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UNIVERSITY INVOLVEMENT IN DOWNTOWN REVITALIZATION:
STAKEHOLDER PERSPECTIVES AND
OPPORTUNITIES

by
Michael B. Schillo Jr.

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts in Higher Education Administration
of
The Graduate School
at
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Thesis Chair: Burton R. Sisco, Ed.D.

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ABSTRACT

Michael B. Schillo Jr.

UNIVERSITY INVOLVEMENT IN DOWNTOWN REVITALIZATION: STAKEHOLDER PERSPECTIVES AND OPPORTUNITIES

2010/11

Burton R. Sisco, Ed.D.

Master of Arts in Higher Education Administration

The purpose of this study was to explore the perspectives of stakeholders on the sides of Rowan University and the Borough of Glassboro regarding the Rowan Boulevard/Downtown Glassboro project in 2011. The study investigated the perspectives of stakeholders on the town and gown relationship, what extending the educational component into the downtown would do to the town and college, and how this would foster the relationship thereafter. These stakeholders, eight on the side of the town and nine on the side of the gown, were interviewed. No strong differences were found between the perspectives of the town and the university. The stakeholders believed that bringing the university into the town would allow chances for university outreach into the community and allow the citizens to take full advantage of the various university offerings. It was reported that this integration could lead to more town and gown problems with student behavior. Communication and collaboration was the way to overcome this obstacle and maintain the relationship in the future.

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CHAPTER I

Introduction

A town and gown collaboration involves two different worlds coming together. One is a municipality containing citizens, businesses, infrastructure, and government officials. The other is a university—a knowledge factory of scholars, students, professors, administrators, and a whole host of ideas. In a town and gown relationship, these two forces can connect or collide, depending on circumstance. However, both entities are susceptible to realities caused by external forces. These forces affect both in different ways, yet cause them to reach out to each other.

Statement of the Problem

In a town and gown collaboration, dual interests must be handled, as well as past wrongdoing and negative sentiments if mutual benefits are to be realized. There are many reports and studies on town and gown issues and the benefits of collaboration with institutions of higher education. In the case of Rowan University and the Borough of Glassboro, individuals on the side of the town and gown have spoken of all the great benefits, which collaboration in the Rowan Boulevard/Downtown Glassboro project will bring. However, there remains the question of what these perceived benefits are and if there are any discrepancies among individuals on either side of the process. There is also the question of perspectives. How do individuals on both sides view the town and gown relationship and what do they believe the project will do to that town and gown relationship?

Purpose of the Study

This study sought to answer the question of stakeholders' perspectives on the relationship, the Rowan Boulevard/Downtown Glassboro Project and what they believe the benefits of collaboration are. Included in this, is how stakeholders believe the relationship between Rowan and Glassboro is faring now and what they think extending the university into the downtown will do to that relationship and to both entities. The study could help the parties involved understand and improve the relationship and assist the project as it continues.

Significance of the Study

This study is focused on Rowan University and Glassboro, but it is part of a much larger landscape. While the benefits of higher education are well-known and the issues surrounding town and gown have been researched, the recent economic climate has turned many good university-community relationships bad. The financial situations have made the two enemies, yet there are some partnerships that seek to end the bad climate with collaboration for mutual benefit. Rowan University and the Borough of Glassboro is such a partnership. The two have collaborated on the Rowan Boulevard and Downtown Glassboro Projects for mutual benefit. This partnership adds to the notion that an alliance with higher education is the answer to many problems including, but not limited to, economic and social. There is literature suggesting that improving town and gown relations is a key to economic success, but confusion of roles can hinder projects and ultimately, relationships. This can happen when there is disparity among perspectives of stakeholders. By understanding the perspectives of various stakeholders in the early stages of a process, it is possible to have a better sense of what the results of a

project might be, and how it will impact future relations. This study sought to illustrate the early thought processes in an effort to entice other communities and institutions to collaborate for mutual and societal benefit.

Assumptions and Limitations

It was assumed that the population chosen had knowledge of both the Rowan Boulevard Project and the Downtown Glassboro Project. This is based on the fact that the individuals were chosen and accepted the invitation to participate in a number of meetings held throughout 2010 about the projects, or were involved in town and gown committees. It is also assumed that each of these individuals had a particular stake in the projects, in that they have their own interests and desires in what will be accomplished. I also assumed that the backgrounds of the individuals affected their responses to the study. For example, in answering a question about the university's role, a university employee may articulate a response differently than a municipal employee, yet the response may be identical.

While I assured each of these individuals that their identities would be kept secret, because of the nature of the Project and their positions, they may have been unwilling to answer completely. To ease security issues and respect their time, questions were submitted to those being interviewed in advance. While this negated the likelihood of spontaneous responses, it could yield more complete responses.

Finally, there is the presence of researcher bias. As a student in the Higher Education Administration and as an intern employed at Glassboro Economic Development Department, I have been involved in some of the meeting sessions of the Rowan Boulevard/Downtown Glassboro Project and have been exposed to many

materials about the process. I acknowledge that this exposure on both sides of town and gown has influenced my decision to conduct this study and in this capacity, I would like to see the Project ultimately succeed. This study focused solely on benefits, yet any potential negatives given by subjects would not be withheld for fear of negativity on the Project. Unearthing such negatives and potential problems may serve to help the Project in the long run and having such bias encourages their inclusion into the study. In any case, this potential for bias must be acknowledged.

Operational Definitions

1. Benefit: The desired outcome of the side or specific sector. Note that benefits can include everything from a new facility, a new business, profit, increased tax revenue, community engagement, economic growth, political stability, and good public relations.
2. Mutual Benefit: A benefit that helps multiple sides or sectors.
3. Sector: With respect to this research, a sector is a sub-grouping within a side of either the Borough or University. There are three sectors from each side: Glassboro Town Officials, Glassboro Chamber of Commerce, and SORA/LWLP; University Administration, the Board of Trustees, Student Government.
4. Stakeholder: With respect to this research, a stakeholder is anyone who was acknowledged by the Rowan Boulevard/Downtown Glassboro Projects to have a specific interest in the project and/or individuals involved in committee meetings about university/community relations. They are stakeholders because the project impacted them directly or indirectly.

5. Town/Gown: The interaction between an institution of higher education (gown) and its surrounding municipality (town).

Research Questions

The study sought to address the following questions:

1. How do stakeholders in a town and gown collaboration understand and acknowledge the town (Glassboro) and the gown (Rowan)?
2. How do stakeholders in a town and gown collaboration view the relationship between the Borough and the University?
3. What do stakeholders in a town and gown collaboration believe are the advantages of collaborating with an institution of higher education against other entities?
4. What do stakeholders perceive are the benefits of bringing the educational component into the downtown?
5. How does the presence of the educational component serve to foster the town and gown relationship?

Overview of the Study

Chapter II reviews the literature. It begins with a brief history of Glassboro and what would become Rowan University. It continues by giving details about the relationship between the two and how the Rowan Boulevard/Downtown Glassboro collaboration was born. It then shifts from Rowan and Glassboro to a general description of the concept of a college town and town and gown relationships. It then identifies some of the problems and opportunities of university/community collaboration. It gives

reasons for and examples of successful collaboration. Finally, it moves into the news documenting the current climate of the relationship, which sets the context for this study.

Chapter III details the methodology of the study. It gives the context of the study and details the specifics of the population and sample. It then describes the instrumentation, and how the data were collected and analyzed.

Chapter IV contains the results of the research. Data of commonalities are organized into response tables for Research Questions 1, 2, and 3, and thematic tables for Research Questions 4, and 5 with specific responses.

Chapter V discusses the results, and concludes the study, placing it into the larger body of the literature. It then suggests how Rowan and Glassboro could ensure mutual benefits for successful practice and lists potentials for practice, and further research.

CHAPTER II

Review of the Literature

This section provides a background and reviews some of the history, issues, and news items relevant to the study. It begins with a history of Glassboro and Rowan University leading to the collaboration. It then moves to an overview of the concept of town and gown in the United States. It focuses on some common issues and problems with the relationship, and the importance of town and gown collaboration. It then turns the focus toward the problems with collaboration, followed by methods for success. This leads into the concept of university-community engagement with some examples of good practice. The review then shifts to an examination of the current state of affairs between colleges and universities in the United States, followed by the response of higher education to the recent activity.

The Borough of Glassboro

The history of Glassboro is a history of early America and of family ties. Glassboro's roots date back to the 18th century. A wooded area of about 200 acres of land was purchased from Woolwich Township by Solomon Stanger on September 23, 1779 (Bole & Walton, 1964). The purpose was to establish a glassworks facility on that location (thus the name of "Glassboro"). While an undeveloped location, the town would be near enough to the city of Philadelphia to make the site ideal.

While Stanger and family were able to develop a glassworks facility, their debts were most likely the reason they sold the plant to the Revolutionary War Colonels,

Thomas Heston and Thomas Carpenter (Bole & Walton 1964). Financial survival in the early days of the United States was difficult with new settlements. As was the case with the Stangers, the Heston-Carpenter ownership ran the risk of failure. Their approach however, was akin of military efficiency and pragmatism. They were able to increase the efficiency of the glassworks facility, which included keeping members of the Stanger family employed, due to their knowledge of glassblowing. The owners also were instrumental in negotiating connections with surrounding areas and in physically building roads, bridges, and infrastructure. Increasing the size and production of the plant led the settlement to gain the key pieces of a town: houses, wells, clothing facilities, and the local tavern. The Heston-Carpenter Olive Works plant proved that glassmaking could be a successful enterprise.

The plant would see decline amid changing ownership and short-distance competition in the more technologically advanced Harmony Works (Bole & Walton, 1964). It thrived until 1823, when the death of its financial director led to a gradual, 10 year decline for the plant. This halted when Thomas Whitney, a worker in the plant since childhood, was able to gain full ownership of the plant. Thomas Whitney, and his brother Samuel, had minds of speed and adeptness and took the local glass plant to the world of big business. The new Whitney Brothers Glass Works operation was able to flourish quickly. This was aided by the Whitneys' acquisition of several other facilities which were linked in some ways to glass production, leading to the purchasing of many acres of surrounding land. They were also able to purchase all potential competitors in Glassboro, to the point that by the middle 19th century, the Whitneys were the dominant entrepreneurs, and family in Glassboro.

Their dominance led to a spike in population (Bole & Walton, 1964). Glassboro had always remained a small village, despite its success in the glass industry. The Whitneys' expansion efforts saw the population of Glassboro increase steadily with different businesses entering and thriving. This also led to the construction of new buildings and new types of homes. The one home to stand out during this period was that of the Whitney Brothers themselves, Hollybush Mansion. On March 11, 1878, Glassboro was acknowledged by the State of New Jersey as its own township, with defined borders (it would be incorporated as a Borough in 1920). Glassboro would continue to develop itself as a modern town at the turn of the century.

The early 20th century would come as a turning point for Glassboro. The Whitney family was dying as a powerhouse, the Glassworks plant would be purchased and renamed the Owens Bottle Works, and the Whitney's Hollybush Mansion was sold (Bole & Walton, 1964). This transition however, came with many others, including increased glass competition and new industries encouraged by the newly formed Glassboro Chamber of Commerce. Labor disputes over workers' rights and the increased use of automation in the factories would ultimately hurt glass production. The Owens Company merged with the Illinois Glass Company which also ran the nearby Sewell Street plant. When the United States' economy collapsed in 1929, beginning the Great Depression, the Owens-Illinois Company decided to cease all production in Glassboro, ending Glassmaking in the town of Glass. The Borough of Glassboro would survive through the Great Depression by attracting new industries to the community, which led to the residential development of new areas of land. Through this development, Glassboro would develop municipal services including police and fire forces, as well as medical

services. Retailers, restaurants, and theaters were among the other developments in Glassboro at this point.

Glassboro's College

During reconstruction and through the early 20th century, the United States found itself amidst a wave of population growth. Such growth found teacher shortages in schools across the country. The problems were particularly bad in New Jersey, which hired the majority of its teachers from out of state. Thanks to the work of many, including the New Jersey Commissioner of Education, Calvin Kendell, Glassboro was considered as one of many sites in Southern New Jersey, to develop a normal school to train teachers.

As his final argument for speeding up the normal school appropriation Kendell let the State Board know that he was not too happy with a statistic that displayed itself conspicuously in the breakdown of New Jersey's teacher-supply study of 1913. In that year 598 of the state's new teachers were graduates of normal schools outside of the state's bordered. On the other hand; 323 beginning pedagogues had been trained in New Jersey normal schools. (Bole, 1973, p. 19)

Glassboro competed among many other Southern New Jersey towns and ultimately won the school in 1917 for successfully arguing itself over the competition (this was helped by the presence of a train station, land donated by local citizens, as well as the inclusion of Hollybush Mansion into the site).

Although there were more problems leading up to its construction, the college was ultimately completed and opened in 1923, with its first principal/president, Dr. Jerohn J. Savitz (Bole, 1973). The school was successful and, in a little over a decade,

was offering four-year degree programs changing the name to the “Glassboro New Jersey State Teachers College.” Its subsequent history was typical of American colleges from the 1940s to 1950s. It saw a decline in enrollment during wartime, followed by a steady increase following the war due to returning GIs and greater demand for teachers in a growing suburban population. This caused expansion to the campus physically and academically, as the school began to offer an array of programs and degrees, signaling another name change to “Glassboro State College.”

The Town and Gown Relationship: 1940s-1980s.

The relationship during the 1940s-1960s was one of close ties and distinct from the college town environment of the present day.

What happened in the early years of the university was that there was not enough housing for students, so residents opened their houses to students. A student was placed by the university in approved housing. It was like a residence hall, but living with a family. All the basic rules applied back then, which probably wouldn't work in today's world. There was a curfew, a dress code, a code of conduct and for girls, the rules were more restricted...these families and families of students got to know each other and close relationships formed. (Rowan Administrator, personal communication, 2011)

These relationships were what intertwined the college with the community. Naturally, the students would be involved in the community and would patronize the downtown environment. However, such a relationship would not last toward the end of the 1960s:

Society changed and students wanted much more in the ways of independence, typical of young adults. They wanted to party and college was the last chance for

that to happen. The culture changed so that students were no longer placed in the homes in town. Some of those people passed on and left these homes to people, who rented them to students. There was a change in the attitude of the town with the increased tax burden brought on by social conditions, making them look at the university as this thing that had all that tax free land, with those students partying and making noise down the street. There were no students patronizing the downtown so because of that, we didn't have a downtown anymore. The students in the university were seen as more like a liability, than as an asset. (Rowan Administrator, personal communication, 2011)

The 1970s-80s were the low watermark of Glassboro State/Glassboro relations. The college had a reputation as a "party school," and there were a number of prominent negative incidents. Furthermore, the campus was unkempt and the only interaction students would have in the community would be in tangles with residents or local law enforcement. Lack of student patronage, sprawl, crime, danger, and poor economic conditions were all devastating to the Borough of Glassboro.

