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UrbanStudies
CENTER



**UNIVERSITY COMMUNITY
PARTNERSHIPS: PHASE II**

JOINT URBAN STUDIES CENTER
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JOINT **UrbanStudies** CENTER

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The Joint Urban Studies Center

The Joint Urban Studies Center was established to provide essential research, analysis, and consultation to small and mid-size cities aiming for full participation in the new economy of the 21st century. The Center mobilizes the resources of regional institutions of higher education to engage communities in planning that is informed by research, energized by broad participation from stakeholders in the community, and validated by successful implementation. As the managing partner in the Center, Wilkes University is joined by Keystone College, King's College, College Misericordia, Luzerne County Community College, Penn State Wilkes-Barre, and the University of Scranton.

Note

The views expressed here do not necessarily reflect those of the educational partners, their offices, trustees or board members, or private businesses that fund the Joint Urban Studies Center (JUSC) or the staff of the JUSC.

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HIGH GROWTH STATES: A SUMMARY OF INITIATIVES

I. EXECUTIVE SUMMARY

University and community partnerships are essential components in creating a college town atmosphere. Many examples exist in the United States where Institutions of Higher Education (IHEs) and local communities have teamed up to advance opportunities for both entities and to address issues or collaborate for the good of both institutions. Such partnerships yield results, which benefit the IHEs as well as the local community.

The Joint Urban Studies Center (JUSC) enjoys one such successful partnership.. Established in 2004 as a research-based think tank that provides essential research, analysis and consultation to small and mid-sized cities, JUSC today includes seven IHEs - College Misericordia, King's College, Luzerne County Community College, Penn State/Wilkes-Barre, Wilkes University, Keystone College and the University of Scranton. The partnership works to mobilize the resources of regional IHEs to engage communities in planning that is informed by research, energized by broad participation from community stakeholders and validated by successful implementation.

Phase I of this report, produced by JUSC, establishes the need for these collaborative efforts and examines how and why such relationships benefit all parties involved. Using JUSC's partner IHEs as sources, Phase II of this report examines the following:

1. Economic impact of six local IHEs on their communities
2. Current types of programs, including volunteerism, and partnerships between IHEs and the local community
3. Current outside funding used by each IHE in forming such partnerships
4. Potential state and federal funding available for community and school partnerships
5. Successful community university partnership case studies
6. Recommendations

Note: Data for this study is not comprehensive in all categories representing all JUSC partners. One such example is Keystone College, which became a partner in June 2006 – after completion of research and analysis.



Penn State Wilkes-Barre



University of Scranton



Wilkes University



King's College



Luzerne County Community College



Keystone College



College Misericordia

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II. ECONOMIC IMPACT OF LOCAL IHEs

Collectively and individually IHEs have a significant impact on the local economy. Within the City of Wilkes-Barre, there are three IHEs – all poised to have the greatest economic impact on the surrounding community.

The health and vitality of Wilkes University, King's College, and Luzerne County Community College depend on the ability of City of Wilkes-Barre to add value (image and identity of place) to the institutions. Conversely, Wilkes-Barre relies on the jobs, services and revenues the schools produce. This section focuses on the economic impact of IHEs on the Scranton/Wilkes-Barre area.

To fully understand the impact of IHE's, it is important to first know how IHEs affect the economy. Simply on an operational basis, colleges and universities require large amounts of manpower and resources to run daily operations. Utilizing various types of products and services purchased from local distributors, IHEs have a massive impact on the local economy. Huge amounts of raw materials - such as food, paper products, and office supplies - purchased in the area have a multiplier effect on the economy. The multiplier effect occurs when local producers contract out the college or university's original order to a second set of businesses – translating to ripples that impact the local economy and numerous businesses on a number of levels.

IHEs also play an important role in broader economies. Scranton and Wilkes-Barre's IHEs spend about \$80 million annually. Student, faculty, and staff spend money on personal items, books and supplies, furniture, household goods, food and enter-

tainment. The Scranton/ Wilkes-Barre region is comparable to the Lehigh Valley area in terms of college and university spending and consumption; the Lehigh Valley's colleges and universities spend about \$81 million as well. Metro Philadelphia IHEs spend a whopping \$633 million annually.¹



The Commonwealth of Pennsylvania has 94 IHEs, with more than 240,000 students enrolled. Annually, these IHEs contribute more than \$7.5 billion into the State's economy. A significant portion of this amount is generated through construction and renovation projects. It is estimated that construction projects targeted for the 2004 - 2005 period will cost Pennsylvania's IHEs about \$486 million and employ about 17,000 people.²

Regionally, independent IHEs contribute about 4,655 jobs to the region and pay out nearly \$133 million in wages. Closest in resembling the Scranton/Wilkes-Barre region is Pennsylvania's Capital Area (Harrisburg), which employs approximately 5,324 faculty and staff and pays out about \$185 million in wages. The largest region with the most direct employment and wages paid out is the Metro Philadelphia area. The Metro Philadelphia region employs 38,260 persons paying \$2.7 billion.³



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Regionally, the Scranton/Wilkes-Barre area ranks near the top in the state for IHE contributions to local economies. Among the region's top contributors is the University of Scranton.

In a 2005 report prepared by the Association of Independent Colleges and Universities of Pennsylvania (AICUP), the University of Scranton contributed \$247,736,503 to the local economy in 2003. With a total of 1,057 persons directly employed, the University of Scranton is one of the region's largest employers. The University of Scranton contributes significantly to both local and state taxes; it pays \$1,139,343 in income taxes to the state and contributes \$705,155 to municipal income payroll taxes.⁴

The City of Scranton benefits from much more than just payroll and income taxes it receives from the University of Scranton. University expenditures for the 2004-2005 school year alone were \$25,824,108; in addition, in cooperation with AICUP, the University determined that during the same time period, student spending totaled \$19,470,960, visitor and tourism spending was \$6,234,319 and staff and faculty spending was \$33,259,489.⁵

The University of Scranton's estimated [annual] impact on the local economy is \$247,736,503 - derived from adding the estimated direct economic impact of \$102,806,876 to the estimated indirect and induced impact of \$143,929,627. In an effort to help defray costs for public safety and services it receives from the City of Scranton, in 2005, the University voluntarily contributed to the City \$110,000; since 1983, it has contributed \$1.5 million to the City. Additionally from 1989-2005, the University has contributed more than \$500,000 to Lackawanna County.⁶

Wilkes University is one of Wilkes-Barre's largest IHEs. Located in downtown Wilkes-Barre, it employs approximately 796 people. During the 2004-2005 school year, Wilkes Uni-

versity paid \$559,475 into the State budget. Likewise, during the same year, it contributed \$316,783 to the City of Wilkes-Barre in the form of payroll taxes.⁷

In conjunction with AICUP, Wilkes University also sought to identify its economic impact on the local community. As per the AICUP report, in the 2004-2005 school year, student spending totaled \$14,286,906; institutional spending was \$16,884,237; visitor and tourist spending was \$7,387,048; and staff and faculty spending was approximately \$14,573,000. In addition, Wilkes University's direct economic impact on the local community was \$54,881,191; Its estimated indirect and induced impact on the City of Wilkes-Barre was \$76,833,668. Further, its total statewide economic impact was \$131,714,859.⁸ Wilkes University presents the City of Wilkes-Barre with \$65,000 annually for public safety and services and has also committed \$25,000 annually to support the new downtown Business Improvement District - once it becomes operational.⁹

