

Education, Innovation and Service:

The Economic Impact of New Jersey's
Independent Colleges and Universities on the State of New Jersey

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*Association of Independent Colleges and
Universities in New Jersey*

Appleseed

Introduction

For the past two years New Jersey, like other states, has been struggling to overcome the impact of the most severe recession of the last half-century. Between December 2007 and the end of 2009, payroll employment in the Garden State fell by 4.3 percent — a loss of 175,000 jobs. As the national economy appears ready to turn the corner, it is natural to ask which sectors of New Jersey's economy can be counted on to help the State begin the process of recovery and to drive the next round of economic growth.

In this search for new sources of growth, New Jersey's independent colleges and universities are among the State's most valuable assets. In the near term, these institutions can play a valuable role in the process of economic recovery — and in the long run can make an even greater contribution to ensuring the State's future prosperity.

This briefing paper highlights two aspects of independent colleges and universities' contributions to the vitality of the State's economy:

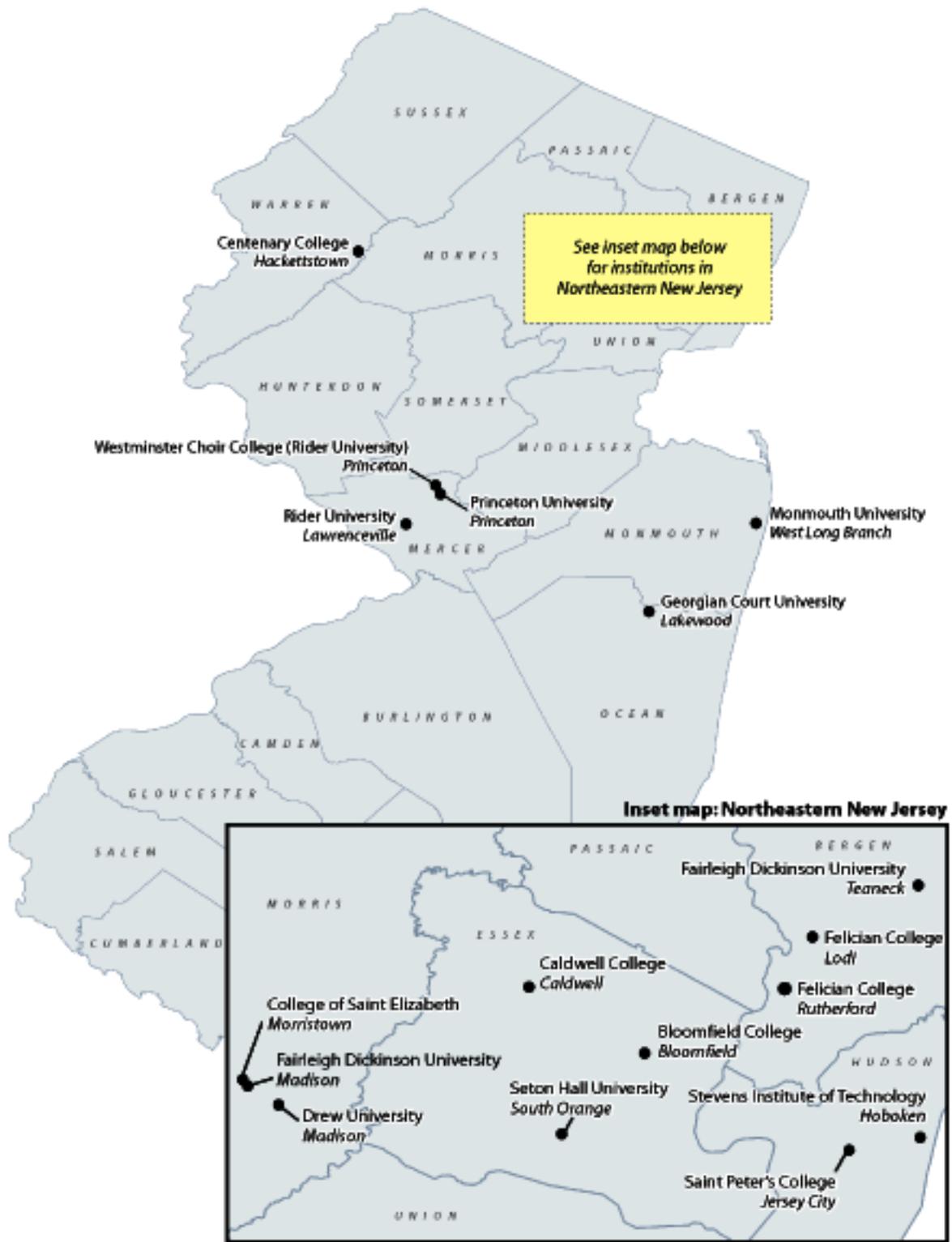
- Their impact as a major New Jersey industry – as employers, buyers of goods and services from New Jersey companies and sponsors of construction projects; and
- How they contribute through their mission of education, research, business development and community service to the State's ongoing economic renewal.