Realities of the Future: Rowan

Glassboro State College enclosed itself from the community and although there were some issues with student behavior in the town, it was able to distance itself from the problems of Glassboro. It gradually developed itself into a stable college with a small cluster of residential students and a much larger percentage of commuters. It continued to pride itself on education and seemed unlikely to alter itself. That all changed very quickly in the early 1990s with the then largest donation to a college in history:

Glassboro State College was given the gift by Henry and Betty Rowan in 1992 in order to found a college of engineering. This cites another name change to Rowan College and ultimately Rowan University in 1997. Rowan University began to expand in programs and in enrollment. Rowan's desire to increase the enrollment of residential students came with a major problem due to the lack of housing. (Rowan Administrator, personal communication, 2011)

The college was given a gift of 100 million dollars, giving it a strong endowment and massive potential. In a relatively short period, the small commuter-based Glassboro State became Rowan and earned itself university status. This changed the mindset of the institution almost overnight.

The newly named Rowan University possessed the assets to grow as a major institution in the coming decades. The focus gradually shifted from Rowan as commuter school to Rowan as a full time residential institution. If Rowan were to expand and increase residential enrollment, it would need more housing and an environment attractive to a greater array of students. This meant, however, that Rowan would be forced to enter the downtown, as it sought to increase the campus and to create an attractive environment for its residential students.

Realities of the Future: Glassboro

The Borough of Glassboro did not enjoy such benefits. The situation in the Borough continued to worsen. Safety was a primary concern for citizens in Glassboro and for the members of the college. Members of the Borough came to a realization:

The deterioration of the community was concerning. There were only four or five businesses in the downtown. There was a murdered body found in a dumpster in

1999, and there was a lot of drug dealing in the downtown. It was getting pretty nasty. Businessmen from downtown got together and had a meeting with Alvin Shpeen, the mayor at the time. We needed to take a look at this or we simply would have to leave the downtown...we all formed a committee. (Rowan Trustee, personal communication, 2011)

The committee spoke of Glassboro's past when students and townsfolk were tightly knit. "As we got away from that interaction...a deterioration in the relationship began" (Rowan Trustee, personal communication, 2011). Including the university in the committee, possible plans for redevelopment were discussed. "The university was in the middle of the town, and it was always 'their fault.' We decided that we needed a change and get them involved in our redevelopment plans. This was the first real seed of trying to work together" (Rowan Trustee, personal communication, 2011).

The committee consisted of stakeholders from Rowan and Glassboro and for the first time in decades, the two engaged in an open forum and listened to the needs and wants of each other. "From that redevelopment planning group came the idea of Rowan Boulevard" (Rowan Trustee, personal communication, 2011). This committee meeting planted the seeds of what would be the creation of "*the quintessential college town.*"

The College Town

What exactly is a "college town?" Gemprecht (2003) defines it as "any city where a college or university and the cultures it creates exert a dominant influence over the character of the community" (p. 51). Through a complicated culture, largely developed by short term visitors, colleges alter the very foundation of their surrounding

towns. Likewise the community can also affect the college culture, creating an interrelationship between the two.

Colleges and universities have become an integral part of the fabric of the United States. Gemprecht (2003) examines this feature with respect to the town environment: “The college town is largely an American phenomenon. Nowhere else in the world are so many towns so dominated by colleges and universities as in the United States” (p. 55). He notes that there are some exceptions to this in places such as Tübingen, Siena, and Cambridge. Outside of these locations, the majority of European universities developed in urban areas. While universities housed in cities are also present in the United States, where a large city is home to a specific college or colleges, in no other nation would one find so many in smaller towns that were transformed due primarily to the presence of a university. The reason for the presence of such a phenomenon is due to the late 18th century growth and diversity of the American population, combined with the advent of railroads, which allowed for greater sprawl (Gemprecht, 2003). During the beginnings of the college system, the trend was to move outside of the evils of the city. Colleges needed to be separate from the outside world so that pure knowledge could be allowed to bloom.

Throughout the 20th century, college towns continued to blossom throughout the United States. Town governments often sought to add colleges to their municipalities (Gemprecht, 2003). The large clusters of students and professors provided good potential consumers for commercial vendors. It also provided a place of employment, a place to find employees, as well as a certain cultural prize, which could ensure the future development of the town. Birnbaum (2004) cites numerous college presidents’ views on

how institutions of higher education interact with their surrounding community. There is a sense that common town and gown issues existed for centuries in the United States with an understanding that the two have become more indistinguishable over time.

Some Issues of Town and Gown

There are many problems that develop in the relationship between institutions of higher education and their host communities; many however, are quite common. In 1998, a study at Rowan University by Spagnolia found that “The five most problematic town-gown issues on college campuses nationwide are: parking, housing, alcohol, noise, and vandalism” (p. 38). The sixth was rape and at the bottom were various economic issues. Economic issues were slightly less important for urban areas, as compared to suburban and rural. All types of settings generally dealt with the same group of problems. Spagnolia found that the general consensus on how to deal with all of these issues was open collaboration between the college and municipalities.

In 2004, a follow up study at Rowan University found that the same top five problems had remained the major town and gown issues nationwide (Leavey, 2004). The study was conducted among many universities throughout the United States. An interesting finding was that while some members of university communities believed that the schools were active, engaged, and beneficial to their surrounding communities, many from the respective towns held the opposite view. This suggests a disparity in perception between members of college and citizens in a community. Warfield (1995) suggests that the best way to deal with such problems is to prepare for them ahead of time. If colleges and towns build strong relationships, they can work on preventative measures so that such problems do not exceed control. Collaboration seems to be the solution.

Collaboration

Maurrasse (2001) believes that college and town partnerships arise from the desires of students wishing for a more hands-on, application-based experience; scholars viewing the community as a power source of research potential, and administrators wishing for community interaction. For the institution, the community can provide a potential source of “real world” experience adjacent to classroom study. For the town, the institution is a mass of human capital and a potential for a large number of services. It is not hard to understand that the common practices of service and experiential learning arose from town and gown partnerships. As Chapman (2009) suggests, university and town partnerships are the safest way to ensure survival in the global environment. Even the smallest “Main Streets” can be adversely affected by the actions on Wall Street. As creators of knowledge, higher education institutions seek to adapt to the obstacles of the future, ensuring its survival. A linkage with the surrounding community can ensure its survival as well.

Problems with Collaboration

There are many reasons why the higher education sector and the town sector have trouble collaborating. These exist outside of the common issues of town versus gown. Birnbaum (2000) illustrates an example using cats and dogs as an analogy to show that universities are unique. One cannot approach a university using a political model or a business model and expect to achieve anything. The problem arises when the two separate models of town and college attempt to collaborate. Siegel (2010) suggests that the most difficult part of collaboration for the university is yielding control to other sectors. Barr (1963) described the town and gown relationship as always being strained

due to mutual distrust, despite the potential mutual benefits. The nature of universities' mentality can hurt any type of collaboration. Universities often strive toward leadership, which runs very closely to the border of control (Siegel, 2010).

This desire for control reinforces negative images of higher education. There is the notion of the university as an ivory tower (Holland & Gelmon, 1998), isolated from the problems of the world, yet visible and detested by most. The same is true on the other side, as the college can view the town as an obstacle to its growth and success.

Considering both sides, one cannot forget that colleges and universities are incredibly complicated entities. Therefore, conflicts between higher education and the host town can easily be massive. Not only are there multiple factors, which can cause conflict, but also both parties often approach problems in entirely different ways (Warfield, 1995). Because of this, the issue with many town and gown problems is not necessarily a different set of goals but different methods of achieving them (Cox, 2000).

The term "Town and Gown" is actually misleading, since very few conflicts involve *only* the two sectors. Aggestam and Keenan (2007) investigated town and gown conflicts, and found they often actually dealt with five different factions: the college, student residents, citizens, town governance, and local merchants. Their study uncovered the presence of "contraversations," which are indirect hostilities toward other parties stemming from prejudices and distrusts. It suggests that these factions assume each other as enemies by default.

Referring again to college and community, it must be acknowledged that the two are independent systems, each with levels of their own. While some of these conflicts can be miniscule, they can draw upon larger issues, therefore expanding rapidly. For

example, if a highly selective university exists in an economically disadvantaged region, a small issue can bring larger social implications. While higher education is conscious of social issues, many of the problems between towns and colleges stem from a lack of knowledge on the university's part (Holland & Gelmon, 1998).

Methods for Successful Collaboration

A common problem with town and gown collaboration is that much of the focus is from the perspective of the university; however there has been more emphasis on how to approach issues from the other side. Cox (2000) describes a basic framework that can be used to assess partnerships from the town's perspective. By enhancing human and social capital, physical infrastructure, economic infrastructure, institutional infrastructure (to specifically serve the town), and through political strength, speaking on behalf of the community, a university can foster a stronger partnership. These generally cover most of the specific town and gown issues and serve as an approach to better understanding the town's perspective.

Holland and Gelmon (1998) discovered consistencies when studying various university and community relationships. They found that it is problematic to look to a successful partnership and assume the duplication of that process would equal the same results. Each relationship is unique. Not only do universities have specific cultures, but towns do as well, which may or may not be understood by the university.

There is a movement to bring faculty into the town/gown relationship. Miller (1963) suggested decades ago that while university administrators are very involved in dealings with the host town, the faculty remain absent, despite being the operating core. An examination by Todd, Ebata, and Hughes (1998) suggests that university-community

partnerships, while beginning at the administrative levels, should not cease there. The way to create a successful partnership is through faculty contribution to the collaboration. This includes the application of all values taught, as well as restructuring of the curriculum. “Such integrative views promote collaborative approaches to working across units, disciplines, and professions, and with communities (Lerner & Simon, 1998, p. 9).” Wilson (2007) suggests that some of the keys to successful university-community partnerships have been the incorporation of the faculty, respect for the town’s culture, and the drive for a long-lasting relationship, which finds the university taking a less dominant role. The road to long-term success including faculty involves constant assessment.

The theme of shared action exists throughout: “Community building cannot occur unless all stakeholders are involved through collaboration and partnership” (Maurrasse, 2001, p. vii). Much of the work on university community partnerships has been applied to the health science fields (Behringer et al., 2004). The W. K. Kellogg Foundation commissioned four universities to become more engaged in their communities with the Expanding Community Partnerships Program (Behringer et al., 2004). The study called on all parts of the university to become more engaged in the community in order to build stronger partnerships. The study recommended that dual contexts be assessed; that universities not only teach, but also learn from communities; that experiential learning opportunities expand; and that full collaboration be utilized to ease the aspects of change for both town and gown.

Overall, the work with successful partnerships suggests that complete understanding and involvement by the university is necessary in order to foster a positive

relationship with the host town. The Portland State Partnership forum (2008) summarizes the good relationship:

Partnerships develop out of relationships and result in mutual transformation and cooperation between parties. They are motivated by a desire to combine forces that address their own best interests/mission and ideally result in outcomes greater than any one organization could achieve alone. They create a sense of shared purpose that serves the common good...Partnerships are collaborative and dynamic relationships between parties working toward and achieving shared goals while respecting individual differences. (Partnership Forum, 2008, p. 2)

Examples of Successful Collaboration

The relationship between colleges and towns has had many positive outcomes. There have been social benefits to collaboration that have been realized by larger cities and their bordering regions. There are numerous examples of successful university-community partnerships. Rhodes College's Project Town Gown has offered help to surrounding Memphis, which has become economically deprived (Davies, 2007). Students and faculty teamed together to clean up the neighborhood, raising the spirits of the area. In another example, Domahidy and Ward (2004) examine the success of colleges in St. Louis in having a positive impact on the city.

The Joint Study by the Initiative for a Competitive Inner City and CEO's for Cities surveyed 20 institutions in an effort to understand what institutions are doing. Authors presented their findings in *Leveraging Colleges and Universities for Urban Economic Revitalization: An Action Agenda*. They conclude: 'Urban academic institutions are ... well positioned to spur economic revitalization of our

inner cities, in great part because they are sizable businesses anchored in their current locations. Unleashing the local economic development capacity of these institutions should be a national priority. While ambitious, it is an agenda that does not require massive new funding or heroic changes in day-to-day operations of colleges and universities, city governments, or community groups. (p. 36)

While most redevelopment projects often require large amounts of taxpayer dollars that may or may not exist, colleges can be powerhouses to resurrect depressed urban areas, at little or no cost to the taxpayers. This same benefit exists on the small scale, as well. Smaller towns are often at risk economically. Generally, students have become a desired presence in slow economies, as both consumers *and* workers (Jeter, 2003; Getz, 2010).

Thorsten (2005) examined a successful master plan from the University of North Carolina at Chapel Hill. Rather than viewing the town as an adversary to the plan, the two worked together to develop a single plan that would meet the desires of both. The same is also true for the University of Tennessee, Chattanooga and its historic Martin Luther King district (Perry & Schaerer, 2005). Both collaborated on a plan of expansion and redevelopment. They were even successful in incorporating local businesses in the plan, which were originally against the development. The residual benefits of the plan included elementary schools and some badly needed infrastructure for the town. Additionally, the University of Oregon's Community Planning Workshop works closely with Oregon's rural areas to assist them in development. Some of its suggestions include: having a committed faculty, gaining institutional support, keeping dual support of the educational mission, providing practical results, allowing students to be engaged, and developing multiple partnerships (Parker, 2005).

This mission is even being undertaken by research universities such as the University of Chicago and University of Pennsylvania in Philadelphia, which has worked hands-on with improving the conditions of West Philadelphia (Chapman, 2009; Maurrasse, 2001). This is also the case at Claremont Graduate University where work is being done to collaborate with public and private sectors for the betterment of Los Angeles (Rochon, 2000).

Martin and Samels (2006) describe the path of the antagonism of towns and colleges as unfortunate and nonsensical. While towns were once excited to boast a college, pressure on resources and services have more recently caused towns and colleges to clash. This clash has been met with litigation, which created uneasy feelings. However, it is in the interest of the colleges to be in safe, attractive, and unique towns, which gives them the desire to assist the local government. This desire is the seed for many downtown revitalization projects. Such projects, as the authors describe, benefit both campuses and towns. Martin, Smith, and Phillips (2004) cite that the old antagonistic mentalities between town and gown need to subside. The old issue was a power struggle between two governments: the university and the municipality. The future is a type of dual governance in which collective partnerships become the standard. The authors suggest that this is the only way to deal with larger issues such as social problems. The needs of the future society will not be satisfied two clashing centralized forces, but rather by an agreement between parties toward a common goal.

