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**TOWN AND GOWN RELATIONS: FINDING EQUITABLE PROSPERITY FOR
NEIGHBORHOOD RESIDENT STAKEHOLDERS**

by

Ian Thomas Foley

A Thesis

Submitted to the
Department of Educational Services and Leadership
College of Education
In partial fulfillment of the requirement
For the degree of
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at
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May 5, 2016

Thesis Chair: Burton R. Sisco, Ed.D.

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Dedication

This thesis is dedicated to the residents of Glassboro, New Jersey, and the students of Rowan University. We must remember that tensions form not from a place of malice or spite, but in misguidance and misunderstanding. Separate any attitudes and it becomes clear, people who make up these communities have one in the same values, sound education and peaceful livelihood. I wish the students and future students of Rowan University, and resident of Glassboro, New Jersey, the best of luck in achieving an equitable experience for all.

Acknowledgments

I would like to appreciate my family, Thomas and Karen Foley for their mentorship during my adolescent development, through which I came to have the opportunity for an education.

Without the mentorship and friendship of Elizabeth Swantek, I would have never pursued a career in higher education; I owe her a great deal of thanks in my journey to graduate school and beyond.

My research and academic writing skills for this thesis would not be possible had it not been for the countless research papers at my undergrad, Wilkes University with Dr. Thomas Baldino, whose mentorship and helpful reference advice contributed to this paper.

My internship practicum supervisor Andrew Perrone helped me understand the practitioner's perspective as I researched town-gown relations for this thesis. His mentorship instilled in me the thought process of a community engagement practitioner, as I worked to understand what this thesis can recommend for practice.

Finally, I want to thank Dr. Burton Sisco for his support and motivation throughout my journey. Without his countless hours of patience, help refining writing style, counsel in focusing my research interest, this thesis would not have been possible.

Abstract

Ian Thomas Foley

TOWN AND GOWN RELATIONS: FINDING EQUITABLE PROSPERITY FOR NEIGHBORHOOD RESIDENT STAKEHOLDERS

2015-2016

Burton R. Sisco, Ed. D.

Master of Arts in Higher Education

An effective and prosperous community is measured by the sum of its parts, and in the case of a college town, everyone from the college students, to the neighborhood residents are stakeholders in what represents a college town. The neighborhood resident is a less researched stakeholder, but none the less important in understanding challenges. This study expands the limited knowledge base on attitudes of neighborhood resident stakeholders in college towns. A randomized door-to-door survey was conducted in the Glassboro, New Jersey neighborhood surrounding Rowan University, collecting the attitudes of permanent residents regarding interactions with students, property and public safety concerns, interaction with university officials, and interaction with university events. While interactions between subjects and students were not complex and were minimal with students, there was an evident disconnect between attitudes of community concerns, and steps taken by residents to express concerns to university officials. Collaborative projects between a municipality and university can also prove beneficial to a cooperative community. Outreach tactics to increase interaction of residents with Rowan University officials, and students can be increased to improve current attitudes.

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Chapter 1

Introduction

The relationship between a higher educational institution (HEI) and the community it resides is a studied occurrence that manifests itself in the social and economic well-being of all involved, both in day-to-day activities and the long term viability of the entities that reside in the community. From the college students, educational administrators and faculty, to the town officials, police, taxpayers and businesspersons, all can be positively or negatively affected by the community climate or actions of other parties. This is known as “town-gown” relations, *town* referring to the physical locale, which includes all local community members, and *gown*, referring to the academic regalia worn at universities, representing the HEI students and associated employees.

Statement of the Problem

Town and gown factions find themselves at odds from time-to-time. Issues of student behavior related to parking, housing gentrification, alcohol usage, noise, littering and vandalism- all create friction between campuses and their communities. In the global perspective, as a non-profit organization, universities utilize land space and municipal services within a municipality, but do not pay taxes to the municipalities in the way a business or private resident may. Almost non-existent in the knowledge base, are the specific attitudes of the neighborhood residents, who are fundamentally stakeholders who are affected directly by the described student actions, and are the stakeholders to whom

the municipal officials are accountable. There is a clear lack in understanding the perspective of this key town-gown stakeholder.

Purpose of the Study

Town and gown relationships can be positive or negative. Through collaboration, a HEI may voluntarily contribute financial or physical resources to a municipal government. They might also collaborate on projects that positively impact the economic vibrancy or cultural experiences of both the HEI and the community, or projects that hold students accountable to expectations of community stewardship. A negative town-gown relationship can significantly impact the cultural climate and build barriers to communication that can create or catalyze conflicts. A positive town-gown relationship is a significant survival interest for all actors involved. Understanding the means to a positive relationship, and the lay of the land, avoiding pitfalls of town-gown relations is a key question this study sought to shed light on. This study examined the specific attitudes of neighborhood residents, about the relationships between town and gown stakeholders.

Significance of the Study

Town and gown relationships are a naturally occurring part of society. The nature of the relationship between a HEI and its local community can elicit conflict and problems, or collaboration and growth. A deteriorating local community can impact public impressions on the marketability and safety of a college campus. Vengeful city administrators could stagnate university construction projects at the zoning level thwarting expansion of the institution. City council members could implement municipal codes that severely hamper university students from accessing needed services. A

university with limited interactions with the local community may siphon away public services such as law enforcement and public works at a disproportional level that leads to a “cost center” for the community. University students may affect neighborhoods through “studentification,” through decreasing assessed property tax, by increasing incidents of vandalism, crowd noise, alcohol, littering, and illegal parking -- all of which could lead to subtle or overt resentment from neighborhood residents. Because of the interdependency between universities and local communities, it is important to understand the perspectives of various stakeholders in a town-gown environment, so that all parties can flourish in a healthy commercial and educative environment.

Assumptions and Limitations

Town and gown relationships between communities and HEIs are an occurring facet of society around the United States. Due to time and resource constraints, this research study focused solely on the relationship between Glassboro, New Jersey, and Rowan University, from January to March of 2016. While a single institution-town case study cannot make a sweeping contribution generalizable to all town-gown relationships, the study hopes to hone in with a microscope on one particular case that can be compared to similar institutional types and college towns of their kind. As the researcher, I recognized that the study is not longitudinal, and thus can only offer a snapshot in time.

This study assumes that all research data gathered are accurate and truthful from the sources presenting them. The study also assumes that participants in the study answered the questions presented by the instrument to the best of their ability, and while not free of individual bias, free from forces of manipulation. There was also the potential

for researcher bias, as I was a graduate student at Rowan University, employed as a graduate assistant, and interning in the Office of Community Engagement, Service Learning, and Commuter Services.

In an ideal world, this research study would be conducted across multiple college towns at a given time, with a considerable sample size. However, due to the time and resource constraints, a single case study with a smaller sample size was within realistic operating procedures. Had the study encompassed more resources, a larger more comprehensive sample would have been obtained. For these reasons, the data and postulations reached should be seen as a pilot study.

Operational Definitions

1. College Town: Any municipally designated locale where a HEI is physically located, and total college student population comprises at least 15% of total population (Pennsylvania Economic League, 2006).
2. Glassboro, NJ: A borough in New Jersey, United States with a 2010 Census population of 18,579, home to Rowan University's main campus. It can be described as a suburban small town, with primarily single family residential homes. The neighborhood communities in the center of the borough are home to both Rowan University students, and Glassboro residents.
3. Higher Educational Institution (HEI): Higher Educational Institutions encompass any two or four year regionally accredited organization that offers post-secondary educational degrees or certificates, and receives federal funding from the United States Government.

4. Neighborhood Resident: Persons over the age of 18 who are not full-time or part-time persons seeking their first undergraduate degree at Rowan University, who reside in single or dual residential unit dwellings who live within the municipal limits of Glassboro borough.
5. Off Campus Student: Full-time and part-time persons seeking their first undergraduate degree at Rowan University, who reside in single or dual residential unit dwellings that are not their permanent domicile, who study at the Glassboro campus of Rowan University, who also live within the municipal limits of Glassboro borough.
6. Rowan-Glassboro Community: The collective physical property of Rowan University's Glassboro Campus, the municipality of Glassboro Borough, and the people who are stakeholders that reside, study, and work within these physical bounds.
7. Rowan University: A public university in Glassboro, New Jersey with an undergraduate and graduate population of approximately 15,000 students. The main campus is Glassboro, NJ where students either reside on campus, within Glassboro, or commute from their primary residence.
8. Town Official: Persons who are decision makers, sworn, elected or employed through a municipality, including the chief manager or administrator, council members, council president, solicitor, police chief or captain, and mayor.
9. University Official: Persons who are appointed Rowan University Board of Trustee Members, or employed public state employees of Rowan University who

act as administrators at Rowan University in respect to student life, academic affairs, university operations, or community affairs, and hold a director level or above position in the organizational structure of Rowan University.

Research Questions

The study sought to address the following questions:

1. What are the interactions and perceptions that subjects have with Rowan students?
2. What are the concerns that subjects have with regards to the off campus conduct of Rowan University students.
3. What are the interactions that subjects have with Rowan University Officials?
4. What interaction does neighborhood residents have with the Rowan University community, and what is their attitude toward the new Rowan Boulevard and Downtown Glassboro construction project?
5. Is there a significant relationship between the subject's demographics, and their attitudes toward Rowan University Students, Rowan University itself, and the Rowan University and Downtown Glassboro project?

Overview of the Study

Chapter II offers a review of the literature, including the characteristics and constituencies of a college town, relevant applicable theories, and predominantly both issues of town-gown conflict, and strategies for collaboration that allow the reader to understand what problems exist and what successful practices optimize town-gown benefits for stakeholders.

Chapter III outlines the quantitative procedures utilized in the study. Included are a description of the population, sample selection, instrumentation, the process undertaken to collect the data, and how the data were analyzed.

Chapter IV presents the findings of the study. This section revisits the research questions and summarizes the data via quantitative statistical analysis on the responses of subjects.

Chapter V discusses the major findings in the study, and offers suggestions and recommendations for further study, as well as recommendations for administrator practice applicable to current town-gown relations.

Chapter II

Review of Literature

Introduction

The linkage between colleges and universities and their local communities provides the means to establish a collaborative relationship that benefits both parties. Universities contribute to the local economy, generating economic impact in food services, construction, real estate, and transportation services. Universities offer a source of stable employment, a consumer base, and recreational and cultural amenities, boosting the quality of life in their host communities. On their part, communities offer supporting infrastructure, however, town officials may view the contributions of institutions of higher education as negatively disproportional to the operational costs the universities impinge on municipal budgets (Cotsones, 2013).

College-town relations share economic, social, cultural bonds which can either be positive or negative (Caffery & Isaacs, 1971). For example, because the economic vibrancy of local communities directly impacts their universities, deteriorating neighborhoods repulse potential students. In contrast, those “college towns,” that provide a variety of cultural and services benefits positively, affect the marketability of their university (Bromley, 2006). It is not only a civic interest to establish healthy town-gown relationships, but a self-interest and survival interest for both the universities and the communities to take part in shared growth. There are obvious economic, social, cultural benefits to positive town-gown relations. Of particular concern, according to Massey, Field, and Chan (2014), poor town-gown relations undermine student academic experiences, with significant social and economic implications on the entire community.

Therefore, it is not only a civic duty to establish healthy “town-gown” relationships, but a symbiotic one.

Survival and economic viability depend on maintaining the health of both parties. This review seeks to capture appropriate discussion on town-gown relations. It defines the characteristics of a college town and the constituencies, captures historical trends of the relationship of Glassboro, NJ and Rowan University, and discusses the relevancy of Stakeholder and Marital-Based theories. Town-gown studies take an interdisciplinary approach to highlight institutional conflicts related to municipal financing and public services, and student conflict related to individual student actions that affect the town-gown relationship. Evidence of collaboration strategies—economic and otherwise, for practitioners highlights positive and negative town-gown relationships, and strategies for managing conflict. The review addresses and answers: What problems exist in town-gown relationships? What are successful practices for optimal benefit for all or most stakeholders in town-gown relationships?

Defining a College Town

A “college town” is a municipality or community in which one or more institutions of higher education are located. Collectively, townspeople and all members of these educational institutions, including students, comprise a college town. University and town relations are commonly referred to in research as “town and gown” (*town*, defined by the local infrastructure, and *gown*, by the regalia worn during academic ceremonies). More sophisticated than non-college towns, college towns offer more diversity of arts, culture, and restaurant venues (Weill, 2009). College towns “have a

lower median age, higher educational attainment, greater white-collar employment, lower overall unemployment, higher family income, and more cosmopolitan and diverse environment” (Weill, 2009, p. 38). Researchers consider college towns to have a student population of between 15% (Pennsylvania Economic League, 2006), or 20% (Gumprecht, 2003).

