College-Community Economic Development Partnerships:  
What Works and Why

By

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Executive Summary

Four small Appalachian colleges worked with their communities to create capacity for advancing local economic development. Among lessons learned are that partnerships with members across campus can result in vibrant projects; that colleges should try to align partnership and classroom activities; and that colleges must be able to adapt as key players come and go. Supported by details from each case, the report explores factors of success in creating productive college-community partnerships.
Introduction

Small private colleges may not be overflowing with resources and certainly have had difficulties in the recent economic downturn, but they can find innovative ways to work with their local communities to help support economic development. They can be regional conveners that, in concert with community partners, help plan and implement specific activities. These partnerships can, in turn, build relationships and groups to achieve future community economic development goals. Some theorists generally have discussed this topic using the terms “capacity” or “social capital,” the latter being one that Michael Woolcock (1998) referred to as “a broad term encompassing the norms and networks facilitating collective action for mutual benefit.” (p. 155) These alliances, which have gained more favor in recent years, are seen as forward-thinking vehicles for tackling difficult problems. Sarah Rubin (2001) illustrates how community colleges have strived to improve local economic conditions. “(C)ommunity colleges can be effective catalysts for change in distressed rural areas,” Rubin writes (p. 18). How can small private colleges achieve similar gains?

This report will explore lessons learned from campus-community partnerships through an analysis of the Appalachian Colleges Community Economic Development Partnership (ACCEDP), a grant administered through UNC-Chapel Hill’s Office of Economic and Business Development. This initiative provided four small Appalachian colleges – Mars Hill College (NC), King College (TN), Ferrum College (VA), and Kentucky Christian University (KY) – with funds to develop partnerships with community organizations to initiate local economic development projects and build capacity for future initiatives.

The research question to be addressed in this report is: How did small colleges work with their communities to create capacity for advancing local economic development? After brief project summaries, literature review, and discussion of research design, the report will examine lessons learned, which will be supported by examples from the various college-community partnerships. The report will end with suggestions for other colleges looking to form partnerships and improve local economies.

College-Community Partnership Project Summaries

Mars Hill College: The North Carolina mountain college deployed student interns to work with organizations in local foods (Madison Farms), arts (Madison County Arts Council), and small-business assistance (Very Small Business Center). Students provided assistance in event planning, bookkeeping, and other activities.

King College: To better connect small businesses with technical assistance, the Bristol, TN college worked with community partners to create the Bristol Business Resource Center (BBRC), housed in the local chamber of commerce. The college hosted a series of workshops and events aimed at local small business owners.

Ferrum College: The Southwestern Virginia school and local partners formed the Community Development Alliance, which pursued “Last-Mile Broadband,” an initiative to spread Internet connectivity. Students, working with faculty across campus, advanced projects like mapping future broadband locations, writing newspaper stories, and producing a Spanish-language publication.

Kentucky Christian University: The college worked to integrate economic development efforts of the county’s two rival towns and discussed the possibility of creating a “lead agency” for county economic development. Efforts stalled, but the college did form new relationships with the business community.
Literature Review

Since this report investigates how colleges work with their communities to build “capacity,” a mention of the term’s multiple definitions and explanations is warranted. Robert Chaskin writes that capacity can include “individuals,” “organizations,” “affective connections,” “shared values,” and “processes of participation and engagement.” Meanwhile, Thomas Beckley and his fellow researchers offer a view of capacity that includes: “capital, assets, or resources,” “catalysts,” “mobilization of those resources through social organization and relationships,” and “end results or outcomes.”

The literature on campus-community partnerships, while not always specifically focusing on economic development, contains lessons and principles that can be applied to any civic collaboration. The Pew Center on Civic Change focused on research partnerships between universities and their greater communities. Among its findings: leaders must work to increase “access” between colleges and community actors; partnership members need “rewards” or incentives to help justify collaboration; and strong partnerships need “visibility” so others can see them as examples of how to effectively link campuses with their broader communities.

Other lessons emerge in the literature. A paper from the University of Central Florida offers these “success factors”: funding, communication, synergy (campus and community working in unison), measurable outcomes, visibility and dissemination of knowledge, technology, organizational compatibility, and simplicity.

Research Design and Limitations

In order to analyze how these colleges collaborated with their communities to advance local economic development, interviews were conducted (by phone and/or email) with two faculty and two community members from each of the four college partnerships. Then, interview notes and documents from ACCEDP grant records were analyzed with attention to key details to help describe these projects. The analysis resulted in a set of four case studies discussing each partnership’s place, project, players, process, and prospects for sustainability. These case studies serve as the crux of this report, which highlights key lessons drawn from comparing the four cases. The main limitation of this research is that it should not be seen as producing a comprehensive set of campus-community partnership success factors but rather, lessons learned, from these projects. The findings shared here are illustrative, not exhaustive, of ways colleges might develop capacity for local economic development.

Analysis: Lessons Learned

The interviews, ACCEDP document analysis, and the subsequent case studies revealed several lessons for successful college participation in community economic development:

1. **Shared leadership and the inclusion of varied partners campus-wide help create broader partnerships with the community.**

Ferrum College’s Community Development Alliance, a thoughtfully constructed patchwork of individuals from the college, local government, nonprofits, and business, worked on the “Last-Mile Broadband” project to expand Internet connectivity in Ferrum’s home of Franklin County, VA. The CDA was a strong partnership that found consensus in one main project, broadband deployment. But the group

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a Case studies found in report appendix
was able to support creative student sub-projects like broadband mapping, a community play, and a Spanish-language newspaper, that, while unconventional, involved many participants. Ferrum implemented a variety of activities in support of the broadband project and more general community building, largely because a diverse group of professors from disciplines like Spanish, English and political science were included and expressed interest in participating in partnership activities. Ferrum’s approach contrasted with that taken by King College, which kept its partnership almost exclusively within business circles. At King, a smaller group of business-focused people was involved in the decision making for its partnership activities. This group’s focus was narrower as it zeroed in on improving small-business services. As a result, fewer types of people and organizations got involved in the King College ACCEDP project. While each college’s projects succeeded, Ferrum embraced diverse disciplines, and as a result, a broad cross-section of leaders and residents in some way participated in or learned from the project.

2. Campus-community partnerships must be able to function over the long haul and must adapt quickly as key leaders come and go.