After the Economic Downturn

The relations between colleges and towns have shifted dramatically, as the economy fell. For example, Harvard University was in the news because it planned on

creating a new series of buildings in a joint effort to expand its campus and rebuild a dilapidated surrounding neighborhood (Goodnough, 2009). Due to recent cuts resulting from the recession, the plans have now ceased. This left a half-completed project, empty and unfinished buildings, and many angry residents. Economic hard times have caused many projects to be slowed or stopped and has caused conflict between colleges and towns. This has forced many towns to exert pressure on universities. For example, colleges in California that have traditionally not paid for infrastructure for their expansions now have to detail how any expansion will help the development of the surrounding area and need to justify any required spending on the part of the municipality (Keller, 2007).

The pressure affects smaller private colleges even more heavily than the wealthier Harvards and Yales with their larger endowments. The hard times have caused greater expenses and decreasing enrollment and donations. The economic woes combined with overspending have caused many colleges to close their doors, such as the 157-year-old Antioch College's Yellow Springs flagship campus (Winnie, 2008). The economic problems of the college then spread to the community because it had employed a great number of people in the town. When any economic center of a town is forced to close it will have immediate and devastating effects on that town similar to the closing of a factory, plant, or a mine.

The Issue of Taxation

Whereas some of the issues of traffic, student drunkenness, and rowdiness were the hot button issues of the past town and gown animosity, in the bad economy, taxes are the powder keg issue. One must remember that public universities are non-profit entities

and are exempt from taxes. There is a drive to change this. Budget problems in Massachusetts, Pennsylvania, Rhode Island, New Jersey, and Delaware have caused many mayors and legislators to propose new expenses for colleges and even new taxes on students (Kelderman, 2010). Colleges believe that their contributions to the local economy are large, but in states such as Pennsylvania, the sales tax goes to the state. The argument for taxation comes from the fact that colleges can use local municipal facilities, yet the town pays for them and the benefits may not be mutual.

A study by Baker-Minkel, Moody, and Kieser (2004) comparing college towns against similar towns without a college found that: the presence of a university may increase park and recreation service fees, universities have little or no impact on tax revenue, and that universities with larger populations can actually decrease property value. These findings suggest that the presence of a university may not benefit a host town. However, the researchers admitted to the facts that comparable cities may not be comparable without the universities, there are numerous other variables at work, and that universities do provide benefits that would not be seen in tax or property value information.

This information is being used against many colleges however, colleges have been fully aware of the use of city services and the need to help in town development. For example, institutions in Rhode Island have agreed to donate funds to help with economic development (Kelderman, 2010). They were shocked in 2009, when the mayor of Providence attempted to put forth a bill that would have allowed a heavy taxation of institutions. The city of Pittsburgh, which once was collapsing as an old steel relic, had found new life as a tech city thanks to a university partnership. This success even

reached the interest of President Obama, who used Pittsburgh as a site for an international meeting (Fischer, 2010). The institutions in and around Pittsburgh feel that this transformation was quickly forgotten, as legislators there are also pushing for a tax on students.

Although many of these proposals have been defeated and most conflicts have been decided in the colleges' favor, the animosity remains. Many municipalities are issuing payments in lieu of taxation (Pilots) to colleges (Brody, 2010). This is a method of attaining money from colleges without changing tax codes. Certain towns have been able to charge universities with hefty fees in exchange for municipal services. Colleges are not taking these well, and many institutions are outright declaring them "extortion."

The Response of Higher Education

Marvin Krislov, president of Oberlin College states that the problems between state and local officials and the colleges have caused a massive brain drain in places such as Ohio, particularly with college graduates (Krislov, 2009). Krislov has fostered closer town/gown relations by offering full scholarships to Oberlin high school graduates, and encouraging current students to tutor elementary school pupils. They are also working on projects to help grow businesses and to develop alternative energy sources. He stresses that the only way to get through the crisis is collaboration.

A study in Georgia also strongly suggests that the presence of a college does indeed translate into net gains for the town (Humphreys, 2008). There are economic and social gains that can go unseen. There are also the benefits of employment opportunities for locals and many of the university's services or facilities are often free or discounted to citizens of the town. These services can include auditing courses or using library for both

books, services, and internet access for those who may have none (Smith, 2006). Weill (2009) states that it is the duty of the university president to take an active role in ensuring great college and community relations during the recession.

Collaboration for Community Engagement

Holland and Gelmon (1998) draw university-community partnerships from an extension of engagement. They cite that good practice includes mutual goals, mutual terms for success, community controlled agendas, effective assessment and understanding of both, educational goals with equal outcomes for both, and a commitment to mutual evaluation. Siegel (2010) traces this extended form of university engagement by way of social issues. While universities are committed to addressing engagement, social issues, and diversity within the boundaries of campus, there is a large movement for addressing these issues with hands-on engagement. Communities provide a direct canvas for this engagement.

Another reason for this desire to be active in communities is because public support for higher education is dwindling. While higher education acknowledges itself as a service for society, there is a sense that higher education is not meeting the challenges of social accountability. The land-grant system in and of itself represents a partnership between institutions and people (Todd et al., 1998). One can see critical points in American history in which changes in society demanded changes in universities. The recent news in higher education suggests that this is indeed one of those times.

“Yesterday’s good works are inadequate for tomorrow’s needs” (Magrath, 1998, p. xiv).

While American universities remain the envy of the world, there are many issues that plague the communities, surrounding those very universities. Many issues have become

larger and even altered completely. Because of this, one cannot simply assume that universities create solutions simply by their presence alone.

However, there is a definite sense that the college sector can be a positive influence in the community. “As the nation searches for innovative leaders and answers to the continuing question of how to achieve social and economic equity, the community building movement has emerged as a promising approach for securing lasting results and systems change” (Maurrasse, 2001, p. vii). Siegel’s study (2010) suggests that universities join with other factions in society to fulfill the need for social engagement. Such engagement can help the university change the ivory tower image and reestablish its reputation in the eyes of the public. “Responsiveness to societal needs always impacted the institutional health of higher education. Academic institutions would probably persist without significant change, but they might thrive by grounding their approach in meeting demand—demand not just by a few, but by the broader society and the local one” (Maurrasse, 2001, p. 22). There is support for such partnerships. The federal government has made motions suggesting its desire to see more collaboration between town and gown. It funds the Community Outreach Partnership Center (COPC) through the department of Housing and Urban Development (HUD).

There are benefits to all aspects of the university in expanding engagement to the community, particularly among faculty and students. Experience is an important part of students’ career attainment development and success and community work can be an easy route toward it (Maurrasse, 2001). Many schools have taken this advice to heart. Many campus-community partnerships grew from a desire of universities to incorporate service learning and that communities generally viewed such practice as positive, so long as the

university kept its doors open to communication and did not place itself in a dominant role (Berry, 2009). Research on what denotes successful service learning included a greater role in communication between the community partners and faculty members (Hansen, 2010).

Economic Revitalization

Lederer (2007) conducted a study on how universities have had an economic impact on mid-sized communities. His research concluded that these institutions have a greater chance for success, since they are closer to their communities, due to their smaller size, as compared to their larger counterparts. They also have a greater opportunity for service learning and community engagement. Two professors from small Albion College conducted a comprehensive study which weighed the effects of what the college was doing and what more it could do to help revitalize its host city (Erickcek & Copeland, 2008). Much of the study focused on some of the problems, which might be encountered in the collaboration. Another study conducted by Bowman (2007) researched the effects of placing mixed-use student housing in an economically disadvantaged area, Cambridge, Ontario. Her study yielded that the community felt that the collaboration would succeed and the addition of students would create a diverse group of individuals to engage in the community. The school felt that it would create a physical connection between elements of town and gown. She finds that the educational element through the residence hall can indeed be a catalyst for downtown revitalization, however the mere presence of the college community does not equate to town betterment. The institution must work to engage itself and the student body into the downtown to a greater degree (Bowman, 2007).

Hon-Wall Sin (2007) examines the concept of Third Places in colleges' revitalizing of downtown area. Third Places are social places in which people interact. It is not home (first place) or work (second place), but somewhere else such as the local tavern, the coffee shop, the cigar bar, the billiard hall, the hangout, etc. where individuals meet to socialize and talk about all matters of life. These are important elements of culture that have disappeared due to the changing dynamics of the United States, but are making a return. Sin's research finds that these are essential and should be included in any town and gown planning to benefit both: "Furthermore, downtowns in decline need informal public *Third Places* to encourage cultural development to build trust, strong relationships and social capital to recover a healthy vernacular downtown" (Hon-Wall Sin, 2007, p. 77).

Stakeholder Studies

There have been studies on the perspectives of the university and of the community about the town and gown relationship. One such study of an urban university and its surrounding municipality yielded a desire to improve the relationship (Harasta, 2008). There were many problems, however and these resulted from negative views and a mutual lack of understanding of the other. Recommendations were made for the institution to make greater strides toward community engagement.

Bromley (2006) describes all the major issues of town and gown as stakeholders in his comprehensive article: *On and Off Campus: Colleges and Universities as Local Stakeholders*. He details the complexity of the university active in its town:

[A] university may receive a country house and convert it into a conference centre or extra-mural college, or it may receive an old downtown department store and

convert it to offices and classrooms. In many cases a university establishes a new campus or carves off a portion of an existing campus in order to create a technology park, or it refurbishes old buildings in order to establish a business incubator. Such initiatives emphasise the university's R&D functions, its desire to stimulate entrepreneurship and build corporate partnerships, and the vision of higher education as 'an engine of economic revitalization.' Like all major institutional initiatives, of course, there is an 'enlightened self-interest' dimension to the development of tech parks, business incubators and corporate partnerships; the quest for additional funding and enhanced prestige, and the retention of talented faculty and alumni who might otherwise leave the region. (Bromley, 2006, pp. 4-5)

While he mentions the numerous problems that come with the relationship, he suggests that:

[the universities]engage in a wide variety of partnerships with commercial developers, community development financial institutions and community organisations to buy, rehabilitate, lease and/or build housing or mixed-use developments as part of a neighborhood revitalisation project. Recognition of community stakeholder status is associated with a growing variety of partnerships and a gradual blurring of public/private and for-profit/not-for-profit distinctions. (p. 20)

Summary of the Literature Review

There is definitely commonality in what is good university-town practice. Issues of communication, faculty involvement, total campus engagement, commitment,

assessment, mutual understanding, and sharing of power all build a framework for good practice. There are plenty of great products that show the success of collaboration. A single gap in the research comes with the stakeholder perspectives during the process of collaboration and revitalization of a town center. While is much research on the economic benefits for the town and the possibilities of service learning for the university, there is little in what involved individuals believe the impact of the institution on the town, the process and the result, especially in the early stages. What is the difference in partnering with a university as opposed to a large corporation, state/ federal government entity, or industry? Universities are unique entities and their involvement should have a unique effect on the process. Do the individuals involved believe that this will create additional benefits and how will these additional factors affect future relations?

CHAPTER III

Methodology

Context of the Study

This study was conducted at Rowan University in Glassboro, New Jersey. The Borough of Glassboro is located in Gloucester County, in southern New Jersey. It is approximately 20 miles from the cities of Philadelphia and Wilmington and is 43 miles from Atlantic City. Over 1.48 million people live within a 30-minute drive of Glassboro. The Borough is 9.2 square miles and has a population of almost 20,000 individuals. At the heart of Glassboro, adjacent to the downtown is Rowan University, a public university whose combined student, faculty, administrator, and employee numbers account for approximately 8,000 people. The university affects the community statistics in such a way in that 25% of the population is between the ages of 18-24—the age range for traditional college students.

The Rowan Boulevard and Downtown Glassboro Project

The concept was based on the premise that revitalizing the downtown into a ‘college town’ could have a positive impact on enrollments, and that the college students’ spending power could benefit downtown businesses. In 2002, the borough and university began working with Greg Filipek, who today is a partner with Tom Fore in Sora Holdings, the designated master redeveloper of the entire downtown redevelopment effort. (NJLM, 2006, http://www.njslom.org/magart_1108_pg4.html)

Universities are unique. They work as units with clustered populations of students, faculty, administrators, and staff operating in an organized anarchy, which cannot be compared to any other entity in society. However, for those outside of the universities, they do have massive amounts of business potential. It is common knowledge that students do not spend all their time in classrooms or studying in dormitories. They inevitably need something to do, somewhere to be, somewhere to eat, somewhere to drink—somewhere to do something else other than academics. Citing a local restaurant/club which opened across from the university, those in Glassboro Government and local commercial positions realized that this cluster of people in the university was an untapped oil well. There was much unearned income being spent in areas outside of Glassboro, as students looked for some recreation. As the Community Insights (2006) study stated: “The presence of an academic institution alone does not make a community a ‘college town’; it is the interconnection of the university campus with the downtown of the community, the blending of academic and social cultures in common public spaces that give rise to this distinction” (p. 20). Using examples elsewhere such as the use of shuttle services, taverns and dance clubs open late night, newer Greek Housing, and unique privately owned restaurants, retailers and coffee houses, Rowan and Glassboro saw that a blending of the college environment with the downtown was the only way to achieve success. It chose to do so through the creation of Rowan Boulevard. Simply stated, Rowan Boulevard is a bridge between Rowan University’s campus and Downtown Glassboro. It will be designed for pedestrian traffic and will have an array of retailers, restaurants, clubs, and others mixed among university used facilities.

Data were collected by the JGSC Group through their *Community Insights* study of Glassboro. The purpose was to research what both Rowan and Glassboro Community members wished to see in the development of Rowan Boulevard. Using these data, they determined that the process needed to be larger in scale and would be uniquely designed. A neighborhood building company, LiveWorkLearnPlay (LWLP) was brought into the process. They conducted specially designed focus group meetings in which stakeholders from all areas: Glassboro residents, government, and business owners, Rowan faculty, staff, administrators, and students, the contractors, organizations, local school members, religious figures, residents, etc. were invited to share their visions for the Glassboro downtown. LiveWorkLearnPlay believes that, along with the economic benefits, there is a special academic component that a university brings to the planning process, which creates a unique product.

