

ECONOMIC AND COMMUNITY IMPACTS OF SMALL COLLEGES AND UNIVERSITIES IN WESTERN PENNSYLVANIA

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Executive Summary

The economic and community impacts of colleges and universities have grown in importance in their cities and regions over recent decades. The restructuring of regional economies, largely through the loss of manufacturing activity and the expansion of knowledge industries, means that the educational sector, along with health care, is today one of the largest and fastest growing components of many regional economies.

This is particularly true in Western Pennsylvania, which has seen a loss of manufacturing jobs and the manufacturing base over the past three decades, famously with the collapse of its steel mills, but pervasively across key manufacturing sectors. The post-industrial economy finds the education and health care sectors to be larger and more significant parts of regional economies across Western Pennsylvania.

Colleges and universities, along with health care establishments, are commonly referred to as “anchor institutions” – geographically-based institutions with major roles in the community and economic affairs of a certain location. With a number of programs, models and examples evident across the country, higher education institutions have increased and expanded their level of civic engagement, including across Western Pennsylvania. Ira Harkavy of the University of Pennsylvania describes colleges and universities in home communities as “by far the most powerful partners, ‘anchors,’ and creative catalysts for change and improvement in the quality of life in American cities and communities (Penn Institute for Urban Research, 2009, p. 147).

This report extends work from the first phase of this project, reported in *Economic and Community Impacts of Small Colleges in Western Pennsylvania: Washington & Jefferson College* (Deitrick, Lafe, & Briem, 2010). In this second phase, we examine three additional institutions: Waynesburg University, Seton Hill University and Westminster College and place the community/economic impact of these institutions in a national framework of current practices. We also scope out state and regional organizations now working on these issues from a collective institutional framework. We then summarize our findings for the four institutions in their role as anchor institutions of their regional economies and communities.

General findings regarding the important economic and community roles of colleges and universities as anchor institutions often center on issues of community revitalization as an aspect of institutional promotion and advancement. Reducing crime, stabilizing property values, developing downtown real estate, supporting student volunteerism and participating in local planning efforts --- all of these activities reflect mutual interests of both higher education institutions and local communities.

The case studies demonstrate that higher education institutions can develop sustainable partnerships with their communities to promote revitalization and investment in core areas. All four institutions in the study have developed sustainable partnerships with their local communities through initiatives that cover a range of activities. Some examples include:

1. Development and/or renovation of downtown real estate.

2. Active and organized student volunteerism.
3. Participation in economic planning efforts.
4. Grants for special community projects.
5. Unrestricted monetary grants.
6. Regular town/gown meetings to review community issues.
7. Landscape and beautification planning.
8. Office space for local non-profits.
9. Sponsorship or support of special events.
10. Shared facility use.
11. Organized special classes.

The nature of these partnerships varies depending on the size of the community, the commitment of the educational institution, and the availability of private and state funding. Each of the four institutions has developed its own strategy to support the local community.

1. Washington & Jefferson College -- frequent project grants, involvement in public safety provision, and active participation in economic and community planning initiatives.
2. Waynesburg University -- frequent project grants, purchase of real estate in the town center, and support for and underwriting of local planning efforts.
3. Seton Hill University -- purchase and construction of a new building in the town center, planning for the construction of a second building, use of rental space in other downtown buildings, and small annual contributions to several community-wide events in which the city is involved.
4. Westminster College -- annual unrestricted grant to operations of the town of New Wilmington and frequent informal consultation with town leaders.

One other institution not included in this study -- Allegheny College, but with whom we spoke -- makes a significant unrestricted annual grant to the town of Meadville. Across the institutions emerged some generalize-able conclusions and findings:

- Economic and community development initiatives are leadership-driven, typically by the college or university president. Relations with the town invariably go through the President.
- All four of the institutions promote service learning and student volunteerism, although the level of commitment varies, as does the extent of service learning initiatives and volunteer opportunities, as well as the degree to which the service learning is integrated into the curriculum and the institution. Partnership organizations, particularly PA Campus Compact, are useful in helping to develop effective service learning on campuses, but not all of the four institutions are active members.
- State and federal representatives and local elected officials have been crucial for many

projects and developments. Since several regional politicians held high level rank within their legislative bodies, they were instrumental in helping to secure funds for projects. Newer representatives with less seniority may not play the same roles, especially in times of budget cuts and decreased funding sources.

- The role of Pennsylvania Department of Community and Economic Development (DCED) has been important for many of these institutions and communities in joint partnership development. DCED funds in a variety of forms – loans, Main Street, Keystone Innovation Zones (KIZ). Proposed cuts to community revitalization programs in Pennsylvania will create gaps in funds available to communities.

Research and evidence show ample opportunities to support partnerships between higher education institutions and community organizations for place-based, community economic development in Western Pennsylvania. The institutions in this study are, indeed, anchors in their communities and play an increasingly expansive and crucial role in their local economic and community development. The work points to future directions:

- Higher education institutions in Western Pennsylvania have played an important role in community engagement and leveraging their knowledge and capacity for community-identified planning and development. Foundations can support partnerships between higher education institutions and communities for developing coordinated strategies of civic engagement.
- Long-term sustainable partnerships between academic institution and a local community may produce more beneficial impact over time than a project-by-project approach.
- Foundations can play a significant cross-institutional role by using their convening power to bring academic institutions together to examine economic and community development strategies. These can provide greater opportunities to leverage resources, share knowledge, and focus on community development.
- Foundation support for existing networking organizations that are already successful in expanding and extending service learning initiatives can be very helpful. This networking of information and leveraging of resources can be important in what is the next wave of civic engagement – community engagement and community partner inputs.

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Introduction

The economic and community impacts of colleges and universities have grown in importance in their cities and regions over recent decades. The restructuring of regional economies, largely through the loss of manufacturing activity and the expansion of knowledge industries, means that the educational sector, along with health care, today is one of the largest and fastest growing components of many regional economies. This is particularly true in Western Pennsylvania, which has seen a tremendous loss of manufacturing jobs and the manufacturing base over the past three decades, famously with the collapse of its steel mills, but pervasively across key manufacturing sectors. The post-industrial economy finds the education and health care sectors larger and more significant parts of regional economies across Western Pennsylvania.

The economic importance of educational institutions has been extensively studied, including the impacts of institutions in our region (Afrasiabi, Onyeiwu, & Helmreich, 2006; Economic Modeling Specialists, Inc., 2010; Association of Independent Colleges and Universities of Pennsylvania, 2010). Higher education institutions document their impacts on their regional economies for a range of stakeholders, including local officials, state politicians, community organizations, alumni, students, and community residents. Educational institutions hire and pay workers, buy supplies, enroll and educate students, and contribute to building an educated workforce for regional and national labor markets – and beyond (Webber & Karlstrom, 2009). Their economic importance has expanded, both internally through institutional employment growth and externally with shifts and employment decline in industrial-based economies.

Educational institutions also parlay their knowledge base and skill base to work on community and economic development issues closer to home, often in their own neighborhoods. Educational institutions have long been engaged in their communities in a variety of forms, but what has changed over the past two decades is the recognition of the importance of economic and community engagement by higher education institutions and the expansion of that engagement. Today, the education sector, local governments, and community-based organizations recognize the interrelations of their community economic development interests, especially in their own municipalities and neighborhoods.

Colleges and universities, along with health care establishments, are commonly referred to as “anchor institutions” -- geographically-based institutions with major roles in the community and economic affairs of a certain location. With a number of programs, models and examples evident across the country, higher education institutions have increased and expanded their level of civic engagement, including across Western Pennsylvania. Ira Harkavy of the University of Pennsylvania has summed up the position of colleges and universities in home communities as “potentially ...(and) by far the most powerful partners, ‘anchors,’ and creative catalysts for change and improvement in the quality of life in American cities and communities (Penn Institute for Urban Research, 2009, p. 147).

This report extends work from the first phase of this project, reported in *Economic and Community Impacts of Small Colleges in Western Pennsylvania: Washington & Jefferson College* (Deitrick, Lafe, & Briem, 2010). In the second phase of this project, we place the work of colleges and universities in their community and economic impacts in the national framework of current practices, analysis, and new directions. We summarize briefly a discussion of taxation and nonprofit organizations, something very important to one of our institutions at one point in the past decades and of concern to the state's higher education associations, continuing today.