Ferrum College and Kentucky Christian University each experienced turnover in leadership. Ferrum – which initially hoped to plan a college hotel and convention center as part of its ACCEDP project – had a rocky start before settling on a new approach and new leader. George Loveland easily transitioned into his college’s project leadership role and gradually built an organized partnership structure: the Community Development Alliance. With about 30 members that included representatives from academia, the public sector, nonprofits and the local business community, the CDA was able to last over time and through leadership change. When Loveland had to step aside as project leader, a new principal investigator smoothly took the helm with the support of on-campus and community-wide CDA members. Conversely, KCU’s second principal investigator was sidelined for some time by family issues, which arguably slowed the project’s momentum. The KCU project, which was attempting to unify the county’s two rival towns, already was struggling to gain traction. When the university’s principal investigator had to shift his attention, there was not a strong system to place someone else into leadership. Ferrum succeeded in the face of leadership turnover in part because it had already achieved substantive accomplishments through a strong community alliance. However, when KCU’s leader faced adversity, the university had achieved relatively little and had a weak partnership to back him up.

3. Campus-community partnerships can act more quickly if they take advantage of pre-existing relationships between the college and the larger community.

King College leadership had numerous ties with the Bristol Chamber of Commerce, the “Believe in Bristol” downtown advocacy nonprofit, and other business-related groups and people. Furthermore, King principal investigator Lorrie McGovern previously had worked at the Chamber of Commerce and the college was an established brand in the two-state communities of Bristol, TN and Bristol, VA. Similarly, Mars Hill College built on existing relationships with area farmers, artists, and small-business outreach professionals. In addition, Ferrum College’s grant principal investigator reached out to people he knew in the community as he began assembling the Community Development Alliance. Conversely, Kentucky Christian had no true relationships with outside entities before the inception of this grant project. KCU was considered an isolated institution that was, in effect, walled off from other players in rural Carter County, KY. Colleges that can turn to existing contacts have an advantage over those that really have no ties off campus. Relationships matter. While King, Mars Hill, and Ferrum capitalized on existing connections off-campus and in the business community, KCU was disadvantaged at the beginning of the project simply because the university had no strong ties with the greater community.
4. Campus-community partnerships are more likely to succeed if student, faculty, and professional responsibilities are integrated with job responsibilities and course requirements.

Ferrum College was perhaps the best at integrating partnership and classroom activities. For example, one political science class gathered oral histories from county residents. These interviews were the basis for a play that took place in Fall 2009. In this case, students took part in partnership activities through a class project that reached out to members of the greater community. Toward the end of the project, Ferrum also worked closely with the county’s information technology director, since the partnership had embraced the broadband project as a potential expansion of its earlier work. It is wise to work with people who currently are focused on certain tasks for their jobs, since these people already have those responsibilities. In addition, Kentucky Christian University students helped develop a marketing campaign for local businesses in Carter County and King College Masters of Business Administration students did research to assist the new Bristol Business Resource Center. While Mars Hill College had student interns work toward partnership goals in the summers of 2007 and 2008, the institution did not appear to use the classroom to help accomplish partnership projects. The college could have included more professors and students if it had worked partnership activities into the regular academic calendar.

5. A campus-community partnership will succeed only if key community actors are invested in the process. Furthermore, colleges cannot be seen as pushing one project or agenda without buy-in from community players.

Mars Hill had significant buy-in from partner organizations. The Mars Hill team approached each group and asked if it would like help from a student intern. These groups, such as Madison Farms and the Madison County Arts Council, benefitted from the partnership’s projects as they got free student labor (paid for as part of the ACCEDP project) to help them accomplish their goals. Because they got increased capacity at no real cost, community organizations embraced the new alliances. Meanwhile, Ferrum’s broadband project had support from a broad coalition of leaders and other citizens in the Community Development Alliance formed out of the ACCEDP grant. In addition, King had support from actors in the local business community and in local government. KCU had a different experience. While the chambers in the two rival towns of Olive Hill, KY and Grayson, KY were able to exchange frank words with each other and establish tentative relationships, these uneasy partners never gelled. The two communities, with historical divisions and rivalries, have a long way to go before they can ever again discuss the idea of creating one “lead agency” for economic development. Perhaps that end goal should not have been raised, due to these long-standing feuds. In addition, some community members saw KCU as too self-interested in its advocacy for a county-wide recreation facility, which some thought was intended to host KCU athletics. Mars Hill, Ferrum, and King succeeded in cultivating community partners that bought into or shared their goals instead of questioning them.

6. While funding and outside assistance are not essential ingredients for successful campus-community partnerships, they can help give structure to these collaborations and also can encourage participation.

The Appalachian Colleges Community Economic Development Partnership would not have occurred without private money and a partner like UNC. The Jessie Ball duPont Fund provided funding to the UNC Office of Economic and Business Development, which helped train key personnel at each college and allowed for planning and implementation activities in each of the four communities. In addition, technical assistance and other support provided by OEBD staff and consultants helped these four colleges work toward their partnership goals. For academics who wish to broaden their involvement in the greater community, grant funding and support from an outside university can help provide funding, expertise and services to form campus-community partnerships.
Moving Forward

The lessons of the Appalachian Colleges Community Economic Development Partnership are easily translatable to similar coalitions of small private colleges and community members. Here are steps that others should consider when planning and implementing a campus-community partnership:

- Select a leader at the college level who can build support for the project on campus and reach out to participants across the community.
- Establish a leadership structure that best fits the personalities and organizations working within the partnership. Some partnerships will gladly delegate to one or two leaders who direct others from the top down, while others will require a more horizontal structure.
- Develop “back-up” leaders who actively participate in the planning and implementation process. If key leaders have to step aside, these individuals should be ready to assume a formal leadership role within the partnership.
- Conduct analyses within the college community to determine: those best equipped to participate in certain partnership activities; and the contacts faculty members know in the community that can be utilized in the project. Existing relationships may prove far more useful and valuable than those hastily assembled simply for a partnership project.
- Gain relative consensus within the partnership group and with key community members before moving ahead to implementation.
- Integrate partnership activities with college courses through assignments like class projects.
- Seek out additional funding that can help with efforts to sustain and build on partnership accomplishments.
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Bibliography


Appendix:

Campus-Community Partnership Case Studies
By Michael Davis
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Introduction

The Appalachian Colleges Community Economic Development Partnership (ACCEDP) was a three-year project funded principally by the Jessie Ball duPont Fund in collaboration with the Appalachian Colleges Association and the UNC-Chapel Hill Office of Economic and Business Development (OEBD), which structured and managed the program. The purpose of the ACCEDP was to “work with competitively selected institutions of the Appalachian College Association to create customized community economic development programs” and to strengthen their outreach and engagement capabilities. After an application process, the ACCEDP Advisory Committee in early 2007 picked four colleges to receive subgrants: Mars Hill College in Mars Hill, NC, Ferrum College in Ferrum, VA, King College in Bristol, TN, and Kentucky Christian University in Grayson, KY. The grant included training and planning and implementation phases, and wrapped up in Fall 2009.