Colleges can become a cost-center, decreasing local property and income tax revenues, and act as a burden on city services. Students can create traffic congestion and illegal parking problems; and bring issues related to alcohol violations, noise, littering and neighborhood renewal, known as “studentification,” (Gumprecht, 2003; Lawrence Hughes, 2014; Schillo, 2011). Despite the lack of property tax, universities can also generate direct and indirect economic benefit for municipalities through employment (Kemp, 2014).

From the 1940s through the 1960s, universities consisted of closed campuses, isolated within self-sufficient cities, an invisible wall separating academics from their surrounding communities (Bruning, McGrew, & Cooper, 2006). In the 1960s, however, responding to community needs and recognizing higher education was restricted to a small fragment of the population; universities began shifting from the elite and homogeneous model, to a more open structure to service more diverse socioeconomic and demographic conditions (American Academy of Arts & Sciences, 1969).

Constituencies. Within a municipality, the town-gown relationship is often characterized by the priorities of the stakeholders, those with vested interest in the relationship. On the university side, stakeholders include students, (specifically students

who live off campus), university administrators, faculty, and campus police. On the town side, stakeholders are municipal officials, police, town merchants, vendors, neighboring residents, land developers, landlords, media-outlets and nonprofit leaders (Aggestam & Keenan 2007; Cox, 2000; Leavey, 2004).

Historical Review

Rowan and Glassboro begins. The story begins in the area to become the Borough of Glassboro in the late 1700s, where its founders located natural resources ideal for manufacturing glass. This location was conveniently close to the Philadelphia consumer market, and through this economic potential, the rural community began (McMahon, 1973). It was incorporated into the Borough of Glassboro in 1878. In the 1920s, there was high demand for teachers in the country, and so the State of New Jersey took steps to establish the Glassboro Normal School in 1923. It opened its doors to 236 future teachers. The location was optimal because of the railroad that ran through Glassboro, which allowed transportation for the commuter students (Bole R. D., 1973). As the school grew, students who originally lived primarily in local private family homes near campus moved onto campus, when in 1928, two residence hall dormitories were constructed.

In 1934, the Glassboro Normal School became the Glassboro Teachers College, and the program turned into a four year program. Due to the GI Bill, post-war growth enrollment grew to 2,472 in 1952 (Board of Chosen Freeholders, Gloucester County, New Jersey, 1976). In 1958, as programs had expanded the scope of teacher education, the schools name changed to Glassboro State College. The college and town enjoyed a close relationship throughout the Great Depression and through World War II, where the

two collaborated on defense and Red Cross initiatives. In the 1950s and 1960s, the college facilities were sometimes utilized by the local K-12 Glassboro programs for various educational activities (Bole & Walton, 1964). The 1960s saw a culture shift, where students opted to live together in homes off campus, and wanted more freedoms; this also came at the time of increasing tax burdens in Glassboro (Schillo, 2011). In the 1970s, Glassboro College began to expand and purchased off campus private enterprises to meet these housing needs, but struggled with zoning obstacles from the Borough of Glassboro (Bole R. D., 1973).

By the 1980s, Glassboro College was seen as a party school, and tensions escalated between the college and town actors. Unsanctioned activities related to the university's official Spring Weekend off campus turned ugly in April 1986. What began as off campus partying by some of Glassboro State's Greek Life, turned into melee and clash with police, as fights and bottle throwing followed (Marder, 1986). When the night ended, 50 people were arrested (Power & Preston, 1986).

In response, the borough enacted strict zoning ordinances that impacted 700 off campus student renters. Residents grew less tolerant, the permit fee for landlords increased, fraternities were barred from buying homes, and people were prohibited from being on home rooftops. Police increased weekend patrols, and no longer issued warnings for first time offender violations. The former Mayor of Glassboro, William Dalton believed that the college felt no responsibility for controlling students off campus (Marder, 1986). Glassboro State College President Herman James felt he had no control of off campus events, aside from requesting organizations avoid hosting during the Greek

Weekend that ran subsequent to Spring Weekend (Power & Preston, 1986; Seltzer, 1986). The college responded by requiring freshmen and sophomore students to live on campus, and planned to scale back events for the 1987 Spring Weekend, which included banning alcohol and outsiders from the festivities (Marder, 1986).

One ordinance that resulted from the Spring Weekend incident was one that barred dwellings in a neighborhood that were not considered a “family unit.” The Borough of Glassboro brought 10 Glassboro State College students to court who sought to live in one home, because this violated the ordinance. The ruling by the court found “that the borough can dictate zoning goals but cannot ‘regulate lifestyles and status’” (Dumas, 1987, p. B1). In 1992, Glassboro State College was renamed Rowan College of New Jersey as a result of a \$100 million donation from Henry and Betty Rowan. In 1997, it achieved university status as Rowan University. During this time, while Rowan University had great prospects with growing enrollment, Glassboro as a community was deteriorating, as a result of economic downtown and crime in the area. A committee was formed with members of the university and town, to figure out how to change the community into “*the quintessential college town,*” the project known as Rowan Boulevard was born (Schillo, 2011).

Rowan and Glassboro today. In 2001, borough officials released the plan known as “A vision for Downtown Glassboro,” the product of a collaborative Rowan and Glassboro redevelopment committee. The plans began with a \$2.5 million bond and governmental grants that allowed for purchasing and demolishing of a dilapidated neighborhood area, the site of today’s revitalization project (Gurney, 2001). In 2009,

Glassboro and Rowan University broke ground on the Rowan Boulevard and Downtown Glassboro project, amounting to 26 acres of redeveloped space when finally complete. The project took six years of planning before the formal plans could begin. To prepare, properties in the area were purchased, meeting some resistance where one small business owner reluctantly agreed to sell his property, after allegedly being threatened with eminent domain (Hefler, 2009). The site of the redevelopment lay in an area of former rundown neighborhood houses, the area between Rowan and downtown Glassboro.

The project is a public-private partnership with financing coming from multiple sources. The borough of Glassboro bonded the money to buy the property, and SORA Property Holdings was the developer selected to complete the redevelopment, through a land swap and leaseback agreement. Because the university does not own the land, Glassboro will receive market value tax revenues. One city councilman felt that the project marked the first time that collaboration between the university and the borough took shape. The property completed in 2013 includes 1,200 bed space apartment complexes, a Barnes-a-Noble Bookstore, a Marriott Courtyard Hotel, a parking garage, and various shop and restaurant spaces (Strauss, 2011).

Aside from economic benefit, the move to redevelop the area has the goal of moving students from residential neighborhood housing into concentrated housing designed for students, which is in response to the increase in student rental needs that stem from the booming college enrollment. Students still live in these residential neighborhoods. In 2013, the Glassboro Police Department hired 6 new part time officers to patrol the neighborhood around Rowan on weekend nights, and Rowan is contributing

to half of these expenses. The borough holds quarterly meetings for students and residents, of which the added police presence plan originated. Still in the climate, some anecdotal stories from longtime residents who feel students contribute to the problems related to littering and noise disturbance. The students living off-campus feel that they are sometimes targeted (Seidman, 2013).

Theories of Town-Gown Impact

There are two fundamental theories - the stakeholder theory and the marital theory based optimal college town assessment. The stakeholder theory is relevant because it demonstrates the transactional nature between university actors and town actors, where actors have the potential to create positive or negative outcomes for other actors based on their actions. The Marital theory is relevant because it identifies from a marital perspective, two entities, in the case of a university actor and town actors that are both independent and interdependent.

Stakeholder theory. All members of the town and gown are stakeholders. They all have vested individual or group interests in community activities, much like shareholders at a publically traded company. A stakeholder is one who can affect, or may be affected by actions of the organization or entity, in this case the town-gown community. The power or salience of a stakeholder is dictated by personal possession of one or more of three attributes- power, legitimacy, and urgency (Mitchell, Agle, & Wood, 1997).

Stakeholder theory argues, from the standpoint of a firm and stakeholders, (in application to this topic, the firm would be a representation of the university), a

relationship must exist between the firm and stakeholder, some sort of legitimate transaction either literal or socially with the firm, so by definition, the town neighborhood is a stakeholder because it interacts with the off campus students, who are by definition a stakeholder and part of the firm, yet the neighborhood residents provide a social interaction, tax monies, and votes related to public governance (Mitchell et al., 1997).

In power dependence, the first attribute--the interaction may be *stakeholder dominant*, the firm may be dependent on the stakeholder, or the stakeholder has power over the firm. The university may be in control of private developers who are hired, but must heed to the decisions of a local zoning board on construction approval. The relationship may be *firm dominant*, where the stakeholder is dependent, or the firm has power over the stakeholder. The university may have consumer power over a local pizza restaurant near campus, which is dependent on the university to remain in business, or the university may utilize eminent domain and exercise this over residents in a dilapidated neighborhood in order to expand its campus. There may also be *mutual power*, where the firm and stakeholder are mutually dependent on one another. A university may need to lease a building to house a business incubator and thus expand its curriculum, and the town merchants need a place of business (Mitchell et al., 1997).

In legitimacy, the firm and stakeholder are in some sort of “claim” or “contract,” where there is some sort of legal right, or exchange of supply of resources or services. The *stakeholder contract claim* is evident when the stakeholder has some sort of ownership over the firm. Town officials may have a legal claim to force a university to pay for calls for service for fire or police services. In *stakeholder risk*, the stakeholder has

something vested in the firm that is at risk by the simple nature of their existence. For example, a neighborhood resident has an interest in the university, to ensure that the students who live nearby do not cause a noise disturbance or litter on the residents property. In *stakeholder moral claim*, the stakeholder may have a right to the firm or the firm is responsible for well-being of the stakeholder. A student has a moral claim on the university, being the universities mission is to educate and make the student safe. There may also be *stakeholder interest*, where it is a wish of the stakeholder, but they may not have any actual legitimacy for any number of reasons (Mitchell et al., 1997).

Power and legitimacy are independent variables. Urgency, not defined by the authors, is contingent upon a “claim” being time sensitive or if the relationship is at a critical point for the stakeholder. Urgency is essentially how great the stakeholder’s impulsion for firm action is. It involves time sensitive actions that are critical to the relationship with the stakeholder. Saliency is the composition of all three- urgency, power, and legitimacy. Saliency is essentially the priority level placed on a particular stakeholder claim (Mitchell et al., 1997).

Optimal college town assessment. An additional model of town-gown relationships is to construct a typology utilizing marriage and family scholarship. Universities and towns are distinctly separate, yet conjoined at the same time. Isolation is not a viable long term strategy for a university (Cotsonos, 2013). In a 2014 pilot study that surveyed residents near a Midwestern University, Gavazzi and Fox (2014) the Optimal College Town Assessment measured “effort” and “comfort” between universities and town residents. The four types of relationships in the model are

harmonious- shared activities benefiting both sides, where comfort is maintained through shared information and effort, *traditional*- little work on the relationship, and involves a disconnect between town and campus goals- separate but equal relationships, *conflicted*- where persistent quarrels exist and both sides exert great effort to survive, and *devitalized*- the lowest satisfaction where a troubled and disconnected relationship exists (Gavazzi & Fox, 2014).

This model is not reactionary to issues of partying, drinking, or poor communication, but rather measures the strength of the relationship. The pilot study found a type of “distance-decay” where, the further away residents lived, the less effort the residents believed the university, specifically the administration and faculty seemed to put to a community relationship, where the closer the resident lived, the higher the perceived effort of the university, as well as residents comfort levels with the university (Gavazzi & Fox, 2014).

Issues of Town-Gown Conflict

There are two types of conflict. The first, *institutional conflict*, deals with big picture factors or actions that involve the collective town-gown. The second, *student conflict*, deals with specific student actions that result in conflict. To achieve a clear understanding of town-gown conflicts, one must view each distinctively. On economic policy, this review attempts to understand contentious perspectives of town-gown relations, and does not seek demonstrate a dichotomy; if economic impact studies are effective, or to argue the economic impact of universities or the impact of tax exemption. These are outside of the scope of intentions.

Institutional conflict. Institutional conflict is the interaction between the university and town collectively. A common characterization of this is how university local property tax exempt status conflicts with university use of local government services. Nationwide, in 2009 nonprofit tax exemption for local government decreased revenue in 2009 an estimated \$17 to \$32 billion (Dermody, 2012). Tax exemption laws for nonprofits decrease available municipal revenue (Kenyon & Langley, 2010). In the realm of town priorities, revenue collection from universities and other nonprofits is essential, especially in areas with high property taxes, but a great amount of property owned by nonprofits.

Most HEIs are tax exempt. A municipality with expanding universities has a shrinking tax base. If it cannot balance its budget it must take measures increase taxes and reducing services or it risks bankruptcy (Pennsylvania Economic League, 2006). The fundamental question is; do universities impact the local economy enough to make up for the lost tax revenue and their usage of public services? A 1976 landmark study surveyed 513 stakeholders in the Yale University and New Haven, Connecticut community. It included eight distinct Yale University demographic, student, staff, administration and faculty groups, as well as 10 New Haven resident demographic groups. These groups were categorized by the stakeholder's relationship and function with the university. The study found tension points including parking congestion, intoxicated students, and a growing university property portfolios. The university was taking away taxable properties and pushing residents out of neighborhoods. The university members felt a denial of city services from New Haven, and gave an impression that this left them hostage for illegal

tax payments. Taxes and services were the sharpest issues that tore town and gown members apart (Warren, 1976).