As of the date of this study, the early phases of the project (student housing, Barnes & Noble) are completed. While the details of the arrangement among Rowan, Sora, and Glassboro are complicated, the Borough of Glassboro is already seeing fiscal benefits. The land of the student housing is not university owned, but rather leased solely to the university. Therefore, it is taxable property. While the particulars of the planning and organization of the partnership are unique to this project, one Borough Official cites the specific tax arrangement as taken from a model by Rutgers University in New Brunswick (Glassboro Official, personal communication, 2011).

Impact of the University

Universities are notorious for having unclear goals. This is due to their complexity combined with how higher education functions. Goals aside, there are other

impacts which the university can have on its municipality when the two collaborate. There are the obvious goals for the university of being able to increase enrollment and add new facilities. There is also the benefit for the town of increasing commerce, generating tax revenue. An interesting question comes when one considers whether the other aspects which are particular to universities such as the academic component. Does the academically-g geared culture of the university influence the new downtown, the relationship between university and community, and to what degree?

Population and Sample Selection

The study consisted of a series of interviews with individuals from both the town and gown environments. The individuals chosen are acknowledged as *stakeholders* by their interest in the Rowan Boulevard/Downtown Glassboro Projects. These individuals have attended a number of meetings about the planning process, Borough and Rowan dual meetings, as well as openings and completions of various aspects of the Projects. Within their sides, the individuals were organized into various sectors based on their specific roles and occupations.

The individuals were chosen by a partial random sample from a pool developed from templates for several key meetings. The sample was partially random in that certain individuals were specifically targeted, while others were picked randomly. For example, the Mayor of Glassboro was specifically chosen for the study, while two members of the Town Council were chosen randomly. The same is true for the rest of the sample. Each side is organized into various groupings which protects the identity of each subject. Using the initial example, a response from the mayor would be simply acknowledged as a response from a "Glassboro Official." Therefore, the responses would be

indistinguishable and could not be traced to any single individual. This method served to keep the responses of specific individuals confidential, while gaining the input of key stakeholders.

The population for this study came from both town and gown environments. Three major groupings of each are identified. From the Borough of Glassboro: Glassboro Officials, Sora /LiveWorkLearnPlay (LWLP), and Chamber of Commerce. From Rowan University: Rowan Administration, Board of Trustees, and Student Government Association. Ten individuals were targeted from the Borough of Glassboro. These included the Mayor, Borough Administrator, a Program Director, and two members of the Glassboro Town Council; two members of the Sora and two from LiveWorkLearnPlay; and one member of the Glassboro Chamber of Commerce. Ten individuals were targeted from Rowan University. These included the Provost/Interim President, Chief of Staff/University Relations, two deans, two Trustees and four members of the Rowan Student Government Association.

Instrumentation

This study required a qualitative approach. This method of this study agrees with Masland's work with university culture (1985), in that interviews are the best way to analyze such opinionated data. The instrument for this study consisted of a series of interview questions. These questions dealt with the planning process, perceived goals, and desired benefits in the context of the entire project. These questions hoped to understand what stakeholders on both sides of the town and gown perceived the specific benefits are of a town collaborating with a university. Several revisions were made to the questions on the guidance of a faculty member. The faculty member is an expert in

educational research. In order to determine content validity, a pilot test was undertaken with a student from Rowan University. The desired type of responses were given and after a final approval from the faculty member and the Institutional Review Board at Rowan University (Appendix A), the data collection progress began. The interview questionnaire is listed below, with a brief rationale for the inclusion of each question.

How would you describe Glassboro?

This is a general question that sought to answer the thoughts the subjects have about Glassboro.

How would you describe Rowan University?

In order to be truly comparative, there needs to be a basis for comparison. This is a general question that hoped to answer the thoughts the subjects have about Rowan University.

What separates Rowan University from other colleges?

Once the subject's concept of the university is isolated, this question determined how the subject separates one institution from the others.

How would you describe the relationship between Rowan University and the Borough of Glassboro?

This is a question to generate general thinking about the relationship, past and present.

How do the two entities relate to each other?

This is another question about the relationship that sought to determine the subjects' deeper thoughts about the relationship and how the two mesh (or do not).

What are the benefits of collaborating with an institution of higher education, as opposed to a major cooperation, industry, or government agency?

This is a straightforward question that asked the subjects to distinguish colleges from other institutions. How they contrast it from other entities is essential to how they view the institution and higher education.

With respect to its academic history and mission, what benefits does Rowan University bring to the planning process of the Rowan Boulevard/Downtown Glassboro Project?

After distinguishing Rowan's culture, this is a straightforward question that asked how the subject feels the nature of the university affects the process and the product.

How will the Rowan Boulevard/Downtown Glassboro Collaboration impact the relationship between Rowan University and the Borough of Glassboro after the completion of the Project? Where do you see the relationship in 10 years?

After its impact on the Project, this question sought to answer how that impact will affect the relationship and the relationship in a decade.

As the Project develops further and the two become more intertwined, what impact will the relationship have on Rowan University and Glassboro?

It asks how one can affect the other in light of the Project.

How would you describe the current progress of the Rowan Boulevard/Downtown Glassboro Project?

This is a simple closing question to trigger general thoughts about the completions of the project so far. The subjects were then asked if there is anything that they would like to add, about any of the subject matter in the interview. Such answers were also recorded.

Data Collection

The targeted subjects were asked if they wished to participate in the study through Email. Seventeen subjects replied and three never responded. With the initial Email, the

subjects received the interview questions prior to the actual interview. This was to be respectful of their time and gave the subjects a chance to ponder their responses. Dates were set for interviews and on those agreed upon dates; the interviews were conducted by me. A total of 17 interviews were conducted, eight stakeholders specifically from the town, and nine specifically from the university. The interview data were collected at varying times, convenient for the subjects. Copies of the specific Email, questions, protocols, as well as consent forms are available in the Appendixes B and C.

All subjects agreed to participate in the study and understood the purpose. I explained the study verbally and through the consent form. All subjects signed the consent forms and understood their rights. No subject opposed to being digitally recorded and signed the respective consent form. Each interview was conducted in the same fashion and with questions in the same order. A number of times, subjects' elaborations to questions answered multiple questions. The responses were recorded digitally and handwritten. They were transcribed, outlining key points of emphasis and organized into tables, divided by the individual research questions.

Data Analysis

Qualitative data analysis methods were used to analyze the transcribed data and field notes. These methods were derived from an appendix of *A Study of the Attitudes of Selected Academics and Selected Decision-makers toward Adult Learners* (Sisco, 1981) and are available in Appendix D. The data were analyzed upon completion of all the interviews. Individual clauses were analyzed identifying key statements pertaining to specific thought and subject matter. Such are removed from the boundaries of the

interview questions, because certain subjects may elaborate to the degree that the response answers multiple questions or includes multiple topics. The responses of the interviews were analyzed for themes and these themes were listed separately. Once this process was complete for all subjects, those themes are combined against the research questions and organized by frequency.

An overall coding sequence was developed for the purpose of clarifying the themes, in the understanding that subjects may give the same responses, but may not give those responses identically. For example, to the question of what kind of benefits, Subject A might answer “growth for businesses,” Subject B might answer “jobs,” and Subject C might respond “increased revenue for businesses and jobs for students.” These would be organized as three responses for “Economic Benefits.” However, if multiple subjects make the same exact statement or use the same specific word, such would be recorded (i.e. Glassboro will become a “destination”). The statements and themes were tallied for both town and gown sides and organized into frequency tables.

CHAPTER IV

Findings

Profile of the Sample

The study set out to collect 20 interviews. Ten interviews were to be given on the side of the Borough of Glassboro among the sectors of “Borough Officials,” “Sora/LWLP,” and “Chamber of Commerce.” Ten interviews were to be given on the side of the college among the sectors of “University Administration,” “Student Government Association Member (SGA),” and “Board of Trustees.” Twenty notifications were sent to all targeted stakeholders. Of the 20 sent, 17 stakeholders responded, agreed to participate, and scheduled interviews. Seventeen interviews were conducted. Three stakeholders never responded.

Of the 17 stakeholders that were interviewed, all desired sectors were represented: *Glassboro Chamber of Commerce, Borough of Glassboro Administration, Sora /LWLP, Rowan Board of Trustees, Rowan Administration, Student Government Association.* It is important to restate that sector and side grouping does not necessarily imply that the subject lives in the town or is entirely independent from the other side. Subjects are distributed by side on the basis of with which they deal closer. For instance, the Sora/LWLP are individuals not from the Borough, but work closer with the Borough than the university. Likewise, there are individuals on the gown side, who may be from Glassboro and be involved in the town as well. In other words, side grouping does not imply complete association or disassociation from the other side. It is also important to

note that there is an uneven distribution of members of the town side (8) and the gown side (9). Although the representation finds one more subject on the side of the gown, the study focused on subject matter and frequency and therefore, did not affect the data collection or analysis.

Table 4.1 lists the stakeholders on the side of the town, their genders and respective titles. Of the town side, two are women, six are men, three attended Glassboro State College/Rowan University, six could be considered middle aged and two elderly.

Table 4.1

Town Stakeholders

Subject	Gender	Title
Glassboro Official	Male	Mayor
Glassboro Official	Female	Director Economic & Community Development
Glassboro Official	Male	Council President
Glassboro Official	Female	Councilwoman
Glassboro Official	Male	Borough Administrator
Sora /LWLP	Male	Member of LiveWorkLearnPlay
Sora /LWLP	Male	Member of SORA
Chamber Member	Male	Chamber of Commerce Member

Five subjects are designated as “Glassboro Officials,” having the titles of Mayor, Director Economic & Community Development, Council President, Councilwoman, and Borough Administrator. Two subjects are designated as “Sora/LWLP,” and are members of SORA and LiveWorkLearnPlay. The final subject from the side of the town, “Chamber Member,” is a member of the Glassboro Chamber of Commerce, and runs a successful business in Glassboro. One of the Glassboro Officials is also a member of Glassboro Chamber of Commerce and her responses were with respect to both titles, however she

has been involved in the project primarily through her “Glassboro Official” title and her responses will be designated as such.

Table 4.2 lists the subjects on the side of the gown. Two are women, seven are men, four are current students, two grew up in the Borough of Glassboro, while seven currently live in Glassboro.

Table 4.2

Gown Stakeholders

Subject	Gender	Title
Rowan Administrator	Male	Provost/Interim President
Rowan Administrator	Male	President's Chief of Staff/University Relations
Rowan Administrator	Male	Dean of Students/Vice President of Student Affairs
Rowan Administrator	Male	Assistant Dean of Students/Director for Student Standards & Commuter Services, Community Relations
Trustee	Male	Rowan Board of Trustees
SGA Member	Male	President
SGA Member	Female	Student Trustee
SGA Member	Male	Academic Affairs
SGA Member	Female	State & Municipal Relations Committee

Four subjects are designated “Rowan Administration,” and hold the titles of Provost/Interim President, President's Chief of Staff/University Relations, Dean of Students/Vice President of Student Affairs, and Assistant Dean of Students/Director for Student Standards & Commuter Services, Community Relations. There is one subject, “Trustee” serving on the Rowan Board of Trustees, who also owns a local business in Glassboro. There are four “SGA Members,” who hold the positions of President, Student Trustee, Academic Affairs, and State & Municipal Relations Committee, in the capacity of the Rowan Student Government Association.

Data Analysis

The data are organized per research question through general summary and specific statements of subjects in the order of: Glassboro Officials, Sora/LWLP, Chamber of Commerce, Rowan Administration, Rowan Trustee, Student Government Association. Between “Chamber of Commerce” and “Rowan Administration” statements in each research question analysis, data tables are presented.

Research Question 1: How do stakeholders in a town and gown collaboration understand and acknowledge the town (Glassboro) and the gown (Rowan)?

This question is twofold, organized first, by responses respective to the town and second, to the university.

Stakeholder Perspectives on Glassboro

Table 4.3 highlights the responses of subjects on both sides. Of the 17 interviewed, a slight majority of the subjects described the Borough of Glassboro through its history. Its glass production, its previous housing of Glassboro State College students, and the Glassboro Summit were some of the topics mentioned. Some subjects described how Glassboro was a very mixed region in race, ethnicity, religion, and socioeconomic status. There seemed to also be some agreement that Glassboro was in a state of economic decline, prior to the collaboration.

The Officials of Glassboro view the Borough similarly. One Official described it as “a community with the makeup of a small city”—one that has many different areas with different styles of housing sections, businesses, farms, and college ground, as well as being racially and ethnically diverse. It is seen as a tightly knit community where, as

one administrator stated: “everyone knows their neighbors giving it a sense of old world charm”—an historic town with “deep roots.”

Sora/LWLP understand this history, as well. One subject believed that “its citizens have strong connections to that community and wish to recreate some of that community spirit.” They find it a “diversified community,” which had a strong economic past but, like many other towns, fell victim to sprawl and economic decline. They feel that “it seeks to revitalize some of what it had in the past.” They have come to realize that people who either attend or attended Rowan/Glassboro State “have roots in the community and many of these people return to the campus”—a level of connection to the town and region makes it unique.

A member of the Glassboro Chamber of Commerce found Glassboro to be a “blue-collar, well-established town,” with a good history, describing the Glassboro Summit. The member also stated that Glassboro “has not truly been what one would call a college town” in recent years.

Table 4.3

Stakeholders’ Description of Glassboro

Subject Response	Town Side	Gown Side	Total
"Historical," "rich in history," or they explain the details of some of the town's history	3	5	8
Diverse or explained the diverse elements of the community	4	3	7
Previously in a state of economic decline	3	3	6
"Tightly knit"	3	1	4
"Small town"	1	3	4
"Not a college town."	2	1	3
“Up & coming”	2	0	2
“Having potential”	0	2	2

Being "blue collar"	1	1	2
"Suburban"	1	1	2

A Rowan Trustee found Glassboro as a blue-collar, diverse, historical town that was previously in a state of decline. This deterioration caused safety to become a serious concern among members of the town and the university. There was a fear that if they did not establish a positive relationship and collaborate soon, there would be no businesses left in Glassboro.

The Rowan Administration described Glassboro as a small, middle class, diverse, hardworking town. Most stated some of its historical facts and that it was on its decline prior to the collaboration. One administrator described it as “neither the college town it was nor the college town it could be.” For example, many people live in the town and work elsewhere and students attend the university, but spend time elsewhere. Overall, the administrators are very happy with the town and like it very much.

Members of the Rowan Student Government Association generally viewed the Borough as “historical.” One member found it to be a “small, tightly knit community,” while another found it to be an incredibly diverse region.