Mainly, though, this report examines the impacts of three local institutions on their communities and the national context of higher education institutions in community economic engagement. We find that while much of the literature on anchor institutions focuses on urban environments and large cities, the "anchor" position and influence is no less important for colleges and universities located in smaller metropolitan and rural regions. We scope out state and regional organizations now working on these issues in Pennsylvania and place them in a collective institutional framework. We then summarize our findings for the three institutions examined to this study: Seton Hill University, Waynesburg University and Westminster College. Coupling these findings with our work on W&J in the first phase of this project, we consider the collective role of colleges and smaller universities in less urbanized regions as anchor institutions with significant impacts in their regional economies and community economic development.

Context: The national landscape for economic and community impacts

“Colleges and universities are place-based institutions anchored within their communities, and they are increasingly recognized as key contributors to urban and community development.” Ira Harkavy, (Penn Institute for Urban Research, 2009).

Colleges and universities have always played major community and economic development roles in their communities. What have changed over the past two decades are the level, nature and scope of their involvement and the institutional context.

From this view stems much of the work today on anchor institutions. The civic mission of many higher educational institutions stretches back to their founding, including some to the 18th century and some under the Morrill Act of 1862, which established public land grant institutions to improve life and agriculture in rural America. Land grant institutions expanded their economic development in rural America over the decades since their founding through a variety of means. Many higher education institutions in rural America began as teachers’ colleges and expanded into comprehensive regional institutions (Baer, 2006). Along with Historically Black Land-Grant Colleges, established in 1890 by the U.S. Congress and tribal colleges, these institutions often enroll first-generation students in non-urban parts of the state and country.

By the 1970s, many higher education institutions began to examine the economic impacts of their institutions on local and regional communities, encouraged by a method supported by the American Council of Education (Ohme, 2003; Stokes and Coomes, 1998). In traditional regional science and economic impact analysis, education is an export-industry, attracting students and resources from outside the region and circulating new dollars to expand regional product. Education is also an investment for local residents, encouraging people to attain higher educational levels and, if retained regionally, expand a region’s human capital. From their founding onward, from traditionally locally serving institutions to international research universities, the implication to improve the educational attainment of residents and the local workforce became central to the mission of many institutions.

Though community impacts are not as commonly measured as economic impacts, at least for quite some time, the university role in communities extends back a century and more. Many institutions were established with religious affiliations, which also had certain community focuses. The settlement house movement, begun with Jane Addams and Hull House with the University of Chicago (Axelroth and Dubb, 2010, p. 19), is one of the most extensive and important links to improving community conditions and the lives of residents. Student service learning was developed through the volunteer efforts of 1960s efforts, such as the National Student Volunteer Program, later changed to the National Center for Service-Learning (Axelroth and Dubb, 2010, p. 20). The federal government, under the Housing and Community Development Act of 1974, set up what became the Community Development Work Study

program to university students for training in community and economic development, largely tied to their local communities (Deitrick and Soska, 2008).

By 1990, President George H.W. Bush reinvigorated service learning with federal funding, which had largely decreased or disappeared during the 1980s. Just a decade later, service learning initiatives were common across American institutions, including engagement at smaller colleges and more rural institutions. Axelroth and Dubb (2010), relating the recent history of the movement, also noted that while the views changed in research institutions that they could advance knowledge and work to improve their local communities, the embrace of community engagement and community partnerships was by no means limited to large research universities.

Nonetheless, for the decades in the middle of the 20th century, economic and community improvements in local conditions were not central to most higher education institutions' missions. Scholars and practitioners have documented the steps and gaps that followed, particularly in the early Cold War period. With increases in federal funding, the expanding research universities of the 20th century put a focus on national and global issues, and institutions turned away from home communities (Bender, 2002). Colleges and universities "lost their way" in their own communities, with their search and quest for knowledge far beyond their borders in developing high caliber research programs and initiatives.

The change in urban areas in the early post war years, with urban renewal, white flight, suburbanization, highway construction, concentrated poverty, and increased crime contributed to the deterioration of older urban neighborhoods -- often the same ones where major educational institutions were founded and were located. As urban poverty rose, many institutions engaged in the challenges of improving conditions in cities, often with governmental support.

A number of other trends also converged in the 1970s and 1980s that affected the institutions in this study. Higher education institutions faced the post "baby boom" years, with the supply of college students declining. In 1976, there were 3.2 million high school graduates in the U.S. By 1993, the number of high school graduates in the U.S. fell to 2.5 million (McPherson and Schapiro, 2000). This produced increased competition for students among institutions.

As the number of prospective students declined, the number of higher education institutions grew. This competition for students was heightened by the expansion of public universities and colleges from the 1960s forward and the establishment and expansion of private, for-profit institutions in the 1990s. Against these developments, liberal arts colleges, which were also more expensive, moved into new ways to promote their strengths and reach prospective applicants. McPherson & Schapiro (2000) summarized the challenges:

Schools that once subsisted on a combination of genteel poverty among the faculty, tweedy relationships between admissions deans and prep school headmasters, and 'old school' ties with the alumni now depend on four-color

brochures, marketing directors, meticulously planned capital campaigns, and elaborate pricing and discount policies that make airline pricing look straightforward by comparison” (p. 47).

While, in our group, two colleges, Washington & Jefferson and Westminster, continue their traditional liberal arts focus, both Waynesburg and Seton Hill moved to a more diversified educational curriculum and became universities. These changes reflect national shifts. The number of colleges that continue to fit the “liberal arts” moniker has dramatically declined, from once perhaps 3,000 institutions to 200 colleges by the end of the century (McPherson and Schapiro, 2000). David Breneman examined 540 “liberal arts” colleges by a set of metrics, which included the measure that 40 percent of the college’s majors were in liberal disciplines (cited by McPherson and Schapiro, 2000). Of these 540 colleges, 212 achieved the number. “The majority ... had transformed themselves, some quietly, some with fanfare, into schools specializing in business, computing, nursing, and the like, often equipping themselves with large populations of adults and part-time students. Today the Carnegie Foundation doesn’t even call them liberal arts colleges – they are baccalaureate institutions” (McPherson and Schapiro, 2000).

Along with the decline in the supply of college-aged students, increased competition from expanded public institutions and new, for profit colleges, many higher education institutions also faced deteriorating conditions in their nearby neighborhoods that posed a safety threat to students and staff – and prospective students. With the urban condition of cities profoundly deteriorating, crime escalating, and federalism cutting state governments’ stream of funds, many schools recognized that they had a shared partnership with city officials, neighborhood organizations, and community development corporations to work to improve conditions in their own and nearby neighborhoods. These changes collectively pointed institutions to a new view of community engagement.

Universities and colleges come back home – the roles of anchor institutions

A number of changes and new programs have helped higher education institutions expand civic engagement in their local communities. By the late 1980s and early 1990s, the U.S. Department of Housing and Urban Development, later through the Office of University Partnerships (established 1992), recognized the need to expand their university-related programs from individually-focused funding (scholarships, research, work study fellowships) to institutionally-centered programs, largely through the Community Outreach Partnership Centers and programs aimed at Historically Black Colleges and Universities. Other foundations and agencies echoed the message and many institutions – including some who became leaders and models in the field – emerged with new ideas and new partnership to engage in their communities and adopt strategic views toward their economic impacts. Other organizations, such as Campus Compact, also emerged during these years. Campus Compact, now with over 1,100 college and university presidents, began in 1985 to encourage college students to engage in service learning in their communities. Many institutions across the country embraced these missions and goals.