Taxable sources of property tax decrease as a result of nonprofit university expansion, and municipalities cannot always turn to raising taxes or creating new taxes. In some states such as Pennsylvania, local municipal revenue does not grow and is restricted to certain opportunities, Pennsylvania does not have an allowable municipal sales tax for mercantile business privilege (Pennsylvania Economic League, 2006). While nonprofits like higher education institutions are exempt by law from property taxes, municipalities have in the past attempted to impose taxes. When faced with local taxes, a college can fight the tax bill in court, pay and submit to taxes, or negotiate a voluntary contribution, known as a PILOT (payment in lieu of tax) (Burns, 2002). Steinkamp (1998) discusses for example a legal battle between Washington, Pennsylvania and Washington and Jefferson College in the 1990s, where the municipality revoked the college's tax exempt status, this was however defeated in the Pennsylvania State Supreme Court.

Universities argue that they give back to the community much more than they could pay in property taxes, and commission research and public economic impact studies to prove this (Leavey 2004; Spagnolia, 1998). Some town officials feel the benefits of having a university in town do not adequately cover the costs of infrastructure and public safety demands of the universities (Cotsones, 2013). In California, when researchers used a statistical and qualitative analysis on 15 college towns to 15 comparable communities, over a 12-year-period, results indicated universities have

minimal or no impact on sales tax revenue and campuses that compromised more than 20% of the city property value may negative impact property value. Equally important was finding universities may impact recreation and fire service expenditures, but have minimal impact on police protection expenditures (Baker-Minkel, Moody, & Kieser, 2004). The researchers, however, noted that impacts may be attributed to the need for special equipment for university buildings for emergency situations, and the fact that California property value assessments are higher for homeowners than renters.

Universities tend to butt heads with their municipalities on questions of taxing university operations. The City of Syracuse and Syracuse University reached a boiling point after the construction of the new university Super-Dome. As it was being used for commercial activity, the city felt that it should not fall under the university tax exempt status. The matter went to the courts until the city and university worked out a compromise, which stated the stadium would be exempt from property tax, but the city would receive a share of ticket proceeds from all nonacademic events (Kirby, 1988).

Student conflict. Students bring with themselves their own type of community relations, an individual brand not coordinated with the university community relations professionals (McKenna & Harney, 1999). While universities are responsible for bigger picture relations, individual student behaviors or norms may cause conflict. When students venture off campus, or students in rented housing off campus interact with the community, studies discuss that consequences can include noise disturbances, vandalism (property damage) or littering within the community, alcohol related (public intoxication), property issues (studentification), traffic (illegal parking, and traffic

congestion), (Leavey, 2004; Massey, Field, & Chan, 2014; Spagnolia, 1998). Spagnolia conducted a nationwide mail survey to university college relations personnel, and in random results of 133 returned and completed surveys, found that these to be the top five issues college struggle with, also outlined were strategies utilized create open communication with the university, to be discussed later (Spagnolia, 1998).

In a follow up six years later, Leavey developed a survey after interviewing multiple college public relations and communications personnel, the nationwide online survey of college relations personnel yielded 224 returned and completed surveys. Littering was not discussed individually the broad top categories of issues town residents as perceived by college relations personnel. Parking, off campus housing issues, alcohol, noise complaints, and objection to tax exemption, were the top five in this study. Overall, the professionals surveyed felt that the number one problem community members had were noise and parties created by students off campus (Leavey, 2004).

Studentification. The concept of “Studentification” is a close cousin of gentrification, where students move into residential neighborhoods surrounding a university, and may cause displacement of poor persons, elderly persons, and those with small children (Bromley, 2006). If left unchecked, the community can turn into the opposite of gentrification and lead to an exodus of middle class home owners, and a decay of housing stock. Multiple person occupancies can create this problem (Leavey, 2004). C. Raborn finds specifically, impacts include “rising rental rates, loss of affordable housing, and major shifts in property values, increased nuisance and noise complaints,

increased traffic congestion, and reduced parking availability” (Leavey, 2004 as cited by Raborn, 2002 pg. 1).

College students are a community member different from the typical citizen. A college student renting a once, full year residential property may not work, or only work part time. Their earned income tax is paid to their “domicile,” where they live year round, and not the host municipality they are renting from (Pennsylvania Economic League, 2006). The movement of college students into residential areas family or year-round resident neighborhood once lived. This can negatively impact the revenue of the municipality. This creates an important institutional question and causes some of the town-gown fiscal tensions. Important questions also include who should be responsible for maintaining the student housing districts, police patrols, and poor property maintenance in high student dense areas (Massey, et al., 2014).

Collaboration Strategies

Collaborations strategies are the successful means that universities and towns can have a win-win result, balancing the priorities of one another to create unifying goals. Examples of collaboration strategies include collaborative communication, student affairs strategies, service learning, alternative university resource contribution to municipalities (PILOTS and SILOTS) and collaborative economic development.

Collaborative communication. Joint process, regular communication and collaborative projects are the keys to creating an environment where the town officials and university officials can see eye-to-eye. When groups faction themselves into a “gownie” and “townie” sides, collaboration fails. When examined in a case ethnographic

study, this turned students and town residents into enemies rather than just strangers (Aggestam & Keenan, 2007).

Joint process such as town-gown task forces or committees is common in town-gown relation literature. They serve as means to create “neighborhood action plans” and to target problems when they occur (Blumenstyk, 1988; Kemp, 2014; Leavey 2004; Schillo, 2011). It is important for schools to create arrangements and protocols with local communities; for complex cases that deal with off campus alcohol violations by students (Bromley, 2006). Building neighborhood action plans that develop code of conduct for off campus students and holding them accountable on campus for violations (Leavey, 2004) pre-empt problems between the town residents and students.

Collaboration leads to cost effective local services. Communities could benefit from a joint usage of university library services, and the local government can take advantage of training programs and technology software offered at the college (Kemp 2014). Joint planning solutions include building lots and garages to create better parking environments for students on campus, establishing bike paths and public transportation, develop a master plan that includes stakeholders from the community, joint redevelopment initiatives for parks and downtown areas, and organize monthly town-gown meetings that bring all stakeholders to the table (Kemp, 2014; Leavey, 2004). Town-gown economic development and collaboration, can also directly market their brand to the town residents. Helpful ways colleges open lines of communication with towns to create positive relations “include: economic impact studies, publications, media, involvement on town boards, special events and face to face contact” (Spagnolia, 2004,

pp. 38-29). Positive town-gown relationships may be facilitated by community member involvement on campus. In a study of 194 campus area neighborhood residents, results suggested that the residents were more likely to trust the university, if they have attended an event on campus, (such as a football game) (Bruning, et al., 2006). In order to “[build] effective town–gown relationships, community members must be encouraged to explore the campus cultural, intellectual, athletic, and artistic opportunities that are available” (Bruning, et al, 2006., p. 128).

Student affairs strategies. University student affairs practitioners also employ proactive and reactive strategies to curb town-gown tensions. Strategic housing management is a primary tactic. In the 1990s Pete Clavelle, the former mayor of Burlington, Vermont notes, the University of Vermont began to require sophomores to live on campus, moving students out of homes meant for low and moderate income family, and onto campus (Clavelle, 2001). Alternative off campus private housing that consolidates student populations also removes students from residential areas (Leavey, 2004).

Student affairs practitioners can also employ activity and educational opportunities for students to alleviate common town-gown consequences. Student services at the University of Massachusetts hosts alternative activities on party nights, and the campus hosts neighborhood block parties between residents and students (McKenna & Harney, 1999). The University of Vermont also established a program where booklets were delivered to off campus students, detailing their rights and responsibilities in the community (Clavelle, 2001). Most colleges enforce an off campus code of conduct, and

hold students accountable for incidents off campus (Leavey, 2004; McKenna & Harney, 1999).

Service learning. In the 1990s, more students began participating in the community through community service learning based internships, and volunteer experiences (Bruning, McGrew, & Cooper, 2006). Community service is its own brand of town-gown relations that can come from the university administration or the students and residents alone.

In Memphis, Tennessee, Rhodes College and its surrounding neighborhood were demographically two separate worlds. The college hired a local resident to bridge this relationship gap. One Rhodes student for example set up a young girls club to help local youth with their wellness and athletics. Students and community members participated in walking tours of the community and joined with code officers to hold landlords accountable. Crime and drug use is down in the community surrounding Rhodes College since this neighborhood revitalization began. Rhodes also lets the local high school utilize the stadium for Homecoming (Davies, 2007).

Payments and services in lieu of taxes. PILOTS are voluntary payments—the argument is that nonprofits should pay for the services that they consume. Nonprofit organizations, such as higher education institutions pay these to municipalities they occupy, in the spirit of fairness, as nonprofits consume public services such as roads and police protection (Kenyon & Langley, 2010). PILOTs may be specific yearly amounts, and utilize assessment metrics to assess values; numbers of employees or residential beds are some examples. A 2010 report from the “*Chronicle of Higher Education* [found]16 of

the top private research universities made PILOT payments from \$500,000- \$7.5 million” (Kenyon & Langley, 2010, p. 21). Duke University for instance contributes \$300,000 a year for fire protection services to the City of Durham (Dermody, 2012). PILOTs are typically reoccurring voluntary payments, but universities also provide one-time dedicated donations to municipalities, such as purchasing public safety radios, or helping to cover the costs of public transportation or fire department capital projects (Dermody, 2012).

Another form of university to municipal support is SILOTS (services in lieu of taxes). For example Vanderbilt University, Wake Forest University, and Duke University’s police departments all have agreements with their local municipal police department to extend their protection and patrol areas to designated neighborhood areas surrounding their campuses, which decrease the workloads of the municipal police departments. (Dermody, 2012; Kenyon & Langley, 2010). Mercyhurst College in Erie, Pennsylvania permits all government organizations utilize their facilities a no charge (Burns, 2002).

Collaborative economic development. Universities and towns can create win-win scenarios by unifying their goals in economic development of the community. There are six dimensions that community and neighborhood change are looked at through-improving human capital (skills development), improving social capital (interpersonal networks), physical infrastructure (transportation), economic infrastructure (jobs, goods or services), institutional infrastructure (noncommercial community organizations), and political capital growth (legitimate voice in region) (Cox, 2000). These are important

lenses to look through and compare between when examine the strengths and weaknesses of a community and town-gown relationship. Cox speculates that for example, that the economic infrastructure is dependent on the area human capital and special capital (2009).

Examples of neighborhood revitalization through economic development and service based learning signify the potential that town-gown relationships have. Unfortunately, without participants taking the first step in communication, none of this can materialized. In Aderinto's 2014 stakeholder interviews, it came across that open communication between stakeholders was the chief theme in creating collaboration and success (Aderinto, 2014). In an in-depth single institution and community research study, the university president's long term personal relationships and open communication with community decision makers was the key in a positive town-gown relationship (Burns, 2002). Some university presidents are of the opinion that while cities are linked with universities and contribute culturally and economically, cities do not need the universities to survive (Berg, 2012). First, it is important to understand neighborhood revitalization as a common goal, everyone wants to see a prosperous neighborhood, but individual actor participants may differ on specifics. Cox speculates that residents are interested in financial, technical and political resources and being in the decision-making process for decisions that impact their community, while educational institutions are interested in improving adjoining areas, and increasing funding, as well as political, and social capital (Cox, 2000).

When universities pool their influence and resources with that of the community, the two combined can achieve growth that benefits both the residents and students. In these instances, communication and collaboration would be strong because priorities are closely aligned. In a 1993 study of 50 Chief Academic Officers at land grant institutions, 88% indicated their institution is involved in deliberate operations in economic development of the community (Cote & Cote, 1993). Combined with private sector involvement a Public-Private Partnership (PPP) could be founded in communities, which is a relationship that occurs between multiple public and private entities, built on mutual respect and self-interest, where all stakeholders receive something in return (Aderinto, 2014). Schillo's 2011 study focused on a PPP relationship between Rowan University and Glassboro, New Jersey. A redevelopment planning committee made up of Glassboro and Rowan University officials created what is known as the Rowan Boulevard and Downtown Glassboro Redevelopment.

During the projects infancy, Schillo interviewed both town and gown stakeholders on their perceptions of the relationship and stability. Students into the downtown, strengthens the town-gown relationship, yet they create problems between the town and gown. Relations between the two are perceived as more cordial today than prior to the economic development initiative. Also important, the town officials recognized the stability of the university, and all stakeholders equated Rowan to more of a large corporation rather than any other entity (Schillo, 2011).

