

Envisioning the Future of Stanford's Regional Engagement:
A Proposal for the Presidential Initiative on Purposeful Engagement
in our Region, Nation and World

Overview

In announcing their vision in the spring of 2018, President Tessier-Lavigne and Provost Drell called on Stanford to pursue “purposeful engagement with our region, nation, and world.” Inspired by this vision, the Haas Center for Public Service, along with our National Advisory Board and other campus partners, has convened a series of meetings with campus and community stakeholders to explore new ways that our centers and the university as a whole might contribute to more purposeful engagement with our region.

The following recommendations are organized under three pillars: **institutional engagement, academic engagement, and place-based initiatives**. The first two pillars - institutional engagement and academic engagement – focus on the organizational structure needed to pursue a more coordinated regional engagement effort. By institutional engagement, we mean policies and practices that “consciously and strategically apply the institution’s long-term, place-based economic power, in combination with its human and intellectual resources, to better the welfare of the community in which it resides.”¹ By academic engagement, we mean efforts to leverage Stanford’s research and teaching capacity to address the complex and urgent challenges facing our region, nation, and world. While Stanford faculty and students already pursue research that benefits society, these efforts are fragmented with respect to their impact in our region. In order to move from a fragmented to coordinated approach, the university will need to invest in a senior leadership position and infrastructure to lead its efforts.

The third pillar calls on the university to develop a signature place-based initiative focused on sustainable, equitable, and resilient communities in the San Francisco Bay Area, with a focus on San Mateo and Santa Clara counties. In our conversations, campus and community stakeholders overwhelmingly identified as priorities housing affordability and a set of related regional challenges, including transportation and infrastructure, climate change adaptation for vulnerable and low-income communities, workforce development and economic mobility, educational equity, and access to health services. This thematic focus is consistent with the initial submissions to the long-range planning process. The affordability crisis facing the San Francisco Bay Area presents both an opportunity and a responsibility to seek out innovative approaches to building healthy and sustainable communities where every everyone can thrive. These complex and urgent issues require an integrated approach, involving collaboration across a range of public agencies and jurisdictions in close consultation with civil society leaders. As a leading research and teaching institution, Stanford is uniquely equipped to contribute. A place-based initiative would community engaged research and teaching focused on developing innovative solutions to these complex challenges that are so critical to our region’s future.

¹ Rita Axelroth Hodges and Steve Dubb, 2012, *The Road Half Traveled: University Engagement at a Crossroads*, (East Lansing: Michigan State University Press), xix.

The three pillars of this proposal align with multiple components of Stanford's Vision Initiatives. First, they provide a regional focus for the Presidential Initiative on Purposeful Engagement with our Region, Nation, and World. Second, they address priorities of several design teams in the area of research, including the sustainability design team, which seeks to expand and deepen sustainability-related research and teaching efforts, including enhanced opportunities for community engagement. They also align with the work of the Social X-Change, which seeks to address large scale, complex social problems. Finally, these efforts respond to affordability concerns raised by the Stanford community in the long-range planning process – both on campus for faculty/staff and in the broader community.

Taken together, these recommendations provide a road map for the purposeful engagement called for in Stanford's vision. We also recognize that we are building on a strong foundation. Stanford already commits resources – in both people and programs – to meaningfully engage with partners on the pressing challenges facing our region. For example, Stanford students and faculty engage with the broader community through the clinics and policy labs at the Stanford Law School, the Cardinal Free Clinics at the School of Medicine and the GSE Research Practice Partnerships with San Francisco Unified School District and Sequoia Union High School District. As part of Cardinal Service, a campus-wide effort to elevate public service as a distinctive feature of a Stanford education, students have engaged with our broader community through the over 180 Cardinal Courses offered in 55 departments, summer-long Cardinal Quarter internships, volunteer service through Cardinal Commitment, and public service jobs after graduation with support from Cardinal Careers. What we lack is an infrastructure that can coordinate and identify synergies among these efforts, solicit community input and priorities, and generate a lasting, positive impact in collaboration with communities in our region. We urge Stanford to fully leverage our teaching, research, and institutional capacity to engage and address the urgent challenges facing our region, and model the kind of purposeful university called for in our vision.

Defining the three pillars: Institutional engagement, academic engagement, and a place-based initiative

In developing this proposal, Haas staff gathered input from faculty, staff, students, alumni, non-profit leaders and policymakers. We also conducted 14 interviews with leaders at peer institutions to understand how they approach similar local and regional challenges. Three clear patterns emerged, which shape the recommendations that follow.

First, peer institutions adopt policies and practices that leverage their non-academic resources to strengthen their local communities. Some embraced their role as *anchor institutions*. Anchor institutions consider how their investments, procurement, hiring practices, programs, and resources can be leveraged to strengthen neighboring communities. These efforts range from small changes in policies and practices that have significant community impacts, to long-term strategic investments in neighboring communities. Examples include significant investments at Harvard University ([Harvard in the Community](#)), Syracuse University ([Connective Corridor](#)), Georgetown University ([Civic and Community Partnerships](#)), Duke ([Office of Durham and Regional Affairs](#)), Johns Hopkins ([East Baltimore Development Initiative](#)), University of Pennsylvania ([West Philadelphia Initiatives](#)), and University of Chicago ([Anchor Initiatives](#)).

