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UNIVERSITY DOWNTOWN CAMPUSES AND COMMUNITY ENGAGEMENT IN SMALL
AND MIDSIZED CITIES

BY

RICHARD ALBERT FRANCIS-BELTRAN

BA, Universidad Jorge Tadeo Lozano, 2004

CAPSTONE PROJECT

Submitted in partial fulfilment of the requirements for
the degree of Masters in Public Administration in the Graduate School of
Binghamton University
State University of New York
2012

Accepted in partial fulfilment of the requirements for
The degree of Masters in Public Administration
in the Graduate School of
Binghamton University
State University of New York
2012

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Executive Summary

In the summer of 2011, as a graduate intern from the Master of Public Administration (MPA) program I conducted a research project under the supervision of the Director of Special Programs for Economic Development. The purpose of the project was to learn about the perceptions of downtown area officials and community members regarding the impact of the Binghamton University Downtown Center (UDC). Findings showed that overall participants were satisfied regarding UDC partnering relationships with public and non-profits agencies. At the same time, the findings also indicated that participants had unmet expectations regarding the UDC participation in various downtown activities. In order to help address the issue, I conducted semi-structured telephone interviews with participants from seventeen universities to examine successful community engagement practices. All of the universities selected for these interviews have been recognized for successful relationships with host communities, are located in a small or medium-sized city in the United States, and currently have a downtown campus or a physical presence in the downtown area of their cities.

Six main findings emerged from the analysis. First, offices of community engagement are located for the most part in downtown areas. Second, there are two models universities used to create community engagement and develop strong relationships with surrounding communities. Third, in addition to implementing programs with community partners, universities with successful community engagement tend to be open to collaborating with community members in several different ways. Fourth, strategies for successful communication between universities and the wider community include the involvement of leaders and key staff members, frequent meetings with the wider community, and the use of social media and other communication channels. Fifth, having clear and ongoing communication between the university and the wider

community can help minimize the likelihood that community members will develop unrealistic expectations regarding the university's role in the community. Sixth, some universities conduct formal assessments of community satisfaction on a regular basis but others do not. And finally, although the universities included in this study are recognized for having successful community engagement, they reported facing challenges and difficulties while engaging with their communities and therefore are interested in learning best practices from other universities.

Based on my findings, I am making four recommendations to Binghamton University. The first recommendation is to open a satellite Center for Civic Engagement (CCE) office at the UDC in order to connect students, faculty, community partners, and residents to a site where everyone is within walking distance. The second recommendation is that the satellite CCE office at the UDC should carry out activities aimed at developing strong relationships and improving communication between surrounding communities and the UDC students, faculty members, and staff. The third recommendation is that the satellite CCE office should implement formal and regular assessments of the community's satisfaction with community engagement programs carried out at the UDC. Finally, the fourth recommendation is to organize a forum on "Community Engagement in Small and Midsized Cities" at the UDC through the satellite CCE office. Study participants from other universities reported facing challenges and difficulties while engaging with their communities and expressed interested in learning best practices from other universities. There is an opportunity for Binghamton University to play a leadership role in facilitating these discussions and facilitating information sharing about community engagement with a focus on small and midsized cities. In this way, both Binghamton University and other universities and ultimately the residents of the communities in which these campuses are located will benefit.

Dedication

I dedicate this capstone project to my father. I calm voice in my moments of worry, and my personal source of wisdom and inspiration.

Likewise, I lovingly dedicate this research study to my friend and wife, Magda, who supported me in countless opportunities even through online communication.

Lastly, but not least important, this capstone project is devotedly dedicated to my two beloved sons, James and Luke.

Acknowledgments

First and foremost, my utmost gratitude goes to the Lord who has blessed me in countless ways. Thank you very much.

This capstone project would not have been possible without the guidance and the help of several individuals, who in one way or another contributed in the preparation and completion of this research.

I would like to express my gratitude to Dr. Scott Bowen, my internship supervisor. About a year ago I went to his office to share an idea I had. Immediately he offered all the necessary support to move forward with the initiative, which is today my research project compiled in this document.

Likewise, I would like to convey my gratefulness to Dr. Kristina Lambright, our capstone course director. Thanks for your patience and dedication in teaching me how to do a solid research study.

Equally, I would like to thank Dr. Nadia Rubaii for helping me figuring out how to say what I wanted to say, when I did not know how to say it. Your orientation was an invaluable contribution for me to organize my ideas in a coherent and comprehensible way.

Also, my gratitude and appreciation goes to Joann Lindstrom, our Internship Coordinator at the Department of Public Administration. I appreciate your logistical support and your words of encouragement during my internship phase.

It is important for me to mention that the origin of my interest in the issue of community engagement, the central theme of this research study, is thanks to an article provided by professor Jillian Masson in our writing class at the beginning of the Master of Public

Administration program. From that time until a week ago she has been patiently helping me improve my English writing proficiency.

Last but not least, I must acknowledge my very talented classmates with whom I have had the joy to work during this capstone course. In particular, my appreciation and gratefulness goes to all my MPA program classmates, who have gave me the privilege to participate in unprecedented levels of thorough discussions. I am honoured to have shared this experience with all of you. I wish you success and I congratulate you in advance for your numerous forthcoming accomplishments.

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Problem Definition

The Binghamton University Office of Special Programs for Economic Development, which is part of the University's Research Division, focuses on looking for innovative ways that the university can contribute to the economic welfare of the Binghamton community. In an effort to help revitalize the region and add to the diversification of downtown Binghamton, Binghamton University, through the Office of Government Relations, lobbied the New York State Legislature to secure resources to construct the Binghamton University Downtown Center (UDC). The UDC houses the College of Community and Public Affairs (CPA) which offers an undergraduate degree program in human development and graduate programs in public administration, social work, and student affairs administration.

For the Office of Special Programs for Economic Development, the UDC represents a tangible demonstration of how the University has stepped beyond the campus property by placing a large infrastructure within the community. It likewise represents the University's commitment to the New York Legislature and the people of the Binghamton community to both provide educational services and to aid in economic development. Therefore, the Director of Special Programs for Economic Development is interested in understanding not only the actual economic impact of the UDC in dollars, but additionally the community's expectations for the UDC and their perceptions of the impact it has had and will continue to have (S. Bowen, personal communication, November 02, 2011)

In the summer of 2011, I conducted a research project under the supervision of the Director of Special Programs for Economic Development. The purpose of the project was to learn about perceptions of downtown area officials and community members regarding the impact of the UDC. The research project collected information to assess whether the UDC is

meeting the expectations of the downtown Binghamton community. A total of 43 individuals participated in the study: 24 completed a paper survey, and interviews were conducted with the other 19 participants. Surveys were conducted with the owners of small businesses surrounding the UDC, while interviews were conducted with local government officials and managers from non-profit organizations located in the downtown area.

The findings showed participants were highly satisfied with the community based research carried out by UDC faculty members and the UDC partnering relationships with public and non-profit organizations. For example, one participant talked about research conducted on perception of downtown safety and another one expressed his satisfaction regarding the service received from UDC interns. Findings also showed that participants had high expectations regarding UDC relationships with surrounding business owners and the UDC participation in cultural activities organized by downtown organizations. For example, a downtown business owner in the interview said he felt that the UDC had done an excellent job in working with non-profit organizations, but he had not seen that same level of collaboration toward small businesses in the area. He noted he was aware that the UDC is not focused on business topics; however, he had expected that the UDC would be a link between them and other units of Binghamton University that handle business issues. Likewise, the director of a cultural non-profit organization would like the UDC to schedule more of their events and activities so that they are open to the public and to become even more involved with the events that downtown community members organize such as First Friday Art Walks (Office of Special Programs for Economic Development, unpublished manuscript).

