Work in Progress: Economic and Institutional Impacts of an HBCU as a Community Anchor Institution

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Economic and Institutional Impacts of an HBCU as a Community Anchor Institution

Abstract

Historically Black Colleges and Universities, or HBCUs, are increasingly described as community anchor institutions, yet the evidence base often separates economic contribution from the institutional and community engagement practices through which nearby communities actually experience that anchor role. This traditional research paper examines Morgan State University as a community anchor institution through an exploratory triangulated case study that combines a pilot perception survey with documentary evidence. Guided by Anchor Institution Theory, Economic Development Theory, Social Capital Theory, and a critical race perspective, the study draws on three evidence streams: a structured survey of 17 community connected respondents living near the university; official university documents on economic impact, procurement, capital development, entrepreneurship, and community engagement; and peer reviewed and external sources used to interpret the case. The paper asks three questions: what economic and institutional anchor capacity Morgan demonstrates, how community connected respondents perceive that role, and where institutional performance and local perception converge or diverge. Findings show strong macro level and institutional anchor capacity. Morgan reports $1.5 billion in statewide economic impact, more than 8,200 supported jobs, nearly $71 million in annual state tax revenue, and substantial concentration of these effects in Baltimore City. The university also shows institutional anchor practice through minority business participation targets, local hiring provisions, supplier diversification, entrepreneurship support, and community engaged health and neighborhood initiatives. Yet the survey reveals a visibility gap. Trust, partnerships, and overall benefit were rated positively, while local hiring, local procurement, resident voice, and displacement protection were more mixed. The paper argues that anchor excellence for HBCUs should be judged not only by scale of output but by whether benefits are proximate, legible, participatory, and equity protective. For community engagement scholarship, the case shows that economic impact claims are strongest when they are paired with transparent partnership structures and evidence of locally experienced benefit.

Keywords: HBCU, community anchor institution, Morgan State University, institutional impact, local economic development, community engagement, equitable development

1. Introduction

Historically Black Colleges and Universities occupy a distinctive position in American higher education. They are educational institutions, cultural stewards, labor market engines, and civic actors in communities that have often experienced long periods of racialized disinvestment. National evidence shows that HBCUs generate significant educational and economic returns for students and surrounding communities, while policy and strategy documents increasingly recognize them as engines of community prosperity and intergenerational advancement [1,2,3]. For community engagement scholars, this makes HBCUs important sites for understanding how institutional power is translated into partnership, local opportunity, and public value.

At the same time, describing an HBCU as an anchor institution requires more than showing that it produces graduates or supports aggregate output. Anchor status is place based. It concerns how a permanent institution uses land, hiring, procurement, partnerships, and capital projects to shape neighborhood conditions over time [4]. For urban public HBCUs, the question is especially important because institutional expansion unfolds in neighborhoods where race, land, investment, and historical exclusion remain deeply intertwined. A critical race perspective therefore sharpens the anchor conversation by asking not only whether growth occurs, but who benefits, who participates in decisions, and who bears the costs [5].

A persistent weakness in the literature is that evidence on HBCU anchor performance often sits at one of two levels. One strand emphasizes macroeconomic contribution, such as jobs, spending, alumni outcomes, and tax effects. Another emphasizes community narratives, trust, and partnership. Fewer studies place these levels in direct conversation within a single case, and fewer still examine how economic and institutional impacts become visible through community engagement practice. As a result, institutions may appear successful at the regional level while leaving unresolved whether those benefits are visible, local, participatory, and equity protective in the neighborhoods closest to campus.

This paper addresses that gap through an exploratory triangulated case study of Morgan State University. It asks three questions: What economic and institutional anchor capacity does Morgan demonstrate at the levels of scale, operations, and relationship infrastructure? How do community connected respondents perceive the university's role? Where do institutional evidence and local perception converge or diverge, and what do those patterns imply for community engagement research and practice? The paper makes three contributions. First, it offers a structured four lens framework that integrates anchor institution theory, economic development, social capital, and critical race analysis. Second, it uses that framework to evaluate Morgan through both documentary evidence and survey responses. Third, it argues that the most demanding test of HBCU anchor excellence is not output alone, but the visibility, locality, participation, and equity protection of the benefits produced.

2. Conceptual Framework

Anchor Institution Theory provides the starting point for the analysis. Universities are unusually fixed organizations. They own land, maintain large payrolls, procure substantial volumes of goods and services, and cannot easily relocate. Because of this permanence, their routine operating decisions can either reinforce local inequality or help stabilize surrounding communities [4]. In the HBCU context, anchor logic carries additional historical weight because these institutions have long served not only as educational providers but also as civic platforms in communities where other sources of capital and influence were often absent or uneven [1,2,3].

