

Public Relations in Town-Gown Communities:  
Improving and Creating a Beneficial Relationship Between the College and its' Community

A Senior Project presented to  
The Faculty of the Journalism Department  
California Polytechnic State University, San Luis Obispo

In Partial Fulfillment of the Requirements for the  
Bachelor of Science Journalism

By  
Taylor Crump  
March 2015

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## ABSTRACT

This study demonstrates the importance and best practices associated with building two-way symmetrical communication and a democratic partnership between a university and its' city and community. It analyzes the current relationship between Cal Coast College and Central Coast City. With the United States in constant competition with those around the globe in regards to innovation and technology, it has become increasingly important to that universities and their communities work together to not only build mutually beneficial relationships in their communities, but ones that will prepare its' students to be leaders and influential community members. This study investigates the current strains, efforts, and future initiatives that can be taken to improve this relationship between Cal Coast College and Central Coast City, and any other town-gown relationship looking to do the same.

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## **Chapter 1**

### *Introduction*

#### **Statement of the Problem**

Cal Coast College (pseudonym) has been rapidly growing for sometime now. “Over the past decade Cal Coast has nearly doubled its number of applicants from 27,062 in 2004, to this year’s total of nearly 52,000” (Wilson, 2014). This was also the largest pool of applicants of one campus within the CSU system, which was 23 percent. Cal Coast College continues to secede from its CSU rooted mission in education as it continues to increase its national rankings as a superb higher education institution. This has caused not only a competition for housing between students and permanent residents, but for the first time in Cal Coast College and Central Coast City’s (pseudonym) coinciding history, an imbalance between the number of students to permanent residents. From this has resulted in a relationship filled with tension between the college and its community.

While many communities and colleges embrace each other’s presences by forming “democratic partnerships”, Central Coast City has not strongly adapted this theory. This is especially necessary in the United States as their is continuous pressure on surpassing the global competition of innovation and technology. W.R. Greiner points out that, “we are in danger of becoming two nations: one with highly skilled, well-paid workers and professionals and the other with a low-skilled, low-or even no-wage permanent underclass (1994, p. 1). Our nations institutions of higher learning are critical in a fight to save and build our communities. Bluntly put, Cal Coast College and Central Coast City are amidst a stalemate in their relationship.

## **Background of the Problem**

In 1991, the riots that took place at Cal Coast College's "Cal Coast Open House Weekend" left the community and college with a strain in their relationship (Corwin, 1990). Since then, the large increase in the number of students that have been admitted over the years to Cal Coast College has caused an imbalance in the community between permanent residents and students attending the local college, and has thus caused tension and a negative attitude toward the college population. Cal Coast College and Central Coast City lack a "democratic partnership" that is genuine and mutually benefits one another. This idea of colleges and their community has been around for a while. Benjamin Franklin founded the United State's first university, the University of Philadelphia. He wrote a pamphlet in 1749 called, "Relating to the Education of Youth in Pensylvania" in which he wrote that the function of the college was beyond providing education to the elite, but, "to serve mankind, one's country, Friends and Family" (Harkavy & Hartely, 2009, p. 10). Central Coast City and Cal Coast College have lost sight of the importance of building this type of two-way symmetrical communication, and the benefits that can be achieved for both publics.

## **Purpose of the Study**

By bringing forth this issue and the positive affects of forming a democratic partnership with one another to the forefront of members of Cal Coast College's administration and Central Coast City's officials as well, this will provide them the opportunity to present what kind of partnership might be plausible and beneficial in both publics. Both sides can hopefully come away with insight to the importance of forming two-way symmetrical communication, and begin to work towards implementing a suitable strategy that will in the end better the relationship



between Cal Coast College students and officials, with the community members and city officials of Central Coast City. Furthermore, colleges and their communities facing similar strains can hopefully use the findings and research to begin the conversation and strategic relationship building in their own publics.

### **Setting for the Study**

This study will take place as a data collection and research driven effort for a senior project at California Polytechnic State University, San Luis Obispo. Interviews will be done with a college's President, a college's Chief of Staff, a county elected official, and city elected official. These varying opinions from both the side of the college and the side of community will give insight on what must be done in order to create a beneficial relationship and public relations plan in order for Cal Coast College and Central Coast City to create a truly genuine and beneficial relationship and partnership for both publics.

### **Research Questions**

This study is based around research questions created based on literature and articles focused around college and community mission statements, the benefits of a democratic partnerships, and two-way symmetrical communication.

This study will focus on the following research questions as a way to lay a foundation for subsequent chapters:

1. What are the mission statements and primary functions of the CSU system, Cal Coast College, and Central Coast City?
2. What fiscal impact does Cal Coast College have on Central Coast City?

3. What and how does the demographic of Cal Coast College students affect Central Coast City?
4. What is the current relationship between Cal Coast College and Central Coast City?
5. How and why is it important to have two-way symmetrical communication between colleges and their communities?
6. What are the current democratic partnership efforts between Cal Coast College and Central Coast City?
7. How are current colleges and their cities creating a mutually beneficial democratic partnership?

### **Definition of Terms**

The following terms are defined to assist the reader and provide context to the study.

Democratic Partnership: A partnership in which a university and community come to terms with that their success and destiny is linked with their communities. Such examples are college are linking their engagement of activities, and economical prosperity with core functions such as teaching and research (New Directions for the Youth Development, 2009).

Two-Way Asymmetrical Communication: Communication where there is feedback being given from each side, but regardless each side is interested in having the opposing public come around to its way of thinking, rather than changing or compromising for the benefit of both parties (Turney, 2010).

Two-Way Symmetrical Communication: Rather than persuasion, this communication tactic focuses on mutual respect and understanding, and there must be a willingness to adjust, engage, negotiate, and then adapt (Turney, 2010).

## **Organization of the Study**

The study will be organized into five chapters to help guide the reader through background information on democratic partnerships between college and their cities to the data collected and interpreted in this study. Chapter One states the problem of the study and gives information on what it is about. Chapter Two is a literature review overviewing colleges and city mission statements, demographics, fiscal impact and the benefits of having a democratic partnership. Chapter Three explains the methodology used during the data collection and interview subjects. Chapter Four includes the research questions, the data that was collected for each research question, and a comparison of all the recipients' responses. The final chapter, Chapter Five, summarizes the results of the study and gives recommendations for creating a mutually beneficial partnership between Cal Coast College and Central Coast City, and any other town-gown community interested in improving their relationship.

## **Chapter 2**

### *Literature Review*

The review of literature focuses on the existing literature on the benefits and research done on the importance of maintaining a positive, healthy relationship between university campuses and their towns, as well as the current relationship between Cal Coast College and Central Coast City.

### **The Mission Statements of the CSU System, Cal Coast College, and Central Coast City**

#### **California State University System Mission and Function**

The California State University system is comprised of twenty-three campuses. According to the California Education Code Section 660101.4, the mission and function of the CSU are as follows:

- b) The California State University shall offer undergraduate and graduate instruction through the master's degree in the liberal arts and sciences and professional education, including teacher education. Presently established two-year programs in agriculture are authorized, but other two-year programs shall be permitted only when mutually upon by the Trustees of the California State University and the Board of Governors of the California Community Colleges. The doctoral degree may be awarded jointly with the University of California, as provided in the subdivision (c) and pursuant to Section 66904. The doctoral degree may also be awarded jointly with one or more independent institutions of higher education, provided that the proposed doctoral program is approved by the California Postsecondary Education Commission. Research, scholarship, and creative activity in support of its undergraduate and graduate instructional mission is authorized in the California State University and shall be

supported by the state. The primary mission of the California State University is undergraduate and graduate instruction through the master's degree (Donahoe Higher Education Act, 2009), as well as according to CSU Public Affairs as of October 18, 2013 the mission of the California State University is:

I. The mission statement and goals for universities within the CSU are as follows:

- To advance and extend knowledge, learning, and culture, especially throughout California.
- To provide opportunities for individuals to develop intellectually, personally, and professionally.
- To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.
- To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.
- To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.
- To prepare students for an international, multi-cultural society.
- To provide public services that enrich the university and its communities.

II. To accomplish its mission over time and under changing conditions, the California State University:

- Emphasizes quality in instruction.
- Provides an environment in which scholarship, research, creative, artistic, and professional activity are valued and supported.

- Stresses the importance of the liberal arts and sciences as the indispensable foundation of the baccalaureate degree.
- Requires of its bachelor's degree graduates breadth of understanding, depth of knowledge, and the acquisition of such skills as will allow them to be responsible citizens in a democracy.
- Requires of its advanced degree and credential recipients a depth of knowledge, completeness of understanding, and appreciation of excellence that enables them to contribute continuously to the advancement of their fields and professions.
- Seeks out individuals with collegiate promise who face cultural, geographical, physical, educational, financial, or personal barriers to assist them in advancing to the highest educational levels they can reach.
- Works in partnership with other California educational institutions to maximize educational opportunities for students.
- Serves communities as educational, public service, cultural, and artistic centers in ways appropriate to individual campus locations and emphases.
- Encourages campuses to embrace the culture and heritage of their surrounding regions as sources of individuality and strength.
- Recognizes and values the distinctive history, culture, and mission of each campus.
- Promotes an understanding and appreciation of the peoples, natural environment, cultures, economies, and diversity of the world.
- Encourages free scholarly inquiry and protects the University as a forum for the discussion and critical examination of ideas, findings, and conclusions.

- Offers degree programs in academic and applied areas that are responsive to the needs of the citizens of this state and provides for regular review of the nature and extent of these programs.
- Offers or proposes to offer instruction at the doctoral level jointly with the University of California and with private institutions of postsecondary education, or independently in the field of education where the need is clearly demonstrated.

### **Cal Coast College Mission and Function**

Cal Coast College is a nationally ranked, four-year, comprehensive public university located in central California. The emphasis of the college is a "Learn by doing" educational experience with a student enrollment of approximately 19,500 students. First established in 1901 and incorporated into the CSU system in 1961. In 2009, the university's president, Dr. Warren J. Carlock, stated in the Cal Coast website that Cal Coast is dedicated to the idea of a "learn by doing" approach to education in which classroom instruction is reinforced with practical, "hands-on" learning in the laboratory, the studio, or out in the field. This approach provides the University with a special niche in California higher education and is a significant reason our graduates are so heavily recruited upon graduation (System Documentation, 2009).

Cal Coast states its mission as fostering teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery, and promotes the application of theory to practice. As a comprehensive institution, Cal Coast provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Coast values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility (System Documentation, 2009).

Cal Coast faculty members (including part-time) total approximately 1,300, and the student-faculty ratio is 19:1. Cal Coast staff members (including part-time, hourly, and management) total approximately 1,200; and the non-profits, Cal Coast Corporation members total 445, and Associated Students Incorporated (ASI) members total 84. Cal Coast has a total of 24 accredited or recognized programs offering a total of 66 bachelor's degree programs, 29 master's degree programs, 68 minors, and 14 credential programs (System Documentation, 2009).

The verbatim mission statement of Cal Coast is:

“Cal Coast fosters teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery. As a polytechnic university, Cal Coast promotes the application of theory to practice. As a comprehensive institution, Cal Coast provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Coast values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility. General Education, the major departments, and Student Affairs are working together to provide an integrated student learning experience aligned by the ULOs. The ULOs are supported through alignment of college learning objectives, program learning objectives, and individual course objectives” (Welcome to Cal Coast).

### **Central Coast City Mission and Function**

According to the U.S. News World Report, the Central Coast City is among one of the cities considered the “Best Place to Live” and to retire. With a gentle climate, lots of activities in wine country and at local beaches, and is home to Cal Coast College which, “infuses the community with intellectual energy” (Mullins, 2009). With a population of 44, 948, with 19,325 of those



being Cal Coast College students, 17.85 percent of those over the age of 25 years have a Bachelor’s degree, and 12.98 percent have a masters. The median household income is \$56,661.

Table 1  
*2010 Central Coast City Estimated Population Age 25+ by Education*

Level of Education	Percent of the Population
No High School Graduate	11.96%
High School Graduate	21.81%
Some College	35.41%
Bachelor’s Degree	17.85%
Grad. or Prof. Degree	12.98%

(Central Coast City Chamber of Commerce, 2014)

Table 2  
*Race-Ethnicity Diversity in Central Coast City*

Ethnicity	Percent of the Population
Non-Hispanic White	71.7%
Asian	2.3%
African American	1.8%
Hispanic or Latino	23.2%

(Central Coast City Chamber of Commerce, 2014).

According to the Central Coast City’s website their mission statement is as follows:

“Our mission is to identify and serve the needs of all people in a positive and courteous manner and to help ensure that Central Coast City remains a healthy, safe, attractive and enjoyable place to live, work or visit. We help plan the City's form and character, support community values, preserve the environment, promote the wise use of resources and protect public health and safety” (Chamber of Commerce, 2014)

The service philosophy of the city council of Central Coast city is:

- Listen to and understand your needs;

- Give clear, accurate and prompt answers to your questions;
- Explain how you can achieve your goals under the City's rules;
- Help resolve problems in an open, objective and fair manner;
- Maintain the highest ethical standards; and
- Work to continually improve our services.

### **Fiscal Impact of Cal Coast College on Central Coast City**

Cal Coast College is currently the number one employer in the Central Coast City area, with about 4,545 employees (Central Coast City Chamber of Commerce, 2014). In a new study it was found that that Cal Coast College adds \$1.4 billion to Central Coast City and surrounding county's economy (Thompson, 2014). In this study released in November 2014 by Dr. Kenneth Reiner, Professor Emeritus, and Principal Patrick Mayeda, that more than 19,000 students purchase goods from local services and businesses, pay more than \$11 million in local taxes while providing more than \$2 million in volunteer work to non profits in the area. It is estimated that, "more than \$53.9 million is spent each year in our local restaurants, \$27 million in our retail stores, and \$17.7 million in our local hotels and motel" (Reiner, Emeritus & Mayeda, 2014). By 2022 the report estimates that the impact will increase 40 percent to nearly \$2 billion. The report concludes, "Sustaining partnerships with local economic development groups and businesses and developing new collaborations will only enhance the future impacts of the university on the local area" (Reiner, Emeritus & Mayeda, 2014). Cal Coast College President Gold further states, "Cal Coast College is a vital and positive economic force on the Central Coast. It is one of the region's top employers and most stable employers, helping the area weather economic downturns" (Thompson, 2014).

### **Cal Coast College Demographic**

Cal Coast College currently has 19,246 undergraduate students, and 940 graduate students, with a grand total of 20,186 students. Of the most recent demographic of students who were admitted and accepted to attend Cal Poly in 2014, 4,648 were first time, first-year freshman full time undergraduate students. Of this amount 2,368 were men and 2,280 were women. Of these admitted, zero percent were over the age of 25 years old who were first time, first year undergraduate students (Common Data Set 2014-15, 2014).

Table 3

*Cal Coast College Student Life Enrollment*

Student's Enrollment Descriptor	First Time, First Year (Freshman Students)	Undergrads
Percent who are from out of state	17%	12%
Percent of men who join fraternities		
Percent of women who join sororities		
Percent who live in college-owned, -operated, or -affiliated housing	98%	37%
Percent who live off campus or commute	2%	63%
Percent of students age 25+	0%	3%
Average age of full-time students	18	20
Average age of all students (full-time and part-time)	18	20

(Common Data Set 2014-15, 2014).