Stanford may, in fact, do just as much with local communities as these other universities, but our efforts are fragmented and less visible. In our recommendations, we offer a road map for a more coherent and coordinated approach to Stanford's institutional engagement.

Second, institutions developed an infrastructure to leverage their most valuable asset: the teaching and research capacity of the institution. A coordinated, campus-wide approach to academic engagement requires two elements: a senior leader tasked with academic engagement efforts and a coordinating organizational structure that brings disparate efforts together to align campus programs and respond effectively to community needs.

Finally, many of our peer institutions focused their teaching and research capacity on signature place-based initiatives, often organized around the topics identified in the long-range planning process, such as housing affordability, economic development, urban infrastructure and transportation, educational equity, and health access. These efforts often include institutional commitments to particular neighborhoods or sectors. For example:

- The [Engage SF](#) initiative at the University of San Francisco, which focuses teaching and research partnerships on the Western Addition neighborhood;
- The [Thriving Neighbors Initiative](#) at Santa Clara University, which focuses service-learning and co-curricular volunteering efforts in the Greater Washington Community in San Jose;
- The [Seattle University Youth Initiative](#), a collective impact model that focuses university and volunteer resources on youth K-12 in the school district where the university is located.
- Campuses affiliated with the EPIC network ([Educational Partnerships for Innovation in Communities](#)). EPIC institutions partner with one city or county government, solicit research proposals around pressing public policy and urban planning challenges, and engage faculty across the university in tackling these projects over an academic year.

Modifying these approaches to fit the culture and priorities at Stanford, the third set of recommendations describes a place-based initiative focused on **Sustainable, Equitable, and Resilient Communities**. Stanford has examples of this approach in the Research Practice Partnership between the [Stanford Graduate School of Education and the San Francisco Unified School District](#), as well as innovative project-based courses like the [Sustainable Urban Systems initiative in Civil and Environmental Engineering](#) and the [Sustainable Cities course](#) in Urban Studies. These programs and others offer models for how Stanford might engage with policymakers and civil society leaders through sustained programs of research and teaching aimed at responding to issues of sustainability and affordability. Inspired by the vision of Stanford as a purposeful university, we believe an institutional focus on sustainable, equitable, and resilient communities would leverage our unique resources to address the most urgent challenges facing our region.

There is broad support for these recommendations. The development of this proposal was led by a 13-member working group composed of members of the Haas Center's National Advisory Board, representing a range of nonprofit, philanthropic and government leaders and alumni. In developing the place-based initiative concept, we also consulted with Stanford faculty and staff

from over 20 centers and programs across campus, as well as representatives of local government and nonprofit organizations that collaborate with Stanford. Our recommendations are summarized below, and described in detail in the remainder of this document.

Summary of recommendations

Pillar 1: Institutional engagement Leveraging Stanford's role as an anchor institution in our region

Recommendation 1: Develop data gathering and tracking processes to capture and communicate the various ways Stanford engages the broader community.

- 1.1 Prioritize tracking of Stanford's engagement in the broader community with Institutional Research and Decision Support (IR&DS)
- 1.2 Develop a dashboard of indicators to focus and measure Stanford's efforts in the local community.
- 1.3 Include an item on faculty end-of-year reports specifically focused on community engaged activities.
- 1.4 Produce annual report on community engagement at Stanford.

Recommendation 2: Expand access to campus resources for the broader community

- 2.1 Require that youth-oriented summer programs hosted at Stanford, including those offered by external organizations, make a percentage of their spaces available to local low-income youth.
- 2.2 Develop a process for non-profits in San Mateo and Santa Clara counties to access campus space over the summer for programming at a reduced rate.
- 2.3 Support improved transportation connections between the main campus and East Palo Alto and Redwood City
- 2.4 Expand leadership training, consulting services, and educational opportunities for the broader community

Recommendation 3: Develop policies and programs that encourage volunteer service and charitable giving among employees.

- 3.1 Establish a workplace giving program to encourage Stanford employees to donate to local non-profits.
- 3.2 Encourage one-time service events that involve Stanford employees in the work of local non-profits.
- 3.3 Strengthen language of "public service leave" in the administrative guide to provide greater support for ongoing service involvement of employees, and develop guidance for campus units.

Recommendation 4: Commit to procurement policies that prioritize local and minority-owned businesses in the region.

Recommendation 5: Further increase Stanford's investment in affordable, off-campus housing options for Stanford faculty, contractors, and staff.

Pillar 2: Academic engagement

Leading Stanford's efforts to leverage our research and teaching for the public good

Recommendation 1: Establish a senior leadership position to lead a new unit focused on Stanford's academic engagement in our region.

- 1.1 Designate unit with campus-wide responsibility for supporting increased coordination among academic community engagement efforts.
- 1.2 Distinguish between academic engagement activities, which this unit will coordinate, from non-academic, institutional engagement activities, which should be coordinated by the new Office of Community Engagement. Together, the leaders of these two offices would guide Stanford's engagement with our region.
- 1.3 Designate this unit as a clearinghouse for requests from community partners, and develop a central website that partners can use to submit needs and partnership opportunities.
- 1.4 Locate relevant new or existing engagement efforts that have campus-wide reach within this unit, without changing the structure of school-based efforts.

Recommendation 2: Create an academic engagement council to help guide community engagement programs.