It is unclear from the prior research whether the issue of the unmet expectations is a function of inflated expectations among downtown residents, insufficient communication on the

part of Binghamton University and UDC departments about the role of their engagement in the community, or insufficient level of contribution to the downtown community on the part of the UDC. In some respects, it does not matter which of these explanations is driving any perceptions of unmet expectations; for the Office of Special Programs for Economic Development, the fact that there are unmet expectations is an issue that should be addressed. The community's perception of the UDC can impact the university's future lobbying efforts at the state and national levels and the ability to secure resources to fund additional projects (S. Bowen, personal communication, November 02, 2011).

In an effort to address this issue, this capstone research project examines what Binghamton University's UDC can learn about how to best develop strong relationships with surrounding communities from other universities with downtown centers and universities with some physical presence in downtown areas. The goal is to develop a series of recommendations for additional engagement activities and improved marketing of those activities so that the UDC will not only have a greater impact but also so the downtown community can recognize and appreciate this impact. Furthermore, this study is intended to help other universities that already have a downtown center or are planning to establish a downtown center to improve their relationship with their surrounding communities.

Research Questions

In order to assist the Office of Special Programs for Economic Development with the aforementioned concern, this research is aimed at addressing the following questions:

1. How have other universities with downtown centers or some physical presence in downtown areas developed strong relationships with their surrounding community and communicated the impact they have on their region?
2. What difficulties have other universities faced while engaging with their surrounding communities and what strategies have been implemented to overcome those difficulties?
3. What strategies could the UDC implement to enhance the relationship and strengthen ties with its surrounding community, in order to improve the perception the downtown community has regarding the UDC?

Literature Review

As defined by the Carnegie Community Engagement Classification (2008), community engagement is “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” Today’s universities face high expectations from the societies of which they are a part of, and they will be evaluated “by the variety and vitality of their interactions with society” (Association of Commonwealth Universities, 2001). In this regard, several scholars have called upon universities to strengthen their relationships with their host communities. For example, scholars suggest building partnerships with the community can help develop solution-driven research for specific societal problems (Samarasekera, 2009; see also Wilson, 2005), develop community capacity building (Stanton, 2003; Mayfield, Hellwig, & Banks, 1998), and contribute to local and regional economic development (Franklin, 2009; see also Ferguson 2005). Methods for community engagement include community partnerships, community service, service-learning, community-based participatory research, training and technical assistance, capacity-building, and economic development (Gelmon, Seifer, Kauper-Brown, & Mikkelsen, 2005).

An understanding of the factors that influence community engagement will help university executives, staff, faculty, and students to be better engaged with their surrounding communities. The following literature review provides an overview of the major factors that both encourage and inhibit successful community engagement.

Factors that inhibit successful community engagement

Communities often view proposals for collaborative work with suspicion, due to disappointment from "inflated expectations" about universities’ role in the community (Cox &

Seifer, 2005). Likewise, mistrust of the community (Bandy, 2012b; Cox & Seifer, 2005; Holland, 2005a) and the miscommunication between university and community members (Hart, Northmore, Gerhardt, & Rodriguez, 2009; Holland, 2005a) are factors that hinder successful community engagement. Another factor that inhibits successful community engagement is the university's tradition of acting in isolation, because they tend to prioritize engagement with customary stakeholders, such as students, fellow researchers, and funding organizations over their host communities (Hart et al., 2009; Jones & Hill, 2001). In addition, many universities have traditionally considered the participation of faculty members in community engagement activities to be an additional burden that distracts them from their primary tasks of research and teaching (Sandmann, 2009; Harkavy, 2005). As a consequence, several universities offer little incentive or even discourage faculty members from embarking on engagement endeavors (Cox & Seifer, 2005). Obstacles like these, which inhibit adequate participation of faculty in engagement activities, are great challenges to the success of community engagement because, "almost invariably" the interest of the community in engaging in a partnership with a university is inspired by a trusted relationship with a faculty member or academic professional (Holland, 2005a).

Researchers have identified a number of other barriers that also have a potential to inhibit successful community-university engagement. These barriers include, the lack of understanding of each partner's needs, goals, and limitations (Lederer, 2008; Holland, 2004; Green-Moton, 2003); an insensitive campus expansion in nearby neighborhood (Bandy, 2012b; Lederer, 2007); unresolved conflicts between university and community (Bandy, 2012b; Green-Moton, 2003); cultural difference between partners (Bracken, 2008; Kecskes, 2006; Taylor, Dwyer, & Pacheco, 2005); partners' time limitations and differences in their timelines and priorities (Schwartz,

2010; Kagan & Duggan, 2009); poor skills in partnership matters (Stanton, 2003; Mayfield, Hellwig, & Banks, 1998); funding constraints (Samarasekera, 2009; Wade & Demb, 2009); and shifts in partners' priorities due to change of community and university key champions (Kagan & Duggan, 2009; Sandmann, Williams, & Abrams, 2009).

Factors that encourage successful community engagement

Eliminating the barriers to successful community engagement mentioned above is a necessary but insufficient approach to successful engagement. The literature suggests that universities need to do much more to encourage community engagement. There is not a universally accepted model for community engagement, mainly because university-community relationships depend on several variables such as the size of the university and the community and whether the university is an urban research or a land-grant institution (Weerts & Sandmann, 2008; Mayfield, Hellwig, & Banks, 1998). However, the literature does identify a set of key factors influencing successful community engagement.

One of the key factors facilitating community engagement success is the university's institutional leadership. In this regard, community engagement needs to be embedded into the university's mission and strategic management process (Tripathi, Rathnam, & Tripathi, 2010, Furco & Miller, 2009; Sandmann & Platter, 2009). Likewise, the leadership of chancellors, presidents, provost, deans, and other key staff are critical to successful community engagement, because they have the authority to establish engagement as a priority for the institution (Weertz & Sandmann, 2010; Lazarus, 2003).

Other scholars claim that the role of faculty members is crucial to engagement success, given that they have the power to integrate community engagement matters into their curricula and inspire students to get involved in community issues (Lederer, 2007; Bringle & Hatcher,

2005; see also Boyer, 1996). In some situations of restricted funds, community engagement projects were found to be still functioning as a result of “a faculty community of engagement champions” (Sandmann, Williams, & Abrams, 2009). For these reasons, many sources call for strong internal reward policies that encourage faculty to embark on community engagement endeavors (Saltmarsh, Ward, & Buglione, 2009; Bracken, 2008; Holland, 2005b; Lazarus, 2005). Other campus resources that foster successful university engagement are the active involvement of students (Bandy, 2012a; Jones & Hill, 2001) and the presence of an office for community engagement issues that coordinates, assesses, and publicizes civic engagement activities throughout the university and in connection with the community at large (Weertz and Sandmann, 2010; Bruning, McGrew & Cooper, 2006; Harkavy, 2005).