Table 4

*Cal Coast College Enrollment by Racial/Ethnic Category*

Race/Ethnicity	Degree-Seeking First Time, First Year	Degree Seeking Undergraduates (Includes First-Time First Year)	Total Undergrads (Both Degree- Non-Degree Seeking)
Nonresident Aliens	82	284	334
Hispanic/Latino	667	2,918	2,921
Black or African-American, non-Hispanic/Latino	33	135	136
White, non-Hispanic/Latino	2,717	11,261	11,272
American Indian or Alaska Native, non-Hispanic/Latino	5	31	31
Asian, non-Hispanic/Latino	600	2,279	2,279
Native Hawaiian or other Pacific Islander, non-Hispanic/Latino	9	34	34
Two or more races, non-Hispanic/ Latino	351	1,349	1,350
Race and/or ethnicity unknown	198	885	889
Total	4,662	19,176	19,246

(Common Data Set 2014-15, 2014).

Table 5  
*Institutional Enrollment- Men and Women*

Undergraduate	Full-Time		Part-Time	
	Men	Women	Men	Women
Degree-Seeking, first time freshman	2,368	2,280	9	5
Other first year, degree seeking	334	247	11	4
All other degree-seeking	7,242	6,046	409	221
Total degree-seeking	9,944	8,573	429	230
All other undergraduates enrolled in credit courses	37	24	4	5
<hr/>				
Graduate				
Degree-seeking, first time	162	170	37	16
All other degree-seeking	153	107	93	59
All other graduates enrolled in credit courses	28	108	1	6
Total graduate	343	385	131	81

(Common Data Set 2014-15, 2014).

### **The Current Relationship Between Cal Coast College and Central Coast City**

On January 17th, 2015 Central Coast City’s *Tribune* put out an article in which columnist and San Luis Obispo community member Joe Tarica described Cal Coast and its’ students as where, “the university is the scientist and the students are thousands of little growing bacteria, with the former trying to grow the latter into a a healthy community within the confines of their artificial plastic tray” (*Cultivating change in college culture*, 2014). Tarica further comments that these college students are one-celled organisms that are not too smart, and that Cal Coast is facing the task of getting some of these one-celled organisms to grow up faster than maybe some would like. Furthermore he states that they must find a way to look out for one another when some may be at less than full mental capacity (*Cultivating change in college culture*, 2014).

Part of Central Coast City’s goals for the fiscal years of 2015-17 does in fact include addressing the neighborhood wellness issues that have been complained by various Central Coast

residents, regarding Cal Coast students (Lamber, 2015). There has been multiple campaigns since the 2013 fiscal year of outreach to students regarding “Party Regret”. This includes implementing two thousand property maintenance and code enforcement codes. The rental housing has also caused a strain between permanent residents and students. An ordinance is looking to be passed that will restrict the amount of rentals permitted to students, in order to encourage on-campus housing to decrease the neighborhood tension between students and residents (Lamers, 2014 p. E8-11). These issues are just becoming prevalent due to record numbers of Cal Coast College students. “Over the past decade Cal Coast has nearly double its number of applicant from 27,062 in 2004, to this year’s total of nearly 52,000” (Wilson, 2014). This was also the largest pool of applicant of one campus within the CSU system, which was 23 percent. This causes a competition for housing between students and permanent residents.

## **Two-Way Symmetrical Communication Benefits in Colleges and Their Communities**

### **Two-Step Theory and Two-Way Symmetrical Communication**

In public relations using intercession, or an influential go-between, is useful in when needing to have a person, intercessor, present a case to another in order to mediate or speak for you. These intercessory publics can serve as a very strong bridge between organizations and their publics. They are able to do so usually because they already, “have the attention and respect of the ultimate public” (Smith, 2013, p. 65).

Intercessory individuals are known as opinion leaders, or men and women who have particular influence over an organization’s publics. Through research driven efforts, you then are able to guide and work with people who can carry an organization’s message to others.

Two-way symmetrical communication also is research driven, just like the two-step theory. The purpose is to, “generate mutual understanding between an organization and its strategic publics” (Kelly, Laskin, & Rosenstein, 2010, p. 191). This kind of understanding leads to building relationships that will help this organization succeed and continue to thrive. If this model is implemented successfully then either or both the organization and public will change their behaviors. Besides this being the both ethical and socially responsible of models, this makes the public and organization use conversation and negotiation to reach an agreement in where it benefits both (Kelly, Laskin, & Rosenstein, 2010, p. 191).

### **Two-Way Symmetrical Communication in College Towns**

According to Ira Harkavy and Matthew Hartley, “Democratic partnership of universities, schools, and an array of neighborhood and community organizations are the most promising means of improving the lives of our nation’s young people” (New Directions for the Youth Development, 2009). Therefore they feel that due to the fact that universities are coming to terms with that their success and destiny is linked with their communities, colleges are linking their engagement of activities with core functions such as teaching and research. Former president of the Carnegie Foundation for the Advancement of Teaching Ernest Boyer argued that, “the doors of the ivory tower out to be opened onto the wide avenues of the community- not merely because it is laudable but because it is a superior means of fulfilling the university’s mission of teaching and research” (Harkavy & Hartley, 2009, p. 9). Harkavy and Hartley note that many colleges and their students participate in activities with their community but the challenge and next step is to establish a much deeper, long lasting, democratic and collaborative relationship in which they partner up to solve real-world problems.



This idea of colleges and their community has been around for a while. Benjamin Franklin founded the United State's first university, the University of Philadelphia. He wrote a pamphlet in 1749 called, "Relating to the Education of Youth in Pennsylvania" in which he wrote that the function of the college was beyond providing education to the elite, but, "to serve mankind, one's country, Friends and Family" (Harkavy & Hartely, 2009, p. 10).

The characteristics of democratic partnership developed in October 2004 at the conference "Higher Education Collaboratives for Community Engagement and Improvement" were based heavily on the heart and soul of democracy and were the following:

**Purpose:** The partnership must be know for both its democratic and civic purposes. This type of goal if done correctly in higher education would in turn truly contribute to the public good.

**Process:** A successful partnership should be democratic, egalitarian, transparent, and collegial. The institution and community, and the members of both should treat one another as they would want to be treated. The significant collaborations go beyond developing a specific program, but rather should be serious, significant, and should build a relationship that it built on trust and respect, and most benefit both publics.

**Product:** The outcome of this partnership should positive for all of those involved. This includes, contributing positively to well being of the community in the present and future. This might include improvements in the community structurally and for the good of the public. Furthermore, teaching, research and civic service will also strengthen this partnership, which will help improve the overall community's quality of life and the learning curve at the college institution.

Furthermore, university's play a critical role in and hold a responsibility in the youth development and transformation of neighborhoods of their city's due to their large human and fiscal resources with their high education campuses (McGlynn & Taylor, 2009, p. 21). McGlynn and Taylor further point out that democratic partnerships can help the younger people of the community can help them become, "successful students and engaged citizens who work to improve conditions in their neighborhoods, city, and nation" (2009, p. 21).

In order for this to two-way symmetrical relationship to work, universities much teach and focus in on their students having a pedagogic approach to making the university students more of critical thinkers. The pedagogic philosophy model of active learning in turn greatly emphasizes the importance of turning young people into, "critical thinkers who are caring, productive, and civically engaged citizens" (McGlynn & Taylor, 2009, p. 28). In turn, students learn to identify a problem, solve it, analyze what went wrong, and then reapply what they learn to improve the outcome.

Besides a university's commitment to decreasing the crime and increasing the social well-being and education of their surrounding community, they should also care about the economic well-being of their community. The United States continues to have large pressure on surpassing the global competition of innovation and technology. W.R. Greiner points out that, "we are in danger of becoming two nations: one with highly skilled, well-paid workers and professionals and the other with a low-skilled, low-or even no-wage permanent underclass (1994, p. 1). Our nations institutions of higher learning are critical in a fight to save and rebuild our communities, and help our nation prosper economically.

## **Current Democratic Partnership Efforts at Cal Coast College**

From an education standpoint, Cal Coast has started a few learning and business initiatives that have started to bring the community and Cal Coast's students together. In the *Economic Impacts of Cal Coast* (2014) study, Dr. Kenneth Reiner, Professor Emeritus, and Principal Patrick Mayeda explain the starting development of human capital from Cal Coast's alumni and students. The tech sector is one that has provided an opportunity of partnership beyond the stereotypical industries of agriculture and tourism. Known under one area as the Center for Innovation and Entrepreneurship (CIE). This partners local entrepreneurs and Cal Coast students to develop their tech ideas. This partnership is typically limited within the College of Business and College of Engineering, and local community members. Programs under CIE include the Hothouse Incubator, Impress Technologies, Cal Coast Entrepreneurs, Cal Coast Small Business Development Center, CIE Mentors, Entrepreneurship Forums, Ideation Lab, Innovation Sandbox, Spectacle, Start-up Weekend, The Hatchery, and Ray Scherr Elevator Pitch Competition (2014, p. 46) .

In regards to civic engagement, more than 50 percent of Cal Coast students take part in some kind of community service each academic term. This is 1,800 students that are part of at least 20 hours per academic term, and 2,800 that are in the Corporation for National and Community Service (CNCS) program. Cal Coast students in 2012-13 completed 95,000 hours of community service locally. Every fall, WOH (pseudonym) Days of Service emphasizes to the new fall students the opportunities and importance of volunteerism. WOW leaders in training are required three hours of community service in Winter and Spring quarter as part of their training (2014, p. 44-45).

## **Democratic Partnerships in Other Campuses and Communities**

The University of Pennsylvania has been working on this idea of a democratic partnership for sometime. Through this time a mutually beneficial partnership has been developed at the Netter Center for Community Partnerships, in which there has been a continuous and joint participation research project that contributes to both improving the community, the relationship, as well as the knowledge. The problems that are looked at together are ones that are important to that institution and can be sustained. The emphasis of these programs is heavily based on, “genuinely with the community, not on or in the community” (Harkavy and Hartley, 2009, p. 14). The center focuses high on programs that are based on research on health and nutrition, visual arts, technology, school-to-career programs, reading improvement, peer mediation, or the environment. All of which engages and empowers the public’s students, teachers, parents, and community members to have some kind of part in the research process.

Another campus, that has greatly implemented a “democratic partnership” over the years is Yale University with its community in New Haven, Community. With the university being the number one employer in the area, the university has built a relationship with the community both economically, and to better the well-being and education of the community. Economically, Yale provides jobs for the community by generating over 30 business ventures. For example the company Higher One, founded in 2000, provided over 200 jobs through a new headquarters building in Science Park. The university also strengthens the tax base and commits \$25 million in funders in order to help over 1,000 employees purchase their homes in New Haven. This program is known as the Yale University Homebuyer Program. Finally Yale University has contributed over \$40 million to economic development to the Economic Development

Corporation of New Haven, Start Community Bank, Science Park, and Broadway Chapel Street funds and investment programs.

On the social well-being spectrum, Yale University has contributed to revitalizing the neighborhood through the restoration of Scantlebury Park, the Farmington Canal, and overall city layout improvements. The University has also open the Dwixell-Yale Community Learning Center Rose Center that is open to community, as well as many programs, museums, concerts, and theatre production that are also open to the public and free of charge. In supporting the local youth, Yale has provided up to \$4 million per year in scholarships for local city residents graduating from a local New Haven public school. There are also development programs run by Yale students to benefit the public school in the city (*Economic Growth and Fiscal Impact*, 2015).

## **Chapter 3**

### *Methodology*

In this chapter, we will discuss the methodology used to collect data for this study with interviews with professionals and administrators in the college, city and county sectors.

#### **Data Sources**

The data collection for this study comes from four different test subjects. One is the president of Cal Coast College. The second source is the Chief of Staff of Cal Coast College. The third is Central Coast City's County Supervisor for the Fifth District of Central Coast City. The fourth and final source is the City Manager of Central Coast City. The interview questions were crafted to create responses that would bring to the surface the issues and disconnect between the communities of Cal Coast College and Central Coast City.

#### **Participants**

Each of the participants were assigned pseudonyms. Participants include and are recognized by the following pseudonyms: Bill Gold, Jane Green, Kendal Silver, and Lauren White. Bill Gold (pseudonym) is the president of Cal Coast College for the past four years. Jane Green (pseudonym) is the Chief of Staff for Cal Coast College. The third participant is Kendall Silver (pseudonym), who is Central Coast City's Fifth District County elected supervisor. The fourth participant, Lauren White (pseudonym), is the City Manager of Central Coast City.

## **Interview Design**

The following questions were given to each participant, with exceptions and additions based on each source's specialty (universities, city management). The questions were focused around the study's research questions to understand the current relationship between Cal Coast College and Central Coast City, why the relationship currently has tension, and what can be done to improve the partnership. The answers will further explain and give different perspectives on the current disconnect and the future initiatives in creating a successful, genuine and mutually beneficial democratic partnership.

### *Questions*

1. How would you describe the current relationship between Cal Coast College and Central Coast City? Why do you believe the relationship is this way compared to previous generations?
2. What initiatives has your side of the relationship taken in order to improve this relationship? Have any of these been effective? If yes, why? If no why? What future initiatives should be taken in order to have a more successful democratic partnership?
3. Do you believe or see it necessary and/or important to have a strong, genuine, and mutually beneficial relationship? If yes why? If not, why not?
4. What is your opinion on how the demographic of students recruited by Cal Poly in recent years has been a reason for a strain in this relationship? If it is considered a problem in your opinion, what kind of students should Cal Poly be recruiting and admitting in the future? How would it better the relationship between students and the community?

5. Cal Coast College provides Central Coast City with about one billion and a half dollars in revenue, how do you see our community and students working together to make the economical value go up even more on both sides?
6. Why in recent years has the city and school had more tension with students?
7. What would you describe as a mission statement that would better serve both the community and the school?
8. What can the city do to help create a better relationship with the college?
9. What can the college do to create a better relationship with the city and the community?
10. What can the students do to create a better relationship?
11. What kind of democratic partnership could benefit both the community and the college (i.e. stronger athletics, research center, etc) ? Why in your opinion would this work best?

### **Data Collection**

The data collection methodology for this study will be four separate interviews taking place at the offices of each participant. The four interviews will be in person. The interviews will ask general questions and personal questions about the issue of college and city relations, and also ask for specific anecdotes of how future issues regarding the current non-collaborative relationship.

### **Data Presentation**

Communication will all take place in person. The interviews will be recorded using a digital voice recorder and transcribed during and after the interviews to document any additional



information that could potentially clarify the responses. This method of data collection and presentation ensures that it will be presented in the most complete and objective way possible.

### **Limitations**

There are some boundaries in the study out of my control. The first being that this is a 10-week study. Due to this short amount of time, only a few interviews within the area are allowed in the time allotted of this quarter. This research study is also taking place during a normal college school session along with a full schedule of classes, which also causes time constraints on the interviews and work that can be done.

