrastructure (e.g. freeways + traffic have become a nightmare) and cause other problems (e.g. air quality issues).
- I hate to see all the development happening in the surrounding areas with new houses and neighborhoods spreading out in all directions. We still need lands reserved for 'other' uses besides homes and, once 'built', we can't go back to other uses.

Poverty/Income inequality
- Low income families struggling making their children go to college
- Unequal distribution of opportunity and resources
- Issues associated with economic, housing, and food insecurity.
- Poverty, wage equity and cost of living are all interrelated issues

Education/Job training
- Education - what is going on with our school district? So many charter schools, not enough accountability?
- Low quality public schools
- Education attainment and college and career readiness.
- School districts serving low income communities not performing well

Racism/Segregation
- The school to Prison Pipeline for minority youth especially boys.
- Health disparities among communities of color, such as high rates of infant mortality among African Americans. Lower educational attainment and socioeconomic status among certain minority groups.
- Gentrification and the displacement of communities of color
- Lack of effective cross-sectoral coordination and too much competition for scarce resources when communities need tremendous support re: addressing workforce/employment preparation and transition, prison re-entry, growing homelessness, educational inequities connected to race and class, etc.

Climate change
- Environmental issues (air pollution, etc), availability of water
- Lack of a coherent response to climate change.
- Environmental degradation (air and water quality, eg.)

Healthcare access
- Healthcare disparity for our growing elderly population.
- Providing health care services for underinsured individuals, or for individuals with chronic disorders where insurance stops providing therapies.
- In my area, there is a shortage of clinicians serving children with disabilities.
- Mental health access

8. Please indicate your level of agreement with the following statements.	Faculty Survey		
	Disagree	Neither Agree nor Disagree	Agree
As part of the tenure process, community engagement activities are valued (n=164)	22%	26%	52%
Developing partnerships outside of campus is central to my position (n=165)	36%	20%	45%
It is easy to conduct community-engaged research at this university (n=165)	35%	43%	22%
Sacramento State is out of touch with communities outside of campus (n=165)	45%	31%	24%
Sacramento State has a positive impact in our local communities (n=165)	9%	13%	79%
There are many opportunities for community engagement in my position (n=165)	22%	21%	57%
Sacramento State should be more involved in collaborations outside of campus (n=164)	7%	26%	68%
I'm interested in participating in more community engagement activities (n=165)	13%	23%	64%

9. In a few words, can you describe what you think **Sacramento State does well** in terms of engaging and supporting the broader Sacramento community?	Faculty Survey	
Sac State Does Well	#	%
Community events	19	16%
Community partnerships/outreach	19	16%
Internships/Field placements	18	15%
Educates local workforce	12	10%
Visibility and name recognition	12	10%
Supportive president and administration	11	9%
Works with local schools	10	8%
Community Engagement Center	9	8%
Engaged faculty members	9	8%
None	5	4%
Other	18	15%
Don't Know/Refused	18	15%

*respondents could write more than one option n=119

Examples of themes (Q9):

Community events
- Events on campus are open to the public and community is encouraged to attend we have a variety of events that appeal to many people
- The University offers forums on local issues to attract the community.
- There are many community oriented activities/ presentations hosted by CSUS - which helps inform students and the community about issues and local concerns as well as global concerns.

Community partnerships/outreach
- Having a community engagement center and the Renaissance Society, UNITE, etc.
- Opening the campus to local K-12 schools for tours and outreach to community colleges
- Outreach, PR, encouraging local involvement

Internships/Field placements
- Career fairs, internships, faculty showcases, open houses, speaker series
- Internship partnerships with local agencies, professional organizations, and government.
- Supporting student teachers and interns within many school districts.

Educates local workforce
- We educate a good portion of the region's workforce, which is the University's biggest impact.
- Provides well prepared students to enter the work force in and around the Sacramento community.
- Contributing to forming qualified work force

Visibility and name recognition
- The University is becoming more visible in community. It is consider to be a community partner by a growing number of organizations and agencies.
- I feel Sac State has a great reputation in the Sacramento community and the community is proud of our city center location.
- We have great name recognition, and many alumni anxious to see our involvement

10. In a few words, what are some areas that you think **Sacramento State can do better** in engaging and supporting Sacramento?	Faculty Survey	
Sac State Improve	#	%
Faculty support	41	35%
Information	20	17%
Increase community presence	20	17%
Bureaucracy	8	7%
Work with local schools	7	6%
Tenure	6	5%
Opportunities for non-traditional students	5	4%
None	4	3%
Other	37	32%
Don't Know/Refused	12	10%

*respondents could write more than one option n=116

Examples of themes (Q10):

Faculty support
- The university can do better at supporting faculty in their community endeavors
- More support for faculty to engage with the community, especially 12 month faculty.
- Faculty support for the time required to develop and manage student learning opportunities.

Information
- Informing the community about our resources, activities
- Ensuring that there is greater awareness of what each group is doing.
- Maybe hold information and service events at different community centers on a regular basis.

Increase community presence
- Building the brand of Sacramento State, increasing its exposure to communities of color.
- Create programs to help the community without overpaid administrators
- Being at the table in conducting research and evaluation projects; increase branding, marketing, and promotion of centers, faculty, and programming; market and invite community members to campus for events.
- Create more visible partnerships to work collaboratively with organizations in the community.
- Bring public onto campus for events like sports and/or theater/musicals. I love the Harris Center at Folsom Lake College and wish we had something similar.
- More sporting events for the community. Open our resources more to the community.

11. In a few words, what are the **challenges or barriers for faculty** at Sacramento State in conducting meaningful engagement with communities off campus?	Faculty Survey	
Sac State Barriers	#	%
Workload	77	57%
Bureaucracy/Lack of information	32	24%
Support/value community engagement	21	16%
Funding/resources	16	12%
Tenure process	15	11%
Salaries	3	2%
Training	2	1%
None	1	1%
Other	23	17%
Don't Know/Refused	9	7%

*respondents could write more than one option n=134

Examples of themes (Q11):

Workload
- Demands on faculty are increasing, so there is no time to do these kinds of things.
- Workload is the main barrier
- We're already overwhelmed with a heavy teaching load, service commitments and trying to maintain a research profile. More work? No way!
- Time - teaching loads, advising, etc. all take a toll - faculty AND staff fill their days!!
- Time. Outside of teaching and serving on university committees, faculty members are encouraged and rewarded for doing scholarly and creative activities. So much emphasis is placed on this that most faculty I know think of community service/engagement as a very distant after-thought.

Bureaucracy/Lack of information
- Level of bureaucracy necessary for official partnerships through CEC makes me hesitant to approach small grassroots organizations, but also these are the organizations which could most benefit from Sacramento State support.
- Lack of information on the variety of community services that could use volunteer help.
- Knowing about opportunities to engage, resources to involve students.
- Bureaucratic red tape. I have to fill out a Travel Expense Justification every time I go off-campus (even though there is no cost involved); the number of people I have to notify and get permission from to do public interviews (e.g., C-span, CPR, local news stations)

Support/value community engagement
- As a part-time lecturer, there is no support for engagement activities.

