ANNUAL SURVEY ASSESSMENT

INTERNATIONAL TOWN-GOWN ASSESSMENT 2015

SUMMARY | MARCH 2016

BRAILSFORD & DUNLAVEY

ITGA

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INTRODUCTION

The International Town-Gown Association (ITGA), in partnership with Brailsford & Dunlavey (B&D), issued their third annual International Town Gown Assessment in 2015. This one-of-a-kind survey asks university stakeholders, municipal leaders, and community members for information on the unique issues and opportunities facing campus communities nationwide. The 2015 survey built on the innovations of the 2014 and 2013 surveys to collect data on current practices and emerging trends in town-gown relations. This report provides an analysis of the survey results.

This survey summary is one of an array of ITGA resources that members can use to improve the quality of life in their communities. The survey summary provides a resource for communities that are seeking to understand where they fall on a range of town-gown issues. It was also designed to build on and improve the collection, analysis, and benchmarking of empirical data related to town-gown relationships, in order to track long-term trends.

The goals of the survey are to:

- Identify norms, trends, and model practices for a range of town-gown topics;
- Develop case studies that compare matched responses from university and community officials in the same community; and
- Select candidates for ImpACT Awards, ITGA's initiative to reward model collaborations that may be recognized as "best of class."

ACKNOWLEDGEMENTS

This survey is the result of a strategic partnership between ITGA, a membership organization committed to improving the relationship between post-secondary institutions and their communities, and B&D, a private consulting firm that inspires, empowers, and advances the mission of over 350 higher-education and municipal clients nationwide through the planning and implementation of quality-of-life facilities.

The International Town-Gown Association (ITGA) and Brailsford & Dunlavey (B&D) team that worked to create the survey and analyze its results is comprised of the following individuals:

Beth Bagwell, ITGA Executive Director

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Brailsford and Dunlavey and ITGA would like to acknowledge everyone who participated in the survey. The insights and data provided below are only possible because of your input. Thank you.

SURVEY METHODOLOGY

The survey was divided into four main sections that could yield quantifiable information about complex town-gown relationships. These sections were:

- Town-Gown Relationships
- Quality of Life
- Community Economic Development
- Shared Services

An invitation to participate in the web-based survey was sent to approximately 5,423 individuals, including all members of ITGA, ITGA's Dateline Newsletter recipients, B&D's client list, and members of various organizations. The survey was active from March 6, 2015 to October 23, 2015. All responses were anonymous and the analysis is shown in aggregate.

SURVEY RESPONDENTS

There were 258 survey responses. Of the respondents, 63% worked for an institution, 31% worked for a municipality, and 6% were community members.

Of the institutional responses, 74% came from public institutions and 26% came from private institutions. The vast majority of institutions offered four-year degree programs (96%), as opposed to two-year programs (4%). The majority of institutional respondents were university staff (48%), upper-level administrators (41%), or faculty (5%). The average institutional survey respondent enrolled 20,238 students, housed 35% of their student population on-campus, was one of three institutions of higher education in their community, and was located in a community of 420,980 individuals.

The majority of respondents were from the Northeast and Midwest regions in the United States (see Figure 1).

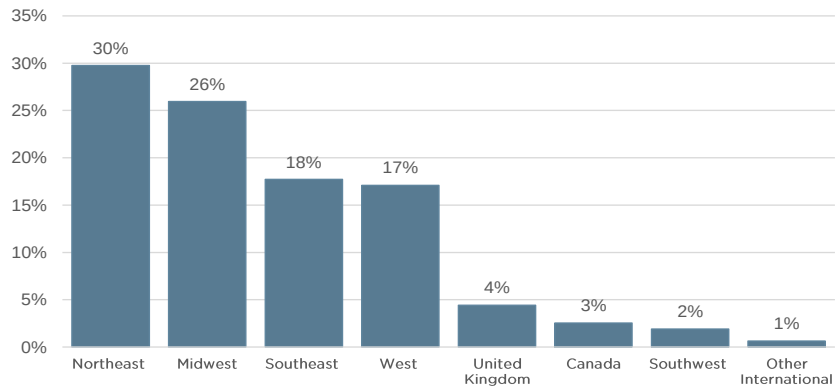

FIGURE 1: Geographic Distribution of Institutional Respondents

Of municipal respondents, most were city administrators / managers (48%) or elected officials (23%). They were fairly evenly divided between urban (33%), suburban (32%), and rural (35%) locales. The average community survey respondent had a population of 141,158 and two institutions of higher education in their community. The majority of respondents were from the Midwest region in the United States (see Figure 2).

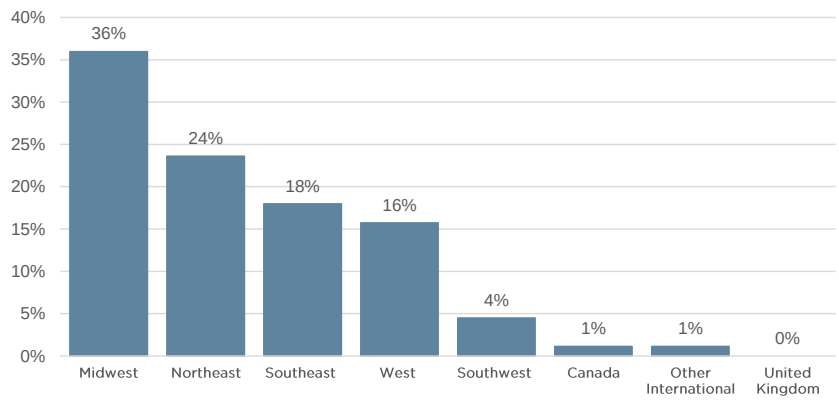

FIGURE 2: Geographic Distribution of Municipal / Community Respondents

There were 22 paired responses from both the municipal / community representatives and institution of higher education representatives within the same community, which are referred to in this summary as case studies. These matched pairs allow for the normalized exploration of differences between institutional and municipal respondents. To protect respondent anonymity, all case study data is reported in aggregate.

Several survey sub-groups were also identified, to explore how issues affect institutions in various community settings. In order to provide statistically reliable information, all sub-groups included over 30 respondents. Responses from large institutions (defined as self-reported headcount enrollment over 15,000) were divided according to their self-selected location in urban, suburban, and rural communities.