In addition to the university’s commitment, a successful community engagement requires a strategic collaboration between stakeholders from the private and public sectors as well as from the community (Kagan & Duggan, 2009; Lazarus, 2003; Thompson & Story, 2003). Dynamic champions or bridge builders can act as intermediaries between the community and the university in order to prevent the relationship from being episodic (Bandy, 2012b; Weertz & Sandmann, 2010, 2008; Baum, 2006). Successful community engagement should also be programmatic, be long-term oriented (Wilson, 2006; Green, 2003; Green-Moton, 2003), and tailored to both the community and university challenges and perceived needs (Bandy, 2012b; Portland State University’s Partnership Forum, 2008; Mayfield, Hellwig, & Banks, 1998). Likewise, there should be good communication channels and a correct understanding of both partners’ limitations to avoid unrealistic expectations (Bandy, 2012b; Cox & Seifer, 2005; Holland 2005a). Additionally, a successful community-university engagement requires a shared sense of belonging based on a common vision and mission, trust, respect, flexible project design,

and realistic goals (Bandy, 2012b; Beere, 2009; Lederer, 2007; Holland, 2005a; Green-Moton, 2003). Lastly, a continuous evaluation of goals, progress, purposes, and interest is very important because it permits identifying and addressing challenges in the relationship (Bandy, 2012b; Baum, 2006; Holland 2005a). Without “guidelines and metrics for measuring progress, it is difficult to determine which strategies are actually succeeding and to build on them” (Samarasekera, 2009, p. 161).

There is a gap in the literature regarding research on university downtown campuses in small and midsized cities and their relationships with the host community (Melfi, 2008). This study seeks to address this gap by examining factors that have shaped successful engagement between university downtown campuses and their surrounding communities in small and midsized cities.

Methodology

To examine successful community engagement practices, I conducted semi-structured telephone interviews with participants from seventeen universities. Binghamton University was not included in the sample. All of the universities selected for these interviews are located in a small or medium-sized city in the United States, and currently have a downtown campus or a physical presence in the downtown area of their cities.

To determine whether an institution was recognized for successful community engagement, I reviewed the Carnegie Classification for Community Engagement which recognizes higher education institutions’ commitment to community engagement. See Appendix A for the 2010 Carnegie Classification for Community Engagement. The classification is elective, which means that it is based on institutions’ voluntary participation. “Because of their voluntary nature, elective classifications do not represent a comprehensive national assessment: an

institution's absence from the Community Engagement classification should not be interpreted as reflecting a judgment about the institution's commitment to its community” (Carnegie Community Engagement Classification, 2008). The study was conducted with a total of seventeen universities, of which sixteen were chosen from the 2010 Carnegie list. I also included a university that was not part of the Carnegie’s classification list but planned to apply for inclusion on the Carnegie Foundation’s 2015 edition list of engaged universities because I wanted to learn about the changes they planned to accomplish in order to be classified as an engaged university. I excluded universities located in large cities from my sample to strengthen the generalizability of the research to Binghamton University.

Defining what constitutes small and mid-sized cities was a challenge, given that “there is currently no standard definition [for small and] medium-sized cities as the concept of a [small and] medium-sized city is context-specific” (Hildreth, 2006). In this sense, what could be considered to be a small city in terms of business activity could be considered to be a large city in terms of land area, and vice versa. For the purpose of this research, I drew on distinctions made in the literature between cities in relation to their population. Thus, I defined small and mid-sized cities as those with a maximum of 250,000 inhabitants (Ferguson, 2005). In order to identify those cities that fit my criterion, I examined the 2010 census published on the United States Census Bureau website. See Appendix B for descriptive information of the universities included in this study.

After identifying the universities that were included on the 2010 Carnegie classification list and located in small and mid-sized cities, I telephoned the universities to inquire whether they had a downtown campus or a physical presence in the downtown area. During the initial phone calls, I formally requested an appointment for a telephone interview at a designated time. Prior to

data collection, I received approval from the Human Subjects Research Review Committee at Binghamton University to ensure sound ethical practices. See Appendix C for the approval letter.

Participants and procedures

The research included both universities located entirely in downtown areas and universities located in the outskirts of the cities but with some physical presence in downtown areas. A total of 17 semi-structured interviews were conducted. Each interviewee was either the person in charge of the office of community engagement or a faculty or staff member responsible for coordinating community engagement programs. Consent was elicited prior to and throughout the interview process. To further maximize interviewee participation, each participant was guaranteed confidentiality throughout the telephone interview.

The interviews took place between March 21, 2012, and April 6, 2012, and ranged from 20 to 30 minutes in length. Interview questions were developed based on my research questions and the information found in the literature review. After explaining the purpose of the research and ensuring complete confidentiality, verbal consent was elicited to tape the interview in order to transcribe the conversation. I began each interview in this study by asking the interviewee to describe the mission of their downtown campus in the community. In addition, further questions eliciting details of universities' engagement with residents and community partners were asked. These included a description of their community engagement activities, the difficulties and challenges their universities had faced, and topics they would be interested in discussing with other universities to improve their community engagement endeavours. See Appendix D for the complete interview script.

Strengths and limitations

I chose to conduct semi-structured interviews because they are fairly reliable, relatively easy to analyze, encourage two-way communication, and often “provide not just answers, but the reasons for the answers” (Food and Agriculture Organization of the United Nations, 1990). Likewise, I chose to conduct phone interviews because it allowed me to collect data quickly and in a relatively easy way from respondents who were located across the country. Furthermore, scholars have found that “many people are comfortable with the relative anonymity of the telephone interview” (Burnard, 1994). Finally, literature suggests that telephone interviews are very common (Burkard & Knox, 2009) and have proved to yield good results in qualitative research (Sturges & Hanrahan, 2004).

While there are some advantages of my methodological approach, there are also some limitations associated with the data collection method that I employed. First, the number of interviews was limited due to short time frame for contacting, arranging appointments, and conducting interviews. Second, respondents may have exaggerated the accomplishments of their downtown campuses and minimized the challenges they have faced. I emphasized that the results of the interviews would be confidential in order to reduce the likelihood of this occurring.

Data analysis

After conducting the interviews, I coded my data and analyzed the content of the interviews to “discover themes in the texts” (Ryan & Bernard, 2003). The data revealed no consensus among respondents regarding the definition of community. However, the word was used interchangeably to refer to both nonprofit and local government agencies, as well as the for-profit sector and residents in general. The term ‘community partners,’ by contrast, was used by all interviewees to refer to organizations whether public, private or nonprofit with which

universities work collaboratively. In this paper, the term ‘community partners’ is used to refer to public, private or nonprofit organizations with which universities work collaboratively. The terms ‘community members’ and ‘residents’ are used to refer to residents who live, work and study in the host region of the university. The term ‘wider community’ is used to refer to both of the above.

Findings

This section presents the findings of my phone interviews conducted with officials from 17 universities located in the downtown area of small and mid-sized cities. Based upon thematic analysis, six main findings emerged from the data. These findings addressed issues related to the physical location of community engagement offices; models for developing community-university relationships, successful communication, and institutional leadership; strategies for minimizing the likelihood of community members developing unrealistic expectations regarding the university’s role in the community; assessments of community satisfaction; and challenges and difficulties experienced while carrying out community engagement programs. Each of the findings is discussed below.

Findings #1: Offices of community engagement are located for the most part in downtown areas.