Economic development adds the second lens. If a university claims anchor status, its footprint should be visible in labor demand, tax generation, alumni earnings, procurement opportunity, business formation, and neighborhood commercial activity. Yet aggregate impact is not enough. A stronger anchor standard asks whether the value created by the institution remains geographically and socially legible to nearby residents, especially through hiring, supplier access, entrepreneurship support, and durable neighborhood opportunity.

Social Capital Theory adds the relational dimension. An anchor institution should not only circulate money. It should also build trust, reciprocity, and durable partnership structures that allow communities to shape and share in development. From this perspective, volunteerism, community based research, neighborhood organizations, and co produced initiatives matter because they determine whether the university is experienced as a partner or merely as a powerful adjacent actor [4,14].

A critical race perspective then tests whether the institutional model is genuinely equity oriented [5]. For HBCUs operating in historically Black urban communities, development is never racially neutral. Expansion of housing, academic facilities, and commercial corridors can create opportunity, but it can also intensify fears of exclusion, rising costs, or decision making without meaningful local voice. The anchor question is therefore not only whether the institution grows, but whether it grows in ways that broaden participation, protect legacy residents, and resist reproducing the spatial inequities that made HBCUs necessary in the first place.

Table 1 translates this integrated framework into evaluative questions used in the case analysis and later discussion of implications for community engagement research, partnership design, and engineering and technology education.

Table 1. Integrated framework for evaluating an HBCU as a community anchor institution.

Lens	What the lens highlights	Core evaluative question in this study
Anchor Institution Theory [4]	Place based permanence, operational leverage, and civic responsibility	How does Morgan use hiring, procurement, land, and partnerships to shape nearby community conditions?
Economic Development perspective [1,2,3]	Jobs, spending, tax effects, alumni earnings, and commercial opportunity	How much value does Morgan generate, and how much of that value becomes visible and locally accessible in Baltimore and nearby neighborhoods?
Social Capital perspective [4,14]	Trust, reciprocity, partnership structures, and community rooted collaboration	Is Morgan experienced as a trusted partner with durable community facing infrastructure and meaningful avenues for collaboration?
Critical Race perspective [5]	Historical inequity, power, participation, and displacement risk	Who benefits from growth, who has voice in decisions, and how are legacy residents protected?

Figure 1 visualizes this framework. At the center is “HBCUs as CAIs”, surrounded by the four overlapping lenses. This figure is a reminder that any serious discussion of HBCUs as anchors must keep economic impact, institutional strategy, relationships, and racial justice in view at the same time.

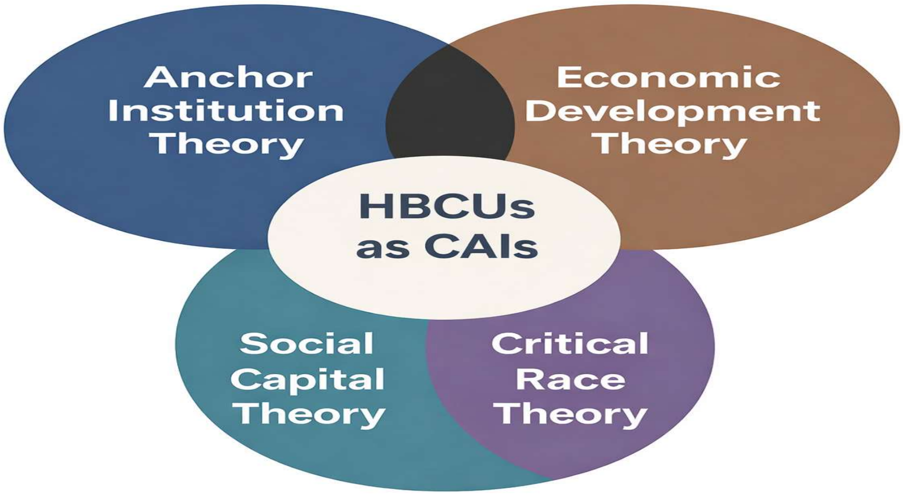


Figure 1. HBCUs as community anchor institutions located at the intersection of anchor institution, economic development, social capital, and critical race theories.

3. Methodology

This study uses an exploratory triangulated mixed methods case study design [6]. Morgan State University is an analytically useful case because it is a public urban HBCU with visible economic impact claims, active capital development, and established community engagement infrastructure. The design does not ask whether every neighborhood outcome was caused by the university. Instead, it asks how the university's economic and institutional anchor role is structured, evidenced, and perceived when multiple sources are read together.

The first evidence stream is a pilot survey administered to community connected respondents living near Morgan State University. Seventeen individuals completed the instrument. The survey is treated as exploratory and descriptive rather than representative. Items were organized into four domains: anchor role and vision, economic impact, community partnerships and inclusion, and equity and future impact. Responses were recorded on Likert scales and summarized with domain level and item level means to identify where perceptions were strongest, where they were mixed, and where potential tension with the institutional record appeared. Although limited in size, the survey provides an initial window into how community connected stakeholders interpret partnership, benefit, and inclusion.