- 2.1 Develop an inventory of academic engagement efforts on campus.
- 2.2 Create a council structure with representation from all campus programs.
- 2.3 Organize meeting schedule and thematic subcommittee structure that enhances coordination across schools and programs.

Pillar 3: Place-based Initiative on Sustainable, Equitable and Resilient Communities

Recommendation 1: Develop a place-based initiative focused on sustainable, equitable, and resilient communities (SERC).

- 1.1 Hire staff to lead the place-based initiative, housed in a new academic engagement unit or existing center, and in close partnership with each of the Stanford schools.
- 1.2 Design a process to solicit research and policy projects from community agencies and organizations, match those to relevant courses and faculty, and support these partnerships.
- 1.3 Designate teaching and research assistantships to support graduate student engagement in ongoing research collaborations with local governments and organizations.
- 1.4 Establish dedicated Cardinal Quarter opportunities to enable Stanford undergraduate and graduate students to contribute to ongoing research projects.

Recommendation 2: Host an annual symposium on sustainable, equitable, and resilient communities.

- 2.1 Host cross-sector annual symposium that convenes researchers, policymakers, and practitioners on the theme of sustainable, equitable, and resilient communities.
- 2.2 Produce annual State of the Bay report that synthesizes research and policy development in housing, transportation, infrastructure, energy, health, and education.

Recommendation 3: Design a clinical program for graduate students interested in regional policy issues related to housing, infrastructure/transportation, health, and education.

Recommendation 4: Develop a community advisory committee that includes representatives from partnering public agencies, non-profits, businesses, and philanthropies to guide and advise Stanford's community engagement efforts.

Recommendation 5: Illuminate career pathways in the region for undergraduate and graduate students, building upon progress to date through Cardinal Careers

Pillar 1: Institutional engagement Leveraging Stanford's role as an anchor institution in our region

Stanford University serves as a powerful economic and intellectual engine in the San Francisco Bay Area, a region of great wealth and opportunity but also of significant challenges, including struggles surrounding affordable housing, economic opportunity, homelessness, infrastructure and transportation, health access, and educational inequities. We encourage the university to fully embrace a status as an "anchor institution," with a particular focus on San Mateo and Santa Clara counties, by adopting policies and initiating programs that engage our region to address these and other challenges.

Stanford already practices many of the key characteristics of anchor institutions, through a wide range of programs and initiatives at departmental, school, program, and center levels. For example, the School of Medicine has made significant investments to leverage student and faculty expertise to provide essential services to underserved residents through its Cardinal Free Clinics in Menlo Park and San Jose. Similarly, the Stanford Law School's Mills Legal Clinics offer students full-time, immersive experiences in meeting a range of legal needs of community members. Stanford Athletics encourages and supports student athletes to participate in a diverse range of service activities. Stanford Arts conducts substantial community outreach and offers discounted tickets to K-12 students. Overall, there is extensive work being done at Stanford to serve and engage our neighboring communities, but there has been little attention to the coordination and integration of these efforts in a way that yields measurable community impact and engages community partners across domains. In other words, efforts remain robust but disjointed.

The current long-range planning process provides an opportunity for Stanford to embrace a more engaged role in the region, especially as we expand our footprint with the Redwood City campus. The following recommendations reflect concrete steps and initiatives that would 1) coordinate and communicate Stanford's engagement efforts; 2) extend more campus resources to the broader community; 3) encourage volunteer service and charitable giving among Stanford employees; 4) invest in the local community through procurement policies that prioritize local and minority-owned businesses; and 5) address affordability challenges for faculty, staff, and contractors through investments in off-campus housing options. Obtaining meaningful community input in the process of creating new programs and their on-going implementation will be critical for success.

Recommendation 1: Develop data gathering and tracking processes to capture and communicate the various ways Stanford engages the broader community

- 2.3 Prioritize tracking of Stanford's engagement in the broader community with IR&DS
- 2.4 Develop a dashboard of indicators to focus and measure Stanford's efforts in the local community
- 2.5 Include an item on faculty end-of-year reports specifically focused on community engaged activities
- 2.6 Produce annual report on community engagement at Stanford

In our conversations with campus partners, we consistently heard the need for a campus-wide effort to capture and communicate Stanford's engagement in the community. The first step towards improved coordination is a complete and ongoing inventory of current efforts. In part, this could be accomplished through existing resources. Institutional Research and Decision Support (IR&DS) already manages a range of internal data collection processes, and could include indicators of campus-community engagement (recommendation 1.1). We recommend that these efforts begin with the development of a dashboard of indicators that establish metrics of success in Stanford's anchor institution work. These indicators could draw upon the [Anchor Dashboard](#) piloted by a consortium of universities with support from the Annie E. Casey Foundation, tailored through campus and community input (recommendation 1.2). Faculty, who already submit annual reports on their activities, could respond to a new item that asks about their community engaged efforts. If this data were synthesized, we would gain a comprehensive picture of how Stanford faculty engage in the broader community (recommendation 1.3). Finally, we recommend the publication of an annual report that shares Stanford's engagement, both to better connect relevant efforts internally, and to better communicate these efforts to the broader community.