- Institutional support and commitment to support such work
- Engagement with communities is not valued at Sacramento State
- Lack of support for community engagement unless if fits into a small handful of pre-defined categories.
- I'm involved in community endeavors going well beyond my duties as a lecturer. However, there is no real support for this.

Funding/resources

- The biggest challenge is no doubt funding. Working with communities is most often a volunteer venture, which means that we can only do so much of it before it infringes upon our other responsibilities. Having buy-out opportunities to develop a project with a community partner (vs. compete for a grant) would be helpful, especially as community engagement is part of the RTP.
- Well, often times to engage with the community requires flexible schedules, having to spend money sometimes and of course volunteering. The important thing to remember is that all faculty need to do some outreach to share the load of responsibilities. The grants offered sometimes are not enough or there are too many applicants and full time faculty tend to get them. As a part time faculty, I've been on campus 9 years and I have only received one grant.
- Time and financial support
- Time and money. I must use my time making money in order to keep a roof over mine and my family's heads.
- Lack of funding for needed programs to support local communities, particularly those communities living in conditions of concentrated disadvantage.

Tenure process

- First, faculty need to be assured through actions that community engagement activities will be fully recognized in consideration for tenure and promotion.
- Tenure is about publishing. Unless you remove or change that, it will be privileged over t & s
- The community service part of tenure review is a check-off box ("doesn't have to be big but can't be zero" in the words of a past Provost)
- What are rewards? RTP does not incentivize this activity. Neither does administration.
- Time spent teaching, RTP expectations heavily focused on teaching and research/scholarly activities. Service doesn't get you tenure.

University Engagement Survey for Community Partners

The Sacramento State Engagement Survey was sent to 640 community partners of the Sacramento State Community Engagement Center (CEC). The survey was open from June 14, 2019 to July 2, 2019. A total of 144 community members started the survey for a response rate of 22.5 percent.

1. Which of the following best captures the type of organization that you're associated with:	Community Survey	
Organization Type	#	%
Non-profit service provider	59	42%
K-12 school (public, charter, private)	21	15%
Public agency	16	11%
Private business	15	11%
Community-based organization	12	9%
Post-secondary education	3	2%
Other	14	10%

n=140

2. Which of the following categories best describe the mission of your organization?	Community Survey	
Organization Type	#	%
K-12 Education	27	20%
General Health/Public Health	12	9%
Public Service	9	7%
Community Improvement	8	6%
Recreation/Sports	7	5%
Arts and Culture	5	4%
Food, Agriculture, and Nutrition	5	4%
Housing Insecurity or Homelessness	5	4%
Culture, Race and Ethnicity-based organizations	5	4%
Philanthropy	4	3%
Civil Rights, Social Justice, Advocacy	4	3%
Economic Development	2	2%
Education: Adult/Vocational	2	2%
Environment	3	2%
Mental Health & Crisis Intervention	3	2%
Science/Engineering	2	2%
Post-Secondary Education	1	1%
Gender-based organizations	1	1%
Immigration and Refugees	1	1%

Public Safety & Disaster Preparedness	1	1%
Religion/Spirituality	1	1%
Animal Welfare	1	1%
Technology	1	1%
Other	23	17%

n=133

3 Sacramento State students have engaged with your organization through:	Community Survey	
Sac State Students Have Engaged Through:	#	%
Internships, field work, service learning, practicums	107	79%
Volunteers	62	46%
Employment (current students or recent graduates)	60	44%
Research projects	23	17%
Other	9	7%
N/A	7	5%

*respondents could select more than one option n=135

4. Sacramento State faculty have engaged with your organizations through:	Community Survey	
Sac State Faculty Have Engaged Through:	#	%
Guest speaker	46	34%
Volunteer	34	25%
Consultant/expert	26	19%
Research collaboration	21	16%
Leadership structure	20	15%
Other	22	16%
N/A	33	24%

*respondents could select more than one option n=135

5. Sacramento State university has engaged with your organization through:	Community Survey	
Sac State University Has Engaged Through:	#	%
Providing other types of services	35	26%
Hosting events/using space	26	19%
Conducting research	16	12%
Providing training to your organizational staff	6	4%
Other collaborations	21	16%
N/A	49	36%

*respondents could select more than one option n=135

6. There have been a number of events related to the Anchor University Initiative over the last academic year. Please mark all of the activities in which you have participated.	Community Survey	
Anchor University Activities	#	%
Anchor University Community Convening	26	20%
Community Engagement Partner Brunch and Conversation	24	18%
Other	2	2%
None	88	67%

*respondents could select more than one option n=132

7. What is the geographical focus of your organization?	Community Survey	
Service Location	#	%
Sacramento	88	73%
Yolo/Placer/El Dorado	36	30%
Other CA locations	35	29%
Out of State	9	7%
International	1	1%
Not specified	3	2%

*respondents could select more than one option n=121

8. In a few words, how would you describe the strengths of the communities in Sacramento?	Community Survey	
Sacramento Strengths	#	%
Community/Collaboration	35	44%
Diversity/Inclusivity	28	35%
Growth/Resiliency	13	16%
Arts/Culture	8	10%
Universities	6	8%
Capitol/Politics	3	4%
Other	5	6%
Don't Know/Refused	2	3%
N/A or None	5	6%

*respondents could select more than one option n=80

Examples of themes (Q8):

Community/Collaboration
- Vision and commitment of residents to build stronger communities
- Communities are strengthening in Sacramento, especially in areas that are typically underserved and/or overlooked.
- The communities really come together to provide opportunities for residents in many areas; schooling, housing, economic, cultural, etc.
- The strengths is their engagement with each other and with a desire to make their neighborhood better.
- I feel there is a strong sense of community now that hasn't always been there.

Diversity/Inclusivity
- The strength of Sacramento is the diversity of the people that live and work here.
- Our diverse community is an excellent example of how people from different backgrounds can come together to make a larger vision from the collective a reality from very different individual, racial, ethnic, socioeconomic, educational and family circumstances.
- Diversity, culture, small town feel in growing city.
- Communities in Sacramento are very diverse. This is a strength because it provides new ideas and perspectives from people of varying backgrounds. It also cultivates a sense of acceptance when we have different people working and playing together.

Growth/Resiliency
- Sacramento is diverse, vibrant and growing.
- Sacramento is a very resilient city. Often times suffering at the hands of government ups and downs, it has maintained a solid quality of life and continued to grow, albeit slowly.
- Resilient, perseverant and creative

Arts/Culture
- I know that the Crocker Art Museum has been able to work with the different districts to provide more arts education, events, public art, and jobs in the art fields.
- Interested in revitalizing and investing in nurturing our own culture and arts, i.e. public art and farm to fork capital, etc.
- Casual, collaborative and sensitive to the arts and culture.