The second evidence stream is a purposive document set focused on economic impact, procurement, capital development, entrepreneurship support, community engagement, and public accountability [7,8,9,10,11,12,13,14,15,16,17]. Documents were included when they provided direct evidence on one or more anchor dimensions identified in Table 1. Preference was given to official university documents, a peer reviewed article on Morgan CARES, and established scholarly or policy sources used to interpret the case [1,2,3,4,5,6,14]. This source strategy improves documentary relevance, but it also requires caution because institutional documents may emphasize achievements more than contestation or resident critique.

Analysis proceeded in three stages. First, survey responses were summarized descriptively. Second, the documentary record was read deductively through the four conceptual lenses of anchor institution theory, economic development, social capital, and critical race, with specific attention to partnership structures, operational practices, and local opportunity pathways. Third, both evidence streams were triangulated. Convergence was interpreted as evidence that institutional activity was visible and persuasive to community connected respondents. Divergence was interpreted as an indicator of limited neighborhood legibility, incomplete communication, or uneven local benefit.

The study's credibility rests on transparency about scope rather than on claims of statistical generalization. The survey sample is small and community connected, and much of the documentary record is institutional in origin. For that reason, the paper does not claim causal impact or broad representativeness. Its contribution is analytical: it offers a disciplined way to evaluate HBCU anchor performance by placing scale, operations, perception, partnership, and equity in the same interpretive frame. Table 2, Figure 2 & 3 provides the evidence streams, racial and highest education distribution respectively.

Table 2. Evidence streams, analytic role, and interpretive caution in the integrated case study.

Evidence stream	Description	Analytic role and caution
Pilot survey	Seventeen community connected respondents living near Morgan State University; Likert scale items across four domains	Provides exploratory perception evidence; useful for pattern detection, not representative inference
Official institutional documents	Economic impact pages, news releases, procurement announcements, engagement reports, planning and development materials [7,8,9,10,11,12,13,14,15,16,17]	Documents scale, operational practices, and formal commitments; may overrepresent institutional achievements
Peer reviewed and external sources	HBCU economic literature, anchor theory, critical race framing, mixed methods guidance, and the Morgan CARES journal article [1,2,3,4,5,6,14].	Grounds the case in scholarship and offers partial external triangulation beyond institutional self description

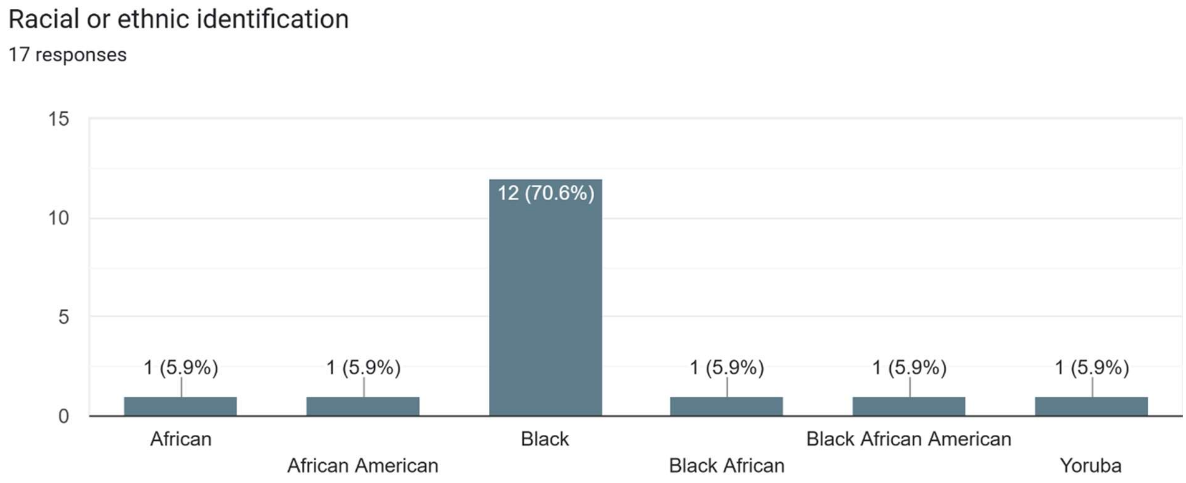


Figure 2. Selected respondent characteristics, including race or ethnicity, education level, and relationship to the university.