Recommendation 2: Expand access to campus resources for the broader community

- 2.1 Require that youth-oriented summer programs hosted at Stanford, including those offered by external organizations, make a percentage of their spaces available to local, low-income youth.
- 2.2 Develop a process for non-profits in San Mateo and Santa Clara counties to access campus space over the summer for programming at a reduced rate.
- 2.3 Support improved transportation connections between the main campus and East Palo Alto and Redwood City
- 2.4 Expand leadership training, consulting services, and educational opportunities for the broader community

In addition to outward-facing engagement, we recommend specific steps that would expand access to campus resources for the broader community, and signal Stanford's support for equity and inclusion. Currently, Stanford hosts a wide range of summer programs run by third-party organizations, and athletics programs run by Stanford athletic teams. Many of these programs are youth-focused, but the cost is prohibitive for local, low-income youth. We recommend that Stanford require youth-oriented summer programs hosted at Stanford to preserve a percentage of their placements at free or reduced rates for local, low-income youth (recommendation 2.1). Stanford could assist with outreach to local youth through our already robust network of

community partners (e.g., the Boys and Girls Clubs of the Peninsula). Such a policy would provide valuable enrichment opportunities for youth in our region. A second and related recommendation is for Stanford to develop a process for non-profits in our region to utilize Stanford space over the summer (recommendation 2.2). This process would, for example, allow the Center for Excellence in Nonprofits to host a professional development event for local nonprofit leaders. Third, we recommend collaborating with and supporting local transit providers to improve and expand connections between main campus and East Palo Alto and with Redwood City (recommendation 2.3). Improved connections with East Palo Alto would link the campus to an important neighbor community, easing the commutes for staff and contractors who live in EPA, facilitating access for EPA residents to Stanford's public resources, and making it easier for the many students who volunteer with EPA-based organizations to travel to and from their service placements. Continued focus on improving transportation connections with Redwood City, where our new campus is located, would further help facilitate community partnerships and student engagement. Finally, we recommend expanding leadership training, consulting services, and educational opportunities for the broader community (recommendation 2.4). Stanford already has a number of educational opportunities designed to serve the broader community, including non-profit leadership trainings provided by the Graduate School of Business, teacher professional development programs provided at the Graduate School of Education, and continuing education programs that are open to the public. We recommend that these and other programs broaden access by providing reduced rates to local non-profit leaders, teachers, and others to ensure our offerings can serve a diverse range of the public.

Recommendation 3: Develop policies and programs that encourage volunteer service and charitable giving among employees.

- 3.1 Establish a workplace giving program to make it easy for Stanford employees to donate to local non-profits.
- 3.2 Encourage service events that involve Stanford employees in the work of local non-profits.
- 3.3 Strengthen language of "public service leave" in the administrative guide to provide greater support for ongoing service involvement of employees, and develop guidance for campus units.

Stanford has more than 12,000 employees, many of whom maintain active volunteer commitments in the broader community and donate to area non-profits. We believe Stanford can do more to encourage and make visible the various ways our employees contribute to the broader community. First, we recommend developing a university-wide workplace giving program (recommendation 3.1). Options like charitable payroll deductions make it easier for employees to make recurring donations, and the university could track and report on the cumulative impact of our charitable contributions. Another common way that organizations can encourage employees to get involved is through structured service opportunities. We recommend Stanford, perhaps through its BeWell Program, organize service opportunities open to all employees (recommendation 3.2). These opportunities would provide a valuable service to local non-profits, while giving employees opportunities to meet other colleagues outside their campus units. We also recommend strengthening the current language in Stanford's Administrative Guide on "public service leave" to provide support for employees who sustain ongoing volunteer commitments (recommendation 3.3).

Recommendation 4: Commit to procurement policies that prioritize local and minority-owned businesses in the region

Anchor institutions seek to leverage the university's economic activity to benefit their local community. Through its purchasing, Stanford has the potential to focus its economic impact on our local community. We recommend developing university-wide procurement policies that give preference to local and minority-owned businesses in purchasing goods and services. This effort might include the development of a purchasing directory for all staff and faculty with vetted local and minority-owned business options for frequently purchased goods and services, as well as policy guidance for units on purchasing locally whenever possible. These purchases should be tracked institution-wide so that Stanford can communicate about how it leverages its funds to support the local economy.

Recommendation 5: Further increase Stanford's investment in affordable, off-campus housing options for Stanford faculty, contractors, and staff

One of the consistent concerns raised by faculty and staff in the long-range planning process was housing affordability. Recent negotiations with Santa Clara county of the General Use Permit have highlighted the importance of contributing to solving the housing crisis that communities across the Bay Area are experiencing. As part of the GUP negotiations, Stanford has committed to building low and very-low income housing on campus and to providing funding to support the creation of affordable units off campus. We recommend that Stanford explore ways to further expand off-campus housing options that would increase below-market housing options for faculty, contractors and staff, while also benefiting communities in San Mateo and Santa Clara counties. For example, when opportunities arise, Stanford could provide additional funding for specific affordable housing projects, including those providing workforce housing for teachers. These strategic investments, including in San Mateo County, could help make more affordable housing projects possible in neighboring communities.