More recently, understanding engagement has brought a wealth and breadth of information and analysis on anchor institutions (Appleseed, 2003; Axelroth & Dubb, 2010; Mott, 2005; Penn Institute for Urban Research, 2009). The work on anchor institutions is focused on the partnerships that higher education institutions have helped to create to improve conditions in those neighborhoods and communities “in which they reside,” typically cities and urban regions (Axelroth & Dubb, 2010, p. 3). Axelroth and Dubb summarize anchor strategies by the following:

- Comprehensive neighborhood revitalization
- Community economic development through corporate investment
- Local capacity building
- Education and health partnerships
- Scholarly engagement
- Multi-anchor, city and regional partnerships

Through their case studies of ten exemplary urban institutions, Axelroth and Dubb (2010) constructed three roles higher education institutions play in “anchor-based community development” (p. 5):

1. **Facilitator** – Facilitator institutions are typified by large, public universities with limited financial resources. Engagement is concentrated through expansive educational opportunities, service-learning activities and in-kind support for community initiatives and partnerships. Facilitator schools are strongly supported in their roles by their administrative leaders, but their economic impacts are more limited. They are less likely to engage in direct investments in real estate and employment and more likely to engage in community partnerships across a broad range of areas, with a dispersed and sometimes diffused effect on geographic-centered improvements. Examples: Indiana University-Purdue University Indianapolis, Miami Dade College, Portland State University,

2. **Leader** — Leader institutions put their emphasis and resources in their nearby neighborhoods and communities, with a specific and calculated place-based strategy to realize improved community conditions. They are involved with community stakeholders, but control is held by the institutions. These institutions are located in neighborhoods that had deterioration and increased crime over decades. Examples: University of Cincinnati, University of Pennsylvania, Yale University.

3. **Convener** -- Convener institutions are less directed in their community partnerships toward crime alleviation and concentrating instead on leveraging resources for focused community partnerships in select places. Examples: Emory University, Lemoyne-Owen College, Syracuse University, University of Minnesota, Twin Cities.

The roles are based on leadership within the institution and the resources available or made available for civic engagement strategies and tasks. With nearly twenty years of community and

economic engagement and experiences discovered through these exemplary cases, the authors also related the challenges that even the most successful engaged institutions can face. These include: (Axelroth and Dubb, 2010, p. 42, verbatim)

- Creating an engaged community;
- Establishing partnership programs and goals;
- Institutionalizing the anchor vision;
- Securing funding and leveraging resources;
- Building a culture of economic inclusion;
- Sustaining inclusive planning and community relationships; and
- Creating meaningful impacts on low-income residents and neighborhoods.

Understanding typologies generated by national studies is important in this study. The national review underscores that most of these institutional partnerships were generally generated, developed and advanced by large, urban universities and community colleges, though the review does point to the more limited scope of smaller institutions involvement, particularly in service learning networks.

Pennsylvania and regional context

There is a growing recognition of the role of higher education in the transformation of the regional economy in Southwestern Pennsylvania. In their core mission as producers of human capital and workforce-enhancing training, higher educational institutions represent a sizable industry cluster in themselves.

Within the 10 counties of Southwestern Pennsylvania, over 96 post-secondary institutions provided educational programs of two years or longer to over 175,000 students in 2009 (see Figure 1). Thirty-two of those institutions provided comprehensive four year post-secondary educational programs or graduate programs with a total enrollment of over 125,000 students (see Table 1).

While there exists a cluster of these institutions in the region's core and in particular the City of Pittsburgh, Institutions of Higher Education play a significant role in every regional county. Collectively these institutions are not only the very core of advanced worker education, they are significant economic clusters with a sizable contribution to regional employment and value added production.

Figure 1. Post-Secondary Educational Institutions In SW Pennsylvania

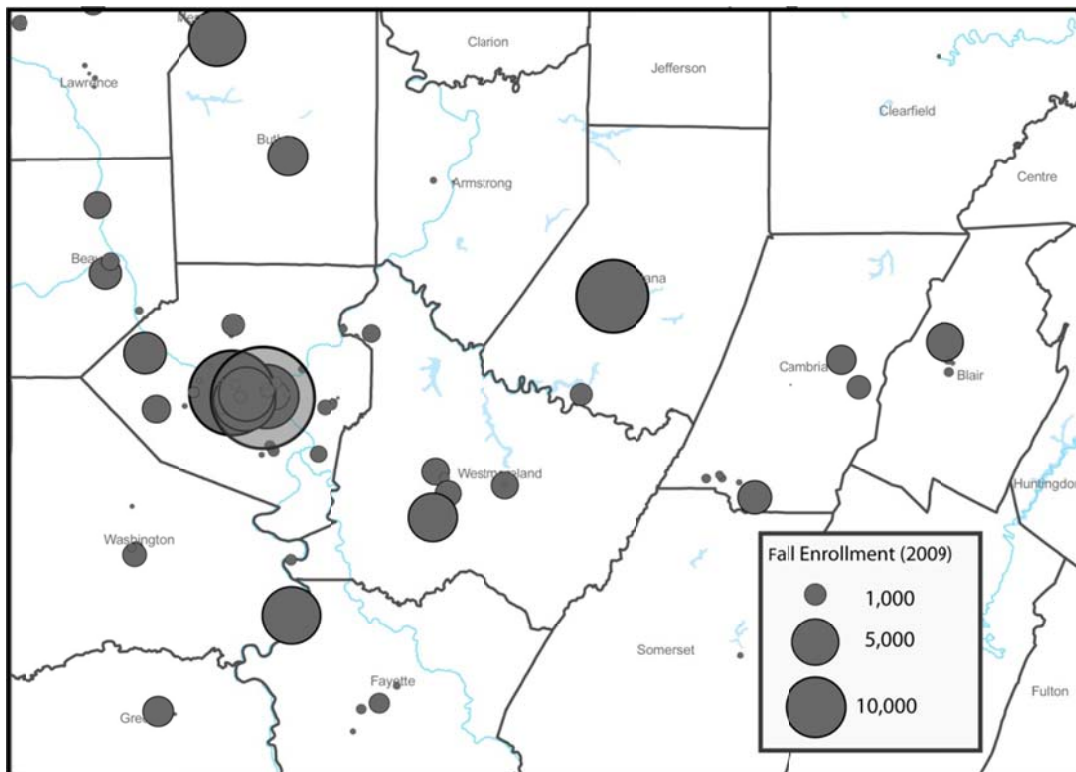


Table 1. 4-Year Post-Secondary Educational Institutions In Southwestern Pennsylvania

Institution	County	Type of Institution	Enrollment (2009)
The Art Institute of Pittsburgh	Allegheny	Private for-profit	2,756
The Art Institute of Pittsburgh-Online Division	Allegheny	Private for-profit	8,000
University of Phoenix-Pittsburgh Campus	Allegheny	Private for-profit	84
Byzantine Catholic Seminary	Allegheny	Private not-for-profit	11
Carlow University	Allegheny	Private not-for-profit	2,264
Carnegie Mellon University	Allegheny	Private not-for-profit	11,197
Chatham University	Allegheny	Private not-for-profit	2,196
Duquesne University	Allegheny	Private not-for-profit	10,270
La Roche College	Allegheny	Private not-for-profit	1,356
Moore College of Art and Design	Allegheny	Private not-for-profit	582
Pittsburgh Theological Seminary	Allegheny	Private not-for-profit	333
Point Park University	Allegheny	Private not-for-profit	3,986
Reformed Presbyterian Theological Seminary	Allegheny	Private not-for-profit	111
Robert Morris University	Allegheny	Private not-for-profit	4,786
UPMC Presbyterian Shadyside Dietetic Internship	Allegheny	Private not-for-profit	4
Geneva College	Beaver	Private not-for-profit	1,931
Trinity Episcopal School for Ministry	Beaver	Private not-for-profit	175
Waynesburg University	Greene	Private not-for-profit	2,495
Westminster College	Lawrence	Private not-for-profit	1,537
Washington & Jefferson College	Washington	Private not-for-profit	1,514
Saint Vincent College	Westmoreland	Private not-for-profit	1,984
Saint Vincent Seminary	Westmoreland	Private not-for-profit	70
Seton Hill University	Westmoreland	Private not-for-profit	1,992
Pennsylvania State University-Penn State Greater Allegheny	Allegheny	Public	767
University of Pittsburgh-Pittsburgh Campus	Allegheny	Public	28,328
Pennsylvania State University-Penn State Beaver	Beaver	Public	845
Slippery Rock University of Pennsylvania	Butler	Public	8,648
Pennsylvania State University-Penn State Fayette-Eberly Campus	Fayette	Public	1,099
Indiana University of Pennsylvania-Main Campus	Indiana	Public	14,638
California University of Pennsylvania	Washington	Public	9,017
Pennsylvania State University-Penn State New Kensington	Westmoreland	Public	876
University of Pittsburgh-Greensburg	Westmoreland	Public	1,808
Total:			125,660

SOURCE: THE INTEGRATED POSTSECONDARY EDUCATION DATA SYSTEM (IPEDS), U.S. DEPARTMENT OF EDUCATION

Partnership organizations

Higher education institutions in Pennsylvania are supported by a number of partnership organizations working to improve relationships with their communities. We focus here on organizations engaged in aspects of community economic development coalitions across institutions.

