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Shaping Our Common Destiny Town-Gown Relations and the Physical Implications of Economic Development

UMass Amherst Center Economic Development

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Shaping Our Common Destiny:
Town/Gown Relations
and
The Physical Implications of Economic Development

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Introduction

There is mounting pressure on universities to become more entrepreneurial as traditional sources of funding become scarce. At the same time, universities are building up to and beyond their traditional boundaries as the institutions grow and the communities in which they reside continue to expand. Any new development has both a physical impact and a social impact on the relationship between the university and the host community. These impacts become more pronounced if the development has a private enterprise component.

In an effort to address these issues, a conference has been proposed entitled "Shaping Our Common Destiny: Town/Gown Relations and the Physical Implications of Economic Development". The framework for the conference will focus on the mutual interests, concerns, and responsibilities of community officials and university officials. In this spirit, Mark Lindhult, Professor of Landscape Architecture at the University of Massachusetts, and Robert Mitchell, Director of Planning for the host town of Amherst, share responsibility for planning the conference.

In general, the relationship between New England towns and their universities is informal. Town and university officials tend to meet on a monthly basis, however more frequent meetings are often initiated when construction projects are considered or specific problems arise.

The most common problems experienced by towns and communities center on parking issues, traffic congestion, off campus student behavior, housing rentals, immunity to zoning regulations, increased demand on town services, tax exempt status, and the eroded tax base from physical expansion of the university's boundaries.

The focus of this conference is to provide a forum for discussing these issues to gain a better understanding of each side's concerns and to brainstorm new methods of dealing with economic development issues. The sharing of case studies highlighting successful economic ventures in New England and around the United States, will provide new perspectives to stimulate these discussions and promote creative problem solving strategies.

Approach

To assess our assumptions about the status of university and host community relations, two approaches were implemented: a survey was sent to all New England college and university planning directors and their host community counterparts; and follow-up telephone interviews were conducted.

In preparation for developing the two survey questionnaires, research assistant Lorna O'Shea attended a conference at the University at Albany SUNY called "The Campus Conference" which focused on campus design and the philosophy of Town-Gown relations. Community planning officials were contacted at prominent university towns outside the New England area to gain information about joint economic development activities, planning commission structures, and successful relationships.

Several economic development models were studied including a preliminary plan for a university affiliated Enterprise Development Program. Current planning articles which focused on economic development were also reviewed to provide background for developing the surveys.

The purpose of the surveys was two-fold: to determine interest among university and town planners in participating in the proposed conference and to assess the nature of current relationships between the two entities.

After reviewing the results, follow-up telephone interviews were conducted with many of the town planning officials and university affiliates to elicit more in-depth responses. The purpose of the interviews was to arrive at common issues facing both entities which might provide discussion topics for the conference and to obtain success stories to stimulate these discussions.

Once interest in the conference was established, an Advisory Committee was established comprised of University of Massachusetts Professors Mark Lindhult and John Mullin, Landscape Architecture and Regional Planning; Robert Mitchell, Director of Amherst Planning Department; Jaymie Chernoff, Director of Economic Development; Keith Williams, Community Relations for UMass; and Beverley Wood, Assoc. Vice-Chancellor of Space Management. Judith Steinkamp and Lorna O'Shea are graduate research assistants assigned to the committee.

Findings

A review of the survey responses from both the University/College survey and the Town/City survey yielded some common responses as well as some innovative solutions to town/gown relations, specifically addressing economic issues. Other surveys stressed additional issues which might be addressed in the proposed conference such as landlord/tenant issues relating to student impacts on city neighborhoods.

Follow-up telephone interviews conducted with city planning directors gave more insight into community/university economic relations, highlighting specific instances where town and university interface has occurred. Arena construction, co-generation plants and research park facilities were typical examples. Community relations directors at several New England institutions added their personal comments regarding these partnerships.

The first two sections of the findings summarize the survey responses from the 41 University/College questionnaire respondents and the 24 Town/City respondents. The next sections highlight the comments from the city planning directors and the several university community relations directors. The last area of the findings summarizes some of the current research regarding economic development relations between universities and host communities ranging from a Carnegie Mellon study to conference reports.

A. University/College Summary

Question 1. How often does a university/college representative meet with a town/city official?

- The majority of university/colleges meet with their respective town/city once a month.
- Five stated that they meet rarely and only one stated that meetings were issue specific.

Question 2. Who are the town/city representatives you meet with?

- Most universities/colleges reported meeting with the President of the City Council or the Mayor.
- Other respondents reported meeting with representatives from various town/city administrative departments including: Planning Departments, Building Inspectors, the Town Manager, the DPW, the Fire Department, City Councilors, the Economic Development Office and in one instance the Public School System.

Question 3. What type of relationship exists between this institution and the town/city?

- The majority of respondents stated that their relationships with the town/city were informal and cooperative.
- Only one stated that the relationship was uncooperative.
- Relationships were, on the whole, seen as positive.

Question 4. How would you characterize your working relationship with the town/city?

- The majority of universities/colleges reported that their working relationships with the towns/cities were mostly positive. They were usually cordial until "hot topics" emerged and needed to be addressed.

Question 5. Do faculty assist in economic development matters? If so, how?

- Twenty seven responded yes.
- Fourteen responded no.
- The "yes" respondents stated that faculty assisted in economic development matters via voluntary work, in an informal manner, or as an individual outside campus jurisdiction. If directed to do so by the university/college; by consulting, serving on committees or development center boards, and in project work.

Question 6. Is there a reward system in place for faculty members who assist the community?

- Nineteen replied yes.
- Twenty-two replied no.
- Those who responded positively said that the reward system is not a formal or monetary one. Community involvement is figured into promotion and in some universities/colleges there is an annual public service award.

Question 7. Do you support the practice of private business ventures locating on your campus?

What problems or concerns do you have with this trend?

- Fifteen replied that they would support the practice of private business on campus.
- Twenty-one replied negatively.
- Three respondents were not sure.
- The positive respondents were concerned that the ventures should compliment the academic missions of the universities/colleges. They supported the notion if non-profits were the type of business and if the businesses did not compete with local businesses.

- Negative respondents were concerned with issues of taxation, with space limitations, with the pressures private businesses would put on town/city services, and the competition that might impact town/city businesses.

Question 8. Has your institution successfully spun-off research into commercial ventures?

- Nine responded yes.
- Thirty-one responded no.
- One responded off and on.
- Most spin-offs were seen in the form of graduates venturing out into the communities.
- Those involved in spin-off outside the campus noted that they have not only provided employment but they actually help some local industries, e.g. in Portland research has helped the fishing industry.
- Other respondents stated that their spin-off impact has been weak due to the small size and nature of the business.

Question 9. What are the main economic impacts of this institution on the town/city?

- The college acts as a business providing education, employment, research, consulting and job training. Some universities/colleges reported having some of their properties on town/city tax roles and therefore contributed to the town/city's tax base.
- Others reported that they provided athletic, civic and cultural activities to the town and by student spending they contributed to the economic development of a community.
- Two respondents reported that they are involved in a PILOT scheme whereby they share service costs with the town/city.

Question 10. What are the main economic issues encountered in your relationship with the town/city?

- The most common issues encountered are those of PILOT and SILOT.
- The towns/cities are concerned about campus development and buildings being taken off the tax-roles as the universities/colleges increase in size.
- Other universities/colleges reported that their respective towns/cities feel that they could do more to assist their abutting communities.

Question 11. Have you any ideas on how these problems might be eased?

- Better dialogue.
- A more regional approach.

- The establishment of a town/gown committee.
- The development of a PILOT scheme.

Question 12. Would you be interested in attending a conference on town/gown relations?

- Twenty-seven responded yes.
- Twelve responded no.
- Two said they were undecided.

Please add any other further ideas, opinions or topics that might be addressed at the conference:

- Landlord/tenant issues.
- Student participation in town government.
- Student impacts on city neighborhoods.

B. Town/City Summary

Question 1. How often does a town/city representative meet with a university/college official?

- The majority of towns meet with their respective universities once a month. Only one town reported never meeting with the university/college in it's town.

Question 2. Who are the university/college representatives you meet with?

- The main representatives the towns/cities collaborate with are the university/college President and the Director of Community Relations. Other representatives include the Chancellor, the Director of Facilities Planning and the Director of Administration.

Question 3. What type of relationship exists between this town/city and its institution?

- On the whole relationships were viewed as cooperative and informal.
- Only two towns/cities said that their relationships were uncooperative.

Question 4. How would you characterize your working relationship with your university/college?

- The majority of towns/cities reported a positive working relationship with their respective educational institution.
- The main obstacles to this are issues of university/college tax-exemption and pressures on services.

Question 5. Do you support the practice of private business ventures locating on a university/college campus? What problems or concerns do you have with this trend?

- Thirteen responded yes.
- Two responded no.
- Four said yes, only if paying taxes.
- Four had no opinion.
- Most responses denoted that the tax issue is perceived as the greatest problem.

Question 6. Does the institution have spin-off effects on this town/city?

- The university helps the economic development of towns/cities. It provides the communities with employment opportunities either directly or in the form of research centers. It also stimulates cultural activities.

Question 7. How has your town prepared for the growth associated with such generators?

- To prepare for growth, proper planning and stronger town/university relationships were proposed. Many towns/cities cited that this question is not applicable to them.
- Brookline is the only community preparing for growth; they have established a PILOT committee and are working on tightening their zoning.

Question 8. What are the main economic advantages of having a university/college in your community?

- Employment.
- Spending of dollars in the town/city.
- Expert use being available.
- Diversity, cultural benefits and the positive effect of student outreach.

Question 9. What are the main economic problems encountered in your relationship with the university/college?

- Tax-exemption of universities/colleges.
- The demands on town/city services.
- Problems of the university acquiring buildings for expansion and thus eroding the tax base.

Question 10. Have you any ideas on how these problems might be eased?

- Close and open communications.
- PILOT; usage fees.
- Increase voluntary payments and in-kind services.

Question 11. Would you be interested in attending a conference on Economic Development and Town/Gown relations?

- 19 of the survey respondents would like to attend the conference.
- 5 said either no or left the space blank.

Please add any further ideas, opinions or topics that might be addressed at the conference:

- PILOT; comparison of Mass PILOT with that of other states.
- How mutual cooperation can solve problems.
- Voluntary agreements that have been made between towns and universities.

C. City Planners Summary

Problems cited by city planners fell into two broad categories: issues concerned with town zoning and university growth and the resulting physical and social effects upon the community.

Since all state owned land is exempt from city jurisdiction and zoning regulation, all city planners felt the frustration of finding ways to work with the universities so that new construction would comply with local zoning ordinances. Some have initiated creative solutions such as the Town of Wellesley's PSI/ Projects of Significant Impact Review, whereby projects over 10,000 SF are subject to an environmental impact study and special permitting; and Charlottesville Virginia's PCC/Planning and Coordinating Council, a three party committee consisting of city, county and university officials, which reviews all projects. Most city officials were concerned with implementing some type of PILOT (payment in lieu of taxes) program . Varying degrees of voluntary compliance have been agreed to by New England universities, but this is not the norm and cities continue to suffer when university expansion takes land and buildings off the tax roles.

There were very few examples of city master plans which incorporated the master plan of the university. Planning tended to happen separately and coordination was usually issue oriented. The City of Providence requires that its colleges and universities submit a five-year master plan to anticipate problems associated with pressures on local services.

Research Parks and Technology Centers are becoming more common in university communities, located both on campus and within the town proper. There is no consensus of how much interface occurs with the host community or how much tax benefit is realized by the towns. For example, a recreational center developed by Babson College is fully taxable by the town of Wellesley and a Babson developed Life Care Facility is the single largest taxpayer in adjacent Needham. Generally, city planners welcome the entrepreneurial developments which generate community jobs.

The main list of civic problems expressed by the city planners concerned university growth and the impact on the neighborhood. Residents are concerned with increased noise, and the traffic and parking problems associated with expansion. Drunk-driving, controlling parties and vandalism, and police jurisdiction were further cited as routine issues. The conversion of single family homes to apartment housing continues to cause animosity between the neighborhoods and the university. Stringent drinking rules imposed on campus have led to the formation of off-campus "student ghettos" per the Albany city planner.

Many of the problems cited were shared by city planners throughout the country, and most agreed that community /university relations were an important consideration.

D. University Community Relations Summary

Personal interviews with community relations officers were somewhat limited by time constraints, but offered a wide range of economic development opportunities existing on each campus.

UConn cited town/gown relationships existing at the state level. Whereby partnerships were formed with private corporations and public agencies resulting in a company called "Connecticut Innovations Inc." The University of Vermont initiated a "Good Neighbor Program" to improve community relations. Joint efforts are in progress for development of a baseball stadium and incubator space for technological transfer.