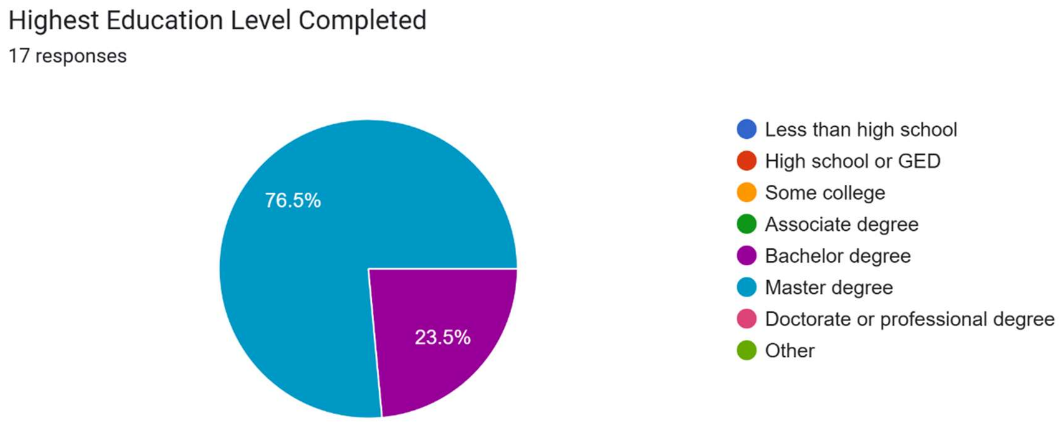


Figure 3. Respondent connection to the university and highest education level attained

4. Findings

4.1 Morgan State University as a macroeconomic anchor

The strongest evidence for Morgan State University's anchor role begins at the macro level. Morgan's most recent official economic impact reporting states that the university generates $1.5 billion in annual statewide economic impact, supports more than 8,200 jobs, and generates nearly $71 million in annual state tax revenue [7]. The same official reporting indicates that nearly 60 percent of this impact occurs within Baltimore City, where Morgan supports roughly 4,880 jobs, generates about $891 million in economic impact, and yields approximately $14 million in annual city tax revenue [8].

These figures matter because they demonstrate both scale and concentration. Morgan is not merely a campus located in Baltimore. It is a major urban economic actor whose operations materially shape the city's labor market and revenue base. At the same time, macro impact should be read as a necessary rather than sufficient condition for anchor excellence. Large output establishes institutional capacity. It does not by itself show whether benefits are visible to residents closest to campus.

The university's human capital contribution strengthens the argument further. Morgan reports that alumni living and working in Maryland earn approximately $700 million more each year because of the education they received through the institution, and that nearly 17 percent of Morgan alumni work in STEM fields, compared with an 11 percent average for Maryland higher education institutions [8]. Read alongside national evidence that HBCUs disproportionately produce Black graduates and Black STEM degree holders, these figures suggest that Morgan's anchor role operates through both place based spending and long horizon workforce mobility [1], [2].

4.2 Translating anchor status into operations, development, and opportunity

Macro impact, however, is only the first test. A university becomes an anchor in a more substantive sense when its routine operations are structured to widen local opportunity. On this question, Morgan's public record shows several notable strengths in redevelopment, construction inclusion, procurement, and entrepreneurship support.

One example is the university's role in the redevelopment of the Northwood commercial corridor adjacent to campus. Morgan's official communications describe the project as a roughly $50 million redevelopment of Northwood Plaza into Northwood Commons, a new retail and public safety complex immediately bordering the university [10]. A later university publication reported that the completed development includes a grocery anchor, a university bookstore, a public safety presence, and five businesses owned or led by Morgan graduates [11]. This matters because it shifts the anchor conversation from real estate expansion alone to local commercial participation and alumni linked enterprise.

Morgan has also used capital projects to embed inclusion targets directly into spending. In its 2021 economic impact reporting, Morgan documented that its flagship student services building project exceeded minority business participation targets during both design and construction [9]. Minority business participation reached approximately 41 percent in design and 34 percent in construction, while the project also exceeded its local hiring goal [9]. These figures suggest a university using facilities investment not only to build campus capacity, but also to redirect opportunity into minority owned firms and local labor markets.

The procurement function shows a related shift. In November 2024, Morgan's Procurement and Property Control office announced a directive encouraging departments to shift transactions between $50,000 and $500,000 away from large companies and toward small businesses whenever practical [12]. This matters because mid sized transactions are often the portion of institutional spending that can most realistically be captured by local and minority owned firms.

The same procurement office also emphasized the use of proper purchasing instruments, which protects both the university and smaller vendors from unauthorized commitments [12].

Morgan's Entrepreneurial Development and Assistance Center, or EDAC, extends this logic beyond direct university purchasing into business capacity building. In December 2024, the university announced that the Small Business Administration awarded EDAC $2.2 million for entrepreneurship outreach initiatives, including $700,000 for a Government Certifications Contracting and Matchmaking Solutions Center designed to support underrepresented entrepreneurs in certifications, training, mentoring, and contract matching [13]. Taken together, these initiatives show that Morgan's anchor role is not limited to direct spending. It also includes building the local ecosystem that allows smaller firms to compete for and absorb institutional opportunity.