This paper was prepared by Appleseed (an economic development consulting firm with extensive experience working with educational institutions) for the Association of Independent Colleges and Universities in New Jersey (AICUNJ). The Association represents fourteen privately supported institutions of higher education — non-profit, four-year undergraduate, graduate and professional schools accredited by the Middle States Association of Colleges and Schools and licensed by the State of New Jersey. The fourteen AICUNJ member institutions are:

- Bloomfield College
- Caldwell College
- Centenary College
- College of Saint Elizabeth
- Drew University
- Fairleigh Dickinson University
- Felician College
- Georgian Court University
- Monmouth University
- Princeton University
- Rider University
- Saint Peter's College
- Seton Hall University
- Stevens Institute of Technology

The map on the following page shows the principal locations of the fourteen colleges and universities.

Figure 1: Map of AICUNJ member institutions



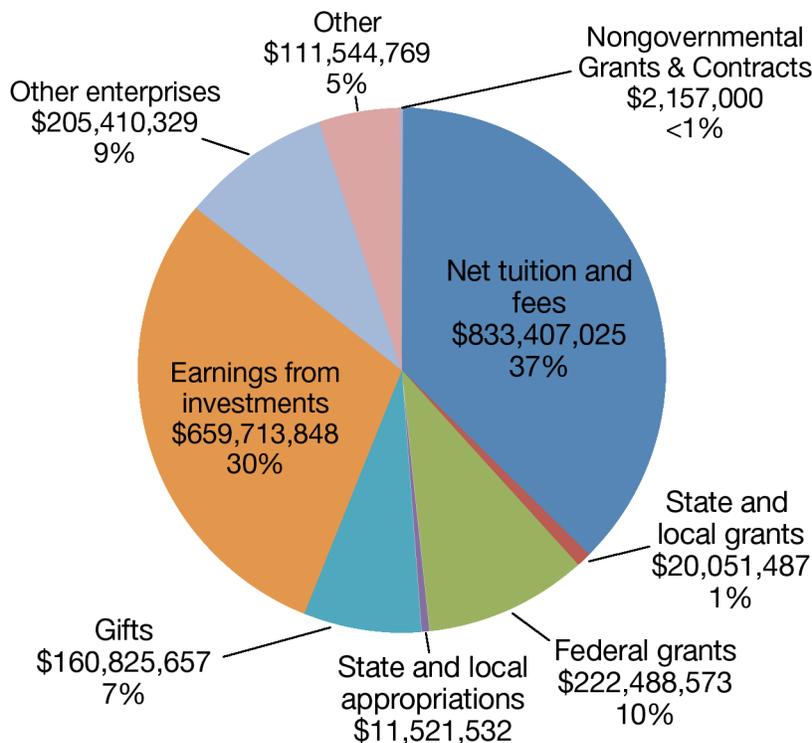
I. Higher education — a major New Jersey industry

Together, New Jersey's fourteen independent colleges and universities represent a significant industry in themselves — an enterprise that each year brings hundreds of millions of dollars in federal and other outside revenues into the State — an employer of thousands of New Jersey residents — a major purchaser of goods and services from businesses throughout New Jersey — and a sponsor of hundreds of millions of dollars each year in construction projects.

Revenues

In fiscal year 2007-08, the revenues of AICUNJ member institutions totaled nearly \$2.23 billion. Tuition and fees (net of financial aid) accounted for 37 percent of the total. Federal funds, private gifts and investment earnings together accounted for 47 percent of total revenues, and state and local government funding for 2 percent.

Figure 2 : Revenue by source, fiscal year 2007-08



Colleges and Universities as Employers

New Jersey's independent colleges and universities are major employers. As shown in Table 1, in the fall of 2007, these institutions employed a total of 17,642 people (excluding student workers), of whom 65 percent worked full-time. These institutions also employed approximately 4,600 students, generally in part-time positions.

About 85 percent of all employees of the State's independent colleges and universities lived in New Jersey.

Table 1: Total employment, excluding student workers, fall 2007

	Full time	Part time	Total
Employment	11,503	6,139	17,642

In fiscal year 2007-08, the combined payroll of the State's independent colleges and universities totaled \$862.8 million, about 88 percent of which (\$762 million) was paid to New Jersey residents. The total payroll by residence and type of employee is shown in Table 2.

Table 2: Total payroll by employees' place of residence, fiscal year 2007-08

	Full time	Part time	Students	Total
New Jersey	\$ 656,698,782	\$ 91,588,976	\$ 13,737,988	\$ 762,025,746
Other	85,722,620	12,573,488	2,428,943	100,725,051
Total	\$ 742,421,402	\$ 104,162,464	\$ 16,166,931	\$ 862,750,797

The salaries and wages paid by independent colleges and universities are a source of tax revenues for the State. In fiscal year 2007-08, AICUNJ members withheld over \$25 million in state income taxes from the wages and salaries paid to their employees.