9 & 10. We are curious about your experiences with Sacramento State as a community member. Please indicate your level of agreement with the following statements	Community Survey		
	Disagree	Neither Agree nor Disagree	Agree
I know who to contact when I need assistance with research and/or evaluation (n=108)	37%	20%	42%
I know who to contact at Sac State when I need volunteers for an event (n=109)	40%	19%	41%
I know who to contact at Sac State when I'm trying to find student interns (n-110)	24%	7%	70%
Developing partnerships with institutions such as Sac State is central to my position (n=111)	19%	23%	58%
It is easy to conduct community-engaged research with this university (n=109)	30%	51%	19%
Sac State is out of touch with communities outside of campus (n=109)	49%	34%	17%
Sacramento State currently has a positive impact in our local communities (n=108)	9%	11%	79%
I know of many opportunities to engage with Sac State (n=108)	29%	28%	43%
Sacramento State should be more involved in collaborations outside of campus (n=109)	4%	24%	72%
I'm interested in deepening our organization's partnership with Sacramento State (n = 110)	2%	15%	83%

11. In a few words, can you describe what **Sacramento State does well** in terms of engaging and supporting the broader Sacramento community?	Community Survey	
Sacramento State Strengths	#	%
Outreach/events/visibility	28	40%
Interns/Student participation	27	39%
Accessible faculty	6	9%
Community Engagement Center	3	4%
Other	4	6%
DK/Refused	6	9%
N/A or none	5	7%

*respondents could write more than one option n = 70

Examples of themes (Q11):

Outreach/events/visibility
- What I've recently seen Sac State do is be involved in local events off campus and partnering with local organizations.
- The President represents the University very effectively - showing up at different community events.
- Coordination with various non-profits through service learning programs, helps the community by strengthening the nonprofit service providers
- There seems to me more and more effort in reaching out to the community.

Interns/Student participation
- Getting students exposed to the community outside of the school. Encouraging them to help and participate as part of the curriculum.
- Sacramento State encourages students to support community organizations through volunteering and internships.
- We have truly enjoyed getting interns from Sacramento State, they have all been amazing and we have even hired a few.

12. In a few words, what are some areas that **Sacramento State can do better** in engaging and supporting Sacramento?	Community Survey	
Sacramento State Do Better	#	%
Outreach/publicity/events	32	46%
Centralized information/website/designated contact	11	16%
More student volunteers/interns	10	14%
Engage underserved communities/neighborhoods	8	11%
Elementary student outreach	5	7%
Faculty incentives	4	6%
Arts engagement	2	3%
Other	2	3%
DK/Refused	9	13%
N/A or none	4	6%

*respondents could select more than one option n=70

Examples of themes (Q12):

Outreach/publicity/events
- Because many students come from El Dorado County to attend Sac State, more of a visible presence would be great.
- Publicize through the counseling office regarding tours of campus availability.
- Better outreach regarding how Sac State want to be involved. That is not clear to me.

Centralized information/website/designated contact
- Easier resources for businesses and public agencies to quickly connect with a campus departments.
- It's not always easy for outsiders to understand who to reach out to at the university.
- Better website for community partners to advertise ways in which the Sac State community can engage with them.

More student volunteers/interns
- Outside of the Child Development Interns we do get a few volunteers through the City of Sacramento's volunteer website, but would be nice to see something a little more coordinate, such as who to share our opportunities with.
- We are very close to CSUS and students could volunteer on our campus as teachers, social workers, counselors, coaches, etc.
- Offer more internships to its students in the community so they can gain the experience needed to join the professional workforce.

13. In a few words, what are the **challenges or barriers for community organizations** to develop meaningful engagement with Sacramento State?	Community Survey	
Sacramento State Barriers	#	%
Information/Resources/Lack of Contact Person	34	49%
Paperwork/Bureaucracy/Responsiveness	15	22%
Time/Scheduling conflicts with students hours	9	13%
No clear student pathway/Intern-focused	5	7%
Funding	5	7%
Lack of follow-up/follow through	4	6%
Other	8	12%
DK/Refused	2	3%
N/A or none	3	4%

*respondents could write more than one option n = 70

Examples of themes (Q13):

Information/Resources/Lack of Contact Person
- Many people don't know how or who to access to get help from Sac State.
- We don't know who to contact or with whom we should speak to create contacts within different departments in schools at the University. Students have tried to create contacts for us with the social work in nursing program. But we have never had any responses from those departments.
- There is no clear pathway to create relationships outside of working with interns.

Paperwork/Bureaucracy/Responsiveness
- Paperwork and follow up to maintain relationship.
- Shifting leadership and changing priorities; not knowing points of entry; staff who is trained to say "no" first instead of being trained to say yes and find a solution that fits the needs of the person inquiring for service
- Probably budgetary concerns, or administrative/bureaucratic concerns stemming from the CSU system.
- Difficult to locate Sac State resources and once located lack of responsiveness and bureaucratic barriers.
- Some barriers are the bureaucratic hoops that organizations face - so many different steps or contacts to get through before even starting a type of work.

Time/Scheduling conflicts with students' hours
- Conflict of student schedules and organization's work hours. Time!
- While students are pressed to secure a service learning project, or a FWS job, we are also required to run criminal background checks. Sometimes the two different timelines conflict.
- Too much paperwork... school schedule students working too much

14. Is there anything else you'd like to share related to community engagement or the idea of an Anchor University?	Community Survey	
Anchor Ideas	#	%
Outreach committee/follow through	9	24%
Align with other Anchor institutions	3	8%
Transfer program with local schools	3	8%
More PR/visibility	1	3%
Other	5	14%
N/A or none	18	49%

*respondents could write more than one option n=37

Examples of themes (Q14):

Outreach committee/follow through

- It is frustrating when institutions come into neighborhoods and request the valuable time of residents/partners and don't end up following through.
- I would like to see an outreach committee to develop good will.
- I also encourage stronger and more informal community building efforts with other campuses' leadership (not only administrative).

Appendix C | Summary of Community Needs Assessment Reports

Below we present a summary of recent reports and literature that focus of the status and well-being of the Sacramento region.

ARTS & CULTURE

Arts & Culture in the Sacramento Region: A Summary of Research and Planning Documents, 1990-2010
Sacramento Metropolitan Arts Commission (2010)

The Sacramento Metropolitan Arts Commission compiled planning and research studies conducted over the last three decades to inform the creation of a Master Arts Plan for Sacramento. Several challenges were identified in Sacramento related to arts and culture. There is an overall lack of capital for arts organizations to emerge in the city, due to the fact that Sacramento is a government-based city and does not have the corporate or industrial presence that typically invests in the arts. Another issue is the availability and diversity in performance spaces; there are few facilities that are small to mid-size or are adequate or affordable, specifically for the performing arts. A final challenge is —simply stated—many people are not aware about the arts and cultural events and resources in Sacramento. While Sacramento boasts the principal predictor for participating in the arts (higher than average levels of education) the region's household income lags behind state averages. Sacramento has a prevalence of school-aged children creating a 'family market', which has been identified as a challenge for arts organizations and also as an opportunity for growth. Arts education and increasing school-aged participation in the arts through school- and community-based opportunities can be used as a strategy in which to expand the awareness of and interest in local arts. The report also identified opportunities for the region such as developing a private-public funding initiative and other partnerships, such as developing shared facilities for performances. Similarly, collaboration between cultural professionals, teachers, and administrators is an area for supporting public arts education. The report concluded by stating that Sacramento has not yet fully embraced that the arts can be a capital generator, and a shift in mentality ought to seek solutions for to fund arts organizations and develop facilities in important areas of the city. "Strengthening the arts in Sacramento will help achieve the goal of attracting "creative class" workers, businesses, individual artists and entrepreneurs" (p. 5).