### **Delimitations**

There are limitations to this study based on the scope of the interviews collected through this process. Due to the time restraint and the location of the study, it was not possible to arrange interviews with other colleges and cities that face similar disconnect between one another.

## **Chapter 4**

### *Data Analysis*

Chapter 4 will provide descriptions of experts interviewed in the study and summarize the respondents' answers to the the questionnaire. Due to the data being collected through recorded interviews lasting about 30 minutes, it will presented in the form of direct quotations or paraphrased responses. The answers will then be analyzed and compared to the original research questions and the existing literature on the benefits of a democratic partnership between college campuses and their communities, as well as the current issues and mission statements of Cal Coast College and Central Coast City.

#### **Description of Participating Experts in Related Fields**

##### **University President.**

Bill Gold (pseudonym) was one of the university administrators interviewed for the study. Gold has served as the University President at Cal Coast College for the past four years. Before his time at Cal Coast he served as a dean of a college at college in the Mid-West. He has served as a distinguished member on many committee's and as a chairman for a variety of agricultural based causes and issues. He also serves as a member on the board for a national alcohol awareness program. President Gold is proud previous fraternity member who is proof that there are smart, and respected Greek members capable of positive change in the community, school, and nation.

### **University Chief of Staff.**

Jane Green (pseudonym) was another university administrator interviewed for the study. Jane Green has served as Cal Coast College's Chief of Staff for the past four years as well. She previously served as another CSU's Chief of Staff before serving at Cal Coast. She is an accomplished individual as well in public service, as before she served as chief of staff to a city's city council president, as well as a legislative aid and law clerk, and has her law degree and is a member of the State Bar of California. She is also a Central Coast City community member, living with a young family in the area.

### **County Elected Supervisor.**

Kendal Silver (pseudonym) was the county and city view's expert for the study. Silver currently serves as Central Coast Fifth District County Elected Supervisor. She is a Cal Coast College alum and her children are as well. As a continuously active member in the community, she has served as a legislative aide, and a district representative for the state senate as well, and used to operate a preschool as well.

### **City Manager.**

Lauren White (pseudonym) was the expert city's view for the study. White currently has served as Central Coast City's City Manager for the past five years. She previously served as an assistant city manager to a city in Southern California, and has over 30 years of experience in public service including senior management positions. She serves on many committees as well that coincide and work with the local universities.

## College and Community Relationship Questionnaire

Each expert was asked to respond to the following ten questions and probes regarding the current issues and future relationship between Cal Coast College and Central Coast City:

1. How would you describe the current relationship between Cal Coast College and Central Coast City? Why do you believe the relationship is this way compared to previous generations?

Question #1 was asked to gain insight on the opinions of the current relationship status and what problems may have arisen over the years, and why they think those problems have become more prevalent.

- Bill Gold: “Overall I would think, overall it’s very good. We have a good relationship with Chamber, with the city, with county, it’s very positive. We do have some issues with our neighbors who are very concerned with students and their behavior. The problem exists because over time Cal Coast College grew and Cal Coast College did not add enough housing. So what we’ve created by just simply being a high demand university is a work hard, play hard culture” (Appendix A).
- Jane Green: “I think our current relationship is strong. There’s always ups and downs in town-gown relationships, but (pause), we talk a lot, have a lot of communication and um so I would say it’s strong. So the reason I think it’s strong is its remarkable here, compared to the other places I had been, which I have been a lot of different places, is that most people have a strong connection to Cal Coast College. So either they went here, their kids went here, they worked here, their spouse or partner went here. So I think that makes it a very strong relationship, but it also I think makes it very personal

relationship. That's why I think sometimes it gets so negative and so emotional is because they had such a good experience" (Appendix B).

- Kendal Silver: "I know that the city historically has had a good relationship. I think that uh it's a happy uh happy to be a college town, and appreciative of you know the economic benefit of having the school here. But I also know there have been a lot of problems that kind of go unresolved, and kind of just bubble along. And those just being the integrated neighborhoods, and the student housing mixed in with you know other neighborhoods, retired folks, and families and so forth, and some of the little problems that arise from that. I'm not sure its changed all that much. I mean I just don't think that student behavior has really changed. But again I think you know its really the same issues that have kind of come and gone, and um have flared up and flared up, and you know settled back down" (Appendix C).
- Lauren White: "I would say our current relationship is one of mutual respect and collaboration. I would say on a, a kind of a continuous improvement trajectory, and I think that, I have been with the city for five years, and there has been a lot of turnover both in the city and at Cal Coast, which opened new doors for us to be able to reengineer relationships that might have been fractured in the past and might not have existed" (Appendix D).

2. What initiatives has your side of the relationship taken in order to improve this relationship?

Have any of these been effective? If yes, why? If no why?

Question #2 was asked to provide insight on what both the university and city side have done to improve the relationship. This question is designed to show both the current

asymmetrical communication and possible two-way symmetrical communication initiatives being taken on both sides.

- Bill Gold: “Our long term solution is that we’re going to build additional housing on campus. We have a project that starts, that breaks ground in September. When that is finished we will have around 86 to 8,900 beds depending on what triples we do and don’t do in existing housing. Reaching out, being more transparent than in the past. In the future, for example, we are looking into building a hotel conference center, we’re going to go out in the near future and say we’re thinking about a hotel conference center, here are the nine different locations in which we are looking, and you feel free to comment on the locations and that can go into our database as we look to make a decision. Students are going to go into the neighborhoods no matter where they live. We just don’t agree with them. But we do agree with their concerns and their long term goals and they’re the same as ours. It’s also interesting that some of the same people that are complaining who own three or four houses that they rent to students”

(Appendix A).

- Jane Green: “I also serve on a board called the International Town-Gown Association. Then also for thirty years there has been the SCLC, which is the Student Committee Liason Committee. And we’ve invested quite a bit of money in police officers. So we actually do a lot on the education side, a lot on the enforcement side. We’ve hired two police officers, who do- they go off campus and on campus and they neighborhood watch. We’ve also added a walking patrol. The other things that we are doing is a 200 million dollar housing project. On campus with 1,500 beds and the point being we would love all first year students to live on campus” (Appendix B).

- Kendal Silver: “So we sit on the uh committees with the city and the student body. Um I think that we have um, as the supervisor of the district where the college campus, I think we have a great relationship with staff and faculty and administration of the college. I appreciate the fact that the college, you know some of the residency problems that arise with the student population living out in these mixed neighborhoods, they’re addressing that by trying to providing more student housing. And I know that the campus you know they really try with their WOW Week and all their different things they do to try to educate the students on this is the town, this is what we expect of you” (Appendix C).
- Lauren White: “We went to the International Town Association Conference last year, and there were a number of different endeavors that were at different schools, and different communities that seemed promising. It would be cool I think to have an ambassador program where there are students who are actually university paid employees who are go betweens in the neighborhoods. But they’re peers um, I feel that many times when you can create a program, peer to peer, as opposed to a more parental um we’re going to tell you what to do and what you’re doing wrong, I think that that has some really great potential” (Appendix D).

3. Do you believe or see it necessary and/or important to have a strong, genuine, and mutually beneficial relationship? If yes why? If not, why not?

Question #3 was asked to provide alignment on the importance of why is it necessary and important to create a strong relationship between the university and community. It was designed to gain insight on why they think it is important from their own perspective and for how it benefits their individual agendas.

- Bill Gold : “Absolutely. We’re with the community, it’s Cal Coast College Central Coast City. And I just see our relationship growing over time. And we not only want to be good neighbors but we want to contribute to economic development and quality of life. We want to see more and more of our students staying in Central Coast City, start companies, keep those companies here, and we want to be involved in attracting high quality, you know uh, very great living wage jobs uh to this area” (Appendix A).
- Jane Green: “So um for me from a personal standpoint too I need a community, I need for that to be successful, because I need schools that are wonderful schools for my children, I need parks and rec, and paths, and bike paths and everything that are great for families. I need the students, the Central Coast City students to be respectful of that, of little kids riding their bikes across the street. So to me personally it’s um very important that we figure out better way to live with each other. And also the non-profits here in town get so much benefit from having Cal Coast College students. It’s great” (Appendix B).
- Kendal Silver: “O I think of course I mean a stronger community is a community that works together and cares about each other. So it’s just a matter of how we deal with the uh extremes. Whether it be the student or it be the extreme complainer coming out of a particular neighborhood” (Appendix C).
- Lauren White: “I absolutely do, I absolutely do. I absolutely think that. Ya I think that, you know Central Coast City is a special place in the sense that we’ve created um something here that probably for any other location with 45,000 residents you could’t create, in the absence of the university. And it creates a vibrancy and an ability to create a sense of space, and the amenities that in the absence of the university, being a good



partner, they would be going off and doing their own, and we would go off and do our own thing, and I just don't think that it would be as um fabulous!" (Appendix D).

4. What is your opinion on how the demographic of students recruited by Cal Poly in recent years has been a reason for a strain in this relationship? If it is considered a problem in your opinion, what kind of students should Cal Poly be recruiting and admitting in the future? How would it better the relationship between students and the community?

Question #4 was asked in order for the respondents on both sides to look at the strain in the relationship caused by a possible external factor, such as the demographic of students coming to school here. It was designed gain perspective also in seeing if diversity was something that would be of importance in moving forward with the relationship and to possibly align more with the CSU systems mission statement.

- Bill Gold: "Um I, (pauses), I wouldn't change it in certain ways. What we do now is recruit a range of students, and we recruit heavily at partner high schools. And I'm just talking about California. Partner high schools are um, the majority of the students in the partner high schools are (pauses)...majority of the high schools let's put it this way, have 75 percent of the students have a free reduced lunch. It's not absolutely one hundred percent there's some unique that are 50 or 40 or whatever. But we don't make, we don't determine what partner high school's that's done. We work with them. We've been offering them some bonus points, and it's based on income, and it's being on a partner high school, so it's not based on race or gender or anything else we can't do that. Now, I think not necessarily the students, but Cal Coast College, is a very difficult university. So what we've created by just simply being a high demand university is a work hard, play hard culture" (Appendix A).

- Jane Green: “So I think that our recruiting pattern is really the DNA of the university. I don’t see our recruiting pattern being able to change that much. We also have an obligation for the state of California to educate undergrads and transfer students. And we haven’t done as many transfer students as some other CSU’s have done. We um try to keep our numbers pretty high for transfers there are thousands of transfer students who do not get in each year and that is really hard because in some of those cases they they don’t have an option, because they have other obligations here already. So, so I think it is a lot of under 21 year old people” (Appendix B).
- Kendal Silver: “So I’m going to say that, you know, I mean that young people are young people, and often don’t have the experience of the real world and in the community and own their own, and they’re finding their way with that. Its, you have to, you have to have some good qualities to even be able to have gotten in, whether that be academic achievement, community involvement, or all those things”(Appendix C).
- Lauren White: “But my gut tells me that you know Central Coast City is a fairly monochromatic community to begin with. There’s not quite as much diversity in the Cal Coast College population, so that kind of matches and it doesn’t add to the diversity in Central Coast City, and it kind of exacerbates the monochromatic nature of it. I think that um Cal Coast students are incredibly bright and have a tons of good ideas. They also I think come from a fairly wealthy background, and I think that the availability of um discretionary resources creates opportunity for students to do things that students tend to like to do (laughs). Which aren’t always productive and constructive in you know creating the peaceful, calm community that some of our community members would like to have. One of the phenomenons here is that the college aged student here

always stays the same age in town and the rest of us keep getting older. So there is going to be a natural tension, right, because every year the 23 and 24 year olds go off, and the lucky ones figure out how to stay here” (Appendix D).

5. Cal Coast College provides Central Coast City with about one billion and a half dollars in revenue, how do you see our community and students working together to make the economical value go up even more on both sides?

Question #5 was asked to gain insight on the possible future initiatives ahead that would help to continue to provide economical development and quality of life in the community. Furthermore, it was designed to determine how big of a factor boosting the economy was in a democratic partnership.

- Bill Gold: “What I talked about earlier, the recruiting companies, building the CIE. We’re working on, if all things happened as planned, we will have a bigger Hothouse and apartments for students who are juniors, and seniors, or masters, or just graduated, and their working in the Hothouse” (Appendix A).
- Jane Green: “So what could we do to be more thoughtful in our economic development both in city, county, university, chamber of commerce, economic vitality corporation, whatever, to have thoughtful growth of industries that will really benefit California but also benefit the workers that work in those businesses. So you know the more thoughtful development we can do around software, programmers, biotech um these kind of businesses for the better of our region” (Appendix B).
- Kendal Silver: “Well I think that there are some very innovative ideas that Dr. Armstrong has been bringing to the table. And um of course by bringing in industry to work with Cal Coast College, and outside of its community bringing in um businesses

and alumni and that kind of thing. And increasing the student population of course that helps that economic factor go up” (Appendix C).

- Lauren White: “I think that part of it is trying to figure out how to keep local dollars local. It would be awesome to have some kind of program where the staff and faculty were better able to live in Central Coast City, and were working on different programs, with the university, and with housing developers to see if we can figure out how to increase the supply of um workforce housing that is affordable to young families, and to other folks. Clearly the development of some startups, by Cal Coast College, that then transition into the city, the Hothouse is a great opportunity for us to continue that partnership. So it’s really just finding opportunities where the need matches the ability to be of service” (Appendix D).

#### 6. Why in recent years has the city and school had more tension with students?

Question #6 was asked to gain perspective on why the tension has either escalated more in years, or is just being acknowledged more.

- Bill Gold: “Well I think it’s just a growth and a magnitude of the problem. I think it’s always been there to a certain degree. And part of it has to do with liability and litigation. When I was in college there were kegs of beer, nobody does that anymore, and people drink hard liquor. And there are a few really bad actors out there that will drop something in a drink and that’s really bad. So there’s been some changes, but the partying and the play hard aspect has been there, but the, and you know I’m not saying that we should have massive beer parties, but I’m just saying, beer is not as dangerous as hard alcohol. And that’s a real concern” (Appendix A).

- Jane Green: Um I think that (pauses) I think that it has always existed. I think that the university is actually paying attention to it now. They never paid attention to it before. We don't need to, we're a state agency. But that's not how President Gold feels, that's not how administration feels, that's not the way the students feel, and so we want to be better partners. But that brings I mean we've never, for groups that have sort of never had a conversation, a really deep conversations, especially with our neighbors, for 20 years, all of a sudden we want to engage with them but they don't trust us because we don't have a track record of..." (Appendix B).
- Kendal Silver: "But again I think you know its really the same issues that have kind of come and gone, and um have flared up and flared up, and you know settled back down. But um no I think that, again in a student town you know of course you have a population that is maybe a little more energetic if have the college students in town. But um I really think that treating the students like the adults that they are. If they're breaking the law they're breaking the law. And if they're not, they're not. Um you maybe if just...You know the one thing I know the city's struggled with, and I've heard over the years, is often times this is a group of students who it's their first time away from home, from under their parents (laughs)..." (Appendix C).
- Lauren White: "So I would say that would have to do with the decades of those instances where residents have lived with the potential for there being that conflict. Having there be a lot of property owners sell to parents of Cal Coast College students and then having that transition in the neighborhood become a much more diversified some would say, dominated by student housing, in an area that was intended for single family.." (Appendix D).