Also in Wilkes-Barre's downtown, and anchoring its north side, is King's College. King's also contributes significantly to the local economy. King's employs approximately 583 people - generating \$474,723 to the state budget and \$339,088 for City budgets. As reported by AICUP, during the 2004-2005 school year, student expenditures totaled \$9,180,810; institutional expenditures totaled \$9,743,039; visitor and tourist spending amounted to \$1,666,960; staff and faculty spending was \$14,407,741; and its direct economic impact on the local community was \$34,998,550. King's College's approximated indirect and induced impact on the City of Wilkes-Barre during the same period was \$48,997,970. Its total statewide economic impact was \$83,996,520.¹⁰ King's College presents the City of Wilkes-Barre with \$60,100 annually for public safety and services and has also committed \$20,000 annually to support the downtown Business Improvement District.¹¹

AICUP Report: 2004-2005 School Year

Category	University of Scranton	Wilkes University	King's College	College Misericordia
Institutional Spending	\$25,824,108	\$16,884,237	\$9,743,039	\$9,435,836
Student Spending	\$19,470,960	\$14,286,906	\$9,180,810	\$8,815,970
Visitor and Tourist Spending	\$6,234,319	\$7,387,048	\$1,666,960	\$2,065,385
Staff and Faculty Spending	\$33,259,489	\$14,573,000	\$14,407,741	\$10,155,798
Direct Economic Impact of Local Community	\$102,806,876	\$54,881,191	\$34,998,550	\$30,797,989
Number of Employees	1,057	796	583	418
State Income Taxes Contributed	\$1,139,343	\$559,475	\$474,723	\$341,273
Local Payroll Taxes Contributed	\$705,155	\$316,783	\$339,088	\$148,875

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College Misericordia

College Misericordia, located in Dallas, Pa., significantly impacts Dallas and Wilkes-Barre's local economies. For the 2004-2005 school year, with 418 employees, College Misericordia contributed \$341,273 to the State budget from payroll taxes. For the same time period, its payroll taxes also contributed approximately \$148,875 to municipality budgets.¹²

Per the AICUP report, for the 2004-2005 school year, College Misericordia's institutional expenditures totaled \$9,435,836; student spending was \$8,815,970; visitor and tourism spending was \$2,065,385; and staff and faculty spending was estimated to be \$10,155,798. College Misericordia's direct economic impact on the local economy was \$30,797,989. Overall, College Misericordia's estimated indirect and induced impact on the local economy was \$43,117,185, while its total statewide economic impact was \$73,915,174.¹³

Luzerne County Community College (LCCC) is the City of Wilkes-Barre's third IHE. With offices and classrooms located on Wilkes-Barre's Public Square, it has a unique ability, as a smaller school, to impact the City's economy in ways similar to the larger IHEs. LCCC employs approximately 333 full-time and 66 part-time employees.

LCCC engaged in an economic impact study conducted by external consultants in 2005 to determine its impact on the community. The study showed that LCCC has a direct impact of \$306.5 million annually on Luzerne County (\$26.6 million in operations and capital spending and an additional \$279.9 million contributed by former LCCC students in the workforce).¹⁴



Penn State Wilkes-Barre

In a regional sense, Penn State University has the largest impact on northeastern Pennsylvania's economy. Each year Penn State's satellite campuses draw in millions for local economies. In all, Penn State's 24 satellite and main campuses contribute an incredible \$6.14 billion to the State's economy. Locally, Penn State Hazleton, Wilkes-Barre, and Worthington Scranton have a combined annual impact of about \$176 million. Out-of-state visitors to the Penn State Wilkes-Barre campus alone spend about \$6.5 million annually; combined spending by students, employees and the University (including capital improvements and spending for goods and services) pumps 21.4 million dollars into the economy. Penn State Wilkes-Barre employs 400 people and contributes about \$3.4 million state government revenue. For every \$1 the State invests in the Penn State University system, \$1.56 is returned in tax revenue.¹⁵

2003 Economic Impact: Penn State Wilkes-Barre	
Category	Penn State Wilkes-Barre
Total Economic Impact on Local Community	\$49,300,000
Direct Impact	\$21,400,000
<i>Capital Improvements, Goods, Services & Supplies</i>	\$700,000
<i>Employee Spending</i>	\$4,000,000
<i>Student Spending,</i>	\$10,200,000
<i>Visitor Spending</i>	\$6,500,000
Indirect Impact	\$27,900,000

2005 Economic Impact: LCCC	
Category	Luzerne County Community College
Employees	399
<i>Full-Time</i>	333
<i>Part-Time</i>	66
Direct Economic Impact on Luzerne County	\$306,500,000
<i>Operations and Capital Spending</i>	\$26,600,000
<i>Student Contribution in the Workforce</i>	\$279,900,000

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III. TYPES OF PROGRAMS, VOLUNTEERISM, AND CURRENT PARTNERSHIPS BETWEEN SCHOOLS AND SURROUNDING COMMUNITIES.

Perhaps one of the most important aspects of a college town community is the role of volunteerism, as it uses IHE resources at no cost to the municipality. Each year, Pennsylvania's IHEs provide more than a million volunteer hours to local communities.¹⁶

While the community benefits from the free service, the IHE benefits by fulfilling its academic mission. Further, professors who specialize in local community issues can utilize the community as a resource to strengthen their skills and the skills of their students. An example of this could be creating a survey for a local nonprofit to utilize in ascertaining the needs of a specific group they wish to serve. Often, both parties mutually benefit from participating in volunteer activities and/or partnerships.

The six local IHEs that JUSC examined are in Luzerne and Lackawanna Counties. All of the IHEs participate in numerous volunteer programs. Such programs benefit surrounding communities, as well as the IHEs. Many volunteer programs are developed to promote relations between the IHE's students, staff, and faculty and the local community.

The University of Scranton has partnerships with various types of agencies. University staff, faculty and students volunteer with more than 160 agencies, some of which include the Community Intervention Center and the Lackawanna County Children's Library.¹⁷ The University helps the community by lending out its human resources. In return, students extend their knowledge base, gain experience, and foster community ties. Through all of this, the University fulfills its mission of educating students. The City of Scranton

benefits greatly from its relationship with the University. Agencies supported by the University, such as the Lackawanna Historical Society and Special Olympics, help preserve the area's history and culture and serve citizen needs.

King's College is a volunteer orientated school, as it serves the community in many ways. A hallmark of its volunteer program is its involvement in the CitySERVE Program. Designed to introduce incoming students to the King's College mission, this one-day event focuses on building a bond between students and the local community. All incoming freshmen participate in the CitySERVE program.¹⁸ Through the Program, students volunteer time in four major areas: children/elderly, special needs, construction, and homeless/poverty services. Their services take place at locations throughout the area, including, among others, the Child Development Council, Cerebral Palsy Center of Luzerne County, Big Brothers and Big Sisters, and the Wilkes-Barre Senior Center.