NorthEastern University related the success of developing the Matthews Arena, a renovated historic building which the city "sold" to the university for \$1.00. However, subsequent efforts to build a dormitory on Huntington Ave. were thwarted by the community. The "University of Southern Maine Corporate Partners" was established as a support group of business leaders to assist students through internships. Other forms of community outreach occur via the education and business schools. The University of Hartford cited outreach via student interns in the medical and educational field.

E. Current Research Comments

In a recent study completed by Martha Scott Perkins, she cites two types of relationships between a university and host community: one of profit or one of conflict. In general most relationships between New England towns and their universities are informal and characterized by common problems: parking, traffic, off-campus student behavior, tax-exempt status, immunity to zoning, and physical expansion of the university beyond its boundaries. At every state university in New England, student behavior off campus was cited as one of the top three issue straining town/gown relations.

Other aspects which determine the relationship to the town are organizational and administrative attitudes towards open, friendly, and mutually beneficial relationships with the town; the location of campus buildings which may physically separate the university from the community; and contributors at both facilities who are willing to discuss town/gown relations.

The Carnegie Commission on Higher Education 1972 , in "The Campus and the City, minimizing assets and reducing liabilities", reported that:

- The university should engage in service relations only with the town.
- The central purposes should be teaching and research.
- It should not do what other institutions of society can do as well, or better.
- It must preserve its institutional integrity and independence.
- It must protect itself from domination by any political or social interest group.

Perkins summarizes the current relationship between universities and their communities by noting that much of the university/community relationship is stimulated by land use issues. The university tax-exempt status and exemption from local zoning is a constant reminder that the towns have little control over an organization that heavily impacts them. Many university communities expressed the fact that the university has its own town, its own bureaucracy, and does not need them. The relationships between town and gown is dependent upon personalities. Hence policy implementation is essential if work is to be carried through. The press is seen as a destructive force in damaging the town/gown relationship. One other major question revolves around the following; where should the university responsibility leave off and where should the town responsibility begin?

Partrick J. Quinn offered his philosophy of town/gown relations at "The Campus Conference" held at SUNY Albany in September 1994:

- The university must use the town as a lab. This is one way to get out of the Ivory Tower, hopefully, without exploiting the town.
- Local people must be welcomed into campuses.
- The university must help with social problems; academics must become REAL citizens.
- Young people must be encouraged to view their college homes as real places, whereby the university must help the town to prosper.
- Sports teams are good way of offering local communities entertainment and a sense of pride in their campus teams.

The operative word is OPEN. Higher education must not be aloof. The monastic factory must be preserved but we need to interact, both personally and through good campus design.

Finally, a study commissioned by the University of Massachusetts of Science Park Associates to devise a preliminary plan for establishing an Enterprise Development Corporation, outlines an economic development partnership between the University and the Pioneer Valley Region:

The Enterprise Development Corporation will encourage:

- The growth of new businesses based on university technology.
- Technology transfer from the university to the corporation.
- Assistance to businesses in the region.

The Corporation will manage an Enterprise Development Center serving a dual function:

- A location for assessing the Enterprise Development Program
- A site for existing and new ventures.

The development of an incubator/technology center will allow the university to interact in the real world. The overall aim of the center is to provide a "one-stop-shop" for entrepreneurs. The corporation will provide entry level services, small inputs into companies, financing tools, a seed and venture fund and most importantly connections to the outside world.

Comparable university/technology parks were assessed in other parts of the country, e.g. the Chicago Technology Park, Washington State University Research and Technology Park and the Long Island High Technology Incubator. These cases provide some important learning points:

- the need for higher echelons of university bureaucracy to be committed to the goal of an incubator/technology center
- the need for a realistic financial plan
- the need for good management
- the need for "real" linkages to the university and technology sources
- development of an infrastructure to aid efficient technology transfer

The most important learning point from this plan is the need for the university and industry to diversify. If both diversify in unison, diversification will be a profitable and invigorating experience for the university, for industry and for the region as a whole.

Conference Proposal

In accordance with the 80% positive responses indicating interest in attending a conference on Economic Development and Town/Gown Relations, this proposal for a conference entitled "Shaping Our Common Destiny: Town/Gown Relations and The Physical Implications of Economic Development" was developed. The Conference is to be held in the Spring of 1996 at the UMass Amherst campus. It will look at the relationship between universities and their host communities with regard to the physical implications of economic development and how town/gown relations can remain positive throughout the process.

A. Objectives

The objectives of this conference are to:

1. Bring city and university officials together to discuss successful models of incorporating economic development on university campuses.
2. Brainstorm possible arrangements and agreements between the parties to deal with pressing issues.
3. Share strategies on how to build successful relationships between town and gown.
4. Allow both town and gown administrators the opportunity to see that their problems are not unique and to learn from one another.
5. Help find ways to specifically improve relations between UMass Amherst and the Towns of Amherst and Hadley.

B. Major Topics and Ideas

1. Formal and informal relationships between town/gown officials
2. Economic pressures facing universities and host communities
3. Private business ventures on university campuses
4. Research spin-offs and commercial ventures
5. Impact of growth on tax issues/ city services
6. PILOT, SILOT programs
7. Landlord/tenant relations, student impact on city neighborhoods.

C. Theme

Town/gown relations and economic development is the organizing theme of the conference, however, discussions would be open to any topics and methods of improving relationships between town and gown administrators. The key will be interaction between the groups of participants, not speaker- audience relationships. This might consist of role-playing scenarios with hypothetical problems posed to town and university officials. The design charette format may be used to brainstorm issues, problems, and solutions in small groups. Case studies of success stories will be presented to highlight innovative approaches.

Administrators and planners from all colleges and universities in New England and their host communities will be invited. A dual fee structure will be proposed whereby university planners host community planners and who register as a "team" will receive a discounted rate.

D. Funding

The budget to organize the conference is estimated to be \$30,000. We expect to obtain funding from the President's Office, UMass Amherst, and each of the other UMass academic campuses. Other funding has been sought and obtained, thus the successful efforts of our seed money will minimize CED's further contribution.

Conclusion

Through our surveys and telephone interviews to city planning officials and university planning officials, we have determined that interest is very high and timing is ripe for UMass Amherst to host a conference focusing on economic development and town/gown relations. Though the majority of survey respondents indicated that relationships between host communities and their respective universities were generally cordial, most indicated that relationships could be improved.

The need to understand and improve economic relationships between the two entities was frequently cited as a problematic issue. New ways of stimulating economic development for the mutual benefit of universities and their host communities was of paramount interest; however, the need to address the physical and social impacts resulting from new development requires innovative planning and communication.

The funding is in place to proceed with the planning and organization of this conference for the Spring of 1996.

Appendices

Appendix A

Town/City Survey Letter

Town/City Survey

University/College Survey Letter

University/College Survey

University/College Contacts

December 6, 1994

Dear Town/City Official:

The enclosed survey is the first step in developing a conference on Economic Development and Town/Gown Relations to be held at the University of Massachusetts Amherst campus next Spring. The conference will incorporate universities/colleges and towns/cities throughout the New England area, however, I am sending the survey to a few Upstate towns/cities and their respective SUNY's. This is a topic that most universities and their surrounding communities are struggling to contend with.

The purpose of the survey is to identify the most significant economic issues that impact Town/Gown relations and to provide background information for the conference. The conference will provide an opportunity for university AND city representatives to:

1. hear about successful economic development ventures in New England and around the U.S.
2. discuss the issues and gain a better understanding of the each side's concerns.
3. brainstorm methods of dealing with economic development issues since various institutions or communities may have solutions to different pieces of the puzzle.

Please complete the survey and return it in the pre-addressed envelope. Further information on the conference will be sent out in early February.

Sincerely,

Mark S. Lindhult
Associate Professor
Conference Coordinator

University of Massachusetts
Department of Landscape Architecture and Regional Planning
Survey on Town/Gown Relations
Town Survey

1. When is the last time this town met with its respective university / college?

- > 1 week ago ☐
- > 1 month ago ☐
- 1-6 months ago ☐
- 6-12 months ago ☐
- 1 year + ☐
- Never ☐

2. Who were the university / college representatives you met with? e.g. President, Vice-President, Chancellor etc.

3. What type of relationship exists between this town and its institution?

- Formal ☐
- Informal ☐

4. Is the relationship grounded in :

- Administrative policy ☐
- Casual acquaintances ☐
- Other _____

5. What components are necessary for a successful relationship with your university / college?

6. Has the town ever supported private business ventures on the university / college campus? If so do you see this as a continuing trend?

7. Do any campus activities infringe negatively / positively upon private enterprise in your community?

8. Does this institution have spin-off effects on this town ? e.g. research laboratories

9. What are the advantages of having a university/college in your community?

10. What are the main problems encountered in your relationship with the university/campus?

11. Have you any ideas on how these problems might be eased?

If you have any further ideas, opinions or points to assert, please pen them here:

December 6, 1994

Dear University/College Official:

The enclosed survey is the first step in developing a conference on Economic Development and Town/Gown Relations to be held at the University of Massachusetts Amherst campus next Spring. The conference will incorporate universities/colleges and towns/cities throughout the New England area, however, I am sending the survey to a few Upstate SUNY's. As our neighbours, and as large institutions nestled in towns/cities, I think you will have much to contribute to the conference. At present, this is a topic that most universities and their surrounding communities are struggling to contend with.

The purpose of the survey is to identify the most significant economic issues that impact Town/Gown relations and to provide background information for the conference. The conference will provide an opportunity for university AND city representatives to:

1. hear about successful economic development ventures in New England and around the U.S.
2. discuss the issues and gain a better understanding of the each side's concerns.
3. brainstorm methods of dealing with economic development issues since various institutions or communities may have solutions to different pieces of the puzzle.

Please complete the survey and return it in the pre-addressed envelope. Further information on the conference will be sent out in early February.

Sincerely,

Mark S. Lindhult
Associate Professor
Conference Coordinator

University of Massachusetts
Department of Landscape Architecture and Regional Planning
Survey on Town/Gown Relations
University/College Survey

1. When is the last time this institution met with its respective town?

- > 1 week ago ☐
- > 1 month ago ☐
- 1-6 months ago ☐
- 6-12 months ago ☐
- 1 year + ☐
- Never ☐

2. Who were the town representatives you met with? e.g. Town Manager, Town Planner, Selectmen etc.

3. What type of relationship exists between this institution and its town?

- Formal ☐
- Informal ☐

4. Is the relationship grounded in :

- Administrative policy ☐
- Casual acquaintances ☐
- Other _____

5. What components are necessary for a successful relationship with your town?

6. Have any on-campus partnerships with private companies been implemented? If so do you see this as a continuing trend?

7. Do any campus activities infringe negatively/positively upon private enterprise in the town?

8. Does this institution have spin-off effects on the town ? e.g. research laboratories

9. What are the main advantages the town offers to this institution?

10. What are the main problems encountered in your relationship with the town?

11. Have you any ideas on how these problems might be eased?

If you have any further ideas, opinions or points to assert, please pen them here:

COLLEGE/UNIVERSITY	STREET	TOWN	ZIP	TELEPHONE	PRESIDENT
ALBERTUS MAGNUS COLLEGE	700 PROSPECT ST.	NEW HAVEN	CT 06511-1189	(203) 773-8501	JULIA MAC NAMARA
CENTRAL CONNECTICUT STATE UNIV.	1615 STANLEY ST.	NEW BRITAIN	CT 06050	(203) 827-7200	JOHN W. SHUMAKER
EASTERN CONNECTICUT STATE UNIV.	HURLEY HALL	WILLIAMANTIC	CT 06226	(203) 456-5286	DAVID G. CARTER
FAIRFIELD UNIVERSITY	NORTH BENSON RD.	FAIRFIELD	CT 06430	(203) 254-4000	REV. ALOYSIUS KELLEY, S.J.
QUINNIPAC COLLEGE	MT. CARMEL AVENUE	HAMDEN	CT 06518	(203) 281-8600	JOHN L. LAHEY
SACRED HEART UNIVERSITY	5151 PARK AVENUE	FAIRFIELD	CT 06432-1000	(203) 371-7880	DR. ANTHONY J. CERNERA
SAINT JOSEPH COLLEGE	1678 ASYLUM AVENUE	WEST HARTFORD	CT 06117	(203) 233-5695	WINIFRED E. COLEMAN
SAINT THOMAS SEMINARY	467 BLOOMFIELD AVE.	BLOOMFIELD	CT 06002	(203) 242-5573	REV. CHRISTIE MACALUSO
SOUTHERN CONNECTICUT STATE UNIV.	501 CRESENT ST.	NEW HAVEN	CT 06515	(203) 397-4000	M.J. ADANTI
TEIKYO POST UNIVERSITY	800 COUNTRY CLUB RD.	WATERBURY	CT 06723-2540	(203) 755-0121	DR. NORMAN STEWART
TRINITY COLLEGE	300 SUMMIT ST.	HARTFORD	CT 06106	(203) 297-2180	TOM GERETY
UNIVERSITY OF BRIDGEPORT	UNIVERSITY AVENUE	BRIDGEPORT	CT 06602	(203) 576-4000	EDWIN G. EIGEL, JR.
UNIVERSITY OF CONNECTICUT		STORRS	CT 06269	(203) 486-3137	DR. HARRY J. HARTLEY
UNIVERSITY OF HARTFORD	200 BLOOMFIELD AVE.	WEST HARTFORD	CT 06117	(203) 768-4296	HUMPHREY TONKIN
UNIVERSITY OF NEW HAVEN	300 ORANGE AVENUE	WEST HAVEN	CT 06516	(203) 932-7000	DR. LAWRENCE J. DENARDIS
WESLEYAN UNIVERSITY	HIGH ST. & WYLLYS AVE.	MIDDLETOWN	CT 06457	(203) 347-9411	WILLIAM CHACE
WESTERN CONNECTICUT STATE UNIV.	181 WHITE ST.	DANBURY	CT 06810	(203) 797-4298	DR. STEPHEN FELDMAN
YALE UNIVERSITY	P.O. BOX 1502A, YALE STA.	NEW HAVEN	CT 06520	(203) 432-1900	HOWARD R. LAMAR
AMERICAN INTERNATIONAL COLLEGE	100 STATE ST.	SPRINGFIELD	MA 01109	(413) 737-7000	HARRY J. COUNNOTES
AMHERST COLLEGE	P.O. BOX 2231	AMHERST	MA 01002	(413) 542-2328	PETER R. POUNCEY
ANNA MARIA COLLEGE	SUNSET LANE	PAXTON	MA 01612-1198	(508) 849-3360	SR. BERNADETTE MADORE S.S.A.
BABSON COLLEGE	BABSON PARK	BABSON	MA 02157-0310	(617) 239-5522	WILLIAM F. GLAVIN
BAY PATH COLLEGE	588 LONGMEADOW ST.	LONGMEADOW	MA 01106	(413) 567-0621	JEANETTE T. WRIGHT
BENTLEY COLLEGE	175 FOREST ST.	WALTHAM	MA 02154-4705	(617) 891-2244	JOSEPH M. CRONIN
BOSTON COLLEGE	COMMONWEALTH AVENUE	CHESTNUT HILL	MA 02167	(617) 552-3100	REV. J. DONALD MONAN
BOSTON CONSERVATORY	8 THE FENWAY	BOSTON	MA 02215	(617) 536-6340	WILLIAM A. SEYMOUR
BOSTON UNIVERSITY	121 BAY STATE ROAD	BOSTON	MA 02215	(617) 353-2300	DR. JOHN SILBER
BRANDEIS UNIVERSITY	415 SOUTH ST.	WALTHAM	MA 02254-9110	(617) 736-3500	SAMUEL O. TIER
CLARK UNIVERSITY	950 MAIN ST.	WORCESTER	MA 01610	(508) 793-7711	RICHARD P. TRAINA
COLLEGE OF THE HOLY CROSS	1 COLLEGE ST.	WORCESTER	MA 01610	(508) 793-2443	REV. JOHN E. BROOKS
EASTERN NAZERENE COLLEGE	23 E. ELM AVENUE	QUINCY	MA 02170	(617) 773-2373	KENT HILL, PH.D.
EMMANUEL COLLEGE	400 THE FENWAY	BOSTON	MA 02115	(617) 735-9715	SR. JANET EISNER
ENDICOTT COLLEGE	376 HALE STREET	BEVERLY	MA 01915	(508) 927-0585	DR. RICHARD E. WYLLIE
FITCHBURG STATE COLLEGE	160 PEARL ST.	FITCHBURG	MA 01420	(508) 345-2151	VINCENT J. MARA
HAMPSHIRE COLLEGE	WEST ST.	AMHERST	MA 01002	(413) 549-4600	GREGORY SMITH PRINCE
HARVARD UNIVERSITY	CAMBRIDGE	BOSTON	MA 02138	(617) 495-1551	NEIL RUDENSTEIN
HEBREW COLLEGE	43 HAWES ST.	BROOKLINE	MA 02146	(617) 232-8710	DR. DAVID GORDIS
LASELL COLLEGE	1844 COMMONWEALTH AVE.	NEWTON	MA 02166	(617) 243-2225	THOMAS E.J. DE WITT
LESLEY COLLEGE	29 EVERETT ST.	CAMBRIDGE	MA 02138-2790	(617) 868-9600	MARGARET A. MCKENNA
MASSACHUSETTS COLLEGE OF ART	621 HUNTINGTON AVENUE	BOSTON	MA 02115	(617) 232-1555	WILLIAM F. O'NEIL
MASS INSTITUTE OF TECHNOLOGY	77 MASSACHUSETTS AVE.	CAMBRIDGE	MA 02139	(617) 253-1000	CHARLES M. VEST
MERRIMACK COLLEGE	TURNPIKE ROAD (RTE 114)	NORTH ANDOVER	MA 01845	(508) 837-5100	REV. JOHN E. DEEGAN
MONTSERRAT COLLEGE OF ART	DUNHAM RD., P.O. BOX 26	BEVERLY	MA 01915	(508) 922-8222	ARTHUR GREENBLAT
MOUNT HOLYOKE COLLEGE	COLLEGE ST.	SOUTH HADLEY	MA 01075	(413) 538-2023	DR. ELIZABETH T. KENNAN
MOUNT IDA COLLEGE	777 DEDHAM ST.	NEWTON CENTRE	MA 02159	(617) 969-7000	BRYAN CARSON
NEW ENGLAND COLLEGE OF OPTOMETRY	424 BEACON ST.	BOSTON	MA 02115	(617) 366-2030	LARRY CLAUSEN
NICHOLS COLLEGE		DUDLEY	MA 01570	(508) 943-2055	LOWELL C. SMITH
NORTH ADAMS STATE COLLEGE	CHURCH ST.	NORTH ADAMS	MA 01247	(413) 664-4511	DR. THOMAS ACETO
NORTHEASTERN UNIVERSITY	360 HUNTINGTON AVENUE	BOSTON	MA 02115	(617) 437-2000	JOHN A. CURRY
PINE MANOR COLLEGE	400 HEATH ST.	CHESTNUT HILL	MA 02167	(617) 731-7104	ROSEMARY ASHBY
REGIS COLLEGE	235 WELLESLEY ST.	WESTON	MA 02193	(617) 893-1820	SHEILA E. MEGLEY, R.S.M.
ST. HYACINTH COLLEGE AND SEMINARY	66 SCHOOL ST.	GRANBY	MA 01033	(413) 467-7191	DANIEL PIETRZAK
SALEM STATE COLLEGE	352 LAFAYETTE ST.	SALEM	MA 01970	(508) 741-6200	DR. NANCY HARRINGTON
SIMMONS COLLEGE	300 THE FENWAY	BOSTON	MA 02115	(617) 738-2107	WILLIAM J. HOLMES
SMITH COLLEGE		NORTHAMPTON	MA 01063	(413) 584-2700	MARY MAPLES DUNN
SUFFOLK UNIVERSITY	BEACON HILL	BOSTON	MA 02108	(617) 573-8460	DAVID J. SARGENT
TUFTS UNIVERSITY		MEDFORD	MA 02155	(617) 627-3170	DR. JOHN DI BAGGIO
UNIVERSITY OF MASS BOSTON	HARBOR CAMPUS	BOSTON	MA 02125	(617) 287-6000	DAVID CESARIO
UNIVERSITY OF MASS DARTMOUTH	OLD WESTPORT ROAD	N. DARTMOUTH	MA 02747	(508) 999-8000	JOSEPH C. DECK
UNIVERSITY OF MASS LOWELL	1 UNIVERSITY AVENUE	LOWELL	MA 01854	(508) 934-4000	ERIN H. VAN SPEYBROEK, Registrar.
WELLESLEY COLLEGE	CENTRAL ST.	WELLESLEY	MA 02181	(617) 283-2270	EDWARD T. KIRKPATRICK
WENTWORTH INSTITUTE	550 HUNTINGTON AVENUE	BOSTON	MA 02115	(617) 442-9010	RONALD APPLBAUM
WESTFIELD STATE COLLEGE	WESTERN AVENUE	WESTFIELD	MA 01086	(413) 568-3311	DALE ROGERS MARSHALL
WHEATON COLLEGE	E. MAIN ST.	NORTON	MA 02766	(508) 285-7722	GERALD N. TIRUZZI
WHEELOCK COLLEGE	200 THE RIVERWAY	BOSTON	MA 02215	(617) 734-5200	FRANCIS C. OAKLEY
WILLIAMS COLLEGE		WILLIAMSTOWN	MA 01267	(413) 597-3131	DR. JON STRAUSS
WORCESTER POLYTECHNIC INSTITUTE	100 INSTITUTE ROAD	WORCESTER	MA 01609	(508) 831-5000	KOYLAN K. GHOSH
WORCESTER STATE COLLEGE	486 CHANDLER ST.	WORCESTER	MA 01602	(508) 793-8000	JAMES O. FREEDMAN
DARTMOUTH COLLEGE		HANOVER	NH 03755	(603) 646-2875	WALTER PETERSON
FRANKLIN PIERCE COLLEGE	COLLEGE RD. P.O. BOX 60	RINDGE	NH 03461-0060	(603) 899-4050	WILLIAM R. O'CONNELL
NEW ENGLAND COLLEGE		HENNIKER	NH 03242	(603) 428-2223	DR. RICHARD GUSTAFSON
NEW HAMPSHIRE COLLEGE	2500 NORTH RIVER RD.	MANCHESTER	NH 03104	(603) 668-2211	THEODORA KALIKOW
PLYMOUTH STATE COLLEGE	SUMMER ST.	PLYMOUTH	NH 03264	(603) 535-2237	SR. JEANNE PERAULT
RIVER COLLEGE	420 S. MAIN ST.	NASHUA	NH 03060	(603) 888-1311	FATHER JONATHAN DE FELICE, O.S.B.
SAINT ANSELM COLLEGE	87 SAINT ANSELM DRIVE	MANCHESTER	NH 03102	(603) 641-7500	DALE NITZSCHKE
UNIVERSITY OF NEW HAMPSHIRE		DURHAM	NH 03824	(603) 862-1360	DONALD W. HARWARD
BATES COLLEGE		LEWISTON	ME 04240	(207) 786-6000	ROBERT H. EDWARDS
BOWDOIN COLLEGE		BRUNSWICK	ME 04011	(207) 725-3000	WILLIAM R. COTTER
COLBY COLLEGE	MAYFLOWER HILL	WATERVILLE	ME 04901	(207) 872-3000	KENNETH M. CURTIS
MAINE MARITIME ACADEMY	BATTLE AVENUE	CASTINE	ME 04420	(207) 326-4311	LORING E. HART, PH.D.
SAINT JOSEPHS COLLEGE		WINHAM	ME 04062-1198	(207) 892-6766	DR. GEORGE R. SPANN
THOMAS COLLEGE	180 WEST RIVER RD	WATERVILLE	ME 04901	(207) 873-0771	WILSON G. HESS
UNITY COLLEGE	RR 78-BOX 1	UNITY	ME 04988-9502	(207) 948-3131	GEORGE P. CONNICK
UNIVERSITY OF MAINE AUGUSTA	UNIVERSITY HEIGHTS	AUGUSTA	ME 04330	(207) 622-7131	J. MICHAEL ORDENDUFF
UNIVERSITY OF MAINE FARMINGTON	102 MAIN ST.	FARMINGTON	ME 04938	(207) 778-7000	RICHARD DUMONT
UNIVERSITY OF MAINE FORT KENT	PLEASANT ST.	FORT KENT	ME 04743	(207) 834-3162	PAULE. NORDSTROM
UNIVERSITY OF MAINE MACHIAS	9 O'BRIEN AVENUE	MACHIAS	ME 04654	(207) 255-3313	DALE W. LICK
UNIVERSITY OF MAINE ORONO		ORONO	ME 04469	(207) 581-1110	