7. What would you describe as a mission statement that would better serve both the community and the school?

Question #7 was designed to see if the respondents would embody all three of parts of the relevant mission statements. Furthermore, it was to gain insight on what foundation and values are most important to them, and might differ from others within the relationship.

- Bill Gold: “Well I think it would be you know our goal is to provide a quality education to our students in sustainable manner. And sustainability has to be financially sustainable for the students, for the university, but it also has to be for the community and quality of life of the community” (Appendix A).
- Jane Green: “(Pauses), hmmm, let’s see, maybe provide?... Um I don’t even know. It would provide real world solutions for California’s issues or provide an excellent education experience so that you can go out and be a leader in the world. Um so I’m not, I’m not exactly sure I would say” (Appendix B).
- Kendal Silver: “I would just say that (pauses), this, this university community, college town, that it would be about community working together, and everyone helping everyone. And uh that would kind of cover it because it is that. The city very much benefits by the presence of the university, and it’s just a matter of reminding people that I think” (Appendix C).
- Lauren White: “So the vision is a community in which year round residents and students actively collaborate to build community, communicate in an environment that fosters mutual respect sand understanding. And then the goal is to enhance the quality of life for all residents, with particular emphasis on building positive relations in residential and student aged neighbors through a cultural shift in social behavior. And

that's a pretty big thing, it's pretty lofty, it's big, it's audacious, it not going to happen over night, or by doing one thing, but its got a lot of the elements that any kind of PR program has" (Appendix D).

8. What can the city do to help create a better relationship with the college?

Question #8 was asked to gain insight on the expectation the university has moving into the future on what the city can improve on, as well as what the city themselves think they can improve or capitalize on.

- Bill Gold: "I think the city's working really hard. I think that they have just like us, where there were some things we should, we should have built housing, it's easy to say. Rental inspection programs, ordinances, other things, because there's uh real push between the landlords and the others. The people that own don't want any restrictions and quite frankly their are students living in very awful conditions I think. And I also believe that students, especially low income students, end up living in some of those conditions and then the first thing they skimp on is food, and most of the students that come to our food bank are from off campus, they're not on campus" (Appendix A).
- Jane Green: "Um just from a land standpoint because that's kind of attorney I am so I think of things like with land, they can help us have better connectivity through paths and transit and things that, sometimes when they're planning their borders stop at their borders, and our borders stop at our borders and that doesn't make any sense because there is the interface in between. And the same for the county. But there just not as active in it, because although we are in the county, which is interesting, you know we are in county, but all of our interface is towards the city because it's right here" (Appendix B).

- Kendal Silver: “I think its just continuing to work with the college with patience. And just remembering that these are young adults. Many who are often away from home for the first time, and just to try and take a nurturing approach. And try very hard to not be discriminatory. So that again the rules are applied across the board, and not a separate set for students” (Appendix C).
- Lauren White: “I think have open lines of communication for when things are going well, and acknowledging the successes, but also willing to be honest about when things aren’t going well, and when there is an opportunity for us to agree to disagree that we are always doing it in a civil way, and to not question the others motives. Um but to um realize that we have to represent the constituencies that we represent” (Appendix D).

9. What can the college do to create a better relationship with the city and the community?

Question #9 was asked to see what the college thinks they can do better, and well as what the city expects to see improving more as they work together more.

- Bill Gold: “Being more transparent, being more open. But also explaining and being open when our goals and values and the way we’re going to about something may differ in the goals and what others want. In the case of neighbors, we don’t have a difference in the end result. The end result that we both want is fewer students living in the neighborhoods, reduced bad behaviors. The difference is the process. They believe that adding the apartments, the student housing on Grand and Slack, is too close to them and is going to be negative. We don’t decree. The evidence does not support that. Students are going to go into the neighborhoods no matter where they live. We just don’t agree with them. But we do agree with their concerns and their long term goals and they’re the same as ours” (Appendix A).



- Jane Green: “Um you know just do more of what we are doing. Which is communication, investing in projects and positions. Um I mean I talked about the police officers and the walking patrol but I mean we also invested in a new off campus neighborhood behavior person. Which we never have before, which she works for the Dean of Students. So she’s coming from a different perspective and she’s very, very helpful. And we have a Greek coordinator which we didn’t have before, and that’s been very helpful to have someone that the neighbors can talk to. So that’s...lots of time the neighbors don’t know who to talk to, so we try and do a point of people for them. So our Vice President of Student Affairs is usually the one talking directly to the neighbors right off campus. It’s just sometimes him engaging early with the neighbors doesn’t actually help us get to a solution because Student Affairs knows what the real story is about what the issue was, and needs to work it out with Judicial Affairs and that kind of thing” (Appendix B).
- Kendal Silver: “I think that um just be sure that they’re gently reminding the citizens of the city what their role is here and how much they do benefit, beyond the economic factor. But the fact that they do and still are involved in the non-profits” (Appendix C).
- Lauren White: “Well, I think that it is very much the same. Communicating early and often, and its trying to get as much engagement in the community. And I certainly don’t think that the city is perfection in this regard, but I definitely think that um Cal Coast College has embraced being a member of the community in the last three to four years in a different way, in a meaningful way, and you know I appreciate the fact that they are willing to acknowledge that you know things can be better, and that they have a role

to play. The students have a role to play, the administration has a role to play, and that they're taking that role and responsibility seriously" (Appendix D).

10. What can students do on their end to help create a more positive, and mutually beneficial relationship with the community?

Question #10 was asked to see what part the students can play in moving forward, as well as to see if it is a cultural thing they need to change or whether engagement in the process is something each side is more concerned with.

- Bill Gold: "Really take a stand and say no more. We're not going to tolerate this kind of behavior. You know whatever it may be, it's sexual assault, it's predatory type, if it's just simply being obnoxious and rude to another neighbor or student, um I really to me it means practicing the Mustang Way and pride, character, and responsibility. I know our students will step up" (Appendix A).
- Jane Green: "Um (pauses), I mean they can help us plan our campus in a different way. I mean we have an opportunity right now. We have a master planning campus that is going to form of how the campus is going to look for the next 20 years. You know we're open. You now we can put a hotel, we can put a conference center, we can put a restaurant and bar. You know we're open to all of those things. It's just where do they go, so what's best for the students. And then um you know as far as with the city we just have to keep communicating and trying to do projects that are thoughtful to our neighbors and that can solve some of these issues" (Appendix B).
- Kendal Silver: "So um I think that the students already bring that benefit to the city. But Central Coast City has got one of the highest ratios of non-profits in the country. And the students, my observation over the years has been, with or without the students, I

don't know if that would be the same, because the students at Cal Coast College are always very generous with their time. Its a mutual benefit, it's a learning experience for them and its um learning to give back to a community" (Appendix C).

- Lauren White: "Well I think being engaged and wanting to be good neighbors, and maybe we need to figure out what that means, and maybe there's a spot where the circles of what your expectation is and of what a good neighbor is and you next door neighbor, what the residents expectation is, and then the city as a whole, that's what our hope is, is that the neighborhood civility working group will say this is what we're trying to achieve, and this is how we can achieve it. I think its trying to figure out, what's everyones expectations, where do those intersect, and how do we work to achieve where it intersects. And in some ways accept that we're not always going to agree..." (Appendix D).

11. What kind of democratic partnership could benefit both the community and the college (i.e. stronger athletics, research center, etc) ? Why in your opinion would this work best?

Question #11 was asked to determine what democratic partnership would best benefit both sides. This question was designed to see what factors are most important to each side, and whether it be more of an economical impact, or a civic responsibility impact.

- Bill Gold: "We have a project that starts, that breaks ground in September. When that is finished we will have around 86 to 8,900 beds depending on what triples we do and don't do in existing housing. And then our goal is to house all first and second year students, even 33 percent of junior and seniors in the future. So that will take a tremendous pressure off of that area. We're also going to put in some affordable housing programs. We don't know the exact nature of those. But we hope that we can

covert some of those rentals into homes for faculty and staff, and single families, one family. I think we will also see things like uh, I think we will also see thing like a hotel conference center, and I think we may have some partnerships on non-university land as well. We're working on some. But if you think about a democratic partnership, we have responsibilities, and we report to the Board of Trustees. We're not allowed to see that authority even if we wanted to. So, we're going to be a partner and we're going to be transparent, but we're responsible for educating students from all over California. So we want to be responsible to the area, but we have to keep our bigger mission in mind" (Appendix A).

- Jane Green: "Um well I think we have some existing that we could expand. Which that would be the tech park, the Hothouse, the Performing Arts Center, and athletics, those are the ones that come to mind just off the bat. Um and I think there's a lot more potential around supporting small businesses, so supporting start up businesses that are coming out of Cal Coast, and maybe you're in the Hot House maybe you're not. But um there's more that we can do their too. But I think that the democratic partnerships are really demonstrable with certain things. O the Cal Coast Peers! The Cal Coast Peers are doing a lot of research for the State of California, and the Hot House and PAC and athletics" (Appendix B).
- Kendal Silver: "Well I think all of the above, everything above that you mentioned, plus often athletics bring excitement, and out of the city, and onto the campus, and that kind of thing. But Central Coast City has got one of the highest ratios of non-profits in the country. And the students, my observation over the years has been, with or without the students, I don't know if that would be the same, because the students at Cal Coast

College are always very generous with their time. Its a mutual benefit, it's a learning experience for them and its um learning to give back to a community. But the non-profits benefit from the students population as well. There have already been a lot of mutual benefits that the college brings to the city and vice versa. Great town and the city's maintained that" (Appendix C).

- Lauren White: "Well, I think that um the city on a biannual basis does major city goals, and so its trying to figure out where there's continuity in those major city goals, and then figure out where we can (pauses), find partnerships. There has definitely been major city goals related to either economic development or housing or kind of a combined economic development housing, because they're inner related in many ways in the sense that if have more housing then we have to have the people that can afford to buy the housing or rent the housing, and so we got to be in a place to have a strong economy, and part of that is having the Hothouse, having there be incubators, and um organizations that are growing in the community. You know whether it's uh Engineers Without Borders doing projects in our community, or it's other fraternities and sororities doing good work in our community, individual students doing internships..." (Appendix D).

### **College and Community Relationship Research Questionnaire**

For this project, the following six research questions were created for the study to determine the current missions and relationship state between Cal Coast College and Central Coast City, as well as to provide research on why it is important and beneficial for a college and its' community to have a positive and mutually beneficial relationship.

**Research question 1: What are the mission statements and primary functions of the CSU system, Cal Coast College, and Central Coast City?**

- CSU: “Research, scholarship, and creative activity in support of its undergraduate and graduate instructional mission is authorized in the California State University and shall be supported by the state. To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study. To prepare students for an international, multi-cultural society. To provide public services that enrich the university and its communities. Encourages campuses to embrace the culture and heritage of their surrounding regions as sources of individuality and strength. Recognizes and values the distinctive history, culture, and mission of each campus. Promotes an understanding and appreciation of the peoples, natural environment, cultures, economies, and diversity of the world” (Donahoe Higher Education Act, 2009).
- Cal Coast College: “Cal Coast states its mission as fostering teaching, scholarship, and service in a learn-by-doing environment where students and faculty are partners in discovery, and promotes the application of theory to practice. As a comprehensive institution, Cal Coast provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Coast values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility” (System Documentation, 2009).
- Central Coast City: “Our mission is to identify and serve the needs of all people in a positive and courteous manner and to help ensure that Central Coast City remains a

healthy, safe, attractive and enjoyable place to live, work or visit. We help plan the City's form and character, support community values, preserve the environment, promote the wise use of resources and protect public health and safety” (Chamber of Commerce, 2014).

**Research question 2: What fiscal impact does Cal Coast College have on Central Coast City?**

- In a new study it was found that that Cal Coast adds \$1.4 billion to the Central Coast city and surrounding county’s economy (Thompson, 2014).
- It is estimated that, “more than \$53.9 million is spent each year in our local restaurants, \$27 million in our retail stores, and \$17.7 million in our local hotels and motel” (Reiner, Emeritus & Mayeda, 2014). By 2022 the report estimates that the impact will increase 40 percent to nearly \$2 billion.
- The report concludes, “Sustaining partnerships with local economic development groups and businesses and developing new collaborations will only enhance the future impacts of the university on the *local area*” (Reiner, Emeritus & Mayeda, 2014).

**Research question 3: What and how does the demographic of Cal Coast College students affect Central Coast City?**

- The demographic of Cal Coast College is comprised of a total of about 20,186 students in which over half are White, non-Hispanic/Latino. Ninety-eight percent of first time first year students live on campus, while sixty-three percent of all undergrads live off-campus or commute. The average age of all full-time students is 20 years old, and only three percent of undergrad students are over the age of 25 years old (Common Data Set 2014-15, 2014)

**Research question 4: What is the current relationship between Cal Coast College and Central Coast City?**

- On January 17th, 2015 Central Coast City's *Tribune* put out an article in which columnist and San Luis Obispo community member Joe Tarica described Cal Coast and its students as where, "the university is the scientist and the students are thousands of little growing bacteria, with the former trying to grow the latter into a healthy community within the confines of their artificial plastic tray" (*Cultivating change in college culture*).
- Part of Central Coast City's goals for the fiscal years of 2015-17 does in fact include addressing the neighborhood wellness issues that have been complained by various Central Coast residents, regarding Cal Coast students (Lamber, 2015).
- These issues are just becoming prevalent due to record numbers of Cal Coast College students. "Over the past decade Cal Coast has nearly double its number of applicant from 27,062 in 2004, to this year's total of nearly 52,000" (Wilson, 2014). This was also the largest pool of applicant of one campus within the CSU system, which was 23 percent. This causes a competition for housing between students and permanent residents.

**Research question 5: How and why is it important to have two-way symmetrical communication between colleges and their communities?**

- Two-way symmetrical communication also is research driven, just like the two-step theory. The purpose it to, "generate mutual understanding between an organization and its strategic



publics” (Kelly, Laskin, & Rosenstein, 2010, p. 191) This kind of understanding leads to building relationships that will help this organization succeed and continue to thrive.

- According to Ira Harkavy and Matthew Hartley, “Democratic partnership of universities, schools, and an array of neighborhood and community organizations are the most promising means of improving the lives of our nation’s young people” (New Directions for the Youth Development, 2009).
- In order for this to two way symmetrical relationship to work, universities much teach and focus in on their student having a pedagogic approach to making the university students more of critical thinkers. The pedagogic philosophy model of active learning in turn greatly emphasizes the importance of turning young people into, “critical thinkers who are caring, productive, and civically engaged citizens” (McGlynn & Taylor, 2009, p. 28).
- The United States continues to have large pressure on surpassing the global competition of innovation and technology. W.R. Greiner points out that, “we are in danger of becoming two nations: one with highly skilled, well-paid workers and professionals and the other with a low-skilled, low-or even no-wage permanent underclass (1994, p. 1). Our nations institutions of higher learning are critical in a fight to save and rebuild our communities, and help our nation prosper economically.