According to the ACCEDP proposal to the Jessie Ball duPont Fund (JBdP), “these programs will partner with non-profit, governmental, and business organizations to strengthen the local and regional economies in Central Appalachia.” Another intention of the grant was to bolster the community development capabilities of the selected colleges. As stated in OEBD’s grant proposal to JBdP, “the development resources of many small colleges remain untapped.” The proposal cites the following reasons: “lack of organizational capacity,” “lack of knowledge” and “communication barriers.” Research indicates that higher education assets can be vehicles for community economic development. In the federal Rural America magazine, Rubin (2001) illustrates how community colleges have worked to try to improve local economic conditions. “(C)ommunity colleges can be effective catalysts for change in distressed rural areas,” the article states (p. 18). The idea of ACCEDP was to leverage higher educational assets – both from a major research university and smaller private colleges – to build the capacity that could help Appalachian economies.

This report, written for UNC’s Master of Public Administration Program, is part of the grant’s assessment phase. The author interviewed at least four individuals from each college project (a total of 17 interviewees) either by phone or email between November 2009 and January 2010. Interviewees were asked about a variety of topics, including project goals, institutional engagement, project planning and communication, capacity to lead and carry out the grant, and prospects for sustainability. In addition, the author interviewed the two employees of the UNC Office of Economic and Business Development, where he is a research assistant. These case studies and lessons learned also are influenced by informal conversations with OEBD staffers and the study of ACCEDP documents.

1 Preliminary Proposal to the Jessie Ball DuPont Fund
2 Preliminary Proposal to the Jessie Ball DuPont Fund
3 Preliminary Proposal to the Jessie Ball DuPont Fund
4 Rubin
The goals of these interviews and of this research project are to judge each college’s progress and determine how each institution worked with its local community to create capacity for advancing local economic development. This report will discuss each community’s experiences with the grant through individual case studies (with sections on place, project, players, process, and prospects) and will conclude with a set of lessons learned from the grant.

**Kentucky Christian University**

**Place**

Kentucky Christian University is affiliated with Christian Churches and Churches of Christ and is located off Interstate 64 in the Northeastern part of the Bluegrass State. KCU is in Grayson (pop. 3,985, U.S. Census estimate for 2008) in the Eastern part of Carter County (pop. 27,454). The other major town in Carter County is Olive Hill (pop. 1,819), which is located about 15 miles west of Grayson. About 550 students attend KCU.

**Project**

KCU originally proposed the highly ambitious ATALOP initiative. ATALOP (Appalachian Tax, Accounting, and Legal Outreach Program) was designed to create tax preparation employment in Central Appalachia. The initiative was proposed to support job creation of tax/accounting firms for businesses—an industry that has been outsourced overseas. The hope was this initiative would result in a more educated workforce, keep rural Kentucky residents from leaving home, and produce jobs. However, the overly ambitious ATALOP failed to get off the ground, largely due to a lack of cooperation and backing from state and regional actors. 5

In early 2008, KCU regrouped with a new project: organizing county-wide economic development efforts. The new goals of the grant, as articulated by KCU, were “to bring together various local organizations interested in improving the quality of life in Carter County to establish a single lead agency that would be responsible for the planning and coordination of economic development initiatives across the county” and “to establish KCU as a leading partner and advocate for economic development initiatives across the county.” 6 The actions that the project team undertook to achieve these goals, as stated by KCU, were: planning sessions, a SWOT analysis, family night at fair sponsored by two chambers, service outreach, and “joint projects between chambers.” 7

The idea to at least begin a discussion with the Grayson Area Chamber of Commerce and the Olive Hill Area Chamber of Commerce about forming a “lead agency” was bold, considering that the two organizations had no prior working relationship and that the communities were (and still are, in many ways) thought to be rivals. Furthermore, KCU had a long-standing reputation in Carter County as a lone actor that did not function as part of the community.

**Players**

Two major events—which dealt with individuals—severely hurt KCU’s project, leading the school to eventually leave the project in summer 2009. The school’s second principal investigator had a family health emergency. While his attention certainly needed to be with his family, his absence hampered the project’s efforts and showed OEBD officials how low capacity (i.e., only a handful of people pushing a project) can hurt initiatives when key players leave the community or are forced to place their attention

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5 ACCEDP annual progress report, 2007-2008
6 KCU Scope of Work
7 KCU Scope of Work
elsewhere. Also, during a meeting with community stakeholders, a KCU administrator pushed for a community athletic center as a tangible project that could emerge out of the grant. Some people in the community viewed the proposal as a self-serving attempt for KCU to get a facility for college sporting events. With this, the KCU project team decided to put the facility initiative on hold and KCU effectively pulled out of the ACCEDP grant project.

KCU’s project was hurt when one college administrator pushed too hard for a community facility. This action was a roadblock to KCU’s potential role as an independent convener of economic development dialogue in Carter County and showed what can happen when a college pushes one idea that the rest of the community may not support. In addition, interviews with college and chamber officials indicate that KCU has a much stronger relationship with the Grayson Chamber than with the Olive Hill Chamber. While KCU’s Vice President of Finance serves on the Grayson Chamber board and the school is a chamber member, there are few and weak links with the Olive Hill counterpart.

**Process**

KCU was successful in organizing planning sessions between the two chambers. In April 2008, KCU hosted the first-ever meeting of both the Grayson and Olive Hill Chambers of Commerce. Smaller meetings with community leaders took place that summer. Then, in August 2008, an independent consultant facilitated a discussion about the possibility of forming a single “lead agency” for economic development efforts. In KCU’s final grant report to UNC, Principal Investigator Tim Nischan wrote that while chamber and KCU officials approved of this idea, the many questions about how such an organization would govern “caused excitement for this specific strategy to fade.”

By all accounts given during interviews, the meetings between the chambers forced both organizations to air out opinions and state priorities. A Grayson Chamber leader said, “it’s still not one big happy family all the time, but we tolerate each other more.” This individual continued by saying that the organizations got to this more civil state “by sitting down and talking about common interests.” It is fairly certain that the two chambers would not have gotten together without the impetus of this grant. Efforts regarding the “lead agency” model, by all accounts, disintegrated, due to differing priorities about how leaders should tackle economic development challenges.

