

## **Commonwealth Forum Transcript**

### ***Beyond the Ivory Tower: The New Politics of Campus and Community in Massachusetts***

**Date:** September 11, 2000

**Location:** Boston, MA

STATE HOUSE, BOSTON, SEPT. 13, 2000.....Have the academicians come down from their Ivory Tower, ushering in a new age of more enlightened and expansive "town-gown" relations? That was the question posed Monday in the latest Commonwealth Forum hosted by MassINC and the Massachusetts Foundation for the Humanities. Six officials from Boston-area universities, public and private, as well as a government official and historian, debated the issue at the at the Omni Parker House. Among the policy points and observations made during the forum:

Closer interaction between universities and communities is a developing trend in the Northeast and among Ivy League schools, but has been a longstanding tradition in the Midwest and at small colleges. · Communities are placing increasing demands on colleges and universities to support affordable housing and local schools and to meet other societal needs. · In addition to direct economic aid, universities and colleges can provide mentoring for local school systems, and support for area businesses, through cooperative programs. · In mostly urban areas, universities are motivated by self-interest to better their surrounding neighborhoods, or else succumb to encroaching blight. · Communities often resent local universities for things like hastening gentrification and property acquisitions that squeeze out longtime residents. Public higher education institutions have a duty to serve the community, but the obligations of the private university are much less clear, and often fail to meet community expectations.

#### **Moderator:**

**Robert Hollister**, Dean of the University College of Citizenship at Tufts University

#### **Panelists:**

**William Bulger**, University of Massachusetts President

**Richard Freeland**, Northeastern University President

**Anthony Galluccio**, Cambridge Mayor

**Paul Grogan**, vice president for government, community and public affairs at Harvard University

**Margaret McKenna**, Lesley University President

**Ronald Story**, professor of history at the University of Massachusetts at Amherst

**COMMONWEALTH FORUM PROJECT DIRECTOR MATT MALONE:** The topic is political because it asks what the social obligation of one member of the community is to the whole, and vice versa, and how these obligations are best met. Our state enjoys one of the greatest concentrations of colleges and universities in the country including some of the world's leading institutions. Our topic is new in a sense because the relationship between campus and community has changed radically in the last few decades - the

product of an evolution. First, campuses were intellectual islands detached from their communities. Next the physical growth of both campus and community gave rise to town-gown relations, a chief goal of which was to mitigate the perceived negative impact of the campus on the community. Now, however, in many places, campus and community have moved beyond this do-no-harm approach and are forming positive proactive partnerships for economic development and civic engagement.

Many challenges face these new partnerships, and the beast of mutual suspicion has yet to be tamed. The sponsors of the forum see this new relationship as a welcome change. We share a common goal - to employ the intellectual resources of the Commonwealth in the service of the body politic. We see answers to these questions. What does the future hold? What might stand in the way of progress? Is the intense concentration in Massachusetts a help or is it a hindrance? How can the intellectual resources of the academy, not just its economic resources, be used in the service of civic engagement? And last, what might the community owe the campus? We have assembled a distinguished group of individuals, all of whom have a particular expertise. No college or university has a more compelling obligation to act in the public interest than the public university. University of Massachusetts President William Bulger, in his inaugural speech, summed up the mission of the university as this: "It is for life, not merely for living, that we must prepare our students."

**BULGER:** Thank you very much, I deeply appreciate the generous introduction. I will try to be brief and be prepared to answer questions. It's nice to be here and to see so many of my old colleagues. I see former Sen. George Bachrach. I see from up in Manchester By The Sea and Pride's Crossing, a real live Republican. I'm just not clicking properly - Rep. Forrester Clark. The last Republican I had was running against me, he was a veterinarian. In 1990, my slogan was "even though everything is going to the dogs, this is not time to call in the veterinarian."