**Research Question 6: What are the current democratic partnership efforts between Cal Coast College and Central Coast City?**

- The tech sector is one that has provided an opportunity of partnership beyond the stereotypical industries of agriculture and tourism. Known under one area as the Center for

Innovation and Entrepreneurship (CIE). This partners local entrepreneurs and Cal Poly students to develop their tech ideas.

- In regards to civic engagement, more than 50 percent of Cal Coast students take part in some kind of community service each academic term. This is 1,800 students that are part of at least 20 hours per academic term, and 2,800 that are in the Corporation for National and Community Service (CNCS) program. Cal Coast students in 2012-13 completed 95,000 hours of community service locally (2009, p. 44-45).

**Research question 7: How are current colleges and their cities creating a mutually beneficial democratic partnership?**

- The University of Pennsylvania has been working on this idea of a democratic partnership for sometime. Through this time a mutually beneficial partnership has been developed at the Netter Center for Community Partnerships, in which there has been a continuous and joint participation research project that contributes to both improving the community, the relationship, as well as the knowledge. The problems that are looked at together are ones that are important to that institution and can be sustained. All of which engages and empowers the public's students, teachers, parents, and community members to have some kind of part in the research process (Harkavy and Hartley, 2009, p. 14).
- Another campus, that has greatly implemented a “democratic partnership” over the years is Yale University with its community in New Haven, Community. With the university being the number one employer in the area, the university has built a relationship with the community both economically, and to better the well-being and education of the community. Economically, Yale provides jobs for the community by generating over 30

business ventures. For example the company Higher One, founded in 2000, provided over 200 jobs through a new headquarters building in Science Park. The university also strengthens the tax base and commits \$25 million in funders in order to help over 1,000 employees purchase their homes in New Haven. This program is known as the Yale University Homebuyer Program. Finally Yale University has contributed over \$40 million to economic development to the Economic Development Corporation of New Haven, Start Community Bank, Science Park, and Broadway Chapel Street funds and investment programs (*Economic Growth and Fiscal Impact*, 2015).

### **College and Community Relationship Data**

For this study, it was important to see what other experts said due to the relatively small amount of information and research done regarding the current state and future plans for a democratic partnership and more effective two-way symmetrical communication between Cal Coast College and Central Coast City. In order to acquire this data Bill Gold, a university president, Jane Green, a university vice president of advancement, Kendal Silver, a county elected supervisor, and Lauren White, a city manager, were interviewed for this study. They were each asked identical questions specifically designed to answer the original research questions in an individual interview setting. The following tables represent the respondents' answers in the form of their individual perspectives on the original research questions.

### **Research question 1: What are the mission statements and primary functions of the CSU system, Cal Coast College, and Central Coast City?**

- This research question was studied in order to find out and compare the main differences between the three co-existing parties mission statements, the CSU system, Cal Coast

College and Central Coast City. The literature found on the mission statements finds that the CSU's main goals and mission is, "to advance and extend knowledge, learning, and culture, especially throughout California" (Donahoe Higher Education Act, 2009). Where as the main goals and mission according to the literature found on Cal Coast College is dedicated to a "learn by doing" approach education as well values civic engagement, mutual respect, and social and environmental responsibility (System Documentation, 2009). Finally, the literature found on Central Coast City's goals and mission concludes that their mission is to serve all people positively and courteously, and to create safe, attractive place to live, work and visit. This is done through solving issues in an objective and fair manner and to the highest ethical standards (Central Coast Chamber of Commerce, 2014).

By comparing all three of the mission statements and goals of these three institutions we discovered the similarities between the three, as well as the main differences that might affect the overall relationship and cohesiveness between the three when it comes working together to create a better community to live in and a more successful university. This question was asked so that moving forward in creating a better relationship, it could be seen what one mission statement would need to embody so that there was a concrete foundation for this relationship between the university and the city moving forward to improve it.

Table 6 summarizes the answers to this question elicited a somewhat even split of values found from the literature on the topic. Both a university and city respondent see it important to improve the quality of life through the relationship. The city respondents saw that it was important to work together and collaborate, where as the university respondents seem to have taken a priority more toward providing a sustainable and excellent education. The only

respondent that really embodied any glimpse of the mission of the CSU system though was Jane Green.

Table 6

*Mission Statement Values that Embodies the Three Entities*

Respondent	Side of the Relationship	Values
Jeff Gold	University	Sustainable education, financially sustainable, and improves the quality of life for the community.
Jane Green	University	Excellent education and helps students become world leaders in the future.
Kendal Silver	County/Community	Everyone working together and gently reminding everyone the benefits of the university somehow.
Lauren White	City/Community	Resident and students collaborate to make a shift culturally regarding social behavior, in order to enhance the quality of life.

**Research question 2: What fiscal impact does Cal Coast College have on Central Coast City?**

- This research question was studied in order to demonstrate the large fiscal impact that the university brings to Central Coast City and its county, and to therefore be a reminder of why it is further important that this relationship between the college and the community should be nurtured due to the high economical impact both parties receive from the college. The literature found on the fiscal impact showed that Cal Coast College adds \$1.4 billion to Central Coast City and surrounding county’s economy (Thompson, 2014).

This question was designed to take a look at the large economical impact that the university brings to the city and community, and to look at what can be done together to

capitalize this amount, thus enhancing the quality of life for both parties, as well as providing an opportunity for this to be something that both parties could work on together and strengthen their relationship through.

Table 7 shows that after asking administrators on both the university and city side what their expert opinion was on what could boost the economy even more, and be something that benefits both parties. All of the respondents agreed on creating and sustaining businesses started by alumni from Cal Coast College in Central Coast City, so that more Cal Coast College grads have a place to work in the area after, and residents also can have additional places to work as well. Jane Green points out that these businesses though should benefit growth of industry and the better of California in general, which is very aligned with the mission of the CSU system. Furthermore, Lauren White saw it important to provide subsidized housing to faculty and permanent single families in the area in order to provide a more cost efficient housing option in the area.

Table 7

*Future Initiatives to Boost Economical Impact*

Respondent	Tactic	Why
Bill Gold	Building larger CIE and Hothouse	Provides more jobs for resident and students places after graduation.
Jane Green	Software, biotech businesses started by Cal Coast grads	To provide thoughtful growth of industry that will benefit California and local workers.
Kendal Silver	Businesses started by alumni and increasing the student population	Brings industry in the area that both the college and residents can work together on.
Lauren White	Affordable housing subsidies and expanding the Hothouse and keeping local dollars local	Provides housing for permanent residents and faculty that will always contribute the local economy, and a way for the students to be of service to the community.

**Research question 3: What and how does the demographic of Cal Coast College students affect Central Coast City?**

- This question was studied to determine the current demographic Cal Coast students and how the demographic of Cal Coast students that come in to the community might have a negative affect on the relationship due to the lack of diversity of students or their background. The literature found on this topic showed that Cal Coast is compromised of a total of about 20,186 students in which over half are White, non-Hispanic/Latino. Ninety-eight percent of first time first year students live on campus, while sixty-three percent of all

undergrads live off-campus or commute. The average age of all full-time students is 20 years old, and only three percent of undergrad students are over the age of 25 years old (Common Data Set 2014-15, 2014).

This question was studied to get the experts on both the university and city side on what they thought of how demographic, mainly age, income, and ethnicity might affect the relationship and if changing the type of students that Cal Coast recruits should possibly be more diverse. Table 8 shows that a majority of the respondents did not see demographic being a reason for why the demographic might be an underlying factor to why the relationship may have a strain. Both Bill Gold and Kendal Silver thought that regardless Cal Coast will be in high demand and that college students will act how they're going to. However Jane Green, did resonate with the fact that there is no age diversity and that the large amount of people under the age of 20 may have some play into the culture at Cal Coast. Furthermore, Lauren White fully believed that the demographic had some part in why there was strain and believes that adding diversity to the already monochromatic demographic of Central Coast City would have benefit to the community overall.



Table 8

*Demographic Affects on Central Coast and Cal Coast Culture and Relationship*

Respondent	Does Demographic have an affect?	Why?
Bill Gold	No	Regardless Cal Coast is in high demand of a university. Wider demographic is met through recruiting through partner high schools.
Jane Green	Yes and No	While the student recruited is the “DNA” of the school, and won’t change probably, but transfer numbers aren’t that high and for that reason a lot of student under 21 attend.
Kendal Silver	No	Regardless you have to have had some qualities to get accepted and young people will act like young people in a college setting.
Lauren White	Yes	The population is very monochromatic and wealthy and this gives students the opportunity to partake in things that aren’t always productive and constructive and peaceful to the community.

**Research question 4: What is the current relationship between Cal Coast College and Central Coast City?**

- This question was designed to provide evidence through literature and other articles on the current strained relationship between Cal Coast College and it’s community and town of Central Coast City. From the literature we found that the community currently sees, “the university is the scientist and the students are thousands of little growing bacteria, with the

former trying to grow the latter into a a healthy community within the confines of their artificial plastic tray” (*Cultivating change in college culture*, 2014). Furthermore that part of Central Coast City’s goals for the fiscal years of 2015-17 does in fact include addressing the neighborhood wellness issues that have been complained by various Central Coast residents, regarding Cal Coast students (Lamber, 2015). It has been found that these issues are just becoming prevalent due to record numbers of Cal Coast College students. “Over the past decade Cal Coast has nearly double its number of applicant from 27,062 in 2004, to this year’s total of nearly 52,000” (Wilson, 2014).

This question was investigated in order to determine the opinions of the administrators view on the relationship as well as what the cause of the strain in the relationship. Table 9 reveals that all respondents feel that the reason for the tension in this relationship is mainly due to the neighborhood wellness issues that arise from having more and more students being integrated within the neighborhoods of families and retired people. However, Jane Green and Kendall Silver both bring up the point that this issue has always been there and has not changed. That within recent years there’s just been more that is being done about it, and for that reason permanent residents might not always be as trusting when they have not been reached out to in the past.

Table 9

*Relationship and Cause of Tension*

Respondent	Strength of Relationship	Cause of Tension
Bill Gold	Overall good, but there is issues with our neighbors who are concerned with student behavior.	The college grew and is in high demand and did not add enough housing.
Jane Green	Strong, but always ups and down in town and gown relationships, and it's the first time in 20 years anything has been done to improve it causes lack of trust.	Those who live Central Coast City usually went to Cal Coast or, work there or their spouse went there, so the relationship is very personal and they take things more personally due to it.
Kendal Silver	Historically, good, but a lot of problems go unresolved.	Relationship hasn't changed much. Things just flare up and down, and that's part of students, families, and retired people being integrated in neighborhoods.
Lauren White	Built on mutual respect and collaboration, but opportunities to reengineer it	Neighborhood wellness

**Research question 5: How and why is it important to have two-way symmetrical communication between colleges and their communities?**

- Question 5 was studied in order to determine why two-way symmetrical communication is so important when leveraging town and gown relationships and looking to improve and strengthen them. The literature revealed that two-way symmetrical communication, “generates mutual understanding between an organization and its strategic publics” (Kelly, Laskin, & Rosenstein, 2010, p. 191). This kind of understanding leads to building relationships that will help this organization succeed and continue to thrive. This type of communication between town and gown parties is formally known as a democratic

partnerships. According to Ira Harkavy and Matthew Hartley, “Democratic partnership of universities, schools, and an array of neighborhood and community organizations are the most promising means of improving the lives of our nation’s young people” (New Directions for the Youth Development, 2009).

This question was designed to determine if the leading party respondent found it was necessary and important to have a strong relationship between the college and city specifically to Cal Coast College and Central Coast City. Furthermore it also aided in helping to bring to the attention of the respondent of why it is important for them to each want to have a strong relationship based on mutual understandings and to be able to compare how why they think it’s important to have this kind of relationship to why actually according to the literature it is important. Table 10 shows each of these respondents opinions on the importance, as well as why it is important to have a strong relationship.

All of the respondents thought that two-way symmetrical communication, or a democratic partnership was important, however their reasons differed and strayed away from the main importance of developing a strong democratic partnership. Bill Gold and Kendal Silver responses together best represent, in alignment to the literature, why it is important to have a democratic partnership: to boost the economy, serve the community, and create strong leaders for the future so that the United States can continue to compete in the world today. Jane Green and Lauren White’s respondents are relevant factors more specific to the region of Central Coast City, as the attractiveness of the city is due to the vibrancy brought by the university as well as the safe and family friendly place it continues to be.

Table 10

*Opinion on Importance of Two-Way Symmetrical Communication*

Respondent	Is it important to have a strong relationship?	Why?
Bill Gold	Yes	Boost economic development and quality of life.
Jane Green	Yes	For personal reasons, needs a place where kids can live in a safe, family friendly environment. As well benefit the non-profits of the region continually.
Kendal Silver	Yes	Help and nurture students to learn to become part of the community and a great community member.
Lauren White	Yes	The vibrancy and the amenities of the city could not be here without working together.

**Research Question 6: What are the current democratic partnership efforts between Cal Coast College and Central Coast City?**

- Question 6 was studied to determine the current efforts in two-way symmetrical communication and democratic partnerships that are currently being done between Cal Coast College and Central Coast City. From the literature it is seen, currently the tech sector is one that has provided an opportunity of partnership known under one area as the Center for Innovation and Entrepreneurship (CIE). This partners local entrepreneurs and Cal Coast students to develop their tech ideas. Furthermore, more than 50 percent of Cal Coast students take part in some kind of community service each academic term, which has

helped Central Coast City to be one of the top non-profit engaging towns in the nation (Reiner, Emeritus & Mayeda 2014, p.44-46).

This question was designed to look at the current efforts that each respondent was aware of on each side of the relationship, as well as to take a look at what maybe their opposing partner could do in the future to better the current efforts and begin engaging in new ventures together as well. The Future Improvements section in Table 11 shows what each respondent thought that either the university or city could do better or more of in moving forward in making this a relationship more two-symmetrical, rather than asymmetrical.

While both sides of the relationship and all respondents have been appreciative of the current efforts in the past, there were improvements that could be had on each side. From the university side of Bill Gold and Jane Green, it seemed important that the city help to decrease the barriers and divide between the school and community as well as to create more regulations for landlords regarding off campus housing. Whereas for the city and community respondents, Kendal Silver and Lauren White, the biggest improvement they thought could occur was more community engagement and just early communication, both cornerstones in two-way symmetrical communication and democratic partnerships as seen in the literature.

Table 11

*Current Democratic Partnerships and Future Relationship Improvements*

Respondents	Side of Relationship	Current Efforts Aware of	Future Improvements
Bill Gold	University	Additional on campus housing, CIE, Hothouse	City implementing more rental inspection programs, and ordinances to better living conditions off campus.
Jane Green	University	Attending Town Gown Association Conference, investing in police officers student walking patrol, and additional on campus housing, PAC, athletics Hothouse, non-profits	City helping to plan better connectivity through paths and transit to bring the border more together.
Kendal Silver	County/Community	Sitting on student body committees, WOW week education, PAC, athletics, non-profits	University should gently remind citizens of how much they benefit from the university, communicating early and engaging more with the community.
Lauren White	City/Community	Attending Town Gown Association Conference PAC, Hothouse	Communicating early and often and engaging with community more, and take the role they have in the city seriously.