Purchasing and Construction

Independent colleges and universities also contribute to the State's economy through their purchases of goods and services from New Jersey companies and through their investments in construction and renovation of campus facilities.

In fiscal year 2007-08, AICUNJ members spent over \$637 million on purchases of goods and services (other than construction) from companies located in New Jersey. Using the IMPLAN input-output model — a tool of economic analysis that can be used to measure the economic impact of a given type and level of spending — we estimate that payments to New Jersey vendors during fiscal year 2007-08 directly supported about 1,950 full-time-equivalent jobs throughout the State.

In addition to purchasing goods and services from New Jersey vendors, the members of the Association of Independent Colleges and Universities in New Jersey in fiscal year 2008 spent over \$302.6 million on construction of new and renovation of existing campus facilities. Examples of major construction projects have included:

- The **Lackland Center**, a new 70,000 square-foot cultural and student center at Centenary College.
- The **Annunciation Center**, a 44,000 square-foot arts complex at the College of Saint Elizabeth that includes a theater, a gallery, studios and faculty office space.
- **McLendon Hall**, a new 159-bed residence hall at Drew University.
- Georgian Court University's 67,000 square-foot **Wellness Center**, housing athletic, fitness, dance and other facilities.
- Monmouth University's **Multipurpose Activity Center** — a 153,000 square-foot complex that includes new athletic facilities and a new campus bookstore.
- **Lewis Library**, a new 87,000 square-foot building at Princeton University that brings together the library collections, technology resources and other programs of several science departments.
- Rider University's **West Village Residence Halls**, providing space for 152 students in two new buildings.
- Seton Hall University's **Science and Technology Center** —100,000 square feet of space for the University's science departments, created through a major reconstruction of an older building.

Using the IMPLAN model, we estimate that payments to New Jersey contractors by the State's independent colleges and universities generated about 1,560 full-time-equivalent jobs in construction and related industries in fiscal year 2008.

Beyond the opportunities they provide for contractors and construction workers, projects such as these enhance the institutions' ability to attract talented students (from New Jersey and elsewhere), to fulfill their educational mission, and to create resources that are of value not only to the institutions themselves, but in many cases to their local communities as well.

Direct and Indirect Impacts of College and University Spending

The economic impact of spending by the fourteen institutions is not limited to the people they employ directly, or to the business activity and jobs they directly support through their spending on goods, services and construction. College and university employees spend part of their earnings in their home communities on housing, food, clothing, transportation and other needs; and the institutions' suppliers and contractors similarly buy a wide range of goods and services from other businesses within New Jersey. Using the IMPLAN modeling system, we can calculate these indirect and induced (or "multiplier") effects of college and university spending.

We estimate that through the multiplier effect, the fourteen colleges and universities' spending on payroll, purchasing and construction indirectly generated more than \$1.3 billion in additional economic output in New Jersey in fiscal year 2008 and more than 7,450 additional full-time-equivalent jobs.

Table 3 summarizes the impact of the spending by independent colleges and universities on the New Jersey economy. Together, we estimate that the fourteen institutions directly and indirectly accounted for more than \$2.7 billion in economic output in New Jersey and 28,616 full-time-equivalent jobs.

Table 3: Direct, indirect and induced impacts of Independent Colleges and Universities' spending, FY 2008

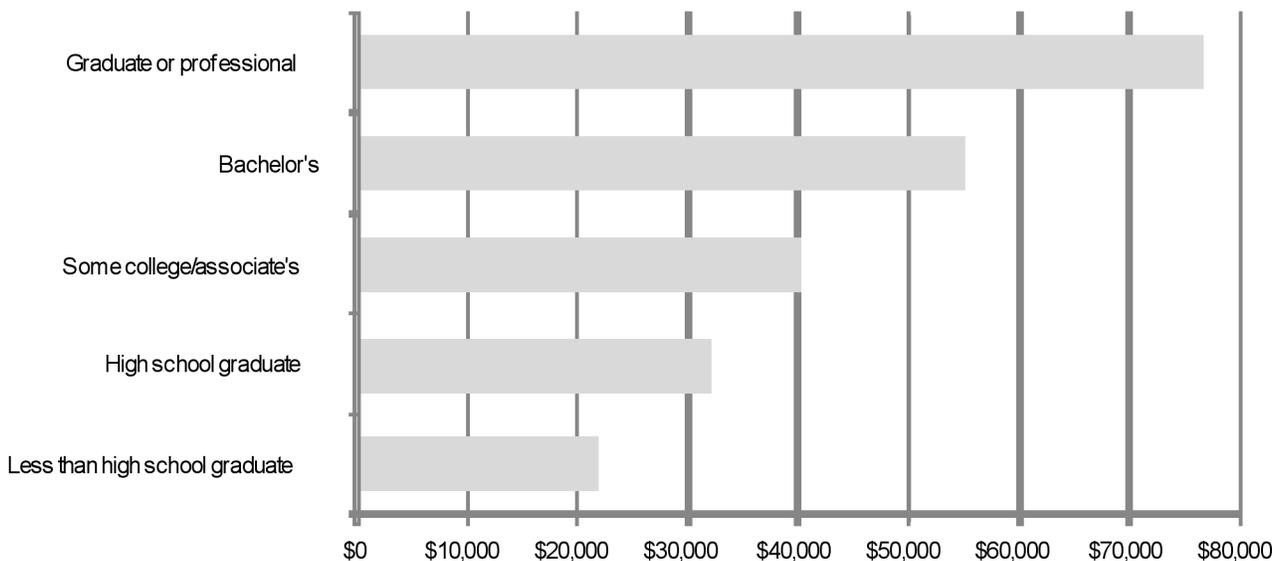
	Direct Institution spending		Indirect and induced impact of spending by vendors, contractors and employees		Total impact
	Payroll	Purchasing / construction	Impact of employee spending	Impact of vendor and contractor spending	
New Jersey	\$862.8 million 17,642 jobs	\$542.9 million 3,516 FTE	\$917.2 million 4,934 FTE	\$387.3 million 2,524 FTE	\$2.71 billion 28,616 FTE