Stakeholder Perspectives on Rowan University

As shown in Table 4.4, Rowan was described by all subjects as either “up and coming,” or “transitioning from commuter to residential.” Some on both sides also stated some of the academic programs offered at Rowan. A greater percentage of the town side reported that Rowan’s uniqueness was its proximity to a “small town” (Glassboro). There were many on the gown side that stated that Rowan had enormous “potential” and that the closeness of administration to students gives the public institution a “private school feel.”

The Glassboro Officials describe Rowan with the words: “in transition” and “up-and-coming.” Two of the Officials have attended the university and see it as a “diamond in the rough,” growing from small and unknown to established and a competitor, admiring the number of offerings Rowan has. One Official is impressed with the success of the young College of Engineering: “They already have a national reputation. For a non-Ph.D. awarding school, they are among the leaders in the country now and that’s great for Rowan University and that’s great for Glassboro.” Aside from academic offerings, they give much to the fact that Rowan exists in a “small community and serves the south jersey population.” They compare it this way against larger colleges, who may be well-known, but do not have the “small town feel.” One Official stated that Rowan is different from the surrounding institutions because it has: “Land to grow and plans to grow.”

Sora/LWLP understands Rowan through its normal school history. They feel that it is a place in transition from commuter to resident and is actively seeking to develop more of a “community feel” by having faculty and administration living in town. One even mentioned the Provost living in Glassboro. They understand that the university is developing more programs and becoming more respected and feel that the Rowan stakeholders have a “real vision” for Rowan Boulevard and for the future of Glassboro. They feel that Rowan’s administration now feels that “as Rowan goes, Glassboro goes.” They see this vision as wise given the current economic situation.

A Chamber member feels that Rowan is an “up and coming” institution physically, for the reason that “no other colleges in the area” (Rutgers Camden, Stockton) are engaging in the type of plans and “large-scale building” that Rowan is now executing.

This ability to grow, combined with the simple fact that it is physically *in* Glassboro (“it is what the town has to work with”), makes it a good partner and neighbor.

Table 4.4

Stakeholders’ Description of Rowan University

Response	Town Side	Gown Side	Total
“Emerging” or "up & coming"	7	6	13
Explains the various colleges, programs, or plans of Rowan	5	5	10
In transition from commuter to residential	4	5	9
Uniqueness in its proximity to a small town	4	3	7
Small, with a “private school feel”	1	6	7
Has "potential"	1	4	5
Historical	3	2	5
Connected to the area	2	0	2
"Good for the money"	0	2	2
"Excellent" or "lovable"	0	2	2
A Good Neighbor/ Partner	2	0	2
Student centered.	0	2	2
Not student centered	0	2	2

The Rowan Administration also called Rowan an “up-and-coming institution” with a “private school feel” despite being a public institution. The administrative duties are done on a more personal level as compared to other institutions. Also, the endowment gives Rowan the ability to develop and become a competitor against other institutions. The geography is a factor as well, as one Administrator stated that being in South Jersey is culturally unique and gives it room to “grow out, rather than up.” One administrator described it as “a good institution that has a lot of potential to become superb.” Another administrator sees Rowan as “a university that will become more research based,” with a true uniqueness in its “proximity to a town.” A comparison was made to Williams College in which the boundaries of town and college are seamless.

One Administrator stated that “the pockets of excellence are comparable to any other institution,” particularly against the private schools in terms of price. There is culture, community, and not too much transition, which is seen as “good in that people stay for a long time and are loyal, but bad in that can prevent new blood and new energy from entering the school.” The same administrator feels that the institution “is not as student centered as [he’d] like it to be,” nor is it as “residential” as he would like it to be: “I want students to think of Rowan and Glassboro as *home*.”

A member of the Rowan Board of Trustees describes the university as an emerging institution with potential and a variety of programs that are “top-tier” and are constantly improving. It is currently in a state of transition, primarily with an increased residential student increment, against its commuter-heavy past.

Two members of the SGA however, find Rowan to be *very* student-centered, comparing it against other institutions, where one cannot have such a close relationship with administration and faculty: “The administration here, they want to know what the students are thinking, they want to know what we have to say, and want us involved in the process.” Two members detailed their love for the institution. One member felt that the fact that the institution had fewer residents made those students interconnected or “tightly knit.” Some members detailed the programs at Rowan and one found it “good for the price.” They understand that Rowan is transitioning from a commuter school or “suitcase campus,” to a residential college.

Research Question 2: How do stakeholders in a town and gown collaboration view the relationship between the Borough and the University?

As Table 4.5 displays, on both sides, there seems to be a consensus that the relationship between Rowan and Glassboro was indeed bad in the past, but is much better now. Some members cited lack of communication for most of the past decades' problems. Some subjects found the present relationship better, but strained in certain situations. Reasons for this included problems with student behavior and a few cited some problems with citizens.

The Borough Officials all acknowledge that Rowan and Glassboro have not had the best relationship in the past. They state that the relationship was bad as the lines of communication were closed, one even suggesting that "the relationship did not exist at all two decades ago." One Official in particular, elaborated on how there was a fence and ivory tower mentality: "That's the university property; we're not allowed to go there." There was a notion among the people in the town that the university was "off-limits" to residents: "the university had not done enough in the past to reach out to residents of the community. Likewise, the Borough officials did not do all they could to reach out and the relationship suffered because of this." One Glassboro Official mentioned student behavior as a constant problem: "There was not a good relationship and the problem really was student behavior. It was a small fraction of the total population with the bad behavior, but it really was not the parties or wildness but the large numbers of students next to residents who lived here for generations. They had to learn to accept this. Since then, the relationship has changed." All are very confident that this has indeed changed

and the relationship is stronger than ever: “It’s better than I can ever remember it. It’s at its peak to where it has been historically.”

Sora/LWLP feel that the current relationship is excellent and that the two make great partners. They understand that there was little to no communication prior to this project. They praise the Administrations of both Glassboro and Rowan, in that their cooperation is the reason for the current success.

A member of the Glassboro Chamber of Commerce described the past relationship as the university “in a bubble,” and the town viewing the university as a “nuisance” and cites this to the lack of Rowan Administration communicating with the public: “The only time we saw the former president was when he was jogging. It is good to see that now the Rowan Administration is at Chamber meetings and including the business sector in its plans.” The member is happy with the present positive relationship: “I remember a time when the relationship was rather cold and I have to say that it’s better this way.”

Table 4.5

<i>Stakeholders’ Description of the Relationship</i>			
Response	Town Side	Gown Side	Total
The present relationship is better or positive	8	6	14
The past relationship negatively	6	6	12
Student behavior is the chief current problem	2	6	8
Lack of communication and mutual respect was the chief past problem	2	4	6
The relationship is mixed at times	1	5	6
Citizens share blame for problems	1	3	4

The Rowan Administration feels that the relationship between Rowan and Glassboro was bad in the past, but is much better in the present day. They generally believe that the collaboration with the Rowan Boulevard Project triggered the positivity and that this changed the administrative mindset. One administrator admitted “if you were to say ‘the Borough,’ I would think of the members of council, mayor, and other administrators.” “One would think of Glassboro as the area around the town (only the bordering streets of the campus)...since interacting with citizens, my perspective has changed a great deal.” They admit that the relationship has been strained in the past and still is strained at times, but improves with time and collaborative effort.

The Board Member agrees with this notion and, as an Administrator had done, suggests the history of the residential students as a reason for changing relations:

Whereas in the past, students would be placed in approved housing, living with a family, as the culture of institutions changed in the 1960s into the 1970s, students desired greater freedom and no longer were integrated into the town. Naturally, the faculty and administrators followed suit. This created a distance between the town and gown.

While the SGA members feel that the current relationship is positive, there is a greater tendency among them to view it as fluctuating or strained. The reason for this seems to be the behavior of some students and the interaction between those students and the Borough (citizens or law enforcement). Some members feel that the general student body has been generalized poorly. “Many citizens paint [all] Rowan students with a broad stroke based on a single bad incident they may have had.” The fact that dual penalties place offending students in a double jeopardy scenario, they feel, hurts the

relationship, in that it causes disdain for Glassboro. All of the SGA members stressed that the students should not have a free pass given their status, but they feel that a single bad incident can outshine 10 good incidents.

Given such issues, the SGA created the State and Municipal Relations Committee (SMRC) which is dedicated to dealing with the town and student relationship. The members of this committee, while pushing for student rights, seek to educate students about Glassboro, being good citizens and neighbors, and how to bridge, what they believe is a communication and understanding gap. Members have attended Borough meetings and forums regarding student behavior and outreach to the community. Some SGA members find this difficult however, due to what they feel is a general sense of apathy among students. They feel this can make the relationship worse as increasing on-campus student residents should increase the off-campus Glassboro student resident (“resimuter”) population.

Research Question 3: What do stakeholders in a town and gown collaboration believe are the advantages of collaborating with an institution of higher education against other entities?

Except for one Borough Official, all members of town and gown sides contrasted universities against big corporations. As Table 4.6 displays, no response held a dominant majority over the rest. The two most common responses were that universities could do more to interact with the community and that universities are not for-profit institutions. Others mentioned that such institutions bring economic benefits to towns and are ever-changing. Five town members elaborated a great deal about how universities do not close down, close sections, and do not downsize. Only one member of the gown side

mentioned something similar, however it was only in reference to how a university cannot “pack up and leave.”

The Glassboro Officials cite multiple reasons why the university should be utilized as a partner and why it makes a better partner over other entities. One stated: “All entities have positives, but the university is less susceptible to the economic situation.” Three Officials seem to view the chief reason being that the university will not pack up and leave, it will not downsize or shut down, “It will always be there.” All members had the same view of allying with the university over a corporation. The fact that the university is not profit driven is the leading argument for collaboration over big business. In comparison to other entities, one stated that the downside of government agencies is that they become fickle, based on who is in power and what the current agenda is –“this can change in a heartbeat.” They see the intentions of Rowan as intrinsically noble and much nobler than a corporation. One member of the Borough even elaborated to the benefits of collaboration with a *university* as opposed to a *college*. The fact that a university allows more diversity than a smaller college is key as a wider range of people and disciplines are necessary for this type of project.

While Sora/LWLP do not degrade other entities and the benefits that they can bring, they believe that universities have “broader application.” An example of a corporation was given using the term “Macrovision.” A corporation can provide jobs, taxes, and instant economic success, but its success depends more on “external events.” A change in the stock market can cause a company to cut unsuccessful areas without concern of external effects it might have. While the big disadvantage of universities is their tax-exempt status, universities do not have contraction. Despite slow growth and

slow change, Rowan will be there against external factors. Over the issue of university versus other entities, the member of Sora did state that they truly do not prefer one over another. They said that it must be acknowledged that, economically speaking, higher education was predicted to have greater growth, than most privately owned companies. In other words, the timing makes universities a better partner.

A member of the Glassboro Chamber of Commerce restated that the simple reason that an institution is favorable is that it is a resource that already exists in Glassboro. While a major corporation can make an excellent partner, Glassboro would need to exhaust resources to entice one into the community. The institution is a resource readily available and it gives to a project, not only capital, but a great deal of credibility.

Table 4.6

Stakeholders' Perceived Benefits of HEI Collaboration over Other Entities

Response	Town Side	Gown Side	Total
Universities have multiple sectors allowing for broader application to a town	3	6	9
Universities have multiple goals and are not profit driven.	4	4	8
Universities bring economic benefits	4	4	8
Universities have the ability to grow, change, and adapt to change	2	5	7
Universities are stable and will not leave or downsize	5	1	6
Universities bring diversity	2	1	3
Universities can become part of community	0	2	2

One Rowan Administrator felt that “universities are dynamic environments,” with “constantly changing clientele.” While moving slowly, to a university, change comes naturally, new ideas are common. One Administrator used the example of economic theory for a comparison:

It is said that a billion dollars can create about 10,000 jobs. The university runs at about 250 million dollars, suggesting 2,500 jobs. Minus the Rowan employees there is a large residual amount. Aside from this, Rowan attracts student consumers. Rowan students' spending of their money in the Borough brings revenue, which entices and creates new jobs. All of these are taxable which pays for municipal services, from which all can benefit.

Another Administrator stated that "universities have so many diversified resources, that they should be considered destinations" for the general public (the example of the senior living and services quarter of Rowan Boulevard was mentioned, for those who which to take advantage of services).

A Trustee finds that because an institution of higher education is not strictly profit driven, it opens doors for other activity that a business simply cannot execute. For example, there are opportunities for service and experiential learning. There is an emphasis on educating the whole person, from which citizens of a town can easily benefit. Although slow at times, universities are structures that are accustomed to constant change and growth, whereas other entities could be stuck in old practices.

The SGA members responded citing that universities have missions other than profit and can employ a whole host of services to the community and can change as the community's needs change. They also stated that universities have a clear demographic in students, which local businesses could attract, bringing economic benefits.

Research Question 4: What do stakeholders perceive are the benefits of bringing the educational component into the downtown?

Table 4.7 organizes statements into three themes and subthemes which were commonly mentioned by the subjects in equal frequency: *Benefits to Glassboro and Rowan*, *Benefits to Glassboro*, and *Benefits to Rowan*. Members of both sides stated either that bringing the component will create more chances for experiential and service learning or that there will be a greater opportunity for outreach to the local community as displayed in Table 4.7. Aside from these, some members felt that this gives a *social uplifting*—a more educated populace, the community will be safer, culturally aware, more prosperous, and will cause property values to rise. Six subjects specifically stated that Glassboro would become a “destination” in South Jersey.

A Glassboro Official called Rowan “the largest employer” and an “economic engine,” with students spending large amounts of money in the town, therefore; an asset and a “key to harnessing an excellent quality of life.” All acknowledged that Rowan is the key in the revitalization of Glassboro. One Official suggested that the presence and action of a university can make the area more attractive to businesses and families:

I think that by having Rowan here, major companies and industries want to locate in an area with a high quality of life, where their employees and families have a chance to get a good education and better themselves and so we have a very good opportunity here with exceptional programs, especially CGCE programs, which are not so dependent on state funding and are almost self-sustaining, self-funding and actually can become profit centers. That will help us be on the cutting edge. It’s the difference from being a nice, little college town and a being fantastic one.

Three Glassboro Officials hope that the collaboration will allow more university services to make their way into the community, such as arts, cultural, historical, and health oriented programs:

I think we have to think differently in terms of what a university can offer its citizens and make citizens more comfortable partaking in them... I'm hoping it will raise the awareness level of people in the town as to what is offered at the university in opportunities for service and general social advancement, and then maybe a reciprocal appreciation of the town.