One notable feature of most universities included in this study was the physical location of the office of community engagement. Regardless of whether the university was located entirely in downtown areas or in the outskirts of the cities but with some physical presence in downtown areas, the office of community engagement was predominantly situated in the downtown area. Of the seventeen universities studied, sixteen had a downtown office of

community engagement. Six of these sixteen universities had more than one campus in the city. Of these six universities, five reported having the office of community engagement in the downtown of the city. Additionally, subjects highlighted the importance of being located downtown. For instance, one respondent expressed that their office of community engagement's mission was "to be a center in the downtown area that connects students, faculty, and community partners in a site where everyone is at [sic] walking distance." Echoing the same sentiment, another participant whose community engagement office is located in the downtown area commented, "our office simple mission is to be the front door to the University".

Finding #2: There are several ways of doing successful community engagement and developing strong relationships with surrounding communities.

Universities interviewed reported using different ways for carrying out community engagement endeavors. Although nobody talked about any specific model, the disproportionate number of universities using one approach suggests that there is a primary model for carrying out community engagement programs and a small number of exceptions. Of the group of universities included in the study, fifteen participants reported implementing a combined system consisting of using community partners as intermediaries to carry out their community engagement programs and work directly with community members. In contrast, only two participants reported not working directly with community members but using partners as intermediaries to carry out their community engagement programs. Additionally, findings suggested that in general, though not exclusively, universities' community engagement programs are centralized. Fourteen universities reported to operate in a centralized way while the remaining three operated in a decentralized manner. This is consistent with Weerts and Sandmann (2008, pp 95), who

argue that “approaches to engagement ... are not a ‘one size fits all’ phenomenon” and that each community-university relationship is influenced by different factors and occurs within a particular context.

Both relying on community partners to act as the intermediary with community members and working directly with community members. Fifteen interviewees fit this profile. As an example, one respondent reported “we do several volunteer programs partnered with community agencies that are located all over town, as well as with local residents that need assistance that are also all over the city.” In the same regard, another participant noted:

Many of our students volunteer at many of the charities around. We also offer free workshops for résumé writing open for the community, or someone comes and talks about how to do your taxes open to the community, or some free basic computer skills classes.

Relying predominantly on community partners to act as the intermediary with community members. Just two of the universities that participated in this study used this approach to community engagement. For example, as one participant described:

Specific to my office, we don’t work directly with neighborhoods, or sort of the man on the street, or the general community member. We don’t attend random individuals. We partner with organizations that can provide sort of continuity and some structure for our students to work with.

Similarly, another participant stated that they served their target population through partnerships with the city’s chambers of commerce.

Centralized community engagement programs. Fourteen of the universities that participated in this study implemented their community engagement programs in a centralized

way. Universities using the centralized approach had a single community engagement office through which all engagement activities are managed. For example, one participant commented, “we have one center for civic engagement that coordinates engagement for the entire campus. All students do their mandatory community service through the center of community engagement.”

Decentralized community engagement programs. The remaining three universities used a decentralized approach. By contrast to the centralized universities, these universities had decentralized community engagement offices, and each school of the university was responsible for establishing its own agenda for engagement. As one participant put it, “there is not a single community engagement office for the whole university. Community engagement work is decentralized. Each college finds its own engagement mission.”

It was not clear from this research whether implementing programs using intermediaries or relying on a combination of intermediaries and direct contact yields better results for universities and the wider community. Likewise, it was not possible to determine whether a centralized or decentralized approach is best in terms of efficiency and effectiveness. In a way, all the aforementioned strategies implemented to carry out community engagement programs are successful, because the vast majority of these examples are drawn from universities that have been recognized for successful community engagement. The data I collected also did not provide information on which factors influenced the organization of a university’s community engagement programs.

Finding #3: In addition to implementing programs with community partners, universities with successful community engagement tend to be open to collaborating with community members in several different ways.

Eight universities focused on a particular target group for their community engagement programs. These target groups are very diverse. For example, one respondent reported, “we intentionally focus on certain population, the refugee settlement community.” Another participant stated, “we have a logistical presence in the downtown because of some of the [business] chambers that we work with.” By contrast, another participant asserted, “partners do not include local businesses. Our partners need to be a nonprofit, charitable or religious organizations meeting community needs.”

Beyond focusing on serving a particular target group, fourteen universities tended also to be open to collaborating with the community members in several different ways. For example, one interviewee stated, “a small personally owned business just starting out is a condition where we might at sometimes place student volunteers. Meeting the community needs is also helping small businesses.” Another participant commented, “we are supportive of any kind of community activity that we can”.

Sixteen participants indicated that they encouraged resident attendance at public events on campus. As one participant pointed out, “most people in town have gone to a show on campus, or have gone to one of our art galleries or have visited the museum.” Echoing the same sentiment, one interviewee reported that, “the location of our downtown campus absolutely has had an impact on bringing the community to campus and providing resources for community members on campus.” This finding is consistent with Bruning, McGrew, and Cooper (2006, p. 128), who suggest that “a relatively low cost, highly effective technique for enhancing town-

gown relations may involve simply encouraging residents' attendance at public events that are sponsored by the institution."

Finding #4: Strategies for successful communication between universities and the wider community include: the involvement of leaders and key staff members; frequent meetings with the community at large; and the use of social media and written or recorded materials.

Involvement of leaders and key staff members. Five participants suggested that the involvement of leaders and key staff members is critical to maintaining open and ongoing communication between universities and the community at large. For example, the director of the office of community engagement from one of the universities participating in the study pointed out, "myself and the Vice President of Experiential Learning and Community Engagement sit on numerous committees in the surrounding counties (civic, religious, special interest). This is the first way the citizens know that the university is here to support." In the same regard, another participant expressed:

Our Vice President of students affairs sits on the city's downtown board, our president sits on the board of the University Park Alliance, and many of our senior leaders sit on the boards of the hospitals, so we are engaged with those organizations at [the] leadership level.

This finding is consistent with Lazarus (2003) and Weertz & Sandmann (2010) who assert that the leadership of chancellors, presidents, provost, deans, and other leading staff are critical to successful community engagement, because they have the authority to establish engagement as a priority for the institution.

Frequent meetings with the community at large. Another strategy used by the universities examined in this study included frequent meetings between the university and the community at large. All participants indicated that they utilized this approach for communicating with the wider community. For instance, one interviewee noted, “we use a lot of personal, one on one conversation, meetings, lunches, and that kind of things.” Likewise, another respondent pointed out:

We work extensively with the downtown committee and the downtown business owners, and being in regular communication with them, to make sure that everybody is kind of on the same page, the same expectations, and know about the events that are happening.

Finally, echoing this same sentiment, a third participant stated, “most of the time we have lots of meetings with the community. Mainly we just try to communicate with the surrounding communities.” This is consistent with Kagan and Duggan (2009, p. 18) who reported that “working with community organizations takes time and is usually a protracted process of many meetings spread over a large time.”

Use of social media and written or recorded materials. Nine respondents highlighted the use of technology, especially the internet, in order to reach out to students and the community in general. For example, as one participant pointed out, “our center utilizes social media a lot. We have a Facebook page, we have a Twitter account. And the university as a whole, there is probably 200 different Facebook pages. There is a lot of information floating around out there.” Likewise, another interviewee noted, “it could be a flyer, it could be a little announcement in the local newspaper.” A third participant reported, “we have close contact with the media to transmit correctly the messages to the people so we can set up reasonable expectations.”

