

JOINT
Urban Studies
CENTER



**UNIVERSITY COMMUNITY
PARTNERSHIPS: PHASE I**

JOINT URBAN STUDIES CENTER

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JOINT **UrbanStudies** CENTER

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The Joint Urban Studies Center

The Joint Urban Studies Center was established to provide essential research, analysis, and consultation to small and mid-size cities aiming for full participation in the new economy of the 21st century. The Center mobilizes the resources of regional institutions of higher education to engage communities in planning that is informed by research, energized by broad participation from stakeholders in the community, and validated by successful implementation. As the managing partner in the Center, Wilkes University is joined by King's College, College Misericordia, Luzerne County Community College, Penn State Wilkes-Barre, and the University of Scranton.

Note

The views expressed here do not necessarily reflect those of the educational partners, their offices, trustees or board members, or private businesses that fund the Joint Urban Studies Center (JUSC) or the staff of the JUSC.

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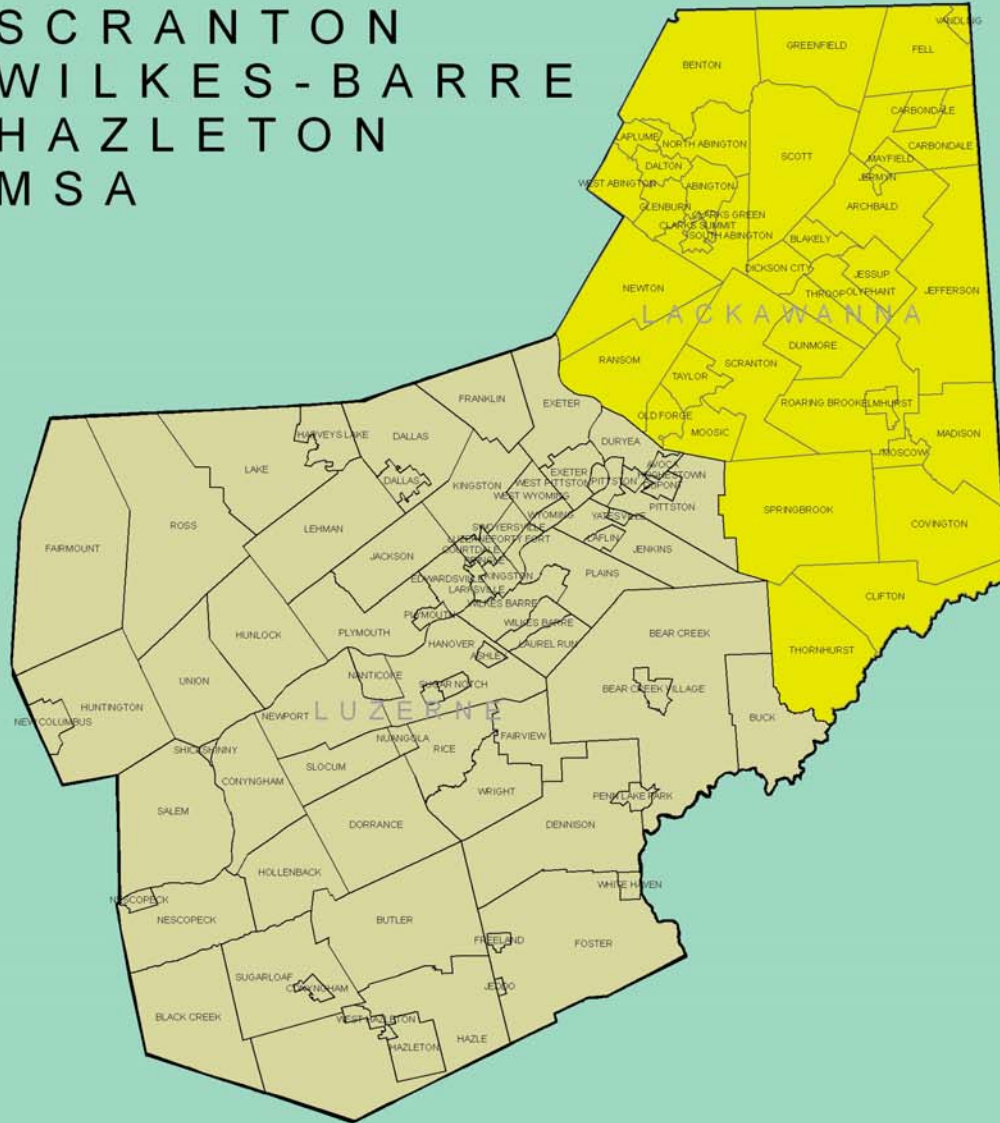
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Graphic includes only portion of MSA



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Executive Summary

The purpose of this report is to provide a background study of concepts associated with successful and unsuccessful partnerships between institutions of higher education (IHE) and their surrounding communities.

