

The Urban Mission: Linking Fresno State and the Community

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Abstract

The “four spheres” model of transformation, as viewed through the lens of the urban mission of California State University, Fresno, is examined through current projects in economic development, infrastructure development, human development, and the fourth sphere, which encompasses the broad vision. Local projects will be highlighted.

Central California has historically been one of the fastest growing areas in the United States, with a correspondingly high poverty rate. From 1970 to 2000, the population of the San Joaquin Valley doubled to 3.3 million (Cytron 2009). The Valley population is expected to double again by 2040 (Fougères 2009). The San Joaquin Valley is an agricultural paradise; however, many residents in Central California find category-leading economic disparity. As recently as 2005, Fresno County ranked number one in the nation in concentration of poverty (Cytron 2009). Per capita income is 26 percent lower than the state average, and half of the 6.5 million residents are unable to afford a median-priced two-bedroom rental unit (Fougères 2009). Considering this serious situation, the “four spheres” model of transformation, developed in partnership with community leaders, is being utilized by California State University, Fresno, to address the needs of the community.

The Metropolitan University Mission

The metropolitan or urban university, a century-old concept, is still holding true to its mission to assist in societal problem-solving by taking action and translating knowledge into social impact. *Noblesse oblige* is the responsibility or duty of the well off in society to help the less fortunate. It is not just for charity, so that white middle-class students can “see the other side,” “build character,” or “open their eyes,” but also to change negative perceptions and beliefs. Historically committed to liberal arts and teacher training, the metropolitan university and urban mission break away from the ivory tower, “gown and town” perception of higher education and engage in a partnership with the community to maintain the survival of both (Dippo 2005; Harkavy and Wiewel 1995; Maruyama, Jones, and Finnegan 2009; Seaberry and Davis 1997). These institutions develop by reflecting the core values, issues, and needs of the surrounding community. These values, issues, and needs are clearly addressed in the mission of the university and in a philosophy that includes democracy in education. Using practical knowledge for the good of the public and to serve society, the urban university does not sit back and study from afar, but instead engages in action, donning

unique roles that respond to the challenges of the twenty-first century (Horvat and Shaw 1999; Maruyama, Jones, and Finnegan 2009; Seaberry and Davis 1997).

The Urban university is embedded in the heart of a populated area: not just in a city but of a city, with an obligation to serve the community, living as part of and not apart from the urban environment outside the campus gates, by linking campus, commerce, and neighborhoods. Extension, outreach, collaboration, partnership, external orientation and consultation between the urban university and the city are essential for the urban university to fulfill the urban mission of providing a permeable campus that extends into the community (Horvat and Shaw 1999; Seaberry and Davis 1997). The expansion of this “public sphere” elevates higher education’s role of not only serving the original population that surrounded its borders, but embracing and adapting to new demographics in an effort to close the distance between the local environment and the availability of higher learning. This anchoring prevents the surrounding community from suffering while the university prospers and builds a consumer-oriented approach including business, government, and education. These three systems work together to solve problems through partnership, outreach, and service (Borden 1999; Cantor 2009; Dippo 2005; Gilderbloom 2002).

This urban concept of the educational process includes faculty, research, and students as viewed through an alternate lens in comparison to traditional universities. Higher education is expanded to embrace the urban community and operates in terms of multiple generations throughout a lifetime. Educating the residents of today as well as their children and grandchildren demonstrates a commitment to life-long learning. The urban mission takes a holistic approach in meeting the needs of underserved populations using nontraditional, nonlinear paths that emphasize a seamless educational process from preschool through doctoral education. At many metropolitan universities, faculty are part-time and more hands-on with fewer graduate assistants. Faculty members give up some autonomy to work with other academic professionals on interdisciplinary research teams that address issues in the region. Metropolitan universities, committed to the urban mission, view human capital as a strength and hire faculty who have a broader perspective of service. The professional faculty incorporate service learning, support co-op agreements, and get involved with business leaders to establish joint learning, teaching opportunities, and internships. These teach students the democratic virtues of tolerance, generosity, honesty, social responsibility, and team work. Most of all, faculty of the urban university lead by example, organizing knowledge for implementation within the community, combining research with active extension services, and using the community as a laboratory for research. This is all attained in collaboration with local businesses, schools, governments, and social agencies (Borden 1999; Cantor 2009; Dippo 2005; Harkavy and Wiewel 1995; Maruyama, Jones, and Finnegan 2009; Seaberry and Davis 1997).

The student body completes the urban mission. Metropolitan students are typically older, attend part time, are of lower economic status, score lower on entrance exams, and have jobs and family responsibilities. These students are often unprepared academically and socially to attend a large, complex education system serving

hundreds of thousands of students every year; however, this is the education system in their backyard. These universities offer opportunities to those who may otherwise not be able to attend. There are more commuter students and most students need six to ten years to complete a degree. The urban university is ever changing to fit the needs of modern society, providing education, not just skills training, to promote life-long learning (Borden 1999; Horvat and Shaw 1999; Seaberry and Davis 1997).