Pillar 2: Academic engagement

Leading Stanford's efforts to leverage our research and teaching for the public good

Stanford's research and teaching capacity represents our most valuable resource in generating a positive impact in our region. As a leading research university, Stanford faculty and graduate students are at the leading edge of scholarship across all disciplines. Individually and through numerous departments and research centers on campus, Stanford faculty seek out ways to apply their research and teaching to policy and practice. Yet, during conversations to develop this proposal, campus stakeholders repeatedly emphasized the benefits they would derive from greater coordination and information-sharing across existing community engagement efforts. The Haas Center and VPUE's team of directors of community engaged learning, created in response to the 2012 Study of Undergraduate Education at Stanford, have worked successfully with faculty to expand community-engaged courses from less than 50 in 2014 to over 180 today across 55 departments. However, the Cardinal Courses effort has primarily focused on undergraduate courses. Faculty and staff involved in this effort recognize the potential to expand Stanford's capacity to contribute through both research and teaching, but accomplishing this will require greater institutional support and leadership.

Whereas the institutional engagement recommendations above may be most appropriately located in a campus unit like the recently announced Office of Community Engagement, academic efforts should be led by a new senior leadership position focused on Stanford's engagement with our region, nation, and world. This new leadership position – at the Associate Vice Provost or Vice Provost level – would lead a new unit that would offer the resources and support needed to promote coordination of the engagement efforts of schools, departments, and centers across campus. This position would also play a critical role in developing an intake process for community needs and partnership opportunities, and helping to match these with existing Stanford resources.

Recommendation 1: Establish a senior leadership position to lead a new unit focused on Stanford's academic engagement in our region.

- 1.1 Designate this unit with campus-wide responsibility for supporting increased coordination among academic community engagement efforts.
- 1.2 Distinguish between this unit's focus on academic engagement activities from non-academic, institutional engagement activities, which should be coordinated by the new Office of Community Engagement. Together, the leaders of these two offices would guide Stanford's engagement with our region.
- 1.3 Designate this unit as a clearinghouse for requests from community partners, and develop a central website that partners can use to submit needs and partnership opportunities.
- 1.4 Locate relevant new or existing engagement efforts that have campus-wide reach within this unit, without changing the structure of school-based efforts.
- 1.5 Support and promote coordination among school- and department-led engagement efforts by hosting thematic convenings, offering seed grants for faculty, and organizing trainings and workshops that meet needs of multiple departments and centers, and other resources.

Stanford already supports a range of community engagement efforts that leverage our teaching and research capacity. To move from fragmented to coordinated and purposeful engagement, Stanford will need a senior leader with campus-wide reach and the funding and staffing infrastructure necessary to support increased coordination of our research and teaching resources in ways that align with pressing needs facing our region, nation, and world (recommendation 1.1). The scope of this new position is distinct from the recommendations described under institutional engagement, which have more to do with broader university policies and practices and might be housed in the recently created Office of Community Engagement, or another external relations office with a university-level focus (recommendation 1.2). Some of our peer institutions have recognized the need to distinguish academic community engagement from outward-facing, institutional engagement. For example, the University of Chicago has an Associate Vice President for Civic Engagement and an Associate Vice President for External Relations, who both report to a Vice President for Civic Engagement and External Relations.

One of the consistent requests we have heard from campus and community stakeholders is the need for a single front door for the campus to receive requests from local partners. This proposed unit should serve as a clearinghouse for requests, and maintain a website, accompanied by

appropriate staff support, that will guide prospective partners on ways they can partner with Stanford (recommendation 1.3). This would enable the coordinating role of this unit, as it would need to maintain close partnerships across campus to match community-identified needs with Stanford resources. Anecdotally, we regularly hear this concern from community organizations who find Stanford completely impenetrable. While Stanford will never be able to respond to all requests, we should always make clear how partners can access the resources that are available.

Where practical, we recommend locating existing or new efforts under this unit, including the Haas Center for Public Service (recommendation 1.4). Programs housed in this unit would share a focus on purposeful engagement, even if they varied in their approach, focus area, or disciplinary orientation. Of course, most existing efforts should remain in their current homes - the Cardinal Free Clinics are best positioned in the School of Medicine and the Law Clinics must remain in the Law School. But for those programs that would benefit from a centralized location in a unit with campus-wide reach, we recommend shifting those reporting lines. Among its core activities, we envision that this unit would help to facilitate collaboration by hosting convenings, offering seed grants, and organizing a range of supportive trainings and workshops (recommendation 1.5). For example, this could include convening campus stakeholders and community partners to explore collaboration around specific problems or themes, and providing small grants as start-up funding for new efforts. The unit could also offer programming to support students, staff or faculty from multiple departments in their efforts to engage, such as workshops to help students build the “soft” skills or data analysis techniques needed community engaged work.

Recommendation 2: Create an academic engagement council to help guide community engagement programs.

- 2.1 Develop an inventory of academic engagement efforts on campus.
- 2.2 Create a council structure with representation from all campus programs.
- 2.3 Organize meeting schedule and thematic subcommittee structure that enhances coordination across schools and programs.

Given that most engagement efforts will remain dispersed across campus, we recommend creating an academic engagement council with representation from all academic units that oversee community engagement programs. Convened by the the new senior leader for Stanford’s academic engagement efforts, the function of this council would be to help foster strategic coordination among community engagement efforts across campus, and encourage alignment with both university and community priorities. Similar councils exist at other institutions, such as the University of Minnesota’s [Public Engagement Council](#) and [Duke’s University Council on Civic Engagement](#). Without such a council, the new unit tasked with coordinating Stanford’s engagement activities runs the risk of becoming another silo in Stanford’s decentralized organizational structure. Instead, we envision the new unit as the hub of our engagement efforts, working closely with the range of programs and projects across campus. The first step in creating this council requires a campus-wide inventory of academic engagement efforts (recommendation 2.1). A council structure will need to be developed that is representative of campus efforts (recommendation 2.2), maintains buy-in from campus stakeholders, and can provide guidance in identifying and responding to partnership opportunities (recommendation 2.3).