One in particular spoke of the seamless transition using William and Mary College as an example: "You don't know where the town ends and the college begins, and that's what we're going to have here with Rowan offices, and classrooms, and so on. Some people may not like that. There is the claim that Rowan is taking over the town. It can look that way on the surface, but you can see what we have gained from this already. Everything else aside, look at the tax situation alone." The same Official also suggested that "Rowan will continue to improve and Rowan will become a research university."

Sora/LWLP understand that the modern university caters to many different types of students. More types of people can benefit from a university, in terms of age, background, and training. It can also contribute experiential offerings through arts culture business, etc. (Rowan's CGCE program was mentioned). One subject stated that "it brings diversity and creates diversity." Regarding the academic component, Sora/LWLP see a big advantage being culture. Sora/LWLP find that the institutional culture and goals are a big part of the planning. University goals, such as providing education and a better quality of life are goals that are shared by the town. Therefore, it

may be beneficial to incorporate long term university plans. By Rowan providing their perspective and goals, it changes the physical plan of the entire project. One subject elaborated on this notion through a division with physical and experiential. There was a physical comparison with another project, where a “university was readily willing to contribute some of its own land in order to make the boundaries seamless. One would leave the university gymnasium and be facing retailers across the street, while classrooms were around the corner.” The experiential planning draws the university into the environment through types of programs that would bring in other individuals (the CGCE was mentioned again as well as elderly citizens). One member also suggested that a university needs a “vibrant campus to attract students” and sell itself. Such interaction and motion is very attractive to the eyes and this serves both town and gown.

A Chamber member feels that “progress has already been made with the Art Gallery and Alumni Relations moving into town” and feels that the schools and departments will be the next to join. This could entice those departments to engage in outreach programs, which would provide benefits to the community. This outreach, combined with the presence of more students and university personnel, could perhaps draw new businesses into the community.

Table 4.7

Stakeholders' Benefits of Bringing Educational Component to Downtown

Theme	Sub Theme	Town Side	Gown Side	Total
Benefits to Glassboro and Rowan	Outreach to the community in terms of service and experiential learning	5	5	10
	Integration of town and gown	4	4	8
Benefits to Glassboro	University offerings	6	4	10
	Social uplifting to town	5	4	9
	Economic benefits	3	5	8
Benefits to Rowan	A college town environment	3	6	9
	Students of greater quality	3	2	5

With respect to the academic component, aside from the aesthetic benefits, one Rowan Administrator cited national statistics. The presence of a college component in a town “increases the percentage of bachelor’s degrees” which brings economic benefits, as well as safety, increased property value and better health: “there is no downside to the Rowan Boulevard Project collaboration...everything is upside!” With respect to the academic component, another administrator feels that the old mentality of boxes and barriers will need to break down. “The academic mindset and culture as it stands needs to change.” For example, CGCE would be incorporated into Rowan Boulevard with either nursing, adult education courses, etc. but *in the downtown* among retailers. This opens the door for more synergy elsewhere, such as between the business school and local businesses, or the medical school with local clinics.

A Rowan Trustee finds that the addition of the academic component brings chances for service and experiential learning to the populace. Such hands-on interaction

helps a university become research-oriented. The interaction serves to forever alter the culture of the community. More educated citizens will cause “a shift from blue to white-collar” and if economically successful, Glassboro will be thought of as a “destination” rather than a “pass-through.”

Two members of the SGA saw chances for service learning as the chief benefit of an educational component in a downtown.: “An interesting prospect with this Project could be in working with the new businesses. Students in marketing, entrepreneurship, public relation can help with organization, business strategies, planning, advertising and so on. It helps the businesses succeed and helps the students develop their resumes. It kind of interlocks the two.” Another SGA member cited: “The notion of living learning communities is growing popular on college campuses and this concept would fit perfectly with Rowan Boulevard.” Two members believed that it would cause businesses to be quicker to hire student employees and that this interaction would cause mutual economic benefits. One member stated that in the university exists a mass of untapped student capital. Another found that this would increase the diversity of the community. Two members felt that the integration would create more educational opportunities for the citizens and the overall concept would help the socioeconomic status of the entire Borough. One SGA member stated:

Rowan really needs this. Right now, Landmark is pretty much working as a monopoly and that is the only place that students feel that they can go...Other places are now bussing students to other places away from the college. Since we had Rowan After Hours, it helped prevent the suitcase school mentality but

students are becoming restless. There is a sense that there is nothing to do on campus anymore which makes students look elsewhere.

Research Question 5: How does the presence of the educational component serve to foster the town and gown relationship?

The many statements pertaining to this question were ranked by their frequency and then organized into themes. Table 4.8 displays four key themes that arose with subthemes. The data suggest a general understanding that communication will trigger the success of a future relationship. Most also believe that Rowan and Glassboro will integrate. However, over two thirds of the subjects spoke of the potential for future problems with the relationship. The chief reason cited was that a university mixed with downtown meant more students mixing with residents, leading to more town and gown issues. Seven of the subjects believed that despite this, the future relationship would be positive.

While the Glassboro Officials are hopeful and confident, one cited fear of the future:

I'm thrilled and still a little scared because the economy is not very good. I always worry whether our private developer will continue to be economically viable. So with every new building, there's not only a level of joy but also an added level of relief...So it's a mixture of happiness & fear.

As for the relationship, one Official sees positives: "It's hard to project the possibility of a kind of adversarial relationship. I think informally the lines will blur and we will see Glassboro and Rowan as one big ameba." Another Official specifically suggested that:

There is no real end to the project. I don't know if there will be an end. We need to see the relationship in 10 years, but I see it flourishing on a constant basis. I think it needs to. When I say 'we,' I mean whoever is in charge of the Borough and Rowan. It's whoever makes an investment and it's the responsibility of Rowan University and the Borough to make it work. There's going to be an economic impact on both ends, because if they bring educational opportunities into the downtown, make those kind of investments, and take them away, we don't benefit as a community and they lose out as well. Yes, the planning and construction may cease but the project is about the relationship, and the relationship will never end.

Another Official makes a similar point about the leadership:

It depends on the relationship between the two entities and because it is good now and because they have great vision on how to bring the university and community to another level, I think we have an unbelievable opportunity with this economic driver to do education right, to serve the community, region, and college... We need to place certain programs in the community, to get them involved, and create a good diverse mix of clientele. With the right leadership, the relationship will prosper... it has been very exciting being part of it from the ground floor and I'm looking forward to the school and community coming together more and more, because there will be more things to do and more collaboration. I look forward to that energy and synergy.

All suggest that the university and town truly need each other and that the two will become more reliant on each other. One member elaborated on how it would benefit the

town economically, but also would cause a higher quality of students to become interested in Rowan, as its offerings would undoubtedly increase with the project. One Glassboro Official moved this notion further: “With the university and the new medical school...in long term I see something in more like a research university because of the possibilities. I would promote that, although some might not agree with it, but times change.”

Some Borough Officials are concerned about some of the potential problems between residents and students:

I think there may be people in the Borough who paint students with a broad brush. The students are what gives the locals the perception of the university more than the faculty or some of the offerings there...the way students interact in the community influences what people think, so if there are a few students involved in bad incidents, that taints the town’s perception of the university as a whole.

Mentioning some of the meetings held on student behavior and off-campus rentals, one Official predicts an overall change in student mentality:

We are trying to encourage the university to become part of the community...we want an integration between the two. But also knowing that there is a big difference in the younger mindset of going to college, partying, having fun, the new experiences, and I think the disconnect comes with the community, who are more stable, settled and of another mindset; they have ideological differences...we are trying to bridge the gap...It [student mentality] might also change with the times, since getting an education now is so expensive, so students may take it more seriously.

Some fault is placed on the Borough for only noticing the negatives: “I know there is a current partnership with Glassboro high school and I think things like that need to be publicized more than they are regarding the benefits of having a university in the backyard.” They feel that continuing to hold collaborative meetings about students in the community, combined with the success of the Project should ease any problems that may emerge.

Sora/LWLP is proud of the fact that they are completing this project in the current economy. For all those involved according to a Sora member: “People always ask, what the key is to the success of a project. It’s the communication and cooperation between the three key parties and that the process being done properly...it requires patience, persistence and planning. A good project is a good project regardless of the economy.” The LWLP subject furthers this notion by suggesting that “the model that has been looked at by Rowan, which has been successful to date with integrating the university into the downtown, is a model that you will see replicated in other parts of the country.”

Sora/LWLP do acknowledge that although they work very closely on the side of the Borough they insist that they are in a role *separate* from the town and gown, “the key to that good relationship ten years from now is communication and hopefully we, the private part of it, have done our job in managing—maybe we are the glue that holds the two together, facilitating that communication.” They place themselves as separate from the overall process, in the role of mediator and outsider. The Sora subject stated that “it is not a perfect marriage between the two, but that is good...things will become lax if everyone agrees all the time.” Responding to the project’s completion, the member of LWLP asked “is a city is ever finished? The project never really ends.” While the

construction ends the integration will be strong. The Sora subject warned of the potential bad future relationship: “after a project is completed and the honeymoon period wears off, when there is no new construction, the relationship can drift and the communication will stop. That’s when you get back into trouble.” The subject stated that communication long after completion is the only way to avoid this.

The Chamber Member hopes that Rowan will continue to develop itself, which will necessitate that communication lines are open and such a relationship should not end. This continuation attracts a “higher caliber of potential employee and educated professional to the area and should cause more housing to develop which increases ratables.” The relationship needs to be maintained so that Rowan Boulevard is a success and the member suggests that this must be achieved on both sides. There must be work to guarantee that students will frequent the downtown and that it is a “safe environment” and the “Borough needs to work on its public relations to sell the idea of the downtown.” The Member also suggested that the future occupants (retailers) of Rowan Boulevard need to understand and appreciate the fact that their clientele will be students.

Table 4.8

Stakeholders' Perception of the Educational Component Fostering the Relationship

Theme		Town Side	Gown Side	Total
Maintenance	There will need to be more communication & collaboration	8	6	14
	The relationship will never end	3	1	4
Integration	Rowan and Glassboro will become a single entity	6	6	12
	Future decision making for one will always include the other	2	3	5
	The two will need each other to a greater degree	2	2	4
Problems	Student behavior	4	7	11
	Lack of students' involvement	1	5	6
	Unsure of the future relationship	0	2	2
Positivity	The relationship will be positive	5	4	9

The Rowan Administration generally had a great deal to say about the future relationship. Two Rowan Administrators stated that the university needs to do more to magnify the positives, because the few negative issues of town and gown are the ones that are always heard. Another Administrator feels that education is necessary on both sides. Both sides need to understand the students and citizens as not belonging to either side of “town or gown,” but rather, “us.” One Administrator cited the arts, speakers, and sporting events as key to bridging the gap. “Glassboro is a sports-minded community, with great pride in their college’s sports. The members had always attended and

supported the various sports. There is a strong sense that this pride diminished with the name change from Glassboro State College to Rowan University (this was confirmed by the Chamber Member).” There was a feeling that the college in some way, was taken away from the town.

The Administrators felt that with Rowan Boulevard, decision making will become intertwined. All new projects will need to be assessed for the mutual impact. One Administrator called the development not just an activity but a “learning experience” in collaboration. Another Administrator said that it was difficult initially, but minds remained positive, causing it to move ahead which is preferred over instant success without directions: “The failure of Rowan Boulevard is not an option for anybody! We should only think about success.” Detailed information was given about the success of the Barnes & Noble, Starbucks, and other achievements and plans. One administrator stated “We have no choice but to become one! If the university thrives, Glassboro thrives; if Glassboro thrives, Rowan thrives—it is that simple! To become separated now would be disastrous for both.”

Based on the progress so far, however, one Administrator felt that “Rowan will remain whether Rowan Boulevard fails or not. The Rowan side of Rowan Boulevard is moving better, because it appears that Rowan is the clear customer base and that Glassboro feels that this is their last chance at revitalization.” The same administrator stated that in the future however, the two will become interlinked and “mutually dependent.” For this, he stated “Rowan will need to do more do sell the idea of Rowan Boulevard. The idea as it stands now (a store or two) does not attract students, but the completed project certainly will.” The same Administrator acknowledges that the two

are trying to make a “real” college town. “A small school with clear cultural presence in a small town is the true college town, as opposed to a school with big dominating presence in a larger city.” This can however, create more problems as three Administrators noted: “The change does not affect students, as they will come and go. The true change is for residents. Students walking around the downtown means students *walking around in other places throughout the community.*” While believing it a positive presence, they suggest that the student presence will cause more classic town and gown issues.

It was stated that the relationships are better than they have been in the past 45 years and they wish to keep the good dialogue flowing. “There is an understanding developing that the majority of students are responsible citizens, and the university is working with the town, to steer those who may cause trouble...the relationship needs constant maintenance to the degree that it will need some formalized structures to do so.” The Administration feels that the university needs to do more with outreach to the public schools, youth, and senior citizens of the town. They feel that this will counteract some of the bad town and gown activities, which are often heavily publicized. The Administration acknowledges that the two cultures are different. Universities have their own culture as does Glassboro, but this will absolutely change especially if more employees and students are living in the downtown, calling Glassboro residents their neighbors. The two together has a much bigger impact. The two need to not only build a relationship, but to actually become one as an Administrator illustrated:

We need to really get to understand each other and become one body. We become a ‘college town’ when we become one body...basically we are this

(Figure 4.1), and I want to become this (Figure 4.2)...notice the area of this (Figure 4.2) is greater than the both of this (Figure 4.1) and that is really what the impact is. We become stronger in every aspect: economically, politically academically.

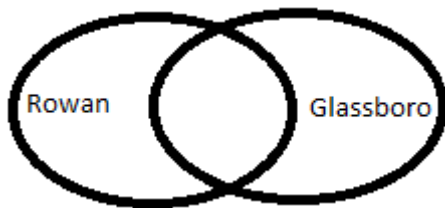


Figure 4.1: *Opinion of Rowan Administrator: Rowan and Glassboro, Present*

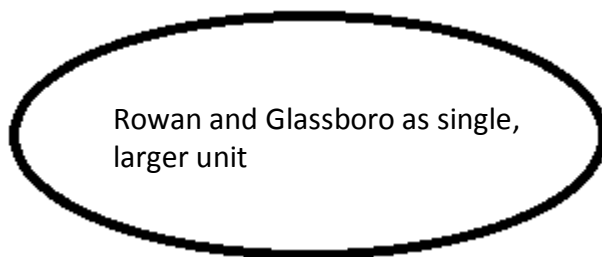


Figure 4.2: *Opinion of Rowan Administrator: Rowan and Glassboro, Future*

Overall, the Administration believes that this is a key opportunity for both. This is Glassboro’s last chance to retain students and revitalize itself and it gives Rowan the chance for the “college town experience,” a piece, they feel it was clearly missing. The collaboration will “necessitate communication” with structure. “The fabric of the community will be tested as the university presence moves further into the Borough. The relationship will need constant maintenance. One administrator described a future vision of community, commerce, retailers, restaurants, safety, and happiness, making Glassboro a “destination.”