Let me begin with a nice little quote from John Adams, our second president of the United States, who knew quite a bit about education and put some valuable paragraphs into the Constitution of Massachusetts, which don't find their way into any other state constitution or that of the United States. Adams said, Human nature with all its infirmities and deprivation is still capable of great things. Education makes a greater difference between man and man, between one person and another, than nature has made between man and brute. It should be your care therefore and mind to elevate the minds of our children and exalt their courage. If we suffer their minds to grovel in infancy, they will grovel all their lives. John Adams. I think that if we in the world of education were to find ourselves capable of following the charge that our friend John Adams provides for us when he says if allow their minds to grovel in infancy, they will grovel all their lives. If we kept our eye on the development of education, the abilities to read, to write, to think, those things that only humans can do, the true purpose of education. There are many times when we talk about training and discipline, which are wonderful in their own purpose. But to develop the human being, to develop the intellect, if we were to do that, whatever we managed to do by way of direct help in a more corporate fashion for our neighbors in the community would not rival what we would be doing for each individual who comes to us and then in their own subsequent lives and careers would be of greater service to the community and the economy. But most of the time, we're speaking about the economy and not this loftier purpose described by John Adams. I would just say we should always bear in mind we're so much more than an economy. We have the most

noble of purposes in the world of education. Nothing has been more pleasing to me than the last five years in this whole area of public services in the world of education. Especially at the University of Massachusetts, which I think of as such a largely under-appreciated institution, a place that has so much greatness. Somebody said if you're serving the public, you're serving no one, don't expect anybody to stand up and say thank you. The University of Massachusetts has never received all the credit and gratitude it deserves. I want to thank the Massachusetts Institute for a New Commonwealth and the Massachusetts Foundation for the Humanities. I'm also honored to be participating with today's group of panelists.

Today's topics really goes to the heart and meaning of higher education - what is our responsibility to the community surrounding us? Our campuses are in many ways cities within cities, and they are populated by generally young people, generally unpredictable people. How would you like to be mayor of such a place? We have our own laws, our own police forces, our own media, our own community pride. Yet most of the residents of our community are not residents of the surrounding community, and they feel like they have no stake in it. It takes effort to engage our institutions in the life of the community in a meaningful way. I have a few of the words of the Massachusetts Constitution written by John Adams. There's a new biography coming out of John Adams, written by David McCullough. But a couple of things about what the Massachusetts Constitution states - wisdom and knowledge as well as virtue, diffused generally among the body of the people, being necessary for the preservation of their rights and liberties; and as these depend on spreading the opportunities and advantages of education in the various parts of the country and among the different orders of the people, it shall be the duties of legislatures and magistrates, in all future periods of this Commonwealth, to cherish the interests of literature and the sciences." Of all of the things about education, it really does transform individuals, and ultimately those individuals transform the world in which we live. I'm grateful for such a friendly and patient audience. I will not take advantage of it. I'll step aside and be prepared to be called on for the panel.

**MALONE:** In addition to President Bulger, we have a group of distinguished panelists here today. Northeastern University President Richard Freeland; Cambridge Mayor Anthony Galluccio; Paul Grogan, vice president for government, community and public affairs at Harvard University; Lesley University President Margaret McKenna; and Ronald Story, professor of history at the University of Massachusetts at Amherst. President Bulger, we are especially pleased to welcome our moderator Robert Hollister, the dean of the University College of Citizenship at Tufts University.

**HOLLISTER:** I was thinking we have an ideal panel for this topic. I think we have an ideal audience as well. In going through the guest list, I encountered at least 18 Massachusetts colleges and universities, a similar number of public agencies. We've got an incredibly big topic to explore, and I wanted to suggest that our goal really is to start exploring it and to provide a basis for continuing dialogue and action. I want to encourage those of you on the panel and all of us to think of this panel as consisting of three acts: Act 1 is from 4:45 to 6 pm. Act 2 is a continuation of the discussion at a certain establishment that provides liquid refreshment, and Act 3 is continuing discussion after today. I invite all of you to participate actively in each of those three acts. Our agenda is simple: four main questions and pieces that attach to it. First is what's going on? What's happening around this theme? Secondly, why are those new trends, if they are new, occurring? Third, where's it heading, or where would you like to see this head?