JUSC has decided to develop a two-part report on the topic of university/community partnerships (UCPs). This report, Phase I, identifies the basic concepts of partnerships. During Phase II, JUSC will take a more pro-active role in identifying possible funding opportunities and initiatives for local institutions based upon their strengths and the needs of our communities.

This first report consists of five major sections: background information on UCPs, impact of IHEs on communities, UCP models, local institutions of higher education and their community involvement, and conclusion for phase I.

The report identifies objectives, obstacles, and fundamentals present in forming university/community partnerships. JUSC identifies eight categories that comprise the general types of activities of university/community partnerships. They are:

- Service Learning
- Service Provision
- Faculty Involvement
- Student Volunteerism
- Community in the Classroom
- Applied Research
- Major Institutional Change
- Colleges and Universities



JUSC also highlights the success of two university/community partnerships. The first, (University of Wisconsin at Oshkosh) identifies the direct economic impact of the university on its blighted surrounding area. The second, (University of Pennsylvania) highlights how the university has revitalized the once blighted area of West Philadelphia.

Locally, there are many instances of colleges and universities helping their surrounding communities and positively affecting their local economy. Between Wilkes University, King's College, and Luzerne County Community College, these schools employ nearly 900 people in the city of Wilkes-Barre alone.



University/community partnerships play a vital role in the revitalization of communities. Throughout this report, JUSC will highlight the basic fundamentals of understanding, forming, and following successful examples of university/community partnerships.



College Misericordia (top) and Luzerne County Community College (bottom)

University Community Partnerships

Education is an ongoing process that begins at birth – and continues throughout our lives. Education shapes how we act and react to events in our everyday life. It affects how we live our lives and affects the lives of the people surrounding us. Education is the process of training and developing the knowledge, skill, mind, and character of an individual through formal schooling, teaching, or training.ⁱ

In the words of Philosopher and Educator John Dewey: “I believe that education, therefore, is a process of living and not a preparation for future living.”ⁱⁱ

John Dewey was born October 20, 1859 in Burlington, Vermont. Dewey spent his life promoting education. He considered it to be a social process. On January 16, 1897, Dewey released his famous declaration concerning education, called “My Pedagogic Creed.”ⁱⁱⁱ

His creed identified how education is a part of every single person’s evolution from the early beginning of life. Dewey was devoted to identifying the important contributions that schools had within their surrounding communities. Dewey believed that schools needed to spread their knowledge base to enhance the social qualities within the community at large. In essence, Dewey felt colleges and universities should form partnerships with communities to enhance the social aspect of the region.

University/community partnerships have come a long way since Professor Dewey’s research at his laboratory school in Chicago in the late 1890s. Today, these partnerships serve as simple education resources, or they can act as a catalyst in city-wide redevelopment efforts. But what are university/community partnerships?

University/community partnerships are collaborative efforts of community colleges, 4-year colleges, and universities with neighborhood residents and local stakeholders. Depending on the partnership, a third party may be introduced in the form of an outside stakeholder.^{iv} For now, we will focus on the partnership of institutions of higher education (IHE), neighborhood residents, and local stakeholders.



University/community partnerships were presented at a national symposium in April 2003. This event was sponsored by the Community-Campus Partnerships for Health and Housing and Urban Development's (HUD) Office of University Partnerships in San Diego, California. Speakers at this event included: Barbara A. Holland of the National Service Learning Clearinghouse; Sherril Gelmon of Portland State University; Lawrence W. Green, Director of Extramural Prevention Research, Centers for Disease Control and Prevention (CDC); Ella Green-Moton, Co-Chair, National Community committee of the CDC's Prevention Research Centers; and Timothy K. Stanton, Director, Public Service Medical Scholars, Stanford University School of Medicine.^v Each participant addressed his/her specific involvement in university/community partnerships and provided examples of the many available lists of partnership features. There was a strong concurrence on the importance of reciprocity, shared planning, power, and resources, good communication, and clear goals and expectations.



The panel defined four objectives for creating a successful university/community partnership. A common set of values for successful partnerships was described by each panelist:

- Commitment for growth;
- Trust;
- Clarity; and
- Understanding each participant's role(s).

These objectives form the foundation for successful development of a university/community partnership. Both the university and community bring different assets to the table. These assets are only valuable if each side is willing to trust and make a commitment to work together toward a common goal. Some guidelines in the partnership would be that all participants have a clear understanding of how the partnership will operate, what the goals of the partnership are, and what expectations each entity has. By establishing these guidelines, both the university and community can fully grasp their particular role in the partnership.