CitySERVE's success has encouraged the college to create similar programs using key elements of the original program. Among new programs are WinterSERVE, SpringSERVE, FallSERVE, and SummerSERVE. These programs differ from CitySERVE in that they focus their services not on the local community, but on struggling areas throughout the U.S. and abroad. While these programs typically last a week, some last up to a month or more. Students, faculty and staff travel to these communities during semester breaks from classes. Through these programs, volunteers have traveled to communities in Phoenix, Arizona, and Spokane, Washington. The SpringSERVE program serves Monterrey, Mexico, where volunteers work with Habitat for Humanity.¹⁹

King's College posts impressive numbers when it comes to volunteerism. Last year almost 450 students, over 40 faculty/staff leaders, and 45 student leaders served at over 40 sites throughout the Wyoming Valley. In 2005, its CitySERVE Program compiled 1,375 hours of service in one day. All first year students complete five hours of service in the fall semester through the First Year Experience course - totaling 2,250 service hours.



University of Scranton

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King's College's classes, clubs and organizations are all required to submit service projects. On average, such groups complete about 800 service hours. The College also participates in various other projects throughout the year, including Hunger for Justice Week and Campuses that Care – which add up to about 1,200 service hours.



King's College

Over the eighteen months, King's College has earmarked more than \$1.2 million in foundation and private donor funds for community outreach in the form of endowment, programmatic funds, scholarship, and operational monies. Such funds are directly impacting many children, students, faculty and the general public in the Wyoming Valley and its surrounding areas.

Other King's College Volunteer Efforts:

Dan Flood Tutoring Program

The Willary Foundation recently funded a year-long series of cultural experiences for 25 Latino children, which included a tour of the Lackawanna Coal Mine, an F.M. Kirby Performing Arts production, and a visit to the Crayola Factory, among a number of smaller field trips.

The Luzerne Foundation is funding the purchase of bi-lingual books for program participants. Offset Paperback provided in-kind contributions.

It should be noted that since the Dan Flood Tutoring Program received the above-mentioned funds, it has expanded from 25 to 40 students, with a growing waiting list.

Susquehanna River Institute

The Central Susquehanna Community Foundation and

Hazleton City Authority – Water Department funded water quality research projects conducted by Environmental Science students and Dr. Brian Mangan, Director of the King's College Environmental Science Program and the Susquehanna River Institute.

North Main Street Project

The Northeastern Pennsylvania Urban & Community Forestry Program, supported by the USDA, funded the purchase of a several varieties of trees for both sides of Wilkes-Barre's North Main Street.

Shoval Center for Community Engagement and Learning

The Shoval Center for Community Engagement and Learning was established to engage students, faculty and staff in responding to compelling community issues, needs and opportunities. The Center is a cross-institutional coordinating mechanism utilized to simplify access to College resources for students, staff, and community stakeholders, focus all civic engagement endeavors around a set of common principles, promote accountability for outcomes, and maximize financial resources to advance King's commitments to mutually beneficial community partnerships.

The Shoval Family Foundation will endow the Center over the next ten years and the Sordoni Foundation will endow the Center over the next five years. Operational monies are currently being sought through the federal government and private sources.

Office of College Diversity

Pennsylvania Performing Arts on Tour (PennPAT) and the William G. McGowan Charitable Fund provided monies for the performance of Nego Gato, a Brazilian dance troupe, which conducted three culture-based workshops for area high schools students, college students, and educators as well as the public.

King's Ethnic Communities and Organizations Initiative

The purpose of the Ethnic Communities and Associations Initiative is to explore, recognize and celebrate the role of voluntary ethnic associations in the past, present and future civic life of Northeastern Pennsylvania and to interact with ethnic community organizations through collaboration of conferences, workshops, and programming.

McGowan Hispanic Outreach Program

The McGowan Charitable Fund is funding most of King's College's Hispanic outreach initiatives, including implementation of a Hispanic Outreach Coordinator. To date, four outreach activities are planned through Fall 2006, including: 1) Latinos in Higher Education – a presentation by

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Deborah A. Santiago, PhD, vice president for policy and research at Excelencia in Education; 2) St. John's Celebration at Scranton's Catholic Youth Center; 3) Yo Soy Latina!, a theatrical production about the journey of six Latinas from different backgrounds; and 4) Spanish language computer classes for adult learners.²⁰

Wilkes University also has a strong volunteer program that contributes to the City of Wilkes-Barre – both economically and culturally. Like King's College, Wilkes University implements a mandatory service program for first year students; the program is aimed at strengthening community and student relationships. In August 2006, the new freshman class, along with 35 upperclassmen, contributed more than 1,770 hours of community service to the Wilkes-Barre area.²¹ In total, Wilkes University contributes more than 20,000 hours of community service annually.²² Wilkes University also participates in a number of volunteer partnerships with local organizations. The majority of college/university clubs must perform community service. Wilkes University's Circle K and Student Community Service Council were developed for volunteer purposes.



Wilkes University

Other Wilkes University Volunteer Efforts:

FIT (Financial Independence for Tomorrow) Program

The FIT Program provides financial education for adults, children (in after-school programs with the Girl Scouts) and senior citizens at the Wilkes-Barre Senior Center.

Freshman Orientation

During two weekends in June and July, over 600 incoming students participate in community service projects on the same

day, which translates to 900 hours of service at over 30 sites throughout Wilkes-Barre and its surrounding areas.

Campuses That Care Week

Wilkes University and King's College collaborate for a week of service to the City of Wilkes-Barre. Students look beyond healthy rivalry to unite in a spirit of service.

Clubs and Residence Halls

Each semester, all Wilkes University clubs and residence halls are required to complete service projects. With over 40 resident advisors and 50 clubs, Wilkes University is always a leader in service.

Habitat for Humanity Multi-Campus Build

Students from Wilkes University, King's College, College Misericordia, Penn State, and LCCC have been working together to repair a home in Parsons, PA, for a local family. While the project has taken a year and a half to get off the ground, Habitat for Humanity finally acquired needed property and the students have since taken the serious initiative to meet, schedule work teams, organize lunches, and plan fundraisers to complete the home.

Community Based Work-Study

Wilkes University placed 41 students in community organizations as volunteers. The volunteers earn financial aid by recording their hours. Some organizations include: YMCA, SPCA, American Red Cross, Osterhout Library, McAuley Center, McGlynn Learning Center and CEO Kids Cafe.

Campus Service

11 students served as coordinators for on-campus service. Coordinators organized and recruited volunteers for programs, including five blood drives, alternative spring break, FIT program, Habitat for Humanity and the annual Victims Rights Rally.

Wilkes University also has ongoing partnerships with community nonprofit organizations, including: American Red Cross, McGlynn Learning Center, Commission for Economic Opportunity, Reach, YMCA, and the Victims Resource Center.

Academic-Based Service

Certain majors at Wilkes University require service (i.e., nursing and education), while professors in other areas incorporate it into the class curriculum (i.e. business, English, women's studies, sociology).²³

Wilkes University also has an endowment for the Alternative Spring Break Service Trips. Last year, students raised an

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additional \$25,000 in six months to cover expenses. The University has also consistently received grant awards for a VISTA (Volunteer in Service To America), a member of AmeriCorps, to support on-campus service programs.