LARGE URBAN INSTITUTIONS

The average large urban institutional respondent was one of four institutions of higher education in a community of 833,800 people. These institutions housed an average of 65% of their students on campus. Almost two-thirds (74%) have defined campus edges, as opposed to a campus dispersed within the urban fabric.

LARGE SUBURBAN INSTITUTIONS

The average large suburban institutional respondent was one of three institutions in a community of 395,900 people. Large suburban institutions reported only housing 26% of their student enrollment on-campus. Eighty-eight percent of large suburban institutions have a campus contained within defined campus edges.

LARGE RURAL INSTITUTIONS

The average large rural institutional respondents was one of two institutions in a community of 68,300 people. Large rural institutions house about a third (35%) of their student population on-campus. Seventy-four percent have a campus contained within defined campus edges.

SURVEY FINDINGS

TOWN-GOWN RELATIONSHIPS

When asked to rate the effectiveness of the town-gown relationship in their community on a five-point scale (5 being extremely effective), most respondents rated their relationship a 3 (35%) or a 4 (44%). The weighted average was 3.5 for all responses. In case-study pairings, institutions and municipalities rated the effectiveness of their relationships similarly, with a 3.7 average for the municipal side and a 3.6 average for institution side.

Respondents were asked what word best described their relationship. Most respondents defined their relationship as cooperative (see Figure 3). Options included:

- Collaborative (there is an active effort to work together on projects)
- Cooperative (both sides coordinate on joint efforts but work somewhat independently)
- Communicative (both sides keep each other informed when necessary)
- Non-communicative (one or both sides do not share information with the other side)
- Contentious (one or both side(s) actively seek to undermine the other side)

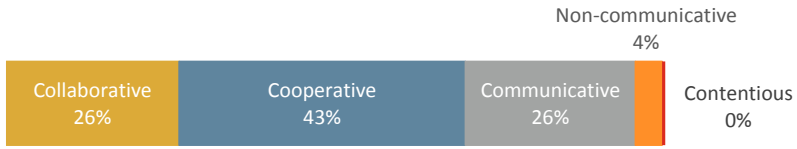

FIGURE 3: Word that Best Describes Your Town-Gown Relationship, All Respondents

Case study institutions were much more likely to characterize the relationship as collaborative than their communities (see Figures 4 & 5). This finding is comparable to 2014 results, which found that case study institutions were more likely to rate their relationships as effective than their municipal counterparts. The data shows institutions view their town-gown relationship more positively than their municipal counterpart.

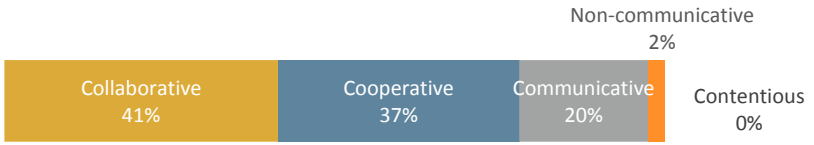

FIGURE 4: Word that Best Describes Your Town-Gown Relationship, Case Study Institutions

FIGURE 5: Word that Best Describes Your Town-Gown Relationship, Case Study Communities

For large institutional respondents, there was not much variation in how respondents rated the effectiveness of their relationship based on community setting; large urban and suburban institutions rated the effectiveness of the relationship at 3.5, with rural institutions at 3.4. Large urban institutions, however, were more likely to rate their relationships as collaborative than large suburban or rural institutions (see Figures 6, 7, & 8).

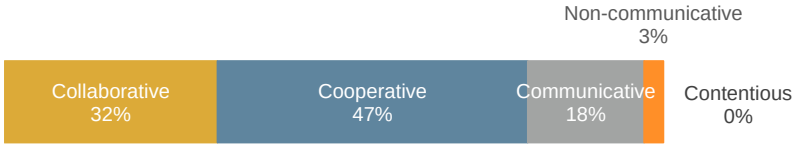

FIGURE 6: Word that Best Describes Your Town-Gown Relationship, Large Urban Institutions

FIGURE 7: Word that Best Describes Your Town-Gown Relationship, Large Suburban Institutions

FIGURE 8: Word that Best Describes Your Town-Gown Relationship, Large Rural Institutions

QUALITY OF LIFE

Communities benefit from the presence of institutions of higher education. The benefits most often listed from living in a campus community included:

- Community vibrancy, energy, and pride
- A more intellectual, educated, and civically active community
- More cultural / artistic and athletic events
- The presence of young people / increased demographic diversity
- The University contributing to the economy through direct employment, institutional and student spending (economic impact), providing economic stability, and future workforce development ("brain gain")
- Faculty and students teaching, volunteering, and conducting research in the community to address local issues
- Community use of unique University facilities

Those that live in campus communities overwhelmingly feel that these benefits of living in a campus community far outweigh any quality of life issues (see Figure 9). When asked whether the positive aspects of living in a town-gown community outweigh the negative ones, 73% of respondents said that the "positive aspects far outweigh the negative aspects."

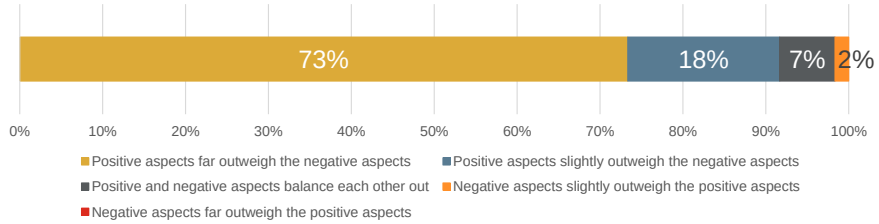

FIGURE 9: Positive Versus Negative Impacts, All Respondents

Even though there are positive aspects to living in a community with an institution of higher education, there are also some unique challenges. Respondents were asked to select their top five issues and then rank them 1 to 5, with 5 being the most challenging issue and 1 being least challenging issue (see Figure 10). The three most commonly selected challenges were housing affordability and availability (49%), house parties (48%), and community economic development (44%). The most challenging issues were community economic development (3.7), followed by housing affordability and availability (3.5). House parties, brain drain, and non-intoxicated criminal activity rounded out the list of most challenging issues, each with an average ranking of 3.2 out of five. These issues were similar to those selected in previous surveys, although housing affordability and availability became the most prevalent issue this year. In 2014, it was fifth on the list.