Potential obstacles facing university/community partnerships were also discussed at the symposium. Several factors were identified as possible deterrents in the forming of a successful partnership. The issues generally

reflect the opposite functions of forming a successful partnership, including:

- Lack of acknowledgement among the partners;
- Unwillingness to participate openly;
- Partners who do not recognize or appreciate each other's strengths; and
- Hidden agendas.

These issues must be addressed by each partner. A partnership may fail unless there is cooperation from both sides. Communication must be a top priority of the community and IHEs. After developing trust and understanding each partner's attributes, the two sides must then begin to focus on a common goal(s).



To create a common goal(s), both sides of the partnership must identify the scope of work and define the specific area of need for the partnership. According to George Nash, author of *The University and the City*, there are four fundamental roles that colleges and universities can and should play in urban and community development. They should take on the role of:

- an educator;
- a neighbor and citizen (in attempts to rebuild and revitalize the neighborhoods);
- a traditional role of researcher; and
- serve as a model or example for the rest of the community.^{vi}

Both parties must realize that each entity brings a different perspective to the relationship. What is certain is that higher education institutions bring a wealth of valuable experience, knowledge, and resources that are available to the community. Higher education institutions should aim to increase awareness of their resources to local neighborhoods and stakeholders in the community.

Universities and colleges provide opportunities for faculty, students, and surrounding community members to learn

from each other through partnerships. IHEs can offer their staff, faculty, students, administrators, and facilities in aiding the partnership. Institutions of higher education also provide tangible impact to the communities that they operate in. Some examples would be through job creation and retention and increasing the tax base, (whether through occupational taxes or from employees who reside in the community and own or rent property). Such employees also shop, eat out (on their lunch hour), and pay for parking. These are all examples of reinvesting in the community that you work and live in. There are also opportunities for the community to utilize the resources (library, theater, conference space, sporting events, and camps for adults and children) of an institution of higher education.



Another impact on the community is the students who live, study, and shop in a community. These students reside in the community (some for part of the year, some year-round). The dollars that they pump into the local economy is measurable.

According to the Outreach University Partnership website (<http://www.oup.org>), there are seven subject categories that comprise the general types of activity from university/community partnerships:

- Service Learning contains descriptions of university programs in which students engage in service activities for credit as part of their coursework. Service learning activities may consist of actual coursework or the provision of a community service that is related to a specific course of study. Generally, service learning requires students to reflect, write, or otherwise develop their understanding of the issues they have encountered through their work;
- Service Provision describes noncredit student and faculty initiatives that take the form of coordinated, sustained, long-term projects targeted to a specific community. These activities are designed to foster and nurture community partnerships that benefit everyone involved;
- Faculty Involvement profiles faculty members who embody the driving force behind activities within the community. These activities are not necessarily related to coursework. Instead, they are often related to an area of interest that generally addresses a faculty member's established professional development goal;

- Student Volunteerism includes tasks driven primarily by students. These activities are short in duration, unrelated to coursework, and provide students with worthwhile positive experiences while allowing them to fulfill noncredit graduation requirements of volunteerism in community development;
- The Community in the Classroom category depicts specific courses for local residents designed to enhance community building and community capacity. These are noncredit courses that support the institution's outreach program;
- Applied Research describes specific, defined, pragmatic data collection, analysis, and reporting. The purpose of this targeted research is to define needs, guide program planning, assess outcomes, or otherwise contribute to efforts that improve conditions within the community;
- Major Institutional Change portrays initiatives that change the mission, promotion and tenure criteria, awards, and course offerings of colleges and universities. A specific activity may even overhaul administrative processes to meet an institution-community goal.^{vii}

In Phase II of this study on university/community partnerships, the JUSC will address another significant relationship that exists among institutes of higher education and its surrounding communities:

- Colleges and universities are businesses that employ people, procure goods and services, financially support their communities, donate time to community initiatives, and attract 18-21 year- old consumers to the community.



Impact of IHES on Communities

The most powerful tool possessed by colleges and universities is their educational capability. IHES provide a wealth of knowledge and creativity and are centers of research. Through faculty and students, colleges and universities offer experience, talent, and diversified skills relevant in a wide array of disciplines — education, economics, information technology, the sciences, business administration, social sciences, and healthcare administration just to name a few.