Penn State Wilkes-Barre's service learning experience focuses on three main objectives:

1. Providing a volunteer activity or service that focuses on a community's needs;
2. Academic objectives are established and/or developed between course work and community service; and
3. Student reflection of the experiences, between the course work and the service to the community.²⁴

Penn State Wilkes-Barre students have been involved in the following volunteer programs, among others: Canning for Kids Fighting Cancer, Community Reading Day and the Haunted Forest Fund Raiser for kids with cancer.²⁵



Penn State Wilkes-Barre

College Misericordia students are also involved in their local community, in Dallas, as well as throughout the entire Wyoming Valley. Through the Office of Campus Ministry, students are subject to a number of volunteer opportunities. Many of these experiences involve one on one interaction with area residents, including: senior citizens, children, and the homeless or indigent. College Misericordia places student volunteers in the following locations:

Meadows Nursing Home

Students visit twice a month and conduct social activities with residents.

Mercy Center

Students visit monthly and participate in social/recreational activities and one-on one-visits with residents.

St. Vincent De Paul Soup Kitchen

Students serve and prepare meals in the Wilkes-Barre soup kitchen on a monthly basis. Students also conduct clothing drives to help the needy who frequent the soup kitchen.

Jewish Family (Kids Care Club)

Students perform a service project once a year to help those in need.

Habitat for Humanity

Students volunteer monthly to work on construction of a house in Luzerne County. This year, students will be involved in a multi campus Habitat Build, which involves students from other regional IHEs.

Back Mountain Food Pantry

Several times per year, students conduct on-campus food drives to collect non-perishable goods.

Vision Homeless Shelter

Each semester, students make a meal for the homeless men housed through Vision at various churches.

Peace Center

College Misericordia collaborates with the Peace Center in enlisting speakers, showing films, and providing support for social justice programs held throughout the year.²⁶

The Diversity Institute

The Diversity Institute, located on-campus at College Misericordia, is an educational resource center. Its primary goal is to work collaboratively with community members to promote multi- cultural understanding and the elimination of discrimination. The Institute's mission is educational and its



College Misericordia

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programs share practical tools and ideas to assist individuals and groups as they seek to promote multicultural awareness. The institute provides training and consultation, educational programming and community service in the form of mentoring programs for children, a cultural diversity fair and a summer leadership program for high school students.²⁷ Additionally, the Diversity Institute houses the Northeastern Pennsylvania Diversity Education Consortium (NEPDEC), the goals of which include creating a more inclusive, dynamic culture in our region and effectively preparing area students and employees for increasingly complex and diverse communities and workplaces of the next century. To achieve these goals, NEPDEC will:

- Infuse curricula of member institutions with diversity education initiatives;
- Educate students and staff for multicultural competence;
- Enhance resources and opportunities for faculty and curriculum development in diversity awareness;
- Develop campus activities that enhance multicultural understanding; and
- Build alliances among institutions historically isolated from one another, such as community service and social justice groups, public school systems, the business community, colleges and universities, and minority populations²⁸

NEPDEC is comprised of higher education institutions, businesses, healthcare systems, local chambers of commerce, county commissions, intermediate units, and K-12 education.²⁹

College Misericordia has a structured service learning component within its curriculum. The program(s) are experiential learning experiences that provide students with an opportunity to meet academic objectives through community service. Students provide service that has a real –life impact on the community and also enhance knowledge of course content they are studying. Some disciplines that have service learning based courses are: psychology, sociology, social work, occupational therapy, and science. Placements for service learning include: Habitat for Humanity, Commission on Economic Opportunity (CEO), Salvation Army, local daycare centers, Children’s Service Center, community libraries, churches, and school districts.³⁰

Luzerne County Community College, through its Workforce and Community Development Division (WCD), serves as a liaison between the college and businesses, industries, economic development organizations and educational institutions throughout northeastern Pennsylvania. WCD



Luzerne County Community College

provides programming to support and maintain a well-trained workforce. Through its training programs, individuals and organizations are provided up-to-date skills to compete in their respective fields of work, change career tracks or to simply enhance their marketability. Many programs are custom designed and services may be obtained either at the client’s site or at one of LCCC’s off-campus centers.

WCD is comprised of four sub-divisions, including: 1) The Center for Business Solutions, 2) Customized Training, 3) Public Safety Training Institute, and 4) Continuing Education and Workforce Development/Basic Skills. WCD also conducts the Partners for Workforce Excellence Program, which has 25 members from business organizations. This Program assists business and industry in training their workforces, sharing ideas and best practices, and creates professional networking opportunities.³¹

From the community’s perspective, volunteer participation provides it with highly valued services at no cost. The community receives services from local institutions that partner in the academic process, increase human resources for problem-solving, create new and creative solutions to genuine community needs, and develop a potential pool of adult volunteers.³²

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IV. OUTSIDE FUNDING FOR PARTNERSHIPS

Perhaps one of the most important aspects of a college town community is the role of volunteerism, as it uses IHE resources at no cost to the municipality. Each year, Pennsylvania's IHEs provide more than a million volunteer hours to local communities

The volunteer efforts performed by students, faculty and staff of the IHEs receive external funding in the form of grants, endowments, and outright gifts. Many of these dollars are earmarked for specific volunteer service programs provided to the community.

Over the last eighteen months, King's College has earmarked more than \$1.28 million in foundation and private donations for community outreach in the form of endowment, programmatic funds, scholarship, and operational monies. These funds directly impact many children, students, faculty and general public of Wyoming Valley and its environs.

Penn State Wilkes-Barre, Wilkes University, College Misericordia, and Luzerne County Community College do not currently receive specific funding for community outreach projects.

V. FEDERAL AND STATE FUNDING FOR UNIVERSITY COMMUNITY PARTNERSHIPS

One of the most important elements in revitalizing urban communities is grants and funding. A city's urban development success is sometimes derived from the amount of money it can raise.

Working in partnership with IHEs and the federal government, the City of Wilkes-Barre could submit grant proposals to help develop its blighted or underdeveloped areas. Such partnerships help to expand an areas opportunities to apply for various grants.

Several independent organizations offer grants for partnerships, including: Fannie Mae Foundation, W.K. Kellogg Foundation, Pew Charitable Trusts, and the Office of University Partnerships. In addition, the federal government provides grants for partnerships between communities and IHEs.

A cornerstone of any urban redevelopment project is attracting people to live in the respective city. As the area's population increases, so too does the city's potential tax revenue. In addition to increasing tax revenues, a city with a larger population of homeowners becomes more eligible for grant funding and specific loan programs. The Fannie Mae Foundation has several programs which specifically target such funding.

The University-Community Partnership Initiative is a multi-site, multi-year pilot grant program designed to promote relationships in order to expand affordable housing opportunities. Particularly effective in urban areas, the program targets university professors and staff to buy housing in distressed areas throughout the local community. The Fannie Mae Foundation works with both banks and IHEs to secure for new homeowners low-interest loans and mortgage rates. Such incentives are designed to bring middle class residents into distressed areas with promoting incentives.³³ In turn, new homeowners save money by investing in distressed urban areas. Communities benefit as homeowners use savings to restore neighborhoods.