When Aderinto revisited the Rowan Boulevard and Downtown Glassboro Project several years later he too conducted a qualitative interview study of stakeholders. Tax

revenue was seen as a key benefit, with socio-economic benefit to the students coming in as a second. Property tax revenue and employment were big draws of the project (Aderinto, 2014). Further recommendations calls upon student, neighbor, minority and local resident input. This relationship was built on mutual respect and interest, where all parties received something in return.

Communities are hesitant about construction development that expand university land and strictly benefit the university, because it usually creates a loss in property tax revenue (Lawrence Hughes, 2014). Economic development is the key to revitalizing college towns, and is an undertaking that when done right, both the universities and municipalities can align their resources and priorities. Universities can shift municipal attention away from university coffers by instead working with the community to attract potential business in a way to help the community attract other sources of tax revenue. (Leavey, 2004). As America has moved away from a manufacturing based economy, a “creative economic model” and a “creative class” are key in revitalization (Dempsey, 2015). The concept of a “creative class” is a term for young workers, and modern cities complete for the ability to draw this type of person into their domain (Massey et al., 2014).

This creative economic model is achieved through collaborative university and municipal economic business incubators In the 1990s, SUNY- New Paltz ran into trouble when they wanted to build two new academic buildings and athletic facilities, but those alone would take away taxable property and put strain on the sewer system for New Paltz, New York. Together, the university and New Paltz set up an economic

development corporation and created a business incubator to attract start-ups and entrepreneurs to the area. After doing this, the New Paltz zoning board worked with the university to grant approval to construct the new academic buildings and athletic facilities. A similar experience happened at the Fashion Institute of Technology in New York City, who also founded an incubator facility for aspiring entrepreneurs (Steinkamp, 1998). Comprehensive downtown revitalization occurred in New Bedford when the Swain School of Design helped revitalizing the city with purchasing and preservation of historic buildings, and working with the New Bedford Economic Development Council to establish art galleries, studios, eateries and educational facilities (Dempsey, 2015).

A comprehensive redevelopment plan involves selling the community to students by creating positive relationship for them. Students move out of areas and do not seek jobs locally if they have a tensioned relationship with the town they live in, and so cities need to provide students with access to community events, and meaningful employment opportunities so that they students can be engaged with the community (Massey, et al.,).

Summary of the Literature Review

Understanding the historical and present characteristics of a town-gown relationship is vital for any stakeholder embattled in day-to-day town-gown relations. Municipalities and educational institutions face certain challenges that can be catalyzed or mitigated by their counterpart. Towns must cope with declining property tax revenue and burden on city services as a result of their neighborhood university; they also suffer other tax and consumer measures when properties are converted from residential town resident units, to 9-month college student rentals. Universities compete with one another for the best marketable community atmosphere surrounding the institution. They must

also continue to justify their tax exempt status, outlining their economic impact in the community, as they battle municipal zoning laws in their development plans.

Ultimately universities must battle the sometimes negative “student brand” of community relations that is projected onto town residents and work with all stakeholders to create a culture of community between the town and gown factions. Collaborative communication involving all stakeholders is the chief means to alleviating negative resident’s student tensions. Collaboration strategies to encourage proper student behavior off campus are also essential. Positive town-gown culture is possible through joint economic development and ventures, from collaboration on public-private partnerships, to local economic development corporations, if universities work with their communities towards mutual beneficial goals.

At the heart of this collaborative communication needs to be the neighborhood resident stakeholders. What impact does the economic development, and negative student actions off campus have on their attitude towards the university? What impact does initiated positive interaction between town and gown groups have on the neighborhood resident stakeholder’s attitudes? The fundamental quest is finding out how to minimize negative repercussions, and maximize beneficial outcomes for all stakeholders. All actors on both the town and gown side would benefit from creating a “picturesque college town,” attractive to potential students, culturally and recreationally enjoyable for residents and students alike, with the right amount of economic impact that a town and municipal budget can thrive on.

Chapter III

Methodology

Context of the Study

The study was conducted at the Rowan University, a regional public research university that boasts 12 schools or colleges, a technical park, and three professional schools offering M.D. and D.O. medical degrees. Rowan University is accredited by the Middle States Commission on Higher Education. In 2015, the total undergraduate enrollment of Rowan University had approximately 16,000 students, 11,635 of which were full-time. The undergraduate student body is comprised of approximately 4,400 students residing in campus housing, and 8,600 students who either commute or resident in off campus dwellings (Rowan ASA, 2015). Within the programs of study, Rowan offers 74 bachelors, 51 masters, four doctoral, two professional, seven undergraduate certificates, and 38 post-baccalaureate certificates (Rowan ASA, 2015, paragraph 13).

The main campus of Rowan University is in Glassboro, New Jersey, a small town with a 2014 Census Bureau population of 19,000 and a land area of 9.18 square miles. Off campus dwellings include both organized apartment complexes geared towards college students, and single or dual family residential units within the neighborhoods of Glassboro. In 2010 there were a total of 6,590 housing units, and 5,786 households between 2009 and 2013. Approximately 1,100 of these dwelling are rental units (Glassboro Code Office, 2015). Glassboro is operates a borough council form of government, with elected council members and a mayor. Glassboro has its own police department as well.

Population and Sample Selection

The study examined the attitudes of neighborhood residents in respect to Rowan University, the students, and the recent Rowan Boulevard/Downtown Glassboro Project. Residents included lived within the immediate campus, this purposive sampling was chosen, because the further away a resident lives from campus, the less they have a formulated opinion. Unfortunately, because the streets around campus and campus itself does not follow a uniformed grid, an arbitrary number of blocks, or distance unit away from campus is an unrealistic standard to set. Instead, I obtained a map of the area surrounding campus (See Appendix C), and identified three separate neighborhood areas (Appendix G) around the campus. Municipal Tax Maps of the Borough of Glassboro from 2010 were obtained online that then charted this area, outlining each piece of property. A total of 28 maps were obtained, that contained 43 streets. I then went block-by-block and counted the total number of properties, both main and sub-divided on each block, then subtracted the number of properties that were designed as Tax Exempt; the areas existing in the 28 maps were primarily residential homes, as the area is zoned for that. Areas that were large lots of land that were identifiable.

In total, there were 3,113 properties; a copy of rental properties on the listed streets was obtained from the Glassboro Code Enforcement Office, which totaled 254 rental properties in the population area. These properties were omitted from the population and were excluded from the data gathering, leaving a total population of 2,859. The minimum sample size was 225 subjects, with a maximum of 450 subjects. In a

previous study that surveyed neighborhood residents, the water and sewer lists were obtained by the municipality (Burning, et al., 2006).

A systematic sampling technique was utilized to determine which homes would be visited. The population was divided into three geographic “neighborhoods,” each with residential properties (Appendix G). The Glassboro resident neighborhoods surrounding Rowan University were sectioned off into three neighborhood areas that border the campus where residents live in close proximity to the campus. These areas are identified as Regions 1, the south end of campus; Region 2, the east end of campus, and Region 3 the north end of campus. There are a total of 3,113, non-tax exempt properties in these areas. A total of 254 were rental properties, and were removed from consideration because of their designation. This left a working population of 2,859 with a target sample size of 450 residents. A total of 150 surveys were solicited from each neighborhood. In order to randomize the sample, the street and street addresses in the study were divided into three neighborhood groupings, and compiled into an Excel document and each assigned a number within their neighborhood grouping. Using Microsoft Excel, the RAND function, which generates random decimal numbers less than one, was used on each row. The street addresses were ordered starting with the highest random number generated. The first 150 addresses were selected, and I walked the streets within the neighborhood in the order generated, until the sample size for the region has been reached, additional houses were added on second and third attempts and vacant or student properties were removed from sample and new addresses chosen.

Instrumentation

The study used quantitative design analysis where participants answered 40 questions by me who went door-to-door. (Appendix B). The questions were at first demographic (nine in total), including gender, age, educational attainment, ethnic origin, employment status, Marital status, affiliation with Rowan University, and if they had Rowan student neighbors. Respondents were then asked to respond to a total of 31 statements 31 on a Likert scale valued one to five, (Strongly Disagree(1), Disagree(2), Undecided(3), Agree(4), Strongly Agree(5). These statements were divided up into four factor groupings of seven-to-nine questions items in each section. The factor groupings included Relations and Interactions with Rowan Students, Interaction with Rowan University Officials and Administration, and Knowledge of Rowan, and Glassboro Community Events.

Questions probed into experience and communication with Rowan student renters then drew from literature, to examine experienced issues with property damage and littering. Subjects were asked about their interaction with both Rowan University, and their attitudes since many components of the Rowan Boulevard and Downtown Glassboro Redevelopment Project have been completed. Validity was determined by modeling terminology used to be consistent with existing literature. Validity is reflected in the relationship between the questions asked in the survey, and findings or further recommendations in existing literature. A pilot test of the questions was conducted to ensure reliability of the Likert scale questions in each of the factor groupings.

The Cronbach Alpha was calculated using IBM Statistical Package for the Social Sciences (SPSS) computer software, version 23. Calculations produced a .843 regarding topics including Interactions with Rowan University students, a .787 regarding public safety and property concerns, and a .772 regarding interaction with Rowan University and Glassboro events. Due to a small amount of statements in the factor grouping, SPSS would not generate a reliability calculation for the factor grouping of interactions with Rowan University officials. Scores greater than .70 is an indication of a stable consistent instrument. Three of the four indicators regarding attitudes of neighborhood residents were consistently reliable.

Data Collection

Institutional Review Board approval was granted prior to initiation of the survey field work (Appendix D). Door-to-door surveying took place from January 2016 to March 2016, weekend days between 10:00am and 6:00pm, and weekday nights, between 3:00pm and 7:00pm. The community was notified of my intentions through a press release to the *South New Jersey Times* (Appendix E), and a PSA given to the Borough of Glassboro. I approached homes wearing a brown Rowan University Residential Learning and University Housing jacket, a black Rowan University Residential Learning and University Housing jacket, or brown Rowan University and Residential Learning and University Housing polo short sleeved shirt. I also wore a Public Identities brand badge-lanyard with a Rowan photo ID attached to it.

Respondents were read out-loud a script by me (Appendix B). This was purposeful in order to ensure that information conveyed was consistent. The designed

sample size was broken up into three distinct regions of the borough. Survey completion took approximately 10 minutes on average, which included responded answers to questions and the explanation of the study. Data collection took place at the doorstep of each of the subjects. I returned to the home of the subject to fully administer the survey later in the day or on a later day, if the time of visit was inconvenient.

Data Analysis

The paper surveys from each participants were collected and entered into a form based Excel document before being exported into SPSS. Frequencies reports were generated for all data collected. Responses were coded into appropriate categorical, scale or ordinal based data, and frequency reports were conducted. Ages were recoded into a variable with evenly distributed categorical coding. Ordinal regression was conducted for each group in order to determine if there was a difference in attitudes in any factor grouping, on the basis of affiliation to the university or if any significant correlations between demographic variables and factor grouping questions existed.

Chapter IV

Findings

Profile of the Sample

The subjects selected for this study were residents of Glassboro, who inhabited single or dual family homes that were their permanent domicile. The available population was approximately 2,859. The targeted sample size minimum was 225, in total 227 were collected successfully. These surveys were collected by me through door-to-door solicitation to the targeted non rental unit houses appearing in regions 1, 2, and 3 (Appendix G), during January to March 2016. Demographics surveyed included gender, age, marital status, level of education, race, and employment status. There were 113 (52%) males and 103 (43%) females participating in the study. The subject's ages ranged between 19 and 93, with an average age of 51 years.

Table 4.1 contains demographic information on the subjects, including gender, age, marital status, level of education, race, and employment status.

Table 4.1

Demographics of Sample (N=227)

Variable	<i>f</i>	%
Gender		
Male	113	52.0
Female	103	47.0
No Response	2	1.0
Missing	9	
Total	227	

Table 4.1 (continued)

Demographics of Sample (N=227)

Variable	<i>f</i>	%
Age		
19-35	46	20.7
36-47	41	18.5
48-56	42	18.9
57-65	41	18.5
66-93	52	23.4
Missing	5	
Total	227	
Marital Status		
Single, never married	37	16.4
Married or domestic partnership	153	67.7
Widowed	18	8.0
Divorced	14	6.2
Separated	4	1.8
Missing	1	
Total	227	
Level of Education		
No Schooling Completed	2	0.9
Nursey School to 8 th grade	0	0.0
Some high school, no diploma	3	1.3
High school graduate, diploma/ GED	46	20.5
Some college credit, no degree	32	14.3
Trade/ technical/ vocational training	26	11.6
Associates degree	29	12.9
Bachelor's Degree	50	22.3
Master's Degree/ Professional Degree	27	12.1
Doctorate Degree	9	4.0
Missing	3	
Total	227	

Table 4.1 (continued)

Demographics of Sample (N=227)

Variable	<i>f</i>	%
Race		
White	201	90.0
Hispanic or Latino	3	1.0
Black of African American	10	4.0
Native American or American Indian	2	1.0
Asian or Pacific Islander	0	0
Other	8	4.0
Missing	3	
Total	227	
Employment Status		
Employed for wages	127	57.0
Self-employed	13	6.0
Out of work and looking for work	9	4.0
Out of work but not currently looking for work	1	1.0
A homemaker	8	1.0
A student	1	1.0
Active military service	1	1.0
Retired	58	26.0
Unable to work	3	1.0
Missing	6	
Total	227	

Subjects were asked how long they have lived in the Glassboro community.