	Respondents	Ranking
Housing affordability and availability	49%	3.5
House parties	48%	3.2
Community Economic Development	44%	3.7
Late-night noise	42%	3.1
Poorly maintained / unsightly properties	36%	2.6
Underage drinking	29%	2.8
Occupancy code / zoning violations	28%	3.0
Brain drain	28%	3.2
Intoxicated behavior (not otherwise listed)	26%	3.1
Litter/trash	22%	2.6
Non-intoxicated criminal activity	22%	3.2

FIGURE 10: Most Prevalent and Challenging Quality of Life Issues, All Respondents

Large institutions face different quality-of-life challenges depending on their community setting. The most prevalent issue for large urban institutions is housing affordability and availability (see Figure 11). For suburban and rural communities, the top issue is house parties (see Figures 12 & 13). Large urban institutions are also more focused on non-intoxicated criminal activity, while rural and suburban institutions are more focused on the effects of intoxication. Finally, community economic development is most important for large institutions in rural communities, where they have a greater potential impact on the local economic climate.

	Respondents	Ranking
Housing affordability and availability	70%	3.4
Late-night noise	65%	3.5
House parties	52%	3.4
Non-intoxicated criminal activity	48%	3.7
Poorly maintained / unsightly properties	43%	2.1
Community Economic Development	39%	4.3
Intoxicated behavior (not otherwise listed)	30%	3.4

FIGURE 11: Most Prevalent and Challenging Quality of Life Issues, Large Urban Institutions

	Respondents	Ranking
House parties	59%	3.1
Late-night noise	59%	2.8
Housing affordability and availability	36%	4.3
Intoxicated behavior (not otherwise listed)	36%	3.6
Poorly maintained / unsightly properties	36%	2.5
Underage drinking	36%	3.5
Community Economic Development	32%	3.1

FIGURE 12: Most Prevalent and Challenging Quality of Life Issues, Large Suburban Institutions

	Respondents	Ranking
House parties	69%	3.4
Community Economic Development	56%	3.7
Underage drinking	50%	2.8
Housing affordability and availability	44%	3.9
Intoxicated behavior (not otherwise listed)	38%	4.0
Late-night noise	31%	2.0
Poorly maintained / unsightly properties	31%	2.0
Intoxicated criminal activity	25%	3.8
Litter/trash	25%	2.8
Non-intoxicated criminal activity	19%	3.7

FIGURE 13: Most Prevalent and Challenging Quality of Life Issues, Large Rural Institutions

Most respondents view the community as the party responsible for addressing the majority of issues. How much responsibility was assigned to the community (as opposed to the institution) varied from issue to issue (see Figure 14). For the top five issues, the community was seen as the primarily responsible party for addressing poorly maintained / unsightly properties (76%), community economic development (66%), and housing affordability and availability (54%). Respondents were most likely to assign joint responsibility to the institution and the community to address late-night noise (50%) and house parties (52%).

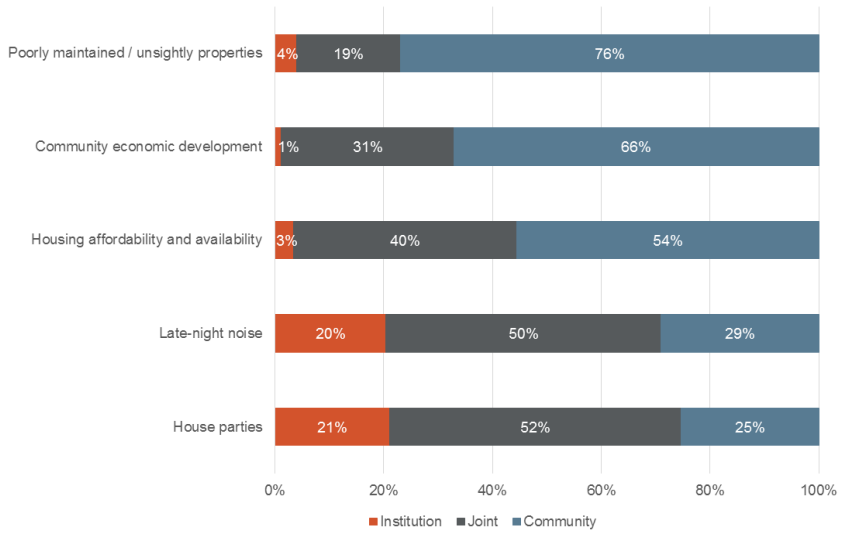

FIGURE 14: Responsibility for Addressing Issues, All Respondents

Interestingly, each group of respondents assigned themselves more responsibility than they assigned their counterparts (see Figure 15). Community respondents assigned themselves more responsibility for addressing quality of life issues than institutional respondents did. For example, when asked whose responsibility it is to address occupancy code / zoning violations, 81% of community respondents assigned responsibility to the community, as opposed to 76% of institutional respondents. Disagreements over which party's responsibility it is to address certain quality-of-life issues can lead to considerable strain on a town-gown relationship.