The Fresno Community and the Four Spheres

To address Fresno-area poverty, leaders from several entities worked together with a shared desire to have a positive outcome in the community. Although the integration did not occur immediately or naturally, the desire to have an impact led to the creation of several different initiatives.

The Fresno Business Council was launched in 1993 for the purpose of addressing critical issues such as declining economic and social indicators. This small group of business leaders knew that they needed to be strategic, conscious, and intentional in their efforts to combat the issues in Fresno. In the early years, the focus was on convening stakeholders and defining what programs and services were already in existence (Fresno Business Council n.d.).

Published in 2000, the “Economic Futures for the San Joaquin Valley” report took the Fresno Business Council to the next level. The report described the possible paths for the Valley and the outcomes that would result from each. The recommendations included as part of the report prompted the Fresno Business Council to apply for and subsequently receive a James Irvine Collaborative Regional Initiative (CRI) grant designed to provide career pathways in targeted fields. The grant was a joint venture between Fresno State and the Fresno Business Council. Through the additional community partnerships that were established as part of the grant, the Guiding Principles for Civic Transformation (see Appendix A) were developed (Fresno Business Council 2001).

These principles, created as a new operating system for the Fresno region, help craft strategies and guide behaviors. The community values are key components for effective and sustainable community evolution. They reflect the essence of some of the area’s most effective community players and leaders. The Guiding Principles represent optimally productive behavior when working on behalf of the community and they serve to build vital trust across the very broad spectrum of stakeholders required to effect meaningful change. These are contracts for behavior and communication in healthy systems (Newby 2010).

Building upon the foundation created through the CRI, the Regional Jobs Initiative (RJI) was born. In 2004 the RJI’s goal was to create, through an industry sector approach, thirty thousand new jobs for Fresno. Led by Fresno State, twelve clusters were created to include every major industry sector and to develop a “built to last” economy (Regional Jobs Initiative 2010). The partnerships that were established

included public and private entities, industry leaders, elected leaders, and interested parties at all levels in between.

While focusing on the extreme rate of concentrated poverty, the RJI partners realized that to move people out of poverty the focus could not solely be on job creation or economic development. Other areas of concern that needed to be addressed to create sustainable change included human development, such as health and welfare; and infrastructure (both hard and soft), including transportation, land use, and air quality. These three broad domains or spheres of emphasis are the key elements of a prosperous and healthy community. There was an additional need to provide the guiding strategies and a place where accountability could be maintained. Therefore, a fourth sphere was created as an overarching arena for coordinated leadership, primary institutions, philanthropic organizations, and the elected sector.

The Four Spheres Model of Transformation is utilized as a frame for the Fresno approach to community work (Fresno Business Council n.d.). This model separates major Fresno area concerns into four spheres: Economic Development, Infrastructure Development, Human Development, and The Whole (see Appendix B). All spheres are equal in importance and interdependent, so they must be addressed simultaneously with a coordinated effort. Success in one is not possible unless there is progress in the others (K. Newby, personal communication, June 29, 2010). Fresno has implemented a model of partnership and full collaboration to combat the challenges that face the area. While there is a long way to go, sustainability comes from working together and great strides have already been made.

The Economic Development Sphere

As one component of the Four Spheres Model of Transformation, Economic Development encompasses the financial trade and industry within the community. There are eight elements within this sphere: industry clusters, innovation, entrepreneurship, workforce enhancement, government processes, public policy, business retention and attraction, and regional branding (Newby 2010). Economic development plays a vital role in the relative health and prosperity of our community. It leads to productivity of business, government, education, and workforce development. As Ken Newby stated, “this can lead to clearer and more actionable strategies for progress; many of which simply rely on increased communication and cooperation rather than the expenditure of large amounts of new resource” (K. Newby, personal communication, June 29, 2010).

As mentioned previously, there are certain activities that must take place in order for economic development to be fruitful. It is important to recognize that each of these activities has a host of other initiatives under way, which more carefully target the needs and solutions for that issue. With resources at a minimum, many players have focused on increased communication and cooperation as a development effort (Newby 2010). The following projects highlight Fresno State’s partnerships and its leadership role.

Fresno State has been a powerful force in forging ahead and bringing together faculty and the community. Major endeavors, such as the Regional Jobs Initiative and the California Partnership for the San Joaquin Valley, paved key pathways toward economic development for the region. Being recognized as an engaged partner, Fresno State has played a vital role in this multisector, multilevel initiative.

Fresno State's Office of Community and Economic Development (OCED) serves as the university's central player in the coalition of university and community efforts geared to economic needs and development. Established in August 2000, their mission is to align "the university's intellectual capacity and innovation-driven economic development initiatives to improve the competitiveness and prosperity of the region" (Office of Community and Economic Development 2008). Linking the university and its resources to the community, OCED has participated in many endeavors.