At the same time, Morgan's physical growth raises the harder side of the anchor question. In 2022, the university announced plans to acquire the former Lake Clifton High School site, an approximately 59 acre parcel, with a projected minimum redevelopment investment of $200 million over 15 to 20 years [17]. Such expansion reflects confidence, permanence, and long term commitment to Baltimore. It also increases the importance of governance, land use transparency, and anti displacement safeguards, because spatial permanence can create public value while also intensifying concern about who participates in and benefits from redevelopment.

4.3 Social infrastructure, trust, and community rooted engagement

Morgan's anchor role is not only economic. It is also relational. The strongest evidence here comes from the university's community engagement infrastructure and community based health partnership work, which together show repeated efforts to build trust, create partnership channels, and place institutional capacity in neighborhood facing settings.

The clearest example is Morgan CARES, a peer reviewed community academia partnership model housed in an underserved East Baltimore neighborhood. The published article on Morgan CARES describes a physically accessible community center designed to build trust, create partnerships, provide technical support, and seed community academic collaborations through small awards [14]. By December 2021, the initiative had recruited 222 community members and 137 academic members, funded 17 small community academic awards, and intentionally included resident leaders, community based members, and faculty in its steering structure [14]. This makes Morgan CARES important not merely as an outreach program, but as evidence of relational infrastructure.

Official university engagement materials show related patterns beyond the health domain. Morgan's community engagement documentation highlights support for women entrepreneurs, Black fathers, veterans, youth, and formerly incarcerated residents, as well as neighborhood based initiatives such as a smoking cessation intervention delivered through local barbershops [15]. These examples matter because they show the university working through trusted neighborhood institutions rather than operating only through one directional campus to community transfer.

The university's FY 2024 Performance Accountability Report adds further evidence of scale and organizational commitment. The report states that Morgan added 33 new partnerships in 2024, that the Morgan Community Mile encompasses 9 communities and 56 community associations, that students complete more than 20,000 hours of community service annually, and that approximately 900 students participated in internships and field experiences connected to the community [16]. Read together with the survey evidence, these data suggest that one of Morgan's strongest anchor assets is its capacity to reproduce trust through repeated, visible, and community facing activity.

4.4 Community perceptions: strong trust, but a local visibility gap

The survey findings broadly reinforce the institutional story, but they also surface an important tension. Across the four domains, respondents generally rated Morgan positively. Anchor role and vision averaged about 3.8 out of 5, economic impact about 3.9, community partnerships and inclusion emerged as the strongest domain, and equity and future impact averaged about 4.0.

At the item level, respondents clearly recognized Morgan as an important force in the community. The statement that the university plays an important role in supporting the community scored just under 4.0. Two economic items, namely that university investments help improve local neighborhoods and that university projects support local jobs and small businesses, both averaged 4.0. The strongest single item in the instrument concerned trust: respondents rated the statement that the university helps build trust within surrounding neighborhoods at about 4.2. They also rated the statement that the community is better off because of the university's presence slightly above 4.1.

The more qualified responses appeared exactly where an anchor institution is most likely to be tested. The statement that the university makes an effort to hire people from the community averaged about 3.7. Responses were also more mixed on whether the university buys goods and services from local or minority owned businesses and whether local voices are considered in university decision making. Respondents were additionally more cautious on whether the university takes adequate steps to prevent displacement when redevelopment occurs.

This pattern is analytically important. Even in a sample that was highly educated and strongly connected to the university, respondents were less decisive on hyper local inclusion than on general benefit. Stated differently, Morgan is widely perceived as helpful, trusted, and valuable, but the pathway by which benefits reach local residents is less visible than the broader fact of benefit itself. Table 3 captures what the survey and documentary evidence reveal when read together by theoretical lens.

Table 3. Triangulated interpretation by lens: what the evidence shows and where anchor performance remains under pressure.