In his final report for the grant, Nischan wrote that his university is “now clearly recognized by community leaders on both sides of the county as being a significant contributor and partner in efforts to improve life in Carter County.” While a Grayson Chamber leader praised the growth of KCU as an “objective” and “interested” group, an Olive Hill Chamber representative said, “the college is a long way from developing programs and outreaches that will impact the community sufficiently to give the perception of being active in the community.” Furthermore, when asked who will be responsible for planning and directing future economic development activities, the Olive Hill Chamber representative said the burden is typically on the Grayson Chamber, which is “usually the group to be first in pushing a idea, with us looking into making it a county-wide project.” In order for collaborative economic development efforts to succeed in the future, it is likely that both chambers will need to take an equal role in leading initiatives.

The grant project team initiated some activities, such as a summer concert series that rotated between Olive Hill and Grayson. While this effort was not terribly successful, it was visible evidence that the two chambers can work together in some capacity. The KCU project team, tapping into student ability through a class project, created a “Shop Carter County” local merchant campaign for the Christmas

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8 KCU Final Evaluation  
9 KCU Final Evaluation  
10 KCU Final Evaluation
Due to the success of the campaign, the local shopping initiative was being reformatted for use throughout the year.

Prospects
At this point, the extent to which the two chambers can find shared missions and priorities is unclear. Nischan explains this disconnect between the chambers, opining that the Grayson Chamber wants to focus on making the community better, while the Olive Hill Chamber wants to bolster the economy. There may be some disconnect between each actor’s perception of the other’s priorities. In other words, the chambers may have more commonalities than meets the eye.

While KCU was able to initiate some important dialogue between previously non-communicating chambers of commerce, the project team failed to form one lead economic development agency. But achieving that goal in the long run may be less important than what the project team did manage to accomplish: forming basic relationships between leaders at KCU, the Grayson Chamber, and the Olive Hill Chamber.

However, it is unclear who at KCU will lead future collaborative efforts. Administrators and professors at KCU already have full academic schedules, and it is difficult for them to find additional time to devote to community outreach and engagement activities. “(The grant) also produced frustrations that are part of the fact that we are a small school,” Nischan says. “My hat is not getting grants and making them work. My hat is teaching.” In addition, the school will need to initiate more planning and discussion with the chambers and the larger community before any concrete implementation can take place.

Ferrum College

Place
Ferrum College is a United Methodist-affiliated institution in Ferrum, Va. The college has approximately 1,300 students, according to the school’s Web site. The town of Ferrum (pop. 1,313, U.S. Census estimate for 2008), which is about 30 miles south of Roanoke, is tucked in hilly, rural Southwestern Virginia. The school is located in Franklin County (pop. 51,477).

Project
Ferrum College originally proposed a project that, among other things, included a plan for a commercial complex that would include a hotel and conference center. Despite misgivings about that project, OEBD offered Ferrum a mini-grant, but encouraged the college to come up with a project that adhered more closely to the ACCEDP grant program.

Ferrum ACCEDP leaders formed a Community Development Alliance (CDA) to guide its project. The CDA decided to adopt the county’s goal of expanding broadband Internet access. The county government had wanted to complete this project but essentially lacked the capacity to tackle it. Eventually, the Ferrum grant’s goal was to further “collaboration between the college, citizens, private sector and local government to expand (the) broadband network, (which) will build relationships that can be leveraged for future economic development initiatives and other projects.” Ferrum’s planned actions or objectives to

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11 KCU Final Evaluation
12 Ferrum Letter of Intent for ACCEDP
13 ACCEDP Annual Progress Report, 2007-2008
complete this goal included a Geographic Information Systems (GIS) course, student internships, facilitation of community meetings, summer research, media outreach, and class projects.  

**Players**

Ferrum’s project would not have taken off without the work of librarian George Loveland, who used his relationships and people skills to build the Community Development Alliance, the campus-community partnership that planned and implemented the broadband initiative. Instead of simply relying on himself, Loveland helped build a strong network of campus staff and faculty across academic disciplines. Professors in political science, English and Spanish all were involved in the project through planning as well as implementation activities, like overseeing the student projects.

Aside from Ferrum actors, other major players in the Community Development Alliance were Joyce Moran, an alliance co-chair and employee at a child services agency in Franklin County, and a couple of area small business people. Loveland explained that there were efforts to include some ministers, but they were very busy and thus unable to really participate in the CDA. Another player, Loveland said, was Bill Hoffman, a Roanoke consultant who helped get the CDA started. In addition, county government truly got involved with the project as the CDA settled on and focused on the broadband initiative. At that point, Sandie Terry, the county IT director, worked closely with the project, which involved students mapping areas in the county that could get Internet coverage.

**Process**

With the assistance of OEBD, Ferrum shifted control of the project from three academic deans to Loveland, who had a passion for engagement work and some established ties in the community. In an interview, Loveland described his very intentional process of forming what would become a 30-member Community Development Alliance. He reached out first to college administrators, recognizing the importance of getting the blessing of the provost and her three academic deans. Then he moved to community partners, in order to slowly help form an integrated partnership that included faculty, local government employees, business people, non-profit officials, and others. Much of Ferrum’s success in building solid capacity can be credited to Loveland, who championed a consensus-driven decision-making process. He said he recognized that he might have to give up what he wanted, to a degree, in order to come up with a plan of action that the entire group supported. At the same time, Loveland drew on his existing connections and said he was able to “stack the deck” with other coalition members who would support a consensus model. Because of the time requirements to form the CDA and organize Ferrum’s broadband project, implementation did not really begin in full until 2009. Although the planning phase took longer at Ferrum than at the other schools, it led to a stronger project (broadband deployment) and a deeper and more cohesive collaborative structure (the CDA) that has the potential to take on more projects in the future.

The GIS portion of the Ferrum project was successful, as two student interns worked to “map” areas of the county that could receive broadband coverage. These students and their supervisor, a Ferrum College professor, pushed a county initiative forward. In 2009, the county applied for federal stimulus funds to continue the broadband project.

One key to Ferrum’s success in building capacity for economic development, according to OEBD employees, was that Loveland and the CDA opened up student projects to academic disciplines across campus. Summer interns not only did broadband mapping, but also wrote articles for the local newspaper and interviewed Latino residents for a Spanish-language publication. In addition, students interviewed

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14 Ferrum Scope of Work
15 ACCEDP End-of-Grant Progress Report
16 ACCEDP End-of-Grant Progress Report
county residents about technology and later used their findings to put on a theater production about the evolution of technology in Ferrum and the surrounding communities. Loveland said he thought many residents had been waiting a long time to share their stories with the college and jumped at the opportunity to be interviewed. This example of engagement demonstrates the depths Ferrum and the CDA went to in order to get community input and truly have a collaborative effort. Using students in this capacity reinforced Ferrum’s dedication to integrating academic curricula with civic engagement. Moran, the CDA co-chair, said the grant has developed more opportunities for students to intern in “diverse educational settings.”