A Rowan Trustee admits to not being able to predict the future relationship between the two, although there is a hope for positivity.

I think because we are working so hard together to build this and we are going to be working this for a while, we will have our bumps in the road and our disagreements but I think there will be a tremendous energy in this town. The transformation has begun and will last 100 years—that is my hope. As things mature, I don't know. Hopefully it is a good relationship for a long time but depending on leadership but I really don't know...I like to hope for positive. I do think we are in for a change in culture from blue to white collar, more educationally minded; I think we will be a mini cultural center here.

The SGA members are generally mixed on how the relationship will fare in the future. Some felt that the current situation with student behavior is a problem that will only grow, as town and gown become more intertwined. There will be more contact between citizens and students which could cause more problems between the two to emerge. They feel that communication between town and gown is the only way to curb these problems. They believe expansion of the SMRC and Borough meetings will help this.

One member sees Rowan becoming a “true college town,” while another sees a “home grown culture” developing through the intertwining. This lack is also cited as a key reason for some of the student misbehavior. One SGA member sees that the project is never really finished as higher education expands. In terms of the relationship:

In this year, I have seen the relationship already improving and I hope through the collective work of the SMRC, SGA, Rowan, and Glassboro, it will show the

mutual benefits and that the relationship continues to improve. It needs to be a collaborative effort and not so much of a tug-of-war with one side winning...I would hope that citizens would feel like members of the Rowan community. Little things like football games can help them feel a part, and not like they are being taken advantage of.

Other SGA members mentioned a key problem in the apathy of students:

“Sometimes I feel like there needs to be more student representation and I don’t know if I should blame the university or the students. Whenever we reach out to students they always become apathetic and then we go and do things on our own and they complain. That is one thing I would like to see change.” They felt that more student input would help ease tensions and their voices are vital considering that they are the target group to patronize the downtown. The same SGA member believes that the SMRC can continue to work and become more of a force at Rowan. They are working to help town and gown issues by information sessions during the freshman orientation. While they acknowledge that student apathy is difficult to overcome, they felt that they could instill respect for the community in new freshmen. They are also working through the New Jersey United Students (NJUS) organization addressing common town and gown issues and learning from other universities.

CHAPTER V

Summary, Discussion, Conclusions, and Recommendations

Summary of the Study

The study sought to explore the perspectives of stakeholders on both sides of a town and gown collaboration. The collaboration is the Rowan Boulevard/Downtown Glassboro Project, which seeks to expand Rowan University and revitalize downtown Glassboro.

The study consisted of a series of 10 interview questions among 17 stakeholders, eight grouped on the side of the town, nine grouped on the side of the university. The stakeholders consisted of Glassboro Officials, members of Sora and LiveWorkLearnPlay, the Glassboro Chamber of Commerce, University Administration, Student Government Association Members, and a Board of Trustees Member.

The responses of the stakeholders were taken and analyzed using qualitative research methods and organized by the research questions. Tables were created to display perspectives and subject matter that was most common among subjects on the sides of town and gown. Specific subject matter by stakeholders and their elaborations were analyzed with the tables.

Discussion of the Findings

It is important to note that while the data show diversity in the subject matter, all 17 subjects interviewed believe that the Rowan Boulevard/Downtown Glassboro Collaboration is an excellent idea and all are hopeful for and looking forward to the

success of the project. There are no heavily reported themes that are overly dominant on the side of the town or the gown.

Research Question 1: How do stakeholders in a town and gown collaboration understand and acknowledge the town (Glassboro) and the gown (Rowan)?

Regarding the stakeholders' descriptions of Glassboro and Rowan, both sides presented an understanding of both. The breakdown was relatively even on both sides with no overly dominant description present. Eight stakeholders explained some of the history of the community dating back to the 19th century. Outside of this, stakeholders described Glassboro in several different ways including "small," "tightly knit," and an area of many cultures and backgrounds. Perhaps due to a lack of familiarity with the town, only one SGA member mentioned Glassboro's history. Three subjects from each side mentioned Glassboro being in a state of decline and there is a sense that this decline is being halted by the collaboration.

All subjects described Rowan as emerging, moving from commuter to resident, or having great potential. This suggests that the sample clearly view Rowan in motion, changing into something else. The breakdown of this was generally even including those stakeholders who detailed some of Rowan's academic programs. Of special note, some mentioned that Rowan was in or near to a "small town" and suggested that it was indeed Glassboro that made Rowan unique. The only somewhat one-sided result was six members of Rowan suggesting that Rowan is a public college with a private school feel, as opposed to only one Borough Official. They felt that the ease of students' communication with administrators was a positive and that it made Rowan special. The

stakeholders on both sides through their responses seem to acknowledge that Rowan is in a more stable condition than Glassboro.

Research Question 2: How do stakeholders in a town and gown collaboration view the relationship between the Borough and the University?

Regarding the stakeholders' description of the relationship between Rowan and Glassboro, there seems to be a general understanding that the relationship was strained in the past, but is more cordial in the present. Only one subject on the town side stated that the relationship, while better, is still strained at times. The SGA members felt strongly about this issue. While not mentioning the past relationship, perhaps due to a lack of awareness of it, their responses suggested a stronger sense of hostility. This is reinforced by the fact that the SGA formed a specific committee to deal with such matters. One explanation for more responses to this on the side of the gown over the town is that Borough Stakeholders may not have had the exposure to the student population or at least focused greater attention on the relationships with Rowan University Administrators, on the project. Likewise, because of a lack of exposure, due to the fact that they do not live in Glassboro, Sora/LWLP did not mention a single negative in the current relationship. There is a consensus on both sides that the relationship between the two is better in the present day and the responses suggest that this is solely because of the Rowan Boulevard/Downtown Glassboro Collaboration.

Research Question 3: What do stakeholders in a town and gown collaboration believe are the advantages of collaborating with an institution of higher education against other entities?

While the question was worded: “What are the benefits of collaborating with an institution of higher education, as opposed to a major cooperation, industry, or government agency?” all stakeholders compared the institution against a large corporation. Against a corporate relationship, they stated that universities are more complex and have multiple sectors that could cater to the needs of a populace. Others also stated that universities have goals other than profit and therefore, would be more willing to extend themselves into the town for the town’s benefit. There is a slightly greater response on the side of the gown that HEIs are creatures of change and could adapt to external change better than a corporation could. The only subject that elaborated on a dual advantage was from Sora. This could be understood, as the subject admitted to doing business with both, and that the issue of taxation is a major hurdle for colleges to climb in collaboration.

Of special interest, five subjects spoke of the stability of the university. Only, one subject on the side of the gown mentioned that the university could not leave if it wished and therefore, was a stable entity. On the town side however, the subjects praised the stability of the university, in that it would not leave, close sections, or downsize. The economic downturn, combined with decreased state government appropriations, and lower public support has placed higher education in an uncomfortable position. There have been cuts made to institutions across the United States, which has found the discontinuation of entire departments and programs. The fact that no member of the

town side acknowledged this could be due to the fact that they may simply not be aware. Much of the news of program cuts has been limited to the higher education periodicals and not in the mainstream news. Nevertheless, it is interesting that they chose to mention this as an advantage and that no members of the gown side (save the Administrator who spoke of the physical removal of the entire university) mentioned this as an advantage of institutions of higher education. These data relate to Maurrasse (2001) and Chapman (2009), suggesting that a reason for collaboration is that it creates stability within the university.

It does seem clear that members on both sides do have an understanding of higher education, in that universities perform functions other than the education of students. They also can perform a similar function of private corporations in that they can employ the local populace and have clear student demographics, allowing local businesses to target consumers.

Research Question 4: What do stakeholders perceive are the benefits of bringing the educational component into the downtown?

This question yielded a variety of results from all sides. Although they were stated in different ways, academic programs collaborating with citizens for the benefit of service was a common response. Similarly, the simple fact that more university programs could be offered to citizens was equally as popular. With respect to the service component, aspects such as outreach to the local schools, collaboration between business students and businesses, and medically oriented programs with the new medical school were mentioned. These data fall in line with what Maurrasse (2001) and Chapman

(2009) suggest. The desire for service and experiential learning is key for establishing a town and gown collaboration.

Among the resources for citizens, the subjects felt that citizens could take advantage of art and cultural programs, senior citizen programs, auditing of classes, and the targeting of nontraditional students through the CGCE. It is important to note that these, and other programs mentioned already exist at Rowan. The data suggest that perhaps the university has either not publicized these offerings or has not made them easily accessible to the general public and the educational components on Rowan Boulevard hope to achieve the both of these.

Seven subjects believe that the seamless transition similar to Gemprecht's (2003) model of a college town will take root. As the project moves along and there is greater interaction between members of the university and community, the two should integrate. There were several subjects from both sides that found that the inclusion of an educational component will give a social uplifting to the town, as the two become integrated. There was a notion that more alumni will seek to be closer to the university, indicated by four subjects. They acknowledge that the alumni in general have not been utilized by the university the degree to which they should have been. Their presence is said to contribute to the social uplifting similar to Bowman's (2007) study of educational component integration. By social uplifting, subjects suggested that the presence of educated people and buildings in the town environment creates a more educated citizenry, which alters the cultural fabric. Some of the ways this was explained was as a transition from blue collar to white collar, more individuals with college education, the presence of culture; and statistics such as higher property values, increased safety, and

economy—the same general arguments of the benefits of well-performing K-12 school districts. This suggests agreement with Martin, Smith, and Phillips (2004), in that such collaboration is the way to handle the social and economic problems of the future.

Similarly, and with respect to those subjects who mentioned economic benefits in this and the last research question, the distribution shows a 2/5 relationship in favor of the gown side, with only one Borough Official mentioning any economic benefits.

Furthermore, some Rowan Administrators elaborated a great deal on the economic benefits, even citing specific statistics including visions of how it would happen. This could suggest a lack of desire on the Glassboro Officials' part to emphasize the fiscal benefits (taxes, PILOTs, etc.) of the collaboration, and an acknowledgment from the Administration to publicize the direct benefits for the town. It could be said that this is in direct reference to the current economic climate.

An interesting result was that six subjects, two from the town side and four from the gown side specifically used the word “destination” in describing what Glassboro would become in the minds of the general public in and outside of Rowan and Glassboro. Some elaborated on this point stating that Glassboro now is a place that one passes through on the way to the college or somewhere else. This regard was not mentioned by the subjects in their initial descriptions of the Borough. This suggests that stakeholders feel that Glassboro is presently not self-sustaining economically, but will attract the interest of the surrounding region, once the project is finished.

Research Question 5: How does the presence of the educational component serve to foster the town and gown relationship?

The data related to this question yielded the most interesting results. Twelve subjects believed that there would be a need for more communication & collaboration. This was sometimes grouped with “cooperation.” Those subjects believed that the relationship would only sustain through this way, and some believed that there would be a need for new and permanent structures to deal with this relationship.

Two responses were mentioned second most frequently in that “Rowan and Glassboro will become a single entity” and the integration “will create more town and gown problems,” particularly with student behavior. At Rowan, Spagnolia, in 1998 and Leavey, in 2004 found the issues of parking, housing, alcohol, noise, and vandalism—all of which the subjects mentioned under the tag of “student behavior.” There is a sense that the project will succeed and that there will be a seamless integration between Rowan and Glassboro, bringing a host of mutual benefits. However, this is accompanied by an equal number of subjects who mentioned that this integration opens the door for more problems between students and citizens. The rationale of many subjects is that there were problems in the past between students and citizens, when residential students were only a small minority of the student population. Leading to the present, a greater percentage of Rowan Students moved on to campus and others rented near the college, off campus. Naturally, problems between Glassboro citizens and students worsened. As the university takes on more residents, the on and off campus student population will increase and since Rowan Boulevard is meant to integrate the university and community, the chances for friction can increase to the largest degree yet. This can jeopardize the

relationship between Rowan and Glassboro in the future. Despite this, the fourth most common statement among the subjects is that relationship of the future will be positive. How can this be?

Using the themes (*Maintenance, Integration, Problems, Positivity*) developed by the top responses given by the subjects, the future of the relationship can be understood through the following process:

1. *Integration*: Rowan and Glassboro will begin to integrate through Rowan Boulevard.
2. *Problems*: Increased integration (and student population) will result in more town and gown problems between students and citizens.
3. *Maintenance*: Open and aggressive communication and collaboration by Rowan and Glassboro will be needed to address these problems, actively and constantly maintaining the relationship.
4. *Positivity*: If such town and gown communication and collaboration is executed, the relationship of the future will be positive.

The responses suggest that the stakeholders feel that the benefits of collaboration could lead to problems, which can be effectively solved by the same methods attributed to the start and success of the project to date.

The problem of student apathy and behavior is complicated. The desire of the project is to integrate the students into the town, strengthening the relationship, yet the student presence is what is perceived to create the town and gown problems, hurting the relationship. The other common responses dealing with lack of Rowan Student

involvement, mutual decision making, and a never-ending relationship are all related to the above series.

Of special note, the LWLP subject spoke of model replication of this project, by other institutions across the United States. However, this may act as what Birnbaum (2000) might call a fad. While the Borough Official admitted that the common town and gown issue of taxation was successfully handled using a model developed by Rutgers University, other models were observed and the organization and planning of the Project itself was unique to Rowan. Therefore, while the model can be observed by other institutions, Birnbaum would most likely insist that neither it, nor any template for a desirable relationship should be used. Stakeholders speaking about the roots of the project only mentioned communication and committee at the outset. After establishing a relationship, they could assess what they “had to work with,” according to the Chamber Member. They could then assess mutual needs and benefits similar to what Cox (2000) described. The actual design of Rowan Boulevard did not begin until many years later. In other words, the data combined with early details of the collaboration suggest that the first step was to build the relationship so that a strategic plan could be developed. To take a plan from elsewhere, without building an initial relationship to house a plan might not have produced the same results.

SORA and LWLP did insist that they are in a role separate from the town and gown, despite closer dealings with Glassboro. In this way, they probably should have been treated as entirely separate with respect to this research. However, their input yielded much information as to why the stakeholders feel the project was successful to date. Aggestam and Keenan (2007) identified college, student residents, citizens, town

governance, and local merchants as the warring factions in a town and gown relationship. “Private Developer/Planner” could be added among these. Expanding on the illustration of a Rowan Administrator, Figure 5.1 describes such a relationship of interests.