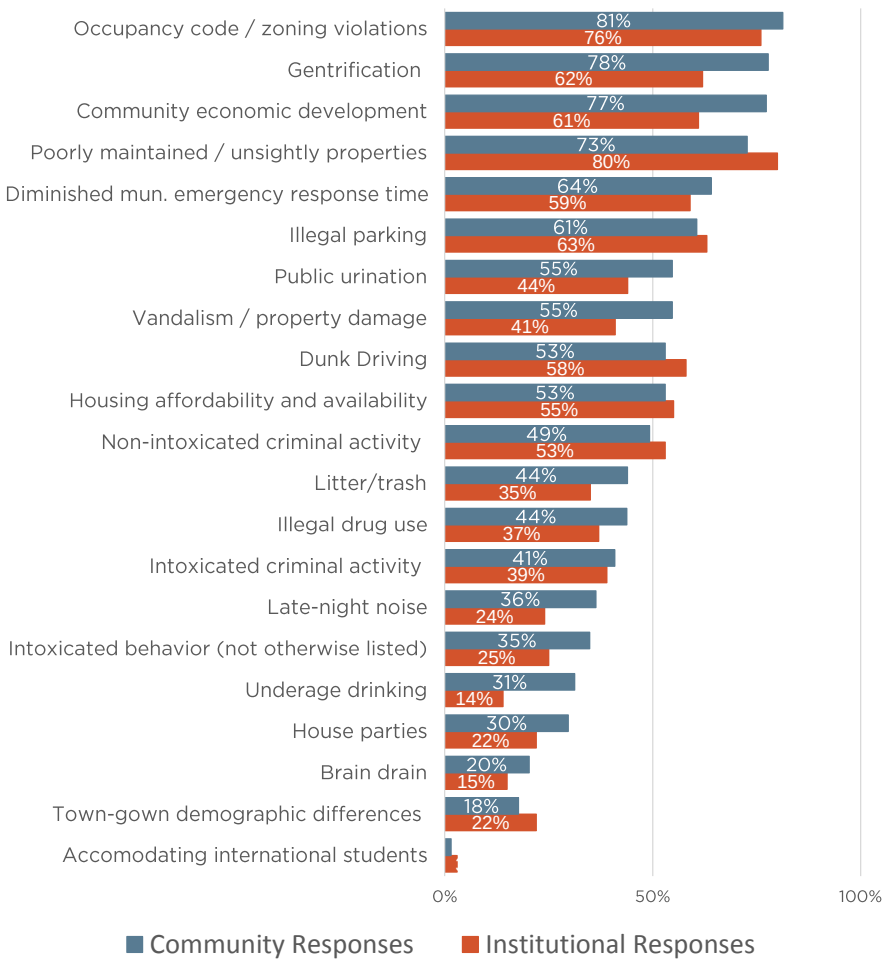

FIGURE 15: Percentage of Respondents Assigning the Community Primary Responsibility to Address Quality of Life Issues, Community vs. Institutional Respondents

COMMUNITY ECONOMIC DEVELOPMENT

Community economic development includes both specific building / construction projects and policy-based economic development initiatives. Construction projects can range from academic facilities in the heart of campus to off-campus retail or office buildings designed to serve community members. Policy-based economic development initiatives include programs to promote job creation and retention, workforce development, small business development, technology transfer, supply-chain management, and economic cluster development. Municipalities and community economic development groups can collaborate with campuses on either type of initiative, and survey respondents were asked about both.

Of those institutions and communities surveyed, 53% are collaborating with their town-gown counterpart on constructing new buildings in the community and 51% are collaborating with their town-gown counterpart on policy-based economic development initiatives (see Figure 16). Slightly over a third (34%) of respondents are collaborating on both. Looking at the sub-group responses reveals that these collaborations are much more common among large urban institutions than their suburban or rural counterparts.

	Collaborating on Policy-Based Economic Development Initiatives	Collaborating on Facility-Based Economic Development Initiatives	Collaborating on Both
All Respondents	51%	53%	34%
Large Urban Institutions	73%	81%	65%
Large Suburban Institutions	42%	33%	21%
Large Rural Institutions	56%	33%	33%

FIGURE 16: Percentage of Respondents Collaborating on Economic Development Initiatives, Various Groups

Facility-Based Economic Development Projects

Of those institutions and communities working collaboratively to build new projects, the average respondent anticipated three new physical developments in the next five years. While the vast majority were being financed by the university, there was a wide variety of funding sources,

including a large number of projects with private funding sources. This is consistent with industry trends, in which more institutional projects are being funded through a combination of public and private sources. This trend was also observed for large urban, suburban, and rural institutions (see Figure 17).

Financing Source	Institution of Higher Ed.	Private Entity	Public Entity	Other
All Respondents (284 Projects)	73%	59%	49%	14%
Large Urban Inst. (80 Proj.)	84%	63%	37%	32%
Large Suburban Inst. (22 Proj.)	100%	100%	67%	0%
Large Rural Inst. (15 Proj.)	100%	20%	20%	0%

FIGURE 17: Financing Sources for the Project, Select All That Apply, Various Groups

When looking at what types of facilities universities and communities are building, the most prevalent program element is academic space (60% of projects) (see Figure 18). This is a change from the 2014 findings, in which student housing, retail, and market rate housing were the most common project components. Two factors are likely driving this trend. First, universities are likely reacting to increasing constraints on financial resources by focusing on enhancing academic facilities that serve their core mission. Secondly, the integration of academic facilities with other kinds of on-campus facilities, particularly student housing, has been a trend in higher education, as universities work to more fully integrate academics with other elements of the student experience. Both of these factors could have increased the number of projects that include academic space.

Other common scope elements include student housing (55%), retail (47%), and technology / business incubator spaces (38%). Around a third of projects include transit-oriented elements (34%), office space (32%), rental housing aimed at non-students / community members (32%), and outdoor common space (31%).