Finding #5: Having ongoing communication between the university and the wider community can help minimize the likelihood that community members will develop unrealistic expectations regarding universities' role in the community.

Two participants reported having experienced situations of inflated expectations regarding the role of the university in the community. For example, one participant stated, “there are a lot of misunderstandings about what we actually do in the community because [the office] is called community relations.” This response is consistent with Cox and Seifer (2005), who emphasized that challenges for universities' community engagement can arise from unrealistic expectations by community partners about higher education institutions. On the other hand, nine interviewees expressed that their relationship with the community at large was very close, thus there was little room for inflated expectations regarding what the university can provide to the community. For instance, one participant stated, “it really hasn't been an issue for us. Because we've been around so long, it hasn't been an issue.” One strategy participants used to avoid inflated expectations was clearly communicating the priorities of the university and type of assistance that the university can provide. In the words of one participant, the strategy:

Is kind of reminding people always that the priority is the students and then secondary the community, but at the same time we are actively trying to make sure that we are bringing the community into the building downtown and getting them to see that the university isn't just interested in isolating itself. It's a balancing act, making sure that the students are first provided and, secondary, that we make sure there are ample opportunities for this community to interact and be a part of the campus and of the downtown location so that they don't feel like if it is just a close office.

This is consistent with Holland (2004, p. 12) who states that in community-university relationships “each partner must understand the capacity, resources, and expected contribution of every other partner.”

Findings #6: Some universities conduct formal assessments of community satisfaction on a regular basis but others do not.

Of the seventeen universities included in the study, nine universities reported having conducted community satisfaction assessments. Of these, two participants noted that assessments were conducted for the first time in 2011. As one participant stated:

The midtown partners’ organization recently did a survey of all residents and we added like four or five questions onto that ... So that was a good way to measure impact. We didn’t have a parameter before that, to see how much it did increase. This happened last fall 2011.

The other seven respondents suggested that their institutions were conducting these assessments on a more frequent basis and in a formal way. As one participant said, “we measure every semester how students and faculty were engaged in doing scholarship-in-action type work that is not taking place necessarily just on campus.”

The remaining eight participants included in the study indicated that their university either did not have a formal process for assessing community satisfaction or was not doing enough assessment. As one participant stated:

We don’t have a formal way of knowing if we are meeting their needs. We do, from time to time, do questionnaires or do surveys or go out in to the community and talk with

people and say what do you expect and how are we doing. But those have been more informal than formal...

Additionally, another participant noted that their community satisfaction assessment was “not enough.” Echoing the same sentiment, one participant stated, “we do have evaluation processes in place, but we just survey the nonprofits and schools that we are working with currently, we don’t do like a general consensus around the whole neighborhood.” This finding is consistent with Hart (2010, p. 2–3) who stated that her “literature search confirmed the impression that the development of effective audit and evaluation tools for university public engagement is still at a formative stage.” Consistent with this, Samarasekera (2009, p. 160–161) calls for the development of adequate “guidelines and metrics for measuring progress,” since without these it will be difficult to determine “which strategies are actually succeeding in order to build on them.”

Findings #7: Although universities included in this study are recognized for having successful community engagement, they reported facing challenges and difficulties while engaging with their communities and therefore are interested in learning best practices from other universities.

During the course of the interviews all participants expressed having difficulties and challenges while engaging with the wider community. Findings suggest that community engagement difficulties fall into one of the following categories: assessment of community needs, capacity building, time and resource constraints, and the incongruence between community and university timelines. Additionally, participants are interested in knowing what

other universities are doing in terms of community engagement strategies, particularly to help them identify alternatives for overcoming the difficulties they are facing.

Two universities mentioned having difficulties assessing the needs of community members. In this regards, one interviewee stated:

One of the things that we are particularly interested in is how to effectively communicate with stakeholders about what they need from us exactly. You know, we have lots of programs that reach out, but we are guessing that people like them and that it is the most valuable way to serve the community.

This finding is consistent with Lederer (2008) and Holland (2004) who mentioned that successful community engagement requires a thorough understanding of perceived community needs.

Four universities mentioned that capacity building was a major concern for them. As one participant put it:

The majority of nonprofits in [the area] are mostly very small and it takes a lot of work for us to create a new partnership. So, if we were to create lots of partnerships with lots of little nonprofits ... they can typically take one or two students because they have a capacity issue ... So we have to figure out how to do things differently, so that we can increase our capacity and also increase the capacity of our community partners to take more students.

This participant also expressed being interested in learning,

what kind of approach they [other universities] take, what kind of system do they use, or how do they maximize the partnership that they have, maximize their capacities and add

new ones, when in smaller metropolitan areas you're not going to have big, big, big nonprofits ... it's going to be lots of little ones.

These findings are consistent with a U.S. Department of Housing and Urban Development report (2004) which identifies the capacity of nonprofits as difficulty for community engagement programs.

Another challenge mentioned by four universities was time and resource constraints. As one participant stated:

I think when it comes to getting the community to get involve in things with the school, ...I think the biggest barrier will be people having the time to come and do these things ...What I would like to learn is what strategies work to get the community more involved.

Finally, the incongruence between community and university timelines was mentioned by two interviewees as their main difficulties while carrying out community engagement programs. As one participant asserted, one of their major concerns is “the mismatch that exists between ‘university time,’ which is separated by semesters and breaks and the wider community year-long calendar.” The mismatch between community and university timetables was also noted as a problematic issue by Schwartz (2010), who mentioned in her study that “time constraints and lack of curriculum flexibility” are factors affecting students’ involvement in community engagement programs.

Recommendations

In my study, I have identified some of the most prominent features of community engagement programs at seventeen universities that either have downtown centers or some physical presence in downtown areas. I also have identified several important challenges that

these universities are currently facing while carrying out their community engagement programs. Drawing on these findings, I am making four recommendations.

Recommendation #1: Open a satellite Center for Civic Engagement office at the UDC.

At Binghamton University, the office that carries out community engagement programs within and beyond the University's campus is the Center for Civic Engagement (CCE). Taking into account that finding #1 revealed that offices dedicated to carrying out community engagement programs are located for the most part in downtown areas, I recommend Binghamton University open a satellite CCE office at the UDC in order to connect students, faculty, community partners, and residents to a site where everyone is within walking distance. I recommend that Binghamton University open a satellite CCE office at the UDC instead of moving the entire CCE to downtown. This will allow the CCE to remain accessible to the vast majority of Binghamton University students who take classes and live on the main campus while still having a presence at the UDC to increase accessibility to the community.

Recommendation #2: The satellite CCE office at the UDC should carry out activities aimed at developing strong relationships and improving communication between surrounding communities and the UDC students, faculty members, and staff.

According to finding #3, universities with successful community engagement programs tend to be open to collaborating with community members in several different ways. Based on this finding, the satellite Center for Civic Engagement (CCE) could develop activities aimed at encouraging UDC students, faculty members, and staff to be engaged with different events organized by downtown cultural organizations, such as the First Friday Art Walk celebrated in

the Binghamton downtown area. Similarly, the satellite CCE office could schedule regular activities that would be open for the public to attend along with students, faculty, and staff such as general interest lectures and artists' presentations in the UDC building.