According to the 1995 study from the Industrial Research Institute, there are several motives for colleges and universities to partake in community partnerships:

- To fulfill the university's service mission;
- To broaden the experience of students and faculty;
- To identify significant, interesting, and relevant problems;
- To enhance regional economic development; and
- To increase employment opportunities for students.^{ix}

The major deterrent in leading IHES into partnerships is the overall condition of the surrounding community. Ira Harkavy, author of The Demands of the Times and the American Research University states:

“Simply put, ‘higher eds’ cannot move (as more mobile institutions have increasingly done) to escape the poverty, crime, and physical deterioration at their gates.”^x



Essentially, IHES are forced to deal with their surrounding element(s). To improve their image as an institution, they must adhere to the responsibility of improving their surroundings — through community partnerships and outreach programs.

Years back, colleges and universities focused on short-term, single-purpose efforts in aiding their communities. Today, IHES are recognizing their capability as a significant player in shaping the future of their surrounding community. This acknowledgement has led to the fostering of more long-term impact efforts that include:

- Clarifying community needs and future plans by gathering and analyzing information;
- Joining with the community to plan and staff initiatives to improve healthcare through prevention of risky behaviors; provision of maternal and child care, preventive medicine and routine care; and education on environmental health and safety;
- Training teachers with assistance from the community for work in inner-city school environments through educational outreach programs, mentoring, or continuing education;
- Capacity building of local community development organizations by working with neighborhood leaders through training and technical, administrative, financial, and in-kind support;
- Identifying, recruiting, and leveraging additional intellectual, financial, educational, and in-kind resources to support community revitalization efforts;
- Community planning to develop housing and commercial real estate as part of a larger, comprehensive strategy within a consensus-based vision for the community;
- Training in and access to information technology for community residents; and
- Fostering economic development by encouraging faculty and students to work with neighborhood residents in economic development projects or business mentoring programs and by providing neighborhood residents access to relevant university courses and activities.^{xi}



Colleges and universities are also vital to the local economy. Because of their size, they offer employment opportunities for their communities. Their presence in the community and the respect colleges and universities garner provides them with the opportunity to apply for funding of projects that tie into community partnerships. Some of these sources are from corporate and private foundations and the government. A local region's economy is greatly affected by the presence of local IHES.



IHES can address issues facing their surrounding communities. They have the assets, skills, and resources to help shape a region's economy, job market, and redevelopment efforts through their faculty, staff, administration, and students. IHES possess the necessary tools for turning around blighted communities. IHES must continue to build community partnerships and enhance their current partnerships. By working together, IHES and surrounding residents and stakeholders can claim their region is full of expertise, education, and experience.

In Luzerne and Lackawanna counties, local IHES have built many partnership opportunities for their staff and students. These partnerships provide opportunities for outreach into the communities surrounding their campuses.



University/Community Partnership Models

University of Wisconsin at Oshkosh

A Center for Community Partnerships was created by the University of Wisconsin Oshkosh on July 1, 1998 with the goal of successfully assisting the surrounding community. This original goal continues to be the focus today. Through this partnership with the community, the center strives to “improve public access to campus resources and expertise while offering faculty and staff alternative research, teaching, and learning opportunities in an interdisciplinary environment.”^{xii}

The Center is affiliated with the University of Wisconsin Oshkosh but is not supported by taxes or tuition dollars. The Center sustains its operations through donations and contract services.

The Center for Community Partnerships at the University of Wisconsin Oshkosh prides itself on assisting the surrounding community through education. The Center is fueled by top faculty, staff, and students from the University of Wisconsin Oshkosh.

Through seminars, workshops, and conferences, the Center is able to promote learning and professional development. Conferences focus on business, information technology, manufacturing, healthcare, and education. Presentations delivered at the Center’s events are done by regional and national experts. Training sessions are mainly conducted by the University of Wisconsin Oshkosh faculty, staff, and students.

Applied research and consulting is another service offered through the Center. The Center offers organizations the opportunity to utilize applied research and consulting skills, cross-industry and industry-specific expertise, and knowledge of proven methodologies. In addition, the Center offers one-on-one specialized assistance in creating integrated solutions to meet each organization’s specific goals.

The Center also offers the University of Wisconsin Oshkosh valuable services. The Center acts as a placement agency for students looking to find internship opportunities in the community. Prior to placement in an organization, the Center provides training to the students by teaching them a core set of business and technology skills. These skills prepare the students for their internships. Local organizations seeking student interns contact the Center, which in turn provides the organization with qualified interns.

Thrivent Financial for Lutherans and the Center, a Fortune 500 organization based in Appleton, Wisconsin, has partnered to provide service to local not-for-profit organizations. A Community Service Resource Fund was created through the partnership and is designed to provide not-for-profit organizations services and expertise in order to enhance their impact on the surrounding community. For example, the Center provided the local Red Cross with several well-trained student interns to assist them in developing handbooks and several successful fund-raising strategies.^{xiii}

The Center also acts as a platform for local entrepreneurs seeking assistance from the statewide Small Business Development Center (SBDC). Through the Center, potential small business owners can seek free business counseling by the SBDC.