**Research question 7: How are current colleges and their cities creating a mutually beneficial democratic partnership?**

This question was studied in order to reveal some of the more successful and role model universities and cities that have really embedded two-way symmetrical communication and many democratic partnerships in their communities. University of Pennsylvania, the founder of the idea of a democratic partnership continues to excel, as well as Yale University with its

community in New Haven, Community. With the university being the number one employer in the area, the university has built a relationship with the community both economically, and to better the well-being and education of the community. Economically, Yale provides jobs for the community by generating over 30 business ventures. For example the company Higher One, founded in 2000, provided over 200 jobs through a new headquarters building in Science Park. The university also strengthens the tax base and commits \$25 million in funders in order to help over 1,000 employees purchase their homes in New Haven. This program is known as the Yale University Homebuyer Program. Finally Yale University has contributed over \$40 million to economic development to the Economic Development Corporation of New Haven, Start Community Bank, Science Park, and Broadway Chapel Street funds and investment programs (Economic Growth and Fiscal Impact, 2015). Yale is a prime example to compare to due to the similar culture and make up of local residents present in New Haven that are similar to Central Coast City.

This question was designed to see what leaders on both the university and community and city side envision in the future as being the best democratic partnership option specifically for Cal Coast College and Central Coast City together. Table 12 presents the opinion that each respondent thought would work best. A majority of the respondents agreed to continue expanding tech efforts such as the Hothouse, and to expand these ventures within Central Coast City, as well as to continue to figure out a more efficient and beneficial housing program. The city and county respondent, felt a heavy importance on community engagement through non-profits.



Table 12

*Future Democratic Partnership Initiatives*

Respondents	Side of the Relationship	Future Tactic
Bill Gold	University	Hotel conference center, more on-campus housing, expanding Hothouse and CIE ventures, providing downtown housing for those in the Hothouse
Jane Green	University	Expanding the Hothouse, PAC and athletic involvement, and supporting more start-up businesses locally, and more on-campus housing
Kendal Silver	County/Community	Expanding athletics and non-profit involvement
Lauren White	City/Community	Subsidized/combined housing for locals or staff, and continuing to expand the Hothouse, and non-profit involvement

## Chapter 5

### *Discussion and Recommendations*

#### **Summary**

This study was performed in response to the ongoing tension filled relationship between Cal Coast College and Central Coast City, as well as the fascination with improving town-gown relationships in general across the United States. For America's universities today, it is now more important than ever to have a strong, mutually beneficial relationship built on understanding and mutual respect for one another. This is especially necessary in the United States as there is continuous pressure on surpassing the global competition in innovation and technology. Colleges and their communities across America face many strains in their relationship, like Cal Coast College and Central Coast City do. It was important and essential to collect data from both sides of the relationship in this study: both the university side and the city side. By providing both expert opinions on the issue, a step to more clarity on what can be done to create a mutually beneficial democratic partnership can be taken in the future.

To find more information of the current efforts, issues, and future initiatives being taken by administration on both the college and city side at Cal Coast and Central Coast City, two experts on each side were interviewed based on a single questionnaire designed to answer the following research questions for the study:

1. What are the mission statements and primary functions of the CSU system, Cal Coast College, and Central Coast City?
2. What fiscal impact does Cal Coast College have on Central Coast City?
3. What and how does the demographic of Cal Coast College students affect Central Coast City?

4. What is the current relationship between Cal Coast College and Central Coast City?
5. How and why is it important to have two-way symmetrical communication between colleges and their communities?
6. What are the current democratic partnership efforts between Cal Coast College and Central Coast City?
7. How are current colleges and their cities creating a mutually beneficial democratic partnership?

## **Discussion**

By analyzing the data collected from Chapter 4, connections made between administrators' responses provided during the interview process and the existing literature found in Chapter 2, it is possible to make conclusions regarding the following original research questions.

### **Research Question 1: What are the mission statements and primary functions of the CSU system, Cal Coast College, and Central Coast City?**

All four of the experts, when asked to define a mission statement that would embody the CSU, Cal Coast and Central Coast City agreed that it would include improving the quality of life through their relationship with one another. However, other aspects of what was most important in laying a foundation in the future were different from one another. City and community respondents Silver and White saw that it was important to include working together and collaboration as main capstones, where as university respondents Gold and Green were more focused on providing a sustainable and excellent education. These values combined would suffice in fulfilling the university and city's mission statements. Chief of Staff Green was the

only respondent to include a value of the CSU, which was to help students become world leaders.

The literature on the current mission statements for the three parties reflects similar values that the experts thought were important to include in a single mission statement that would reflect the interest of all parties. This included providing an excellent, learn by doing education (Donahoe Higher Education Act, 2009), that engages students to become leaders, and to help the community in a positive manner, and to create a safe place to live, work, and visit (Central Coast Chamber of Commerce, 2014).

Overall, each expert had both different and similar views of what is considered an important value for representing all three parties involved. However combined and with two-way symmetrical communication, a mission statement along the lines of: providing an excellent, learn by doing education that would both positively affect the community's quality of life and the students' future as leaders, would be a great first step in laying the foundation for a relationship that aligns and benefits both the city and the university. This also provides the core value of a university and community preparing students to be leaders and continues to help the United States be a competitive world player.

### **Research Question 2: What fiscal impact does Cal Coast College have on Central Coast City?**

When experts were asked about the economical impact that Cal Coast has on Central Coast City and looking to increase it in the future, all four respondents agreed the tremendous economical impact that the university has on the city currently and will continue to have. In terms of what could be done to continue to provide and increase this positive fiscal impact in the future, all four respondents agreed that continuing to advance tech and business ventures started

by Cal Coast students in the Hothouse and beyond, and keeping them local was what should be done. City Manager Lauren White also brought forth the possibility of the university subsidizing affordable housing for staff and faculty might be a worthwhile option as well.

The literature found a somewhat similar perspective. With the university bring in \$1.4 billion every year to the Central Coast City and surrounding county's, and a "Total Factor Productivity" created by human capital ventures at Cal Coast is 44.5 percent of the university's impact on the community (Thompson, 2014).

Overall it is possible to conclude then, that with absence of Cal Coast the vibrancy and economical stability of the region of Central Coast City could not flourish and have withstood the economic downturns that have occurred over the past decade. In terms of increasing this, it will be figuring out a way for the student started business ventures to stay in Central Coast City and therefore providing more job options locally for future Cal Coast grads and permanent residents.

### **Research Question 3: What and how does the demographic of Cal Coast College students affect Central Coast City?**

When experts were asked if the demographic of Cal Coast College students affected the behavior and strain in the relationship between the city and the university, the answers were divided. University President Gold and county elected official Kendal Silver thought that there was no direct correlation, that regardless the demographic of students that attend Cal Coast, they got in for a reason, and that young people will simply sometimes act like young people, regardless of demographic. However, Chief of Staff Jane Green and City Manager Lauren White felt collectively that while students that attend Cal Coast College most certainly deserve their

acceptance, there could be more done to have not such a monochromatic makeup as well as more transfer students, and those over the age of 21 years old.

The literature, provided support more on the sides of Green and White responses. The average age of all full-time students is in fact only 20 years old, and only three percent of undergrad students are over the age of 25 years old, and of the 20,186 students over half are White, non-Hispanic/Latino (Common Data Set 2014-15, 2014).

Overall though, it can be seen that as City Manager White said, “there’s probably some greater level of diversity that we could integrate, that would benefit our community has a whole. Both a Cal Coast College, and in the city”(Appendix D). It can also be possibly concluded that when the large portion of the population is under 21 years old there will be natural tension that arises, due to the different hours that are kept between a student and a permanent resident. However, President Gold described that, “what we’ve created by just simply being a high demand university is a work hard, play hard culture. So that’s always going to be there for us, work hard, play hard. You know medical students, you know they work hard, they play hard” (Appendix A). If that is what is part of the DNA of a Cal Coast College student and that type of culture is resulting in stains with the community and school, then maybe a different social culture of students should be considered. Medical and physician students do in fact have one of the highest alcohol and substance abuse rates in the United States, twenty percent, and they continue to have abuse problems after leaving medical school as well (Dumitrascu, Mannes, Gamble & Selzer, 2014). Is this the kind of culture Cal Coast should just be accepting for not only the well-being of the students, but the relationship with the community? Moderation of good fun is appropriate and healthy for any college student, but there should be a line, and redefining of what

kind of student should be attracted to go to Cal Coast in the future so that the “play hard” portion is not so exasperated.

That being said, the community should not inflict a discrimination purely on students, as County Supervisor Silver mentioned, “I think its just continuing to work with the college with patience. And just remembering that these are young adults. Many who are often away from home for the first time, and just to try and take a nurturing approach. And try very hard to not be discriminatory. So that again the rules are applied across the board, and not a separate set for students” (Appendix C).

#### **Research Question 4: What is the current relationship between Cal Coast College and Central Coast City?**

When experts were asked how they saw the current relationship between Cal Coast and Central Coast City, all agreed that in general it was very strong and overall good relationship. All of the respondents also agreed that a lot of problems have gone unresolved, and that like any college and city relationship there are ups and down and the opportunity to improve upon it. The causes of the tension in the relationship is where the respondents had different views. President Gold and Lauren White, credit the strain due to the large population increase in students has caused for more to live off campus and into the neighborhoods of permanent residents, and cause issues of neighborhood wellness between the community and students. Chief of Staff Green believes that it simply is that permanent residents have some kind of personal tie to Cal Coast and thus take bad student behavior more personally, and that the problem has always been there, it is just being noticed and dealt with now. County Supervisor Silver also felt that nothing has changed, that certain things will continue to flare up and down again.

The literature reflects the similar concerns the respondents identified. There are in fact record numbers of Cal Coast students, the past decade Cal Coast has nearly double its number of applicants from 27,062 in 2004, to this year's total of nearly 52,000" (Wilson, 2014). Furthermore a goal of Central Coast City's in recent years is addressing neighborhood wellness (Lamber, 2015). But as County Supervisor Silver mentioned the relationship has not changed, and as Chief of Staff Green pointed out that this conversation and working together has not really ever happened and, "that brings (I mean we've never,) for groups that have sort of never had a conversation, a really deep conversations, especially with our neighbors, for 20 years, all of a sudden we want to engage with them but they don't trust us because we don't have a track record" (Appendix B), of engaging with the community and the neighbors, and even the students to an extent.

Overall, there may be seen to be a general good relationship with one another. However, this good relationship has been based strictly in two-way asymmetrical communication. Both parties might sit on committees with one another and ask their thoughts, but at the end of the day, the city and school have always respectively done what would benefit them best regardless of the other sides input. Like Chief of Staff Green mentions, that when suddenly a relationship that is two-way symmetrical based is being implemented, their initially is not going to be trust between one another right away. However, that is a phase that has to be worked through, and a conscious effort must be made to include all parties it will affect: the university, the city, neighbors, students, parents of students, landlords, and local business owners. While not everyone is going to be happy at all times, respectful and mutual efforts should be made to come to a compromise.



**Research Question 5: How and why is it important to have two-way symmetrical communication between colleges and their communities?**

When experts were questioned on whether they saw it important and necessary to have a strong, mutually beneficial relationship with one another, there was the same answer across all respondents, that of course it was important. What was different was each respondents motive for why it is necessary, which then revealed why more of a two-way asymmetrical communication tactic was being used, rather than two-way symmetrical. President Gold and City Manager White saw it to be necessary on more of an economical scale and so that the current amenities that one gains from one another could stay in place and grow. Whereas, Green and Silver saw the benefit and importance to be more rooted in bettering the quality life of the community, and for preparing students to enter the world as strong community members and leaders.

The literature reflects similar sentiments. According to Ira Harkavy and Matthew Hartley, “Democratic partnership of universities, schools, and an array of neighborhood and community organizations are the most promising means of improving the lives of our nation’s young people” (New Directions for the Youth Development, 2009).

Overall, it is possible to conclude that two-way symmetrical communication and democratic partnerships are necessary and important to improve the quality of life of the student and it’s community, which includes supporting the community and economically and through community service. With the change of university administration four years ago, this new administration realized that their had not been a lot of relations and civic engagement beforehand. The grassroots efforts of having a two-way symmetrical relationship have developed over the years through attending the National Town-Gown Association conference and sitting on one another’s committees.

More can be done though of course. Instead of just listening to one's opinions and goals, they should be taken more into consideration and thought when decision making. The university recently, after a large and unruly gathering that took place among students at 6:00 a.m., held an open forum for the first time in which students, neighbors, and the public could come speak out to university administrators and have a conversation about the event, the effects, and what should be done moving forward. This opportunity for two-way symmetrical communication was a great start to making sure all sides of the relationship are being heard and responded to, and more of these meetings would be beneficial in the future.

**Research Question 6: What are the current democratic partnership efforts between Cal Coast College and Central Coast City?**

When experts were asked to describe the current democratic partnership efforts, they all shared some overlap on what ventures were serving as a partnership between their community and university. All mentioned the Hothouse efforts, attending the Town-Gown Association's Conference, and sitting in on various committees. There was also points made toward the use of the PAC and athletic efforts as well.

The literature provided similar results as the respondents. The CIE and Hothouse were main points of interest currently, as well as more than 50 percent of Cal Coast students take part in some kind of community service each academic term, which has helped Central Coast City to be one of the top non-profit engaging towns in the nation (Reiner, Emeritus & Mayeda 2014, p.44-46).

Overall, there has been efforts to start engaging the community and university with one another. While the CIE and Hothouse have begun to benefit the regions, students' business ventures, there remains a struggle to keep these business opportunities here once students

graduate or their company becomes larger. Furthermore, there is no large convention type center, with the exception of the athletics' venues, where a large event open both to the community and the university could take place. However, with the current relationship between students and neighbors being what it is, is this kind of event is not currently possible without small civic engagement steps and more two-way symmetrical communication taking place first.

**Research Question 7: How are current colleges and their cities creating a mutually beneficial democratic partnership?**

Experts were asked to look into the future at what efforts they could expand and improve on in creating a mutually beneficial democratic partnership. Each respondent had a different view, all of which were valid suggestions. President Gold envisioned an on-campus hotel conference center that both students and community members could take advantage of. Chief of Staff Green and the President also saw expanding on-campus housing, and the Hothouse as viable options. County Supervisor Silver thought that expanding athletic efforts into the community more and continuing non-profit involvement. Finally, City Manager White, saw that a combination of the above responses as well as building a subsidized off campus housing would help.

The literature on what other successful town-gown democratic partnerships are doing revealed similar results. Yale University strengthens the tax base and commits \$25 million in funders in order to help over 1,000 employees purchase their homes in New Haven. This program is known as the Yale University Homebuyer Program. Furthermore, they had certain investment funds dedicated to funding new programs (Economic Growth and Fiscal Impact, 2015).

Overall, all the suggestions made by the university and city administrators would bring a great start to constructing a mutually beneficial democratic partnership. The hotel conference center in particular would be a great option for this particular town-gown relationship considering there are no large conference center for the public or school currently. This center could also possibly be a place for students to attend create and attend events that would not disrupt the neighborhoods more, as well as provide a place for local schools and out of town companies to hold events. Furthermore, with the strong engineering and business students at Cal Coast, expanding research programs like the Hothouse and encouraging community members to participate is also see as a viable option to improve upon and expand.