Likewise, the satellite CCE could help improve the communication between the UDC and the surrounding community at large by applying communication strategies similar to those implemented by universities detailed in Finding #4. These strategies could include, but do not have to be limited to, having the CCE meet frequently with the community at large, having CCE staff members participate in community advisory boards, and using social media and written or recorded materials.

The satellite CCE office at the UDC could help minimize the likelihood that community members will develop unrealistic expectations regarding UDC role in the community and also help strengthen the relationship between the College and the community at large. Drawing on finding #5, this can best be achieved by having ongoing communication between the wider community and the UDC students, faculty members, and staff.

As mentioned in finding #2, there are several ways of developing strong relationships with surrounding communities. Taking into account that each community-university relationship is influenced by different factors and occurs within a particular context (Weerts & Sandmann, 2008), I suggest that the satellite CCE office identify which strategies best fit the university's organizational philosophy and mission statement.

Recommendation #3: The satellite CCE office at the UDC should conduct formal and regular assessments of community satisfaction with the community engagement programs implemented at the UDC.

As mentioned in finding #6, seven universities included in the study reported assessing community satisfaction on a regular basis to measure the success of community engagement programs. Drawing on Samarasekera (2009), it is important for the UDC to have adequate guidelines for measuring the progress of its community engagement program in order to identify strengths and weaknesses, to correct flaws and to build on successful strategies.

Recommendation #4: Organize a forum on “Community Engagement in Small and Midsized Cities” at the UDC through the satellite CCE office.

According to finding #7, despite being distinguished by their successful community engagement programs, universities included in this study reported facing challenges and difficulties while engaging with their communities. Furthermore, participants were interested in learning how other universities have been managing similar difficulties. Based on these findings, there is an opportunity for Binghamton University to play a leadership role in facilitating these discussions and information sharing at a national level. The forum on “Community Engagement in Small and Midsized Cities” could focus on the difficulties and challenges identified in finding #7: the assessment of community needs, capacity building, time and resource constraints, and the incongruence between community and university timelines. Discussion at the forum could also focus on assessing community satisfaction with community engagement programs. According to finding #6, only some of the universities included in this study reported assessing community satisfaction on a regular basis.

This forum will help the satellite CCE office improve the UDC’s relationship with the surrounding community by gathering information regarding successful community engagement efforts in small and mid-sized cities. This information can then be used to develop a specific

community engagement program tailored to fit the UDC's mission statement. What is more, both the UDC and other participating universities will have the opportunity to learn from the discussions on the difficulties and challenges that universities included in this study reported experiencing while carrying out community engagement programs.

Conclusions

Although this capstone research started out as a project for the Binghamton University Office of Special Programs for Economic Development, it generated findings and recommendations that apply to other units within the University. The Office of Special Programs for Economic Development can use the findings and recommendations that emerged from this study as a guide for suggesting strategies aimed at improving community perceptions of the UDC. In keeping with the notion that engagement requires collaboration across units, I am hopeful that other units and senior administrators at Binghamton University will also be receptive to implementing the recommendations generated by this report. In addition, these findings can be used by other universities of small and mid-sized cities that are experiencing similar problems with community perceptions.

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Appendix A

Carnegie Classification for Community Engagement

State	Institution	CC Member	Year Classified
Alaska	University of Alaska, Anchorage	+	2006
Alabama	Auburn University	+	2010
	University of Alabama	+	2008
	University of Alabama at Birmingham	+	2008
Arkansas	University of Arkansas at Little Rock	+	2010
Arizona	Arizona State University at Tempe	+	2006
	Chandler-Gilbert Community College	+	2006
California	Azusa Pacific University	+	2010
	California State University, Channel Islands	+	2010
	California State University, Chico	+	2006
	California State University, Dominguez Hills	+	2010
	California State University, Fresno	+	2006
	California State University, Fullerton	+	2008
	California State University, Long Beach	+	2008
	California State University, Monterey Bay	+	2006
	California State University, Sacramento	+	2010
	California State University, San Bernardino	+	2008
	California State University, San Marcos	+	2006
	California State University, Stanislaus	+	2008
	La Sierra University	+	2008
	Mount St. Mary's College	+	2008
	Occidental College	+	2008
	Otis College of Art and Design		2006
	Pitzer College (A Claremont College)	+	2006, 2010 ¹
	San Francisco State University	+	2006
	San Jose State University	+	2008
	Santa Clara University	+	2006
	University of California, Los Angeles	+	2006
	University of Redlands	+	2006
	University of San Diego	+	2006
	University of San Francisco	+	2006
	University of Southern California	+	2010
	Whittier College	+	2010
Colorado	Colorado State University	+	2008
	Regis University	+	2008

	University of Denver	•	2006
Connecticut	Central Connecticut State University	•	2010
	Fairfield University	•	2008
	Norwalk Community College	•	2010
	Trinity College	•	2006
	University of Connecticut	•	2010
	Wesleyan University	•	2008
Florida	Eckerd College	•	2008
	Florida Gulf Coast University	•	2008
	Florida International University	•	2010
	Florida State University	•	2010
	Miami Dade College	•	2008
	Northwest Florida State College	•	2008
	Nova Southeastern University	•	2010
	Rollins College	•	2008
	Stetson University	•	2008
	University of Central Florida	•	2008
	University of North Florida at St. Petersburg	•	2010
	University of South Florida	•	2006, 2010 ¹
Georgia	Berry College	•	2010
	Emory University	•	2006
	Morehouse School of Medicine	•	2010
	North Georgia College & State University	•	2010
	Spelman College	•	2006
Hawaii	Kapi'olani Community College	•	2006
Iowa	Buena Vista University	•	2010
	University of Northern Iowa	•	2006
	Wartburg College	•	2006
Idaho	Boise State University	•	2006
	University of Idaho	•	2010
Illinois	The Chicago School of Professional Psychology	•	2010
	Columbia College of Chicago	•	2010
	DePaul University	•	2006
	Loyola University of Chicago	•	2008
	Northern Illinois University	•	2006, 2010 ¹
	Rockford College	•	2006
	Western Illinois University	•	2010

Indiana	Indiana State University	✦	2006
	Indiana University, Bloomington	✦	2010
	Indiana University Purdue University, Fort Wayne	✦	2010
	Indiana University Purdue University, Indianapolis	✦	2006
	Purdue University North Central	✦	2010
	Saint Mary's College	✦	2010
	Taylor University	✦	2010
	University of Indianapolis	✦	2010
	University of Notre Dame	✦	2010
Kansas	Fort Hays State University	✦	2008
	Kansas State University	✦	2010
	University of Kansas	✦	2010
Kentucky	Berea College	✦	2008
	Eastern Kentucky University	✦	2008
	Morehead State University	✦	2006
	Northern Kentucky University	✦	2006
	University of Kentucky	✦	2006, 2008
	University of Louisville	✦	2008
Louisiana	Loyola University New Orleans	✦	2010
	Our Lady of the Lake College	✦	2010
Massachusetts	Bentley College	✦	2008
	Bristol Community College	✦	2006
	Bunker Hill Community College	✦	2008
	Clark University	✦	2010
	College of the Holy Cross	✦	2008
	Massachusetts College of Art and Design	✦	2008
	Middlesex Community College	✦	2006
	Mount Wachusett Community College	✦	2008
	North Shore Community College	✦	2010
	Springfield College	✦	2008
	Stonehill College	✦	2008
	Suffolk University	✦	2010
	Tufts University	✦	2006
	University of Massachusetts, Amherst	✦	2008
	University of Massachusetts, Boston	✦	2006
	University of Massachusetts, Dartmouth	✦	2008
	University of Massachusetts, Lowell	✦	2008
	Wentworth Institute of Technology	✦	2008
Maryland	Anne Arundel Community College	✦	2008