And then what factors are going to determine whether the visions you espouse, we're able to get to.

President Bulger talked in his opening remarks and the last issue of *Commonwealth* magazine did a marvelous job of framing our topic. The magazine applauds this new era and new role, arguing that there's a new era of university-community partnerships, colleges and universities across the Commonwealth functioning as catalysts for community change and development. So the key first question is, is that in fact happening? Have we entered a new era? Is the title of this symposium, "Beyond the Ivory Tower," a fantasy or an emerging reality? Mr. Freeland, I'd like to ask you to start us off. How are you changing Northeastern's approach to university-community relations, and how's it different from when you were inaugurated?

**FREELAND:** I'm not so sure it's quite as new as some of the claims currently being made in the media. You have a history of urban engagement in this town alone. I think we're talking more of a continuum, and a change in intensity and nature of the dialogue. The interesting question is what's going on now and how's it different from maybe what was happening in the 60s. I think there are some new things. One thing that's particularly striking to me as president of Northeastern and an observer of the 1960s - I think there is less federal funding available to support programmatic linkages between higher education and the community. In that context, communities are turning to universities more directly, to contribute their own resources and expertise to community betterment. That's a real challenge to a university - what is a legitimate claim on the budget of Northeastern or Lesley or UMass in terms of helping our surrounding communities?

A second factor - the dialogue between community and university is more pragmatic than it was in the 1960s. There was a lot of intellectual unloading in the 60s, a lot of antagonism in the community. I think we've got cooler heads now. I think we can do business. I would cite the experience of Northeastern recently. We live very close to our neighbors in Roxbury, Fenway and the South End. Particularly in Roxbury, we've been able to find a great way to have land transferred to a common community development corporation that will support both student housing and affordable community housing. That's been a win-win. I have been impressed that it has been possible and indeed exciting to find a whole series of ways that university and community can find common ground, come together on collaborative projects and advance the interests of both.

**HOLLISTER:** President McKenna - is Lesley University functioning as a catalyst for community change? What steps and policies define your institutional approach?

**McKENNA:** Lesley was founded to train kindergarten teachers. We were an early feminist, integrated community activity tradition. It continues today. We're a private institution with a public mission. We want to create an environment to create leaders to bring about community change. We're in a majority of all the school districts in Massachusetts. In Cambridge, we run the literacy programs jointly in every one of the elementary schools. We have never been an ivory tower. We have always been interested in bringing practitioners into our faculty because they bring a view of community life. Two things have happened - higher education and all education is being held accountable by the public and under more scrutiny. That's a good thing. People are saying we understand what you're doing and you need to be part of this community. The second thing is people getting involved in this trend are the prestigious, notable

institutions. We've heard a lot about resurgence. I don't think they're new. A lot of small colleges have been good citizens forever. We haven't paid a lot of attention to them because they're not the people high on the screen.

**HOLLISTER:** Paul Grogan, you've recently written an impressive book, "Comeback Cities: A Blueprint for Urban Neighborhood Revival." What's the role of higher education in your blueprint? Are they bit players or major figures? You might comment on the institution that's currently sending you your paycheck.

**GROGAN:** Some things have changed. In my 20 years of working on inner city revitalization, institutions of higher education were pretty inconsequential to trying to do anything positive. I think that is changing, for the reason that a number of colleges and universities are in a situation where the adjacent blight and disintegration are so advanced that their own position is undermined. When I took this job I was very interested in what was going on around the country, and 99 percent of what is getting airtime is this beleaguered university in declining urban neighborhoods finally doing something about it. I think we need to think much more broadly than that. Another thing that's changed, a permanent change, the rest of the private sector is becoming less and less attached to place. In city after city, the infrastructure of place-oriented corporations is disappearing and it may soon be gone. The institutions that won't come detached are the public and private universities. Their importance has to rise. There will be great new pressures on us, and it's going to go way beyond trying to fix the adjacent blight.