The California Water Institute's (<http://www.californiawater.org/about.html>) mission is to carry out concise, comprehensive studies that will provide the direction for better future uses and conservation of the state's waters; to promote practices that will enhance and preserve the state's water resources and quality; to serve as a center for research, education, planning, policy evaluation, and information transfer; to communicate the results of its research and studies with the residents of California; to collaborate with agencies and institutions in California to seek a positive resolution to the state's complex water problems.

The Center for Economic Research and Education of Central California (<http://www.csufresno.edu/cerecc/>) provides economic analysis for local business, community groups, and policymakers, and provides educational material to local educators. Recent activity of the center has focused on analysis of the labor market in the central San Joaquin Valley, the creation of an index of economic indicators and a business survey, and providing workshops for educators.

The Central Valley Educational Leadership Institute (CVELI) (<http://www.csufresno.edu/cveli/>) is designed to initiate and implement systemic change; improve program quality in educational communities; and provide equal access to learning for all students.

The Central Valley Health Policy Institute (http://www.csufresno.edu/ccchhs/institutes_programs/CVHPI/index.shtml) provides the following: planning and managing for sustainability, needs assessment and strategic planning, diversity management, developing culture and language appropriate programs, program design and evaluation, and understanding and interpreting data and its impact on programs.

The Central Valley Higher Education Consortium (CVHEC) (<http://www.collegenext.org/missionvision.html>) unites several institutions to increase higher education participation and success in the Central Valley. The vision is to make the Central Valley the state leader in higher education attainment, resulting in an

enhanced quality of life and economic vitality for valley residents. The goal is for everyone to know that the Central Valley is the premier place to get a quality education.

Civic Engagement and Students for Community Services (CESL)

(<http://www.csufresno.edu/cesl/index.shtml>) promotes the value of community service to students, faculty, and staff. CESL represents the university in activities that establish service-oriented partnerships with other educational institutions and the community we serve. Similarly, the Craig School of Business (CSB) Internship Program (<http://www.craig.csufresno.edu/internships.aspx>) continues to provide opportunities for CSB students to be engaged in the local business community and gain valuable work experience prior to graduation.

The Institute for Family Business (<http://cvifb.org>) has a mission to preserve the family business heritage by providing a forum for exchanging ideas, research findings, academic courses and information about the business and personal issues that are unique to family firms. The Institute for Family Business is a unique cooperative of concerned community members and the Craig School of Business, with support from the Greater Fresno Area Chamber of Commerce. Membership is focused on family businesses but also recommends involvement from organizations that support family businesses, as they need to understand the unique issues families face in business.

The Lyles Center for Innovation and Entrepreneurship (<http://www.lylescenter.com/>) assists both students and community members in pursuit of their entrepreneurial goals. The Lyles Center delivers assistance through applied learning, professional consulting, and managed problem solving. The Lyles Center helps entrepreneurs develop successful companies through integral professional consulting services and programs. As a recognized leader in entrepreneurship education, the Lyles Center uses its strategic position to leverage resources from the entire university to assist innovators and entrepreneurs in the development of their business. The Lyles Center acts as a bridge for the campus and community, linking resources of both to achieve success in the marketplace.

The University Business Center (UBC) (<http://www.craig.csufresno.edu/ubc/>) serves as the outreach arm for the Craig School of Business at California State University, Fresno, offering professional development programs and a state-of-the-art meeting facility. The UBC focuses on providing businesses and professionals with services and resources to foster growth, job creation, and economic prosperity. Built in 1987 with donations from private businesses, the UBC has an impressive history of serving private enterprises and public organizations in California's Central Valley.

The Infrastructure Development Sphere

There is much to consider as current leaders set plans in motion to address the population boom over the next thirty years and favorable outcomes will not happen without infrastructure development. Lack of infrastructure will lead to increased

poverty and will compound the problems reflected in the unfavorable statistics already mentioned in this research.

As these statistics continue to manifest during the years ahead, where and how will people live, work, and continue to use precious resources? Current economic conditions stress a need for frugality and responsible urban planning, which will be an ongoing concern. A strong structural element is crucial for the planning needed to accommodate population growth. In terms of structural dynamics, the role of infrastructure cannot be underestimated. Fombrun states, "Structure comes about as a result of three interactive but partially autonomous levels that exist within every social collectivity: infrastructure, sociostructure, and superstructure" (1986). How will the infrastructure needs of an increased population be served?

Federal and state funding provided infrastructure expansion for transportation and irrigation systems during the 1970–2000 growth period. Federal and state agencies have not always undertaken infrastructure development on their own. Since the start of World War II, research has become a fundamental part of the university mission as federal agencies increased funds dramatically for research to support vibrant cities, disease reduction, and national defense (Videka, Blackburn, and Moran 2008). Infrastructure needs are most critical at this current juncture; however, lack of funding limits most possibilities. Federal and state governments are not positioned to help solve these problems or fill needs due to current budget constraints. Therefore, enterprising organizations from all sectors of the community must come together to determine reasonable outcomes and solutions to the problems.