Creative Edge: Sacramento's Arts Culture, and Creative Economy Plan
Sacramento Metropolitan Arts Commission (2018)

Creative Edge is Sacramento's latest plan to presents a vision for redefining the region culturally. The report is a call to action for 'more risk taking' and highlights the need for more investment in the creative system, which includes universities' engagement in the community. Based upon a community survey, over half of respondents considered themselves an artist, craftsperson, or creative worker and over 90 percent felt that arts and culture were important. As such, the report calls for more participation in the arts which embraces the multicultural narratives of our diverse region and the importance in cultural equity and diversity in cultural expression. A standard metric for measuring community creative vitality (i.e., the Creative Vitality Index (CVI)) shows Sacramento behind the rest of the country in 'creative vitality', compared to places like Austin, Nashville, and Portland, in the creative sector, and has even declined since 2013. Those cities that are comparatively high in creative vitality have "benefited from attention and investment in key areas of its creative sector, something that Sacramento has not done in a systematic

manner" (p. 44). The Creative Edge identifies the goal of providing arts education to all Sacramento youth. The report recommends developing a countywide Arts Education Consortium, in participation with local colleges and universities, tasked with creating K-12 educational standards in the visual and performing arts. Arts education is not standardized in our public education system, and represents and equity issue for student, parents, and educational stakeholders.

HEALTH & WELFARE

Sacramento Local Public Health System Assessment
Valley Vision (2016)
This assessment looked at the functionality in 11 areas of public health provision in Sacramento County. Data was collected through a series of focus groups and interviews with public and private public-health stakeholders whose feedback was used to assess the level of performance of the public health service system. The report identifies following areas as having *minimal* or *no activity*: 1. research for new insights and innovative solutions to health problems; 2. develop policies and plans that support individual and community health efforts; 3. foster health equity by ensuring all people [have] full and equal access to opportunities that enable them to lead healthy lives; and assuring a competent public health and personal care workforce. Emerging themes in the report show that Sacramento County's public health system is challenged by uncoordinated effort and a lack of communication among providers and the public health system. Additionally, there is inadequate data to locate underserved populations, and as is to be expected, an underfunded public health system. In discussing the lack of research into health problems related to Sacramento, the report highlights that relationships are not focused on research, but rather practice-based. The report identifies local universities, such as Sacramento State, as an under-utilized resource and recommends universities play a more instrumental role in providing research-based insights into the region's health.

Sacramento County Community Health Needs Assessment (CHNA)
UC Davis Medical Center and the Sacramento Regional CHNA Collaborative (2019)
As mandated by the Affordable Care Act, a Community Health Needs Assessment (CHNA) must be completed every three years by nonprofit hospitals, along with a strategic plan to work toward the assessment's identified needs. The assessment collected data from the four participating hospitals (UC Davis Health System, Kaiser Permanente, Dignity, and Sutter Health) and identified ten significant health needs. These needs, in order of priority include: Access to Quality Primary Care Health Services; Access to Mental, Behavioral, and Substance-Abuse Services; Access to Basic Needs, Such as Housing, Jobs, and Food; System Navigation; Injury and Disease Prevention and Management; Safe and Violence-Free Environment; Active Living and Healthy Eating; Access and Functional Needs; Cultural Competence; Access to Specialty and Extended Care. The assessment linked the identified need of Active Living and Healthy Eating identifies to a catalog of pathologies connected to lifestyle, pointing out that many communities do not have easy access to parks or recreational spaces. The report highlights the connection between spaces to engage leisure and physical activity, health, and wellbeing and the need for more greenspace and more 'walkable communities'.

Addressing Unmet Needs in Sacramento's Health Care Safety Net: Challenges and Opportunities for 2019 and Beyond
Health Access California (2019)
This 2019 report outlines numerous deficits in Sacramento's healthcare systems and policies. Notably, Sacramento once had eleven county clinics and now has only one. Further, Sacramento was the last county to implement the Low-Income Health Plan. While there are 425,000 Sacramento residents who have Medi-Cal coverage, our region has the lowest number of physicians accepting new Medi-Cal patients. While there have been considerable increases in healthcare coverage due to the ACA, there are still many issues facing residents such as access to primary care and behavioral health services.

Sacramento County's Housing Emergency Update Report
Sacramento Housing Partnership (2019)
Key findings from Sacramento County's annual housing needs data assessment detail that housing prices are producing a cost of living that, for many families, is unattainable due to incomes that have failed to keep pace. In Sacramento County, renters must earn an estimated $27.79 per hour in order to afford the median asking rent ($1,445). Further, they found that 80% of Extremely Low Income (ELI) households were "extremely cost burdened". A 'housing emergency' in Sacramento has been compounded by the cuts to federal and state expenditures for affordable housing, which represent a 68 percent reduction since 2008. The report states that 63,118 affordable rental homes in Sacramento County are needed to meet the current demand. The report highlighted several housing policy recommendations at the state and local level, such as: requiring a portion of funding for housing be used to create permanent housing for people experiencing homelessness, rent stabilization, and inclusionary zoning.

Homelessness in Sacramento County: Results from the 2019 Point-in-Time Count
Sacramento State University & Sacramento Steps Forward (2019)
The 2019 Homelessness Point-in-Time count identified a 19 percent increase in individuals who were found to be homeless in Sacramento compared to 2017 over the last two years, and shows that the majority of individuals (70%) experiencing homelessness on the night of the count were sleeping in areas not meant for human habitation. The 2019 PIT count was the highest estimate reported in Sacramento thus far, with 5,570 individuals experiencing homelessness the night of the count. This corresponds to between 10,000 and 11,000 people experiencing homelessness throughout the year. These estimates are also in line with California's prevalence of unsheltered individuals. Most notably, the 2019 PIT count found that 93% of the homeless population were from Sacramento. Also worthy of mention were the 30 percent of adults over the age of 50; as the nation's baby boomers continue to age, age-related health conditions are exacerbated by homelessness. Disproportionate figures of Black and American Indian/Alaska Native were represented in the count. The report points to contextual factors that help exacerbate homelessness, spotlighting the affordable housing crisis as one of the main contributors—a strong predictor of homelessness in numerous studies.