Pillar 3: Place-based Initiative on Sustainable, Equitable and Resilient Communities

As discussed above, the wide range of existing community-engaged, policy-relevant teaching and research efforts across campus indicate the desire among Stanford faculty to utilize their research and teaching to address pressing challenges in the world. During the development of this proposal, conversations with campus stakeholders as well as community leaders, including members of the Haas Center's National Advisory Board, highlighted a critical need an opportunity for a place-based initiative that would leverage our research and teaching capacity to address the integrated challenges of sustainability, equity, and resilience in our region.

From our conversations with stakeholders on and off-campus, the need to address the interconnected issues of affordability, sustainability, resilience and equity stood out as a clear priority. With the cost of housing in San Mateo and Santa Clara counties among the highest in the nation, displacement and high rent burdens are exacerbating existing inequities with regard to housing, food, healthcare, childcare, education, and other basic needs. The affordability crisis is inextricably linked with sustainability; for example, a lack of local affordable housing has pushed families to live further away, leading to increased greenhouse gas emissions from the transportation sector. At the same time, communities are also facing serious risks due to climate change, including flooding, wildfires, and droughts. Low-income and people of color communities are particularly vulnerable.

As cities and counties in the Bay Area plan for the future, they must consider sustainability, resilience and equity concerns in an integrated fashion, and across jurisdictions. For example, the [CASA Compact](#) recognizes the need for regional and state level action to expand access to affordable housing, and a [recent review of implementation of the Sustainable Communities Act \(SB 375\)](#) urges renewed efforts at integrated transportation, housing and land use planning. [San Mateo County's Home for All Initiative](#) supports and collaborates with cities in developing new housing solutions, while the Offices of Sustainability in [San Mateo](#) and [Santa Clara](#) counties are working closely with local governments and other partners to promote sustainable transportation and climate resilience. As described in more detail below, a range of Stanford research and teaching programs are currently collaborating with these and other stakeholders, but in a fragmented manner. At the same time, conversations with county and local government staff have highlighted the need for more cross-sectoral and cross-jurisdictional collaboration. Stanford could help catalyze and convene such efforts, as well as conduct research to identify and evaluate innovative approaches to these multi-faceted problems. Given the range of expertise of Stanford faculty and growing student interest and engagement, we encourage the university to develop a signature research and teaching initiative at the intersection of these elements.

The recommendations below draw on existing campus efforts as well as a proven national model. On campus, the [Research Practice Partnership between the GSE and SFUSD](#) offers a model of how faculty-led research can respond to and inform the challenges of educational practice. Now in its tenth year, the partnership pairs district leaders and Stanford faculty to develop research projects that address the challenges of practice, with the goal of improving outcomes for SFUSD students. The partnership supports more than 25 ongoing research projects. Previous projects have improved practices and policies across the district while resulting in numerous peer-reviewed articles and reports that can inform other large, urban school districts.

Last year, the GSE initiated a second research practice partnership with the Sequoia Union High School District, which serves eastern San Mateo County.

At a national level, we drew inspiration from the [Education Partnerships In Community Network \(EPIC-N\)](#) of campuses that support large-scale partnerships around issues of sustainability, urban planning, economic revitalization, and housing. While programs vary, the basic model involves soliciting research projects from a particular municipality, and recruiting faculty to integrate these projects into their existing courses over an academic year. These partnerships involve investment on both sides, seek to deliver measurable improvements for the community, and offer meaningful opportunities for learning while generating public good. Model EPIC programs include:

- Penn State University - [Sustainable Communities Collaborative](#)
- University of Minnesota – [Resilient Communities Project](#)
- University of Oregon – [Sustainable City Year Program](#)
- University of Washington – [Livable City Year](#)
- University of Wisconsin-Madison – [UniverCity Alliance](#)

Building on these models, we recommend a place-based initiative focused on sustainable, equitable, and resilient communities. Like the GSE-SFUSD partnership, we envision a initiative that can solicit, prioritize, and select relevant research projects that respond to and engage stakeholders in addressing pressing challenges, involve faculty across the university, and leverage existing courses/research projects. Like the EPIC programs, this initiative would provide extensive opportunities for undergraduate and graduate students to engage with community partners on meaningful projects. Existing engaged research and teaching efforts focused on sustainability, equity and resilience provide a strong foundation to build upon. While this is by no means a comprehensive list, the following are some examples of the diverse departments, research centers and programs whose work and impact could be further amplified through greater support and coordination around a purposeful research agenda to address regional challenges.