**HOLLISTER:** What is Harvard doing that's new in this area?

**GROGAN:** Harvard was born as kind of a community college, training the principal public servants of their time. The people of Harvard don't think that tradition has ever been lost. But the institution itself was not regarded as responsive, as involved, as engaged. We launched a major housing initiative last year. The university has a tremendous capacity to be a good partner. It must rest on self-interest to be sustainable and enduring. We are not faced with encroaching blight, but Harvard has a tremendous interest. We are in bitter competition for the best students and faculty, and the attractiveness and vitality of Cambridge and Boston have been a tremendous competitive advantage. And finally, we occasionally have to get some approvals from public entities to fulfill our aspirations, and strong, multidimensional relationships with civic life are absolutely essential to our own interests.

**HOLLISTER:** Mayor Galluccio, you have a somewhat different window on this phenomenon. From your vantage point, what's new? Are we entering a new period of university-community relations?

**GALLUCCIO:** First let me say it was very enjoyable to have Paul answer that question with me sitting right beside him. Let me just backtrack. There's a couple of pieces. The first goes back to the 70s and 80s and civil rights demands and divestment demands that were made on Harvard, and accomplishments that were made, and a perception that with the proper organization and pressure, you can make demands on private university and reach your goals. Those expectations have led us beyond that, and Paul has just hit on another subject - you start with what is the expectation of private universities. We take for granted that public universities have obligations. But then you have the development phenomenon, which is the general discussion around university

expansion and the linkage that goes on around university development. Historically, Cambridge is a fascinating place. There is, I still believe, the majority of residents are very appreciative and feel the advantages of our major universities really outweigh the disadvantages. At the same time, there's cynicism. Major university expansion happened at the same time as gentrification of many of our neighborhoods.

I remember some saying that rent control was Harvard's doing. Some of it is a class issue. Of you don't own property or have wealth, Harvard and MIT and Lesley can be easy targets. I should say that every member of my family has worked at Harvard at one time or another. The shift though from university into more corporate-minded citizens, which led to privatization of jobs, having a separate real estate arm which made decisions outside the university, led to some bad feelings in some neighborhoods. I think also because of the huge housing pressures on this area, it's no secret that the universities have caused a huge demand on the housing market and I think, rightly so, residents hold universities responsible for housing students, and if they can't, make sure the universities are investing in the community to make up for the pressure. I do think it's a new day. Because of the development issues that are arising, from my perspective, it has to be acknowledged that the universities - we are who we are in large part because of the university, but we also have neighborhoods that were there first, and the neighborhoods are not suburbs of the universities, as they've sometimes been treated. Let me close in saying there's a reluctance over the last few decades that once a university starts to do some housing or take responsibility around employment or privatization, there's a concern that we are now going to be accountable in a public way, the way government is. I think they're starting to get over their fear, and getting over it is a huge part of the partnership.

**HOLLISTER:** Professor Story, there's been a nice dimension to the discussion that reminds me there's a history to these issues. But we've talked mostly about the recent past. From your perspective as a historian who's looked at these institutions in some detail, what if anything is new, and what elements of today's discussion are echoes of earlier discussions?

**STORY:** If we were having this discussion in the Midwest, it would be a totally different discussion. Midwestern universities have always interacted with their communities. The University of Wisconsin did research that benefited the community; you taught your students that public service was a good thing. It's not true in the East, but there was that long tradition. That's a century old now, that tradition of relationship between university and local community. It hasn't happened as much here because the dominant universities are private and not public. Maybe that will turn around.

Secondly, it seems the experience of World War II and the Cold War are significant. Universities played a key role in helping us defeat the Axis and the Soviet totalitarianism. We wouldn't have had radar and jet propulsion, atomic energy, without them. The form of university research for external funders was established in World War II and that's the pattern we see today. External funders determine the nature of university research and what university researchers do.

Thirdly, in the 60s and 70s, whatever you think of the excesses, enormous social progress was made, particularly in smashing down the barriers of discrimination and access. Universities played an enormous role in that struggle. It was just as important to

open doors to women and African-Americans and Latinos as it was to defeat the Axis. That continues too. The mayor said one of the issues that's made Harvard more respectable and more responsive was the struggle over investment in South African companies.