Sacramento Region Food System Action Plan
Sacramento Region Community Foundation (2015)
While Sacramento is known as the Farm-to-Fork Capital, a significant contradiction exists between the region's large agricultural output and the food that is available to its residents. The report estimated that there are over 500,000 people considered to be food insecure in the Sacramento region and also identified many communities within the Sacramento region that are food deserts where the lack of healthy, quality, and affordable food compounds health conditions and some chronic diseases. Due to our complex economic conditions, a strategy and goals were developed to guide leadership at all levels of the regional

food system. Among the four goals of the plan, the first two deal with increasing the variety of the food and agriculture economy at all scales, as well as increasing the production of locally grown food making its way into the regional food distribution system. Among the challenges and strategies to meet them, is the lack of affordable land for emergent farmers (land use is a direct consequence of speculation, developer profit, single-detached homes, and little restriction on the purchase of agricultural land). Also cited is a need for career pathways, training, and education at all levels to encourage farming, growers, and Ag-tech entrepreneurs. The report points out raising awareness around these issues of healthy eating and the importance of local food production can begin at school sites with gardens and education.

ENVIRONMENT & SUSTAINABILITY

The Rise of the Postmodern Metropolis: Spatial Evolution of the Sacramento Metropolitan Region
Journal of Urban Design (2015)
This article analyzes the historical and current land-use trends in the Sacramento Region, offering alternative strategies for development within the Sacramento Valley. The authors argue that a likely outcome from the current mode of development will be contiguous outward *sprawl*, characterized by low-density, single-family, and automobile-oriented, residences which occupy large swaths of land requiring significant travel for daily functioning. The authors points to the likelihood of Sacramento becoming an unplanned sprawling landscape resulting in an eventual 'megapolis,' that encompasses hundreds of miles from the Bay Area to Stockton, and to the Sacramento Region (p. 328). An alternate approach, as set forth by the *Sacramento Region Blueprint* of 2004, would focus on infill and revitalization. While the *Blueprint* has been championed by the state as a model for American urban planning and transport, it is criticized by the author's for a lack effective enforcement/regulation, relying instead on voluntary government compliance. Highlighted in the plan is the projected growth of 1.7 million new inhabitants by 2050 which would require 661 more square miles of housing—given current trends. The blueprint envisions avoiding the development of this outward sprawl by looking to more sustainable uses of land with improvements in public transport system.

California's Fourth Climate Change Assessment: Sacramento Valley Regional Report
California Natural Resources Agency & California Energy Commission (2018)
California's Fourth Climate Change Assessment report presents the major challenges that the Sacramento Valley Region faces, including significant climate change and the risks associated with continued alteration to the ecosystem due to greenhouse gas emissions. Specifically, these changes are expected to bring about more frequent and intense droughts in Sacramento. Snowpack in the Northern Sierras is expected to practically disappear by the end of the century, which would severely impact the availability of water across the region. Similarly, the report finds that average daily temperature to increase by 10 degrees within this same timeframe. These climate effects are expected to impact the public health, community planning, energy, water, utilities, transportation, land use, natural habitats, and working lands sectors. Three-fourths (77%) of total greenhouse gas (GHG) emissions in California comes from transportation, industry, and energy production. Fossil fuel use, agriculture and land-use change were identified as the drivers of climate change. However, as California continues to spearhead climate change policy with legislation that mandates the reduction of global GHG emissions by 2050, there is an increasing awareness of the need for solutions that are good for the environment but also good for the economy.

Weaving Community-University Research and Action Partnerships for Environmental Justice
Action Research (2017)
Community-University Research and Action Partnerships (CURAPs) is a new area of scholarship which allows for input from the diversity of the community, allowing for increased community participation, which opens the University up to receiving information rather than being solely a disseminator of research. This type of research may go beyond the flow of knowledge and ideas to their application as well. The scope of the article addresses the relational dynamics and tensions that can arise between university-community partnerships in urban gardening and environmental justice, a case study of CURAP in Sacramento. While these partnerships are beneficial to both parties there are many potential issues that universities must be aware of when engaging in these relationships. Universities must understand the power dynamic (social, economic, and political) that exists between themselves and the communities they are looking to serve. Additionally, community groups and universities often have conflicting timeframes, with university-based research sometimes taking years to complete while communities need information more rapidly. The authors also point out that key to the success of such partnerships is ensuing that there is both a data and social infrastructure that will track information, participation, and to maintain accountability as people move in and out of the project over time due to the changing nature of such partnerships.

Long Term Strategic Planning Document and Annual Work Plan 2015
Environmental Council of Sacramento (2014)
The Environmental Council of Sacramento (ECOS) is a community-based organization that engages the community to promote environmental stewardship and a sustainable economy. ECOS approach is coalition creation, community partnership, and environmental activism. Top environmental policy objectives are: 1) the promotion of Smart Growth Principles—increasing density and reducing urban sprawl which suppose natural resource destruction and reduced economic opportunities and key services due to poor transportation and displacement—and the reinforcement through litigation when environmental laws are violated 2) The reduction of Greenhouse Gas Emission and the improvement of air quality through better strategies for land use and transportation 3) by creating a regional coordinated conservation strategy in order to conserve agricultural heritage and natural resource through the creation a natural resource conservation vision, 'the California Heartland Project' 4) Sustainable water supply and 5) Equity in housing, public health and opportunity by seeking equal access to parks, open spaces, healthy food, transit and active transportation options for all income levels.

Water Use in California
Public Policy Institute of California (2019)
California residents and farmers need to adapt to drought intensity. In the agricultural sector adequate groundwater levels are a vital source of water for growers during seasons of drought. However, an increase in certain crops (e.g., vine, and tree crops) utilize more water. Statewide regulation requires a replenishment of aquifers by 2040 due to over pumping, especially in recent years. In the Central Valley and Central Coast regions, farm water usage will need to be reduced in the coming years. While in urban areas, communities will need to reduce landscape irrigation. Planning for droughts will be vital going forward as population and agriculture increases. PPIC concluded that we will need "better drought planning, investments in new habitat, and setting aside water during wet years for ecosystem uses in dry years."

The Environmental Poll: Uncovering the attitudes of residents in California's Capital Region
Valley Vision (2019)
Residents of the Sacramento region are concerned about the state of the environment. Over 90 percent of respondents to Valley Vision's environmental poll felt it was very important or essential to have clean water, soil, and air. Alarmingly, 88 percent of respondents reported that their communities have issues with air pollution. When it comes to climate change and its accompanying effects, 88 percent of those surveyed felt that humans have contributed to climate change and 70 percent of respondents believe that the effects of climate change have already begun. The report found that 41 percent of respondents feel that "state and local government should do whatever it takes to protect the environment" while almost half of respondents felt that the government is doing too little when it comes to reducing the effects of climate change.

Environmental Justice Element: Be the Missing Voice Creating an Equitable Sacramento County
Sacramento County Planning an Environmental Review
With the passage of Senate Bill 1000 in 2016 cities and counties with disadvantaged communities are required to include environmental justice policies in general plans on or after January 1, 2018. Sacramento County's Environmental Justice Element will cover many areas, including but not limited to: pollution exposure and air quality, food access, safe and sanitary homes, and promotion of physical activities. The County has adopted a two-phase approach and will be incorporating the community through web surveys, pop-up booth surveys, and community workshops.