II. Developing New Jersey's Human Capital

During the past twenty-five years, research into the sources of economic growth has consistently pointed to human capital — the totality of skills and knowledge built up by a community's, a state's or a nation's workers — as one of the most important factors affecting whether economies flourish or falter.

The impact of higher education on the earnings of individual workers is widely recognized. As Figure 3 shows, in 2007 the median annual income of New Jersey residents with a bachelor's degree was \$55,191 — 72 percent higher than the median for high school graduates. Among those with graduate or professional degrees, the median annual income was \$76,609 — 139 percent higher than the median earnings of high school graduates.

Figure 3: Median income by educational attainment, New Jersey residents 25 and older, 2007



But it is not just those who earn degrees who benefit from higher education. In a paper published by the New York Federal Reserve Bank, Jaison Abel and Todd Gabe have found that “a one percentage point increase in the proportion of residents with a college degree is associated with a 2.3 percent increase in metropolitan-area GDP per capita.” Summarizing the results of previous studies, Abel and Gabe cite two explanations for the powerful link between human capital and economic growth.

First, human capital increases individual-level productivity and idea generation. Second, the concentration of human capital within a region facilitates knowledge spillovers, which further enhance productivity and fuel innovation. Indeed, Glaeser suggests that human capital is a key predictor of urban success because “high skilled people in high skilled industries may come up with more new ideas.” In addition, a region’s stock of human capital has been shown to lead to more rapid reinvention and increases in the long-term economic vitality of cities.¹

¹Jaison Abel and Todd Gabe, “Human Capital and Economic Activity in Urban America,” Federal Reserve Bank of New York, staff report no. 332, July 2008, pp. 1-2.

Abel and Gabe's work echoes that of other economists who have found similar spillover effects. Even non-college educated workers benefit from this effect; other research has shown that a 1 percentage point increase in the percentage of workers with college degrees is associated with a 1.6 percent increase in the earnings of workers who only have high school diplomas.²

New Jersey's independent colleges and universities play a central role in the development of the human resources that the State needs to succeed in an increasingly knowledge-intensive economy.

Preparing Students for Tomorrow's Economy

According to data obtained from the Integrated Postsecondary Education Data System (IPEDS), during the fall of 2007, New Jersey's fourteen independent colleges and universities collectively enrolled 67,247 students, about 95 percent of whom were enrolled in for-credit programs. About 70 percent of all students enrolled in these institutions were New Jersey residents.

At both the undergraduate and graduate levels, independent colleges and universities help students acquire the knowledge and skills they will need to succeed in today's economy and to meet the needs of industries and communities across the State. Moreover, because these diverse institutions have the capacity to develop and offer new programs in response to changing needs, they are an invaluable resource for helping the State and its people adapt to the demands of a continuously-evolving economy. The following are just a few examples of new programs introduced at New Jersey's independent colleges and universities during the past few years.

- **Bloomfield College's** Creative Arts and Technology Division offers degree programs in areas such as video production, game development, graphics and animation that combine traditional training in the arts with use of the latest advances in digital technology.
- **Caldwell College** offered New Jersey's first master's degree program in applied behavioral analysis, which trains professionals to meet the needs of people suffering from Autism spectrum disorder and their families; and it recently introduced the State's first PhD program for specialists in this field.
- In 2008, **Fairleigh Dickinson University** launched a new master's degree program in homeland security — the first such program in the State.
- **Princeton University** offers an undergraduate program in sustainable energy, combining courses on energy technology, climate change and related topics.
- In collaboration with the University of Medicine and Dentistry of New Jersey, **Saint Peter's College** offers a BS degree in health information systems.
- **Stevens Institute of Technology's** co-operative education program combines classroom education with real-world work experience with New Jersey companies in fields such as biomedical engineering and computer science.

²Enrico Moretti, "Social Returns to Human Capital," NBER Reporter: Research Summary, Spring 2005.