First, the *Association of Independent Colleges and Universities* (AICUP) represents 83 private higher education institutions in Pennsylvania on a range of issues, but predominately focused on policy issues, membership services, research and collaborations among members. The organization was formed in 1995 from three other organizations and is based in Harrisburg.

AICUP produces “Making the Case,” a report on the economic impact of independent higher education in Pennsylvania (AICSUP 2005; AICUP 2011). In their 2011 report, the total economic impact of the sector was \$16.1 billion. Unfortunately, with methodological changes, these impact figures cannot be compared to a previous impact from their 2005 report, with an \$18.3 billion impact (AICUP 2006). Their research staff uses IMPLAN to estimate economic impacts by institution and for regions and the state. While they are knowledgeable about community impacts and partnerships among member institutions, they do not maintain regular recordkeeping or develop metrics on the community impact side, owing to demands of information gathering by their members. They did report, however, that there is probably more engagement of institutions in business development in older declining communities. This certainly fits our findings in our Western Pennsylvania cases. Both Joanne Boyle, President of Seton Hill University, and Timothy Thyreen, President of Waynesburg University, have previously served as AICUP’s President.

Another important resource in Pennsylvania is the state chapter of Campus Compact, *Pennsylvania Campus Compact* (PACC). PACC promotes civic engagement for students across Pennsylvania campuses through a number of initiatives, including AmeriCorps programs and training and technical assistance focused on civic engagement, leadership and institutional planning.

Richard Dorman, President of Westminster College, is currently Vice Chair of the board. In Western Pennsylvania, nineteen higher education institutions are members of PA Campus Compact, with the Presidents of Robert Morris University, Greg Dell’Omo, and Westmoreland Community College, Dan Obara, currently serving on the board. Waynesburg University and Westminster College are both members, and, from our conversations, we have learned that there is interest from Seton Hill University in becoming involved with PA Campus Compact.

A third cross-campus collaborative is Project Pericles, which includes Allegheny College and Chatham University. Project Pericles began in 2000, after interest formed in the late 1990s by entrepreneur and philanthropist Eugene M. Lang to re-engage students in liberal arts colleges in their sense of social responsibility. Member institutions engage in a set of policies to further the mission of civic and social responsibilities among their students. At Chatham, the Periclean

Series addresses citizen participation in democracy. At Allegheny College, their involvement is part of the Allegheny College and Meadville Civic Engagement Council, an umbrella organization across six programs, bringing faculty, students and community partners together to help to improve community conditions.

An important source of funding for higher education institutions embarking on civic engagement activities was the Community Outreach Partnership Center (COPC) grants from the U.S. Department of Housing and Urban Development (HUD). Community Outreach Partnership Centers encouraged colleges and universities to set up outreach and applied research with partners in a specific urban area. Across Western Pennsylvania, several institutions were awarded HUD COPC grants and developed strong partner relations and programs through these grants: Duquesne University (1994; New Directions 2000), University of Pittsburgh (2000; New Directions 2004), Robert Morris University (2002), Point Park University (2003), Edinboro University of Pennsylvania (2004), Penn State University (2004). Though HUD discontinued funding new COPC grants in 2006, many higher education institutions have continued their COPC programs and activities through their own funding sources.

There are also numerous networking organizations centered primarily on service learning and internships across the state. The Southwestern Pennsylvania Regional Network for the Growth of Service Learning (SPRING) is an organization of institutions working to promote and expand service learning throughout the region. Created in 2007 from a Corporation for National and Community Service Learn and Serve grant, SPRING includes Waynesburg University and Washington & Jefferson College among its nine members, along with the nonprofit organizations Collegiate YMCA of Greater Pittsburgh and Pittsburgh Cares and higher education institution members Carlow University, Community College of Allegheny County, Duquesne University, Robert Morris University, and the University of Pittsburgh. Members of the network can avail themselves of resources and events and pay a fee to join.¹

Finally, within Western Pennsylvania, the Pittsburgh Council on Higher Education (PCHE), formed in 1962, represents ten higher education institutions in Allegheny County, with the partnership centered on government and community relations, cooperative activities reflecting common interests and a common voice across the institutions. It defines its geography as Allegheny County only. However, we found interest in PCHE among higher education institutions in other counties of Western Pennsylvania.

Vey (2005), in the Brookings piece on higher education institutions in Pennsylvania, noted that many Pennsylvania higher education institutions were not truly engaged civic actors. In recent years, we have seen a stronger presence from the above partnership organizations in promoting

¹ In recent years, other government agencies have made links to civic engagement issues with colleges and universities, such as Interns Plus, begun as PA Department of Community and Economic Development-funded organization. It works with schools in the largely rural, north central part of the state to put undergraduates into paid and unpaid internships across the region. The program now is coordinated by the Central Pennsylvania Workforce Development Corp. under SEDA-Council of Governments.

civic engagement among these institutions. These partnership organizations are an important means to foster university – civic engagement in community development. They also provide a collective voice about the economic and civic impacts these institutions produce across Western Pennsylvania (Siegfried, Sanderson, & McHenry, 2006). These partnership organizations, or perhaps an expanded one, might be able to make a stronger voice for these institutions in an economically interrelated part of the state and promote greater networking across campuses and multi-institutional initiatives for engaged campuses.

Community and economic impact reports

Several institutions have conducted their own impact studies over the years, including the University of Pittsburgh. For this study, however, we are interested in institutions outside of the city of Pittsburgh. Both Allegheny College and Slippery Rock University of Pennsylvania have conducted their own economic impact studies outside AICUP and other partnership organizations.

Allegheny College received high marks from a number of evaluations for higher education institutions civic engagement, including making the “Honor Roll” in the Evan Dobbelle *Saviors of the City* (Dobbelle, 2009). Allegheny College was the 7th largest employer in Crawford County in 2007. A previous president of Allegheny College Richard Cook expanded the college’s connections to the town of Meadville, largely through the Community Engagement Council, mentioned above under Project Pericles. Two economists from the college produced the economic impact report, using a regional input-output model developed from IMPLAN. The College’s economic impact totaled \$93 million in Crawford County in 2004 – 2005. The college directly employed nearly 500 people, with 92 percent residing in Crawford County, and the college’s indirect employment effects resulted in an additional 1,000 jobs in the county. The college’s current President James Mullen remains engaged in these efforts.

The then-President Cook used these impact figures in a variety of ways. The school established a working partnership with Meadville, engages in watershed and environmental endeavors, and put \$50,000 to the community. With 2,100 students and 800 alumni living in Crawford County, the College recognizes the importance of its economic, community and environmental impacts and has expanded its community partnerships over the 2000s.

A second institution in Western Pennsylvania also contracted for an economic impact analysis Slippery Rock University. The report measured the impact of the University on the regional economy in 2008 and was conducted by an outside consultant, Economic Modeling Specialists, Inc. The report also contained information on community impacts and the role SRU had in places, such as a community center in New Castle. The report expanded the impact study to estimate the financial returns to students and area taxpayers and the projected impacts of students as they become alumni in the region.

Western Pennsylvania institutions and their community impact

In this section, we present an overview of the community partnerships of three higher education institutions in Western Pennsylvania. We find that the role of smaller sized higher education institutions “provide an anchor” to their communities in the same vein as discussed nationally – they cannot “pick up and leave” (Coalition for Urban Serving Universities, 2010).