UNIVERSITY OF MAINE PRESQUE ISLE	181 MAIN ST.	PRESQUE ISLE	ME 04769	(207) 764-0311	THOMAS CLAYTON
UNIVERSITY OF NEW ENGLAND	HILLS BEACH RD.	BIDDEFORD	ME 04005	(207) 283-0171	CHARLES FORD
UNIVERSITY OF SOUTHERN MAINE	96 FALMOUTH ST.	PORTLAND	ME 04103	(207) 780-4141	RICHARD L. PATTENAUDE
WESTBROOK COLLEGE	716 STEVENS AVENUE	PORTLAND	ME 04103	(207) 797-7261	WILLIAM D. ANDREWS
BENNINGTON COLLEGE		BENNINGTON	VT 05201	(802) 442-5401	ELIZABETH COLEMAN
BURLINGTON COLLEGE	95 NORTH AVENUE	BURLINGTON	VT 05401	(802) 862-9616	STEWART LA CASCE
CHAMPLAIN COLLEGE	163 S. WILLARD ST	BURLINGTON	VT 05401	(802) 658-0800	ROGER H. PERRY, PH.D.
GODDARD COLLEGE		PLAINFIELD	VT 05667	(802) 454-8311	JACKSON KYTLE
GREEN MOUNTAIN COLLEGE	16 COLLEGE ST	POULTNEY	VT 05764	(802) 287-9313	JAMES M. POLLACK
JOHNSON STATE COLLEGE		JOHNSON	VT 05656	(802) 635-2356	ROBERT HAHN
MARLBORO COLLEGE		MARLBORO	VT 05344	(802) 257-4333	RODERICK M/ GANDER
MIDDLEBURY COLLEGE	COLLEGE ST.	MIDDLEBURY	VT 05753	(802) 388-3711	DR. JOHN M. MC CARDELL, JR.
NORWICH UNIVERSITY		NORTHFIELD	VT 05663	(800) 468-6679	DR. RICHARD W. SCHNEIDER
SAINT MICHAEL'S COLLEGE	WINOOSKI PARK	COLCHESTER	VT 05439	(800) 762-8000	PAUL J. REISS
UNIVERSITY OF VERMONT	SOUTH PROSPECT ST.	BURLINGTON	VT 05405	(802) 656-3480	CHARLES C. HOWE
BROWN UNIVERSITY	BOX 1876	PROVIDENCE	RI 02912	(401) 863-1000	VARTAN GREGORIAN
BRYANT COLLEGE	1150 DOUGLAS PIKE	SMITHFIELD	RI 02917	(401) 232-6100	WILLIAM E. TRUEHEART
JOHNSON AND WALES UNIVERSITY	ABBOTT PARK PLACE	PROVIDENCE	RI 02903	(401) 456-1000	DR. JOHN YENA
PROVIDENCE COLLEGE	EATON ST. AND RIVER AVE.	PROVIDENCE	RI 02918	(401) 865-1000	REV. JOHN F. CUNNINGHAM, O.P.
SALVE REGINA UNIVERSITY	100 OCHRE POINT AVENUE	NEWPORT	RI 02840	(401) 847-6650	LUCILLE MC KILLOP
UNIVERSITY OF RHODE ISLAND		KINGSTON	RI 02881	(401) 792-9800	ROBERT L. CAROTHERS

Appendix B

Town/City Survey Summary

Town/City Survey Results

University/College Survey Summary

University/College Survey Results

Town/City Survey Summary

24 surveys were received from town/city respondents

Question 1. How often does a town/city representative meet with a university/college official?

The majority of towns meet with their respective universities once a month. Only one town reported never meeting with the university/college in its town.

Question 2. Who are the university/college representatives you meet with?

The main representatives the towns/cities collaborate with are the university/college President and the Director of Community Relations. Other representatives include the Chancellor, the Director of Facilities Planning and the Director of Administration.

Question 3. What type of relationship exists between this town/city and its institution?

On the whole relationships were viewed as cooperative and informal. Only two towns/cities said that their relationships were uncooperative.

Question 4. How would you characterize your working relationship with your university/college?

The majority of towns/cities reported a positive working relationship with their respective educational institution. The main obstacles to this are issues of university/college tax-exemption and pressures on services.

Question 5. Do you support the practice of private business ventures locating on a university/college campus? What problems or concerns do you have with this trend?

Thirteen responded **yes**.

Two responded **no**.

Four said yes, **only if paying taxes**.

Four had **no opinion**.

Most responses denoted that the tax issue is perceived as the greatest problem.

Question 6. Does the institution have spin-off effects on this town/city?

The university helps the economic development of towns/cities. It provides the communities with employment opportunities either directly or in the form of research centers. It also stimulates cultural activities.

Question 7. How has your town prepared for the growth associated with such generators?

To prepare for growth, proper planning and stronger town/university relationships were proposed. Many towns/cities cited that this question is not applicable to them. Brookline is the only community preparing for growth; they have established a PILOT committee and are working on tightening their zoning.

Question 8. What are the main economic advantages of having a university/college in your community?

The main advantages of having a university/college in towns/cities were noted as being; employment; spending of dollars in the town/city; expert use being available; diversity and cultural benefits and the positive effect of student outreach.

Question 9. What are the main economic problems encountered in your relationship with the university/college?

The main economic problems were reported as being; tax-exemption of universities/colleges; the demands on town/city services; problems of the university acquiring buildings for expansion and thus eroding the tax base.

Question 10. Have you any ideas on how these problems might be eased?

Some of the most common measures cited for easing these problems were; close and open communications; PILOT; usage fees; increase voluntary payments and in-kind services.

Question 11. Would you be interested in attending a conference on Economic Development and Town/Gown relations?

19 of the survey respondents **would like** to attend the conference.

5 said either **no** or left the space **blank**.

Please add any further ideas, opinions or topics that might be addressed at the conference:

Some of the issues the respondents would like to see addressed are ;PILOT; how mutual cooperation can solve problems; comparison of Mass PILOT with that of other states and looking at voluntary agreements that have been made between towns and universities.

Survey results town

Town/City Survey.

22 surveys were returned from the town/city group.

Question One. How often does a town/city representative meet with a university official?

1. Bi-annually
2. Once a month
3. Once a month
4. Once a month
5. Hardly ever
6. Once every 2-3 years
- 7a. Once a month
- 7b. Annually
8. Bi-annually
9. As often as necessary
10. Bi-annually
11. Once a week
12. Once a month
13. Once a month
14. Once a month and once a week
15. Annually
16. Never
17. Once a month
18. As needed
19. Once a week
20. Bi-annually
21. Occasionally
22. Occasionally
23. Every Couple of weeks; Brookline deals with 8 universities and colleges.

Question Two. Who are the university/college representatives you meet with

1. College President or Vice-President
2. Appelbaum Westfield State College.
3. Assistant to President, Director of Facilities Planning, Director of Building Estate Officer
4. Vice-President, Community Relations Director
5. President, Community relations Officer
6. President, Director of Administrative Services.
- 7a. Community Relations Director.
- 7b. President
8. President, Vice-President, Chancellor, Faculty and other Administrators.
9. President, Vice-President for Student Affairs, Director of Security
10. University President: depends on issue.
11. President twice a year, Vice President monthly, others once a week, e.g.]

Survey results town

Facilities Manager, Environmental Employees.

12. Director of Administration
13. Student Affairs Vice-President
14. President, Vice-President, Chancellor, Community Relations, CFO and F
15. President, Vice-President
16. N/A
17. Vice President
18. President, Vice-President, Dean of Admission
19. President
20. President, Vice-President, Treasurer
21. Dean of College.
22. President, Vice-President
23. Most frequently facilities directors, community relations directors, vice-p

Question Three. What type of relationship exists between this town/city and

1. Informal, cooperative
2. Formal, Active, cooperative
3. Informal, cooperative
4. Formal, informal, cooperative
5. Passive, cooperative
6. Formal, passive, cooperative
- 7a. Informal
- 7b. Informal, passive
8. Active, cooperative
9. Informal, active, cooperative
10. Formal, active, cooperative
11. Informal, active, cooperative
12. Formal, informal, passive, active, cooperative and uncooperative
13. Formal, active, cooperative
14. Formal, active, informal, cooperative
15. Informal
16. N/A
17. Informal, passive, cooperative
18. Informal, cooperative
19. Formal, informal, active
20. Informal, active, cooperative
21. Informal, cooperative
22. Informal, passive, cooperative
23. Formal , cooperative and uncooperative-varies by institution and issue

Question Four. How would you characterize your working relationship with university/college?

1. The colleges(Montserrat and Endicott) and the city maintain a good work: Representatives from the college serve on many city boards and commissions

Survey results town

2. Very productive.
3. Excellent.
4. Excellent.
5. Passive and cooperative.
6. Limited but not with any animosity. Problems/requests have always been amicably. There is a new college president and we hope to begin anew.
- 7a. Cordial but tense.
- 7b. Cordial but not close.
8. Very cooperative, mutually beneficial relationship is emerging
9. Excellent
10. Mutually cooperative.
11. Excellent-strong sense of mutual need between the two entities. We work cooperatively in many areas for our mutual goals.
12. Relationship is positive on joint projects level, department heads and staff. It is always improving; however, due to tax exemption for campus, the town is reluctant to discuss in lieu of tax issues. However, they are very cooperative though the college "costs" the town and wants to pursue a payment for services such as maintenance of town sidewalks etc.
13. One of open communication and cooperation.
14. Open and constructive
15. Good
16. N/A
17. Cordial, but the college is very guarded in the information they give out and reluctant to discuss in lieu of tax issues. However, they are very cooperative such as maintenance of town sidewalks etc.
18. Positive-they are a great asset.
19. -
20. Very good relationship, communication is good and the college is very sincere. Their actions will be perceived in the community. Understands funding problems in town.
21. Improving.
22. Okay but no particular problem.
23. Varies by institution and issue. In general, zoning and building good; PII

Question Five. Do you support the practice of a private business venture located on a university/college campus?

What problems or concerns do you have with this trend?

1. Yes. Unfair competitive advantage that many private and/or quasi-private businesses located on college campus have over other businesses located within the community.
2. Yes. I would like to see a process whereby an eventual successful company would become a local taxpaying, commercial resident of the community.
3. Yes. None.
4. Only if paying taxes.
5. No. Violation of local zoning by-law, is not permitted. Non-profit and educational recreational programs are often covered by special permit or permitted by state law.

Survey results town

ventures raise questions of tax exemption.

6. No opinion.
- 7a. Yes, if taxable. No, if in competition with local businesses.
- 7b. Yes, if taxable. No, if in competition with local businesses.
8. Yes. Must be carefully monitored by the administration to protect the uni
interest.
9. Yes.
10. -
11. Yes. I strongly support this trend. Our university campus is tax exempt l
Maine State Law we can tax individual businesses located on campus.
12. Yes-if they pay taxes.
13. Yes.
14. Limited-there may be service expectations, property tax status.
15. Yes.
16. Yes.
17. Yes. Not an issue at present, but zoning concerns could arise and compla
merchants.
18. Yes. None
19. Yes.
20. Not been an issue. College is too close to downtown so that retail busine
would affect the business downtown. College is sensitive to downtown busin
sends a representative to all business bureau meetings.
21. Yes-if taxable.
22. ?
23. No-they attempt to claim that they are tax-exempt

Question Six. Does the institution have spin-off effects on this town/city?

1. Boost to downtown economy, boost to downtown residential rates, leasin
storefronts, potential economic spin-off through cultural arts development.
2. No laboratories but certainly affects the city's economy as students spend
City.
3. Yes.
4. Yes-biotech and biohealth.
5. No-but some cultural activities of musical and fine-arts programs.
6. No.
- 7a. Some.
- 7b. No.
8. We would like for this to happen.
9. Not at this time.
10. -
11. Some but not much, for example we have a small epidemiological resear
12. Our tax rate is so high we are unattractive to new businesses or industries
parking problems, unsightly neighborhoods, unhappy residents and good pub.
13. N/A
14. Limited-bars and restaurants.

Survey results town

15. No.
16. -
17. Not to any significant extent as the college is a small liberal arts institute research oriented.
18. National recognition-research/development business.
19. -
20. Liberal Arts Colleges do not have such impacts . Two institutes have dev impact only to retail when participants are in town.
21. Cultural, enhances the quality of city, creates jobs on campus not off cam
22. No.
23. Employment opportunities; customer base; students; participation on tow

Question Seven. How has your town/city prepared for the growth associated generators?

1. Cultural arts is now being considered as a viable economic development t and enhance the downtown economy.
2. Very little preparation.
3. Proper planning.
4. Yes.
5. N/A
6. N/A
- 7a. Trying.
- 7b. -
8. The prospect for a stronger city/university relationship has become part of planning effort.
9. N/A
10. -
11. No.
12. -
13. N/A
14. None
15. N/A
16. -
17. -
18. No formal need as yet.
19. -
20. -
21. N/A
22. N/A
23. Established a PILOT Committee; tightened zoning to regulate as best as]

Question Eight. What are the economic advantages of having a university/co your community?

1. Montserrat Art College has breathed some new life into the environment (

Survey results town

Owners of downtown residential property and merchants seem to have been affected by the college location.