Furthermore, as an education institution, the University of Wisconsin Oshkosh has been a major contributor to the economic development of the local community and the surrounding region. Collaboration between the university and the local community is essential for the continued economic success of the region. Following are a few statistics showing how the university has made an economic contribution to OshKosh.

UW Oshkosh has served as an economic engine and anchor since 1871 for the region:

- The total economic contribution due to the presence of UW Oshkosh in the region was more than \$417 million dollars in 2002;
- It was responsible for creating almost 7,600 jobs in the state and 7,200 locally; and
- Its presence generated nearly \$31 million in state and local tax revenues.

UW Oshkosh's institutional non-payroll spending is substantial for local area businesses:

- UW Oshkosh spends \$25+ million directly on goods and services within 30 miles of campus — a total contribution to the local economy of more than \$60 million; and
- UW Oshkosh's institutional non-payroll spending alone is responsible for 1,200+ local jobs and 1,500 across the state.

UW Oshkosh employees play a major role in the community.

- UW Oshkosh employees spend almost \$46 million dollars in the local community, most of which goes to private businesses more than \$1 million goes to local charities and not-for-profits;
- UW Oshkosh staff pays \$5.5+ million in state and local taxes; and
- UW Oshkosh faculty and staff advise, assist, and participate on many local area boards, organizations, and initiatives, including business, social, and cultural entities.^{xiv}

The University of Wisconsin Oshkosh serves as a prime example of what an institution of higher education can do for its surrounding community serving as educators, researchers, consultants, and economic drivers.

University of Pennsylvania

In 1992, the Center for Community Partnerships was founded by the University of Pennsylvania on the premise of enhancing its surroundings — with academic-based community service as its core. The partnership involves a collaborative effort of the University, West Philadelphia, and the surrounding community.

Funding for the Center is provided through University support, grant support, and endowment funds. Even though the Center was founded in 1992, the University of Pennsylvania has been involved in community-based partnerships since the mid-to late 1980s. During that time, the university-based programs included the West Philadelphia Improvement Corps, a university-assisted community school program, and Bridging the Gaps.

The University of Pennsylvania founded the Center to provide the necessary knowledge to solve the complex problems facing cities across the country. The University believed that its knowledge could be successfully applied to local communities, such as West Philadelphia, to enhance the overall quality of life of the region.

In the partnership, the University of Pennsylvania provides three services: academically-based community service, direct traditional service, and community development. The University is the primary healthcare, educational, economic, and employment institution in West Philadelphia.^{xv}

The Center for Community Partnership (CCP) at the University of Pennsylvania bases its efforts on carrying out three specific goals that will aid in strengthening the surrounding community:

- Improve the internal coordination and collaboration of all university-wide community service programs;
- Create new and effective partnerships between the university and community; and
- Create and strengthen local, national, and international networks of institutions of higher education committed to engagement with their local communities.^{xvi}

Since its inception, the Center has dramatically increased community partnerships between the University and the West Philadelphia area. In 1992, before the creation of the Center, the University of Pennsylvania offered 11 courses linking its students to work in the community. Today, the University offers approximately 150 courses that provide an opportunity for students to work in the community. The University also offers 10 work study opportunities for students, including America Reads/America Counts (AR/AC), Digital Divide Program, and the Urban Nutrition Initiative (UNI).^{xvii}

The CCP consists of four boards: Community Advising, Faculty Advising, National Advising, and Student Advising. The boards provide the appropriate platform for each individual voice to be represented in the partnership.

The University of Pennsylvania and its Center have been recognized as a leader in the issue of university community partnerships. Since 1992, the Center has received 9 awards, including the W.T. Grant Foundation Youth Development Prize (\$100,000 grant), a number one ranking in service learning for 2002 (U.S. News and World Report), and 2 housing and urban development awards (one regional and one national). During that time, the university's faculty, staff, and students have also been recognized. The staff has received 3 awards, including Ira Harkay, who was awarded the Thomas Ehrlich Award for service learning, by Campus Compact in 2002. In addition, the faculty and students of the University garnered two additional awards for their efforts in developing university/community partnerships.^{xviii}

Through the Center for Community Partnership, the University of Pennsylvania has created numerous programs and incentives that have helped rebuild and revitalize West Philadelphia. Ten years ago, the surrounding community of the University of Pennsylvania (West Philadelphia) had been deteriorating — crime rates were up, shops were closing, and schools ranked near the bottom in the state. When the University stepped in, they provided five concepts on how they could rebuild the surrounding community:

1. Creating clean and safe streets;
2. Increasing housing and home ownership;
3. Promoting commercial development;
4. Fostering economic opportunity; and
5. Fortifying public education.^{xix}

Through their community-based partnerships, the University of Pennsylvania was able to meet the goals. They were able to clean the streets through programs, such as the formation of the University City District. This program, founded by the University of Pennsylvania (Penn) in 1997, featured the formation of safety ambassadors, street cleaning, and litter pick-up, and a city bus service to connect public transportation to the neighborhoods.