SOCIAL JUSTICE

From Farm to Every Fork: Rewriting the Narrative on Urban Agriculture in Sacramento.
Berkeley Media Studies Group (2018)
Urban agriculture is on the upswing recently in the United States. Due to Sacramento's geography, rich farmland and agricultural heritage, it has been touted recently as a site ripe for agricultural innovation. Improving food access in economically disadvantaged neighborhoods was a focus of grant award dollars from Building Healthy Communities (BHC) to increase urban agriculture. Urban gardening is about building community just as much is it is about improving health equity and access to food, but the movement faces challenges. Resident leadership and youth involvement could be strengthened as well as ensuring that the leadership groups are diverse and reflective of the communities they serve. Further, local growers need to benefit financially from sales. Additional barriers faced in the attempt to expand urban agriculture are youth being reluctant to do agricultural work, Sacramento's reputation as a "cow town" and bureaucratic hurdles which slow the process of developing urban gardens. Strengthening school-community partnerships and converting unused land will help mainstream urban agriculture by giving it visibility and facilitating exposure to its practice and benefits, as well as raising consciousness about larger societal issues. The BHC initiative ends in 2020 and its future renewal is uncertain.

Growing a Community Movement: Black Child Legacy Campaign Annual Report
Black Child Legacy Campaign (2018)
The Black Child Legacy Campaign uses a *holistic* approach, characterized by the philosophy that the many *parts* that make up the *whole* are interconnected. The 'siloing' of organizations and government bodies and the failure of such a 'system' to respond to the needs of the community in an organic and impactful way has lead the Black Child Legacy Campaign to attempt to create collaboration and contiguous network of providers to look specifically at racial disparities. A Child Death Review Team report released in 2009 found that African American children die at twice the rate of any other ethnicity in Sacramento County.

The report cites some of the leading causes of African American deaths are: perinatal conditions, infant sleep-related deaths, child abuse and neglect, and third-party homicides. The report outlines many recommendations to reduce the disproportionate deaths of African Americans. Primarily, an increase in neighborhood-based programs and more county-level support for the Black Child Legacy Campaign. Another recommendation is for law enforcement to adopt policies for third-party homicides and to provide trauma-informed support for substance abuse and mental health treatment.

Sacramento BHC Boys and Men of Color Case Story
The California Endowment (2019)
Research conducted by The California Endowment has located key areas across California where health disparities impacted by economic and social determinates are particularly salient. Some areas in Sacramento were identified as having disproportionate environmental stressors such as higher exposure to violence and access to health care combined with diminished educational and economic opportunities. Due to a tradition of economic exclusion and segregation, these areas of are sites of disproportionate health inequity tend to be diverse racially, communities of color, and low-income. In an effort to improve conditions for youth and men of color in one of these 14 high need areas across California, the Sacramento BHC scope of work in tackling systemic issues which work synergistically to keep these areas impoverished. Systems and policy issues for BHC are, focusing resources away from punitive to preventative strategies, the school-to-prison pipeline, and youth empowerment. BHC empowerment for youth is oriented around creating leaders and inclusion in civic life.

The Capitol of Suspensions: Examining the Racial Exclusion of Black Males in Sacramento County. San Diego: CA Community College Equity Assessment Lab
Five Critical Facts Series (2018)
Suspension and expulsion as a disciplinary tactic is over-relied upon by schools, which disproportionately affects black males evidenced by data collected by the Department of Education. The authors point out that this form of discipline is further enhanced by racial bias and stereotypes by educators. Findings indicate that 19.5 percent of suspensions in Sacramento County by race and gender are held by African American males, of which elementary and middle school aged-youth represent over 50 percent. The data show that of black male suspensions in Sacramento County, former foster youth are the highest represented subcategory to be suspended at 32 percent. Other subcategories that comprise black male suspensions are homeless youth followed by youth with a disability and those identified as being low-income. This report is call to action for policy makers and educators to reevaluate system functioning of which school-based practices and policies maintain the school-to-prison pipeline. Sacramento represents four of the districts in the state's top 20 list for Black male suspensions, with Sacramento City Unifies having the highest suspension district in all of California. Some of the recommendations for Sacramento County educators and policymakers are to enhance educator awareness of social justice and privilege, implement restorative practices, and increase access to resources and support that are trauma-informed.

Poverty in California
Public Policy Institute of California (2019)
California's poverty rate is 13.3 percent, down one percent from 2016. However, when using the California Poverty Measure (CPM) which includes not only cost of living, but other factors such as social safety net benefits the number is much higher—17.8 percent. Further, the official poverty line sets the income threshold at $24,900 for a family of four, while the CPM has a threshold of $32,500 for a family of four. In 2017 almost four in ten Californians were living in poverty or near poverty. PPIC found that 7.1 percent of Californians were kept out of poverty due to large social safety net programs such as CalFresh, the Child

Tax Credit, Earned Income Tax Credits, and CalWorks among others. Latinos continue to represent the highest percentage of those living in poverty in California (23.6%) despite making up 39.4% of Californians. Notably, nearly eighty percent of poor Californians were in a household with at least one working adult, with the exception of households of only senior adults (65 and over).

Here's how Sacramento-area Communities Rank in Income, Home Value and Population
The Sacramento Bee (2019)
The Sacramento Bee reported that the biggest growth in the Sacramento region has occurred outside of the city's urban core, mainly in El Dorado Hills, Lincoln, Rocklin, and Elk Grove. Home prices have increased over eighty percent in North Highlands, however, the average home prices in the area are the lowest in the region ($257k). Rancho Murrieta, Granite Bay, El Dorado Hills, and Gold River had the highest rates of homeowner occupied units in 2017 while North Highlands and Arden-Arcade had the lowest in the region. Similar patterns are reflected with regards to income in the Sacramento region with those in El Dorado Hills, Granite Bay, and Gold River having the highest incomes and those in Arden-Arcade, North Highlands, and Florin having the lowest incomes in the region.

ECONOMIC DEVELOPMENT

Charting a Course to the Sacramento Region's Future Economic Prosperity
Brookings Institution (2018)
The three areas of focus as indicated by this study that Sacramento's leader should focus on are the following: Business and Industry Development, Talent Development, and Spatial Development. The study highlights the need for a 'cluster initiative,' which have been successful drivers of industry in other metropolitan regions. "Cluster initiatives have proven successful in explicitly defining the unique local dynamics within and across sectors, identifying distinct opportunities, and coordinating investments—be they in research and development, capital, talent development, or infrastructure." Talent Development, also was an area of key consideration for city leaders. Due to changing requirements of the labor market, and societal demographics, closing educational and employment disparities for minorities is a priority. Additionally, an increasing demand for digital skills has increased considerably in the local labor market, for which more investment in skill training is needed in order to match the demand for high-skill technical workers with demand, specifically in IT/computer sciences, software developers and engineers, but also ensuring candidates for entry-level positions are competent in basic digital programs. Sacramento lags in generating 'homegrown' talent, and draws much skilled talent from out-of-state and internationally.