2. Student/Faculty spend money, I see possibilities for R&D, such as has taken UMass.
3. Jobs, resources, pays taxes.
4. Economic development as a result of presence.
5. Not recognizable at present.
6. Students patronize businesses, staff and faculty live in town.
- 7a. Relative economic stability.
- 7b. High end consumption.
8. We would gain from spin-off economic development activity.
9. Large employer, good base of students/employees to frequent our local businesses brings in large amounts of economic activity through campus activities, e.g. seminars and lectures, producer of potential job pool for local business.
10. The economic advantages of having universities use our community is because student population use our community resources, as well as services.
11. We have readily accessible expert use to assist us, we have a large employed large student body, consequently most retail is supported by the university.
12. Downtown businesses stay alive, cultural activities attract people.
13. Generates revenue for the town.
14. Relatively minimal for a town of our size and a college of Wheaton's size.
15. The town has not tried to actively capitalize on the advantages of having the township.
16. -
17. Employment, great impact on retail sales, motels and restaurants.
18. Besides the obvious, there are the diversity and cultural influences that lend character to the community.
19. -
20. Recruiting, parents and alumni activities brings many people to the community who impact retail sales and restaurant business. Cultural activities attract people in the area however the trend more recently is to live in surrounding towns where wages are lower.
21. We have started a new program to work with college at school and city level for recreational assistance, environmental collaboration, working with youth at risk makes for a better community and attracts business.
22. Student population/faculty/staff employment, source of attraction for others.
23. Employment opportunities; customer base

Question Nine. What are the main economic problems encountered in your relationship with the university/college?

1. Competition for downtown parking spaces.
2. None.
3. None.
4. Pressure by markets and prices.
5. Provision of extra equipment for fire protection.

Survey results town

6. Tax-exempt properties, yet require most local services.
- 7a. Demand on services with little direct revenue.
- 7b. Demand on services without compensative revenue.
8. Distance from main campus.
9. Off campus housing, rowdy parties and over-crowded parking in neighbor.
10. -
11. Growth within the university drains our resources without producing tax
12. NH tax structure. NH requires private colleges to pay full tax rate on kits cafeterias but exempts itself. 26% of Plymouth property is tax exempt. We have fourth highest equalized municipal tax rate.
13. The university acquiring dwellings for expansion thus eroding the tax base
14. Services particularly police and fire.
15. Tax exempt status
16. -
17. Impact on police and other town services.
18. High demand on public safety services.
19. -
20. Tax exempt status. The visitors to the campus, while contributing to retain contribute to police, fire, road services which are greater due to their presence
21. We are a high tax city and receive no revenue from the college.
22. Tax-exempt.
23. The town provides services, including police and fire protection and road

Question Ten. Have you any ideas on how these problems might be eased?

1. Downtown parking structure.
2. N/A
3. -
4. Close and open communications.
5. -
6. -
- 7a. Fair PILOT
- 7b. PILOT
8. Improved transportation and communications will bring us closer.
9. We work with the college to encourage legal safe apartment living for students (and have been successful) toward increasing college parking.
10. -
11. More in-kind or financial payments which can be used to add further infrastructure improvements and other economic development activities.
12. Tax reform or payment for services, make the college a full partner in the
13. "Usage-fees" for "in-kind" services provided by the town.
14. -
15. PILOT
16. -
17. PILOT
18. Public safety partnerships, i.e. community policing

Survey results town

19. -
20. Dialogue with college has resulted in a PILOT which equates to something fairshare. Change in taxing structure at state level.
21. PILOT
22. PILOT
23. Increased voluntary payments and in-kind services, state legislation and c

Question Eleven. Would you be interested in attending a conference on Economic Development and Town/Gown relations?

1. Yes
2. Yes.
3. Yes.
4. Yes.
5. No.
6. Yes.
- 7a. Yes.
- 7b. Yes.
8. Yes.
9. Yes.
10. -
11. Yes-definitely.
12. Yes.
13. Yes.
14. Yes.
15. Yes.
16. -
17. Yes.
18. Yes.
19. -
20. Yes.
21. Yes.
22. No.
23. Yes

Other points

1. How cities/towns can best take advantage of having a college locate within
6. Encourage services/donations/PILOT.
11. Any area where mutual cooperation can solve problems.
14. Comparison of Mass PILOT with other states. We must look at voluntar between towns and universities.

University/College Survey Summary

41 surveys were received from university/college respondents

Question 1. How often does a university/college representative meet with a town/city official?

The majority of university/colleges met with their respective town/city once a month. Five stated that they meet rarely and only one stated that meetings were issue specific.

Question 2. Who are the town/city representatives you meet with?

Most universities/colleges reported meeting with the President of the City Council or the Mayor. Other respondents reported meeting with representatives from various town/city administrative departments including: Planning Departments, Building Inspectors, the Town Manager, the DPW, the Fire Department, City Councilors, the Economic Development Office and in one instance the Public School System.

Question 3. What type of relationship exists between this institution and the town/city?

The majority of respondents stated that their relationships with the town/city were informal and cooperative. Only one stated that the relationship was uncooperative. Relationships were, on the whole, seen as positive.

Question 4. How would you characterize your working relationship with the town/city?

The majority of universities/colleges reported that their working relationships with the towns/cities were mostly positive. They were usually cordial until "hot topics" emerge and need to be addressed.

Question 5. Do faculty assist in economic development matters? If so, how?

Twenty seven responded **yes**

Fourteen responded **no**

The "yes" respondents stated that faculty assisted in economic development matters via: voluntary work; in an informal manner or as an individual outside campus jurisdiction; if directed to do so by the university/college; by consulting; by serving on committees or by serving on development center boards; and finally in project work.

Question 6. Is there a reward system in place for faculty members who assist the community?

Nineteen replied **yes**.

Twenty-two replied **no**.

Those who responded positively said that the reward system is not a formal or monetary one.

Community involvement is figured into promotion and in some universities/colleges there is an annual public service award.

Question 7. Do you support the practice of private business ventures locating on your campus?

What problems or concerns do you have with this trend?

Fifteen replied that they **would support** the practice of private business on campus.

Twenty-one replied **negatively**.

Three respondents were **not sure**.

The positive respondents were concerned that the ventures should compliment the academic missions of the universities/colleges. They supported the notion if non-profits were the type of business and if the businesses did not compete with local businesses.

Negative respondents were concerned with issues of taxation, with space limitations, with the pressures private businesses would put on town/city services and the competition that might impact town/city businesses.

Question 8. Has your institution successfully spun-off research into commercial ventures?

One responded **yes-on**

Eight responded **yes-off**

Thirty-one responded **no**

One responded **off and on**

Most spin-offs were seen in the form of graduates venturing out into the communities. Those involved in spin-off outside the campus noted that they have not only provided employment but they actually help some local industries, e.g. in Portland research has helped the fishing industry. Other respondents stated that their spin-off impact has been weak due to the small size and nature of the business.

Question 9. What are the main economic impacts of this institution on the town/city?

The college acts as a business providing education, employment, research, consulting and job training. Some universities/colleges reported having some of their properties on town/city tax roles and therefore contributed to the town/city's tax base. Others reported that they provided athletic, civic and cultural activities to the town. By student spending they contributed to the economic development of a community. Two respondents reported that they are involved in a PILOT scheme whereby they share service costs with the town/city.

Question 10. What are the main economic issues encountered in your relationship with the town/city?

The most common issues encountered are those of PILOT and SILOT. The towns/cities are concerned about campus development and buildings being taken off the tax-roles as the universities/colleges increase in size. Other universities/colleges reported that their respective towns/cities feel that they could do more to assist their abutting communities.

Question 11. Have you any ideas on how these problems might be eased?

Respondents stated that better dialogue, a more regional approach, the establishment of a town/gown committee and the development of a PILOT scheme are all ways to ease the problems which arise.

Question 12. Would you be interested in attending a conference on town/gown relations?

Twenty-seven responded **yes**.

Twelve responded **no**.

Two said they **did not know**.

Please add any other further ideas, opinions or topics that might be addressed at the conference:

Other points respondents said they would like to see addressed at the conference are landlord/tenant issues; student participation in town government and student impacts on city neighborhoods.

Survey Results

Economic Development in town/gown relations University/College Survey

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Question One. How often does a university/college representative meet with a town/city official?

1. Once a month
2. Irregularly (we are a small metropolitan area with several municipalities with which we relate on various matters. I serve on the economic development agency for the area).
3. Once a week
4. Rarely
5. Regularly with some town departments, occasionally with others.
6. Once a month
7. Once a week
8. Annually and in many years more frequently.
9. Rarely as needed.
10. Once a month.
11. Once a week plus.
12. Our university is located in three communities. We have frequent contact with all three, once a week or more.
13. Once a month, goal: just arrived on job.
14. Once a week.
15. Once a month or more.
16. Once a month
17. Once a month.
18. Once a month or as needed.
19. Once a month or as needed.
20. Bi-annually
21. Once a month.
22. Once a month.
23. Rarely.
24. Once a month.
25. Once a month
26. Once a week.
27. Rarely.
28. Once a month, different meetings at different levels.
29. Once a month.
30. Once a month, not formally, but it seems to work out this way.
31. Once a month on average.
32. Once a week.
33. Once a week.
34. Bi-annually.
35. About once every other month, usually issue specific.
36. Once a month.
37. Annually.

Survey Results

38. Rarely
39. Once a month.
40. Once a week
41. Once a week

Question Two. Who are the town/city representative you meet with?

1. Mayor, President of the City Council.
2. Vermont is a small state where state government is the equivalent of local government.
3. Mayor, City Engineer, City Planner, Local Selectmen.
4. Mostly people in Boston Public Schools.
5. Building Department, Fire Department-for building project permits. Health and Police Department.
6. Mayor, Building Commissioner, Director of Public Works, Police Chief, Traffic Engineer.
7. Mayor, City Planner, Economic Development Office, Downtown District and the Chamber of Commerce.
8. Town Manager and Town Council.
9. Selectmen.
10. Mayor.
11. Mayors, Aldermen, City Councillors, Planning and Development staff.
12. Town Manager, Mayor and School Superintendents.
13. Will vary:multiple towns to deal with.
14. First Selectmen, Executive Administrator.
15. Mayor is a Bryant College graduate. Interact with Mayor and Town Manager directly and through the regional economic development organizations. Frequent contact with town police and fire officials.
16. City manager
17. Town Manager and Selectmen.
18. Town Administrator and on occasion, Town Council.
19. Selectmen and Building Department.
20. Office of the Mayor, City Council Representatives
21. Mayor, Planner and School Officials.
22. Selectmen, Executive Director of Government Services, Police and Fire Chief, other Departments as necessary.
23. Planner.
24. Town Manager, Selectmen, Director of Recreation, Planner, Highway Foreman.
25. Mayor, Assistant to Mayor, School Superintendent, Assistant Superintendent.
26. Mayor's office, City Councillors, Public Works, Police and Fire
27. -
28. Town Manager, Planner, Selectmen.
29. Councillors, Planners, Development Officers and the Mayor.
30. Town Manager, Department Manager, e.g. Planning Board, Building Department and the Police Department.
31. Selectmen, Police Chief, Fire Board, Water Commission, Fire Chief, Town Planner and the Conservation Commission.

Survey Results

32. Mayor, Mayor's Assistant, City Councillors, Planning Department staff, Planning Commissioners, Public Works staff, Police Department, Neighborhood Planning Assembly Steering Committees and Neighborhood Watch Coordinators.
33. Police Chief and staff, City Manager, Fire Marshall, City Council and City Planner
34. Mayor, City Manager, Council Members.
35. City Manager, City Planner, Selectmen.
36. Mayor, Council, City Manager, Department Heads, School Officials.
37. Town Manager.
38. Selectmen.
39. Town Manager, Selectboard, Planners.
40. Town Manager, Selectboard, Planners, Mayor.
41. Mayor, City Manager, Police Chief, Officials from the D.P.W., Officials from the Housing Department.

Question Three. What type of relationship exists between this institution and its city?

1. Formal, informal, active, cooperative.
2. Informal, cooperative.
3. Informal, active, cooperative.
4. Informal, passive, cooperative.
5. Informal, formal, active, cooperative.
6. Passive, cooperative.
7. Formal, informal, active, cooperative.
8. Informal, active, cooperative.
9. Cooperative.
10. Informal.
11. Informal, active, cooperative.
12. Active, cooperative.
13. Informal, active, cooperative.
14. Informal, cooperative.
15. Formal, informal, cooperative.
16. Cooperative.
17. Informal, cooperative.
18. Informal, cooperative, active but varies according to issue.
19. Informal.
20. Formal, informal, active, cooperative.
21. Active, cooperative.
22. Informal, active, cooperative.
23. Informal, passive, cooperative
24. Informal, passive, cooperative.
25. Informal, cooperative
26. Active, cooperative.
27. Informal, cooperative.
28. Formal, informal, passive, active, cooperative and uncooperative: all of the above, depends on the specific relationship.
29. Active, cooperative.