Those interviewed for this series of case studies made clear that the most important new relationship for Ferrum was the one it created with Franklin County administrators. Sandie Terry, a CDA member who directs information technology for the county, said post-grant campus-county meetings (which took place in Fall 2009) to discuss future collaborations might have taken place without the ACCEDP grant, but the grant made those sessions more “viable.”

Prospects
Ferrum already had some minor relationships with at least one nonprofit and some small businesses, but Loveland said these were based on “single, isolated projects.” “Now we have more of a sense of a longer, more sustainable, more formal relationship,” he said. Furthermore, the success with Last-Mile Broadband has bolstered the confidence of the campus and community in going forth with collaboration. “The desire to be engaged has always been there,” said new principal investigator Christine Stinson, the college’s Chief Information Officer. “The difference is we have now demonstrated we can do this.” As OEBD Director Jesse White noted in an interview, Ferrum strongly values its geographic locale in Southwestern Virginia. This sense of “place,” he says, helped create a mission-oriented fabric for working across sectors to address community economic development goals.

The transition to a new principal investigator at Ferrum in the last few months of the grant period demonstrated the importance of leadership (and having ample time to devote to collaborative efforts). The new principal investigator, Stinson, who replaced Loveland and was chosen because of her expertise in technology issues, is extremely busy. However, she acknowledges that any future CDA activities may be better served with a new leader, since it is likely that the partnership will move away from broadband and on to a new project that may be outside her expertise.

The future of the CDA depends on leadership transitions at Ferrum and continued community involvement. As of late January 2010, it appeared that the CDA was being led jointly by Stinson and Allison Harl, an assistant English professor at Ferrum, as well as Joyce Moran, a local child advocate who co-chaired the CDA with George Loveland. The CDA was trying to get more community members involved in the discussion about the next project. Harl, who oversaw the media outreach student intern in the broadband project, said in an interview that only one community member at a January 2010 CDA meeting advocated for a specific project. In this case, it was a lake development initiative that would benefit that individual. According to Harl, the group decided to attempt to get more community voices to another meeting at a future date. The group’s current leaders appear willing to engage in more discussion before selecting a new partnership initiative.

King College

Place
King College, in Bristol, TN, is a Presbyterian-affiliated institution with more than 1,500 students, according to its Web site. Bristol, the “Birthplace of Country Music,” spreads across Virginia and
Tennessee as two separate cities. Bristol, TN had an estimated 25,817 residents in 2008, while Bristol, VA had 17,424 citizens that year, according to U.S. Census estimates. Bristol is part of the Northeast Tennessee and Southwestern Virginia “Tri-Cities” metro area, which also includes Johnson City, Tenn. (home of East Tennessee State University) and Kingsport, Tenn.

Project
King College initially wanted to form a business incubator with its ACCEDP grant, but OEBD – with help from Tom May of UNC-Greensboro – convinced the King project team that it should go in another direction, mainly because of the daunting financial realities of running the physical plant for a business incubator. 17  Shifting gears, King decided to help create a business resource center that would be housed in the Bristol Chamber of Commerce. This newly created Bristol Business Resource Center (BBRC), according to its Web site, “exists to aid entrepreneurs in developing and sustaining their businesses” and “aims to provide substantial, relevant information to both current and future business owners.”

King College planned to take four action steps to support the BBRC: “increase awareness of the resources available at the BBRC,” “conduct outreach to artisan firms,” “involve King College students with businesses through classroom projects and internships,” and “create webinar content for the BBRC.” 18

Players
Lorrie McGovern, who is now dean of the college’s business school, appeared to exercise a fairly strong top-down control over the ACCEDP project as principal investigator. She was, however, surrounded by a strong supporting cast of college and community actors. King’s on-campus partners in the project mostly consisted of administrators and individuals in the business department. Early on in the project, a King faculty member in another discipline was involved in the project. However, this individual’s “input is not solicited” any longer, the faculty member revealed in a Fall 2009 email when contacted for an interview as part of the ACCEDP assessment process. McGovern noted in an interview that the English Department has expressed interest in helping with technical writing as a contribution to partnership efforts. Similarly, McGovern said the partnership agreed to keep “members” in the publicity material for the BBRC even if they did not participate much in the group. “We wanted to be inclusive and (be) more likely to get help later,” she said.

King College used existing relationships to help its partnership get started and take off. The college has many ties with the chamber – in fact, McGovern used to work there. In addition, she serves on the board of the Believe in Bristol downtown business advocacy group, so she was able to utilize those ties in establishing the partnership. While King still has better connections on the Tennessee side, where it is located, the ACCEDP project allowed the school to develop more and better ties with Virginia professionals like Sandy Ratliff of the commonwealth’s Department of Business Assistance. In addition, the BBRC has allowed for a stronger referral network that tightens the capacity for economic development by more efficiently connecting professionals with service providers. “For us partners, there’s definitely a place we have to go now,” said Christina Blevins, director of Believe in Bristol. “People are spreading the word. It’s definitely a community builder.” King appears to be more visible in the community as well, since it has hosted multiple business development seminars.

Other players in the King College partnership included Steve Willinger of the local chapter of SCORE, a small business mentoring group. His organization got new small business people referrals through the network made possible by the Bristol Business Resource Center. McGovern said other strong players in the King College partnership were Bristol, TN Assistant City Manager Mike Sparks (who, according to McGovern, leaned on the Chamber of Commerce to get them involved in this project) and Ronald Wade,

17 ACCEDP Annual Progress Report, 2007-2008
18 King College Scope of Work
who would travel from the Knoxville branch of the Tennessee Business Enterprise Resource Office to assist with the project.

Process
McGovern and Donna Felty, King’s director of career development, stated in interviews that they wanted to increase the community’s awareness of King College and its resources. All evidence suggests that they did this through internships and the creation of the BBRC. One chamber employee, Karen Witcher, had split her job responsibilities between the BBRC and other activities, although other tasks appear to have diverted her time away from the BBRC.