Lastly, I would say there's a long tradition, the way President McKenna discussed, of a high level professional and vocational and technical education. It seems to me all the pieces are here and we're building on a rich tradition. I think the faculty by and large welcome being useful. You can experience a sense of sterility if you're just an outstanding scholar and outstanding teacher but don't give anything back. Why is there a sense that this is new today? Suburbanization and gentrification have left the places where universities were originally built in bad shape. Since World War II and the Cold War, most people went to the suburbs, the cities are in bad shape, but the universities are still there. It's also obvious that university research is driving a large part of the New Economy. Not only are university researchers doing research for corporate sponsors, but university faculty are now themselves becoming the business entrepreneurs. That's unprecedented. Don't know where it's going to lead, but it's powerful and important. I agree with some of the speakers generally that we want to be involved because we need public support.

**HOLLISTER:** I was very interested in President Bulger's remarks when you reminded us that the core mission is about teaching, not research.

**McKENNA:** I really think that one of the criteria a university should be judged on is the percentage of their graduates who vote. (Audience applause.) We really need to think about educating the whole person as a good citizen. Our citizens no longer vote. They volunteer, but they don't vote. The more students you have that volunteer, the less they vote. How's that for scary?

**GROGAN:** Harvard freshmen register to vote when they register for their fall classes. It's really unprecedented and in response to student activism.

**HOLLISTER:** We're talking a lot about encouraging recent experience with new and old forms of partnership. I wanted to ask a number of panelists to share their experience with what are the ingredients of a real partnership? If you'd be so kind as to make a headline statement of the one or two points.

**FREELAND:** Northeastern has a long history of cooperative education, in which we place our students in companies and public agencies and paying jobs to contribute to that organization and to enrich their education. There's a genuine interest served of the student and the employer. I think that's a genuine partnership. As an example, what we're doing to teacher education - we have our students in the schools.

**BULGER:** I would look for something that is not simply self-defense, but an honest effort to be helpful, and not something that's necessarily seizing an opportunity that's beneficial for self. Ms. McKenna has made a good point about whether people are voting, a good yardstick. How about whether in fact they're offering themselves as candidates for public office across the land? I think Harvard did a great thing for the United States of America if it had nothing other than John Adams as an alumnus. If the education were all that it should be, it would have a dramatic influence on people. They

wouldn't be able to forget Pericles telling people that you're useless if you don't involve yourself in public life. There are so many of these things, and they're complicated, you would at least expect that we would be good corporate citizens. But that flows from being good educational institutions, one that provides not only a good understanding for its students, but also which then calls upon us to be all the things we would have them aspire to be.

**HOLLISTER:** Too often we discuss university-community relations in the theme of university as catalysts for community development as if it is or could be a separate enterprise. It works best when they're part of a fundamental mission. Mayor Galluccio, imagine you'd been hired as a consultant to the president of Harvard or MIT or Lesley. What advice would you give about how to be a more effective partner in Cambridge?

**GALLUCCIO:** Stop worrying about how much the city or community loves you, and put aside who loves each other the most, and who's responsible for whose economy and who's responsible for getting each other there. One of the core ingredients of a good elected official is to always be out there. When brushfires arise, you're out there to put them out. I would say to have a constant community presence, not only in school system, employment practices, economy or housing, I would say mentoring or tutoring, that constant presence in the community. You're still going to have good days and bad days, and not every linkage proposal will be met with open arms. But you become part of a team. I believe that goes a long way with residents.

**McKENNA:** I think the mayor's being restrained because I know he loves Lesley most.

**GALLUCCIO:** Lesley has worked on a grassroots level. I went over the other day for the name change and the switch from college to university, but I ran into a lot of young people from Cambridge. That's not a new effort. Lesley has not been afraid to break that ground.