Next Economy: Capitol Region Prosperity Plan
Sacramento Metropolitan Chamber of Commerce (2013)
Among some of the needs set forth by the economic agenda in the study is the need to foster a strong innovation environment. In order to create an economic climate for start-ups and the growth of new industries, the report points out the need to bolster university technology transfer and commercialization. Research and entrepreneurship that revolves around regional industries bolsters the development of new technologies. Creating partnerships where local regional industries' needs are met by the research and technical expertise of the university helps local business be more competitive in a global economy. The study notes that economics discourse should focus on clusters rather than industries, which can increase development across an entire value chain and its accompanying infrastructures. Analysis of the region's economic performance revealed potential business clusters, almost all of which have an annual economic output in the billions: advanced manufacturing; agriculture and food; clean energy technology; information and communications technology; life sciences; and health services. The study makes mention

of Sacramento's efforts to focus on what Sacramento already does well, or to 'capitalize on regional assets,' noting not only both universities presence as a resource, but specifically Sac State's California Smart Grid Center. Sacramento has become a center for clean energy technology. Business accelerator services are essential for startups and company creation, which include access to subject matter expertise, technical assistance & training, and education, which could be some of the links between improved economic development and the university.

Civic Amenities Strategic Plan 2014-2025.
Sacramento Metropolitan Chamber of Commerce

With a need to attract creative economy, workers, and high-growth enterprise, investment in cultural and civic resources are important to economic growth and development. The three aims of the Civic Amenities plan are to 1) improve resident quality of life, 2) strengthen the regional economy by attracting new talent, business, and tourism, and 3) maintain growth of businesses already present in the region. Examples of civic amenities that fulfill these objectives are theaters, museums, cultural attractions, sports, and parks and recreational areas.

EDUCATION

Modernizing California's Education Data System
Public Policy Institute of California (2018)

The educational pipeline refers to the ability of our educational system (primary, secondary and post-secondary levels) to efficiently and effectively move students from through with the end goal being integration into the workforce, with an emphasis on higher education being pivotal for economic growth and mobility in California. However, California lacks a statewide longitudinal database and a central data tracking system to evaluate and provide key insights, hindering educational leaders and policy. Recommendations in this study highlight the need for such a centralized data system that would better inform key questions, improve educational outcomes, and improve earnings. The study points out that California is one of the few states that lacks such a mechanism. Models of such data systems that can study the impact of educational policy are successful and have also addressed concerns around privacy and security.

Addressing California's Skills Gap
Public Policy Institute of California (2017)

The higher education system in California is not keeping pace with changing economic needs, policy report finds, consequently leading to a sizable gap in the demand and supply of skilled workers. The consequences of said gap, if trends continue, are dire: an underproductive economy, lower incomes and funding from tax, as well as a strain on the social security system—a safety net for many. Recommendations for universities to close the skill gap are to update an outdated eligibility by slowly expanding admittance eligibility requirements. Additionally, improving completion rates is part of the required strategy, especially for underrepresented groups. Finally, improving guidance toward career pathways and informing students about labor market and economic outcomes insures students are properly informed to make better decisions.

Strategic Plans Needs Assessment
Sacramento City Unified School District (2015)
SCUSD has an incredibly diverse student body, reflective of one of the most diverse regions in the nation. SCUSD serves 42,485 students on 76 different campuses; 48 different languages are spoken by residents, 22 percent are English Language Learners, and 38 percent speak a language other than English at home. While California experiences a teacher shortage, school districts juggle the challenges of retaining employees while also assuring that staff reflect the diversity of the students. Further challenges faced by the district is the astounding 68 percent of students who qualify for free or reduced-price lunch, a way many school districts are able to estimate the poverty level of residents. In addition to having a high prevalence of poverty, SCUSD also is faced with the challenge of a reported 13 percent incidence of students which require special education services. Moving beyond sociodemographic challenges of the district in an assessment of the data indicates that despite strategic plans there have not been considerable gains. Compounding this issues is the lack of basic data collection needed for a thorough analysis. Resulting from the needs assessment and an analysis of the data, the SCUSD provides summary of needs with corresponding recommendations to improve student achievement and better alight outcomes with the mission of the district. In addition to better data collection systems, as noted earlier, and actionable plan and monitoring system is needed in order to improve all-student performance. Other specific recommendations to improve performance include: wraparound social support services, develop strategies to engage family system functioning (e.g., home visits, parent resource centers), identify strategies for successful outcomes for students of color, among others.

Capital Area Promise Scholars: A Program of the Sacramento Region Community Foundation's Preparing Students to Succeed in the New Economy Initiative
Sacramento Region Community Foundation
Future economic projections predict that, as a region, we will experience "a shortage of 1.1 million workers holding a bachelor's degree" by the year 2030. 38 percent of new jobs will require bachelor's degrees yet it is estimated that only 33 percent of Californian's will hold one. However, of critical importance to the Sacramento region is ensuring that the achievement of bachelor's degrees has an equitable impact on our community, and that graduates come from all segments of our community. In order to address the barrier of the rising cost of college that faces low-income students, CAP scholars program provides more comprehensive college preparation services for students and families and reducing barriers to public and private aid.

Vision for Success: Strengthening the California Community Colleges to Meet California's Needs
Foundation for California Community Colleges
The California community college system is unique in that they provide community access to higher education in an affordable way. In addition to being a pathway to four-year institutions, they're also an entry point for workforce education and training. Their location within the community provides a catalog of opportunities for learners in all stages of life. However, the assessment points out that despite advances in success, transfer rates, and technical education, community colleges in California face challenges. Of importance to four year institutions are the low rates of transfer to four-year institutions. Further, universities are not producing enough degree-holding individuals for the workforce. A Vision for Change provides steps to improve student outcomes and make note of the need for education leaders to work more collaboratively to enhance student pathways.

Career Pathways and Economic Mobility at California's Community Colleges
Public Policy Institute of California (2019)
In a study looking at career pathways at the community college level, the authors point out that "over 40 percent of future jobs will be filled by middle-skill workers. Likewise in the Sacramento, Central Valley, and Inland Empire regions, at least one-third of projected new jobs will likely require some college training but less than a bachelor's degree" (p. 24). While the study shows that career education pathways and credentials offer less economic return than bachelor's degrees, the report points out that "Responding to workforce needs will be a key facet to broadening economic opportunities" (p. 24). The report states that for students who are older, males, Latino, or African American, the economic return may be less.

Computer Science in California's Schools: An Analysis of Access, Enrollment, and Equity
Kapor Center (2019)
As more jobs require advanced technological skills, it is important for California's schools to keep pace with the changing job market. However, a recent Kapor Center report shows that 61 percent of high schools in California do not offer computer science courses. This gap is more pronounced in low-income and rural schools with low-income schools being four times less likely to offer AP computer science courses and only 1-in-4 rural schools offering any computer science classes at all. While 39 percent of high schools in California offer computer science classes, only three percent of all students were enrolled in a course. There are even greater disparities when accounting for race/ethnicity and gender. Only 16 percent of students who take AP computer science tests are Black, Latinx, or Native American/Alaska Native despite comprising 60 percent of the high school population. Of those 16 percent, only one percent of those were Black. Similarly, 50 percent of California's high school population is female, yet females represent only 27 percent of students taking AP computer science classes. When looking at the interaction of race and gender, the gap grows even wider. Only 453 Latinx females and 36 Black females were enrolled in AP computer science classes.