- The [Bill Lane Center for the American West](#) supports a range of research efforts related to sustainability, equity and resilience, frequently collaborates with local governments, and involves students in nearly all of its projects. For example, the Manager’s Mobility Partnership is a cross-jurisdictional collaboration involving city managers interested in regional transportation solutions, which has led to the creation of the new [Peninsula Bikeway](#) which connects four neighboring cities.
- The [Sustainable Urban Systems \(SUS\) initiative](#), located within the department of Civil and Environmental Engineering for the past three years, takes an integrated approach to sustainability, equity, and resilience challenges across the Bay Area, with engagements from San Jose to Stockton. Students work in partnership with cities, counties, and nonprofits on year-long projects related to affordable housing, resilience to sea level rise, transportation systems, and more. The teaching team involves faculty from multiple departments as well as partnership with the Public Policy Program’s practicum course. In Fall 2018, a follow-on course, [Environmental Governance and Climate Resilience](#),

engaged with local governments in the Bay Area around governance systems to promote resilience.

- Now in its sixth year, the [Sustainable Cities course](#) in the Urban Studies Program has enabled undergraduate students to work with community partners on critical urban challenges in our region. Other Urban Studies courses, such as [Gentrification](#), enable students to collaborate with nearby cities and nonprofits to address housing affordability issues, transportation, and economic vitality.
- The [Stanford Community Law Clinic](#) works on tenant protection issues, representing individuals facing eviction and collaborating closely with local housing advocacy organizations. The [Legal Design Lab](#), a joint effort of the Law School and the d.school, works to [improve access to legal assistance in the area of housing law](#) as well as an app to [facilitate legal assistance after disasters](#). A [Justice + Poverty Innovation class](#), offered by an interdisciplinary teaching team from the Law School, Sociology, and the School of Medicine, engages students in developing innovative solutions for problems related to housing, debt, and medical care in the Bay Area.
- Researchers at the [Woods Institute for the Environment, the Center for Ocean Solutions, and the Natural Capital Project](#) have been leading a range of projects in partnership with governments and nonprofit organizations around issues of sustainability and climate resilience. These include several projects focused in the region, such as a collaboration with the County of San Mateo to provide guidance to cities with regard to assessing future visions of the Bay shoreline. In addition, faculty and students involved in [Re-Investing the Nation's Urban Water Infrastructure \(ReNUWIt\)](#), a multi-institution, NSF-funded research center, have undertaken numerous collaborative projects with local government leaders to innovate new approaches to resolving critical water infrastructure challenges in ways that enhance climate resilience.
- The [Precourt Institute for Energy](#) and the [TomKat Center for Sustainable Energy](#) regularly collaborate with government agencies, entrepreneurs and nonprofits in the move toward clean energy. Precourt Institute recently partnered with the Law School to launch [Lawyers for a Sustainable Economy](#), which offers pro bono legal services for entrepreneurs and nonprofits.
- [Near Zero](#), a nonprofit based within the Carnegie Institution, works with policymakers to assess policy implementation and inform future decisions about California's greenhouse gas reduction efforts. These state-level policies have enormous implications for local governments in the Bay Area.
- A number of centers, such as the [Stanford Center on Poverty and Inequality](#) and the [Stanford Institute for Economic Policy Research](#), conduct policy-relevant research on housing issues, much of which is relevant to the Bay Area. Greater coordination across campus and with local governments open new opportunities to expand and deepen the impact of these efforts for the region.
- An [Introduction to Environmental Justice course](#) (offered in PWR and crosslisted with Earth Systems, Urban Studies, and CSRE) was taught for the first time in Fall 2018, and provides students with a framework for engaging on issues of sustainability, equity and resilience. A community engaged environmental justice course, [Shades of Green](#), has been offered through the Urban Studies Program for the past three years. Given the high level of student interest and relevance of environmental justice in our region, there is considerable room to expand upon these efforts.

- Faculty and students across a number of departments and centers have worked in partnership with parks, land trusts, and other local entities to address critical open space management issues. A [Woods Institute-funded research project](#) is documenting and promoting such partnerships, building upon the success of the community-engaged [Open Space Management Practicum](#) course taught in the Earth Systems Program.

Drawing upon input from faculty, staff and students working on these issues, the following recommendations outline the program infrastructure needed to support a place-based initiative focused on sustainable, equitable, and resilient communities:

Recommendation 1: Develop a place-based initiative focused on sustainable, equitable, and resilient communities (SERC).

- 1.1 Hire staff to lead the place-based initiative, housed in a new academic engagement unit or existing center, and in close partnership with each of the Stanford schools.
- 1.2 Design a process to solicit research and policy projects from community agencies and organizations, match those to relevant courses and faculty, and support these partnerships.
- 1.3 Designate teaching and research assistantships to support graduate student engagement in ongoing research collaborations with local governments and organizations.
- 1.4 Establish dedicated Cardinal Quarter opportunities to enable Stanford undergraduate and graduate students to contribute to ongoing research projects.

The SERC initiative would ideally be located in the new administrative unit recommended under Pillar 2. Alternatively, it could be incubated within in an existing center or program on campus (recommendation 1.1), such as The Bill Lane Center for the American West, which already has strong partnerships with local and regional government agencies and elected leaders, as well faculty connections across different schools and departments. SERC staff will be tasked with designing and overseeing a process to solicit and select projects from local and county governments and non-profits that address critical regional challenges related to housing affordability, climate change adaptation, infrastructure, transportation, public health, and education, among others (recommendation 1.2). Faculty will be the primary leads on selected projects, which will be integrated into their courses. These projects also present ideal opportunities to engage graduate students and we recommend designating teaching and research assistantships to involve them in the initiative (recommendation 1.3). We also see opportunities for undergraduate student involvement, and recommend dedicating Cardinal Quarter opportunities (quarter-long, full-time, public service experiences) so that undergraduates can be involved in these projects (recommendation 1.4).