**McKENNA:** It's got to be a joint agenda, and most partnerships have not been that way. Each has to bring something. The university has to stay within its mission and expertise. A lot of colleges and universities who are getting involved in schools have no understanding of K-12. But they're in, they're telling K-12 what to do. The true partnership exists where you define the agenda together, define the research agenda and the evaluations together, and you create a combined team of community and university people. Otherwise, you come and go. You do a project and when you go away, it goes. The team, that takes more effort, but in the end, it has mutual benefits and longstanding effects.

**HOLLISTER:** It's the crystal ball question - the year 2010, another forum on this same topic. What would you like the picture to look like 10 years from today? What accomplishments, what characteristics of the university-community working relationship? I ask that you think about the full array of intellectual resources of your respective university. What are your visions?

**FREELAND:** My vision of Northeastern 10 years out is that we will be a model of a university contributing in constructive ways to our urban community. First of all, to go to the core mission -that means a significant part of our educational mission - there will always be room for people from our immediate neighborhoods. In terms of our scholarly



mission, our faculty will always place their expertise at the service of their community, and we will evaluate them to the extent that they accomplish that. Over and above that, as corporate citizens, that Northeastern will extend where we are to add significantly to our community and the well being of Boston, particularly in terms of durable relationships, not ephemeral relationships. That includes contributing to the schools and helping the Boston schools improve, contributing to the health care and public safety and economic development. Thirdly, I would like to see Northeastern increasingly be a model of the kind of urban community we encourage the broader community to be. We welcome diversity. We see ourselves as helping the nation and city invent itself in a pluralistic, diverse approach.

**GROGAN:** Whatever happens, I would hope that this kind of discussion would seem kind of peculiar and quaint. There are forces in motion that will mean something very different. The significance of place-based institutions will continue to decline. I believe that relatively tight labor markets in New England are here for the foreseeable future, and it's going to require universities to engage very differently with community. The integration with the knowledge economy - higher education has always been important in Massachusetts, but it is so far beyond that with the way the economy is heading. We're headed toward a very different world. What needs to happen is a level of contact where we prize the people of our community and it's as natural as breathing to have and maintain and continue to invest in a web of relationships so we're not just talking to one another when we have to, which has been altogether too much the case.

**HOLLISTER:** What you're describing is a multiplicity of working relationships that if indeed they become durable need exactly that vision.

**McKENNA:** I'd love to see us take all the components of what we now do and create a model which is a totally integrated model from the floor up, leaving no child behind in an economically feasible model in a very diverse community. And you make it so you can disseminate it to other urban communities. I'd like to work with Cambridge on housing that would be intergenerational, even have a place where retired practitioners could come in and live on the university grounds. I'd love to see the Art Institute of Boston somehow find a home that opens up to the public. Maybe we could get Boston to help us find someplace on the waterfront. And the last thing is I hope that Harvard lets us use their boathouse someday for our two crew boats.

**HOLLISTER:** September 2010. Your comments and questions. An interesting set of players are the impressive array of private organizations in the audience. Where would you and your members like to see this topic in 10 years? Or if you don't feel like answering that question, answer another.

**AUDIENCE QUESTION:** I would build off the last model. Both Northeastern and Lesley proposed really integrated community models. I would think that's what foundations would be most interested in - integrated models of community and students where the educational institution is not standing alone.

**BULGER:** There's not much I would disagree with, only one little thing. I think the university should perform so well in their fundamental educational purpose that we have citizens who are capable of engaging in all kinds of self-help, and also creating institutions and corporations which can do all these things and allow someone to stay at

the huge and absolutely essential task of education. I'm not unmindful of the value of all the things that have been described, but others might do it. What if everyone in the town were a professor? Then we wouldn't need all these, because they would be such self-helpers. It's extreme, but I'm trying to make a point.

**HOLLISTER:** It's a key reminder that our most significant product is educating students, not housing units.

**BULGER:** It makes such a huge difference in people's lives. I would just never want to think that those who have taken on the responsibility for doing it were distracted by all these other great things that, however great, are not as important as the essential noble purpose.