Responses ranged from 1 year to 88 years, subjects on average have lived in Glassboro for 29 years. Table 4.2 contains a categorical breakdown, of the years that Glassboro resident have lived in Glassboro.

Table 4.2

Year's Participants Have Lived in Glassboro (N=227)

Variable	<i>f</i>	%
1-10	44	19.8
11-19	39	17.6
20-29	47	21.2
30-50	47	21.2
51-88	45	20.3
Missing	5	
Total	227	

Subjects were then asked questions to determine their relationship to the university community as well as their known geographic proximity to Rowan University students living off campus. In total 124 (56%) had no present or previous affiliation, where 101 (44%) had some sort of current or prior affiliation to Rowan University, either academic or employment based through themselves or immediate family. The majority of subjects 179 (79%) disclosed that multiple Rowan students live in their neighborhood, and 30 (13%) stated that they lived near at least one house, where 18 (8%) were unsure or did not believe Rowans students lived near them.

Table 4.3 displays the different present or previous affiliations that respondents have with Rowan University, while Table 4.4 displays the participants known proximity to Rowan University students.

Table 4.3

Affiliation Status with Rowan University (N=227)

Variable	<i>f</i>	%
No present or previous affiliation	124	56.0
Alumni (degree completed)	40	18.0
Spouse or dependents attended Rowan University	18	8.0
Employed (currently)	15	7.0
Took some classes at Rowan University	15	7.0
Spouse or dependents work at Rowan University	13	6.0
Spouse or dependents currently attend Rowan University	6	3.0
Retired employment from Rowan University	6	3.0
Spouse or dependents retired from work at Rowan University	2	1.0
Contractor of services for Rowan University	1	1.0
Missing	6	
Total	227	

Table 4.4

Proximity to Rowan Neighborhood Students of Participants (N=227)

Variable	<i>f</i>	%
At least one house	30	13.0
Multiple Houses	179	79.0
No	13	6.0
Unsure	5	2.0
Missing	0	
Total	227	

Analysis of the Data

Research question 1. What are the interactions and perceptions that subjects have with Rowan students?

When asked about their interactions with neighboring Rowan University students, the subject's interaction varied, and the frequency of interaction decreased as the statement's given became more complex and required more interpersonal interaction between the student and subject. Table 4.5 presents the level of agreement organized from most to least positive. Approximately 60% of the subjects strongly agreed or agreed that they were comfortable enough to confront neighboring Rowan students when issues occurred, however only 50% would confront when their behavior had a direct effect on them or their household. Of those who felt that Rowan University students were responsible neighbors, 41% percent of subjects strongly agreed or agreed. Of those who liked having Rowan University students as neighbors, 20% of subjects either strongly agreed or agreed, and 40% were undecided, the second highest statement that subjects chose undecided on the survey instrument.

Table 4.5

Subject Interactions with Rowan University Neighborhood Students (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I feel comfortable confronting my neighboring Rowan students when issues occur. <i>n=225, M=3.54, SD=1.090</i> Missing =2	38	16.9	98	43.6	50	22.2	25	11.1	14	6.2
I feel comfortable initiating conversations with my Rowan student neighbors when their habits have a direct effect on me or my household. <i>n=225, M=3.54, SD=1.090</i> Missing =2	21	9.5	90	40.9	47	21.4	36	16.4	26	11.8
Rowan students are responsible neighbors. <i>n=221, M=3.08, SD=1.103</i> Missing =6	13	5.9	79	35.7	66	29.9	38	17.2	25	11.3

Table 4.5 (Continued)

Subject Interactions with Rowan University Neighborhood Students (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I like having Rowan students as my neighbors. <i>n=222, M=2.71, SD=0.979</i> Missing =5	4	1.8	42	18.9	90	40.5	57	25.7	29	13.1
New Rowan student neighbors introduce themselves to me. <i>n=220, M=2.28, SD=0.956</i> Missing =7	2	0.9	29	12.8	40	17.6	106	48.2	43	19.5
I have built up a relationship with the Rowan students who live near me. <i>n=220, M=2.05, SD=0.908</i> Missing =7	2	0.9	15	6.8	39	17.7	100	45.5	64	29.1
I know the names of all the Rowan students who live near me. <i>n=220, M=1.71, SD=0.803</i> Missing =7	2	0.9	6	2.7	18	8.2	94	42.7	100	45.5

In analyzing the relationship based statements, 13% strongly agreed or agreed that Rowan University student neighbors introduce themselves to the subject. Approximately 3% strongly agreed or agree that they knew the names of all their Rowan student neighbors, and 7% strongly agreed or agreed that they had built up a relationship with their student neighbors.

Research question 2. What are the concerns that subjects have with regards to the off campus conduct of Rowan University students.

Subjects were given nine statements related to littering, noise, and public disorderly conduct of students off campus. Table 4.6 presents their responses, organized by level of agreement from most to least positive. Approximately 58% of subjects strongly agreed or agreed that their property had been littered on in the past six months by Rowan University students, and 54% strongly agreed or agreed that their street had a problem with littering from nearby gatherings or parties. Approximately 50% of subjects strongly agreed or agreed that they have observed intoxicated or disorderly Rowan University students outside their house in the past six month.

About 37% strongly agreed or agreed that they have reported their neighbors to the Glassboro Police Department, and the same number strongly agreed or agreed that they have confronted their students prior to reporting them. A total of 30% of subjects strongly agreed or agreed that it is easy to contact the students who live nearby when the subject has a concern. Examining property damage and other concerns, 24% strongly agreed or agreed that they have received property damage from Rowan University

students in the past six months, and 29% strongly agreed or agreed that they have seen lewd or obscene behavior outside their home.

Table 4.6
Subject Neighborhood Public Safety and Property Concerns (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
My property has sustained littering from Rowan students in the past six months. <i>n=221, M=3.35, SD=1.440</i> Missing =6	60	27.1	70	31.7	8	3.6	53	24.0	30	13.6
My street has a problem with littering from nearby large parties or gatherings. <i>n=217, M=3.34, SD=1.376</i> Missing =10	57	26.3	61	28.1	20	9.2	57	26.3	22	10.1
Within the past six months I have observed intoxicated or disorderly Rowan students outside my house. <i>n=221, M=3.15, SD=1.369</i> Missing =6	43	19.5	68	30.8	17	7.7	65	29.4	28	12.7

Table 4.6 (Continued)

Subject Neighborhood Public Safety and Property Concerns (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
My street has a problem with noise from nearby large parties or gatherings that personally affect me. <i>n=220, M=3.09, SD=1.384</i> Missing =7	51	23.2	46	20.9	15	6.8	87	39.5	21	9.5
I have reported issues with my student neighbors to the Glassboro Police Department. <i>n=213, M=2.69, SD=1.400</i> Missing =14	24	11.3	56	26.3	20	9.4	56	26.3	57	26.8
I have confronted my neighbors with my concerns, before reporting them to the Glassboro Police Department. <i>n=227, M=2.83, SD=1.244</i> Missing = 0	14	6.2	71	31.3	33	14.5	60	26.4	38	16.7

Table 4.6 (Continued)

Subject Neighborhood Public Safety and Property Concerns (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
It is easy to contact the Rowan students who live near me when I have concerns. <i>n=218, M=2.92, SD=1.033</i> Missing =9	9	4.1	60	26.4	75	34.4	53	24.3	21	9.6
Within the past six months I have observed lewd or obscene behavior by Rowan students outside my house. <i>n=222, M=2.58, SD=1.342</i> Missing =5	28	12.6	38	17.1	18	8.1	88	39.6	50	22.5
My property has sustained damage from Rowan students in the past six months. <i>n=221, M=2.36, SD=1.316</i> Missing =6	26	11.8	27	12.2	7	3.2	101	45.7	60	27.1

Research question 3. What are the interactions that subjects have with Rowan University Officials?

Subjects were given seven statements related to their interaction with Rowan University Officials. Table 4.7 presents their responses organized by level of agreement from most to least positive. Approximately 53% strongly agreed or agreed that Rowan University contributes positivity to the community. When asked about their interactions specifically related to off campus issue remediation, 23% strongly agreed or agreed that they were interested in sitting down with a Rowan University official and off campus students to mediate community issues after they occur.

When asked about the Good Neighbor Forum, 13% strongly agreed or agreed they have attended the event in the past, but 5% strongly agreed or agreed that the forums are helpful. It is important to note that 20% were undecided if the forums were helpful, and 18 subjects were missing responses. This statement produced the most undecided responses on the entire instrument.

Subjects were not likely to communicate with Rowan University officials about off campus concerns, of those who strongly agreed or agreed that they had contacted Rowan University officials, 5% had emailed, 3% had called and 4% had spoken face-to-face with a Rowan University official in the past six months about their concerns.

Table 4.7

Subject Interactions with Rowan University Officials (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Overall, Rowan University contributes positivity to the community. <i>n=225, M=3.40, SD=1.217</i> Missing = 2	42	18.7	79	35.1	55	24.4	25	11.1	24	10.7
I am interested in sitting down with my Rowan student neighbor and a Rowan administrator, to mediate issues after they occur. <i>n=216, M=2.99, SD=.787</i> Missing =11	3	1.4	47	21.8	84	38.9	53	24.5	29	13.4
I have attended the Good Neighbor Forum within the past year. <i>n=213, M=2.17, SD=1.086</i> Missing =14	10	4.7	19	8.9	29	13.6	94	44.1	61	28.6

Table 4.7 (continued)

Subject Interactions with Rowan University Officials (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
The Good Neighbor Forums that Rowan and Glassboro hold are helpful. <i>n=209, M=2.73, SD=.994</i> Missing =18	6	2.9	33	2.9	134	64.1	24	11.5	12	5.7
I have spoken face to face with a Rowan University administrator about problems with Rowan College student neighbors within the past six months. <i>n=214, M=1.82, SD=.828</i> Missing =13	4	1.9	6	2.8	15	7.0	111	51.9	78	36.4

Table 4.7 (continued)

Subject Interactions with Rowan University Officials (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I have called a Rowan University administrator about problems with Rowan College student neighbors within the past six months. <i>N=213, M=1.81, SD=.768</i> Missing =14	2	0.9	6	2.8	16	7.5	114	53.5	75	35.2

Research question 4. What interaction does neighborhood residents have with the Rowan University community, and what is their attitude toward the new Rowan Boulevard and Downtown Glassboro construction project?

Subjects were given seven statements about their interaction on Rowan University’s campus and the new Rowan University and Glassboro Downtown development partnership. Table 4.8 presents their responses organized by level of agreement from most to least positive.

Approximately 87% strongly agreed or agreed that they have visited the newly constructed Rowan Boulevard area, and approximately 78% strongly agreed or agreed

that they participate in Glassboro/Rowan Community events. A total of 63% strongly agreed or agreed that the Rowan University and Downtown Glassboro construction project has improved Glassboro.

When asked about interaction opportunities on Rowan University’s campus, and their involvement in educational, athletics, recreational activities, and cultural events, 27% strongly agreed or agreed that they participated in educational opportunities on campus, 29% took advantage of recreational opportunities, 31% attended sporting or athletic events, and 48% attended cultural or art events.

Table 4.8

Subject Involvement in Rowan University and Glassboro Community Events (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
I have visited the newly constructed Rowan Boulevard area. <i>n=222, M=4.10, SD=.929</i> Missing = 5	77	34.7	118	53.2	4	1.8	19	8.6	4	1.8

Table 4.8 (continued)

Subject Involvement in Rowan University and Glassboro Community Events (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
I participate in Glassboro/Rowan Community Events ex: (Car Show, Italian Festival, Holiday Event, Unity Day) <i>n=221, M=3.82, SD=1.036</i> Missing = 6	53	24.0	120	54.3	9	4.1	34	15.4	5	2.3
The Rowan Boulevard/ Downtown Glassboro construction project has improved Glassboro. <i>n=224, M=3.77, SD=1.099</i> Missing = 3	68	30.4	74	33.0	55	24.6	17	7.6	10	4.5
I attend sporting or athletic events at Rowan. <i>n=219, M=2.73, SD=1.214</i> Missing = 8	22	10.0	48	21.9	23	10.5	101	46.1	25	11.4

Table 4.8 (continued)

Subject Involvement in Rowan University and Glassboro Community Events (N=227)
(Strongly Agree=5, Agree=4, Undecided=3, Disagree=2, Strongly Disagree=1)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
I take advantage of the recreational opportunities on Rowan's campus. <i>n=218, M=2.74, SD=1.123</i> Missing = 9	15	6.9	50	22.9	38	17.4	94	43.1	21	9.6
I take advantage of the educational opportunities on Rowan's campus. <i>n=220, M=2.74, SD=1.078</i> Missing = 7	14	6.4	47	21.4	43	19.5	99	45.0	17	7.7

Research question 5. Is there a significant relationship between the subject's demographics, and their attitudes toward Rowan University Students, Rowan University itself, and the Rowan University and Downtown Glassboro project?