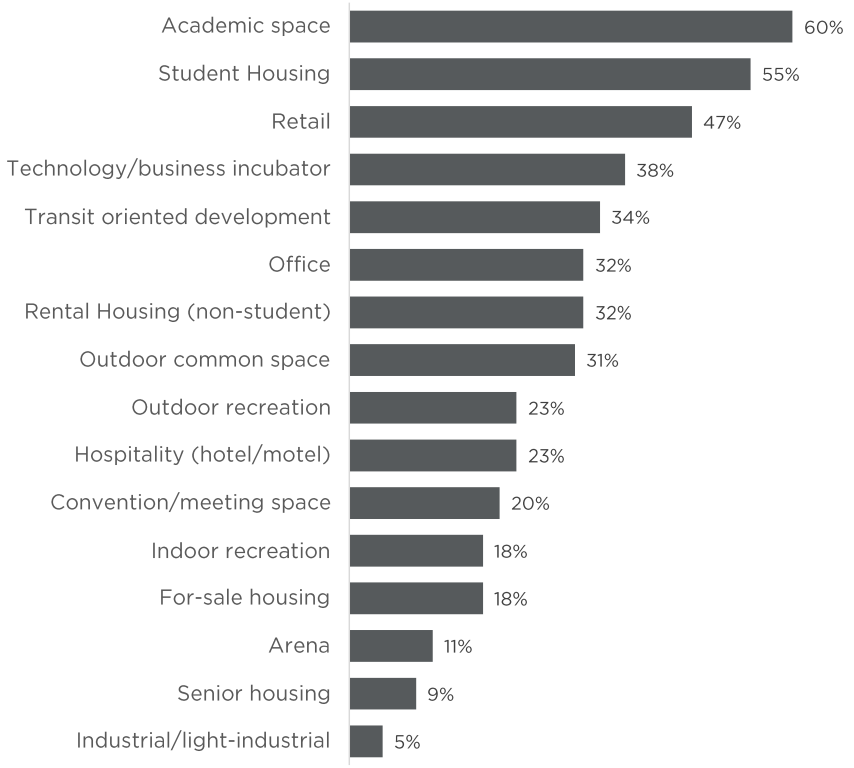

FIGURE 18: Components of Joint Physical Developments, All Respondents

When looking at the difference in scope elements between urban and suburban projects, the major difference is a more pronounced focus on student housing in urban environments and a more pronounced focus on technology / business incubators in suburban environments. The focus on student housing for large urban institutions is consistent with the survey's finding that "housing affordability and availability" is the most prevalent

quality of life issue for large urban institutions. Furthermore, large-scale technology / business incubators or tech parks may be easier to establish in suburban environments than in highly developed downtown areas. Less mass transit in suburban areas also explains the relative scarcity of transit-oriented developments at large suburban institutions (see Figure 19).

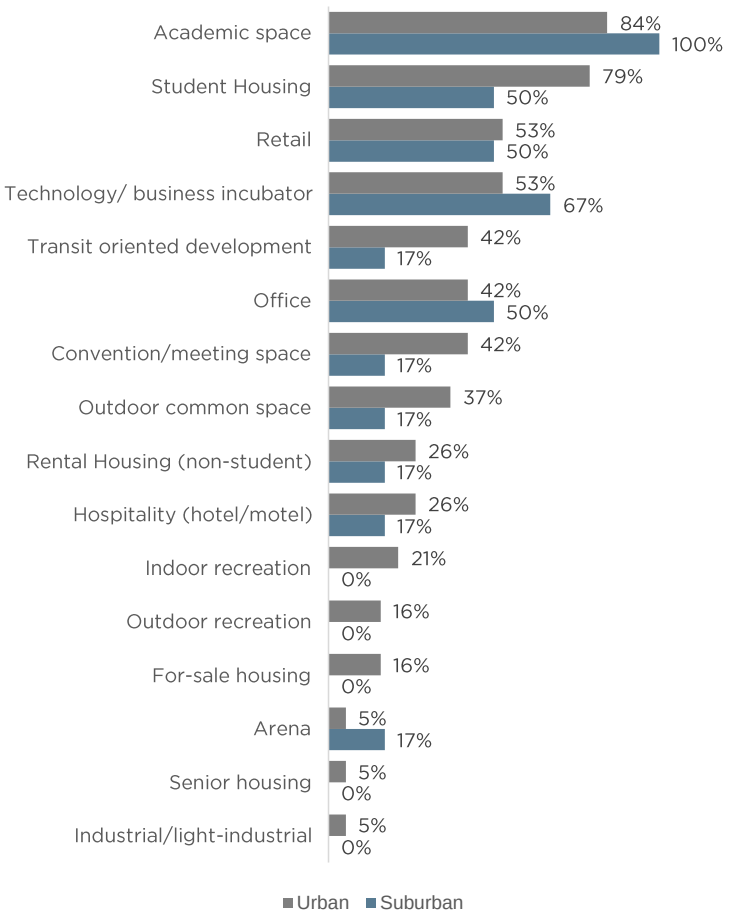

FIGURE 19: Components of Joint Physical Developments, Large Urban and Suburban Institutional Respondents

The top two drivers for institutions and communities to collaborate on building projects are to improve community infrastructure and to achieve the University mission or strategic objectives (see Figure 20). Community respondents had clearly distinct drivers from institutional respondents, but for both groups, these two drivers were most prevalent.

The project drivers described in the 2015 survey responses differed markedly from project drivers in 2014. The 2014 projects were substantially driven by revenue generation, but revenue generation is not near the top of the list for the 2015 projects. Strengthening town-gown relationships was also a more important project driver in 2014 than 2015. Improving community infrastructure, a major driver in 2015, was fourth on the list for both institutional and municipal respondents in 2014. Job creation was listed third by both institutional and municipal respondents in 2015, whereas it was the last driver listed in 2014.

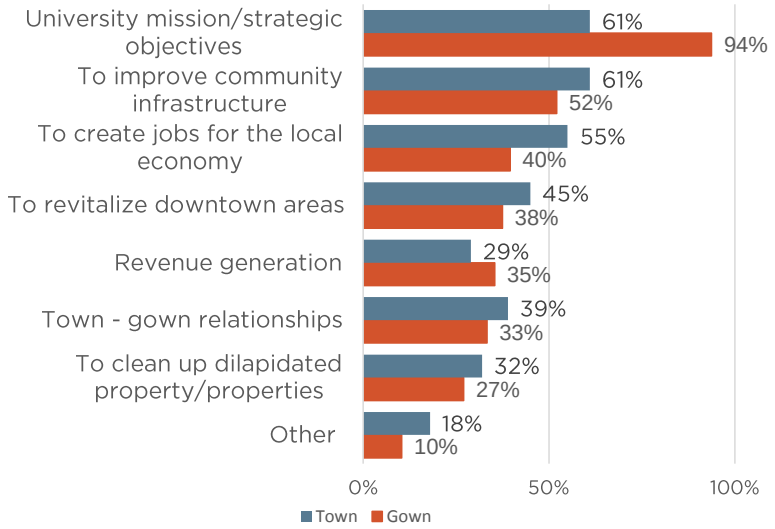

FIGURE 20: 2015 Drivers for Institutions and Municipalities on Collaborative Building Projects, Select All That Apply, Various Groups

The differences between 2015 and 2014 project drivers were also reflected in the responses from large urban and suburban institutions. In 2015, revenue generation was significantly more important for large suburban institutions than for large urban institutions. In 2014, both large urban and suburban institutions were motivated by revenue generation on around half the projects they worked on.

> The most common obstacles to building project completion are the availability of land and end-product affordability.