New Jersey's independent colleges and universities also offer degree programs that are tailored to the needs of working professionals. For example:

- **Centenary College** provides on-site degree programs for employees of Verizon Wireless, Pfizer and Frito-Lay.
- The **College of Saint Elizabeth** provides on-site degree programs in nursing and health care management at nine New Jersey hospitals and at Novartis.
- **Felician College** offers a fast-track "RN-to-BS" program for registered nurses who wish to obtain a bachelor's degree in nursing.

In addition to undergraduate and graduate degree programs, independent colleges and universities offer both for-credit and non-credit continuing education courses, including career development programs for New Jerseyans already in or seeking to re-enter the workforce, customized training for employees of New Jersey companies, and courses that provide opportunities for personal enrichment in areas such as foreign languages and the arts.

- **Bloomfield College's** Center for Adult Learning offers a certificate in supply chain management that prepares students for jobs in fields such as logistics, warehousing and distribution and freight transportation — all of which play a central role in the economy of northeastern New Jersey.
- In partnership with the Diocese of Camden, the **College of Saint Elizabeth** offers a "lay ministry" certificate program at three off-campus locations. Courses are available in both English and Spanish.
- **Fairleigh Dickinson University** offers a series of courses leading to a certificate in pharmaceutical biostatistics, designed to prepare students for research and analytical work in the pharmaceutical industry.
- **Stevens Institute of Technology** provides on-site courses (both for-credit and non-credit) for employees of a wide range of New Jersey companies, including BASF, Hess, Johnson & Johnson, Merck, Prudential and PSE&G.
- Through its Community Education Audit program, **Drew University** gives local community residents a chance to sit in on a wide range of undergraduate courses offered at the University.
- **Georgian Court University's** McAuley Institute for Lifelong Learning offers college-level courses in a variety of fields that are designed for students age 50 and older.

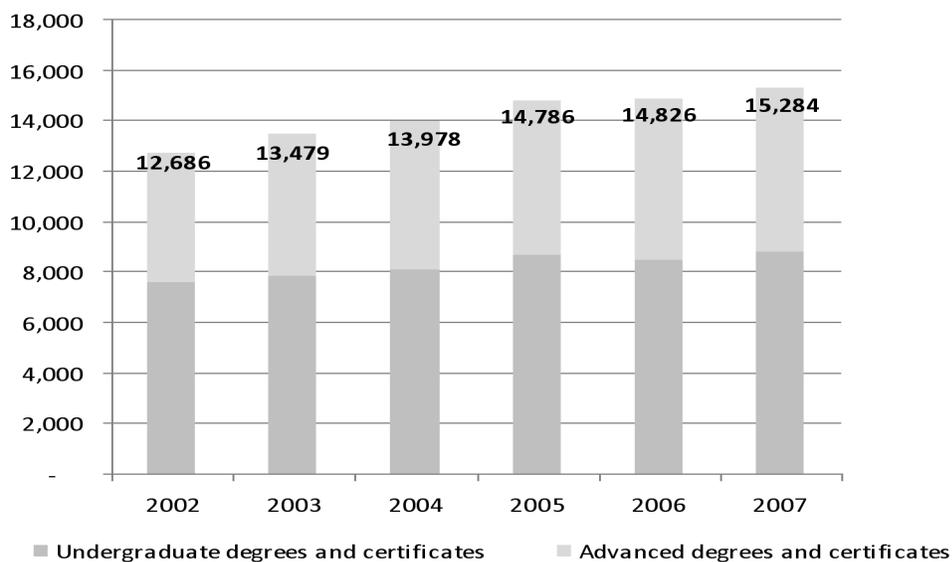
New Jersey's independent colleges and universities enrolled 3,027 students in the fall of 2007 in non-credit courses.

Degrees Granted

Independent colleges and universities' contribution to the development of the State's human capital can be measured not only by the number of students they enroll, but also by the number of degrees they grant. As shown in Figure 4, 15,284 degrees or certificates were conferred by the fourteen institutions in 2007 — a 20.5 percent increase since 2002.

Between 2002 and 2007, 85,039 degrees or certificates were awarded, including 35,613 advanced degrees. Growth in advanced degree programs has been especially strong. The total number of advanced degrees awarded by the fourteen institutions grew by 28 percent between 2002 and 2007.

Figure 4 : Degrees and certificates conferred by New Jersey's independent institutions, 2002–2007³



Alumni

The role of New Jersey's independent colleges and universities in developing the State's human capital is also reflected in data on the institutions' alumni and where they live. As of March 2009, the fourteen institutions collectively had more than 423,700 living alumni, defined as people who have been awarded associate, bachelor's and graduate or professional degrees. About 54 percent of all graduates of these institutions still live in New Jersey.

³Source: IPEDS, 2007

Helping Students Get Access to Higher Education

For many students and potential students, both the affordability of and ease of access to higher education are critical issues. Independent colleges and universities in New Jersey have taken a number of steps aimed at keeping higher education both affordable and accessible.