Demographic variables were compared with the statements "Overall, Rowan University contributes positivity to the community," "Rowan students are responsible neighbors," and "The Rowan Boulevard/Downtown Glassboro construction project has improved Glassboro," through SPSS in both a Pearson and Kendall's tau-b bivariate

correlation report. There were no significant relationships found between these statements, and any demographics.

Chapter V

Summary, Discussion Conclusions, Recommendations

Summary of the Study

This study investigated the attitudes of selected Glassboro residents regarding interactions they had with Rowan University and awareness of off campus students from January 2016 to March 2016. Through the use of a survey, residents provided responses to statements related to Rowan constituencies within four factor groupings, including interactions with Rowan University students, public safety and property concerns, interaction with Rowan University officials, and interaction with Rowan University and Glassboro events. The items were both demographic and Likert scaled statements that primarily measured the presence of particular feelings, or actions experienced by the Glassboro residents surveyed.

The survey had a targeted maximum sample size of 450. A total of 227 surveys were returned, yielding a response rate of 50.4%. Descriptive statistics were used to analyze the survey data, as well as a Pearson and Kendall's tau-b bivariate correlation report. These functions were used in the IBM Statistical Package for the Social Sciences (SPSS) computer software, version 23.

Discussion of the Findings

The quantitative data both raises questions and supports current findings in the literature. Studentification within the neighborhood may not resonate with participants. There was an evident disconnect between expressed attitudes of community problems, and action taken by participations to report the community problems to Rowan University Officials or Glassboro Officials. Residents may lack knowledge of opportunities to

interact with Rowan University officials, and some residents may be supportive of the new development project, but do not extend this positive attitude toward the university as a whole.

Research question 1. What are the interactions and perceptions that subjects have with Rowan students?

Interactions between Rowan University student neighbors and the subjects were consistent in interactions requiring minimal communication, or those that were of necessity. A majority were comfortable (strongly agreed, agreed) and willing to confront student neighbors when issues occurred, and about 41% felt (strongly agreed, agreed) that Rowan University students are responsible neighbors, where 36% introduced themselves to Rowan student neighbors (strongly agreed, agreed). On the lower side neighbors were less likely (strongly agreed, agreed) to like having Rowan University students as neighbors (21%), and very few had Rowan University student neighbors introduced themselves, or built up a relationship, leading to very few residents who knew the names of all of their Rowan University student neighbors.

It was interesting that while 41% agreed that their Rowan University student neighbors were responsible, only 21% liked having Rowan students as neighbor. While not explicitly looked at in this study, “studentification” could be used to explain why 20% less residents liked having them as neighbors, because while the student neighbors themselves may be responsible, the process that places them in the neighborhoods may adversely affect the economic conditions of those residents (Leavey, 2004). Incidentally,

several residents disclosed that as a result of student renters, the property value on their home has went down.

Research question 2. What are the concerns (if any) that subjects have with regards to the off campus conduct of Rowan University students?

Residents expressed more problems with noise, littering, and disorderly students off campus than they contacted Glassboro police. Voicing concerns to law enforcement is more consistent with issues of noise, than that of littering and disorderly students. There is an evident disconnect between expressing subject attitudes of discontent through the survey, and communicating these attitudes to university or law enforcement authorities. Of those surveyed, 37% strongly agreed or agreed that they had reported students to the Glassboro police. However, nearly 59% reported littering on their property, and 50% report intoxicated or disorderly students near their property. It was not explained why only 37% reported concerns to police, a percentage 13% less than the 50% who have witnessed intoxicated or disorderly students near their property. Littering is something that is more likely visible after the fact, than reported by a witness. Approximately 44% of subjects reported noise problems on their street that personally affected them, that is 7% less than the 37% who reported issues of concerns to Glassboro police. The evidence of off campus concerns including noise, littering, property damage, and disorderly conduct are consistent with previous findings and trends (Leavey, 2004; Massey, et al., 2014; Spagnolia, 1998). There is disconnect between calls for service to Glassboro police and witnessing behavior of intoxication, noise and, disorderly conduct.

Research question 3. What are the interactions that subjects have with Rowan University Officials?

While residents expressed more problems with noise, littering, and disorderly conduct than they reached out to Rowan University officials with these concerns, this gap is even larger than the gap of contacting Glassboro police. Between 3%-5% strongly agreed, or agreed that they contacted Rowan University officials, through phone, email or face-to-face means. Residents may not know or choose to contact Rowan University additionally about a problem with neighborhood students. They may assume it is the responsibility of the police, or may not be aware or think to contact Rowan University about problems with students.

There was a noticeable disconnect in expressing these feelings to Rowan University officials. There was also a difference between reports of direct problems such as noise and disorderly conduct, and the desire to speak with the Rowan University offenders after the fact, even though as discussed earlier, there is a high percentage who felt comfortable confronting their student neighbors after issues occur. The disconnect between a sizeable number choosing to confront, and an equal proportion interested in making that connection with a Rowan University official is unexplained.

The instrument posed two statements about the Good Neighbor Forum. The Forum is an open dialogue meeting, facilitated by Rowan and Glassboro, hosted several times a semester to provide updates and a public comment arena for Glassboro residents, Glassboro landlords and Rowan University students. A majority of residents had not attended these meetings recently when asked. A total of 64% were undecided as to if

these forums were successful. Fewer subjects disagreed or strongly disagreed that Good Neighbor Forums were helpful than subjects who reported issues of noise, littering, and disorderly students. Less people agreed or strongly agreed that they had attended these forums than those who reported the same issues. The attitude toward the effectiveness of the Good Neighbor Forum was the highest reported undecided and missing statement in the entire instrument. There is a responsibility of university and municipal officials to educate residents about the forums.

Rowan University follows suit with other universities in having a task force and public opinion opportunity for all the constituents to voice their concerns (Blumenstyk, 1988; Kemp, 2014; Leavey 2004; Schillo, 2011). There is no singular optimal college town assessment rating in the case of Rowan University and Glassboro.

Depending on the stakeholder's experience and values, the relationship can be harmonious or devitalized at times. Harmonious in shared activities benefiting both sides, where comfort is maintained through shared information and effort, because of the Good Neighbor Forums, and Rowan University and Downtown Glassboro redevelopment project. Some resident stakeholders have a devitalized relationship, because of repeated or a serious single poor experience or interaction with Rowan University. Without taking advantage of an outlet like the Good Neighbor Forum to express attitudes and experiences, someone may continue to be devitalized (Gavazzi & Fox, 2014). Incidentally, participants who are polarized informed me of a particularly single bad year or experience that formulated their attitudes regarding off campus Rowan University students; stories varied from particular bad neighbors or athletic teams, incidents of

stolen flags and bushes, absentee landlords renting to uninformed students, and interactions with drunk students very late at night.

Research question 4. What interaction does neighborhood residents have with the Rowan University community, and what is their attitude toward the new Rowan Boulevard and Downtown Glassboro construction project?

The collaborative projects and events that residents participated in are prevalent in the subjects sampled. A total of 87% have visited the newly constructed Rowan Boulevard Area, and 78% participated in community events. A total of 63% believed the Rowan Boulevard and Downtown Glassboro project has improved Glassboro. Nearly 25% were undecided if the Rowan Boulevard and Downtown Glassboro project had improved Glassboro, as construction continues, this number may change in future studies. Less subjects felt that Rowan University overall positively impacts the community than those who were positive about the construction project. Community projects and collaborative events may be something that could continue to improve the relationships between the different constituencies (Kemp, 2014; Leavey, 2004). Economic development is not the only indicator participants considered when 53% of participants expressed they felt Rowan overall positively impacts the community.

Research question 5. Is there a significant relationship between the subject's demographics, and their attitudes toward Rowan University Students, Rowan University itself, and the Rowan University and Downtown Glassboro project?

There were no significant relationships expressed through Pearson and Kendall's tau-b bivariate correlation that indicated any particular demographic subset of the subject

had attitudes within the four factor groupings, significantly correlated with any demographic information they disclosed. This is consistent with research in that there has been no information that demonstrates this potential.

Conclusions

The complexity of the relationship a life-time neighbor and a college student neighbor is something that should not be overlooked, as these are the building blocks of any town-gown relationships. The difference between the neighborhood resident subject's attitude toward student responsibility, and attitude towards the presence of student neighbors, may be accounted for by studentification of the neighborhood. Studentification of a neighborhood coincides with the issues of littering, excessive noise, and disorderly or lewd conduct that the subjects' attitudes' expressed (Leavey, 2004). The study found neighborhood residents do not have complex relationships with the student neighborhoods- including awareness of names. This may be because the students do not live in the community long enough to form one, or neither party values this as a personal priority because the students may only live there for a year.

Parking was a chief concern that I was able to parenthetically collect data on. Some residents self-disclosed that they experience parking issues from Rowan University students, including illegal parking, parking in resident driveways, in no parking zones, in front of fire hydrants, blocking resident driveways, and failing to move vehicles when snow covers the streets.

Residents in Glassboro today can be compared to residents of past years, and residents in college towns across the United States in their feelings of present issues

related to littering, noise, and alcohol and property damage as potential community problems. Without a benchmark study, these findings are unable to draw a conclusion if the community has improved since the historic issues of the 1980s, but it can say quantitatively that are still present concerns (Spagnolia, 1998).

In applying, Mitchell et al. (1977), it is possible say the relationship between neighborhood residents and Rowan University can be described as firm dominant, with stakeholder moral legitimacy. However, it appears the resident stakeholders only exercise this power legitimacy when there's a critical point for the stakeholder to have salient negative attitudes when they are personally affected by off-campus students. There is no developed college town measurement that blends harmonious for some stakeholders, and devitalized for others, but given the low contact neighborhood residents experience, compared to the evident collaboration with university and Glassboro officials, this sort of relationship assessment is important.

Administrators and researchers alike should look at the differential between expressed attitudes of problems, and reporting of problems to them, and determine how apathy, level of concern, and knowledge of resources play a role if Rowan University officials seek out support. The Rowan University and Downtown Glassboro project is popular and attended by residents. Upon completion, perhaps the 20% who were undecided about its impact will express a more positive attitude. The increase in off campus housing capacity as a result of the project consolidates student populations by removing them from the residential areas, as a result the statements pointing to studentification and likeability of the redevelopment project are no surprise and

confirmed by the literature (Leavy, 2004). This project brought with it both an economic infrastructure, positivity impacted change in the community through more housing for students (Cox, 2000).

Aderinto was correct in asserting communication between stakeholders, to ensure mutual interests are met. While his study found effective communication between many stakeholders, he was right to recommend further research into input from neighborhood residents. Of those in the study, this effective communication with Rowan University officials through reaching out when concerns are presented to them, or attending the Good Neighbor Forums to channel these concerns, was not present. Only time can tell what further implications the completion of the project can bring to the Rowan University and Glassboro Communities. It is however paramount that communication strategies are adapted.

Recommendations for Practice

1. The lack of response in attending the Good Neighbor Forum, seeking out Rowan University Officials, and calling Glassboro police point to either apathy, or lack of information on the part of the residents. However, Rowan University should consider the rationale to be of lack of information and work towards ways to improve marketing of their information and of the Good Neighbor Forum.
2. When a resident calls for service to the Glassboro Police a report is most likely sent by the police to Rowan University administrators about a report of a house complaint. The dispatcher or police officer could ask the resident if the resident's contact information could be given to Rowan University, and the Division Student

Life could follow up with the complainant. When police respond, they provide complainant with some sort of paper communication to implore them to report less immediate issues to Rowan University officials, who may be better equipped to advertise the Good Neighbor Forum, and follow up with educational opportunities for the students. Through this response, closer connection and follow-up could occur.

3. Several residents expressed lack of knowledge of Rowan Events (educational, cultural, and athletic). Similar to the “Rowan Announcer” distribution list that emails Rowan University employees and students about events and news on campus, there should be a “Rowan Announcer Public” distribution list, where residents can opt into a weekly email from the university, to include all the different reoccurring or special events that are open to the public. This will make coming to campus potentially feel more welcoming and residents will be more aware of reasons to come to campus.
4. A number of residents in the survey indicated that littering may be a problem in the neighborhood as a result of Rowan University students. An important community service initiative that would tie in with littering and open container violators acknowledging harm, is to purposefully ensure that those cited by Glassboro police for these violations off campus, must participate in this specific community service hours, on mornings where littering is common on the neighborhood streets.