The University established home ownership plans and improvement incentives. Through these programs, the University offered Penn faculty and staff financing options to purchase or improve homes in the surrounding community. To date, nearly 390 members of the faculty and staff have utilized these programs.^{xx}

The partnership also helped revitalize commercial development in the West Philadelphia community. The University helped create a University Square, revitalized the 40th Street Corridor, and promoted new retail stores. Since its involvement, 150,000 square feet of new retail space has been created, and 15 new restaurants, a new art gallery, and a new live-performance space have opened.^{xxi}

This partnership has fostered economic opportunity for West Philadelphia. Since 1997, \$307 million in goods and services have been purchased from West Philadelphia vendors.^{xxii} West Philadelphia has also seen the launch of Knowledge Industry Partnership, a Philadelphia-wide economic development initiative.

The Center and University have also had a dramatic impact on local surrounding education. Faculty, students, and staff of the University and Center participate in programs at more than 20 West Philadelphia schools. Penn's Graduate School of Education provides professional development programs to more than 500 West Philadelphia teachers.

The University of Pennsylvania model is an excellent example of a successful and profitable university/community partnership. Penn has expanded its broad and valuable knowledge and expertise into local communities. The University of Pennsylvania has not only served as an educator, but also a developer as well. Through its knowledge, expertise, planning, and collaboration, Penn has transformed a dismal region into one that has numerous assets, including desirable neighborhoods to live in that provide amenities to residents and to those who visit and work in West Philadelphia.

Local Institutes of Higher Education and their Community Involvement

In the city of Wilkes-Barre alone, three institutions of higher education - Wilkes University, King's College and Luzerne County Community College with its satellite campus -- employ nearly 1,200 employees.^{xxiii} Six institutions of higher education contribute to JUSC. These institutions own real estate, create jobs and pay taxes to the communities that they operate in. They employ 2500+ people. Approximately 18,000 undergraduate students attend these six institutions of higher education (this number does not include graduate students).^{xxiv}



JUSC was formed as a result of the partnership between six higher education institutions in Luzerne and Lackawanna counties and the business community.

The mission of the Joint Urban Studies Center is:

The JUSC Mission shall be to assist in the revitalization of small to mid sized cities through the utilization of the Center's expertise and resources, including its member Universities and Colleges. Their respective faculty and students will be used as resources to facilitate effective and efficient government, to disseminate best practices, to conduct applied research and strategy development. Based upon these efforts, the Center will develop a model for replication by other small and mid-size cities confronting similar challenges.

The JUSC operates under the following value statements:

Stewardship: The JUSC will act as a regional steward. We will act to protect and market our assets and work together to achieve the best, long-term benefit to the community as a whole.

Regionalism: The JUSC will cross political, social, jurisdictional, ethnic and economic boundaries to partner with others to achieve community outcomes.



Education: The JUSC will promote student development through internships and service learning opportunities to enrich our youth and encourage their continued commitment to our community. The JUSC will also work to educate residents and business people of our community about the assets within the region to restore pride and civic entrepreneurship. Finally, the JUSC would like to establish a core list of faculty pursuing research, engaged in research or those having an interest in community research, to engage as Faculty Fellows to work on JUSC contracts or grants as needed.

Our core values are to operate in an inclusive and caring environment while carrying out our responsibilities with the utmost integrity, quality and responsiveness possible.

The JUSC will work with the six institution Presidents and Academic representatives to provide:

- **Research Reports** of best practices related to city planning and those variables that contribute to successful execution of downtown renewal projects.
- **Action Plans** to assist local governments in its operational and planning abilities.