The Pennsylvania University Revitalization Project is, perhaps, the most successful example of this type of program. Founded by various businesses and foundations, the University of Pennsylvania (Penn) has been successfully revitalizing the West

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Philadelphia's urban community. Penn's revitalization project centered on the community's housing needs. The project's main objectives included bringing people back to the neighborhood, improving the housing quality, and encouraging home ownership. In total, Penn raised more than \$150 million in private capital to invest in the neighborhood. In addition, nearly 390 Penn faculty and staff purchased homes in nearby University City. About 140 Penn affiliates have participated in the University's Home Improvement Loan Program.³⁴ Bringing people back into the community and helping them repair and restore homes allowed University City to become a successful revitalization story. Housing incentives and university bank partnerships, such as the recent Employer Assisted Housing Program created by the JUSC in the city of Wilkes-Barre, are just a small part of creating a healthy, vibrant community.



*City of Philadelphia**

The W. K. Kellogg Foundation was formed to help educate communities on health food systems, and rural development, youth and education, and philanthropy and volunteerism.³⁵ These basic elements allow a community to thrive long after university and federal dollars are spent. Such programs are meant to educate and stimulate the community, enabling it to take control of its future. Educating local communities and empowering their citizens is arguably more helpful than simply handing out grants and loans.

The Kellogg Foundation realizes that colleges and universities can provide training and effective environments for the development of future leaders. The organization focuses on building partnerships between the local community and the colleges and universities. It seeks to develop potential leaders in the local community who will one day direct it.³⁶ This is

essential because it fulfills the mission to educate the public. The Kellogg Foundation has several grants available for the dissemination of public health information. Its programs work with local communities and IHEs to improve communities' health habits.³⁷ One such program is the Kellogg Foundation's Community Campus Partnership for Health. Based out of Kings County, in Washington State, the grant supports participation of scholars and dissemination of proceedings from a conference on the elimination of health disparities through partnerships between communities and health professional schools.³⁸ Such a program could be helpful in urban communities like Wilkes-Barre, where new immigrants may not have adequate healthcare knowledge. By bringing together healthcare institutions and IHEs, communities can focus resources on other needs.

Like the Kellogg Foundation, the PEW Charitable Trusts focuses on informing the public, advancing policy solutions, and supporting civic life.³⁹ Through this organization, cities and communities may apply for funding to support civic events.

Another granting agency for non-profit organizations is the Community Outreach Partnerships Center Program (COPC). COPC helps colleges and universities apply their human, intellectual, and institutional resources to the challenge of revitalizing distressed communities.⁴⁰ This may be the City of Wilkes-Barre's best grant opportunity. The Department of Housing and Urban Development (HUD) places no restrictions on areas or residents benefiting from COPC-supported initiatives. COPC encourages local colleges and institutions that transmit knowledge to work as economic engines, provide technological assistance, become major employers, invest in communities and develop real estate.⁴¹ COPC is a 5-year pilot program designed to help IHEs harness local community resources.⁴² In conjunction with its partner IHEs, JUSC plans to initiate a COPC application during the next round funding, should funding remain available in fiscal year 2007.

The federal government also provides various grants for city revitalization projects. One such program, GDA-05-001, refers to Public/ Private Alliances. GDA-05-001 provides funding for local communities to forge alliances or partnerships between the local government and other groups. Some of these groups include Agriculture, Anti-Corruption/Governance/Civil Society Strengthening, Conflict/Relief and Humanitarian Assistance, Economic Growth and Trade Capacity Building, Education, and other community sectors.⁴³

*photo courtesy of PAI Networks [www.painetworks.com]

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VI. CASE STUDIES OF SUCCESSFUL UNIVERSITY COMMUNITY PARTNERSHIPS

Success stories of university community partnerships are bountiful. Successes have occurred in small and large communities; some are unique to their respective areas, while others could be modeled in any other municipality.

Binghamton, New York

Binghamton, New York, with an estimated population of 45,864 is one example.⁴⁴ The City's history portrays a rich business history in manufacturing that declined in the 1960's when the Cold War began. Prior to this time, the City's highest population was 85,000. The area hit an economic slump, leaving many to believe that the "valley of opportunity" was gone. Binghamton's urban renewal efforts of the 1960s only led to large empty lots and vacant storefronts. But resurgence, based on diversity of business and slower growth, has helped to advance the city to former employment and industrial strength levels.⁴⁵

Although Binghamton is designated as a small city, it is home to progressive IHE's willing to partner with and contribute to the community's revitalization. Binghamton University and Broome County Community College plan to establish an Education and Community Development Center. The Center, to open in 2007, will provide area residents with opportunities to further their education while contributing to downtown revitalization efforts. The Center will offer programs such as a Master's degree in Public Administration and a Master's in Social Work. Lois B. Defleur, president of Binghamton University, states, "Binghamton University is at the center of much of the change we see taking place in the community. Our vitality is dependent on the vitality of the city and region."⁴⁶

Binghamton University takes its community partnerships seriously. Through the school's web site, at www.binghamton.edu/ BU Connects is a community resource that serves as a comprehensive guide to available outreach programs and services. A variety of programs, services and activities are described in its directory, ranging from professional development opportunities to corporate and industrial services. A site link titled "Specialized Services" offers various community resources, including: archaeology consultation services, archaeology training and guidance services, Binghamton Anxiety Clinic, Binghamton Mood Disorders Institute, book/text restoration and preservation services, computer system setup assistance, crime prevention educational resources, database creation, environmental research and services, market research assistance, landlord

services for off-campus student housing, and Native American consultation services.⁴⁷ Binghamton University also has a Campus/Community Coalition that meets monthly to discuss relationship-building opportunities between students and the community. The Coalition includes representatives from the University, student organizations, the Binghamton Police and Fire Departments, City government officials, department representatives, the New York State Liquor Authority, neighborhood watch groups, tavern owners, landlords and others.⁴⁸



*Trinity College**

Hartford, Connecticut

Trinity College, located in Hartford, Conn., has achieved national recognition for its college town initiatives. Most of its community partnerships have been formed through its Office of Community and Institutional Relations (OCIR). One such initiative includes its Learning Corridor – which helps eliminate crack houses and replace them with new schools, affordable housing, a community-based public health organization, public television and radio.⁴⁹ The initiative is a collaborative effort between the Southside Institutions Neighborhood Alliance (SINA), Hartford Hospital, The Institute of Living, The Connecticut Children's Medical Center, Connecticut Public Television and Radio, and a host of other committed stakeholders, such as the City of Hartford and the State of Connecticut.

The actual Learning Corridor is a 16-acre campus nestled

*photo courtesy of Andropogon Associates, LTD

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between Trinity College and the Institute of Living. It comprises four public magnet schools encompassing grades pre-K through twelve. It includes a Montessori Magnet School, a Magnet Middle School, and two Greater Hartford Academies specializing in teaching high-level math, science, and arts. Additionally, the campus offers support programs for youth – a Boys and Girls Club, the Aetna Center for Families, and the CT Valley Girl Scouts Council. No other public school campus in the country combines these elements.⁵⁰

Another initiative in Hartford is Trinity College's Campus of Learners Program. This public/private partnership supports residents of Charter Oak Terrace and Rice Heights public housing. Through educational initiatives with schools and other area agencies, the program helps residents enter the economic mainstream by introducing residents to classroom technology. Partners include A.I. Prince Technical High School, the Mary Hooker Elementary School, Capital Community Technical College, L.E.A.P., SNET, and the Hartford Housing Authority.⁵¹

Also, Trinity College's Community Child Care Center opened in 1985, which offers on-campus independent community child care. The Center employs Trinity students, while a number of Trinity employees sit on its governing board. The Center operates five programs: Birth to Five, Campus Care, Fox Den, Summer Camp and Parent Power.⁵²

Maryland

The Maryland Industrial Partnership Program (MIPS) provides matching funds for collaborative research projects between Maryland companies and IHE faculty. MIPS is one of the nation's oldest continually run programs supporting university-industry research projects leading to technology commercialization.