**FREELAND:** If there is a single distinguishing characteristic of higher education in this country, it is the range of institutions. They represent quite different takes on this issue. My vision is that we would each in our own way find appropriate relations to our community and not become cookie cutters.

**GALLUCCIO:** The issue for elected official and community activists is we didn't put a sign up that said bring us more educated, good taxpaying citizens. We feel like we have enough of them. The South End and Roxbury don't feel that's their immediate need. We feel that way in Cambridge. The issues around housing and employment are more important for me, having Harvard and MIT and Lesley require a semester of community service for every student. The big question is can that happen? A lot has to do with confidence of leadership. Universities have to look at themselves and decide who they are bureaucratically and can they make those public investments if they're functioning as a real estate or corporation.

**AUDIENCE QUESTION:** Do you think there needs to be some reform in the traditional reward system, whereby faculty are given tenure on the basis of research, teaching and community service, with the emphasis always on research, somewhat on teaching, and never on community service, and where community service is taken into account, it tends to be to the university community. Can you envision a time when community service is given such emphasis as research and teaching?

**BULGER:** You described the three functions, but your question suggests there should be greater recognition of the value of community service. I won't argue with that. In many cases in our own university, the University of Massachusetts, we exalt those who have been good community servants. They're really deeply appreciated, I think.

**STORY:** I think it is an issue. I'm optimistic about the public service function of universities, but it's partly because of habit and tradition and goodwill. I'm less optimistic about being able to build this into the reward system. Most people go into academe because they think of themselves as potential teachers or potential scholars. Even when you get to be ancient like I am, it's really hard to give that notion of yourself up. When you start to think of yourself as a public servant, it's a different profession. Unless the whole paradigm of higher education changes, which it might, and you begin to attract a civil servant kind of professor, then I'm a little skeptical.

**McKENNA:** There is no one answer here. Colleges and universities have different visions and major research universities are always going to reward scholarship. That's their mission. We are primarily a teaching institution whose mission is community-based. It is part of our hiring and promotion policy. It's suitable to our mission. The problem colleges and universities run into is they don't stay true to who they are and become a fourth-rate research institution. For some universities, it's the right thing. All universities ought to pay attention to it. You've seen changes in some of the smaller institutions.

**AUDIENCE QUESTION:** I have a question about participation. At all the MCAS hearings, at the State House, in the city, what are we going to do with the 10,000-20,000 children who will likely not pass the MCAS? We have not heard from your universities. No one steps up and speaks for Harvard or Northeastern. It's a decided lack. Your forebears established the curriculum I still teach a hundred years later. We work extraordinarily hard to get our kids into you. If you're going to participate and dictate, you need to stand there and roll up your sleeves and be part of the everyday fight. How are these decisions made, and why as institutions haven't you made statements on this very, very important issue?

**FREELAND:** I agree with you that academic leaders at higher education institutions have a responsibility to speak out on issues affecting education. As a matter of fact, just to correct the record, President Bulger and I teamed up to give a very strong position on MCAS. We gave statements, we made a brochure, we felt it was our responsibility as presidents to do this. I think we've been a bit more responsive than you characterize us as being.

**AUDIENCE QUESTION:** I am here because I care about the nation, community, education. All this time, I noticed that education in America, we blame the victims. Harvard may be the second richest non-profit organization. If I remember, there was a statement that we must end welfare as we know it. Instead of building community, you build prisons. Then you own the whole world and homeowners become homeless, so big Harvard can own all the land and own the whole place. Why should we blame education for the poor community? Why do the children of the poor and immigrants have to be blamed for the failure of education?

**GROGAN:** I'm not sure how to respond to that. What's the question?

**AUDIENCE QUESTION:** If we are ready to declare to end welfare as we know it, when are the government and Harvard and non-profit entities going to stop putting taxpayers in bondage for the name of your own corporate greed?