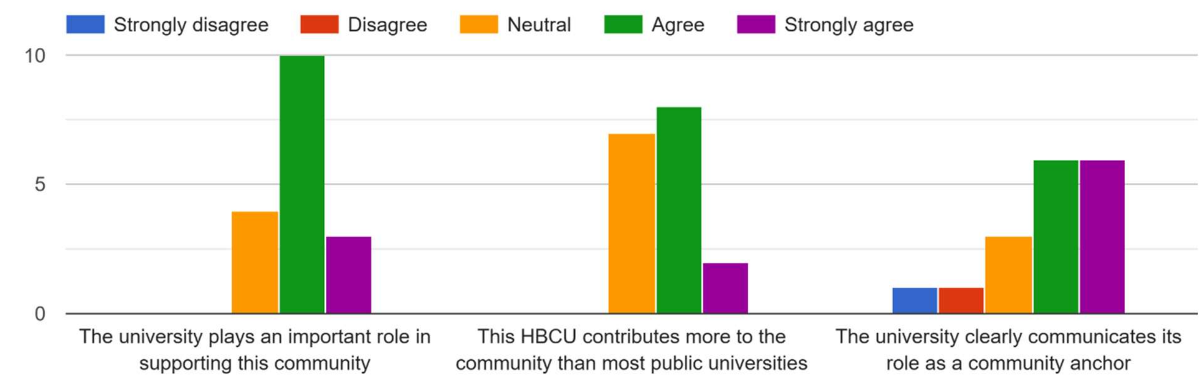
Lens	What the evidence shows	Interpretive tension and improvement need
Anchor Institution Theory [4]	Permanent institutional capacity is strong: large economic footprint, capital projects, procurement reform, the Morgan Community Mile, and formal partnerships. Survey respondents also recognize Morgan as important to community support.	Institutional presence is clearer than neighborhood participation. Resident voice and local hiring are viewed positively but less decisively. Improvement need: more public reporting on zip code hiring, neighborhood vendors, and decision pathways.
Economic Development perspective [1,2,3]	Morgan documents $1.5 billion in statewide impact, more than 8,200 jobs, tax revenue, minority business participation, EDAC support, and Northwood alumni linked commerce. Survey respondents agree Morgan improves neighborhoods and supports jobs and small businesses.	Economic value is evident, but local capture is less legible than citywide or statewide output. Improvement need: disclose how benefits reach nearby firms and residents.
Social Capital perspective [4,14]	Morgan CARES, recurring partnerships, community service, internships, and neighborhood engagement show durable relational infrastructure. Trust is the strongest survey signal.	Strong trust should not substitute for shared governance. Improvement need: sustain two way structures that allow communities to shape priorities, not only receive services.
Critical Race perspective [5]	Minority business targets, support for underrepresented entrepreneurs, and community rooted programs signal equity intent.	Responses on resident voice and displacement prevention are more cautious than responses on general benefit. Improvement need: make anti displacement, land use accountability, and legacy resident protection more explicit and measurable.

Table 3 shows that the evidence is strongest where Morgan's anchor role is measured in scale and relationship infrastructure. The documentary record and survey responses both point to a university that is economically important, broadly trusted, and institutionally active in community engagement.

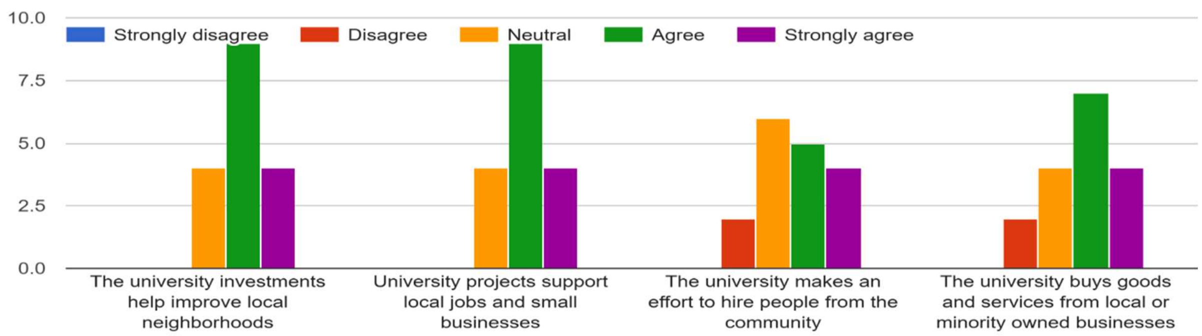
The weaker area is not the absence of institutional activity, but the legibility of distribution. Respondents are more certain that Morgan is beneficial than they are about how hiring, procurement, redevelopment, and decision making reach nearby residents in concrete ways. That distinction matters because anchor claims rise or fall not only on what the institution does, but on whether benefits are proximate enough to be seen and participatory enough to be trusted.