To help students meet the cost of higher education, the State's independent colleges and universities provide extensive financial assistance. In academic year 2007-08, they collectively provided more than \$341.9 million in financial aid from institutional sources.

Many institutions have also sought to make it easier for students to earn degrees by extending their services beyond their traditional campuses. **Felician College**, for example, offers bachelor's degree completion programs at seven of New Jersey's county colleges — thus making it easier for students at these colleges to make the transition to a four-year program.

Making higher education more affordable for veterans

As of the fall of 2009, thirteen of New Jersey's independent colleges and universities were participating in the U.S. Department of Veterans Affairs' Yellow Ribbon Program. Tuition assistance provided by Veterans Affairs is normally limited to the highest undergraduate tuition and fees charged by a state's public colleges. Under the Yellow Ribbon program, veterans who have served at least three years on active duty since September 11, 2001 are eligible for financial assistance that covers up to the full difference between regular VA tuition benefits and the tuition and fees charged by private colleges and universities. Veterans Affairs reimburses the participating institutions for half the cost of this additional financial aid.

Research and Business Development

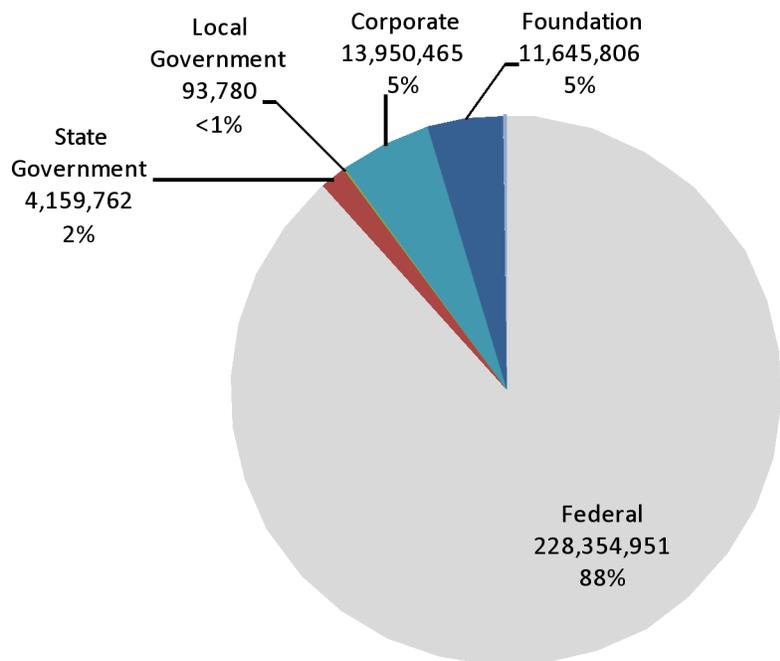
New Jersey's independent colleges and universities also contribute to the vitality of the State's economy through their research and through other sponsored programs.

Research conducted at the State's independent colleges and universities contributes to the strength of New Jersey's economy in several ways.

- Much of this research is funded from sources outside the State; colleges and universities bring in hundreds of millions of dollars each year from the federal government, corporations, foundations and other sources, most of which is then spent within New Jersey.
- Applied research conducted in partnership with New Jersey companies helps these companies improve productivity and become more competitive.

- College and university research helps New Jersey communities address some of their most pressing problems in areas as diverse as environmental protection, disease prevention, improving primary and secondary education and maintaining an aging transportation infrastructure.
- Research conducted at AICUNJ institutions leads to the development of new products, new businesses and new jobs.

Figure 5 : Research expenditures by source of funding, fiscal year 2007-08



During fiscal year 2007–08, as shown above in Figure 5, nine of New Jersey’s independent colleges and universities spent about \$258.2 million on research. Of this total, federal grants and contracts funded approximately 88 percent and corporations and foundations funded 10 percent. State and local governments accounted for only two percent of all research spending.

Research at New Jersey’s Independent Universities — a Sampler

The range of research conducted at these institutions is quite broad. Below we cite just a few examples.

- The **Princeton Plasma Physics Laboratory**, a national research center managed by Princeton University under a contract from the Department of Energy, is one of the world’s leading centers for research on the development of nuclear fusion as a safe, economical and environmentally-friendly source of energy.

- The **Lewis-Sigler Center for Integrative Genomics** at **Princeton University** focuses on the intersection of biology and more quantitative sciences — and in particular on developing a better understanding of, and more effective ways to use, the massive amounts of data generated through the mapping of the human genome.
- **Monmouth University's Urban Coastal Institute** is a focal point for research on one of New Jersey's most valuable economic and environmental resources. Its work covers area as diverse as coastal law and public policy, the protection of coastal ecosystems and the impact of climate change on the economies of New Jersey's coastal communities.
- **The Design and Manufacturing Institute** at **Stevens Institute of Technology** focuses on several areas of advanced design and manufacturing, such as the design of autonomous robotic systems and the design and manufacture of micro-scale devices.
- **Stevens Institute of Technology's National Center for Secure and Resilient Maritime Commerce**, established in 2008, is a leader in research on improving port security, focused on applying more resilient design in day-to-day operations.
- Faculty members at **Fairleigh Dickinson University's School of Psychology** are engaged in research on a variety of topics that are critically important to New Jersey communities, including substance abuse, school violence and adolescent mental health.