The institutions in this study are liberal arts colleges and regional universities, located in rural areas and smaller communities. Two communities, Greensburg and Washington, are part of the Pittsburgh metropolitan region and both are county seats. Similar to other communities in Western Pennsylvania, they have suffered declines in manufacturing over the decades, with few expanding sectors outside of education and health care. In general, the institutions in this study are located in areas where the population is not growing (see Table 2).

Table 2. Population Counties and Cities in Study, 1970 - 2010

Year	Total population by county*			Percent change by county		
	Greene	Lawrence	Westmoreland	Greene	Lawrence	Westmoreland
1970	36,090	107,374	376,935			
1980	40,476	107,150	392,294	12.2%	-0.2%	4.1%
1990	39,550	96,246	370,321	-2.3%	-10.2%	-5.6%
2000	40,672	94,643	369,993	2.8%	-1.7%	-0.1%
2010	38,686	91,108	365,169	-4.9%	-3.7%	-1.3%

Year	Total population by municipality			Percent change by municipality		
	Waynesburg	New Wilmington	Greensburg	Waynesburg	New Wilmington	Greensburg
1970	5,141	2,723	17,085			
1980	4,478	2,773	17,551	-12.9%	1.8%	2.7%
1990	4,270	2,706	16,318	-4.6%	-2.4%	-7.0%
2000	4,184	2,452	15,889	-2.0%	-9.4%	-2.6%
2010	4,176	2,466	14,892	-0.2%	0.6%	-6.3%

* *Seton Hill University – Westmoreland County; Waynesburg University – Greene County; Westminster College – Lawrence County.*

Westminster College and Waynesburg University are located in small communities in rural settings. Though both have important agricultural bases, Greene County is now the location of significant Marcellus Shale gas activity. While there are many differences across the institutions and their locations, there are important similarities among them in their regional context:

- They are the largest or among the largest employer in their municipality and county.
- They are engaged in a number of economic and community strategies and practices with community partners.

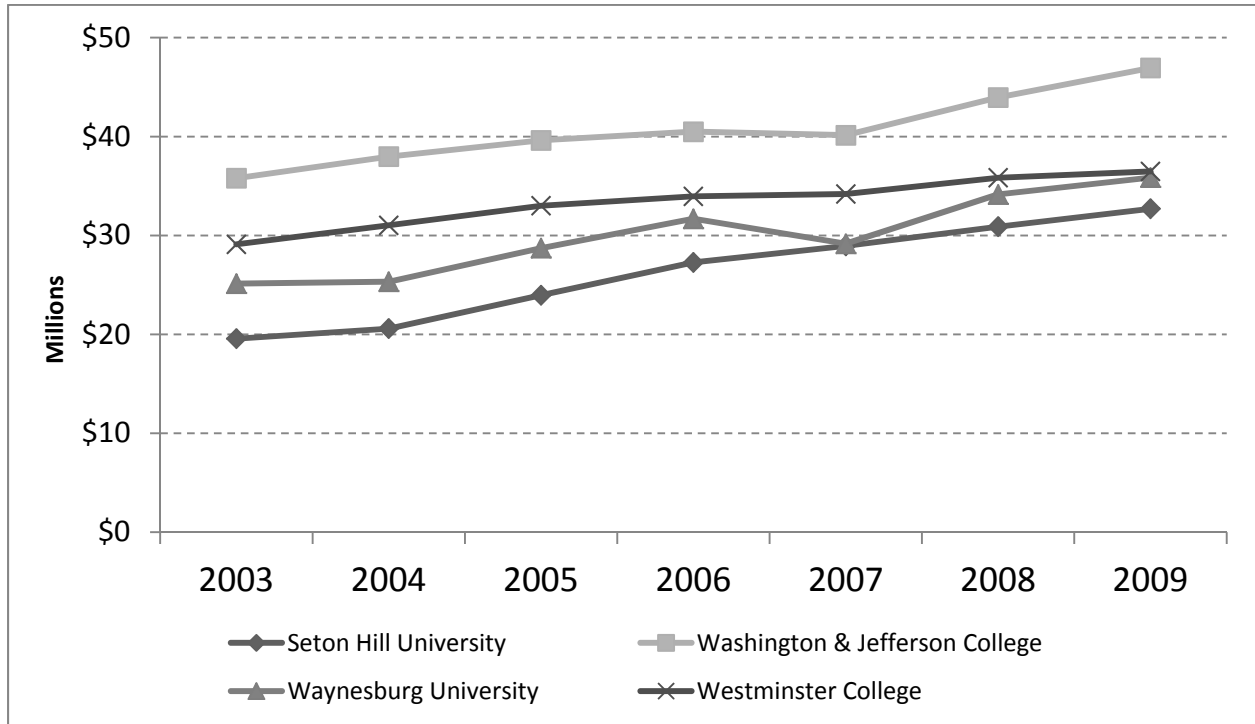
- Their communities are typically not growing, often located in a declining or slow growing region.
- Many are locations affected by deindustrialization and manufacturing job loss, which has continued into the 21st century, along with declines in mining.

In terms of institutional size, the four institutions are fairly similar with respect to numbers of enrolled students and staff size (see Table 3). Measured as full time equivalent, staff size at the four schools is generally around 300 employees. Using data available from Integrated Post Secondary Data System (2011), we examined expenditures of the institutions. All the institutions experienced an increase in their expenses during the 2000s (see Figure 2); Washington & Jefferson was the largest institution in term of expenditures and per student expenses over the other three institutions.

Table 3. Summary of School Characteristics

	Seton Hill University	Washington & Jefferson College	Waynesburg University	Westminster College
Full-time equivalent fall enrollment (2009)	1,777	1,503	1,982	1,481
Total FTE staff (2009)	312	307	290	333
Total expenses-Total amount (2009)	\$32,703,304	\$46,933,390	\$35,857,288	\$36,468,606
Annual expenses per student (2009)	\$18,404	\$31,226	\$18,091	\$24,624
FTE employees per 1,000 students	176	204	146	225

Figure 2. Institutional Expenses by Four Colleges and Universities in Western Pennsylvania, 2003 - 2009



Below is a summary of the information gathered through interviews with college/university officials and town leaders for the purpose of gaining an understanding of the current status of relations between the four academic institutions covered in this study and the communities where they are located. Our objective was to provide sufficient background information and informed opinion to provide an accurate picture of the ways in which the municipalities and the institutions interact.

Waynesburg University

Over the past 25 years, Waynesburg University has undergone a process of institution building and expansion. The University, founded in 1849 by the Cumberland Presbyterian Church and named for General “Mad” Anthony Wayne, promotes a strong Christian focus and engaged service learning for its students.

In 1983, Waynesburg had 670 students, 50 staff positions, an aging physical infrastructure, and an endowment of just over \$3 million. Today, it has over 1,400 students at its main campus (including 300 from Greene County), 1,200 students on three off-campus sites, an endowment of \$47 million, 14 new buildings, 80 full time faculty, with 125 administrative staff positions. These developments have been the result of a 25-year plan designed by Timothy Thyreen, President of the University since 1990, to re-make the institution. Key elements of this plan have included:

- Education within a traditional Christian context and a marketing campaign to promote the institution as a “Christian university”;
- A strong and very successful emphasis on service learning programs;
- The transformation of the college into a university in 2007, adding degree programs in nursing and business administration, and satellite campus locations at Southpointe, Monroeville and Cranberry; and
- A strong focus on business and technology including an innovative program that provides lab space to a local business in return for student internships and a partial teaching load.

Fall enrollment (2009)	
Full-time	1,649
Part-time	866
Degrees granted (2009)	
Bachelor's degrees	362
Master's degrees	257
Associate's degrees	2
Graduation rate (%)	59
Average salary equated to 9-month contracts of full-time instructional staff	\$56,252
Average amount of federal state local or institutional grant aid received	\$10,465

As part of the college’s rebuilding efforts, Waynesburg embraced service learning in the late 1980s to advance the community and build on its founding mission (Thyreen 2010). In 1992, Waynesburg became one of 24 colleges and universities supported by the Bonner Foundation for its Bonner Scholars Program. By 2010, the program brought \$8.5 million to the university, with \$4.6 million from the foundation for the Bonner endowment, matched by \$2 million from the University. Each year, the Bonner Scholars Program supports 15 students per class, with a dedicated service learning program per student. In addition to the Bonner Scholars, all students at Waynesburg engage in at least one service learning project during their enrollment, earning one credit towards graduation. In any given semester, there are 50 partnerships across the region, and, within the Waynesburg community, service learning has significant impact on the capacity of many smaller nonprofit social service organizations.