### **Recommendations for Practice**

After completion of the study, substantial data has been collected and analyzed on the topic of town-gown relationships and improving them through democratic partnerships and two-way symmetrical communication. Given the information, it is important to highlight the most important and recommended future practices for not only Cal Coast College and Central Coast City, but to all cities and universities facing similar tension.

Recently, amidst the study, a large and unruly gathering that took place among Cal Coast students at 6:00 a.m., brought a negative light onto the university and heightened the tension between the university, students, and community members. I think this event really brought to light also how asymmetrical the communication had been in the past, and how important it was now to make a permanent change to a more two, three-way symmetrical communication tactic. A forum for the first time was held after the event had taken national news, and it brought community members, university administration, and students all under one roof to discuss the

event, the effects, and what should be done moving forward. Many students were thankful for the opportunity to finally have their side heard, as were community members, and most all of the opinions that were voiced on both sides were done in a respectable, calm, and concerned manner.

This forum revealed many of the same things that were found at the completions of this study and should be taken seriously as Cal Coast and Central Coast City, or any town-gown community for that matter, move forward in improving their relationship.

**It's a two-way street and both should make it happen together.**

When building a relationship there is bound to be different perceptions, just as we saw in the responses from the four respondents. Learning to live with each of these different perceptions, accepting them, and moving forward together is a critical piece in two-way symmetrical communication. Cal Coast and Central Coast City have moved toward the past several years to having a relationship, and noticing the points of tension. So far, a majority of the communication has been two-way asymmetrical, in that there is feedback being given from each side, but regardless each side is interested in having the opposing public come around to its way of thinking, rather than changing or compromising for the benefit of both parties (Turney, 2010).

Democratic partnerships are only fully effective though, when two-way symmetrical communication is involved. This is because it relies on honest, two-way communication, rather than persuasion, and focuses on mutual respect and understanding, and a willingness to adjust, engage, negotiate, and then adapt. The ideas of expanding the Hothouse, and creating a hotel convention center are great ventures for democratic partnership, but a two-way symmetric relationship really must be established first. The forum that was held was a great first baby step into developing this type of honest relationship, and with time, and more of these type of meetings, hopefully the trust amongst students, the community, and the university administration

can be built stronger. In the end each side must treat the other exactly how they would want to be treated.

**Transformational leadership is a necessity.**

Moving forward, this relationship needs to be lead by leaders, on all sides, that understand that they must lead by example, and who represent every single person they are representing. Transformational leadership is rooted in that the leader can inspire positive changes in those who follow. There are four different components: intellectual stimulation, individualized consideration, inspirational motivation, and idealized influence (Cherry, 2008).

After meeting with representatives on both the university and city side, I feel that Cal Coast and Central Coast City have a great set of leaders at their feet to make a two-way symmetrical relationship happen. However, there have been instances with the schools administrators and student leaders who have sent mixed signals when being viewed as an authority figure. Just as when some mothers take a shot at parenting by trying to be their daughter's best friend, this often backfires when disciplinary actions must be taken. The same is applicable to the school. While engaging with students and peers is a positive attribute, and makes the leader more approachable, sometimes it can be taken too far, and then when disciplinary actions are taken, the students do not take it seriously or are confused by what kind of relationship they have or who they can trust. Then when over-policing occurs, students become distrustful with that leader, and it becomes difficult to rebuild that trust to working together to better the community.

As stated at the forum, students want to be monitored, just like a child wants to be parented by their parent. But how monitoring occurs is what distinguishes the outcome and how the relationship will be. Adding more rules and regulations to solve a problem instead of dealing

with problems at hand until it resurfaces again does not solve anything, nor is it effective two-way symmetrical communication. By having leaders that are trusted, respected, have a clear vision of the future goals, and most importantly keep those lines of communication to all open, a two-way symmetrical relationship and a successful and mutually beneficial relationship can become possible.

**A culture can and should be changed.**

That being said, the students of a town-gown relationship have their end of the bargain to hold up as well. While President Gold categorized Cal Coast students of having a work hard, play hard culture, this study shows that by owning up to this categorization from a students' perspective this just says that the university is accepting of this kind of culture. Through transformational leadership, and a mutual understanding of monitoring, not over-policing, this can be changed and taken down a few levels.

This study demonstrates that more on-campus housing will help digest this problem of neighborhood wellness, and living on campus has been proven to help students do better in school (Appendix A). However until those additional housing improvements can be made, changing the culture with a two-way conversation. As County Supervisor Silver said, in regards to students that the community try to be a "little bit more compassionate, and being compassionate and understanding of the time in life, and where they are in life" and really take this opportunity to mold outstanding community members and leaders (Appendix C). Students as Silver says should be treated like the adults they are, and that includes students taking responsibility of their actions like adults. However it also means communicating with students like they are adults, and not discriminating upon them because they are a student.

## **Recommendation for Future Research**

After the completion of the study, there were substantial findings discovered in regards to building the foundation or improving the relationship between a university and the community it resides in. Moving forward, it would be suggested to interview permanent residents, students, and perhaps a member of the community who has been a student and is now a permanent resident in Central Coast City raising a family. Gaining insight on their views of what would be a democratic partnership they would like to see in the community would be important to know as well. Furthermore, a more project based research study would be beneficial in working with both the university and the city to host an event that would bring both parties together in a respectful, and enjoyable setting.

## **Study Conclusion**

In conclusion, given the general findings of the study, there should be a continued effort on both the university and community side to work together to strengthen their relationship even more, and work toward a truly two-way symmetrical relationship. This includes working with students as well, and community members to gain their insight on what future initiatives should be taken to improve the relationship and develop more solidified and larger scale democratic partnerships that involve all of the community. While each town-gown relationship is unique, just as Central Coast City's and Cal Coast College's is, the general findings in this study can be applied to those universities and cities who are looking to build or revisit the construction of a solid foundation of a democratic partnership with one another. Any individual looking or interested in improving their current town-gown relationship may want to refer to this study for further research in the area.



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## Appendix A

### *Interview Transcripts: Bill Gold (pseudonym)*

The following interview was conducted to get an expert opinion from the universities administration, based on a questionnaire about the relationship between Cal Coast College and Central Coast City.

Interviewer: Taylor Crump  
Respondent: Cal Coast College's President (Bill Gold)  
Date of Interview: 3/5/2015

#### *Interview Transcription*

Taylor Crump: "So first question, how would you describe the current relationship between Cal Coast College and their students, and Central Coast City and the community?"

Bill Gold: "Overall I would think, overall it's very good. We have a good relationship with Chamber, with the city, with county, it's very positive. Uh one of the major reasons why it's good is our Chief of Staff, Jane Green (pseudonym), has done a good job working with them. She's a member of the Chamber. We've uh, she has attended the National Town and Gown meeting every year and members of the city government and some others have gone along. We do have some issues with our neighbors who are very concerned with students and their behavior."

TC: "And what kind of do you think we can do in the future to maybe better that relationship?"

BG: "Well it's a chronic problem. The problem exists because over time Cal Coast College grew and Cal Coast College did not add enough housing. So the students and the uh market reacted. Homes that um, years ago, uh dwellings that were single family homes then became rentals for students. And the economics became such that it didn't make sense and it was impossible for a family to rent when four students could pay what a family could pay. So the adjoining neighborhoods, we have about 62 percent of the homes are rentals. And it it has taken a long time to get there. Our long term solution is that we're going to build additional housing on campus. We have a project that starts, that breaks ground in September. When that is finished we will have around 86 to 8,900 beds depending on what triples we do and don't do in existing housing. And then our goal is to house all first and second year students, even 33 percent of junior and seniors in the future. So that will take a tremendous pressure off of that area. We're also going to put in some affordable housing programs. We don't know the exact nature of those. But we hope that we can covert some of those rentals into homes for faculty and staff, and single families, one family."

TC: "Wow, great! What initiative has your side of the relationship, the university side taken in recent years to make it an effective relationship?"

BG: "Reaching out, being more transparent than in the past. And it's just, I'm not being critical that's just the way things were being done. It was here's what we're going to do, it's a done deal,

what do you think? In the future, for example, we are looking into building a hotel conference center, we're going to go out in the near future and say we're thinking about a hotel conference center, here are the nine different locations in which we are looking, and you feel free to comment on the locations and that can go into our database as we look to make a decision."

TC: "Right so really just being more transparent."

BG: "Being more transparent, being more open. But also explaining and being open when our goals and values and the way we're going to about something may differ in the goals and what others want. In the case of neighbors, we don't have a difference in the end result. The end result that we both want is fewer students living in the neighborhoods, reduced bad behaviors. The difference is the process. They believe that adding the apartments, the student housing on Grand and Slack, is too close to them and is going to be negative. We don't decree. The evidence does not support that. Students are going to go into the neighborhoods no matter where they live. We just don't agree with them. But we do agree with their concerns and their long term goals and they're the same as ours. It's also interesting that some of the same people that are complaining own three or four houses that they rent to students."

TC: "Isn't that interesting? Some of my neighbors are like that, so it is very interesting."

BG: "But it's also bad when somebody comes in and urinates in your backyard."

TC: "O definitely!"

BG: "Or worse!"

TC: "O I live with seven girls, I promise that doesn't happen (laughs)."

BG: "O no, no, if I were a landlord I would love to rent to young women (laughs)."

TC: "We're a little easier. Do you believe and see it necessary and important to have a strong, genuine relationship with our community?"

BG: "Absolutely. We're with the community, it's Cal Coast College Central Coast City. And I just see our relationship growing over time. And we not only want to be good neighbors but we want to contribute to economic development and quality of life. We want to see more and more of our students staying in Central Coast City, start companies, keep those companies here, and we want to be involved in attracting high quality, you know uh, very great living wage jobs uh to this area. And we believe we can, because I believe in companies, that so many companies today are not, they're not dependent on being in a specific geographical location. I bet that's true for the company that you're going to work for."

TC: "I'm sure, definitely."

BG: "But they do need to be near talent. And I think we'll attract more here, and I think some of those companies will be on campus in the future. We'll lease the land to them and let them build the building."

TC: “Right, well that kind of goes into my next question. So I’m sure you’re familiar with the term democratic partnership. Which is basically a community and a school working together to basically have a mutual and beneficial relationship. Whether that’s you know putting up athletic revenue, creating a research center like you said. What kind of democratic partnership in the future would work best for Cal Coast College and Central Coast City?”

BG: “Well, we’re going to have public and private partnerships. More and more of those. We’re going to build additional housing and we’re probably won’t hold the debt for all of that. We will let other people hold the debt, and they will participate and will get some revenue from the project, and we will get excellent housing for our students. And we will provide it as affordable as we can. The same thing that we will be working on during this time is additional scholarships for lower income students so that we actually have more lower income students and diversity at Cal Coast College. That takes scholarships. We know students do better if they live on campus. The retention rate at the junior year is 94 percent if live on campus two years. It’s 83 percent if you live on campus one year. That’s based on three years of freshman, sophomore cohorts, over 10,000 students. That’s pretty strong data. I think we will also see things like uh, I think we will also see things like a hotel conference center, and I think we may have some partnerships on non-university land as well. We’re working on some. But if you think about a democratic partnership, we have responsibilities, and we report to the Board of Trustees. We’re not allowed to see that authority even if we wanted to. So, we’re going to be a partner and we’re going to be transparent, but we’re responsible for educating students from all over California. So we want to be responsible to the area, but we have to keep our bigger mission in mind.”

TC: “Right, which kind of brings me to my next question, do you think the demographic of students that are recruited by Cal Coast College, has anything to do with how this relationship has been in the past? I mean would you change it at all going into the future looking at our current demographic?”

BG: “Um I, (pauses), I wouldn’t change it in certain ways. What we do now is recruit a range of students, and we recruit heavily at partner high schools. And I’m just talking about California. Partner high schools are um, the majority of the students in the partner high schools are (pauses)...majority of the high schools let’s put it this way, have 75 percent of the students have a free reduced lunch. It’s not absolutely one hundred percent there’s some unique that are 50 or 40 or whatever. But we don’t make, we don’t determine what partner high school’s that’s done. We work with them. We’ve been offering them some bonus points, and it’s based on income, and it’s being on a partner high school, so it’s not based on race or gender or anything else we can’t do that. What we’ve learned in the past two or three years by running a pilot scholarship program is that if we provide scholarships, then more of those students comes. So we won’t change our recruiting, but we’re changing the financial incentives to get a wider and more diverse group of students to come. Now, I think not necessarily the students, but Cal Coast College, is a very difficult university. So what we’ve created by just simply being a high demand university is a work hard, play hard culture. So that’s always going to be there for us, work hard, play hard. You know medical students, you know they work hard, they play hard. And what we want to do though is look at some long term aspects, and looking and making changes every year at WOW and SOAR, and looking at how education. We’re looking at how, we’re in the process right now

of now, we're working with the Greek community. We've said you're on social probation, sexual assaults, all of these things are connected. A high percentage of sexual assaults result from the over consumption of alcohol, typically a young women is the one who is assaulted and is the survivor. So we're working on that. The other thing is eventually I'd like to have a Greek row on campus. And if that means in the future a students says I'm not going to be out in the neighborhood, I'm going to be out on the Greek Row, and while I'm going to have a good time, the party level is not it's used to be, I'm fine with that."

TC: "I'm sad I'm leaving if that happens."

BG: "Well I want you students to have a choice."

TC: "Definitely I'm in a sorority and that sounds..."

BG: "Yea I was in a fraternity, my wife was in a sorority, I'm very supportive of Greeks."

TC: "Definitely, it's just level needs to go down a few notches."

BG: "It's gotten out of control. The culture is allowing bad things to happen. And I've really been pleased. We're about to reach a deal. I've really been pleased with what the fraternities and sororities are doing. They're stepping up like I knew they would!"

TC: "Good, good! I was VP of Recruitment I understand your frustration..."

BG: "O yea, you just put that weight, it's crazy, the rules are crazy..."

TC: "It is what it is though. Okay so moving on, Cal Coast College provide a billion and half dollars of revenue to Central Coast City, what can we do to continue to increase that number and work together?"

BG: "What I talked about earlier, the recruiting companies, building the CIE. We're working on, if all things happened as planned, we will have a bigger Hothouse and apartments for students who are juniors, and seniors, or masters, or just graduated, and their working in the Hothouse."

TC: "Wow that would be amazing."

BG: "It would be cool. They're going to be really, really nice. And we're going to have scholarships for lower income students not just the wealthy students who can live down there."

TC: "Okay awesome!"

BG: "Would you like to have something like that, would that be cool?"

TC: "I would love something like that! What was it... my junior year I worked with, at the Hothouse, marketing for an app called the Homeslice app..."

BG: "O yea I remember Homeslice, o yea!"

TC: “Yea so they’re were good buddies of mine from MINDBODY.”

BG: “Speaking of MINDBODY that who I’ve got to call at 10:30, so. (laughs)”

TC: “O really (laughs) okay we’ll hurry.”

BG: “Ya we’re getting toward the...I want to make sure we do your project justice though.”

TC: “Okay, why in recent, maybe kind of compared to past generations has the city and school had to maybe enforce the rules more with students?”