As the first of King’s four objectives, the project team aimed to increase the awareness of the resources at the BBRC. The partnership seemingly did a strong job accomplishing this objective. King has hosted several seminars on entrepreneurship and other business-related topics. An event attended by OEBD staff during a site visit in August 2009 had excellent attendance. More events are expected in 2010, with King working with the BBRC and other partnership members to facilitate such sessions. In addition, King students visited Bristol businesses to tell them about the BBRC and let business owners know that King can offer interns to work at businesses and nonprofits. Donna Felty worked closely with McGovern to promote the internships, another one of the project’s objectives. Although it is unclear how many internship placements resulted from ties made and strengthened through the King ACCEDP project, Felty said more students now have internships. “The grant has helped with awareness that King has resources that can be utilized,” she said. The grant did get a lot of students involved in class projects, such as survey and baseline study work completed by MBA students in spring 2008. Students also helped do marketing and other community engagement projects. These projects and internships undoubtedly helped numerous community organizations with work that they otherwise may not have been able to complete. However, McGovern said in an interview that she struggled to find ways to use ACCEDP funding. This statement raises the following question: if McGovern was rushing to spend money on various individual projects, were these the best uses of funding?

In her final report to OEBD, McGovern explained that the partnership failed to achieve the second objective: reaching out to artisan firms. The partnership wanted to create a Tennessee sister group of “Round the Mountain,” a Southwest Virginia artisan group. Despite the efforts of student interns in the summer, these craft groups did not express interest in the idea and it died. While this objective failed, McGovern wrote that students did put together an email list for Witcher at the BBRC so that she could contact these artisan groups.

The third objective of the King project was to “involve King College students with businesses through classroom projects and internships.” King was successful at achieving this objective. Over the course of three years, at least six King students participated in summer internships with local organizations, including: the Bristol Chamber, the Bristol Business Resource Center, and the Believe in Bristol downtown booster organization. Additionally, 12 Masters of Business Administration students worked at various local businesses. By placing students at a number of different businesses and nonprofits, the institution was able to strengthen the ties between the institution and the greater community.

19 King College End-of-Grant Report
20 King College End-of-Grant Report
21 King College End-of-Grant Report
22 King College End-of-Grant Report
23 King College End-of-Grant Report
24 ACCEDP List of Summer Interns
25 King College End-of-Grant Report
The fourth and final objective stated by King’s partnership team was to develop webinars for small businesses and budding entrepreneurs. Students and an outside firm created three webinars, online videos which describe the organization as well as give information on business resources in Tennessee and Virginia. Although the partnership attempted to present mundane information in an entertaining matter and get students involved in another project, a list of Web links on the BBRC Web site would have been an easier, cheaper, and likely more accessible way to get this information to interested parties. In fact, such links are also available on the BBRC site.

King College’s campus-community partnership was successful in expanding its capacity for local economic development efforts. The ACCEDP grant helped create a clearinghouse – the BBRC – to provide referrals to the many existing business service centers (both governmental and nonprofit) so that it would be easier for professionals to find needed services and so service providers could be linked with those needing help. It is clear that King College, with its numerous ties to the business community, understands the difficulty and confusion that can result from trying to establish an enterprise on one side of what is effectively a two-state town. In the process of setting up this campus-community partnership and the BBRC, King College and its partners at the chamber and in area nonprofits strengthened existing relationships and formed new ties, particularly with organizations on the Virginia side of a community that has incorporated cities both in the Commonwealth of Virginia and in the state of Tennessee.

King’s goal for the BBRC was to “help Bristol’s small businesses weather the recession.” At this point, it is nearly impossible to gauge the partnership’s success in achieving this goal. It will likely take several years for the American economy to fully recover from a recession that has had devastating effects in Appalachia, a region already reeling from job losses and various economic trends.

**Prospects**
The college has great potential to continue serving as a convener for regional business development efforts. One of the main factors in determining future success of the partnership and the BBRC is funding. Interviewees expressed concern about the extent to which the chamber – which serves both Tennessee and Virginia – will be able to continue funding the venture through Witcher’s work. Another determinant of sustainability will be the leadership structure and participation of a cross-section of college, business, government and non-profit officials. “If you don’t have the people who are willing to keep it energized and active and keep new projects underway,” progress could stall, King’s Donna Felty said.

**Mars Hill College**

**Place**
Mars Hill College is a Baptist-affiliated institution in Madison County, NC (pop. 20,432, U.S. Census estimate for 2008). The college, located in the Town of Mars Hill (pop. 1,772), is about 20 miles north of Asheville along Interstate 26. Mars Hill College has more than 1,200 students, according to U.S. News and World Report’s Web site.

**Project**
Mars Hill’s initial ACCEDP project goals were to “increase the delivery of needed services” to local artist and craft makers, local food producers, and the building sector. 26 In addition, the school wanted to “develop a long-term strategy of engaged community economic development from Mars Hill College faculty, staff, and students.” Although a student intern reached out to builders, they did not see value in

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26 Mars Hill Scope of Work
having an intern work with them and did not participate in the ACCEDP project, according to interviews with Principal Investigator Smithson Mills and the college’s Gill Bosonetto. Instead, Mills said, the partnership worked with Mountain BizWorks, a business service provider that supported the work of the three other organizations Mars Hill helped through the grant.

The three objectives of Mars Hill’s ACCEDP plan were based on the three principal organizations they worked with during the grant. First, the college wanted to offer “support for very small businesses” by working to establish and develop the Very Small Business Center. Second, Mars Hill wanted to provide “support for local foods and small scale agriculture” by working with Madison Farms. Third, the college aimed to offer “support for local arts and crafts” by partnering with the Madison County Arts Council. Additionally, Mountain BizWorks was to “support the three economic sectors through business training courses and recruitment of small businesses to the organization’s services.” 27 The college worked with these four organizations principally through the efforts of student interns. In the summer of 2008, a Mars Hill student was placed at each of the four groups and helped provide key support to the organizations. 28 Student tasks are explained later in this case study in the “process” section.

Players
The ACCEDP group included the Principal Investigator, Smithson Mills of the college’s Center for Assessment and Research Alliances (CARA), Gill Bosonetto of engagement/internship office Lifeworks, business faculty Paul Smith and Grainger Caudle, and other partners. A major strength of the Mars Hill ACCEDP partnership was that it selected members with existing ties to community organizations. For example, steering committee member Jane Renfroe, a Mars Hill arts professor, also worked with Mountain BizWorks. Also, Aubrey Raper, who works with Madison Farms, is an adjunct sociology instructor at Mars Hill. In addition, other organizational players were the Madison County Arts Council and the Very Small Business Center. Rather than starting completely from scratch, the college ACCEDP group used existing ties to further relationships with outside groups.