A significant element of these turnaround efforts has involved the college's relationship with the town of Waynesburg, the county seat of Greene County. Waynesburg, with 4,176 residents in 2010, has lost population over the decades, and the town has declined. Traditionally Waynesburg had a fairly diverse retail sector, a few banks and professional offices that relied heavily on farming and mining as the main occupations of the region. Many of the retail shops have since closed or moved closer to I-79, leaving only a few remaining open stores along High Street, the main corridor, and a number of empty buildings.

Along with other higher education institutions that have seen their nearby communities decline, the leadership of Waynesburg University recognized that the Waynesburg community and its appearance, safety and vitality were important factors for the health and growth of the University. Today, Waynesburg University is the largest landowner in the municipality and has made a number of significant investments to support the town of Waynesburg:

1. The purchase of several buildings in or near the main retail street of Waynesburg: One set of buildings created a natural connection from the campus into the main part of town, whereas, prior to 1990, there was a two-four block parcel that separated the town from the college. Recently the university has purchased two other buildings on Main Street, a nuisance bar and a jewelry store.
2. Support for *Waynesburg Prosperous & Beautiful*, a Main Street program begun in 2001, operated with the Pennsylvania Downtown Center and funded by the PA Department of Community and Economic Development, with office space provided for the executive director. The grant has also provided funds to re-pave and re-build sidewalks and add handicap access ramps on each corner. Support has extended to restructuring *WP&B* into a community development corporation, with now adopted bylaws and IRS approval in early 2011, and the ability to enter into development in the Waynesburg core.
3. The approval of grants to support the town manager for a variety of purchases, most prominently police cars. A grant of \$85,000 to a planning/landscape design firm from Michigan to produce the plan.

In making these real estate purchases, the university has been careful to continue paying the taxes that would have been owed if recently purchased buildings had remained in private hands. In Waynesburg, property taxes are generally low and the town needs tax revenue. For the University, building goodwill is part of the plan and there was no point risking the ire of the citizenry.

There is widespread belief among local citizens and elected officials that, in due course, the university will be the principal owner of real estate on High Street in Waynesburg. They see this as inevitable – and not necessarily a bad thing – because of the university's growth and the town's limited business sector. Whether or not this is a valid prognostication, there is no question that the university is the key player in the affairs of the town.

The University is also promoting economic development in the area through entrepreneurship and the Community Research and Entrepreneurial Development (CRED), housed on its campus. This program offers laboratory and research space to technology firms and brings seasoned professionals from the firms to the classroom, as well as providing student internships.

Overall, Waynesburg University has been remarkably successful in projecting an image of a practical, job-oriented institution that is in tune with real world economic conditions and much in touch with traditional Christian values. As the institution has reclaimed its solvency and grown, it has achieved success as a “facilitator” of anchor-based community development (Axelrod and Dubb, 2010, p. 5) and, as its involvement has expanded over the past two years, it is taking on the role of “leader” with more resources and place-based strategies.

Westminster College

Westminster College is a traditional liberal arts college, located in New Wilmington, PA. It is nationally recognized for its level of civic engagement, annually earning the President’s Higher Education Community Service Honor Roll with Distinction for service learning since the award’s beginning in 2006. Its recognition is the result of the College’s efforts, begun in 1997, to create a strong community relationship.

Of the colleges included in this study, Westminster is the only one not located in a community with significant issues of economic restructuring. New Wilmington -- population 2,500 -- is a small agricultural center that has not undergone significant changes in the past twenty years. Some retail has been lost, but there has been a small influx of new employers. Population has declined slightly, but it has increased in the surrounding townships.

The college and the town work together effectively. Since the college owns approximately thirty percent of the land in New Wilmington and is responsible for 30- 40 percent of the town’s budget, it is clear that the town and the college are closely intertwined. The 2011, the Princeton Review ranked U.S. higher education institutions by “town-gown” relations, and Westminster College (PA) ranked 19th in the national survey (Franek and Meltzer, 2010). Westminster College effectively provides most of New Wilmington’s entertainment and cultural events through its film, concert, speakers and theatre series and productions.

Fall enrollment (2009)	
Full-time	1,442
Part-time	101
Degrees granted (2009)	
Bachelor's degrees	326
Master's degrees	31
Associate's degrees	0
Graduation rate (%)	75
Average salary equated to 9-month contracts of full-time instructional staff	\$57,268
Average amount of federal state local or institutional grant aid received	\$18,044

The college and town frequently share services, advice, personnel, and equipment on an informal basis. In addition to this informal sharing of services, the college makes an annual grant of \$5,000 to the municipality to support the fire department.

Westminster College is the second largest employer in the Lawrence County, after the hospital. Though located in a rural community, New Wilmington is part of a larger region that has experienced widespread loss of traditional industry, population decline, and, in general, restructuring of the economy. Not far from Westminster are the communities of New Castle, Sharon, Farrell and Youngstown, where the impacts of manufacturing loss continue to be sharply felt. College leadership is aware of these changes and recognizes that, to some degree, the college could provide intellectual capital and possibly financial capital to make a small contribution to the re-development of the region. The President, almost four years in his position, has moved carefully into economic development partnerships in the region; traditionally, the college's involvement in regional development has been limited.

As at Waynesburg, community service, civic engagement and service learning have central positions for the school. Many activities are coordinated through the Drinko Center for Excellence in Teaching and Learning, a modestly endowed initiative to enhance undergraduate education and civic engagement. The Drinko Center involves students in collaborative research with faculty, often on local issues, and organizes service learning projects with local organizations in and around New Wilmington. It also has Scholars in Service to Pennsylvania, an AmeriCorps Education award program tying community service and undergraduate education. Through foundation funding, the Center offers small grants for faculty developing service learning components in their courses. With its focus on civic engagement and service learning, and its initial steps into scoping out the economic development landscape, Westminster College more appropriately fits the role of "convener" in community partnerships across the region, beyond New Wilmington (Axelroth and Dubb, 2010, p. 5).

Westminster College has successfully promoted its academic programs within a moderately conservative setting, attractive to many as small, safe and quiet, within the bounds of a traditional liberal arts college. It has not opened a satellite campus nor offered career-specific study options. Whether the changing nature of career and work in the U.S. and the cost of a liberal arts education will necessitate change in the future is impossible to predict, but for the immediate future, Westminster continues to be an effective, traditional liberal arts institution.

Seton Hill University

For most of its history, Seton Hill College has been a valuable, but marginal player in the life of the Greensburg community. Though there were concerts, special events and student volunteer projects, the college focused most of its efforts on internal matters: how to provide a quality liberal arts education for young women within the context of a Catholic institution.

When Dr. Joanne Boyle became President in 1987, the institution adopted a position of active community participation. The rationale for this shift was a perceived need to heighten competitiveness and marketability, develop academic specializations that would attract top quality students, and carve out a distinctive niche among the many colleges in the Western Pennsylvania region. In the years following Dr. Boyle’s inauguration, a number of significant changes were instituted through a fifteen year strategy to reposition the institution as a coeducational (2001) university (2002), with an increased enrollment and endowment growth (from \$5 million to \$26 million).

Like many communities in Western Pennsylvania, Greensburg has suffered from disinvestment. Seton Hills’ efforts in downtown development complemented a series of initiatives begun in the late 1990s. However unconnected, these important investments provided impetus for change: 1) the Westmoreland Museum was expanded and the quality upgraded with the arrival of a new director; 2) the Westmoreland Trust renovated the old railroad station for conversion into a restaurant and the Palace Theater for use as a local concert hall and 3) three local, small hospitals were purchased by the newly formed, non-profit health corporation, Excelsa.