Public and private partnerships can create an environment of shared responsibility and commitment to the issues. The community itself must take an active role in attempting to solve future urban and societal needs. In terms of defining roles, community building efforts often focus on identifying, supporting, and developing the kinds of indigenous resources and mechanisms that can be mobilized to determine and address community needs and priorities (Chaskin et al. 2006). California State University, Fresno, plays a significant role in shaping the infrastructure needs of City of Fresno, Fresno County, and the San Joaquin Valley at large. Fresno State has been an active community partner in aligning like organizations, assessing needs, and offering solutions to the many issues facing the Central San Joaquin Valley.

Infrastructure development can be defined to include land use, urban landscape, transportation of people and goods, air and water quality, industrial parks, greenspace and the urban landscape, workforce, housing, arts and culture, and green technology. The paragraphs ahead give examples of ways in which California State University, Fresno, is leading or collaborating with other entities to solve the many issues that plague the San Joaquin Valley. The university indeed lives up to the motto of "Powering the New California." The university shares intellectual capital, but also creates institutes and centers to take a lead role in solving infrastructure issues. Examples of this leadership include the following projects.

The Craig School of Business at Fresno State is affecting workforce development, movement of goods, and water quality infrastructure in the following ways. In 1996, The Central Valley Business Incubator (CVBI; <http://www.cvbi.org>) was formed to assist with the launching of start-up companies and to offer help to expanding existing companies. Incubator services help entities overcome barriers to entry by helping with access to capital or other business-related challenges such as planning, consulting, networking, accountability, fund development, rental space, shared office services, and access to office equipment. In-class or online course work is offered in business planning and business readiness. In fourteen years, the CVBI has assisted over 3,900 entrepreneurs and generated over \$21 million in capital for San Joaquin Valley start-up companies. In the central California region, 2,030 verifiable jobs can be directly attributed to CVBI influence (Central Valley Business Incubator 2010).

To help solve prevalent Valley water infrastructure issues, the CVBI, the International Center for Water Technology (ICWT; <http://www.icwt.net/>), and Fresno State formed the Water and Energy Technology (WET) Incubator (<http://westernfarmpress.com/environment/041807-wet-incubator/>) in 2007. Fresno State donated the land to house the WET Incubator. Water issues are at the forefront of problems concerning the San Joaquin Valley and the WET Incubator seeks to be a leader in developing water, energy, and other environmental technologies. The WET incubator combines the training experience of CVBI with the research and testing experience of Fresno State. CVBI operates the WET Incubator and the ICWT provides the technical review and evaluation of emerging water and clean energy technologies. The ICWT also provides technology development assistance, research, development, industry testing, certification, education, and training.

The College of Science and Mathematics at Fresno State is also an active participant in infrastructure development, working on issues such as water conservation, air quality, and disease reduction. The Research Infrastructure in Minority Institutions (RIMI; <http://rimi.csufresno.edu/>) is a newly established biomedical research resources laboratory. RIMI research is primarily focused on three core functions: functional genomics and proteomics, functional imaging, and bioinformatics. Functional genomics is the study of genes, their resulting proteins, and the role played by the proteins in the body's biochemical processes. Proteomics is the study of the complete set of proteins produced by a species, using technologies of protein separation and identification. The RIMI facility has acquired state-of-the-art instrumentation, software, and bioinformatics support. Three projects are currently being researched in the RIMI lab, which studies the effects of Central Valley pesticides on breast epithelial cells in Hispanic/Latina farm workers; air quality and immunoproteomics; and marital caregiving interactions in Alzheimer's disease ions.

Incurable disease affects quality of life in many ways in the Valley. The College of Science and Mathematics created the Central California Autism Center (<http://www.csufresno.edu/ccac/index.shtml>) to offer treatment and conduct research consisting of principle-based behavior therapy for children 18 months to 6 years with a diagnosis of autism or related disability. Most children receiving behavior therapy

services improve their skills and abilities across language, motor skills, self-help skills, social skills, pre-academic skills, and general learning skills. Many show a decrease in problem behaviors. The Central California Autism Center is achieving a high level of success in integrating students back into traditional elementary school settings.

Also housed within The College of Science and Mathematics is the Institute of Climate Change, Oceans, and Atmosphere (ICOA; (<http://www.csufresno.edu/icoa/index.shtml>), which fosters interdisciplinary research and learning in areas of climate change, oceanography, and atmospheric science. Unintended human-induced climate change is a large-scale environmental problem, particularly in the San Joaquin Valley, requiring expedient action. In Central California, climate change has an elevated importance due to the dominance of agriculture to the regional and state economy, and the concerns of a large and growing population. The study of the physical, chemical and biological processes of oceans is directly related to climate change and the implications for the San Joaquin Valley. In other words, studying ocean patterns is directly connected to elements of the water cycle, runoff/recharge, surface water, and ground water. Farmers depend on such research to assist with planning and lobbying for seasonal water allocations.