- **Community Education** through white papers, seminars, workshops and news articles on a variety of topics relating to urban planning, economic and community development, education, growth, regionalism, and sustainability. JUSC may arrange trips to other communities to talk with other community leaders and tour cities or developments. JUSC may also bring in experts from communities or those that specialize in specific urban development topics to address local government and the community. JUSC shall serve to be a resource and educate local government.
- **Technical Assistance** including data gathering and analysis, literature reviews, geographic imaging systems (GIS), economic analyses, marketing studies, and business plan development for small to mid-sized cities. Feasibility studies and policy analysis for business and non-profit clients. JUSC also provides continuing support as its clients begin the implementation process to ensure that the interpretation of the strategies is understood.
- **Cross-Institutional, Interdisciplinary Academic Programs** in community development and urban planning that include strong service learning and internship opportunities for students. There are also Faculty Fellow opportunities as well as having the JUSC serve as a distributor for related faculty research.
- **Published** reports on an annual and quarterly basis. These regularly produced reports will include economic reports and forecasts, city and regional benchmarking and indicator reports and a consumer confidence report. Other projects can be produced with partners with partners from the academic, non-profit or business community.



JUSC has an advisory board of 25 people from business, higher education, and nonprofits. Each of these members contributes time and financial support to the Center. They also impact our community by serving as members on numerous nonprofit boards in the region and financially supporting a number of initiatives.

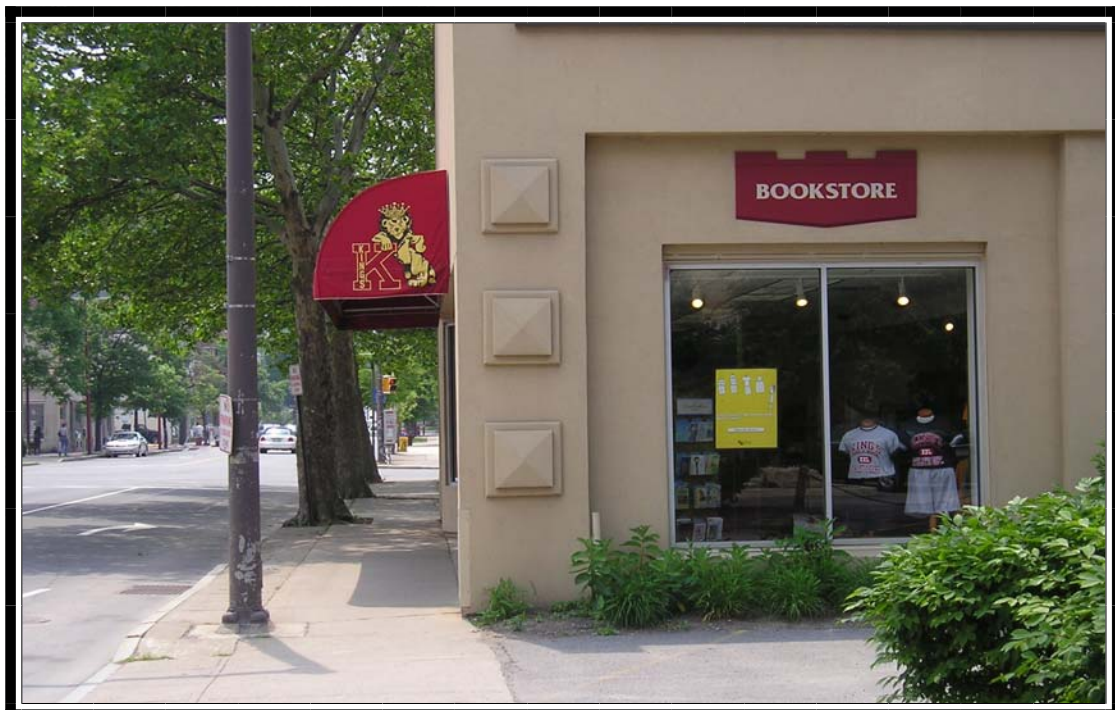
Other ways that these institutions of higher education impact the community is through organizations within the institution that provide outreach to the community.

College Misericordia has the Diversity Institute. The Diversity Institute is an educational resource center located on its campus. The Institute sees working collaboratively with community members to promote multi-cultural understanding and the elimination of all forms of discrimination as its primary goal.

Each institution provides programs for their students to learn in the community while volunteering. These service-learning opportunities take place in school districts, at daycare centers, with local government, and at non profit organizations. Through service-learning opportunities, children are mentored, homes are built and services are provided to the poor, elderly and homeless.

Wilkes University believes in a shared commitment between its students and community. The University contributes to 100 neighboring group and programs, with more than 29,000 hours of service. The Wilkes students, staff, and faculty volunteer locally and in other states and counties.

King's College extends its resources to activities in communities representing civic, cultural, and religious initiatives in northeastern Pennsylvania. King's College is recognized for their Students Engaged in Reflective



Volunteer Experiences program (SERVE), a structured series of projects for students, meant to provide a progression of opportunities with increasing levels of commitment and immersion into community experiences. These projects fall under the newly formed Shoal Center for Community Engagement and Learning. The Center is designed to mobilize and coordinate the knowledge, expertise, and resources of King's College in response to compelling community issues, needs, and opportunities. The Center serves as a clearinghouse for efforts such as community based learning projects, involvement with and commitment to non-profit organizations, faculty expertise, community research, public policy initiatives, and other contributions to the community. The program's different variations include CitySERVE, FallSERVE, WinterSERVE, SpringSERVE, and SummerSERVE.