Appendix D | University Infrastructures Supporting an Anchor-Focused Mission

The chart was created to showcase the existing anchor initiatives nationally displaying the variation of institutional practice, dedicated centers, specialists, frameworks and toolkits. It is included to suggest there is no correct framework and method of approaching the anchor initiative, but rather that through this effort Sacramento State will continue to be a part of the a larger network.[27]

Institution *Community Entity*	Teaching	Service	Research	Operations	Leadership Type and Number of Staff	Types of Engagement
Augsburg University *Central Corridor Anchor Partnership (CCAP)*				●	Leadership from the McKnight Foundation; 10 institutions	• Place-based collaboration among several anchor institutions in Minneapolis-Saint Paul, Minnesota with the shared goal of improving the local economy, health, vitality and growth of their community. The partnership focuses on Transit, Procurement and Workforce issues.
Butler University *Indianapolis Community Requirement*	●				All (Students, Faculty, Staff, and Community members)	• All undergraduate students are required to complete the Indianapolis Community Requirement (ICR), which asks them to "take one course in any part of the university that involves active engagement with the Indianapolis Community before graduation."
Cleveland State University *Diversity and Inclusion and University Engagement*	●				Chief Diversity and Inclusion Officer and Anchor Strategy Task Force.	• Buy from local vendors • Hire from local residents • Encourage employees to live close to campus.

[27] Field Guide for Urban University-Community Partnerships (2019)

Institution *Community Entity*	Teaching	Service	Research	Operations	Leadership Type and Number of Staff	Types of Engagement
CSU San Marcos *Community Engagement*		●		●	Led by a Vice President; 17	• Civic Learning • Office of Internships • Community Outreach • Tribal Engagement • The Alliance (Student success initiatives) • Leadership North Country • Service Learning • Engaged Scholarship • Office of Government Relations
Duke University *Duke-Durham Neighborhood Partnership*		●			3 offices, each led by leadership and staff	• Duke-Durham Neighborhood Partnership • Community Service Center • Duke Student Engagement • America Reads • Community-based Federal Work Study • College Advising Corps at Duke • Dive into Durham (alt. spring break) • Duke, Durham and Beyond • Duke-engage-Durham (education about economic and community development) • Durham Giving Project – student philanthropy • Duke Student Service Groups • Lars Lyon Service Award • Make a Difference Day • MLK Million Meals • Project Share • Volunteer Fair

Institution *Community Entity*	Teaching	Service	Research	Operations	Leadership Type and Number of Staff	Types of Engagement
IUPUI *Center for Service and Learning*	●	●			Led by an Executive Director; 9	• Service Engagement • Student and Staff Engagement • Research and Program Evaluation • Community Service & Civic Engagement • Faculty Development & Faculty and Community Resources
Johns Hopkins University *Hopkins Local*				●	N/A	• Hopkins Local aims for "40% of newly hired personnel for targeted positions to come from Baltimore neighborhoods in selected zip codes by 2018." Johns Hopkins has committed to an "increase in spending in targeted categories with local businesses by 11 percent."
Kalamazoo College *The Arcus Center Social Justice Leadership*	●	●	●	●	Led by an Executive Director; 14 (9 Student Staff)	• Fellowships • Praxis Center • Grants • Global Convenings • Summer Internships • Justice in the Community
Michigan State University *University Outreach and Engagement/ Community Evaluation and Research Collaborative (CERC)*			●		Led by Associate Provost; 13	• Develops and sustains university-community partnerships that are mutually beneficial and impactful through community-based participatory evaluation and research.
Portland State University *Let Knowledge Serve the City*			●		The Strategic Plan Development Team, represented a broad cross-section of students, faculty, staff, alumni, and Board of Trustees and Foundation board members served as the main driver of the plan.	• Elevate student success • Advance excellence in teaching and research • Extend our leadership in community engagement • Expand our commitment to equity • Innovate for long term stability

Institution *Community Entity*	Teaching	Service	Research	Operations	Leadership Type and Number of Staff	Types of Engagement
Rutgers University-Newark *Office of University-Community Partnerships*		●			Led by Assistant Chancellor; 9	• African-American Brain Health Initiative • America Reads/Counts • AmeriCorps VISTA • Jumpstart (early education) • Newark Fairmount Promise Neighborhood • New Ark Freedom School • Start Healthy/Stay Healthy • RU Ready for Work • Summer Academy • West Ward Community Coalition • 21st Century Community Learning Centers
Tulane University *Tulane's Public Service*	●					• Undergraduate graduation requirement that includes community engagement. Tulane's Public Service graduation requirement mandates all undergraduates take two academic public service courses before graduation – one within the first five semesters and the other must be completed prior to graduation.
University of Louisville *Community Engagement*		●	●	●	Led by Vice President; 9	Faculty • Training & Development • Community-based learning courses • Engaged Scholarship • Resources on Community Engagement • Recent publications in Community Engagement • Virtual Library • Speakers Bureau • Outstanding Community Engagement Awards • Faculty Grant Program

Institution *Community Entity*	Teaching	Service	Research	Operations	Leadership Type and Number of Staff	Types of Engagement
University of Louisville (cont.)						**Staff** • Service opportunities • U of L Day of Service • Community Service Leave • Outstanding Community Engagement Awards • Speakers Bureau **Students** • Service Opportunities • Internships • Community-based Learning Courses • International Service Learning Program • Leadership Opportunities • Academic Enrichment • Student Engagement Record • Other Opportunities • Outstanding Community Engagement Awards **Community** • University-wide initiatives – Signature Partnership/Ideas to Action/Sustainability • Community-based learning courses • Continuing Education • Outstanding Community Engagement Awards
University of Utah *University of Utah's Community Based Research Grant/ University Neighborhood Partners (UNP)*			●		The University Research Committee	• University of Utah's Community Based Research Grant provides up to $20,000 in funding to support collaborative research that involves both the university and local, regional and/or statewide community partners to address a community need.

Institution *Community Entity*	Teaching	Service	Research	Operations	Leadership Type and Number of Staff	Types of Engagement
Virgin Commonwealth University *VCU Division of Community Engagement*		⬤			23	• Revised its promotion and tenure policy to incorporate community engagement language and is now working to institutionalize the practice across its academic departments and schools.

SACRAMENTO STATE
Redefine the Possible

An anchor university is the opposite of the ivory tower. It aims to connect its students, faculty and staff with the community and, in turn, help build and heal that community, achieving lasting solutions and improvements through inclusive civic engagement.

President Robert Nelsen
Sacramento Bee, August 27, 2018