The farming community also benefits from the contributions of the Jordan College of Agricultural Sciences and Technology (<http://jcast.csufresno.edu/>) at Fresno State. The dairy science program has become a national leader in providing professionals with the latest advances in dairy production, dairy processing, and allied industries. Fresno State combines the best scientific, managerial, and technical training with practical hands-on experience. Other educational institutions may focus on research, animal genetics, and management of purebred herds; Jordan's dairy program emphasizes commercial dairy management and specifically applied sciences in managing large commercial herds. As the state continues to grow, feeding the population will continue to be a challenge. Physical infrastructure is most important; however, the university is involved with setting policy for infrastructure development.

The Maddy Institute (<http://www.maddyinstitute.org/aboutus/index.html>), an offshoot of the College of Social Sciences at Fresno State, has become a policy leader by inspiring citizen participation in government, elevating government performance, and providing nonpartisan analysis and assistance in providing solutions for public policy issues important to the region, state, and nation. The Maddy Institute trains local officials and civic leaders, provides scholarships for students interested in public service, and creates forums and research centered on public policy issues and public administration. Areas of focus of The Maddy Institute include service learning, character education, civic engagement, safe schools, multicultural competence, vocational preparation, and community-parent-school partnerships. Training needs to be ongoing for the leaders of the next generation who will plan for and manage the infrastructure.

This fall at Fresno State, two additional centers are launching which will make substantial contributions to Fresno State's influence on land use planning and the growth of cultural arts. The College of Social Sciences is launching the San Joaquin

Valley Urban Planning and Environmental Resource (SUPER) Center and the College of Arts and Humanities is launching the Center for Creativity and the Arts (CCA).

The SUPER Center will become a resource in assisting Valley cities and communities with their land use, transportation, and air quality needs to comply with future state regulatory requirements. Many Valley cities are left without planning resources in this down economy because building fees are not being generated to pay for planning departments. The SUPER Center seeks to fill that void by working with local municipalities to assist with these environmental needs as they pertain to future Valley growth. Workshops and seminars on urban planning subjects will be offered, via outreach programs throughout the Valley, as the SUPER Center becomes the leader in knowledge of regional planning and blueprint initiatives. These issues need to be studied thoroughly to insure a favorable quality of life for future residents.

Recent closing of the Fresno Metropolitan Museum left a tremendous void within the region in terms of cultural arts offerings. The Center for Creativity and the Arts hopes to fill that void by offering residents rich artistic experiences like those that were previously enjoyed at the museum. Year-round exhibitions and programs will be offered in support of creative, visual, and performing arts curricula. The interdisciplinary thematic exhibitions will include cinema, music, dance, theater, book clubs, readings, lectures, and hands-on learning opportunities. The CCA is a shared intellectual and imaginative space and a vehicle for public engagement with the arts, which will inspire, innovate, collaborate, and offer dialogue across disciplines, cultures, industries and global perspectives.

The Human Development Sphere

The Human Development sphere consists of health/wellness/safety, traditional and vocational education, multifaceted literacy, workforce readiness, leadership development, remediation of poverty issues, access to good jobs, and access to a positive physical environment. Each component above can be addressed through policy development, community engagement, educational attainment, or corporate involvement. However, each component in the Human Development sphere does not occur in isolation. Therefore, a multifaceted approach involving governmental policy, community and corporate action, and educators at every level is essential to create an environment to support positive human development.

The San Joaquin Valley in Central California has a diverse ethnic community, with 49.1 percent Hispanic/Latino, 34.8 percent white, 9.3 percent Asian/Pacific Islander, 4.8 percent African American, .8 percent American Indian, and 1.2 percent multiracial in 2009 (City of Fresno 2009). In the Central Valley, one in four children live in poverty and the per capita income in Fresno County is just above \$15,500, which is 32 percent below the per capita state income average (Flores and Dominguez 2006). According to Orfield and Lee (2005), minority children are far more likely than whites to grow up in persistent poverty. These complex social conditions compound the challenges faced by educators, and rural educational leaders often feel the governmental pressure from

school reform initiatives because of poor academic performance and low high school graduation rates (Masumoto and Brown-Welty 2009).

California State University, Fresno, under the leadership of many talented and committed individuals and programs, has shown commitment to the Human Development component of the Urban Mission. The university has partnered with community organizations and the City of Fresno, and faculty and students have engaged in various service-learning projects with corporations and community organizations. The above statistics and the complexity of the issues necessitate the interaction and collaboration of diverse entities working together. The following demonstrate Fresno State's community involvement.

The California Partnership for the San Joaquin Valley (CPSJV; <http://www.sjvpartnership.org/>) is an example of state-regional collaboration. In June 2005, under executive order from the governor, eight cabinet officers worked with local government and private sector representatives from eight Valley counties to develop a Strategic Action Proposal to improve the economic well-being and the quality of life of the residents. The Strategic Action Proposal is being implemented through ten interdependent groups, coordinated and integrated through a Partnership Secretariat in the Office of Community and Economic Development at Fresno State. The Strategic Action Proposal is based on "Three Es" of sustainable growth and quality communities: prosperous economy, quality environment, and social equity. Two of the tangible outcomes of the work are almost \$5 million for workforce training and a coordinated and integrated regional approach to economic development, workforce development, and K-12 education.