	Loyola University Maryland	+	2010
	Towson University	+	2008
	University of Baltimore	+	2006
	Bates College	+	2006
	Unity College	+	2010
	University of Maine	+	2008
	University of Maine at Machias	+	2010
Michigan	Calvin College	+	2010
	Eastern Michigan University	+	2008
	Hope College	+	2010
	Madonna University	+	2006
	Michigan State University	+	2006
	Northern Michigan University	+	2008
	University of Michigan	+	2008
	University of Michigan, Flint	+	2010
	Wayne State University	+	2008
	Western Michigan University	+	2010
Minnesota	Augsburg College	+	2008
	Macalester College	+	2010
	Metropolitan State University	+	2008
	St. Cloud State University	+	2010
	University of Minnesota, Twin Cities	+	2006
	University of St. Thomas	+	2006
	Winona State University	+	2006
Missouri	Missouri State University, Springfield	+	2010
	Rockhurst University	+	2010
	University of Missouri, Columbia	+	2008
	University of Missouri, St. Louis	+	2010
	Westminster College	+	2010
Mississippi	Jackson State University	+	2010
	Millsaps College	+	2010
	Mississippi State University		2010
	University of Southern Mississippi	+	2010
Montana	Montana State University, Bozeman	+	2010
	University of Montana, Missoula	+	2008
North Carolina	Appalachian State University	+	2008
	Duke University	+	2008
	East Carolina University	+	2008
	Elizabeth City University	+	2010

	Elon University	◆	2006
	Gardner-Webb University	◆	2010
	North Carolina Central University	◆	2008
	North Carolina State University	◆	2006
	University of North Carolina, Chapel Hill	◆	2006
	University of North Carolina, Charlotte	◆	2008
	University of North Carolina, Greensboro	◆	2008
	University of North Carolina, Pembroke	◆	2008
	University of North Carolina, Wilmington	◆	2008
	Wake Forest University	◆	2010
	Western Carolina University	◆	2008
North Dakota	University of North Dakota	◆	2006, 2010 ¹
Nebraska	University of Nebraska at Omaha	◆	2006
New Hampshire	Antioch University New England	◆	2006
	Keene State College	◆	2006
	New England College	◆	2010
	Plymouth State University	◆	2010
	Saint Anselm College	◆	2008
	Southern New Hampshire University	◆	2010
	University of New Hampshire	◆	2010
New Jersey	Bergen Community College		2010
	Richard Stockton College of New Jersey	◆	2010
	Rutgers, the State University of New Jersey, Newark	◆	2006
	Rutgers, the State University of New Jersey, New Brunswick	◆	2010
New York	Adelphi University	◆	2010
	Cornell University	◆	2010
	Darmen College	◆	2008
	Hobart and William Smith Colleges	◆	2010
	Jefferson Community College	◆	2010
	Keuka College	◆	2008
	Nazareth College of Rochester	◆	2008
	New York University	◆	2006
	Niagara University	◆	2008
	Pace University	◆	2006
	Skidmore College	◆	2010
	Saint John's University, New York	◆	2010
	Saint Thomas Aquinas College	◆	2006
	Stony Brook University	◆	2010
	State University of New York, Cortland	◆	2008

	State University of New York, College of Environmental Science and Forestry	✦	2010
	State University of New York, Oneonta	✦	2010
	State University of New York, Oswego	✦	2010
	Syracuse University	✦	2006
	Wagner College	✦	2008
Ohio	Bowling Green State University	✦	2006
	Defiance College	✦	2008
	Denison University	✦	2010
	Hiram College	✦	2008
	John Carroll University	✦	2010
	Kent State University	✦	2006
	Miami University	✦	2010
	Oberlin College	✦	2010
	Ohio State University	✦	2008
	Otterbein University	✦	2008
	University of Akron	✦	2008
	University of Cincinnati	✦	2006, 2010 ¹
	Xavier University	✦	2008
Oklahoma	Oklahoma State University	✦	2006
Oregon	Oregon State University	✦	2010
	Portland State University	✦	2006
Pennsylvania	Allegheny College	✦	2006
	Alvernia College	✦	2008
	Bryn Mawr College	✦	2006
	Bucknell University	✦	2010
	Cabrini College	✦	2008
	Drexel University	✦	2008
	Duquesne University	✦	2008
	Elizabethtown College	✦	2010
	Gettysburg College	✦	2006
	LaSalle University	✦	2010
	Messiah College	✦	2008
	Millersville University of Pennsylvania	✦	2010
	Muhlenberg College	✦	2010
	Northampton County Area Community College	✦	2008
	Saint Joseph's University	✦	2010
	Swarthmore College	✦	2008
	Temple University	✦	2010
	University of Pennsylvania	✦	2006
	University of Scranton	✦	2008

	Villanova University	✦	2008
	West Chester University of Pennsylvania	✦	2010
	Widener University	✦	2006
Puerto Rico	Universidad del Sagrado Corazon		2008
Rhode Island	Johnson and Wales University	✦	2008
South Carolina	Clemson University	✦	2008
	Columbia College	✦	2010
	Winthrop University	✦	2008
Tennessee	Belmont University	✦	2010
	East Tennessee State University	✦	2008
	Lipscomb University	✦	2010
	Middle Tennessee State University	✦	2008
	Rhodes College	✦	2006
	Tennessee State University	✦	2010
	University of Memphis	✦	2006
	University of Tennessee, Chattanooga	✦	2008
	University of Tennessee, Martin	✦	2010
	Tusculum College	✦	2006
Texas	Blinn College	✦	2010
	Collin County Community College District	✦	2010
	Rice University	✦	2008
	Richland College (a DCCCD College)	✦	2006
	Saint Mary's University	✦	2010
	Sam Houston State University	✦	2010
	Southwestern State University	✦	2006
	Texas Tech University	✦	2006
	University of Texas, Brownsville and Texas Southmost College	✦	2010
	University of Houston	✦	2008
	University of Houston, Downtown	✦	2008
	University of Texas, Arlington	✦	2010
	University of Texas, El Paso		2010
Utah	Southern Utah University	✦	2010
	University of Utah	✦	2010
	Utah Valley University	✦	2008
	Westminster College	✦	2010
Virginia	James Madison University	✦	2010
	University of Richmond	✦	2010

	Virginia Commonwealth University	†	2006
	Virginia Polytechnic Institute and State University	†	2006
Vermont	Middlebury College	†	2006
	Saint Michael's College	†	2010
	Southern Vermont College	†	2010
	University of Vermont and State Agricultural College	†	2006
Washington	Heritage University	†	2010
	Seattle University	†	2010
	Washington State University	†	2008
	Western Washington University	†	2010
Wisconsin	Saint Norbert College	†	2010
	University of Wisconsin, Madison	†	2008
	University of Wisconsin, Parkside	†	2006
West Virginia	West Virginia University	†	2010

[†]Institution was previously classified under Outreach and Partnerships, Curricular Engagement was added in 2010.