**GALLUCCIO:** These are sentiments that are not uncommon in the Cambridge community. The issue is when corporations are still considered tax exempt for the purpose of contributions to that community. It leaves the issue of huge property owners, most of which is tax-exempt, huge demand on public services. I think that's a great entry into the issue of public versus private.

**GROGAN:** This is actually a rough kind of justice. Going back to the point of empathy and really knowing each other, it's one thing to recognize these resentments exist. The idea of this injury is complex. It's important that the resentment not be fed by public officials so we can start from a common base.

**HOLLISTER:** Tony Cortizi, what have we missed?

**AUDIENCE COMMENT:** I wouldn't say we've missed very much. One is what is the quality of the health of the people and the quality of the environment, and what are the universities doing to minimize their environmental footprint. It's a major thrust of the University of Massachusetts system and also for Lesley. The issue is not simply for the specialists, but training the people who will make all the things we need, and do it in an environmentally sensitive way.

**FREELAND:** This is part of being an educated citizen in the 21st century. Northeastern has a major program of recycling. We try to surround our citizens with good practices.

**AUDIENCE COMMENT CONTINUED:** The second point is related to health. A lot of the environmental concerns are related to the protection of public health. The university could help with research around health issues. It should be part of all the curriculum, not just for the specialist in health or the environment.

**AUDIENCE QUESTION:** If you go backward 100 years, we had a very high infant mortality rate. One of the institutions said our training and expertise does not go beyond the hospital doors. That brought a firestorm of criticism, which moved the medical schools to reach out with maternal and infant health. It's wonderful that we bring new people from all over the country and world into our institutions. Thirty years ago, they were populated mostly by students and faculty with local roots. The commitment to rootedness is not there today. They see themselves as temporary. How do you involve people heavily in a community when the payoff is not there? How do you orient them to feel that they're in a community when they know they're going to move on? If everybody's just cycling through, nobody owns the place. That's a special effort that has to be made.

**GROGAN:** Yes they're transient, but three out of four of graduates at Boston College are involved in community service. They're doing it. They're way ahead of us. Certainly, Harvard ought to be doing more to rebuild the pipeline of the local system. There used to be more students that came through the Cambridge Rindge and Latin feeder system. That's atrophied a lot. We've been inattentive to that.

**HOLLISTER:** President Bulger, you started us off, you give the benediction.

**BULGER:** The University of Massachusetts, 85 percent of its alumni remain in Massachusetts, whereas at Harvard, 85 percent leave. So we are very rooted. There's something about universities, by their nature, they're very frequently just in the community, but not of it. That gives me a little problem when I see someone doing too much that others might have been able to do with the proper instruction or help. That's one of my little concerns about the nature of the institutions of higher learning - it's really probably never going to be so much of it, as in it.

**HOLLISTER:** We've begun to tiptoe into the question of the nature of community. The traditional framing of this topic is of university and community. A number of examples we've heard urge a more integrated approach and that we struggle to lead toward university being part of community. That would represent a stage well beyond

partnerships, a new meaning of community, which is a different kind of embeddedness and rootedness.

**AUDIENCE QUESTION:** I'd like to raise four key phrases. One is there is a concept called community-based research. I'd like to throw that concept on the table, especially in light of the comments about the circularity of external funding driving research at the university. Now we say that university research is driving the economy, the other bullet is the concept of primary prevention design, especially from the point of view of health and as it related to education. I'll not list the other two. We talk about bringing all the children along. In fact, by the time most who encounter difficulties in the schools arrive in school, they have already been left behind. If we're going to talk about research priorities - prenatal, perinatal, nutrition.

**HOLLISTER:** I would urge us to treat this as a topic to continue to talk about. We are about to start Act 3. As we adjourn to the Last Hurrah, I would remind the group of the words of Charles Dickens, who visited in 1842 and made some rather laudatory comments about the institutions we all represent: "Above all, I sincerely believe that the public institutions and charities of this capital of Massachusetts are as nearly perfect as the most considerate wisdom benevolence and humanity can make them." Can we achieve a next period in university-community relations that meets Mr. Dickens' optimistic assessment?