The State's independent colleges and universities have a long history of collaborating with New Jersey companies – both large, established firms and young start-up companies – on research that can help these companies address critical needs. For example:

- **The Merck Center for Catalysis at Princeton University** — a partnership between the company and the University – is developing new methods for assembling organic molecules, with the goal of reducing the time required to develop new drugs.
- **The Princeton Institute for the Science and Technology of Materials (PRISM)** collaborates with companies such as the Sarnoff Corporation, Princeton Scientific Instruments and Universal Display Corporation on a wide range of applied research projects.
- **Rider University's Center for Business Forensics** works in partnership with other institutions, corporations and law enforcement agencies to address issues related to cybercrime and computer forensics.
- **Seton Hall University's Center for Applied Catalysis** works with W.R. Grace & Co. and has partnered with companies such as Johnson Matthey to develop new, commercially useful catalytic processes.

III. From New Knowledge to New Businesses and Jobs

During the next decade, New Jersey's success in rebuilding its economy will in part depend on the extent to which it provides an environment that encourages and supports innovation and entrepreneurship. The State's independent colleges and universities can play a major role in creating and maintaining that environment.

Colleges and universities' most basic (and in some ways greatest) contribution to this process is educational – preparing students to be innovators and entrepreneurs. For example:

- Through both classroom learning and practical experience, **Monmouth University's Center for Entrepreneurship** helps undergraduate students acquire the skills they will need to create and manage a successful business. Since its inception, students participating in the program have started ten businesses, seven of which are still operating; the other three were specifically time-limited, project-based ventures.
- **Princeton University's course on high-technology entrepreneurship** has in recent years been one of the University's most popular undergraduate programs; to date more than 1,000 students have completed the course.

Colleges and universities can also provide training and technical support to small business owners in the community.

- Each year, teams of MBA students from **Fairleigh Dickinson University's Venture Creation and Development Program** work for 15 weeks with New Jersey-based ventures to develop innovative business models, plans and strategies. Since it started in 1992, the program has provided services to more than 200 new businesses and non-profits.
- Since 2006, **Centenary College's Small Business Development Center**, operated in collaboration with the Hackettstown Business Improvement District, has provided consulting services to small businesses in the Hackettstown area.

Research universities also contribute to the renewal of the State's economy through commercialization of technologies first developed in university labs. At Princeton University, technologies licensed to established New Jersey companies have led to the development of major new products, such as Alimta™, an anti-cancer drug produced by **Eli Lilly & Co.** In other cases, new start-up companies have been created to bring to market technologies first developed at the University. Examples include:

- **ASIP**, based in Somerset, a supplier of advanced photonic components to companies that operate fiber optic networks.
- **Global Photonic Energy Corporation**, based in Ewing, which is engaged in the development of photovoltaic and hydrogen-based energy technologies.
- **Universal Display Corporation**, a leading developer of organic light-emitting diode technology for use in flat-panel displays, based in Ewing.

Stevens Institute of Technology's Technogenesis program encourages both faculty members and students to become engaged in the process of moving the results of their research into practical and commercial applications. Start-up companies based on technologies first developed at Stevens include:

- **Attila Technologies LLC**, a Hoboken-based company whose software allows wireless devices to communicate over multiple wireless networks simultaneously.
- **Castle Point Scientific LLC**, a Hoboken-based company engaged in the development of ultra-sensitive fiber optic sensor systems for use in automated perimeter and border security systems.

Colleges and universities also contribute to the State's economy through their participation in off-campus economic and community development projects.

- The **Princeton Forrestal Center**, launched by Princeton University in the 1970's, is one of the nation's most successful university-based research and office parks. As of 2008, the Forrestal Center included 6.8 million square feet of space housing 190 companies with more than 11,000 employees. The Forrestal Center campus is also home to the Princeton Plasma Physics Lab, as well as several small University-owned buildings that serve as informal incubators for new technology-based ventures.
- In 2009, **Fairleigh Dickinson University** announced that it will be collaborating with Woodbridge Township and the Citi Foundation in the redevelopment of a 107-acre brownfield site as a **Green Technology Park**. The park will include an incubator facility for new ventures specializing in green technology.

Through initiatives such as these, independent colleges and universities are helping to ensure that New Jersey maintains its position on the leading edge of tomorrow's innovation-based economy.

IV. Serving New Jersey communities

Along with the development of the State’s human capital, its capacity for innovation and the ingenuity of its entrepreneurs, the future of New Jersey’s economy depends on the strength of its communities and neighborhoods. The State’s fourteen independent colleges and universities are deeply engaged in the life of the communities in which they operate. Here we focus on three aspects of this engagement — participation in efforts to strengthen elementary and secondary education; student involvement in community services through volunteer and service learning programs; and the role of colleges and universities as cultural resources for their communities.