The most common obstacles to building project completion are the availability of land (55%) and end-product affordability (51%) (see Figure 21). The affordability of the end product was a more significant obstacle for large suburban (61%) than for large urban (38%) institutions. Unlike the data on project drivers, the two most common obstacles to project completion were the same in 2014 as 2015.

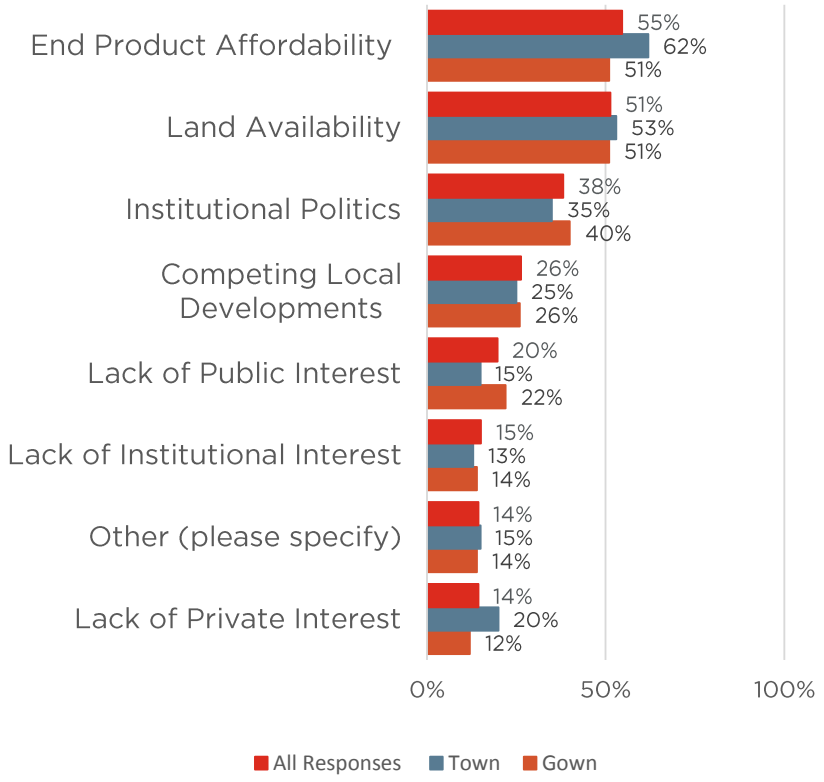

FIGURE 21: Obstacles to Institutions and Municipalities Collaborating on Building Projects, Select All That Apply, Various Groups

The most common constituency of the target markets that collaborative campus-community developments are intended to serve is the institution's student population (see Figure 22). This is expected for projects that have institutional involvement. The majority of joint projects are also aimed at meeting the needs of institutional faculty and staff and general community members. Alumni needs are considered for approximately 53% of the joint building projects pursued. Ensuring that joint developments serve

multiple constituencies provides a strong basis for collaboration and makes the development a long-term community asset.

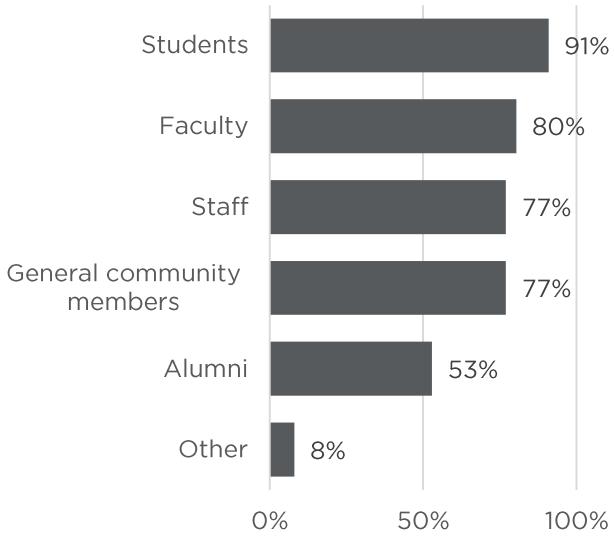

FIGURE 22: Targeted User Market, All Respondents

Government grants are the most commonly used financing mechanism for joint campus-community building projects (see Figure 23). Other common support mechanisms include local and state grants, tax-increment financing, and federal grants. Large urban institutions pursuing joint construction projects utilize a wider variety of financing mechanisms than large suburban institutions. Particularly, large urban institutions seem particularly well-placed to take advantage of New Market Tax Credits, in contrast to institutions in suburban areas. Suburban institutions also receive less support from local government grants and more support from state sources, in comparison to their urban peers. This makes sense, as urban jurisdictions tend to have more grant programs available than governments in suburban areas. Both large urban and suburban institutions utilize joint economic development districts more than all respondents overall, suggesting that large institutions may be better placed in their communities to create such joint districts than smaller institutions.

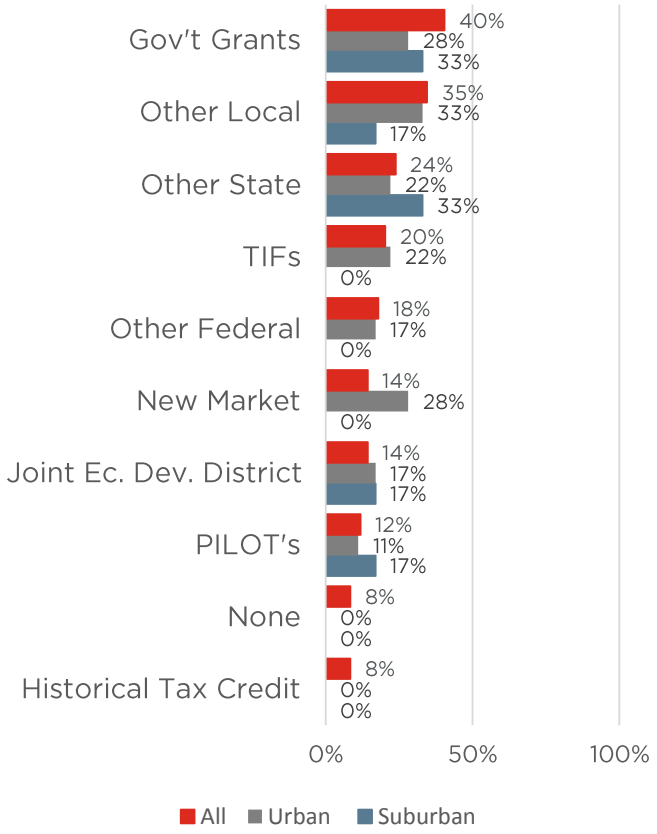

FIGURE 23: Financing Mechanisms for Town-Gown Building Projects, Various Groups

Policy-Based Economic Development Projects

Primary responsibility for policy-based economic development differs among communities. For almost half (49%) of the survey respondents, economic development is primarily the responsibility of a unit of local

government. For another 28%, responsibility lies with non-profit economic development organization. In other communities, there are multiple organizations (16%) or other organizational arrangements (6%). Regardless of which entity has responsibility, collaborations between institutions of higher-education and their local economic development organization have important economic impacts on the community.