Process
As stated above, the Mars Hill ACCEDP project focused the efforts of student interns at individual local organizations. At the Very Small Business Center, an intern worked on design and Web page development for the nonprofit, which acts as a point of entry for business people needing help. 29 Mills said the college, through an intern, “basically staffed” the VSBC, adding much-needed capacity to the organization. Additionally, ACCEDP funds helped keep the center open for a number of months. The organization has a staffer, Jennifer Flynn, who works with the VSBC as a part of her job responsibilities as town clerk for the Town of Marshall, in Madison County. Unfortunately, she does not get paid extra for this role, but based on an interview, it is one that she seems to enjoy and value.

Mars Hill’s ACCEDP project also built needed capacity with Madison Farms. The organization had no real bookkeeping system before a college intern worked with the group. The intern also analyzed the organization and made a number of recommendations to improve its management and efficiency. Madison Farms now has a manager who oversees a lot of the key day-to-day managerial tasks. In addition, there is a strong link between the college and the farm. “The college is certainly more visible with its relationship with farmers in the community” and with Madison Farms, says Aubrey Raper of Madison Farms. The college hosts local food nights as a partnership between Mars Hill and Madison Farms and there are plans for the collaborating entities to co-sponsor a community garden at the college. Turnover in cafeteria management has caused the relationship between Madison Farms and the college to struggle, but Raper is hopeful that this link will be stable due to a partnership with LifeWorks and the

27 Mars Hill Scope of Work
28 ACCEDP List of Summer Interns
29 Mars Hill Progress to Date on ACCEDP
college’s Ramsey Center for Regional Studies. Raper also considers the business department to be a strong partner of Madison Farms. “That’s a direct result of the official grant link,” he says. “You could consider it a resource we don’t use this second but realize it is there.”

Another objective of Mars Hill’s ACCEDP grant was to work with the arts and crafts community. Mills, the principal investigator, said the Madison County Arts Council was not a particularly strong partner in the first year of the grant, but the link with the group strengthened when the arts council decided to accept an intern from the college. This indicates that when a college can devote a person to provide services, business partners recognize and appreciate it as a tangible commitment. An intern worked in the summer and fall of 2008 to help the arts council with various festivals and other activities. 30

As stated above, Mars Hill failed to get the support of the building trades in its ACCEDP project. It appears that this group simply was not interested in linking with the college. Among the possible reasons for this false start, according to interviews, are political factors, getting the wrong people in the trade on the phone, or the possibility that the student intern making the calls was not the right fit for this job. None of these possibilities are certain. It is also true that not every initiative will succeed. Mars Hill was able to rebound well with another approach.

The grant did allow for Mars Hill to increase the capacity for campus-community economic development work in Madison County. Bosonetto said that many of the college’s previous outreach efforts were focused outside of the county. The grant allowed Mars Hill to prioritize some work on the economic sectors it deemed most important after conducting research on the local economic needs. “I think all of the steering committee (members) developed deeper relationships with community organizations and I think this is mutual,” Mills says. One potential weakness of Mars Hill’s approach, noted in an interview with OEBD Assistant Director Josh Levy, is the college’s reliance on “one-time projects” with specific organizations. He contrasted this approach with the one taken by Ferrum, which has a strong partnership framework through the Community Development Alliance.

Much of Mars Hill’s success, according to interviews with OEBD’s Jesse White and Levy, is due to CARA, the school’s already existing research and engagement office. “They had an institutional organization in place that could quickly undertake this project,” White said of CARA. According to the office’s Web site, CARA provides the following services: project design and management, research, meeting management, and data gathering and entry. Mills left the college in 2009 (after Mars Hill had completed its ACCEDP projects), and the school replaced him with Leslie Sharpe. Although Mills – in an interview after he left the school – voiced disappointment with the college for not funding CARA (the office is responsible for finding its own revenues by charging for the services it provides), he did say that administrators did see some value in the office. “They were supportive to keep CARA open and find an (executive director),” he said in an interview. “They didn’t just close up shop.”

**Prospects**

An encouraging sign for the potential sustainability of the VSBC is that the town was able to secure grant funding to keep the center open through at least December 2010. Additionally, Flynn said that town and county leaders understand the value of the center and its services. The VSBC has held sparsely attended events for businesses, but Flynn said she hopes to increase attendance in 2010. One of the important services of the center is its role as a community meeting space for various local organizations. Hopefully this role will continue. Flynn said that the VSBC’s relationship with Mars Hill is not as direct since it has become more self-sufficient, but fortunately she has maintained links with college faculty, including a visual arts professor who helped her get an intern for the spring 2010 semester. This center, which was

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30 Mars Hill Progress to Date on ACCEDP
greatly expanded through the grant, has undoubtedly grown the capacity for economic development initiatives in Madison County by offering services to budding and existing entrepreneurs.

Meanwhile, the future success of the college’s link with Madison Farms will in large part be up to the strength of the personal relationships formed between college and farm personnel. But Madison Farms has greater capacity now to flourish as an organization, and the relationships formed by the grant could allow the college and the community to better tackle economic development issues.

While Mars Hill’s project certainly developed personal links between college and community actors, it is uncertain whether the school will be able to keep these activities on the front burner. The departure of Smithson Mills from the college did not help this campus-community partnership. However, as noted by Bosonetto, Raper, and Flynn, there are still a number of individuals on campus – principally at LifeWorks, the Ramsey Center and the business department – who are dedicated to exposing students to public service. Instead of pursuing all of these projects individually, however, it may be more efficient and effective for everyone to come together at least periodically to organize economic development and engagement efforts.

**Lessons Learned**

The following is a list of six lessons related to economic development initiatives between small colleges and their greater communities. These insights come from discussions with OEBD staff and consultants and the analysis of interviews and other ACCEDP documents. This is in no way a comprehensive list of “lessons learned,” but perhaps will help crystallize some of the themes found throughout this collection of case studies.