5. Neighborhood residents and student violators do not engage in complex relationships, another effective sanction tool by the municipality or Rowan University, would be the requirement to conduct an interview of a long-time Glassboro resident who lives in the neighborhood of the violator- either a sought out one, or the student can be provided one from a list of Glassboro residents who sign up for this initiative. This would deepen the understanding that the student has about the resident's concerns and the resident, about who the students are that are living on their street.
6. Student parking was a concern discussed by some neighborhood residents. Glassboro and Rowan University should work together to ensure that illegally parked cars are ticketed, students are educated and reminded about parking regulations, and more strategic planning is done to ensure enough surface lots are available for campus constituents.

Recommendations for Further Research

Based upon the findings and conclusions of the study, the following suggestions are presented:

1. The items in the survey instrument measured either the presence of absence of certain feelings, attitudes, and occurrences in the daily lives of the Glassboro neighborhood residents. Future research should capture frequency and intensity of some of the specific occurrences that happen off campus. The instrument was not designed to measure frequency or intensity. To ask a resident if they knew the names of neighborhood student renters does not quantify differences that can vary

between years, and to ask residents to generalize about Rowan students as a whole, does not paint the picture as clear as one would hope. Further instrument design should capture intensity and frequency of certain behaviors and feelings.

2. Future instruments should ask questions to determine what percentage of Rowan University students that the neighborhood residents feel create problems. The statements in this instrument measured the presence or absence of attitudes towards Rowan University students as a whole, but failed to ask residents if the majority, minority or about half of their Rowan University student neighbors may create problems. The instrument in this study generalized Rowan University students as a whole.
3. Future researchers should also operate under an assumption of minimal understanding, and ask subjects if they are aware of Rowan and Glassboro Events and channels to obtain this information, as well as information and awareness in how to contact Rowan University officials.
4. Creation of a longitudinal study identifying if there is a difference in resident attitudes if they were surveyed in October, and then again in April. Both time and resource limitations unfortunately prevented this from occurring in this particular article. The longitudinal study should also have a four-to-five year time period to revisit the attitudes to determine if a change in behavior exist between class years.
5. Participants expressed feelings about student's illegally parking on the streets near their home. There were no questions within the instrument that specifically asked about parking. Further research should attempt to include issues related to shared

use of the street parking by Rowan University. Is there a problem with congestion during certain times of the day? Are residents or university students parking illegally? Are certain areas or streets more problematic for parking than others?

6. A future study should seek to understand the geographic implications of town-gown relations, measuring the specific density of rental or student houses on a block, and assigning the sampled house a score, to determine if there is a perfect or troublesome ratio of student rental density that creates the most concern. This geographic pursuit would also examine specifically the distance away from the college's main property that a resident's home may be.
7. In order to increase validity and prevent neighborhood resident personal behaviors from skewing results, some questions should incorporate attitudes and interactions with all neighbors in the neighborhood, and specifically neighbors who are not Rowan University students, so there is a baseline and one does not simply assume that their attitudes and relations with Rowan University are solely because they are Rowan University students.
8. A handful of residents indicated they were moving out of the community soon or knew someone who had as a result of the "studentification" of the neighborhood. A future study could obtain data from former home owners of houses in Glassboro community, and investigate reasons residents move out of their previous residence.

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Appendix A

Instrumentation

A research study: Town and Gown Relations: Finding Equitable Prosperity for Neighborhood Resident Stakeholders

I am/we are inviting you to participate in a research survey entitled "Town and Gown Relations: Finding Equitable Prosperity for Neighborhood Resident Stakeholders" We are inviting you because you are a resident of Glassboro, New Jersey. In order to participate in this survey, you must be 18 years or older.

The survey may take approximately 10 minutes to complete. Your participation is voluntary. If you do not wish to participate in this survey, do not respond to this paper survey. The number of subjects to be enrolled in the study will be 450.

The purpose of this research study is to investigate the specific attitudes of college town neighborhood stakeholder, neighborhood residents as this attitude relate to their relationship with their local university, Rowan University.

Completing this survey indicates that you are voluntarily giving consent to participate in the survey.

There are no risks or discomforts associated with this survey. There may be no direct benefit to you, however, by participating in this study, you may help us understand how towns like Glassboro and colleges like Rowan, can work together for the best possible betterment of both the town residents and college students.

Your response will be kept confidential. We will store the data in a secure computer file and the file will be destroyed once the data has been published. Any part of the research that is published as part of this study will not include your individual information. If you have any questions about the survey, you can contact me at the addresses provided below, but you do not have to give your personal identification.

Ian Foley
Mail: Box 14 201 Mullica Hill Road Glassboro, NJ 08028
Email: Foley7@rowan.edu

Glassboro- Rowan Neighborhood Resident Survey

The purpose of this study is to understand the interaction and relationship between Glassboro Residents, and Rowan University. All individual survey responses are confidential and will not be traceable to the participant. Please answer all questions to the best of your ability.

What is your age?

How many years have you lived in Glassboro?

Circle the answer that best identifies you for each question.

How do you identify your gender?

Male	Female	No response
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What is your highest education level?

No schooling completed	Nursery school to 8th grade	Some high school, no diploma
High school graduate, diploma or the equivalent (for example: GED)	Some college credit, no degree	Trade/technical/vocational training
Associate's degree	Bachelor's degree	Master's degree
Professional degree	Doctorate degree	

Please specify your ethnic (or race) origin

White	Hispanic or Latino	Black or African American
Native American or American Indian	Asian / Pacific Islander	Other

What is your current employment status?

Employed for wages	Self-employed	Out of work and looking for work
Out of work but not currently looking for work	A homemaker	A student
Active military service	Retired	Unable to work

3. I introduce myself to new Rowan student neighbors.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
4. I like having Rowan students as my neighbors.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5. New Rowan student neighbors introduce themselves to me.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
6. I know the names of all the Rowan students who live near me.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
7. I have built up a relationship with the Rowan students who live near me.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
8. I feel comfortable confronting my neighboring Rowan students when issues occur.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Public Safety and Property Concerns					
9. I have reported issues with my student neighbors to the Glassboro Police Department.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
10. I have confronted my neighbors with my concerns, before reporting them to the Glassboro Police Department.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
11. My street has a problem with noise from nearby large parties or gatherings that personally affect me.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
12. My street has a problem with littering from nearby large parties or gatherings.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
13. Within the past six months I have observed lewd or obscene behavior by Rowan students outside my house.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

14. Within the past six months I have observed intoxicated or disorderly Rowan students outside my house.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
15. It is easy to contact the Rowan students who live near me when I have concerns.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
16. My property has sustained damage from Rowan students in the past six months.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
17. My property has sustained littering from Rowan students in the past six months.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Interaction with Rowan University Officials					
18. I am interested in sitting down with my Rowan student neighbor and a Rowan administrator, to mediate issues after they occur.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
19. The Good Neighbor Forums that Rowan and Glassboro hold are helpful.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
20. I have attended the Good Neighbor Forum within the past year.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
21. I have emailed a Rowan University administrator about problems with Rowan College student neighbors within the past six months.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
22. I have called a Rowan University administrator about problems with Rowan College student neighbors within the past six months.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
23. I have spoken face to face with a Rowan University administrator about problems with Rowan College student neighbors within the past six months.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

24. Overall, Rowan University contributes positivity to the community.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
Knowledge of Rowan and Glassboro Community Events					
25. I attend cultural or arts events at Rowan.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
26. I participate in Glassboro/Rowan Community Events (Car Show, Italian Festival, Holiday Event, Unity Day)	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
27. I take advantage of the educational opportunities on Rowan's campus.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
28. I have visited the newly constructed Rowan Boulevard area.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
29. The Rowan Boulevard/Downtown Glassboro construction project has improved Glassboro.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
30. I attend sporting or athletic events at Rowan.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
31. I take advantage of the recreational opportunities on Rowan's campus.	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Appendix B

Recruitment Script

Note: Houses targeted will be ones that do not appear on the list of Rental properties provided by the Glassboro Code Enforcement Officer, through a randomized sample.

Researcher knocks on the front or main entry door or approaches a resident who appears to be within eyesight on the exterior of the property

Good (Morning/Afternoon/Evening),

My name is Ian Foley. I am a graduate student researcher at Rowan University, with an anonymous survey for my thesis. The survey is about the relationship between Rowan University and Glassboro residents. Your individual responses will be anonymous.

1A. Are you a resident of Glassboro and 18 years of age or older?

(If yes, proceed to 2A). (If no, then proceed to 2B)

2A. Would you be willing to help me by taking no more than 10 minutes of your time to complete this survey? (If yes, then issue participant a survey packet and 3A).

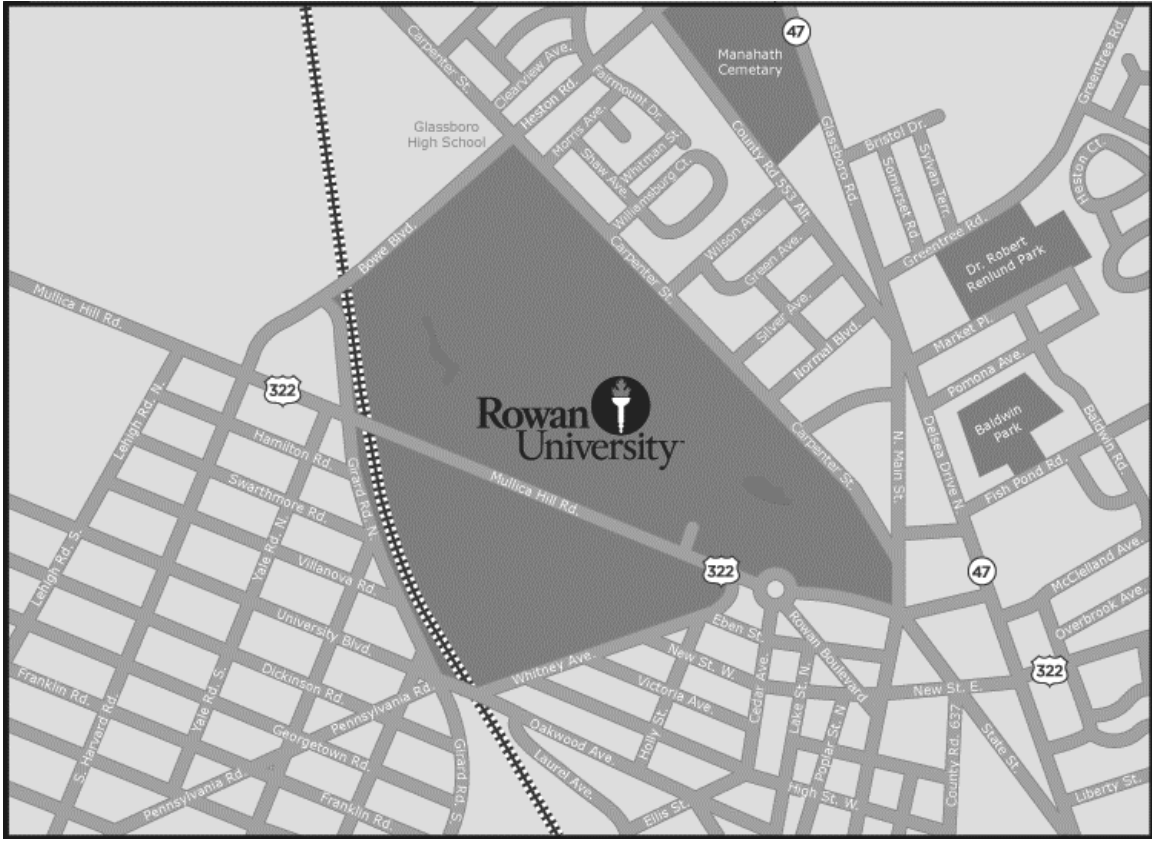
2B. Thank you for your time but unfortunately I am unable to ask you to participate participation in my study. Is there anyone else home who is a resident of Glassboro and 18 years of age or older, who I can speak with? (If so proceed to 1A, if not then end interaction.)

3A. Researcher reads out loud the introduction statement of the survey and issues participant a survey packet, clipboard and writing instrument. Researcher will go over the alternative consent front matter before the participant completes the survey.

4A. Researcher collects the completed survey within a large envelope, and issues the participant a thank you note (Appendix F), with information about the study and the researcher.