Town-gown collaborations can fundamentally alter the economic base of town-gown communities. For those surveyed, the two most prevalent economic bases for town-gown communities currently are retail / service industries and the institution itself (see Figure 24). The most common focus of future economic development efforts are hi-tech industries, followed by retail and service industries. Institutions can help attract the brainpower, advanced technology, and training resources necessary to prepare graduates for hi-tech careers. Municipalities can support these efforts by ensuring that hi-tech business have the financial, infrastructure, and community resources they need to succeed.

> Ten percent of surveyed town-gown communities report having no mechanisms for supporting small businesses.

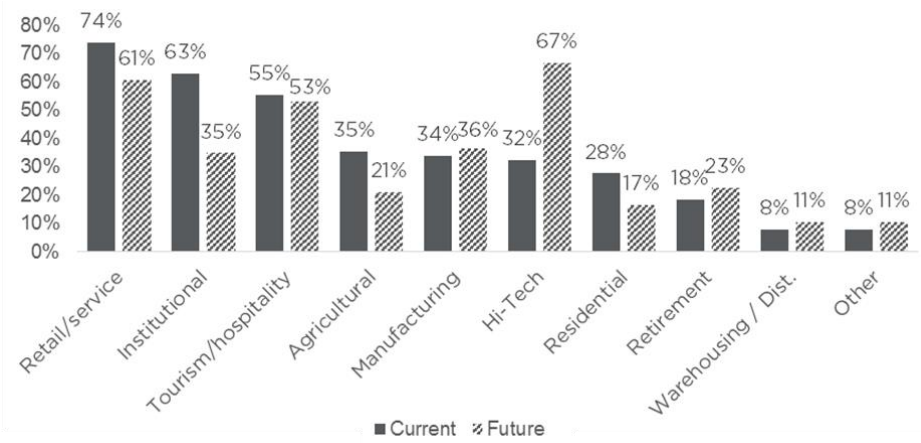

FIGURE 24: Current and Future Community Economic Base, Select All That Apply, All Respondents

Some of these impacts can be clearly seen by looking at how town-gown communities support small-businesses. The most common method is by creating business incubators or small business development centers, which are present in 43% and 42% of surveyed town-gown communities, respectively (see Figure 25). Creating revolving loan funds for small businesses provides necessary start-up funding for local entrepreneurs. Other, less common support mechanisms include helping small businesses (40%) upgrade their retail spaces or workspaces, helping them define their markets, providing financing assistance, setting up mentoring from existing business leaders, creating microenterprise programs, providing management training, and matching local vendors with local suppliers. Ten percent of surveyed town-gown communities report having no mechanisms for supporting small businesses.

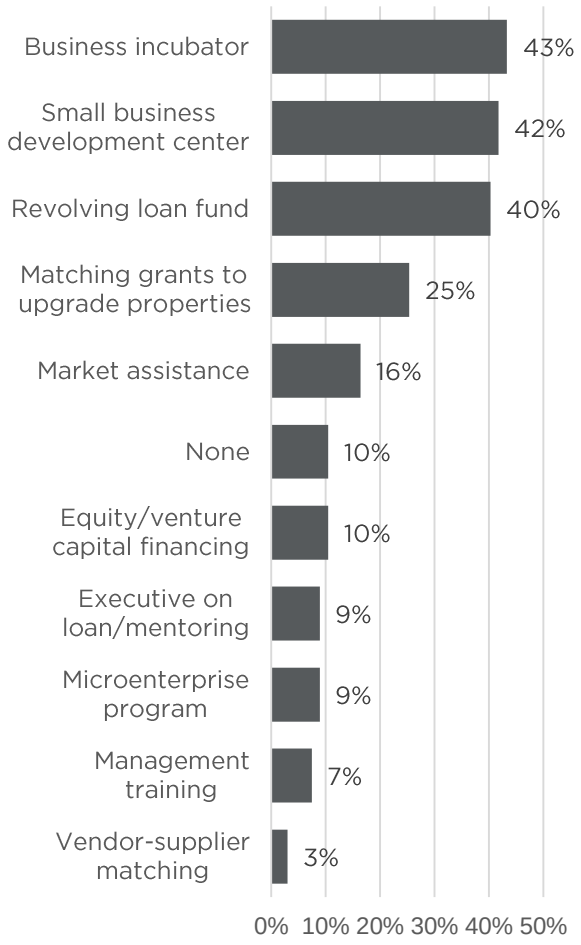

FIGURE 25: Ways Communities Are Helping Support Small Businesses, All Respondents

The impacts of a local institution on workforce development can vary widely, depending on the needs of the community and the mission of the institution. One way in which communities benefit directly from the presence of educational institutions is through internship programs. Almost two-thirds of institutions facilitate internships (64%), and 59% require them as part of their academic program (see Figure 26). In town-gown communities, 77% of municipalities offer internships directly (see Figure 27). In addition, 42% of communities work directly with a local institution to facilitate internships. Seventeen percent (17%) of municipalities work directly with local businesses to facilitate internships. Twelve percent of municipalities neither support nor facilitate internships, as opposed to only 4% of institutions who do neither.