1. *Shared leadership and the inclusion of varied partners campus-wide help create broader partnerships with the community.*

Ferrum College’s Community Development Alliance, a thoughtfully constructed patchwork of individuals from the college, local government, nonprofits, and business, worked on the “Last-Mile Broadband” project to expand Internet connectivity in Ferrum’s home of Franklin County, VA. The CDA was a strong partnership that found consensus in one main project, broadband deployment. But the group was able to support creative student sub-projects like broadband mapping, a community play, and a Spanish-language newspaper, that, while unconventional, involved many participants. Ferrum implemented a variety of activities in support of the broadband project and more general community building, largely because a diverse group of professors from disciplines like Spanish, English and political science were included and expressed interest in participating in partnership activities. Ferrum’s approach contrasted with that taken by King College, which kept its partnership almost exclusively within business circles. At King, a smaller group of business-focused people was involved in the decision making for its partnership activities. This group’s focus was narrower as it zeroed in on improving small-business services. As a result, fewer types of people and organizations got involved in the King College ACCEDP project. While each college’s projects succeeded, Ferrum embraced diverse disciplines, and as a result, a broad cross-section of leaders and residents in some way participated in or learned from the project.
2. **Campus-community partnerships must be able not only to function over the long haul and must adapt quickly as key leaders come and go.**

Ferrum College and Kentucky Christian University each experienced turnover in leadership. Ferrum—which initially hoped to plan a college hotel and convention center as part of its ACCEDP project—had a rocky start before settling on a new approach and new leader. George Loveland easily transitioned into his college’s project leadership role and gradually built an organized partnership structure: the Community Development Alliance. With about 30 members that included representatives from academia, the public sector, nonprofits and the local business community, the CDA was able to last over time and through leadership change. When Loveland had to step aside as project leader, a new principal investigator smoothly took the helm with the support of on-campus and community-wide CDA members. Conversely, KCU’s second principal investigator was sidelined for some time by family issues, which arguably slowed the project’s momentum. The KCU project, which was attempting to unify the county’s two rival towns, already was struggling to gain traction. When the university’s principal investigator had to shift his attention, there was not a strong system to place someone else into leadership. Ferrum succeeded in the face of leadership turnover in part because it had already achieved substantive accomplishments through a strong community alliance. However, when KCU’s leader faced adversity, the university had achieved relatively little and had a weak partnership to back him up.

3. **Campus-community partnerships can act more quickly if they take advantage of pre-existing relationships between the college and the larger community.**

King College leadership had numerous ties with the Bristol Chamber of Commerce, the “Believe in Bristol” downtown advocacy nonprofit, and other business-related groups and people. Furthermore, King principal investigator Lorrie McGovern previously had worked at the Chamber of Commerce and the college was an established brand in the two-state communities of Bristol, TN and Bristol, VA. Similarly, Mars Hill College built on existing relationships with area farmers, artists, and small-business outreach professionals. In addition, Ferrum College’s grant principal investigator reached out to people he knew in the community as he began assembling the Community Development Alliance. Conversely, Kentucky Christian had no true relationships with outside entities before the inception of this grant project. KCU was considered an isolated institution that was, in effect, walled off from other players in rural Carter County, KY. Colleges that can turn to existing contacts have an advantage over those that really have no ties off campus. Relationships matter. While King, Mars Hill, and Ferrum capitalized on existing connections off-campus and in the business community, KCU was disadvantaged at the beginning of the project simply because the university had no strong ties with the greater community.

4. **Campus-community partnerships are more likely to succeed if student, faculty, and professional responsibilities are integrated with job responsibilities and course requirements.**

Ferrum College was perhaps the best at integrating partnership and classroom activities. For example, one political science class gathered oral histories from county residents. These interviews were the basis for a play that took place in Fall 2009. In this case, students took part in partnership activities through a class project that reached out to members of the greater community. Toward the end of the project, Ferrum also worked closely with the county’s information technology director, since the partnership had embraced the broadband project as a potential expansion of its earlier work. It is wise to work with people who currently are focused on certain tasks for their jobs, since these people already have those responsibilities. In addition, Kentucky Christian University students helped develop a marketing campaign for local businesses in Carter County and King College Masters of Business Administration students did research to assist the new Bristol Business Resource Center. While Mars Hill College had student interns work toward partnership goals in the summers of 2007 and 2008, the institution did not
appear to use the classroom to help accomplish partnership projects. The college could have included more professors and students if it had worked partnership activities into the regular academic calendar.

5. **A campus-community partnership will succeed only if key community actors are invested in the process. Furthermore, colleges cannot be seen as pushing one project or agenda without buy-in from community players.**

Mars Hill had significant buy-in from partner organizations. The Mars Hill team approached each group and asked if it would like help from a student intern. These groups, such as Madison Farms and the Madison County Arts Council, benefitted from the partnership’s projects as they got free student labor (paid for as part of the ACCEDP project) to help them accomplish their goals. Because they got increased capacity at no real cost, community organizations embraced the new alliances. Meanwhile, Ferrum’s broadband project had support from a broad coalition of leaders and other citizens in the Community Development Alliance formed out of the ACCEDP grant. In addition, King had support from actors in the local business community and in local government. KCU had a different experience. While the chambers in the two rival towns of Olive Hill, KY and Grayson, KY were able to exchange frank words with each other and establish tentative relationships, these uneasy partners never gelled. The two communities, with historical divisions and rivalries, have a long way to go before they can ever again discuss the idea of creating one “lead agency” for economic development. Perhaps that end goal should not have been raised, due to these long-standing feuds. In addition, some community members saw KCU as too self-interested in its advocacy for a countywide recreation facility, which some thought was intended to host KCU athletics. Mars Hill, Ferrum, and King succeeded in cultivating community partners that bought into or shared their goals instead of questioning them.

6. **While funding and outside assistance are not essential ingredients for successful campus-community partnerships, they can help give structure to these collaborations and also can encourage participation.**

The Appalachian Colleges Community Economic Development Partnership would not have occurred without private money and a partner like UNC. The Jessie Ball duPont Fund provided funding to the UNC Office of Economic and Business Development, which helped train key personnel at each college and allowed for planning and implementation activities in each of the four communities. In addition, technical assistance and other support provided by OEBD staff and consultants helped these four colleges work toward their partnership goals. For academics who wish to broaden their involvement in the greater community, grant funding and support from an outside university can help provide funding, expertise and services to form campus-community partnerships.
## Sources

### Primary Sources

The following ACCEDP participants or stakeholders were interviewed either by phone, email, or both during the period November 2009 through January 2010. An “I” listed by the individual’s affiliated institution denotes that the person is internal, or part of the college staff. An “E” denotes that an individual is external, or employed by an organization outside the college:

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<th>Source</th>
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<td>Josh Levy</td>
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Secondary Sources


Ferrum College Scope of Work for Appalachian Colleges Community Economic Development Partnership.


King College Scope of Work for Appalachian Colleges Community Economic Development Partnership.

Mars Hill College Progress to Date on Appalachian Colleges Community Economic Development Partnership (report discussing activities completed in 2007 and planned for 2008).

Mars Hill College Scope of Work for Appalachian Colleges Community Economic Development Partnership.