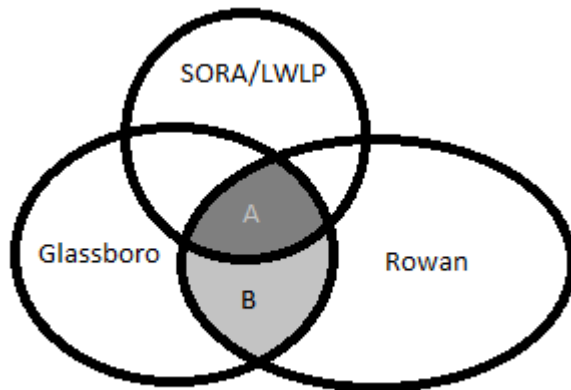


Figure 5.1: *The Position of Interests of the Involved Parties*

The developer’s and planner’s interests could be added to the diagram. As a business, the primary interest of Sora/LWLP is financial gain. In order to achieve this however, they would have to assess the individual *and mutual* interests of Rowan and Glassboro. The Area “A” would represent the needs and wants of all three, yet the primary focus, according to the stakeholders of Sora/LWLP, is the Area “B.” By facilitating communication between the two bodies, they increase the chances of success for the project and their own gain. Once they are removed as the third party, the hope remains that the two are communicating and sharing interests and benefits.

Conclusions

It could be said, given the data, that the stakeholders believe that the Rowan Boulevard/Downtown Glassboro Collaboration is indeed working well and that it will be a success.

While the stakeholders gave different responses, regarding town and gown sides, there were no responses given about Rowan or Glassboro that were generally out of sync with the rest of the stakeholders. In other words, no perspective had an overwhelming majority of responses on one side and little or none on the other. This suggests that the stakeholders are generally on the same page in their understanding of both.

The data suggest that the current relationship between Rowan University and Glassboro is improving. The stakeholders acknowledge that the relationship was negative in the past, but that it is good or improving presently. While some stakeholders listed that it is still under stress, the lines of communication between the two appear to be wide open.

The data suggest that stakeholders have a clear understanding that institutions of higher education engage in more than the education of students. It can be generalized that the multiple workings of the university make it a favorable choice for a partner above a private corporation.

They cite similar reasons for benefits in bringing the educational component into the downtown. The data suggest that stakeholders believe the educational component will bring true mutual benefits to town and gown by way of collaboration. The university can benefit through the physical expansion, as well as through service and experiential learning opportunities. The educational component can increase the likelihood of

offerings to the Glassboro citizens and alter the culture of the town. If true, this belief supports the work of Bowman (2007) suggesting that the addition of the component can revitalize a depressed area.

In terms of fostering the relationship, stakeholders hope the relationship will be positive but this can only come with constant communication and collaboration between Rowan University and the Borough of Glassboro. In achieving the success of Rowan Boulevard/Downtown Glassboro, the students seem to be the X factor.

The students are the key to the success of the project through their patronizing of the downtown, as well as their working with citizens and private firms (service/experiential learning). The university has a goal of increasing this interaction through its expansion of resident population. This will inevitably lead to more off-campus students. The combined student population, the stakeholders believe, will cause more citizen/student interaction, which will lead to problems with the relationship.

Warfield (1995) suggests that the best way to deal with town and gown problems is preparation before the fact. While problems cannot entirely be prevented, there can be systems in place to handle such issues effectively. Such systems can be established through a collaborative effort between university and community. They need to be maintained constantly in order to keep relations good. These can ease the negative impact of any incidents that may occur and will become more proficient through experience.

The students can be included in such systems as well as Rowan Administration and Borough Officials. The data show that there is a clear desire for members of the Student Government Association to be involved in the town and gown relationship.

Because they are the X factor in the process, they can be utilized as a powerful force in how incidents are handled. The data also suggest that more work needs to be done to highlight the positive activity of the student population and of the university and how they are benefiting the community. According to the responses, such benefits will increase in number with the integration, so with this increase, should come publicity. Such interaction between Officials, Administration, and students could help to generate solutions to the problem of student apathy.

Overall, the study confirmed the work of the literature in that communication and collaboration are the keys to a successful partnership between town and gown. The stakeholders of this study see this with the Rowan Boulevard/Downtown Glassboro Project and believe that it will be successful. Problems with the relationship can occur, but these can be avoided through communication. With the lines of communication open and the project successful, the stakeholders suggest that the mutual benefits of service and experiential learning, educational offerings to citizens, economic revitalization, and an overall societal benefit can be achieved.

Recommendations for Practice

The following are suggestions for how Rowan University and Glassboro can maximize the benefits of Rowan Boulevard/Downtown Glassboro, while maintaining the relationship:

1. Because students are the X factor with the success of the project and the problems with the relationship, as some stakeholders suggested, Rowan will need permanent structure to manage the relationship. The data suggest that as the organization exists now, the university cannot deal with town and gown issues

because it does so, on an incident by incident basis. University Relations will need restructuring and expansion to handle the increased numbers of students interacting with the citizens. This structure would be effective if it included members of the Borough, as they could provide advice, securing the relationship as well.

2. University Relations would need to be loosely coupled with other parts of the university, particularly student activities and outside of the university with Glassboro Economic Development. The data showed a perception that there is not as much to do on campus as there could be. The data also showed that there was a lack of student involvement in Glassboro events. University Relations could work to connect these organizations. Not only would this integrate the student population with the citizenry in a controlled, positive environment, but it could also make programming easier for both sides, since events could be compiled together.
3. Because their studies took place at Rowan, Spagnolia's (1998) and Leavey's (2004) suggestions for how to use public relations tactics to solve town and gown issues should be executed. In order to expand on service collaboration, the Rowan Public Relations department should be utilized to help maintain the relationship.
4. As Rowan Boulevard moves through stages of completion, the university should work toward greater outreach through service and experiential learning. This outreach should involve many academic departments and include the general public, businesses, and even the local public school system.

5. The SGA is working information sessions into freshman orientation. This could stress the history of Glassboro and help to generate an appreciation and a respect for the town. Members of the Glassboro community should be sought to assist with this practice. This should also be publicized.
6. Bowman (2007) suggests that benefits do not happen with the presence of the educational component in the downtown alone. Rowan and Glassboro need to make certain that the benefits are being realized. Rowan and Glassboro should also collaborate to find if both the university and community are aware of and reaping the benefits of the partnership.
7. Subjects spoke of future structural change in Glassboro. There has already been a great deal of change to the physical environment of Glassboro and it met with a certain degree of hostility by the populace, initially. Subjects spoke of relief as buildings began to emerge and buzz swept through town and gown environments. Once the new structures are in place, they cannot be easily removed. Therefore, it is essential that involved parties assess the new establishments, so that they realize the goals mentioned in the interviews and planning sessions.
8. All of the student outreach to the community and all the successes of the Boulevard should be publicized to a greater degree.

Recommendations for Further Research

1. This study could be expanded to include more stakeholders from each side.
2. Another study could include the faculty members as stakeholders, as well as citizens or businesses from the town.

3. A separate study specifically focusing on the role of the private developer/planner/contractor could be undertaken.
4. This study focuses on general benefits. A more detailed study asking stakeholders the specific services or businesses they would like to see in the community could be conducted on both sides to assess similarities and differences.
5. The study could be returned to, as more of the Rowan Boulevard/Downtown Glassboro Project is completed to assess any change of results. This can be conducted anywhere from a year later, five years later, or at the end of phases of the project.

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APPENDIX A

Institutional Review Board Approval Letter



February 23, 2011

Michael Schillo
707 Bellevue Ave.
Hammonton, NJ 08037

Dear Michael Schillo:

In accordance with the University's IRB policies and 45 CFR 46, the Federal Policy for the Protection of Human Subjects, I am pleased to inform you that the Rowan University Institutional Review Board (IRB) has approved your project:

IRB application number: 2011-140

Project Title: University Involvement in Downtown Revitalization: Stakeholder Perspectives and Opportunities

In accordance with federal law, this approval is effective for **one calendar year** from the date of this letter. If your research project extends beyond that date or if you need to make significant modifications to your study, you must notify the IRB immediately. Please reference the above-cited IRB application number in any future communications with our office regarding this research.

Please retain copies of consent forms for this research for three years after completion of the research.

If, during your research, you encounter any unanticipated problems involving risks to subjects, you must report this immediately to Dr. Harriet Hartman (hartman@rowan.edu or call 856-256-4500, ext. 3787) or contact Dr. Gautam Pillay, Associate Provost for Research (pillay@rowan.edu or call 856-256-5150).

If you have any administrative questions, please contact Karen Heiser (heiser@rowan.edu or 856-256-5150).

Sincerely,

Harriet Hartman, Ph.D.
Chair, Rowan University IRB

c: Burton Sisco, Educational Leadership, Education Hall

Office of Research
Bole Hall Annex
201 Mullica Hill Road
Glassboro, NJ 08028-1701

856-256-5150
856-256-4425 fax

APPENDIX B

Email Sent to Subjects

(Targeted Stakeholder)

Good Morning! My name is Michael B. Schillo and I am a graduate student in the Master's in Higher Education Administration program.

In order to complete my thesis, I am conducting a study on the perspectives of key stakeholders involved in the Rowan Boulevard/Downtown Glassboro Projects. My goal is to discover what stakeholders from the sides of the Borough of Glassboro and Rowan University believe the benefits are in collaboration.

You have been selected to participate in this study, through a brief interview.

If you could please respond back to me indicating whether you are able to participate, we then can discuss a potential day and time to meet. The interview will not take long.

For your convenience, I have included the interview questions below.

Thank you very much,

Michael B. Schillo
schill42@students.rowan.edu
(609) 513-2571

APPENDIX C

Consent Forms and Interview Questionnaire

University Involvement in Downtown Revitalization: Stakeholder Perspectives
and Opportunities

Participant:

Date:

I agree to participate in a study entitled " University Involvement in Downtown Revitalization: Stakeholder Perspectives and Opportunities," which is being conducted by Michael B. Schillo Jr., a graduate student of the Educational Leadership Department, Rowan University.

The purpose of this study is to investigate a town and gown relationship in the context of a major collaboration effort. The relationship is that between the Borough of Glassboro and Rowan University and the collaboration effort is the Rowan Boulevard/Downtown Glassboro Project. The goal of this research is to examine the perspectives of various individuals, through personal interviews, on the sides of both the college and the borough, during the earlier stages of the planning and execution processes. This study follows a series of many studies on university-community collaborations across the United States, yet is unique in that it is conducted before the major efforts are completed. It seeks to understand what stakeholders on both sides believe the benefits are of collaborating specifically with an institution of higher education and how it impacts the relationship between town and college. Uncovering and understanding such perspectives can help to aid future collaborations between Rowan and Glassboro, as well as other efforts in North America and Europe.

The interview will take place once, in person with the researcher. The estimated interview time is between 10-30 minutes.

I understand that my responses will be confidential. I agree that any information obtained from this study may be used in any way thought best for publication or education provided that I am in no way identified and my name is not used.

I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty.

I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If I have any questions or problems concerning my participation in this study, I may contact Michael B. Schillo Jr. by phone at (609)-513-2571 or Email at : schill42@students.rowan.edu or my thesis advisor, Dr. Burton Sisco, by phone at (856) 256-4500, ext. 3717 or Email at: sisco@rowan.edu.

Subject's Initials _____,

If you have any questions about your rights as a research subject, you may contact the Associate Provost for Research at:

*Rowan University Institutional Review Board for the Protection of Human Subjects
Office of Research
201 Mullica Hill Road
Glassboro, NJ 08028-1701
Tel: 856-256-5150*

(Signature of Participant) (Date)

(Signature of Investigator) (Date)

Interview Protocol

The researcher will handwrite responses as well as digitally record the entire interview. The researcher shall NOT share the digital recording with any individual. The recording is to be immediately transcribed in textual format to an electronic file. After that process is complete, the recording shall be safely stored in a protected file and removed from the recorder.

Check the following box if you wish NOT to have the interview digitally recorded.

I wish NOT to have my responses digitally recorded.

I understand that by not checking the box above that my responses will be digitally recorded.

(Signature of Participant) (Date)

(Signature of Investigator) (Date)

Thank you very much.

University Involvement in Downtown Revitalization: Stakeholder Perspectives
and Opportunities

Interview Questions

1. How would you describe Glassboro?
2. How would you describe Rowan University?
3. What separates Rowan University from other colleges?
4. How would you describe the relationship between Rowan University and the Borough of Glassboro?
5. How do the two entities relate to each other?
6. What are the benefits of collaborating with an institution of higher education on a project like Rowan Boulevard, as opposed to a major cooperation, industry, or government agency?
7. With respect to its academic history and mission, what benefits does Rowan University bring to the planning process of the Rowan Boulevard/Downtown Glassboro Project?
8. How will the Rowan Boulevard/Downtown Glassboro Collaboration impact the relationship between Rowan University and the Borough of Glassboro after the completion of the Project? Where do you see the relationship in 10 years?
9. As the Project develops further and the two become more intertwined, what impact will the relationship have on Rowan University and Glassboro?
10. How would you describe the current progress of the Rowan Boulevard/Downtown Glassboro Project?

APPENDIX D
Qualitative Analysis Method

RULES AND PROCEDURES FOR LOGICAL ANALYSIS OF WRITTEN DATA

The following decisions were made regarding what was to be the unit of data analysis (Sisco, 1981):

1. A phrase or clause will be the basic unit of analysis.
2. Verbiage not considered essential to the phrase or clause will be edited out—e.g., articles of speech, possessives, some adjectives, elaborative examples.
3. Where there is a violation of convention syntax in the data, it will be corrected.
4. Where there are compound thoughts in a phrase or clause, each unit of thought will be represented separately (unless one was an elaboration of the other).
5. Where information seems important to add to the statement in order to clarify it in a context, this information will be added to the unit by using parentheses.

The following decisions were made regarding the procedures for categorization of content units:

1. After several units are listed on a sheet of paper, they will be scanned in order to determine differences and similarities.
2. From this tentative analysis, logical categories will be derived for the units.
3. When additional units of data suggest further categories, they will be added to the classification scheme.
4. After all the units from a particular question responses are thus classified, the categories are further reduced to broader clusters (collapsing of categories).

5. Frequencies of units in each cluster category are determined and further analysis steps are undertaken, depending on the nature of the data— i.e., ranking of categories with verbatim quotes which represent the range of ideas or opinions

(p. 177).