MIPS was authorized by the State of Maryland in 1987 to promote development and commercialization of products and processes through industry-university research partnerships. The program provides funds to Maryland companies to pay for university research. From its inception through 2003, 32 rounds of awards were completed.

Grants are awarded on a competitive basis for projects submitted by companies and researchers from any of the thirteen University System of Maryland (USM) institutions. Types of projects funded include R&D in high-tech fields like engineering, computer science, and physical and life sciences. MIPS also supports education and training projects designed to help companies plan and develop industrial training for employees.

Funding proposals are assessed on technical merit and their potential impact on economic development. Matching funds of up to \$200,000 are offered for research projects with a no more than 60 day turn around from application submission to award.

Successful projects have led to the manufacturing stage of biotech drugs, a leading broadband by satellite service, and a kit to detect contamination in fresh produce and food services.

The MIPS Program has accelerated Maryland's economy. With the creation of high-paying jobs at universities and companies, the program has the potential to create future jobs with each investment. Additionally, the program opens direct company access to faculty experts at all USM institutions and is the only organized university R&D program through which commercialization is a primary factor for award.⁵³

MIPS companies can leverage R&D dollars through cost-effective research, gain access to world-class researchers and facilities, select research capabilities to meet specific requirements, and engage with top-notch student researchers who may become future employees.⁵⁴

Richmond, Virginia

Virginia Commonwealth University (VCU) formed a partnership with the State of Virginia and the City of Richmond to create the Virginia Bio-Technology Research Park. The State facilitated the project through issuance of a \$5 million construction bond. The University's business school provides business planning advice to start-up companies in the incubator, where several new businesses and many jobs have been created. Twenty-six businesses, which comprises 75% all businesses within the incubator, have been formed through VCU faculty research.⁵⁵

The Park is located in downtown Richmond and is a visible sign of revitalization taking place throughout the City. Although the Park is located on 34 acres within the City, additional revitalization projects are taking place in and around Richmond, including construction of a new convention center, Canal Walk, VCU expansion on two campuses and a new performing arts complex.⁵⁶

VCU's Office of Community Programs provides for additional partnerships between the school and the community. Two such programs include the Carver-VCU Partnership and the Community Service Associates Program. The Carver-VCU Partnership is a collaboration between VCU and its neighbor – the community of Carver - to create a shared urban community with commitment to improving the neighborhood's quality of life, while extending the experience into the classroom and the

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university. VCU's Community Service Associates Program (CSAP) provides opportunities for faculty to assist with projects of neighborhood groups, civic associations, governmental or professional organizations and nonprofit agencies.

Each project is individually designed to mutually benefit the agency and the faculty. As associates, participating faculty members bring expertise to bear on a problem or issue of importance to the community, while also receiving the benefits of such "hands-on" experience. Although the program's primary focus is community service, experience and perspective gained by associates often translate into enhanced teaching and scholarship.⁵⁷

Jacksonville, Florida

Florida Community College at Jacksonville (FCCJ) has positioned itself as a leader in the region's workforce development efforts. FCCJ participates in local and regional workforce planning organizations, looks to industry counsel in regard to curriculum development, and partners with businesses to shape programs for businesses to utilize that are specific to their needs. FCCJ also operates workforce development centers.

By directly dealing with businesses, FCCJ adapts its programs to community's needs. Due to ever changing business cultures, IHEs simply cannot keep up with daily operational changes in business. With such partnerships in place, FCCJ creates new solutions to help keep its educational curriculum in line with business needs.⁵⁸

FCCJ has in place an Advanced Technology Center that provides training programs in at least seven industries that are recognized as being significant to the local economy. The Center has targeted these industries by working with the local chamber of commerce and other economic development organizations. The Center offers businesses various training options. With on-site labs, employers may schedule lab training on some days and on others spend time in an environment away from the industry. The labs may be fitted for the organization's specific needs - including special software, video conferencing, seminar rooms and equipment storage.⁵⁹

The Urban Resource Center at FCCJ offers employee training in every major area of business and industry. From computer training to communications, and from management development to employee development, the Center uses all of FCC's educational resources to tailor training for business and industrial clients, often right at the client's location.⁶⁰

Los Angeles, California

The University of Southern California (USC) is committed to creating and maintaining community partnerships. Many of the partnerships connect the community to USC and its resources through collaborations benefiting each partner. Because of cooperation in dealing with safety and economic issues, as well as educational and cultural opportunities, quality of life for those living in and around southern California has improved.⁶¹

USC has many community partnerships, including a goal of increasing employment rates in neighborhoods surrounding its two campuses. Focusing first on recruitment, occurring during job fairs and informational sessions, USC draws job seekers, then channels applicants to various job opportunities. USC also has a walk-in recruiting center that provides information to job seekers about positions available and offers an online application process. USC also hosts training sessions that focus on resume writing and interviewing skills. As one in seven applicants is hired from the surrounding communities (tracked through zip codes), the training and recruitment program is proving successful for USC.⁶²

Other USC partnerships include its Educational Opportunity Center, which assists young people in developing motivational and academic skills to finish high school and pursue college education. Its Joint Educational Project places student mentors within the community to serve as mini-course educators, translators, assistants to teachers and other professionals. Family of Schools/HSC Partner Schools is a partnership between USC and selected schools near the University Park and Health Sciences campuses; the partnership provides educational, cultural, and developmental opportunities for more than 12,000 pre-kindergarten to twelfth grade neighborhood youth. Additionally USC offers a Local Vendor/Small Business Development Office that provides qualified businesses the opportunity to compete for USC projects.⁶³

Many USC programs and services benefit not only the community but the school as well. By developing a competitive workforce, the community establishes standards that attract new businesses into the community; in turn, new businesses lead to a more stable tax base and have a vested interest as community stakeholders.

Philadelphia, Pennsylvania

The University of Pennsylvania (Penn) recently acquired a property from the U.S. Postal Service on which it will begin redevelopment of a 40-acre plot near the eastern border of its campus. Currently an eyesore, the property is situated near the Schuylkill River and is expected to be completed by 2030. The land will be developed into athletic fields, recreation spaces,

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office towers, condominiums and research centers. The project's expected cost is \$2 billion and will integrate the downtown and West Philadelphia. According to Penn's president, Amy Gutmann, "You'll see Penn's presence from Center City. Now you don't. Now you just see ugly."⁶⁴

Ithaca, New York

The City of Ithaca, New York, is home to two well known IHEs—Cornell University (Cornell) and Ithaca College. Both IHEs have formed relationships with the community and both have representation on the Ithaca Downtown Partnership's Board of Directors.⁶⁵

Cornell boasts a number of relationships with the public and private sectors. One such partnership was formed among the City of Ithaca, Ciminelli Development Company, Inc., and Cornell. Cornell proposed a project for the purpose of invigorating the downtown core and sustaining Ithaca as one of New York's finest small cities. The \$32 million mixed-use project consists of approximately 100,000 square feet of Class-A office and ground floor retail space and a Hilton Garden Inn. Cornell is the anchor tenant at the office component of the project; this space hosts the school's Alumni Affairs and Development Office and the Johnson School of Business. The new facility, named Seneca Place On the Commons, opened in July 2005, with the Hilton being the first hotel constructed in downtown Ithaca in more than 20 years. It is anticipated that the businesses that eventually occupy the building will employ more than 500 people, increasing the downtown employment base by 15% and annual payroll by more than \$20 million. In addition, when combined, hotel and meeting facility guests will generate additional dollars, bringing an estimated 230 new visitors into downtown Ithaca on a daily basis. Tax revenues should be impacted by as much as \$825,000 per year in sales, room and real estate. Additional new revenues should be generated from annual food/beverage and retail sales.