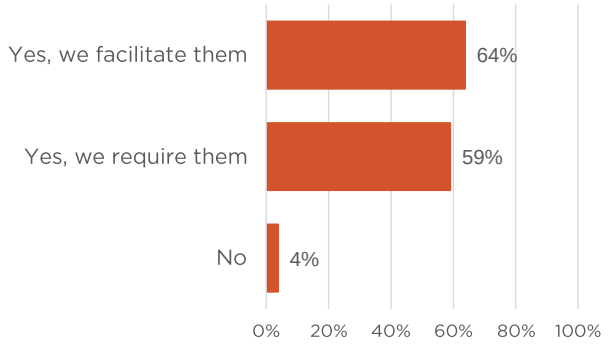

FIGURE 26: Institutions Supporting or Facilitating Internships, Select All That Apply, All Institutional Respondents

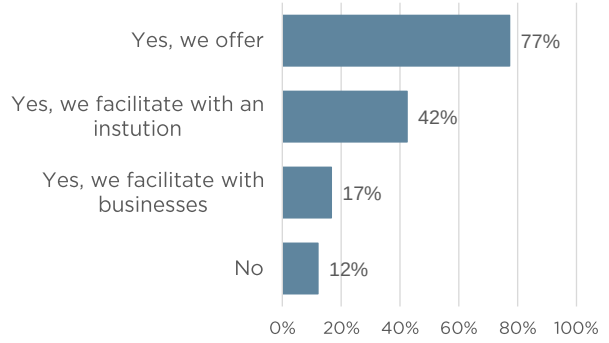

FIGURE 27: Municipalities Supporting or Facilitating Internships, Select All That Apply, All Municipal Respondents

Among large urban, suburban, and rural institutions, the estimated share of students interning in the local community varied. Urban and rural institutions estimated that 31% and 33% of students interned in the local community, respectively, while suburban institutions estimated that only 24% of their students were interning in the local community. This was despite a similar percentage of large urban, suburban, and rural universities requiring internships in the local community.

Surveyed case study institutions estimated that around 28% of students intern in the local community. Furthermore, surveyed case study communities estimated that 11% of the students at local institutions intern in the local community. This difference in perception could impact the relationship between the institution and its community. Accurate and meaningful information about how many students are interning in the community should be collected and verified by both sides, so both sides can accurately discuss the impact of student interns and the institution on the local economy.

SHARED SERVICES

Sharing community services and infrastructure, such as police, fire, transit, and utilities, can help reduce cost by creating economies of scale. However, it can also create problems of coordination and control between the two entities. Very few services are shared across campus communities nationwide (see Figure 28). Transportation (12%), emergency dispatch (11%), and recycling (5%) are the most commonly shared services, but they are not very commonly shared. Services are much more likely to be duplicated, provided by both the institution and the community. Recreation, police services, and recycling are offered by both entities in 80%, 69%, and 54% of responding communities, respectively.

	Municipal only	Institutional only	Both	Shared
Transit	34%	5%	44%	12%
Emergency Dispatch	40%	1%	45%	11%
Recycling collection / disposal	30%	7%	54%	5%
Hospital	74%	7%	11%	4%
Emergency medical	67%	1%	24%	4%
Solid waste collection / disposal	46%	4%	39%	4%
Water / Sewer	77%	1%	14%	4%
Police	23%	3%	69%	4%
Electric	62%	5%	17%	3%
Fire	86%	1%	9%	3%
Recreation	9%	6%	80%	3%
Court System	80%	1%	11%	3%
Hazardous waste disposal	43%	11%	32%	3%
Streets	58%	2%	36%	1%

FIGURE 28: Shared Services, All Respondents

For large institutions, the community setting demonstrably impacts the extent to which services are shared (see Figures 29, 30, & 31). For large urban institutions, emergency dispatch services are the most likely to be shared, followed by transit. For large suburban and rural institutions, transit is the service most likely to be shared, followed by emergency dispatch. The survey data shows more services being shared in rural communities than in suburban or urban communities.

	Municipal only	Institutional only	Both	Shared
Emergency Dispatch	22%	0%	57%	22%
Transit	33%	0%	54%	13%
Electric	50%	0%	27%	9%
Hospital	78%	4%	9%	9%
Recycling	21%	4%	67%	8%

FIGURE 29: Community Services Provision, Large Urban Institutional Respondents

	Municipal only	Institutional only	Both	Shared
Transit	26%	0%	47%	26%
Emergency Dispatch	33%	0%	50%	17%
Hazardous waste disposal	35%	6%	35%	6%
Recycling	17%	0%	78%	6%
Solid waste	33%	0%	56%	6%

FIGURE 30: Community Services Provision, Large Suburban Institutional Respondents

	Municipal only	Institutional only	Both	Shared
Transit	27%	13%	33%	20%
Emergency Dispatch	27%	7%	40%	13%
Water / Sewer	53%	7%	7%	13%
Court System	75%	0%	6%	13%
Fire	79%	0%	7%	7%

FIGURE 31: Community Services Provision, Large Rural Institutional Respondents

NEXT STEPS

Based on the 2014 survey data, ITGA awarded three town-gown communities the inaugural Impact Awards for Putting Practice Into Action for the Betterment of Communities. These awards were provided to institutions and communities whose joint work to improve quality of life, economic development, and physical campus-community development represent "best in class" projects. The 2015 data will be used to select the 2015 ImpACT awards, in order to highlight campus communities that are coming up with innovative solutions to the problems of shared community life.

ABOUT ITGA

In 2006, The Clemson Joint City-University Advisory Board [JCUAB] held a symposium, bringing together a large group of city and university officials across the country. The symposium exposed a need for a professional town-gown organization, and in 2008, ITGA was established. Connecting institutions and communities ever since, ITGA's mission statement says it will provide:

"[A] network of resources to assist civic leaders, university officials, faculty, neighborhood residents and students to collaborate on common services, programs, academic research and citizen issues, creating an improved quality of life for all residents, students, visitors, faculty and staff ..."

ITGA connects campuses and community leaders with an array of services that maximizes their roles and fosters collaboration. For more information about ITGA, please visit www.itga.org.

ABOUT B&D

Brailsford & Dunlavey [B&D], is a national program management firm with comprehensive in-house planning capabilities dedicated to serving educational institutions, professional sports organizations, corporations, public agencies, and non-profit clients. B&D's purpose is to inspire and empower organizations to maximize the value of investments that advance their communities. By maximizing value and mitigating risk for clients at every step, B&D takes an idea, makes it a viable project, and manages it through the ribbon cutting and into operation. For more information about B&D, please visit www.programmanagers.com.

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