Strengthening Elementary and Secondary Education

New Jersey’s independent colleges and universities have a long history of working with local school systems. Thirteen of the fourteen institutions have teacher education programs, and most offer both undergraduate and graduate degrees in education. Some are noted for their innovative approaches to teacher education. **Fairleigh Dickinson University’s QUEST Program**, for example – the only one of its kind in the State – is a five-year combined program that allows students to earn both a bachelor’s degree in a specific discipline (such as biology, math or history) and a master of arts in teaching.

Many of these colleges and universities have also been actively involved in recent efforts to improve the performance of New Jersey schools and to raise student achievement levels. For example:

- **Seton Hall University’s Academy for Urban School Transformation** works to raise student achievement levels in low-income communities by working with school leaders, teachers and other professionals, helping them adopt proven, research-based approaches to improving schools.
- **Caldwell College’s Center for Educational Technology** — which is supported by AT&T — provides resources and services to teachers in several local communities, aimed at helping them use technology more effectively in teaching and learning.
- The **College of Saint Elizabeth** offers on-site programs for several of its partner school districts, leading to a master’s degree in educational leadership.
- **Monmouth University’s Superintendents’ Academy** offers professional development programs for school district superintendents and administrators.
- **Rider University’s Minding Our Business Program** provides students from Trenton public schools with an opportunity to develop both personal and educational skills while they learn the basics of starting and running a business. The program has recently expanded to Perth Amboy.
- **Georgian Court University’s Community Learning Center** provides personalized tutoring for students from the surrounding community in reading, writing, spelling, math and study skills. The Center employs teachers from local-area schools as instructors.

- Through the **Summer Scholars Program**, local-area high school students can earn college credit by enrolling in summer courses at **Saint Peter's College**. In 2009, 52 students participated in the program.
- **Drew University's National Teacher Project**, which is funded by a grant from the Ford Foundation, is developing comprehensive performance standards for teachers. Once finalized, they will be piloted with a group of alternate-route teachers seeking certification to teach science in the Newark Public Schools.

Community Service and Community Engagement

Beyond their involvement in efforts to improve elementary and secondary education and to expand educational opportunities, New Jersey's independent colleges and universities are engaged with their communities in a variety of other ways as well. Students in these institutions, for example, work with a wide range of community organizations, either as volunteers or through "service learning" courses.

- **Centenary College** was the first college or university in New Jersey to require student engagement in community service as a condition of graduation. Through the College's annual "community plunge," students engage in a wide range of projects, including construction, neighborhood beautification and food distribution.
- **Drew University** puts approximately \$1 million annually into special scholarships for students who engage in community service. Through its **Civic Scholars** program, students devote 100 hours per year to assisting community organizations such as Morristown Neighborhood House and Homeless Solutions.
- **Fairleigh Dickinson University's Center for Psychological Services** provides affordable mental health services to community residents, while also serving as a site for training of students in the School of Psychology.
- **Seton Hall University's Center for Community Research and Engagement** works with faculty, students and community groups to develop service learning projects that address community needs. University students have, for example, conducted community assessments for local health care providers and have worked with a local environmental organization to address water quality issues.
- Through the **Office of Community Services at Saint Peter's College**, more than 700 students each year work at approximately 50 community sites throughout Hudson County, providing more than 16,000 hours of volunteer service.

A Major Cultural Resource

Culture benefits communities not only by enhancing the quality of life their residents enjoy, but also by helping them attract, develop and retain the talented people on whom their ability to adapt to a changing economy increasingly depends. In this area as well, colleges and universities are valuable resources for the communities in which they operate. For example:

- **Bloomfield College's Westminster Arts Center** regularly presents performances and exhibits work by Bloomfield students and faculty, as well as performances by community-based and professional artists and arts groups.
- **Drew University** is home to the Shakespeare Theatre of New Jersey and the Drew Forum speakers series. It also hosts an annual residency by the Chamber Music Society of Lincoln Center and a variety of other cultural events.
- The **College of Saint Elizabeth's Therese A. Maloney Art Gallery** regularly exhibits the work of local, regional and national artists; and the College's Greek Theatre serves as the outdoor summer stage for the Shakespeare Theatre of New Jersey.
- **Georgian Court University's McAuley Community Center** offers a film series, exhibitions, lectures and other programs that are open to residents of the community.
- At **Rider University's Westminster College of the Arts**, community residents have access to musical and theatrical performances, and exhibits by regional and national artists. Through its Westminster Conservatory division, the College also offers individual and group music instruction in Lawrenceville, Princeton and South Brunswick.
- **Princeton University's McCarter Theatre** is one of New Jersey's leading performing arts centers and home to one of the nation's leading regional theater companies.

By actively engaging with the community beyond the campus, New Jersey's independent colleges and universities are helping to build stronger and more vibrant communities — and in doing so, are helping to build the State's economy as well.