By promoting and growing the downtown, Cornell believes its community will work to attract new students and faculty, which maintains the University's good reputation.⁶⁶

In 1995, Cornell established a university community partnership to celebrate the life and teachings of Martin Luther King, Jr. Through an annual program entitled "Make it a day ON! Not a day off," hundreds of members of the University's diverse community gather at the Greater Ithaca Activities Center to eat together, participate in workshops, sing and celebrate Dr. King's life. The program has been sponsored by the University's Johnson Museum of Art, History Center, Science Center and REACH Program. Activities for children, young adult and adult programs presentations, discussions and

workshops have challenged all of those involved to be aware of and embrace diversity and inclusiveness.⁶⁷

Cornell's Public Service Center also sponsors a Community Internet Connection Program that allows community agencies to access all computing services available to the Cornell community through payment of a subsidized \$5 monthly fee. All human service and governmental agencies located in Tomkins County (where Cornell is located) are eligible to participate, provided they work with Cornell students in community work-study, volunteer, community service, service-learning, community-based research or internship projects. The program benefits not only the agency who is utilizing this service, but also the students involved – as valuable on-the-job work experience is gained.⁶⁸

Cornell has also established its Civic Leaders Fellowship Program, in cooperation with Ithaca's Department of City and Regional Planning, the Community and Rural Development Institute and the Cornell Participatory action Research network. The Program seeks to:

- Support community leaders who possess the knowledge, skills competencies, values, and experience to provide leadership for critical institutional and community problem solving efforts;
- Foster University and community practices encouraging greater commitment to community building and social responsibility;
- Strengthen and build regional university community collaborative relationships; and
- Support community leaders as they reflect on past practices, plan for the future, and enhance capacities of their communities, as well as contribute to instructional and research activities.

The Program utilizes an advisory board consisting of community leaders and University faculty and administrators. The advisory board reviews applications, which must demonstrate how the respective project responds to community capacity building needs and enhances the academic experience of on- and off-campus participants. In addition, the advisory board determines necessary University resources, and the staff and departments with whom the fellows desire to work.

The Program has been in operation for five years and was funded, in part, through a grant from the Mid Atlantic Consortium-Leadership for Institutional Change and the Kellogg Foundation. Initially the Program accepted four annual fellows, who would receive an award of \$5,000 each. Program

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funding, however, was not continued through foundation support and is currently being provided by Cornell's Public Service Center. As such, the number of annual fellows has decreased to two.

Other initiatives through Cornell's Public Service Center include a K-12 outreach that offers programs like Raising Education Attainment Challenge (REACH), Graduate Student Outreach Project (GSSOP), and Encourage Young Engineering Students (EYES). It should be noted that all programs that partner with schools in the community involve Cornell undergraduate and graduate students.⁶⁹

In an effort to circulate dollars back into the Ithaca community, Cornell Dining has instituted a program for buying produce and meats from state and regional farmers. Cornell Dining directs its supplier to buy at least 20 percent of its food locally—within a 100-mile radius. Cornell spends about \$9 million/year on food for its 31 dining operations. It is estimated that in 2006, Cornell's dining system purchased about 23 percent of food locally, compared with seven percent in 2005. Jennifer Wilkins, senior extension associate in the Division of Nutritional Sciences and director of Cornell's Farm to Schools Program, stated "When any institution buys locally, it is really serving the public good."

Money spent on local goods and services undoubtedly has a ripple effect on the local economy. Area farmers who are paid for their produce spend their dollars locally to pay farmhands, who in turn spend their wages within the community. Such dollars are circulated over and over. Conversely, when dollars are spent on goods and services outside a region, its effects benefit the community in which it is spent.

Another benefit of buying produce locally is the fact that it is fresher. Most food is transported long distances and costs more because of rising fuel costs. Although the northeastern U.S. climate is not conducive to year-round growing, Cornell Dining strives to buy produce later in the year that has a longer shelf life—such as cabbage, carrots, potatoes and other root vegetables and apples. Buyers also make efforts to purchase greens, such as lettuce, from local hydroponics growers.

A challenge for Cornell Dining is the supply factor. The supply it must purchase is large - as the University feeds nearly 24,000 people daily. The University is, therefore, required to purchase goods from several small farming operations. What it purchased from one supplier in the past, may now be purchased from four or more suppliers. Although this increases some costs, the University feels it is more important to keep its dollars in the local economy.⁷⁰

Ithaca College (Ithaca) also engages in numerous community and global partnerships. Service plays an extensive role in the lives of Ithaca students – including numerous service projects and an Alternative Spring Break – through which students forego the traditional break and instead travel around the country to assist on volunteer projects.

One such project is Sustainable Immersion, through which students live in an EcoVillage. There, students learn about sustainability, ecology and group living through participation in daily activities like childcare, gardening, milking cows and cooking.

Other Alternative Spring Break sites include locations in Kentucky, Virginia, and Washington, D.C. In Kentucky, students take part in a service trip to the Faith Hill Community in Lucky Fork, Kentucky. There, they interact with local residents who are working to preserve their cultural heritage. Students engage local artists in activities such as painting, and visit a local elementary school to present a lesson on New York. In Virginia, Ithaca students primarily work with the Nature Conservancy Trail construction crew who work to conserve the scenic and historic Warm Spring Preserve. The Washington, D.C., experience encourages students to explore various social issues. There, students live in a homeless shelter and immerse themselves into impoverished life.⁷¹

Ithaca students also participate in Community Plunge, a one-day commitment to work with a community organization on various activities. Most organizations are non-profits and local school districts.⁷²

Annually, Ithaca hosts Celebration of Community Service Day, during which students, staff and administrators are honored for community service efforts. In addition, since 1997, these individuals gather for the South Hill Community Cleanup to beautify this section of the Ithaca.⁷³

The Ithaca community also is involved in the nationwide Make a Difference Day, which takes place annually in October. Through the program, volunteers help with a community clean up.⁷⁴

Through "Tour of Ithaca" Ithaca College aimed to promote the City's food diversity, and to encourage students to venture off campus. It did so by serving specialties from five local restaurants within its dining halls. Dining Services did all preparations and absorbed the costs of food and preparation, with the featured restaurants only supplying their recipes.⁷⁵

Further, Ithaca's student body government members and

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faculty frequently attend city council meetings to maintain open lines of communication between the City and the school. Council members are also encouraged to attend student government meetings.⁷⁶

While some of these programs involve a direct dollar investment for travel, many partnerships are strictly voluntary and promote goodwill between the schools and the community.