The Human Investment Initiative (HII) was launched in 2007 to address the destructive force of poverty (Fresno Business Council, 2009). The Human Investment Initiative is a "sister project" of the Regional Jobs Initiative (RJI) because leaders realized prosperity cannot be attained unless all citizens have the opportunity to participate. The Human Investment Initiative is a "multi-sector initiative to address concentrated poverty beginning in the urban core of Fresno" (Fresno Business Council 2009). According to a 2005 study by the Brookings Institution, Fresno has more areas of concentrated poverty than any other large city in the nation (Berube 2006). Fresno State became involved when an HII executive team member established a social entrepreneurship class at the university which added to the existing courses on urban and civic entrepreneurship, and is creating a leadership and volunteer pipeline for the HII and other community efforts.

The Central Valley Health Policy Institute (CVHPI) at California State University, Fresno, is collaborating with The California Endowment (TCE) Building Healthy Communities (BHC) to measure the baseline and assess the progress of the "four big results" (Briones, Cortez, and Capitman 2010). The four big results include providing a healthy home for all children, reversing the childhood obesity epidemic, increasing school attendance, and reducing youth violence. CVHPI identified data elements to

measure the four big results and the ten outcomes, including both direct (measurable) and indirect outcomes.

According to Berube (2006), Fresno ranked fourth among the fifty largest cities in the United States in overall poverty rate, yet ranked first in the nation for concentrated poverty. Concentrated poverty is the poor living in high-poverty neighborhoods. In Fresno in 2000, 43.5 percent of the poor lived in high-poverty neighborhoods. The Lowell community in Fresno is one of the “concentrated poverty neighborhoods.” The Lowell Neighborhood Project is a collaborative effort between the City of Fresno and Fresno State. The Lowell community was chosen as the first area to target resources because of its location, relative size, and the neighborhood’s historic status. The goal is to turn Lowell into a healthy, mixed-income, desirable, self-sustaining neighborhood (E. Junn, personal communication, June 25, 2010). Fresno State has also partnered with Stone Soup Fresno (<http://www.stonesoupfresno.org>) in a diverse neighborhood close to the Fresno State campus. Stone Soup Fresno is a community-based organization that supports the Hmong, Latino, and African American residents within the neighborhood through a variety of program offerings. The Asian Social Work Club, a Hmong-American fraternity, and the Hmong Students Association at Fresno State also partner with Stone Soup.

Service learning is another way Fresno State partners with the community, through volunteerism, community service, and service learning courses. Chris Fiorentino of the Jan and Bud Richter Center for Community Engagement and Service Learning shared that during the 2008–2009 school year 31 departments offered a total of 77 courses, taught by 110 instructors through 191 sections, which enrolled 5,125 students and contributed 161,281 service learning hours to various community and corporate organizations (California State University, Fresno 2009). The total economic impact of the university’s community service learning participation is estimated at over \$22 million during the same time period. The above totals only include service learning courses, and do not even take into account Fresno State students who participate in some type of service learning through individual volunteerism, or community outreach with a group outside the university itself.

The integration of teaching, research, and service within a community context is clearly spelled out in the urban mission. According to Mundt, since much of the world’s population lives and works in urban areas, the urban university is positioned to promote “diversity, generational improvement through education, and improved quality of life through knowledge generation, dissemination, and application within its community” (1998, 252). However, because of the drive for universities to become research institutions, the urban mission has been abandoned or marginalized.

Looking at the above examples of partnerships between Fresno State and the surrounding community, this is a university that has not abandoned or marginalized the urban mission. Fresno State is an example of a university fully committed to the enrolled students, potential students, citizens, community, businesses, and the surrounding area.

“The Whole” Sphere

The fourth sphere, or “the whole,” encompasses and unites the other three spheres through coordinated leadership; engaged institutions, citizens, and philanthropy; and an effective political sector. The interests and concerns of business and industry leaders, politicians, the nonprofit arena, educators, and community members often vary considerably. This sphere model balances potentially competing interests and concerns by utilizing a coordinated, network style of leadership instead of a traditionally hierarchical leadership style (K. Newby, personal communication, June 29, 2010).

The urban or metropolitan university requires strong leadership to maintain the academic mission of the university while providing a broader purpose of both responding to and developing the region in which it resides. The urban or metropolitan university is defined by its philosophy of integration into the community (Hathaway, Mulhollan, and White 1990). The leadership of the university must work with the leaders of the other three spheres to coordinate the betterment of the whole, since they represent the whole.

University leaders, as well as community leaders, must recognize the most crucial issues confronting the community; they must make projections about future needs; and they must have the ability and capacity to develop programs that will help meet those needs. Dr. John D. Welty is president of California State University, Fresno, and is also part of the coordinated leadership for the metropolitan area of Fresno. In Fresno, where poverty is the most fundamental issue driving development and strategic planning, the coordinated leadership believes the solution lies within its own ranks. Outside expertise may be brought in to consult on occasion, but making an intentional effort to grow talent and businesses from within is the long-term solution (K. Newby, personal communication, June 29, 2010).