Appendix C

Map of Population



Appendix D

IRB Approval



** This is an auto-generated email. Please do not reply to this email message.
The originating e-mail account is not monitored.
If you have questions, please contact your local IRB office **

DHHS Federal Wide Assurance Identifier: FWA00007111

IRB Chair Person: Harriet Hartman

IRB Director: Sreekant Murthy

Effective Date: 12/17/2015

eIRB Notice of Approval

STUDY PROFILE

Study ID: [Pro2015000687](#)

Title: Town and Gown Relations: Finding Equitable Prosperity for Neighborhood Resident Stakeholders

Principal Investigator:	Burton Sisco	Study Coordinator:	None
Co-Investigator(s):	Ian Foley	Other Study Staff:	None
Sponsor:	Department Funded	Approval Cycle:	Twelve Months
Risk Determination:	Minimal Risk	Device Determination:	Not Applicable
Review Type:	Expedited	Expedited Category:	7
Subjects:	450		

CURRENT SUBMISSION STATUS

Submission Type:	Research Protocol/Study	Submission Status:	Approved
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Approval Date:	12/17/2015	Expiration Date:	12/16/2016
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Pregnancy Code:	No Pregnant Women as Subjects Not Applicable	Pediatric Code:	Not Applicable No Children As Subjects	Prisoner Code:	Not Applicable No Prisoners As Subjects
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Protocol:	Protocol Template Instrument.docx	Consent:	There are no items to display	Recruitment Materials:	pressrelease.docx surveyscript.docx
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*** Study Performance Sites:**
Glassboro Campus College of Education, James Hall, Glassboro Campus.

Appendix E

Press Release

Contact:

Ian Foley

(REDACTED)

Graduate Student at the College of Education, Department of Educational Services and Leadership

Door to Door Town-Gown Relations Thesis Survey in Glassboro

Glassboro, NJ- a Rowan University Graduate Student wants to know what residents think about Rowan University and its students. Ian Foley, may be coming to knock on your door if you live in Glassboro within the next few weeks. Foley, a second year student in the Masters of Higher Education program is completing his master's thesis. Foley will be spending 100+ hours surveying a sample of 450 residents to complete a short survey related to Rowan-Glassboro Relations and Rowan students. He will be visiting homes in the immediate area of Glassboro this spring seeking participation. The survey will only take minutes of a resident's time, and all results will be anonymous and help advance understanding of how the Rowan-Glassboro community can continue to improve.

Appendix F

Thank you Note

Dear Resident,

Thank you for participating in this study. This study explained the relationship between Rowan University, and the Borough of Glassboro, NJ. Your answers to all questions are anonymous. Should you have any questions about this study, I can be reached at foleyi7@rowan.edu, or at (REDACTED). Dr. Burton Sisco, the principal investigator and thesis advisor can be reached at sisco@rowan.edu, or at 856-256-3717. This study was reviewed and approved by the Institutional Review Board at Rowan University.

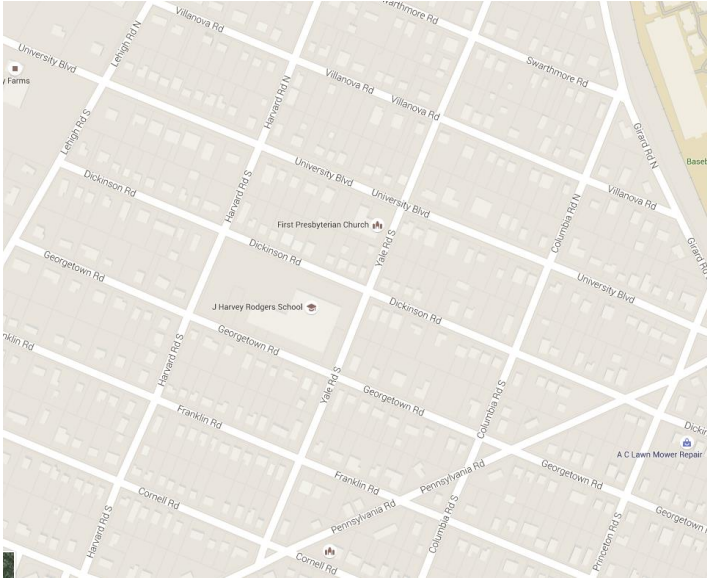
Best,

Ian Foley

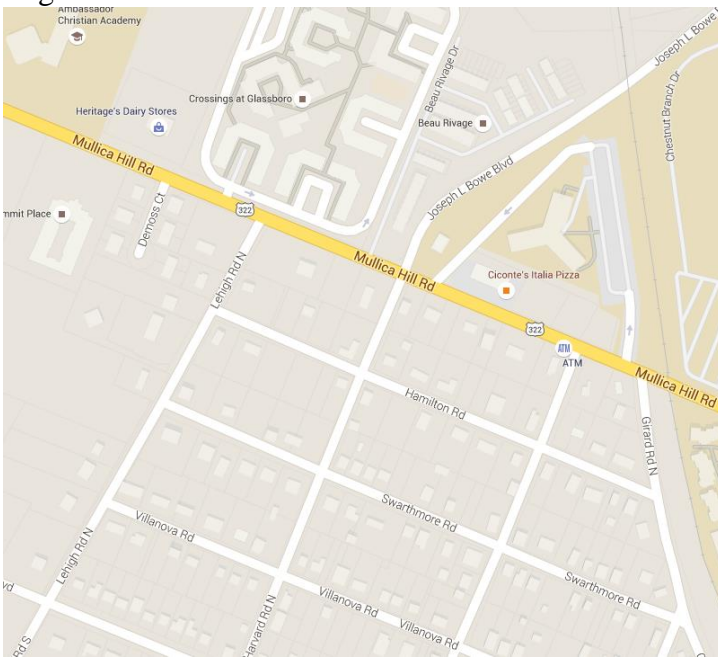
Appendix G

Maps of Population Area

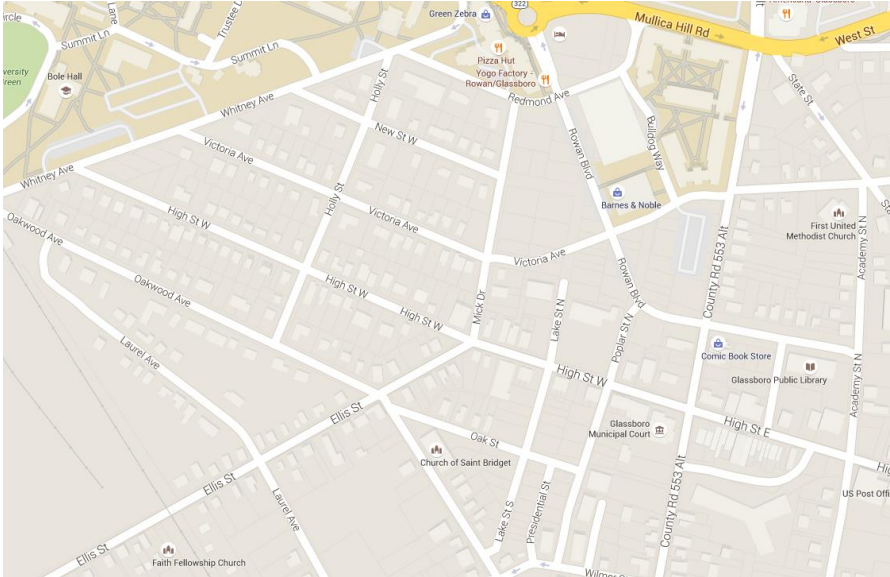
Region 1-A



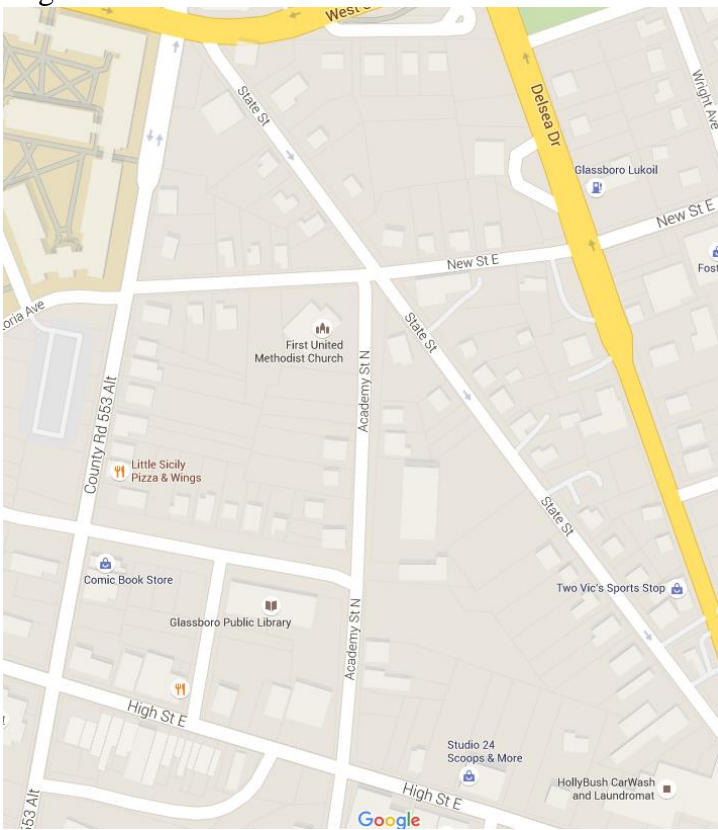
Region 1-B



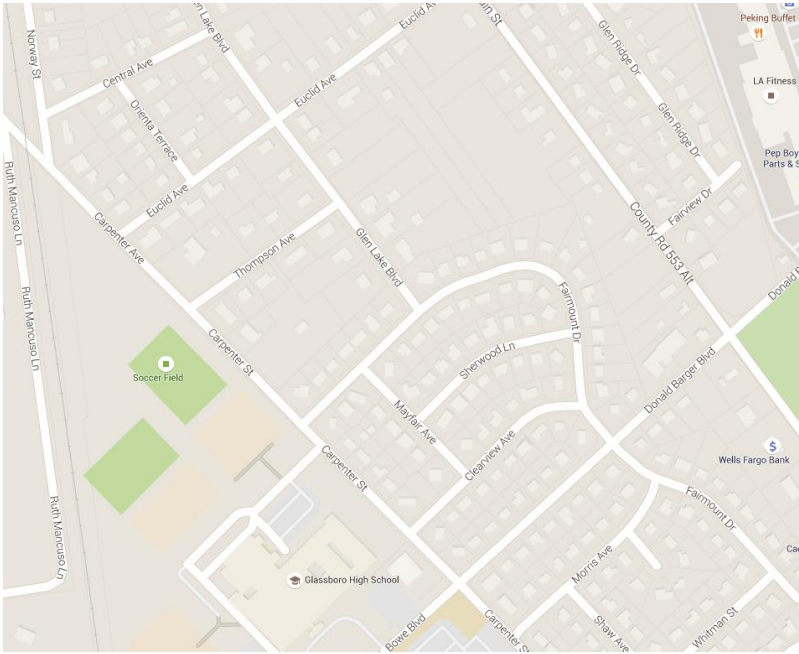
Region 2-A



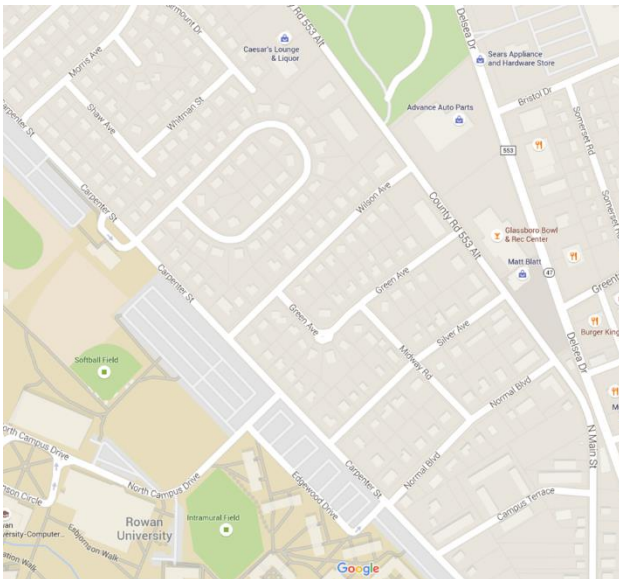
Region 2-B



Region 3-A



Region 3-B



Appendix H

List of Streets in Population Area

Street	Region	Street	Region
Beau Ridge Drive	1	State Street	2
Columbia Road	1	Victoria Ave	2
Demoss Ct	1	Whitney Ave	2
Dickson Road	1	Carpenter Street	3
Georgetown Road	1	Clearview Ave	3
Girard Road	1	Donald Barger Blvd	3
Hamilton Road	1	Euclid Ave	3
Harvard Road	1	Fairmount Drive	3
Lehigh Road	1	Georgetown Road	3
Princeton Road	1	Glen Lake Blvd	3
Swarthmore Road	1	Green Ave	3
University Blvd	1	Mayfair Ave	3
Villanova Road	1	Midway Road	3
Yale Road	1	Morris Ave	3

Academy Street	2	N Main Street	3
High Street East	2	New Street	3
High Street West	2	Normal Blvd	3
Holly Street	2	Sherwood Ln	3
Laurel Ave	2	Silver Ave	3
Mick Drive	2	Thompson Ave	3
New Street	2	University Blvd	3
Oakwood Ave	2	Williamsburg Ct	3
Redmond Ave	2	Wilson Ave	3