Harrisburg, Pennsylvania

Harrisburg, Pennsylvania, suffers from many of the same problems as the Commonwealth's smaller cities. A heavy office population utilizes the downtown during the day, but at 5 p.m. the sidewalks fold up as commuters leave the city. The City's population, particularly the downtown, has decreased over the past decade; a troubled local school district contributed to the decrease. Most high school graduates that made it to college, typically left the region for better opportunities and high-tech firms couldn't find locals to fill jobs.

Mayor Stephen R. Reed brought together government officials and business leaders to create a task force charged with creating a plan to turn around the economy of Harrisburg's downtown. The task force's solution was to launch a university that would train students in high-demand fields. As such, Harrisburg University (HU) of Science and Technology was born and with it a new approach to higher education – involving community partnerships.

HU opened just two years ago, and is the first private, not-for-profit, science and technology focused institution chartered in Pennsylvania in more than 100 years. HU provides quality education and serves as an economic development engine for the Capital Region and the State.

HU provides classroom learning with on-the-job learning through mentoring, internships, and faculty from the corporate world. Most students have the opportunity to begin their career prior to graduating. Due to its student body being comprised of mainly non-traditional students, HU offers students assistance with housing, jobs, and entertainment options.

HU's goal is to educate students who otherwise, due to financial constraints, might not have the opportunity to pursue science and technology degrees. While tuition is \$14,000 a year, approximately 96 percent of students receive financial assistance and 86 percent are eligible for Pell Grants. Further, about 60 percent of HU's students represent various ethnic minorities; most students are from Dauphin County.

HU relies heavily on corporate donations and public funding. The Commonwealth, for instance, has given it more than \$37 million and more than 60 companies have made sizeable investments, with the hope of recruiting future graduates.

Further, local businesses and HU have formed deep ties, as a large number of trustees are corporation officers. Some are faculty members who teach several courses and who hire HU interns.

Mayor Reed hopes to develop a pipeline between the district's K-12 schools and HU. In fact, HU shares a building with the district and has incorporated a math and science program at its SciTech High School. Professors meet with high school teachers to develop curriculum on a regular basis.

HU has become a candidate for accreditation status from Middle States Commission on Higher Education and it will graduate its first class in spring 2007.⁷⁷

Wilkes-Barre, Pennsylvania

Wilkes University and King's College have recently created a partnership with Barnes & Noble Booksellers. The schools partnered to bring a bookstore to downtown Wilkes-Barre. Not only did the schools work together to achieve this, but they also involved the Wilkes-Barre Chamber of Business & Industry to utilize space in a downtown location; they also agreed to utilize Barnes & Noble as their respective school's textbook supplier. This partnership not only enhances Wilkes-Barre's downtown, but also builds a strong working relationship between the IHEs and the public. The bookstore opened in fall 2006. This is only one of many partnerships that our local schools are involved with to assist the community. JUSC and the Great Valley Technology Alliance (GVTA)/Northeastern Pennsylvania Technology Institute (NPTI) are also products of University Community Partnerships.



Barnes & Noble, Downtown Wilkes-Barre

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VII. RECOMMENDATIONS

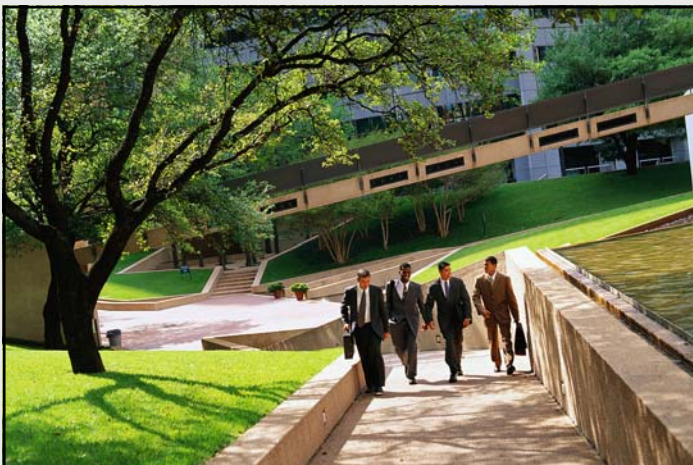
While the case studies presented provide insight into many successful university community partnerships around the nation, each project is unique to its specific community. What would work in one college town might not work in another.

Many times, partnerships are formed through acquaintances or providers or simply by a university worker or students volunteering time to an organization outside of their work or classroom schedule. Colleges and universities can work with local and state government, nonprofits, the business community and local school districts to forge such partnerships.

IHEs should involve communities in their planning processes, whether for expanding campus boundaries or rehabilitating campus properties. When planning is inclusive and encourages input through community dialogue, it most likely benefits the overall process.

IHEs Should:

- Create explicit urban economic development strategies that focus on surrounding communities;
- Include meaningful community participation in formulating the strategy;
- Charge specific school departments and offices with targeted economic development goals;
- Appoint a high-level coordinator to oversee and advance efforts;
- Deploy leadership to serve on the boards of business associations, community organizations and public-sector bodies; and
- Think long-term.



Mayors Should:

- Include IHEs in cities' short- and long-term economic development strategies;
- Convene IHE presidents and business leaders regularly to identify and further economic development partnerships and opportunities;
- Establish an IHE liaison office to advance collaboration and economic development.

Community Group Leaders Should:

- Seek out “win-win” partnerships with IHEs and acknowledge the institutions' economic interests.

Business Leaders Should:

- Partner with IHEs to invest in real estate and supplier development, research commercialization, incubators, workforce development, and other economic development partnerships.
- Involve IHEs in business forums, associations, and public/private initiatives.⁷⁸

Mayor Tom Leighton of Wilkes-Barre said it best with his signature “I Believe” motto. The predominant attitude of residents and those living and working in surrounding areas is perhaps the largest obstacle to face in regard to becoming a college town. Lackawanna and Luzerne Counties, along with the area IHEs, have the right tools to form new and exciting partnerships. By forming these partnerships, all community stakeholders and IHEs stand to make substantial gains. Not only would such partnerships bring together representatives from higher education and government, but they would also work to strengthen the local economy, give students, faculty and staff opportunities to witness thriving government/



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community partnerships. The future of our region depends on the ability of each community, its government, and its citizens to mobilize commercial districts. IHEs have the ability to kick-start this process.

As examined in section one of this report, the area IHEs have a significant economic impact on surrounding communities. Located within the City of Wilkes-Barre, Wilkes University, King's College and Luzerne County Community College all contribute to the local economy. These institutions, in conjunction with other area IHEs, must realize their vital role in the City's economic potential.

As it stands, Wilkes-Barre has excellent relationships with its IHEs, as witnessed by numerous collaborative volunteer efforts. There is obviously a desire for IHEs to help the community on a social level.

Addressing a community's social needs is a significant step toward the creation of a college town environment. To address a community's economic needs, IHEs should partner with the respective community they wish to advance. To promote social and economic efforts, communities and IHEs should enter into educational partnerships that work to fulfill the mission of the IHE, and meet the community's needs. In addition, area IHEs and communities should examine success stories sited in the aforementioned case studies.

These partnerships are designed to address a community's housing and commercial needs and help cities overcome often crippling financial and infrastructure problems. Utilizing IHEs as an effective source for overcoming such problems enable a city to thrive in the future

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