Appendix B

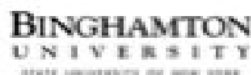
Descriptive Information of Universities Included in the Study

University	Region of the Country	City population 2010	Public or private	Student enrollment	Entire campus located downtown or close to downtown area	More than one campus and with a physical presence downtown	Office of community engagement centralized or decentralized	Localization of office of community engagement
1	West	143,986	Public	29,932	X		Centralized	Downtown
2	Midwest	11,195	Public	21,178	X		Centralized	Downtown
3	South	173,514	Private	965	X		Centralized	Downtown
4	Midwest	199,110	Public	22,429	X		Centralized	Downtown
5	West	86,187	Public	14,758	X		Centralized	Downtown
6	West	205,671	Public	19,992	X		Centralized	Downtown
7	Midwest	68,406	Public	13,201	X		Centralized	Downtown
8	Midwest	60,785	Public	9,373	X		Centralized	Downtown
9	West	23,800	Public	9,573	X		Centralized	Downtown
10	Northeast	13,261	Private	2,165	X		Centralized	Downtown
11	West	104,170	Public	4,789		X	Centralized	Downtown
12	South	29,660	Public	22,303		X	Centralized	Downtown
13	Northeast	145,170	Private	14,201		X	Centralized	Downtown
14	Northeast	178,000	Private	10,974		X	Centralized	Downtown
15	South	238,300	Public	47,580		X	Descentralized	Downtown
16	South	53,380	Public	20,221	X		Descentralized	Downtown
17	Northeast	97,856	Public	12,959		X	Descentralized	Not in downtown

Note. The city population is from United States Census Bureau website. (2010); and the student enrollment is from U.S News (2012).

Appendix C

Binghamton University Mail - Human Subjects Protocol...

<https://mail.google.com/mail/u/1/?ui=2&ik=b7e36adb58...>

Richard A Francis Beltran <rfranci3@binghamton.edu>

Human Subjects Protocol Approval

1 message

Diane M Bulizak <dbulizak@binghamton.edu>

Tue, Mar 13, 2012 at 9:20 AM

To: rfranci3@binghamton.edu

Cc: sbowen@binghamton.edu

Date: March 13, 2012

To: Richard A. Francis Beltran, CCPA

From: Anne M. Casella, CIP Administrator
 Human Subjects Research Review Committee

Subject: Human Subjects Research Approval

Protocol Number: 1940-12

Protocol title: *University Downtown Campuses and Community Engagement in Small and
 Mid-sized Cities*

Your project identified above was reviewed by the HSRRC and has received an Exempt approval pursuant to the Department of Health and Human Services (DHHS) regulations, 45 CFR 46.101(b)(2) .

An exempt status signifies that you will not be required to submit a Continuing Review application as long as your project involving human subjects remains unchanged. If your project undergoes any changes these changes must be reported to our office prior to implementation, using the form listed below:
http://humansubjects.binghamton.edu/2009_Forms/012_Modification%20Form.rtf

Principal Investigators or any individual involved in the research must report any problems involving the conduct of the study or subject participation. Any problems involving recruitment and consent processes or any deviations from the approved protocol should be reported in writing within five (5) business days as outlined in Binghamton University, Human Subjects Research Review Office, Policy and Procedures IX.F.1 Unanticipated Problems/adverse events/complaints. We also require that the following form be submitted: <http://humansubjects.binghamton.edu/Forms/Forms/Adverse%20Event%20Form.rtf>

University policy requires you to maintain as a part of your records, any documents pertaining to the use of human subjects in your research. This includes any information or materials conveyed to, and received from, the subjects, as well as any executed consent forms, data and analysis results. These records

Binghamton University Mail - Human Subjects Protocol...

<https://mail.google.com/mail/u/1/?ui=2&ik=b7e36adb58...>

must be maintained for at least six years after project completion or termination. If this is a funded project, you should be aware that these records are subject to inspection and review by authorized representative of the University, State and Federal governments.

Please notify this office when your project is complete by completing and forwarding to our office the following form: <http://humansubjects.binghamton.edu/Forms/Forms/Protocol%20Closure%20Form.rtf>

Upon notification we will close the above referenced file. Any reactivation of the project will require a new application.

This documentation is being provided to you via email. A hard copy will not be mailed unless you request us to do so.

Thank you for your cooperation, I wish you success in your research, and please do not hesitate to contact our office if you have any questions or require further assistance.

cc: file

Scott Bowen

Diane Bulizak, Secretary

Human Subjects Research Review Office

Biotechnology Building, Room 2205

85 Murray Hill Rd.

Vestal, NY 13850

dbulizak@binghamton.edu

Telephone: (607) 777-3818

Fax: (607) 777-5025



Appendix D

Interview script and questions guideline

Thanks for taking the time to do this interview. My name is Richard Francis, a graduate student at Binghamton University. The title of my research is: ***Community Engagement in Small and Midsized Cities***. The purpose of this study is to ***examine the relationship between universities and downtown community in small and mid-sized cities*** (less than 250,000 inhabitants). Given that our MPA department is located in the University Downtown Campus (UDC) in downtown Binghamton, NY, I want to determine what ***Binghamton UDC can learn from other universities' downtown experience in terms of community engagement***.

As part of my formal study, I am asking people to complete a series of phone interviews about developing university-community relationship. **Interviews are programmed to last no longer than 30 minutes.** Would you be willing to participate in this study now?

[If yes...]

Is important for you to know that your participation is voluntary and you are free to stop doing the interview at any moment you consider. Likewise, you are free to decide which questions to answer. You also need to understand that all information that I receive from you by phone, including your name, will be strictly confidential and will be kept under lock and key. If you have any questions, please contact me at rfranci3@binghamton.edu or my supervisor, Mr. Scott Bowen at 607-777-5094. Do I have your permission to ask you these questions?

[If yes...]

1. **What is the role of your university today in your community in terms of community engagement? Please include in your answer the following (if applicable):**

Back-up question.

- *The role that it plays in the downtown of your city.*

2. **Can you provide me with some examples? When answering this question, please think on the following:**

Back-up questions.

- *How does downtown campus' resources (faculty members' expertise, students' skills, staff, and facilities) are used to foster the integration with the community?*

- *Does the university encourage the community members to go on campus?*
Please provide examples.

3. **Regarding communication:**

Back-up questions.

- *How does the University communicate or advertise these activities?*

- *How do you do to match the expectations of the community with what the university is able to offer? How do you communicate it?*

4. **What incentives (if any) does the institution offers to encourage faculty members (or any other personnel or student) to carry out projects or activities aimed at integrating the university with the community?**
5. **Which difficulties/challenges have you experienced when engaging with your community, and what have been done to address them? Please include in your answer the following:**

Back-up question.

–If you had the chance to be in a forum/symposium on community engagement with universities of small and mid-sized cities (with conditions similar to yours), what would you like to learn from them in order to apply it in your community engagement endeavors?

6. **How do you evaluate the downtown community satisfaction, or the perception of impact that the community has about the university's role in terms of community engagement? Please include in your answer the following:**

Back-up question.

– Which example (if any) do you have regarding the university responding to feedback from the community's perception evaluation?