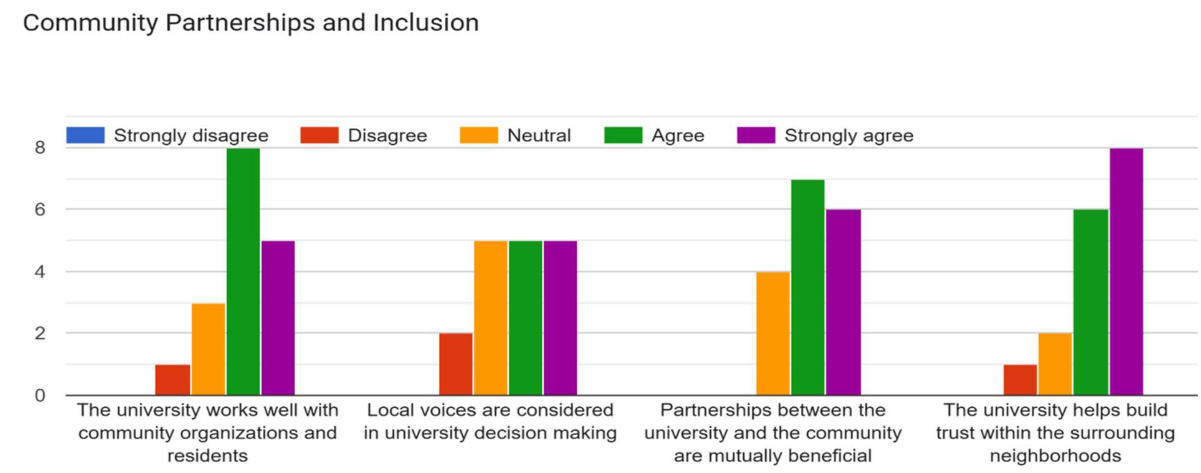
The central empirical contribution of the case is therefore a shift in evaluative emphasis. For HBCUs, anchor performance should be judged across at least three linked questions: how much value the institution generates, how intentionally it structures access to that value, and how clearly those benefits are experienced by people living closest to the campus.

Anchor Role and Vision



Economic Impact





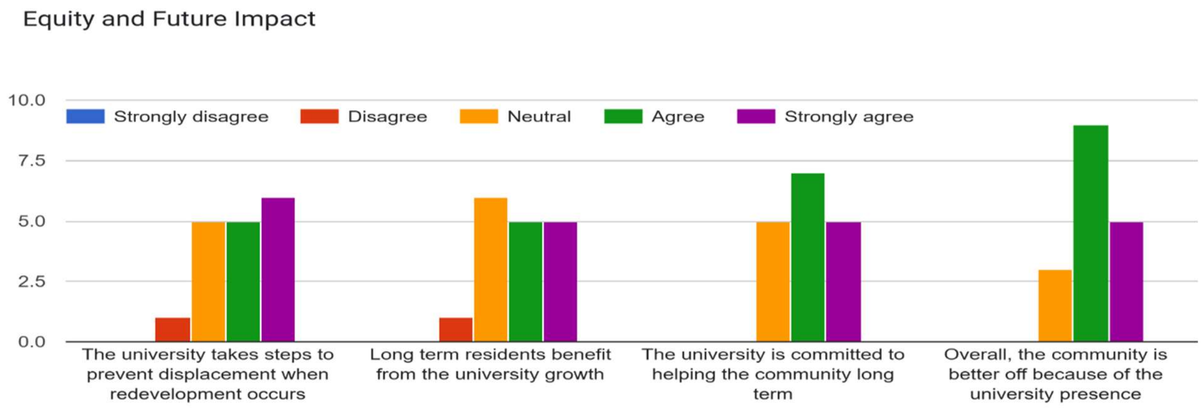


Figure 4(a-d). Average Likert scores by domain: anchor role and vision, economic impact, partnerships and inclusion, and equity and future impact.

4.5 What the triangulation reveals

Bringing the survey and the document synthesis together produces the paper's central argument. Morgan demonstrates strong anchor capacity on scale, operational commitment, and community facing infrastructure. The official record supports claims about large economic contribution, supplier diversity, targeted local hiring, entrepreneurship support, community health partnerships, and repeated neighborhood engagement. The survey does not overturn that record. It largely affirms it.

What the survey adds is a sharper test of anchor quality. Macro success can coexist with uncertainty about whether benefits are hyper local, visible, and co governed. The next frontier of anchor excellence is therefore not only doing more, but making the geography of benefit more transparent and the governance of growth more participatory. That is the point at which institutional presence becomes shared local development rather than institution led development alone.

5. Discussion

This case study suggests that urban HBCU anchor performance should be evaluated at three levels: scale, operational translation, and neighborhood legibility. Scale concerns jobs, output, tax revenue, and human capital mobility. Operational translation concerns whether hiring, procurement, capital projects, entrepreneurship programs, and engagement structures intentionally channel institutional power into local opportunity and durable community partnership. Neighborhood legibility concerns whether nearby residents can see, access, and influence the benefits being claimed.

Morgan performs strongly on the first two levels. Its economic footprint is large and city concentrated, and its public record shows more than symbolic commitment to supplier diversity, local hiring, entrepreneurship, and community facing partnership [7,8,9,10,11,12,13,14,15,16]. The pressure point lies at the third level. Anchor institutions often speak in regional aggregates, but communities experience them through block level realities. For that reason, future anchor reporting should move beyond aggregate impact and include hyper local indicators such as zip code based hiring, neighborhood vendor counts, recurring reporting on capital project benefits, and documented resident participation in redevelopment decisions.