Survey Results

30. Informal, (extremely) cooperative.
31. Formal, active, cooperative.
32. Formal, informal, active, cooperative.
33. Formal, informal, active, cooperative.
34. Formal, informal, active, cooperative.
35. Informal, active, cooperative.
36. Formal, informal, active, cooperative.
37. Informal, cooperative.
38. Informal, cooperative.
39. Informal, active, active, cooperative
41. Formal, active, cooperative.

Question Four. How would you characterize your working relationship with your town/city?

1. Excellent at CEO level, fair at legislative level.
2. Excellent, we can communicate and cooperatively handle whatever issue might arise.
3. Good.
4. We work very closely with Boston Public Schools. We work only when necessary with other Boston Departments.
5. Satisfactory.
6. Generally very good.
7. Excellent.
8. Very good, town supplies fire fighting capability to the campus.
9. Cooperative.
10. Constructive and positive but lacking the closeness or formal structure that might yield more creative and positive results.
11. When no "hot topic" is on the burner, relations are quiet and cordial. When we do something that neighbors and/or officials do not like, that can change quickly to confrontation.
12. Good.
13. Unorganized but friendly.
14. We work together whenever possible with an open understanding of the needs of both the town and university.
15. Good and facilitative.
16. Mostly positive.
17. Usually pretty good, however at times strained.
18. The town council is concerned with one central issue and that is core service charges paid by the university. This issue governs their interaction with the university which has strained relations.
19. Positive but always cautious.
20. Reasonably good.
21. Fine, however Boston is difficult to move from time to time.
22. Solid both town and college try to cooperate.
23. Informal, positive and cordial.
24. Cordial and improving.
25. Cooperative, college actively participates in economic development projects and

Survey Results

volunteer assistance in city non-profit agencies.

26. Excellent.

27. -

28. Pretty good with most, a handful cause real problems.

29. Good.

30. Very positive.

31. Mostly cooperative and good.

32. Cooperative generally but in need of massaging when difficult issues eventually come up, some trouble spots: student impacts on neighborhoods, biotech, facilities expansion, tax, impact on city services.

33. Getting better.

34. Very good.

35. Hot and cold.

36. Very good to excellent.

37. Good but low-key.

38. Generally good even though official contact is rare.

39. Positive and productive.

40. Excellent.

41. The city has been extremely cooperative and responsive in dealing with the short-term needs of the college. The relationship has been improving steadily in the past five years.

Question Five. Do faculty assist in economic development matters? If so, how?

1. Some-consulting. Administrators are more active serving on boards and ad hoc mayoral groups.

2. Service on economic development committees.

3. Yes. Small business development center, School of Business is active in the Chamber of Commerce.

4. Through School collaborators.

5. Service on planning boards, Zoning Board of Appeals, Town Meeting. This is not limited to faculty, they also include administrators, staff, personnel and spouses.

6. No.

7. Yes. On committees, studies, annual economic forecasts.

8. To some degree State-wide. Faculty works on Governor's economic development programs.

9. No.

10. Informally. Some members have been involved over the years as individuals, not as university representatives.

11. Not on a regular basis. Occasionally an individual faculty member might consult on a particular issue.

12. Yes. In numerous ways.

13. As individuals.

14. Not often.

15. Yes, through five economic development centers located at Bryant under its Center for International Business and Economic Development, CIBED.

The State-wide Rhode Island Small Business Development Center Program, the World Trade

Survey Results

Center, RI , the Export Assistance Center, the Bryant Institute for Family Enterprise, and the RI Industrial Competitiveness Alliance.

16. Individual faculty members may respond to requests directly or if asked by the university
17. No.
18. Service on town Committees and other volunteer work. Periodically faculty will be hired as consultants.
19. Seldom.
20. No.
21. No.
22. No.
23. No.
24. Not regularly, occasionally a class project will be of assistance.
25. Yes. Faculty have conducted, through class projects, surveys to assist economic development efforts of the city.
26. Yes, various committees and commissions.
27. No.
28. A little, we are members of the Chamber of Commerce, the Economic Development Commission and the SBA.
29. No.
30. No.
31. No.
32. Faculty and staff are involved in a technology transfer program, contributing to management of some of the strategies included in the City's Enterprise Zone Designation by the Federal government, consulting, internships, authoring a business column in the local newspaper, research and development initiatives.
33. We are just beginning this effort with a small on-campus Development Committee.
34. Yes, as consultants or by conducting studies, surveys.
35. No.
36. Very little.
37. Faculty members have held elective office.
38. No.
39. No.
40. Yes via outreach: research, advice, service on boards, recruiting personnel and businesses.
41. Not in any formal way.

Question Six. Is there a reward system in place?

1. Minor-course reduction system.
2. Community service is one of the criteria for promotion and an expectation.
3. Yes.
4. Not monetary.
5. No.
6. No.
7. Yes. It is taken into consideration when tenure is being decided.

Survey Results

8. Yes. An annual public service award.
9. Yes.
10. No.
11. No.
12. No formal reward system.
13. Yes. Not as clear as it might be.
14. No.
15. Not formal.
16. No. Other than appreciation.
17. No.
18. Only to the extent that it is recognized informally as public service.
19. No.
20. Yes.
21. Yes-reduction in work load.
22. No-but I would like to explore this idea.
23. No.
24. No.
25. Such efforts would be factored into tenure and promotion decisions.
26. No.
27. No.
28. Yes but rather minor.
29. No.
30. No.
31. No.
32. No, not a formal one. The technology transfer program intends to include rewards as it becomes established.
33. Intrinsic only.
34. Yes-Professional Development Awards.
35. No.
36. No.
37. Noted as part of their service obligation.
38. No.
39. No.
40. Re salary-not permitted by contract. It does impact tenure and promotion.
41. No.

Question Seven. Do you support the practice of private business ventures locating on your campus?

1. Yes.
 2. No.
 3. Yes.
 4. Yes.
 5. Yes-to a limited extent, the campus center store is managed by a private business.
- During the summer months many independent ventures run programs on the Amherst College Campus.

Survey Results

6. No.
7. Yes-we have a facility dedicated as such in the downtown area.
8. No-unless there is a relationship with a college involving internships.
9. No-not appropriate for a small college.
10. No.
11. Not sure it has ever come up. We do contract out operation of our bookstore.
12. No.
13. No.
14. No.
15. Yes-conflicts of interest must be either avoided or, where extant, widely publicized.
16. No-town is concerned about taxes.
17. No.
18. Not sure-local businesses strenuously object, the town wants to tax any such businesses and community members believe this imposes unfair competition.
19. Yes- concern for our non-profit status, aiding some and not others.
20. Yes- to a degree-services expected may exceed returns.
21. No-non-profits are okay but at a public college I have a problem if profit making firms were allowed to have business space.
22. No.
23. No.
24. No-no space, complaints of unfair competition.
25. Yes.
26. Yes-question of taxation.
27. To the extent that their mission coincides with that of the college. We have very little space to accommodate our burgeoning needs.
28. No- competition with community business.
29. Yes.
30. Yes.
31. No.
32. Yes-one concern is the potential competition with local businesses. To address this the owners of the businesses will have the same opportunity, whenever possible, to establish the private business venture as non-local entrepreneurs.
33. Depends-we have private contract business in our dining facilities and bookstore, we try to maintain a status of non-profit, non-competitive with the community.
34. Yes-only if I have space.
35. No.
36. No.
37. Yes-ventures must be consistent with academic mission.
38. No.
39. No.
40. Yes.
41. No- the college campus is too small, we do not want to squeeze more things onto the campus. We would prefer to see the businesses locate in the neighborhoods surrounding the campus so that they will contribute to the economic development of the area.

Question Eight. Has your institution successfully spun-off research into commercial

Survey Results

ventures? If so, how has this impacted the town/city?

1. No-we are not that advanced.
2. No-college has spun off graduates who have developed some of the more successful businesses.
3. No.
4. No.
5. No.
6. Yes/off-very limited.
7. Yes/on-quite well.
8. Yes/off-research has helped various industries, e.g. fishing in the Portland area, blueberry, potatoes and lobster production.
9. Yes/off-insignificant.
10. -
11. Yes/off and on-in some cases not at all, in others positively.
12. Yes/off-job creation.
13. No.
14. No.
15. No-but in part responsible for location of biotech park across the highway from Bryant.
16. Not formally but lots of graduates do this for themselves, this has impacted the town very favorably.
17. No.
18. No.
19. No.
20. No.
21. No.
22. No.
23. No.
24. No.
25. No.
26. Yes/off.
27. No.
28. No.
29. No.
30. No.
31. No.
32. Yes/off and on-not much of an impact because of the small size of the businesses or when the businesses expand, they move outside the city where there is room to do so.
33. No.
34. No.
35. No.
36. Yes/off-very little.
37. Yes/off-not located in Amherst.
38. No.
39. No.
40. No.

Survey Results

41. No.

Question Nine. What are the main economic impacts of this institution on this town/city?

1. Staff and student service, our marketing group called Montachusett Economic Center.
2. College is one of the larger businesses , it provides educational needs for business and government, faculty serve as consultants in many areas.
3. Planning research, and development site, job training in off-site locations, small business consulting.
4. Work with schools, private and public, social service agencies and hospitals, training and technical assistance.
5. Amherst College is the largest taxpayer in the town of Amherst.
6. Free tuition scholarships for 16 High School graduates, 19,000 hours of volunteer work in the community a year, training program for high school teachers, career planning assistance for students, support of jobs program for youth, intervention programs for youth.
7. Salary, purchasing and cultural activities.
8. Athletic and cultural activities for entertainment for the entire region, attracts visitors that spend money at local restaurants and hotels.
9. In a small town, students impact merchants significantly.
10. Student spending in local economy.
11. Student spending, university purchasing, student financial aid, student bank deposits, save at payments, no burden to speak of on municipal budget.
12. Educational and health services, neighborhood development, corporate internships.
13. Too early for me to say, I just arrived on job.
14. Student spending, purchasing, construction.
15. Bryant is responsible for 50% of the economic development activity directed at small and medium sized businesses in the state.
16. Local purchasing, local construction, local service industries, retail and restaurants
17. Provide facilities and teachers for physical education for elementary school, use of library, auditorium and other facilities for and by citizens. Share some of the utility costs with the town land-fill and fire department.
18. Children of students attending public schools, there are free courses for town teachers at the university, the town and the university share a fire-department, the hockey rink and swimming pool are offered to town citizens and youth associations at no/minimal costs, shared water and sewer costs, shared dispatch center for public safety.
19. Student spending, conferring adds to visitors.
20. Use of outside contractors, student dollars are spent; use of facilities by outsiders
21. Cultural activity, we are the major art college in the state.
22. Purchasing of goods and services by the college, students, faculty and staff.
23. None.
24. Negative-need for services
Positive-social/cultural
25. Significant spending in the city-rent, mortgages, groceries, entertainment by students, faculty and staff. Contribution to local businesses through volunteer initiatives.
26. Largest institution in the state, 700 full-time employees, currently \$60million in

Survey Results

new construction.

27. continuing education classes are offered, due to our lack of dorms our students are renting nearby apartments.

28. Spending power of students is established at \$3 million a year. Events are put on at college, we are a regional center.

29. Train teachers, contribute services, real estate taxes, vendor payments.

30. Purchasing of goods and services from town vendors. Allow town groups to use facilities and playing fields.

31. Mixed use development (The Village Commons), golf-course, use of local vendors/contractors, real estate taxes on properties from which are not exempt, \$1 million to municipal electrical department for energy.

32. Purchaser of local goods and services for operating purposes, capital construction expenditures to local contractors, research and development activities, student outlays for off-campus housing and the purchase of local goods and services.

Federal grants and aid bring in an additional community dollars, the university is an important community employer, visitors and tourists to the university spend money in the local economy, affiliated institutions attracted to the area because of the university.

33. The university pays some taxes, visitors conferences pour money into the local economy

34. Through its participation in the manufacturing partnership program-enhance productivity and employment, supplying graduate workforce to local business/industry.

35. Construction/contractor/vendor support, student purchases, visitor procurements, cultural enhancements.

36. -

37. -

38. We provide athletic facilities: our gym and a special outdoor field only for them

39. Parent visits, alumni visits, student shopping, athletic and cultural events.

40. Consultation-we assist small and large businesses.

41. In 1993 the college spent \$3,705,000 for goods and services in Hartford.

Question ten. What are the main economic issues encountered with your relationship with the town/city?

1. Most local politicians do not appreciate us.

2. Have no economic issues.

3. Revitalizing the inner city, dealing with an under-trained population.

4. They want us to pay more for services.

5. -

6. Desire to have tax income from university land, need to expand economic development to the city.

7. Down-swing, post-industrial city

8. Not significant, we do not pay taxes, of course, but we do pay the town for services such as sewer, water and fire fighting. We cooperate with the town on waste disposal and recycling programs.

9. -

10. As with many colleges in small cities there is at times a sense that we could do more to

Survey Results

assist them. We must constantly remind people of the tight fiscal climate in which we are operating.