Penn State Wilkes-Barre prides itself on their service learning. Through cooperative learning, the classroom experience is enhanced through real life practical practice in community organizations. In addition to student learning, students, staff, and faculty of Penn State Wilkes-Barre contribute hundreds of hours each academic year to 31 campus and community volunteer opportunities.

Luzerne County Community College forms partnerships with businesses, organizations, and other educational institutions, in order to upgrade workforce development, and to contribute to the economic and technological advancement of the communities served. The College has also implemented a Continuing Education Department, which develops programs that serve the needs of the community apart from the regular degree classes. Its mission is to provide comprehensive, quality training and educational programs on a non-credit (credit free) basis in order to meet the training needs of the regional workforce and the personal enrichment goals of the college's constituents.

The University of Scranton has a Service Learning program where students not only work at their chosen field of study, but also, the world around them. The members of the University of Scranton volunteer to approximately 170 of the areas different agencies. The University of Scranton has also helped communities around the world in several countries during two-week intervals each January and May.



Conclusion

University/community partnerships will be explored by JUSC in two phases. This first phase report focuses on how university/community partnerships have come about and some models of how they can successfully work. The report also identifies two well-known case studies of successful partnerships, along with a brief overview of local partnerships between IHEs and communities.

University-community partnerships provide the perfect platform for higher education and communities to pull together and utilize their assets in a positive manner for the good of their community. Both partners will gain valuable knowledge and experience from working together.

As noted in this report, success can be viewed on many different levels. Each partner has individual goals and expectations of what he/she expects to achieve from the partnership. However, by working together, both entities provide one common, shared goal they hope to accomplish through their collaborative efforts. One common goal can be the idea of developing a “college town.”

Collegetowns are established in communities that have partnerships between institutions of higher education and stakeholders in their community. Across the country, colleges and universities provide services and activities to communities. Colleges and universities offer theater productions, musicals, sports, intellectual learning camps for children and adults, and events that connect the institution with the community. Universities, such as Penn State University and Oklahoma University, are larger than life, and are communities within a community. The economic impact on their communities is massive. They provide jobs, tax revenues, and educational/cultural experiences helping to make their town or city a thriving community. Imagine what the impact would be in the two communities if these universities were not there.

Our region has similar characteristics. The University of Scranton is located in downtown Scranton. In Wilkes-Barre, the downtown has two institutions of higher education that serve as bookends (King’s College and Wilkes University), and one college with offices directly on the main square (Luzerne County Community College).



The city of Scranton is already years into reforming the city with shops, restaurants, and offices — all within walking distance of the University of Scranton. There is potential for Wilkes-Barre to become a “collegetown”. The city is now in the beginning stages of redevelopment, and has taken steps towards developing a “collegetown” through programs such as the Downtown CollegeTown Initiative. This initiative brings together students from five higher education institutions, the city, Greater Wilkes-Barre Chamber of Business & Industry, and Diamond City Partnership. Students were given opportunities to make recommendations to improve the community that they call home. The students created a list of initiatives they would like to see implemented. A few items on their wish list include:

- forming a downtown partnership with members of business and the college campuses;
- creating a swipe card pre-paid system with merchants so students can purchase items without cash;
- working with landlords to establish standards for student renters and landlords;
- developing a 5-campus shuttle service with a drop-off and pick-up point on Public Square; and
- promoting diversity in lifestyle, housing choices, entertainment, and demographics.^{xxv}

The economic impact colleges and universities can have on a city are tremendous, as cited in this report (University of Wisconsin Oshkosh and the University of Pennsylvania). This creates the need for Phase II of JUSC’s report on university/community partnerships.

Our local colleges and universities throughout Luzerne and Lackawanna counties have been involved in assisting their local communities with different programs and activities. Phase II of the university/community partnerships report will focus on some of the current partnerships and how each one of these institutions of higher education can improve and capture the most from — their community partnerships, through different funding and grant opportunities.

JUSC will take a more pro-active role in this part of the report. The goal is to identify new ways that IHEs can aid the community through partnerships that help educate the community and utilize the resources of the institutions to assist with rebuilding the community.

The possibilities for partnerships are here. Our communities have the drive and passion, and our IHEs have the knowledge and experience to make things happen. With the help of JUSC, the goal is to unite these two powerful forces to create one positive, healthy, successful community and region.

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