In 2001, Seton Hill University initiated talks with the City of Greensburg, Westmoreland County, the Westmoreland Trust and several local legislators to develop a vision for the future of Greensburg that would emphasize college life, local amenities and government services. The theme of these talks was “Greensburg as a College Town.”

The keystone of this redevelopment vision was a Performing Arts Center built in the heart of Greensburg. The center, completed, in 2010, included two small theaters, rehearsal space and faculty office space. To carry out the project, Seton Hill University raised \$22 million, the largest portion of which was a \$7 million grant from the State of Pennsylvania.

The impact of this new building effort has been significant:

- A new state office building on Main Street (\$12M);
- Health Services Building (\$6 M);
- Two parking lots, four new restaurants, and additional green space;
- An addition to the Courthouse Annex Building (\$10 M); and
- Plans for renovating the former Troutman Department Store.

Despite these successes, the building was controversial. The traditional growth model organizations in Westmoreland County, the Westmoreland Growth Connection and the

Fall Enrollment (2009)	
Full-time	1,549
Part-time	587
Degrees Granted (2009)	
Bachelor's degrees	272
Master's degrees	144
Associate's degrees	0
Graduation rate (%)	59
Average salary equated to 9-month contracts of full-time instructional staff	\$59,417
Average amount of federal state local or institutional grant aid received	\$16,984

Westmoreland County Planning Department, opposed the idea of state tax funds to support a university performing art center. In their view, the demolition of three privately-owned buildings to make way for the non-profit Performing Arts Center substituted tax-paying resources for a non-tax paying resource. Furthermore, they believed that the Art Center would not generate or stimulate additional investment and that there were better, more generative investments to offer.

Nonetheless, proponents of the development, including the mayor, felt “it was a real game changer” for downtown development. What was central to the debate were different visions of economic development. The County emphasized a traditional model of economic development based on small industry, warehouse and distribution centers and suburban offices. The city’s strategy that emerged with the performing arts center focused on: 1) downtown living; 2) small retail; 3) entertainment; 4) service employment and government employment. This is a view of the city as a quality of life amenity-- an appealing place to live and play that offers work-related activities, but is not totally dependent on jobs. It assumes that in the future there will be a demand by an educated, well-traveled population that likes small town living with a lot of big town amenities.

There is no question but that the vibrancy of the City’s strategy and the number of supporters it has attracted took the County by surprise. Nonetheless, the County chose to locate its economic development offices in the heart of Greensburg, thus supporting the City’s strategy. In addition to the new performing arts facility, Seton Hill has located a family therapy program and a studio arts program in downtown Greensburg. Plans are under consideration to renovate a building near the Westmoreland Museum for a new Seton Hill visual arts center.

The most far-reaching of these Greensburg-centered initiatives was a decision in 2009 to enter into a joint degree program with the Lake Erie College of Osteopathic Medicine. Under this arrangement, Seton Hill students can enter the osteopathic medical school after three years of undergraduate biology or biochemistry and receive a doctor of osteopathic medicine in seven years. LECOM students use Seton Hill’s facilities and Excela Hospital’s clinical services.

Not only has this arrangement opened a new specialization for Seton Hill, it has created a demand for apartments in downtown Greensburg. To date, some 40-apartment units (all of them requiring renovation) have been rented to LECOM students (all of whom are older than the typical undergraduate) and a few retirees. This number is projected to grow to as much as 100 units when the full complement of LECOM students is in place in two years.

The resulting increase in retail sales, restaurant use and foot traffic in the center of the town will make a major contribution to the fulfillment of the vision of 2001 of “Greensburg as a college town.” As more of these rental units become available, the character and energy of the city of Greensburg will change.

Other major institutional shifts included:

- Collaborating with a local high school on the use of the football field and raising funds to upgrade the quality of the field and the facility.
- Remodeling St Joseph's Chapel to serve a variety of community needs as well as religious ones.
- Initiating new academic programs, particularly the E-Magnify Women's Business Center, the National Catholic Center for Holocaust Education, and, in 2009, a post-doctoral orthodontics program that will offer services to indigent and low-income patients.

To implement the vision will require additional investment from Seton Hill, the Excelsa Hospital, University of Pittsburgh – Greensburg, and the Community College of Westmoreland County. Urban residential living will have to attract retirees as well as students. The small retail sector will have to take hold and offer a wider range of goods than is the case at the moment. It is not clear that the vision of "Greensburg as a college town" will be successful in the long run, but the developments to date point to Seton Hill University's strength and role as a facilitator of community economic development. It has taken on the position of "Leader" in its focused efforts at real estate changes and investments in the downtown core of Greensburg.

Final thoughts and recommendation on community and economic impacts of smaller colleges and universities in Western Pennsylvania

The key question is: Can smaller institutions in smaller communities serve the anchor role, now identified by larger, urban higher education institutions? The results from this study show that the answer is yes. These colleges and universities can have important, institutionalized and influential effects on their communities. Their relative size and position can be as effective as examples from institutions in more urbanized areas.

For smaller sized institutions in this study, funding is different from anchor institutions in the literature. For larger urban universities, federal, foundation, donor and institutional dollars are the major funding sources for engagement. For institutions at the smaller scale, engagement with local and state politicians is crucial for economic development and community engagement funds. This is not to say that foundation, donor and institutional dollars are not important; they are, but elected officials often do play direct roles in helping to secure development funds.

For the institutions in this study, funds for development came from tax increment financing projects, New Market Tax Credits, and revenue bonds. The Pennsylvania Department of Community and Economic Development provided critical support through programs, such as Main Street, Elm Street, Keystone Innovation Zones, and planning grants.

The relationship to the Pittsburgh community plays a role in how the institutions relate to their home communities. As the largest regional population center, Pittsburgh is an important source of students for all four institutions and, therefore, visibility and marketing expenditures focus on the Pittsburgh community. Access to Pittsburgh foundations is critical to all four institutions, particularly in terms of capital projects.

Some trends that we have found:

- Economic and community development initiatives are leadership-driven, typically by the college or university president.
- Each college or university developed its own strategy for civic engagement.
- Partnership organizations, particularly PA Campus Compact, promote civic engagement across institutions. Some other partner organizations have limited geographic scope – PCHE, for instance, is just the higher education institutions in Allegheny County.

What have been the roles for foundations? The Democracy Collaborative at the University of Maryland, among others, surveyed institutions about prospective roles for foundations. We include these (1 and 2 below) along with others:

1. Foundations can promote networking by bringing practitioners together to develop a common voice for impacts of civic engagement by higher education institutions; and
2. Foundations can promote comprehensive initiatives, including multi-campus initiatives, for schools to leverage resources, share knowledge and focus on community development.
3. Foundations can support institutions developing more organized and coordinated strategies for civic engagement.
4. Foundations can target community organizations that are engaged in partnerships with higher education institutions.
5. The Evergreen Initiative in Cleveland is a model of linking community economic development to “anchor” institutions through establishing worker-owned, for profit cooperatives with Case Western University, Kent State University, Cleveland Clinic, and University Hospitals, along with the City of Cleveland and Cleveland Housing Network. The Cleveland Foundation provided the critical funds for the seed grants to set up local, cooperative businesses.

Research and evidence show ample opportunities for foundation to consider joint applications for partnerships between higher education institutions and community organizations for place-based, community economic development in Western Pennsylvania. The institutions in this study are, indeed, anchors in their communities and play an increasingly expansive and crucial role in their local economic and community development.