11. The fact that we don't pay taxes or make regular in lieu of tax payments.
12. Maintenance of quality of life, taxes, educational quality.
13. Early for me to say
14. Development of campus facilities.
15. Exclusion of campus from tax base.
16. Need for greater employment, (including teens), need for local purchasing, taxes (town is worried about property being taken off the tax role)
17. The town believes the college should pay a larger share of water, sewer costs etc.
18. Compensation for school children attending town schools, compensation for general impacts on basic town services, compensation for commercial enterprises and operations on campus.
19. Increase cost of water and sewer, payment in lieu of taxes.
20. Payment in lieu of taxes, can be overdone
21. -
22. In lieu of tax contribution, or more correctly, lack thereof.
23. None.
24. Do not pay property taxes.
25. Issue that arises annually is payment in lieu of taxes.
26. PILOT and SILOT (Services in lieu of taxes)
27. Rumbling at times about the need to contribute space and/or services in lieu of taxes. We do so by allowing precinct voters to use our college for annual elections.
28. We do not pay any property taxes and only pay part of our true impact for such services as fire.
29. In lieu of tax payments.
30. -
31. Request for support of police and fire.
32. Tax, expansion of facilities, burdening of city services, biotech and zoning.
33. Tax-free status for university-need to pay way
34. Job-training
35. PILOT, zoning, services, student encroachment in neighborhood.
36. -
37. -
38. None at present
39. "Fair-share" of the cost of town services
40. Provision of services to the institutions by city agencies
41. A. Neighborhood small business retail/commercial development
B. Central business district revitalization with the goal of generating more interest in and participation in the city.
C. High unemployment in the city.

Question Eleven. Have you any idea on how these problems might be eased?

1. Elect younger leaders (not likely to happen).
2. N/A

Survey Results

3. More collaborative efforts.
4. Better dialogue etc.
5. -
6. -
7. Regional cooperation.
8. N/A
9. -
10. Support of discrete, visible local projects and initiatives.
11. -
12. No single answer other than hard work.
13. Early for me to say.
14. -
15. Have been moderated by state funds for towns so affected.
16. Work on individual property issues to make sure the city is not worse off financially as a result of property transaction.
17. Better communication on each side for a better understanding of each others problems.
18. Open communication and education on the complexity of issues.
19. None that I could agree with.
20. Tough to say when city is revenue starved.
21. -
22. Yes, we have formed a town/college advisory committee.
23. N/A
24. We are making payments for services and contribute in other ways rather than property taxes.
25. Better understanding by elected officials at what college contributes to a community. Although results of our college's economic impact have been presented to city officials, there is still skepticism by some who perceive college as a drain on city resources.
26. Yes.
27. -
28. College needs to pay more for services but town needs to commit to lowering property taxes if we do-must show a direct effort.
29. Eliminate them.
30. -
31. Help them, without creating precedence/over expectations
32. Broadening the base of support by working with residents and the business community. Establishing formal avenues to keep city officials and residents aware of the universities activities; working closely with other institutions e.g. hospitals, higher education, to share information and plan strategies; respond in a timely manner to concerns of residents and city officials
33. No, but we all work on them.
34. -
35. Joint development program using a combination of public/private support for targeted areas. Joint planning efforts with city on encouraging formation of small businesses that appeal to the college age student.
36. -
37. -

Survey Results

38. -

39. -

40. -

41. Public and private investment have to be focussed on the three specific areas described in question ten, regional approaches should be pursued in order to relieve the city from having to face a disproportionate share of the region's social and economic problems.

Question Twelve. Would you be interested in attending a conference on economic development?

1. No.

2. Not unless it related to our situation rather than yours which is obviously different as indicated by this questionnaire.

3. Yes.

4. No.

5. Yes.

6. Yes.

7. Yes.

8. No.

9. No.

10. Yes.

11. Yes.

12. Possibly, tell us more.

13. No, more bigger issues at moment.

14. No.

15. Yes. A rep of CIBED would attend if feasible.

16. Yes.

17. Yes.

18. Yes.

19. Yes.

20. Yes.

21. Yes.

22. Yes.

23. Yes.

24. Yes.

25. Yes.

26. Yes.

27. Yes/perhaps.

28. No.

29. Yes.

30. Yes.

31. Yes.

32. Yes.

33. Yes.

34. No.

35. Yes.

Survey Results

- 36. No.
- 37. Yes.
- 38. No.
- 39. No.
- 40. Don't know.
- 41. Yes.

Other points

18. Landlord/tenant issues and impact on students, effective resolution of issues in public session with press present, student participation in town government.

32. An important topic to address at the conference is student impacts on city neighborhoods. Our city has a very active resident population that expresses its concern through neighborhood and planning assemblies. When residents are displeased with the university's activities/impacts they bring their displeasure into the public process and can (and have) affected economic development initiatives. My office works very actively in neighborhoods to lessen student impacts, to keep residents informed of university initiatives and to work through areas of contention with programs/pamphlets.

35. Encourage college officials and town planners to form working groups prior to conference to brainstorm ideas. Attend conference as a group-share idea and participate with others on joint problem solving tasks.

Appendix C

Town/City Planning Official Interviews
University/College Officials Interviews

The following are a series of telephone conversations held with New England planners. These planners work in communities which are impacted by private and public universities.

Planning Director: Robert Perry
Community: Dartmouth, MA
Phone: (508) 999-0716
University: University of Massachusetts Dartmouth

Conversation:

The university is very isolated from the town and in essence they do their own thing. There is not too much interaction but they are there if you need them; they are available but not really used. There are no issues of physical planning. The chancellor is trying to establish technology parks. He is trying to make the campus more visible. As it is state owned land the campus is exempt from Dartmouth zoning regulations.

Planning Director: Mark Eldridge
Community: Burlington, VT
Phone: (802) 865-7192
University: University of Vermont

Conversation:

Relations with the town used to be very rocky, now they are very good. The town must meet with the university periodically as issues arise. The main problems and issues concern university growth and parking and the impact of these issues on neighborhoods. The town and the university have now a written agreement between them concerning these issues. The university is becoming more entrepreneurial in terms of research. There is no technology park per se but there is talk of one. As long as growth happens in accordance with zoning there will be no major problems. The university does have a master plan. This is a requirement of the city. The master plan is reviewed by the town to ensure conflict is minimal. The way the city regulates growth on campus is mainly via zoning.

Planning Director: Thomas Deller
Community: Providence, RI
Phone: (401) 351-4300
University: Brown University/Providence College/Johnson and Wales

Basic relations between the town and university are fairly good. Conflicts do arise when the university/s buy more property. 48% of the city is, at the moment, tax exempt. Problems are mainly associated with pressures on services. The city requires each university to file a five-year master plan. The city will review the master plans along side their own comprehensive city plan. There is an "institutional overlay" district in the university. Providence has little room for expansion. There is some entrepreneurial expansion in Brown but it is not really impacting the city. The town does not directly regulate campus growth.

Planning Director: Richard Brown
Community: Wellesley, MA
Phone: (617) 431-1019
University: Wellesley College/Babson College

Wellesley has three colleges in the vicinity. Most contact is between Babson and Wellesley. There has been a fair amount of construction recently and so there has been more contact between the universities and the town. The relationships with Babson and

Wellesley are very good. The colleges do comply with town building and zoning requirements. The development procedure in Wellesley is via PSI/Projects of Significant Impact Review. This allows the town to examine developments over 10,000 square feet of floor area. PSI requires the applicant to submit information concerning the impact the development will have on water, sewer, storm drain, traffic and pedestrian safety, electric, fire alarm, solid waste and recycling. The planning board will issue a special permit if the development complies. Hence this project based appraisal can allow the town assess development and require mitigation of any negative impacts on the community.

In terms of entrepreneurial growth: Wellesley-no, Babson-yes. Babson has an executive conference center of 75,000 sq. ft. It is, in essence, an entrepreneurial offshoot. They also have plans for a new campus center. Twenty years ago Babson divided a piece of land from the campus, built an indoor tennis and skating rink and leased it to a company. It is fully taxable for the town. Ten years ago the school developed a "Life Care Facility" (elderly apartments and a nursing home complex) under a ninety-nine year lease in Needham. This is the single largest taxpayer in Needham.

The residents are more concerned with the design of the buildings as opposed to overburdening of services. As regards adding more buildings to the campus, the residents are concerned with the increased noise and parking problems the student body will cause.

Wellesley and Babson do have master plans. The town just finished their master plan which was completed by a sixty person coordinating committee. Representatives from Babson and Wellesley were involved. Babson College Planning Director is David Carson. The colleges do not ask the town for comments on their master plan; they simply make the town aware of their plans. The town does regulate campus growth but under state law they cannot prohibit development. The town does regulate via building height, set-backs and via the special permit process.

Planning Director: Anthony Lachowicz
Community: Wakefield, RI
Phone: (401) 789-9331
University: The University of Rhode Island

Relations between the town and university are good. Physical planning issues between the town and university have occurred. A year ago the university wished to construct a new energy facility. This facility was proposed as a heating plant for generating steam and electricity as a by-product: a co-generation plant. A private company was to build the plant and they would sell the electricity. It was to be a profit-making venture. But soon it became clear that it would be an electrical generator with steam as a by-product. The town questioned this on the basis of zoning. Because it was a private company on public property they had the power to do this. It became a very controversial issue over eighteen months, with the town maintaining zoning authority. The issue was an anomaly as usually traffic related problems are the main contentions. URI withdrew the project, scaled it down as primarily a steam plant generating electricity for the university. It is still under construction. The private utility company has filed law suits against the university and town. It will be years before the issue is settled.

More routine issues are drunk-driving, controlling parties and vandalism. The latest issue is that the state of Rhode Island wanted to install a by-pass around the university trying to get traffic off local roads. For environmental reasons this was abandoned (wetlands were found). The town has assigned a committee to look into alternative traffic solutions in the university facility, e.g.. fees for parking, increase the number of buses, improving local infrastructure and ride-sharing.

URI is not really expanding. They are becoming more entrepreneurial; not really in the form of technology parks but are providing land for office parks for non-profit groups, e.g. social service agencies and "quasi-public" agencies.

URI do have a master plan but they do not coordinate it with the South Kingston master plan. Paul De Pace is the Director of the Physical Plant where the plan is prepared. South Kingston does not directly regulate campus growth at all.

Planning Director: Loren Di Lorenzo Popp
Community: Medford, MA
Phone: (617) 393-2480
University: Tufts University

Relations between the university are very issue dependent. On zoning issues they are not very good. On cooperation with the school department it is very good.

The university has taken the town to court. They have a long term master plan proposed and they believe that they should be able to build what they want, where they want. The town will have no review and no discretionary authority. The town won on the zoning issue so now town zoning will apply on the campus. The site plan issue was lost but the town hopes to change this.

Parking impacts are another big issue. There is one research building on campus. The area is very densely populated so there is not much room for growth. The Director of Community Relations is Barbara Rubel. The town will have boards working on the campus to review changes.

Planning Director: Richard Callinan
Community: Bridgewater, MA
Phone: (508) 697-0906
University: Bridgewater State College

Relations are improving. Right now planning work is being done on the MBTA (Massachusetts Bay Transit Authority) station on campus. The MBTA will compensate the college for lost parking spaces. There are intentions to improve access to campus and minimize traffic impacts on the town. The J.A. Moakley Technical Center is a technology center hosting satellite technology and tele-conferencing. The college has not expanded enrollment but in the last two years the college has built more dorms. This helps alleviate the commuter issues and demands on downtown housing. The college has a physical design plan and has contacted the town and put forward the idea of working with them as an overall plan. The town has no direct control over what goes on the campus. State law leaves it exempt from town control.

Planner: Jim Smith
Community: Lowell, MA
Phone: (508) 970-4265
University: University of Massachusetts Lowell

Lowell's north and south campus is very much part of Lowell town. The north end is located along a major access route. In essence the university is an urban campus. In 1987 the university had its peak of 10,000-11,000 students, today only 7,000-8,000 students live here. The university has little on-campus housing and this results in there being a substantial number of daily commuters.

In the Spring a parking lot will be developed on the Southern end of the campus as the university has acquired the old GE plant. Parking is one of the biggest concerns and the town and university both see this parking lot as an asset. The main concerns with this are that the building is a concrete structure and it is hard to know how to destroy it with as little impact to abutting residential areas.

An arena is also on the cards. This will be a six to eight thousand person seating arena located in the downtown. The university is a partner in this but it will be town run. \$20 million was received via a state grant and \$3-4 million was given by the university. The university hockey team will play at the arena. On the arena board there will be three seats held by the town, one by the university and one by the state. The university's goal is to have a first class arena for the hockey team and playing space for a Division 1 basketball team. The town sees an arena as providing Lowell with valuable economic development. It will be built in a historic district. Construction of the arena begins in the Fall. At present the process of E.I.R. is occurring.