Recommendation 2: Host an annual symposium on sustainable, equitable, and resilient communities

- 2.1 Host cross-sector annual symposium that convenes researchers, policymakers, and practitioners on the theme of sustainable, equitable, and resilient communities
- 2.2 Produce annual State of the Bay report that synthesizes research and policy development in housing, transportation, infrastructure, energy, health, and education.

Both campus colleagues and community stakeholders emphasized that Stanford can play a critical convening role. We recommend that Stanford commit to hosting a high-profile, annual symposium on sustainable, equitable, and resilient communities (recommendation 2.1). The goal of the symposium would be to bring together faculty, graduate students, policymakers, and practitioners to report on policy-oriented research partnerships, and to set priorities for the future. Co-hosting this symposium with one or more other universities (UC-Berkeley, UC-San Francisco, University of San Francisco, Santa Clara University, San Jose State University), would broaden the scope, and provide opportunities for cross-university collaboration on regional issues. To frame and guide the annual symposium, we recommend that Stanford, along with our partners, produce an annual State of the Bay report that synthesizes research and policy development and sets out research priorities in housing, transportation, infrastructure, energy, health, and education (recommendation 2.2). Modeled on the [State of the Rockies Report](#) issued annually by Colorado College, the State of the Bay Report would serve both as a framing document for campus-community collaboration, and an indicator of Stanford's commitment to meaningful engagement on regional challenges. The annual symposium would be supplemented by smaller, more focused convenings of campus and community partners to encourage sustained dialogue throughout the year on key priorities.

Recommendation 3: Design a clinical program for graduate students interested in regional policy issues related to housing, infrastructure/transportation, health, and education.

Modeled on the successful clinical program at the Stanford Law School, we recommend establishing a clinical program to allow graduate students to focus on relevant projects full-time. For doctoral students pursuing academic careers, projects that blend academic research with policy and practice provide valuable learning opportunities that can contribute to their doctoral training. For graduate students in professional schools, or doctoral students pursuing alternative academic careers, the opportunity to contribute to research projects that inform regional challenges in policy and practice would contribute to their professional development and illustrate career pathways in the public sector. Creating a clinical program will require faculty willing to maintain an active and ongoing portfolio of partnerships and projects, and to involve graduate students from a range of schools and disciplines. Many faculty already oversee research projects and partnerships that would lend themselves to a clinical program.

Recommendation 4: Develop a community advisory committee that includes representatives from partnering public agencies, non-profits, businesses, and philanthropies to guide and advise Stanford's community engagement efforts.

In order to best leverage Stanford's research and teaching capacity to address pressing regional challenges, community representatives should play a strong role in guiding and shaping the initiative, both during its design and as an ongoing part of its oversight. This best practice is supported by the Carnegie Foundation's Community Engagement Elective Classification, which asks prospective campuses to demonstrate how they involve and empower community representatives in making decisions about campus-university partnerships. To enable this, we recommend developing a community advisory committee that includes representatives from a range of sectors who can guide the scope and priorities of the initiative and advise program staff. The committee will provide both guidance and accountability for Stanford as we develop long-

term, collaborative, place-based engagement. A good model for such an advisory body is the [Regional Advisory Committee](#) for the [Center for Regional Change](#) at UC Davis. Composed of thought leaders representing state and local government agencies, nonprofits, private industry, and philanthropy, meets several times a year to help ensure the relevance of the Center's research projects to the broader community.

Recommendation 5: Illuminate career pathways in the region for undergraduate and graduate students, building upon progress to date through Cardinal Careers

Lastly, we recommend using the research practice partnership to illuminate career pathways for undergraduate and graduate students. The Cardinal Careers Program under Cardinal Service has already made headway toward helping Stanford students find career opportunities in the public sector. Yet, more can be done, and our partners in elected office and government agencies are eager to help. The proposed research practice partnership will provide numerous opportunities for student involvement, through community engaged learning courses and research projects, which can expose students to public sector careers in areas like public health, civil engineering, environmental stewardship, land management, and education, among others. As we seek to address long-term challenges facing our region, a part of our strategy should be exciting students about the ways they can contribute through careers in the public interest.

Faculty and staff from the following campus centers/programs were consulted in developing the place-based initiative:

Bill Lane Center for the American West
Center for the Comparative Study of Race and Ethnicity
Change Leadership for Sustainability Masters Program, School of Earth
Community Law Clinic, Stanford Law School
Earth Systems Program, School of Earth
Emmett Interdisciplinary Program in Environment and Resources (E-IPER)
Land, Buildings and Real Estate
Law and Policy Lab, Stanford Law School
Near Zero, at the Carnegie Institute of Science
Office of Government and Community Relations
Precourt Institute for Energy
Program in Writing and Rhetoric
School of Earth Outreach Program
Stanford Center on Poverty and Inequality
Sustainable Urban Systems Initiative, Civil and Environmental Engineering
Stanford Institute for Economic Policy Research
TomKat Center for Sustainable Energy
Stanford O'Donohue Family Educational Farm
Urban Studies Program
Woods Institute for the Environment