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Table 4. Higher Education Institutions and Rankings of Civic Engagement, Various Sources

Rank	Evan Dobbelle -- Saviors of the City (2009)	Coalition of Urban Serving Universities (2009)	President's 2009 Higher Education Community Service Honor Roll	University of Maryland	Princeton Review	Kellogg Foundation
	"Best Neighbor" Colleges and Universities	"Models of Community Engagement" Case Studies, not ranked		University Engagement at a Crossroads	Town and Gown Relations are Great	Engaged Institutions – support for civic engagement
1	University of Pennsylvania University of Southern California	University of Illinois—Chicago	Lee University, TN	Emory University	Clemson University	University of Texas, El Paso
2	University of Dayton University of Pittsburgh	University of Minnesota Portland State University Arizona State University	Ohio Wesleyan University	Indiana University-Purdue University Indianapolis	St. Michael's College	Penn State University
3		University of Cincinnati University of Missouri – Kansas City	University of North Carolina, Chapel Hill	LeMoyne-Owen College	Franklin W. Olin College of Engineering	University of Minnesota, Twin Cities
4		Temple University	Emory & Henry College	Miami Dade College	Davidson College	University of California, Santa Cruz
5	Indiana University-Purdue University Indianapolis	California State University – San Bernardino	Raritan Valley Community College	Portland State University	Wheaton College (IL)	
6	Creighton University		Willamette University	Syracuse University	St. Olaf College	
7	Case Western Reserve University			University of Cincinnati	College of the Ozarks	
8	Tulane University			University of Minnesota – Twin Cities	Agnes Scott College	
9	Portland State University			University of Pennsylvania	North Carolina State University	
10	Drexel University			Yale University	Stonehill College	
11	Virginia Commonwealth University				Samford College	

Rank	Evan Dobelle -- Saviors of the City (2009)	Coalition of Urban Serving Universities (2009)	President's 2009 Higher Education Community Service Honor Roll	University of Maryland	Princeton Review	Kellogg Foundation
12	University of Louisville				William Jewell College	
13	University of Rochester				Westminster College (UT)	
14	University of Missouri— Kansas City University of Missouri – St. Louis University of Houston				University of Louisiana	
15					Seattle University	
16					Kansas State University	
17	Emory University				Loyola University of New Orleans	
18	University of Wisconsin at Milwaukee				University of Tulsa	
19	Carnegie Mellon University				Westminster College (PA)	
20	Rhode Island School of Design				University of Texas, Austin	
21	Miami Dade College					
22	St. Louis University					
23	Rutgers-Newark, State University of New Jersey					
24	George Washington University					
25	University of Nebraska – Omaha					

Notes: The Carnegie Foundation for the Advancement of Teaching created, in 2010, the Community Engagement Classification, following several years categorizing community engagement through curricular engagement and outreach and partnerships. 115 institutions were successfully classified, including in eight in Pennsylvania, though none in Western Pennsylvania.

Table 5. Key Anchor Institution Strategies

Strategies	Seton Hill	Washington & Jefferson	Waynesburg	Westminster
Geographic focus	Downtown Greensburg	Municipality and downtown Washington	Downtown Waynesburg, nearby neighborhood and surrounding hillsides	Not really, with minimal focus on Lawrence County
Revitalization from economic restructuring?	Yes	Yes	Yes, internally and town's decline	No
Comprehensive neighborhood revitalization (1)	No	No	Yes	No
Community economic development through corporate neighborhood investments (2)	Yes	Yes, trying	Yes	No
Local capacity building – includes CDCs, local business capacity (3)	No	Yes	Yes	No
Education partnerships (4)	Yes	No	No	Not really
Health partnerships (4)	Yes	No	No	No
Service learning courses and other scholarly engagement (capstones, internships) (5)	No – promotes volunteerism, “Co-curricular service”	Yes	Yes, Bonner scholars and required for all students	Yes and endowed Drinko Center plus leadership from President in PA CC
PILOTS	No	No, other periodic capital donations	Pays property tax, other capital donations	No
Real estate investments	Yes	Limited	Yes	No
Local purchasing	Yes	Yes	Yes	Yes
Partnership role with community/city	Yes	Yes	Yes	Informal
Multi-anchor partnerships (AICUP, for example) (6)				Yes

Source: Axelroth & Dubb, 2010), p. 25 with additions

STRATEGIES TO ASSIST LOCAL ECONOMIC DEVELOPMENT

College	Enrollment	Current Strategy	Future Town/Gown Goals
Washington/ Jefferson College	1,500	Project grants awarded by President. Participation on economic development planning committees.	Maintain cooperative relationship. Continue to provide project grants. Continue policy of collaboration on economic development planning. Provide services to local businesses through Small Business Center.
Seton Hill University	1,600	Investment in downtown Greensburg: a) performing art center; b) programs in downtown buildings; and c) proposed new visual art center.	Build visual arts building as part of Westmoreland Museum expansion. Enhance appeal of downtown with more foot traffic. Strengthen market for amenities and niche retail.
Waynesburg University	2,600	Frequent project grants awarded by President. Active involvement in town planning. Direct investment through purchase of land from the campus to Main Street. Impacts of the Bonner Scholar Program and service learning initiatives.	Purchase and renovate buildings in downtown Act as primary player in redevelopment efforts Attract business through the Center for Research & Economic Development. Representatives sit on Greene County Industrial Authority and Planning Commission. Awards grants to Waynesburg Borough. Provides office space to Waynesburg Prosperous and Beautiful.
Westminster College	1,500	Maintain collaborative relationship with the town. Service learning through Drinko Center.	Keep the status quo because it serves both the town and the college College provides 40% of the town's annual budget. Retirement housing and connections to College Links to Penn-Northwest Development Corp.
Allegheny College	2,100	Annual payment \$50,000 to town (2015). Civic Engagement through Council of local officials, college admin., students, faculty. Center. for Economic & Environmental Dev't Center for Community Research.	Continue close collaboration. Probable continuation of an annual payment. Probable development of new programs under the Civic Engagement Council.

Interviews (2010-2011)

Timothy Thyreen, President, Waynesburg University

Roy Barnhart, Chief Financial Officer, Waynesburg University

Dave Calvario, Dean of Students, Director of Center for Service Leadership,
Waynesburg University

Don Chappel, Executive Director, Greene County Industrial Development

Barbara Kirby, Manager of the Community Research & Entrepreneurial Development,
Waynesburg University

Christine Kush, Associate Director, Institutional for Entrepreneurial Excellence, Small
Business Development Center, University of Pittsburgh

Larry Marshall, Manger, Waynesburg Prosperous and Beautiful

Tom McKinley, Owner, Sentinel Onsite Support, computer support company in
Waynesburg

The Honorable Pam Snyder, Greene County Commissioner

Bettie Stammerjohn, Executive Director, Community Foundation of Greene County

Professor Marilyn Thomas, English Department and Director of Writing Center,
Waynesburg University

Bruce Wermlinger, Borough Manager, Waynesburg

Dr. Joanne Boyle, President, Seton Hill University

Carol Billman, Seton Hill University

Steven Gifford, Executive Director, Greensburg Community Development Corporation

Alexander Graziani, Executive Director, Smart Growth Partnership of Westmoreland
County

Robin Jennings, Director of Communications, Excelsa Health

Larry Larisse, Director of Planning, Westmoreland County

Judy O'Toole, Executive Director, Westmoreland Museum of American Art

Michael Sanger, President, Westmoreland Cultural Trust

John Sciavo, Executive Director, Westmoreland Economic Development Connection

Susan Trout, Mayor's Executive Assistant, Greensburg

Dr. Richard H. Dorman, President, Westminster College

Beth Brooks, Executive Director, Study Affairs, Westminster College

Dr. Patrick Krantz, Director, Drinko Center for Excellence in Teaching and Learning,
Westminster College

Professor Terri Lenox, Chair Math and Computer Science Department, former Co-
Director, Drinko Center, Westminster College

JoAnne McBride, Director, New Castle Tourism Bureau

Tom McKinley, Sentinel Onsite Support

Larry Reichard, Executive Director, Penn-Northwest Development Corp.

Ken Romig, Vice President, Finance and Management Services, Westminster College

Others:

Behrooz Afrasiabi, Associate Professor, Economics Department, Allegheny College

Evelyn Brody, Professor of Law, Chicago-Kent College of Law, Illinois Institute of Technology

Don Francis, President, Association of Independent Colleges and Universities of Pennsylvania (telephone)

Char Gray, PhD, Executive Director, Pennsylvania Campus Compact (telephone)

Kenneth Mason, PhD, Professor Emeritus of English, Washington & Jefferson College

Stephen Onyeiwu, Associate Professor, Economics Department, Allegheny College

Marilyn Roberts, Washington & Jefferson College

Ken Service, Executive Director, Pittsburgh Council on Higher Education (PCHE)

Ron Uroda, Vice President of Research, Association of Independent Colleges and Universities of Pennsylvania (telephone)