Historically there was tension between the university and the town. Today this relationship is more positive. Perennial problems include student noise, impacts of the "Spring Carnival" and problems of university versus town police jurisdiction. Recently a change in State law allows university police to carry weapons.

The university does have an incubator; a plastics industry, ISO 9000, which is 30,000 sq. ft. The university does have a master plan. Lowell is putting together neighborhood action plans at present. The university will at the table for this. The university is in the process of purchasing a 450,000 sq. ft mill structure within view of town hall. This will be a wonderful addition to the university but it will result in it coming off the tax roles. The university doesn't pay PILOT and the town would like to begin this. The university is pretty receptive to this idea. Of course the university will stress their benefits to the town and the town will stress the university's pressure on services. Hopefully a middle ground will be reached.

Planner: Carl Hess

Community: Pennsylvania

Phone: (814) 234-7109

University: Pennsylvania State University

An assessment of the town's relationship with the university varies. Hess thinks that it is very good. Penn State are in the process of working on a comprehensive master plan and the city will participate in this process. Penn State have finished a sub-section plan which is a twenty year plan for a new engineering campus. A special committee was set-up which included local and regional planners.

The town is in the process of revising its zoning ordinance. It is trying to establish a comprehensive zoning ordinance for both the university and the town. The university is willing to accept local zoning rules. The university and town planning department meet once a month. The State University is part of the planning area called the "Center Region". There is a special "Center Region Planning Commission" to deal with this area. It has six municipalities and Penn State have a vote in the activities of this region.

Penn State has not built a dorm in 25 years, even though there has been an increase in the student body. All students live off-campus so there is a lot of conversion from single family to apartment housing. There is much animosity between the neighborhoods and the university. The town is modifying regulations to make it harder for students to rent.

As the campus is in the middle of the downtown, much conflict arises between parking for businesses and student parking. There are strict regulations in place: two-hour zones, permits and no parking at all in some places. Parking is more of an issue in private lots where there is a small lot and too many cars (neighbors perspective). From the student perspective there is inadequate parking.

Penn State does have a research park. It has grown over the last 18 months. It is one of the top ten in the country. It is presently seeking grants, and looking for

cooperation from businesses, the private sector and university faculty. The university has set aside land for commercial establishments. The land is not tax-paying but the improvements would be. There is a county wide PILOT agreement. Money is pooled and distributed to localities impacted by schools. The Pennsylvania Supreme Court settled the case. The university decided that it was in their best interests to pay fees in lieu of taxes rather than lose their tax exempt status. The university is the biggest employer in the region. Its biggest problem is traffic. The city is a Metropolitan Planning Area and it receives funding for State highways and local funding which will hopefully help to overcome this problem. New zoning requires that a traffic impact analysis will be implemented. The city is doing a transportation demand management plan and they are looking at the alternatives to the private car; they already have a transit authority which has a circular around the campus and the downtown. As Penn State is in a very isolated area people are very dependent on the private car: success has been minimal and congestion levels are very high.

The first university master plan was completed in 1907. The university has several master plans and at present they are putting together a new single document. Last summer there was a two-day workshop: representatives from Virginia Tech., and the University of South Carolina were brought in and it was moderated by the Architecture Head of Nebraska State University. All university faculty heads were present, the regional planner and Hess. It is taking a long time to get to the next step. By the end of the year it is hoped that the zoning revision will be complete. 95% is done now, the last 5% concerns traffic studies.

Planner: Willard Bruce

Community: Albany, NY

Phone: (518) 434-5190

University: The State University of New York at Albany

The city has no real dealings with SUNY Albany at all. Because Albany is the State capital one deals mostly with state relations. The biggest issue in the community is housing. Stringent drinking rules are imposed on the campus so most students prefer to live off-campus. In the dorms there is a high vacancy rate. This has caused the formation of a "student ghetto" off campus. Parking is another major issue as most students own cars.

Bruce did not know whether or not the university has a master plan. SUNY is immune from all local zoning. As most of the city is composed of state facilities, issues of tax-exempt status are nothing new in Albany.

Planner: Kenneth Schreiber

Community: Palo Alto, CA

Phone: (415) 329-2354

University: Stanford University

Relations with the university are very good but they used to be rough. Stanford University's campus is on incorporated land outside of the city's jurisdiction. The university owns a lot of land in the city of Palo Alto. They are probably the largest developer in the county. Hence they are always in the middle of traffic and environmental issues. A three-party agreement has been signed between the city, the county (Santa Clara) and the university. This delineates what goes on in the city, who gets to review plans, and so on and so forth. The university land in the city is taxable. The university, since the

1950's, has been involved in non-academic entrepreneurial development. The university does have a master plan with no foreseeable fundamental conflicts with the city plan over the next 20 years. The city does not directly regulate campus growth. Most impact is indirect and at the county level. The city does have an on-going relationship with the university planners.

1. David Newman/Campus Architect: (415)725-7845
2. University has a management company. The head of the real estate section is Curtis Feeny (415) 926-0220

Planner: Robert Houseman
Community: Durham, NH
Phone: (603) 868-5578
University: University of New Hampshire

Relations between the town and the university are non-existent. The town of Durham negotiated a development review process with UNH whereby they must submit plans for any development over \$300,000. The review does not necessarily influence what the university does. The town continues to work on this issue.

The university is outside the realm of municipal jurisdiction. At present UNH is implementing a \$100 million construction program. The town continually tries to cope with the impact on services. The water system operates above capacity during the school year. This not only poses a risk to the town but means that the town can not expand their water system to areas that would give them economic benefits. The only thing the university pays for is some water and sewer fees, and hook-up. There is no PILOT in place. The university recently adopted a master plan. It was suggested that the town have a seat in its review committee but the person who initially participated in it is no longer employed by the town.

Planner: William Luster
Community: Salem, MA
Phone: (508) 745-9595
College: Salem State College

Relations went from never being worse to never being better over the course of a year. There are many traffic, housing and economic development issues. The town is about to undertake an economic development project with the college. This involves the re-use of a former manufacturing plant which is located between the college's two campuses. It is a proposed job-center.

The college does have a master plan, the town does not. The city has not had input in the past but this is changing. The way relations are at the moment Luster thinks the town will play a role in the future. The campus is exempt from certain town regulations so there is little direct regulation over what goes on on the campus. Lately the college is looking for town input. No PILOT scheme is set-up.

Planner: Satyendra Huja
Community: Charlottesville, VA
Phone: (804) 971-3182
University: University of Virginia

Relations between the city and the university are quite good. The city, county and university have a three party contract called the PCC/Planning and Coordinating Council. This means that all projects and plans are reviewed by each body before implementation occurs. This helps minimize the likelihood of conflict. The city constantly works with the university to channel growth into some areas and to inhibit growth in others. The city is encouraging the university not to allow students have cars in their first year and want the university to have 50% of its housing on campus ground. The university is becoming more entrepreneurial as they have a research park and a technology center on campus.

The university does have a master plan and this does not conflict with that of the city's. There is a joint visioning process between the city, university and county in the master plan process. This ensures that the university's and city's goals and visions are in line with what the community wants.

As the university is on state owned property the university is not under the city's direct regulation. However, voluntary cooperation assures that there is little conflict in the planning process.

Planner: Dale Thoma
Community: Lexington/Fayette Urban County Government, KY
Phone: (606) 258-3160
University: University of Kentucky

There is a lot of interaction between the town and university. Points of conflict are mainly over transportation issues. The town is laid out on the grid system with some major radials going out through the campus. The university is in close proximity to the downtown. At the moment the town is doing a small area plan for the downtown and they are working with a number of downtown associations, residents and university representatives. The town and university are trying to establish better transportation linkages between both entities. The Martin Luther King Road runs next to the County Office and up through the campus. This has the potential to become a major axial link between the downtown and the university.

The university's Architecture Department put together a design charrette recently, and had a jury review and comment on their proposals. The jury had both town and university representatives on board. The fringe of the campus is zoned multi-family. Some gentrification is occurring here as many of the large old homes are being turned into single-family residences. This leads to friction between single-family and multi-family/apartments/student housing.

The university does have a research park. It is located on a 1,000 acre site and is called "Coldstream Research Park". It is primarily involved in agricultural research. The town did a small area plan for this park and it is envisioned that it will become a high tech research park in the future. The town invested in an \$8 million sewer line to service the research park.

The university is expanding within a long-range master plan. A rise in the student body, which is 20,000 at present, is not foreseen. The planning staff reviewed and commented on the university master plan.

Normally, the state would float bonds to build a campus library but the legislature did not allocate bonds for this project in its budget. The university turned to the town and asked them to issue tax-exempt bonds for the project, they did!

One of the representatives on the Mayors Update Committee, which deals with the town's long range master plan, is from the university. The town does not directly regulate the University as it is a State university. On the small area plans, the town work closely with university officials to establish their borders. In the early 1980's there was concern to limit growth, now the university is settled on a long term boundary. People now know where they will be developing and growth seems to be under control.

George DeBin: campus contact
Donna : (606) 258-3300

Institution: University of Connecticut
Contact: Judith Meyer/ Associate Provost
Phone No.: 203-486-5950

Conversation:

The university has a technology park on university land. This is managed by UCEPI. The contact there is Michael Helsgoff, 1244 Storrs Rd., Mansfield, CT 06268. The Storrs/Mansfield area is very small. The university's perception in the town is very good. There is alot more town/gown activity at the state level. The university has developed partnerships with private corporations and public agencies in which faculty and students work on research projects and training projects with investment from the state. This has resulted in a company being established to deal with critical technologies, "Connecticut Innovations Inc.." It is given \$6 million to do this task and is working in conjunction with the Marine Science Department, the Bio-Technological Department and the Material Science Department. The university also invests money into the respective departments so a labor force and work related knowledge for the latter critical technologies can be ensured. The "Small Business Development Center" located on campus and run through the Business School reaches out to small manufacturing businesses in the area. It gives these companies aid with any accounting difficulties or other administrative minor problems they may have. This is funded via federal grants.

Institution: University of Vermont

Contact: Ruth Walman/Coordinator of Government Relations and State Relations

Phone No.: 802-656-2005

Conversation:

The whole town/gown issue really got off on its feet when the "Good Neighbor Program" was started. This is a student run program which deals with student-related problems. There is a manned phone-line people can call if they have any problems. There is a "Neighborhood Watch Program" also in place to ease and monitor living problems associated with townsfolk and students. Presently on the planning front an "AA Baseball" stadium, just for university use is being planned in the town. The land is owned by the university. The town and university have just recently joined forces to look for incubator space and technological transfer and economic development in the community is in its infancy. Spin-off into the community has not been great, they are 10-15yrs off from commercializing research.

Institution: Boston University

Contact: Chris Donahue/Director of PLanning

Phone No.: 617-353-3676

Conversation:

Mr. Donahue was very suspicious of the information I wanted from him! He did not want to get involved until he was directed to do so from higher offices. He suggested I send a letter and survey to:

Carol Hillman
Vice President of University Relations
143 Bay State Rd.
Boston, MA 02115

Edward King
Vice President of Government &
Community Affairs
121 Baystate Rd.
Boston, MA 02115

Institution: NorthEastern University

Contact: Tom Keady/ Director of Community Relations

Phone No.: 617-373-5805

Conversation:

The most interesting story relating to town/gown/economic development issues was the "Matthews Area" ice-skating facility. This is a historic building which was run into the ground by the city. The city of Boston runs on a one-year operating budget and so is not conducive to long-term investment in such sites. The facility is located near the university and has been rented by the university for the hockey team's use. Finally, the city decided they were going to demolish the building and use it for parking. North Eastern lobbied until the city decided to sell them the building for \$1.00. The university raised money to renovate the building. It now opens the building to Boston public schools, and ice-hockey events are staged here as well as concerts.

About five years ago the university wanted to build a dormitory on Huntington Ave. but the community fought this on two issues:

1. The community did not want to have to tolerate obscene student behavior and
2. The local landlords would be faced with competition. The dorm would essentially deprive them of their customers.

The abutters took the university to court. Enrollments in the university started to decrease so the university pulled out. It did result in alot of issues being raised. The city capitalized on this information and community knowledge and are now moving forward to build an engineering building, a classroom and recreation center on the site. It is recognized that the institution is a driving engine in the city's development.

Institution: University of Southern Maine
Contact: Bob Castles/Media and Community Relations Officer
Phone No.: 207-780-4200

Conversation:

The university has two campuses, Portland and Gorm. Most town/gown issues relate to Gorm. The president meets on a regular basis with the Town Manager and Town Council. There is a task force in place to deal with Greek Relations. There are regular forms of community outreach in place via the Education and Business Schools. "University of Southern Maine Corporate Partners" has been established . This group is composed of 200 business leaders. They are a support group which help university students via provision of internships and the university also helps them out in business matters.