As a transformational leader, President Welty brought the mission of the Coalition of Urban and Metropolitan Universities (CUMU) to Fresno State in the early 1990s. His vision of a premier engaged university, the idea that every student would have a meaningful service learning opportunity before graduating and that this could be accomplished without a mandate, is well on its way to being achieved (J. Welty, personal communication, June 11, 2010). A number of elements were necessary in order to accomplish this vision. First, the vision needed to permeate the campus and it had to be seen as a priority. Dr. Welty has spoken and written about engaged learning on a consistent basis: “Engagement with our community and region is one of our top priorities . . . we are seeking to become one of the top 10 comprehensive engaged universities in the country” (Welty 2010).

Another key element is the branding of the vision. Branding is a public relations strategy that tells the community what the university is all about. Fresno State’s “Powering the New California” is a slogan that says Fresno State is progressive, is a leader, and will serve, not only the Fresno region, but the entire state. Dr. Welty has supported the vision of an engaged university by incorporating community service into

the retention, tenure, and promotion (RTP) requirements for new faculty. Additionally, college and department leadership have supported an engaged university, as evidenced by the more than fifty programs that reported service learning for the 2009–2010 academic year (Welty 2010). With the support of the department leadership, Fresno State students have abundant opportunities in which to participate in service learning.

One of Fresno State’s responsibilities as an engaged university is to provide job-ready graduates for knowledge-based jobs that have been forecast for the area. Fresno State must align its programs to the regional economy, and it must work with local school districts to ensure that their students are prepared to benefit from higher education available in the community. While the rate of college-ready high school students in Fresno is only half of the rate of the rest of California, Fresno State has developed a relationship with Fresno Unified School District that looks promising for increasing the pool of local qualified students. Some of the strategies utilized in this partnership include hiring more counselors to decrease the caseload of the counselors; providing tools, such as software that makes student advising more efficient; instituting an ambassador program staffed by college students; requiring that every student meet with a counselor to discuss college preparation and options; and providing a jointly funded liaison to the school district (B. Vinovski, personal communication, June 14, 2010). This is an example of coordinated leadership with a shared vision, strategically planning for a future that will benefit the region by first benefiting the individuals.

Faculty members are active in civic roles, and civic leaders serve as adjunct faculty. Students are involved in the university’s urban mission through internships, through service learning, and as volunteers (Nichols 1990). The university serves as an urban center for culture, recreation, and athletics. An example of the effectiveness of these programs at turning college students into engaged citizens is when a student’s language changes during the course of an internship or service learning opportunity from “they,” meaning the organization in which the student is working, to the inclusive “we” (J. Blossom, personal communication, July 8, 2010).

Both the university and the community benefit as a result of university grant writing. The community has access to university research and data skills to inform the local planning process. A broader range of community organizations may be impacted. Since most prospective grants tend to break down during the writing stage, coordinating with the university helps get the grant written. The university realizes the intrinsic benefit of honoring its service mission. Grant coordination provides opportunities for faculty to become engaged by informing the writing process. Knowledge is expanded to the nonprofit sector (Nader et al. 1999).

In May 2010, the Fresno State American Humanics Student Philanthropy Project, a university program training future nonprofit leaders, awarded \$3,000 grants each to the Fresno Institute for Urban Leadership, the Fresno Reel Pride Film Festival, and the Binational Center for the Development of Oaxacan Indigenous Communities. Over the last four years, the student group has awarded \$29,000 to organizations including “Boys and Girls Club of Fresno County, Encourage Tomorrow, Fresno

Interdenominational Refugee Ministries, Inc., RiverTree Volunteers, Valley Teen Ranch, Fresno Street Saints, and Central California Regional Obesity Prevention Program” (Jendian 2010).

Community/university projects and interests are advanced when educational and civic leaders lend their name and influence. State and local policies and legislation are dependent upon this kind of support (Nichols 1990, 26–34, 112–115). Fresno State has a strong partnership with civic leaders. Two examples of such partners are Mayor Ashley Swarengin and Craig Scharton.

Ashley Swarengin, Fresno mayor since 2008, has deep roots in both Fresno State and the city of Fresno. She completed her Bachelor of Science and Master of Science in Business Administration at California State University, Fresno. For two years she served at Fresno State as the Director of the Office of Community and Economic Development, where she focused on workforce development strategies and educational initiatives. Her subsequent work in the Regional Jobs Initiative and the California Partnership for the San Joaquin Valley established her as a key political advocate for improving the quality of life for Fresno residents (City of Fresno Mayor’s Office 2010).

Craig Scharton, Director of the City of Fresno Downtown and Community Revitalization, stated during an interview on the Fresno State radio station, KFSR, his commitment to partnering with academia. He cited the university’s research and outreach as a resource for the city (Scharton 2010).