For HBCUs, this issue carries added historical weight. These institutions derive legitimacy not only from growth but from histories of racial uplift, civic stewardship, and service to communities that have long experienced disinvestment [1,2,3]. A critical race perspective pushes the anchor conversation away from institutional self description and toward accountability. The relevant question is not simply whether development is taking place, but whether the distribution of opportunity, voice, and protection keeps faith with the communities whose histories and futures are tied to the institution.

The implications for community engagement scholarship and practice are significant. First, the case shows that community engagement should be assessed not only through volunteer hours or project counts, but also through institutional levers such as procurement, local hiring, entrepreneurship support, land use decisions, and public accountability. Second, durable partnerships depend on structures that communities can repeatedly access, such as community based research centers, neighborhood networks, and transparent reporting on local benefit. Third, for engineering and technology programs, anchor practice can serve as a platform for community based design, applied data work, and public problem solving when community voice is embedded in project definition and evaluation.

6. Limitations

Several limitations shape interpretation. First, the study is a single case, so the findings are analytically informative rather than statistically generalizable. Second, the survey sample is small and community connected, which means it is useful for exploratory insight but not for representative inference. Third, much of the documentary record is institutional in origin, even though the analysis partially balances this with a peer reviewed Morgan CARES article and external scholarly and policy sources [1,2,3,4,5,6,14]. Fourth, the design is descriptive and triangulated rather than causal. It can identify patterns, strengths, and tensions, but it cannot isolate the university's independent effect on all neighborhood outcomes.

These limitations also point to the next research step. A stronger follow on study would expand the resident sample, include interviews or focus groups with long term neighborhood stakeholders, compare Morgan with one or more peer HBCUs, and track a small set of hyper local anchor indicators over time. Even so, the present study contributes a usable evaluation frame that other institutions can adapt when they seek to assess anchor performance with greater rigor.

7. Conclusion

Morgan State University provides a compelling case of an HBCU operating as a high capacity community anchor institution. The university's official record shows substantial economic contribution, targeted capital spending, support for minority business participation, entrepreneurship development, community rooted health partnerships, and sustained neighborhood engagement [7,8,9,10,11,12,13,14,15,16]. The survey evidence reinforces that community connected respondents largely see Morgan as important, beneficial, and trustworthy.

The paper's main conclusion, however, is not simply that Morgan is an anchor. It is that anchor excellence for HBCUs should be judged by whether institutional power is translated into visible, local, participatory, and equity protective benefit. The strongest institutions will not only generate value. They will make that value legible to nearby residents, open to community influence, and durable in its protection of legacy communities. Read this way, HBCUs as community anchor institutions are not only economic actors. They are also institutions of community engagement whose credibility depends on accountable local partnership.

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Appendix

Questionnaire administered

Perceptions of the University as a Community Anchor

Instructions: Please answer the background questions in Section A and then indicate how much you agree or disagree with each statement in Sections B to E. For the statements, tick or circle one option per row.

Section A: Background Information

1. Gender: ____
2. Racial or ethnic identification (for example: Black or African American, Caribbean, African, Other): ______________________________
3. Employment status: _________________________________
4. Length of residence in this community: _______________ years
5. Household income range: ____________________________
6. Highest education level completed: ___________________
7. Relationship to the university (for example: none, employee, student, alum, vendor, etc.): ______________________________
8. Home zip code: _____________________________________

Response scale for Sections B to E:

1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree

Section B: Anchor Role and Vision

No.	Statement	1	2	3	4	5
B1	The university plays an important role in supporting this community.	☐	☐	☐	☐	☐
B2	This HBCU contributes more to the community than most public universities.	☐	☐	☐	☐	☐
B3	The university clearly communicates its role as a community anchor.	☐	☐	☐	☐	☐

Section C: Economic Impact

No.	Statement	1	2	3	4	5

C1	The university investments help improve local neighborhoods.	☐	☐	☐	☐	☐
C2	University projects support local jobs and small businesses.	☐	☐	☐	☐	☐
C3	The university makes an effort to hire people from the community.	☐	☐	☐	☐	☐
C4	The university buys goods and services from local or minority owned businesses.	☐	☐	☐	☐	☐

Section D: Community Partnerships and Inclusion

No.	Statement	1	2	3	4	5
D1	The university works well with community organizations and residents.	☐	☐	☐	☐	☐
D2	Local voices are considered in university decision making.	☐	☐	☐	☐	☐
D3	Partnerships between the university and the community are mutually beneficial.	☐	☐	☐	☐	☐
D4	The university helps build trust within the surrounding neighborhoods.	☐	☐	☐	☐	☐

Section E: Equity and Future Impact

No.	Statement	1	2	3	4	5
E1	The university takes steps to prevent displacement when redevelopment occurs.	☐	☐	☐	☐	☐
E2	Long term residents benefit from the university growth.	☐	☐	☐	☐	☐
E3	The university is committed to helping the community long term.	☐	☐	☐	☐	☐
E4	Overall, the community is better off because of the university presence.	☐	☐	☐	☐	☐