Conclusion

“Solutions require large networks of trusted partners” (Fresno Business Council 2010). There is no doubt that the university is a trusted partner. With what has been described as “boot strap resources” it is amazing to see the economic impact that all those committed to this endeavor have contributed. The challenge is for our community to remain focused and create purposeful, coordinating strategies and actions that will help us to move forward.

The San Joaquin Valley is a better place to live and work because of the past and continuing efforts of California State University, Fresno. As Fresno State continues to “Power the New California,” there will be a bulldog footprint over many efforts to increase the quality of life standards for existing and future residents. None of this will happen without firm infrastructure in place and Fresno State will continue to be a major influence on future progress.

Appendix A. Courtesy of the Fresno Business Council.

COMMUNITY VALUES OF THE FRESNO REGION: Guiding Principles for Civic Transformation

1. Stewardship

We will lead and follow as stewards of our region, caring responsibly for our community assets. We will work together to achieve the greatest, long-term benefit for the community as a whole.

2. Boundary Crossing and Collaboration

We are willing to cross political, social ethnic and economic boundaries and partner with others to achieve community outcomes. We will lead beyond the walls to create an inclusive, cohesive community through partnership and collaboration.

3. Commitment to Outcomes

We are willing to take responsibility for tasks and achieving specified outcomes. We are committed to staying involved until the tasks are completed.

4. “Art of the Possible” Thinking

We believe that anything is possible in the Fresno Region. We will envision success without limitations and then backward map a specific, attainable strategy for achieving that vision.

5. Fact-Based Decision Making

To the greatest extent possible, we will base decisions and action plans on objective data, thereby avoiding distortion of issues by personal feelings or agendas. At the same time, we seek to get to the heart of the matter and recognize that facts without context can be misleading.

6. Truth Telling

We value the empowerment of everyone involved, along with all community stakeholders, to honestly and forthrightly share all knowledge, experiences and insights relative to the work at hand. We take responsibility for ensuring our truth is current, not historical. We all share the responsibility for maintaining the truth telling standard.

7. Power Parity

We respect all persons and recognize that there are diverse viewpoints. Positional power will not determine a strategy or preferred outcome, merit will. Viewpoints from diverse constituencies will be proactively sought to ensure the best possible outcomes for the community.

8. Commitment to Resolving Conflict

Conflict is inevitable and is sometimes required in order to achieve the best outcomes possible. Healthy conflict involves valuing every individual regardless of his or her

stance on a specific issue and an unwavering commitment to working through the conflict in a positive manner despite its severity.

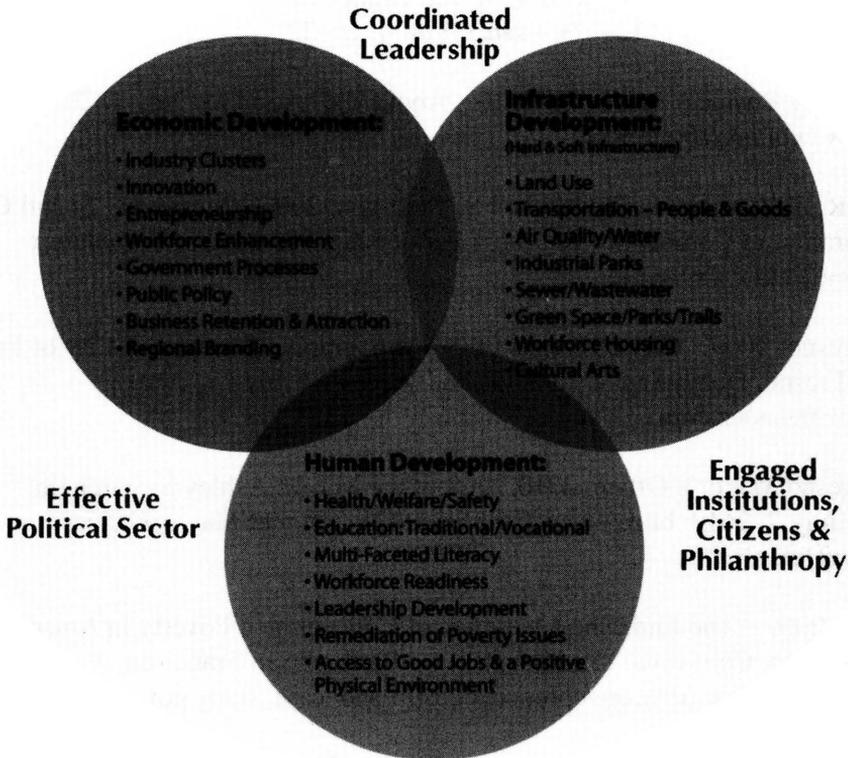
9. Asset-Based Approach

We are focused on using a strengths-based, asset-oriented approach to people and issues. We believe that positive change occurs when we appreciate, value and invest in what is best in our people and community.

10. Conflict of Interest

We agree to disclose any personal or professional conflict of interest that may affect our objectivity before engaging in work that will impact the community. We seek to avoid even the appearance of impropriety.

Appendix B. Courtesy of the Fresno Business Council.



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