BG: “Well I think it’s just a growth and a magnitude of the problem. I think it’s always been there to a certain degree. I think with regard to sexual assaults I think we’ve been successful in getting people to report them more. So I don’t cringe that we have more reported. I think that’s a good thing. So I think there’s just a change in attitudes. I think there’s also been some things happened, and we studied this my first year that I arrived. And part of it has to do with liability and litigation. When I was in college there were kegs of beer, nobody does that anymore, and people drink hard liquor. And there are a few really bad actors out there that will drop something in a drink and that’s really bad. So there’s been some changes, but the partying and the play hard aspect has been there, but the, and you know I’m not saying that we should have massive beer parties, but I’m just saying, beer is not as dangerous as hard alcohol. And that’s a real concern.”

TC: “Definitely. Assuming that you know the three mission statements of the CSU, Cal Coast College and Central Coast City, what do you think moving forward would be a good mission statement that would embody all three of those parties needs?”

BG: “Well I think it would be you know our goal is to provide a quality education to our students in sustainable manner. And sustainability has to be financially sustainable for the students, for the university, but it also has to be for the community and quality of life of the community. So that’s just a quick few words but that encompasses some of the things.”

TC: “Nope, nope, that’s perfect. Um what can the city do better to improve this relationship?”

BG: “I think the city’s working really hard. I think that they have just like us, where there were some things we should, we should have built housing, it’s easy to say. I’m not being critical of the past, but it was a different time, and I don’t know the conditions of what was happening. But it’s easy to say now. Rental inspection programs, ordinances, other things, because there’s uh real push between the landlords and the others. The people that own don’t want any restrictions and quite frankly their are students living in very awful conditions I think. And I also believe that students, especially low income students, end up living in some of those conditions and then the first thing they skimp on is food, and most of the students that come to our food bank are from off campus, they’re not on campus.”

TC: “What can us students do to better this relationship?”



BC: “Really take a stand and say no more. We’re not going to tolerate this kind of behavior. You know whatever it may be, it’s sexual assault, it’s predatory type, if it’s just simply being obnoxious and rude to another neighbor or student, um I really to me it means practicing the Mustang Way and pride, character, and responsibility. I know our students will step up. The Greek community is in the process of stepping up now. Alex and other’s are providing great leadership, I’m very optimistic.”

## Appendix B

### *Interview Transcripts: Jane Green (pseudonym)*

The following interview was conducted to get an expert opinion from the universities administration, based on a questionnaire about the relationship between Cal Coast College and Central Coast City.

Interviewer: Taylor Crump  
Respondent: Cal Coast College's Chief of Staff (Jane Green)  
Date of Interview: 3/3/2015

#### *Interview Transcription*

Taylor Crump: "How would you describe the current relationship between Cal Coast College and Central Coast City and the community?"

Jane Green: "I think our current relationship is strong. There's always ups and downs in town-gown relationships, but (pause), we talk a lot, have a lot of communication and um so I would say it's strong."

TC: "Okay, why then do you believe this relationship is this way?"

JG: (Pauses) You know its its interesting I, so I was the Chief of Staff at San Diego State, before I came here, and then I worked for the City of San Diego and the city council district, and then before I took that job, I worked for a congressman doing his community relations before that. So I've seen community and university relations from lots of lots of different perspectives. And I'm a neighbor. I live in Central Coast City with my children and my husband and obviously want a nice walkable family neighborhood. So the reason I think it's strong is its remarkable here, compared to the other places I had been, which have been a lot of different places, is that most people have a strong connection to Cal Coast College. So either they went here, their kids went here, they worked here, their spouse or partner went here. So I think that makes it a very strong relationship, but it also I think makes it very personal relationship. That's why I think sometimes it gets so negative and so emotional is because they had such a good experience, how's this happening now. Um so I think you know you could ask the same person on the same day how's the relationship? And if you say how do you like your interns that work for you? I love my interns! I love Cal Coast College, they're so great. How do you like the vibrancy that the students bring? Love it! Love the commerce, love everything. How do you like 2 AM on a Friday, next door to you? I hate it, I can't stand those students. So it's um, it's (pauses) a hard question to answer yes or no (laughs).

TC: "I totally understand. What initiatives I guess has your side, the university side taken in order to better the relationship and the conflicts at 2 AM (laughs)?"

JG: (laughs) Well, a lot of things. I also serve on a board called the International Town-Gown Association. So it's an international board, and you should look them up, because it's the International Town-Gown Association, and their whole point is to bring best practices that are

done all over the country and actually all over the world between university towns and universities, or cities and universities that have a university in them because lots of cities have them, and you do not want to be called college towns. So, we don't call them that. So there's so many best practices. So um I've been on the board for four years because I was on the board before- I was a member when I was at San Diego State, but I was asked to join the board when I arrived here. So we have people from you know Tallahassee, and Ohio State, and Penn State, and Berkeley, and everywhere, and uh Kansas State. So different kinds of college towns, urban, rural. So we learned a lot there. Last year we went together. So the city of Central Coast City and the university, we each sent three people and um we went to all different, so there's different talks and conferences all day, and we went to all different ones, and then we would regroup at night and debrief on what we found to be the very best things that we had found throughout the day. And then we worked all summer, I mean it wasn't like me, I mean it was me part of it, but there was hundreds of people working on this and dozens in the core group working all summer on some recommendations that we could put forward. And parallel to this there was a group put together by the university, Cuesta, and the city to bring together some recommendations. And so we put our recommendations to their recommendations and they are now doing concrete things that we can do. Then also for thirty years there has been the SCLC, which is the Student Committee Liason Committee, and that's co-chaired by the President of Cal Coast's ASI, and Cuesta's ASI, or AS, I think they're not called ASI, it's just Associated Students. But that group's great to because then they're been bringing forth different ideas too, like potlucks, meet your neighbors and all these activities. And we've invested quite a bit of money in police officers. So we actually do a lot on the education side, a lot on the enforcement side. We've hired two police officers, who do- they go off campus and on campus and they neighborhood watch. We've also added a walking patrol. You might have seen them they just started. We had a soft launch this February, three weeks ago. And they walk around, and they're CSO's, the Community Service Officer's that work for UPD. And they walk around in pairs of two Thursday, Friday, Saturday nights, all around the periphery of campus and inside campus. They'll go down Slack and they'll go sort of down by the Alumni Center. So they're going through that whole neighborhood and off campus. And they have walkie talkies, they don't have guns, but they're students. They've got walkie talkies, they've got a uniform, and they're out from I think, I'd have to look from I think 9 to 2 AM. And they've been finding lots of things. Not terrible things, but things, like lights out, and they've been reporting all those. And so they just, so if you're just walking back from parties or something you'll see them coming by..."

TC: "And they're students?"

JG: "They're students, yea, and that's through the police department, that was an innovation our police chief brought from his former campus. So a lot of this is not science, I mean it's not rocket science. It exists in other places. It's just where are you going to prioritize where are you going to put you money. The other things that we are doing is a 200 million dollar housing project. On campus with 1,500 beds and the point being we would love all first year students to live on campus. And we would love all second year students to live on campus if they so choose. They will not choose unless we get PCV and Cerro Vista back to being all second year students or third year students. But so when this project opens, all those first year students who are living in those places are going to be put back in this building, plus about 200 of the not as optimal triples will go back to doubles. So we're trying (laughs)."

TC: “No definitely. And is the I’ve just heard rumors, is there really going to be apartments kind of in the parking lot across from Sierra Madre?”

JG: “So the 1,500 bed unit will go there, and I probably have pictures I can show you after. But it’s it’s completely approved. It’s been approved by the state of California, approved by every agency that had to approve it. And it goes into construction in September.”

TC: “O wow how exciting.”

JG: “It’s not open till Fall 2018 because that’s just how long these kind of projects take. Because it’s like 8 buildings and they’re from like three stories right there along Slack and five stories back towards the Performing Arts Center. And so that all will be housing. And then the students, only about 18 percent of our first year students bring cars the first two quarters. But those will be parking in Poly Canyon Village Parking. Which is what the rest of..”

TC: “It is what it is...”

JG: “Yea it’s what the rest of the nation does, and what every other campus does, for the first year students. You know students will be like I’m going to X Lot, and you’re like where’s X Lot, and they’re like 20 minutes over there (laughs). But actually it makes our first year students, helps them make better choices sometimes too. It’s like if they happen to have been drinking or something, they think about it while they’re walking to the car, rather than jumping in the car. It’s really good from a student standpoint, it’s like cutting edge from a student success standpoint.”

TC: “That’s awesome. Why do, or do you believe I should say, is it necessary to and important that we kind of have a mutually beneficial relationship with our community?”

JG: “Um well I mean, I’m on the Chamber of Commerce Board, that whole board the whole mission of that board is a sustainable community, which is a little bit more forward thinking I think than some chambers, because it’s a holistic view of the community. It’s not just business, it’s not just conscious commerce, it’s this open space picture you know. And it’s you know we’re part of it. We’re part of it but (pause) you need all the parts for it really to be successful. So um for me from a personal standpoint too I need a community, I need for that to be successful, because I need schools that are wonderful schools for my children, I need parks and rec, and paths, and bike paths and everything that are great for families. I need the students, the Central Coast City students to be respectful of that, of little kids riding their bikes across the street. So to me personally it’s um very important that we figure out better way to live with each other. And also the non-profits here in town get so much benefit from having Cal Coast College students. It’s great.”

TC: “That’s what my research has been kind of revealing, which awesome. I honestly thought it was going to be a lower number but Kendal Silver (pseudonym) was saying that we have one the highest non-profits in the nation, which great.”

JG: “Yea, we do. And I really do think it has a lot to do with Cal Coast and Cuesta students because if you go to anything, Boys and Girls Club, YMCA, the Food Bank, they’re all being staffed by Cal Coast students.”

TC: “Right, definitely. What is your opinion I guess on how the demographic of students that are recruited by Cal Coast College are maybe kind of putting a strain in this relationship at times?”

JG: “Yea, yea. I mean we do have a traditional student base. So we have you know 20,000 students and it’s pretty traditional as far as 18 to 22 year olds that make up a vast majority of that number. Um but we are so invested, it’s the whole model of education that we do which is Learn by Doing, you know focus on the undergraduate and the graduate programs that lend them self to that, you know like that the students in mechanical engineering keep doing mechanical engineering or something. So I think that our recruiting pattern is really the DNA of the university. I don’t see our recruiting pattern being able to change that much. We also have an obligation for the state of California to educate undergrads and transfer students. And we haven’t done as many transfer students as some other CSU’s have done. We um try to keep our numbers pretty high for transfers there are thousands of transfer students who do not get in each year and that is really hard because in some of those cases they they don’t have an option, because they have other obligations here already. So, so I think it is a lot of under 21 year old people.”

TC: “Whereas at any other CSU, take for example Northridge, it wouldn’t be uncommon to see a 35 year old there.”

JG: “Exactly.”

TC: “Whereas it would be very uncommon here.”

JG: “Ya I mean I think one big point though is that, we are a residential campus. So whereas all of the other one’s are commuter campuses, for the most part, 95 percent of our students come from more than 100 miles away. But I will say, and you can put this in your report, uh Cal Coast has not, in my opinion, (pauses), lived up to its obligation. They know we’re residential campus. Yet we aren’t building the housing to house the students. And there’s some truth to the fact that not everyone is going to want to live on campus for four years, but if we had different kinds of housing that people liked, not dorms, but some town houses and things like that, for third and fourth year students, then we might have a lot more students who want to live on campus. Or graduate students, or faculty and staff for that matter because it is so expensive to rent a quality house or buy a house. Because I bought a house last year, in Central Coast City, and it was crazy. So those are some things I think that we could do better.”

TC: “Okay, so Cal Coast College, as you probably know provides, Central Coast City with about a billion and half dollars in revenue. How do you see our community and students working together to continually increase that revenue?”

JG: “Um you know you’re going to talk to the President right?”

TC: “Yes.”

JG: “He and I have been talking about that a lot lately, um economic development I mean. Most of the people that are successful here in town are Cal Coast grads, or have some connection to Cal Coast and hire our students. So what could we do to be more thoughtful in our economic development both in city, county, university, chamber of commerce, economic vitality corporation, whatever, to have thoughtful growth of industries that will really benefit California but also benefit the workers that work in those businesses. So you know the more thoughtful development we can do around software, programmers, biotech um these kind of businesses for the better of our region.”

TC: “Definitely. Are you familiar at all with the term democratic partnership? I’m sure you have probably discussed it...”

JG: “Um yea yea...”

TC: “Okay so when it comes to college and communities it’s basically finding something that is mutually, and genuinely beneficial whether that’s upping our athletics and getting more of our community members to come or you know we have a great engineering program so maybe building some kind of research center where local engineers could come. What kind of democratic partnership would you most see being most beneficial to Cal Coast College and our community?”

JG: “Um well I think we have some existing that we could expand. Which that would be the tech park, the Hothouse, the Performing Arts Center, and athletics, those are the ones that come to mind just off the bat. Um and I think there’s a lot more potential around supporting small businesses, so supporting start up businesses that are coming out of Cal Coast, and maybe you’re in the Hot House maybe you’re not. Then they’re getting to that medium size and there is nothing for them here. There’s no space for like from 300 to 500 employees. You can get something lower than that but then something grows and then they leave. And we had that happen with BOB Strollers, it’s a really popular baby stroller, and I mean it’s very trendy. And I had no idea that they had been headquartered here. And I was on their website doing something getting a replacement part or something. And I started reading their story and I was like wait a second what? They were Cal Coast grads and had moved to Boise, Idaho, it’s actually very upscale very fancy, but um they could get manufacturing land, they could get tax policies that were helpful to them yet still in a very sustainable and healthy way for the community. So that’s just one example. But we have great examples lately that are being supported and staying here and that would be well the hospitals Sierra Vista Hospital and French Hospital. We are very fortunate that we have two really great hospitals here in town. But um iFixit and MINDBODY and Rosetta and you know so there’s some that are starting to...and you know ten years ago there was none of that. But at least in the last five years, which is pretty remarkable during a recession that it’s happened. But um there’s more that we can do their too. But I think that the democratic partnerships are really demonstrable with certain things. O the Cal Coast Peers! The Cal Coast Peers are doing a lot of research for the State of California, and the Hot House and PAC and athletics.”

TC: "Um what in recent years, or why in recent years, just after kind of talking to my uncle's who have gone here in the eighties, why has their been maybe more apparent of this strain in a relationship do you think?"

JG: "Um I think that (pauses) I think that it has always existed. I think that the university is actually paying attention to it now. They never paid attention to it before. We don't need to, we're a state agency. But that's not how President Gold feels, that's not how administration feels, that's not the way the students feel, and so we want to be better partners. But that brings I mean we've never, for groups that have sort of never had a conversation, a really deep conversations, especially with our neighbors, for 20 years, all of a sudden we want to engage with them but they don't trust us because we don't have a track record of..."

TC: "We never did it in the past..."

JG: "Right. So I think it's always been there and if you, hmm wonder if I could find it, if you ever see the Coast Celebration (pseudonym) clips from 88', 89'..."

TC: "Yes I have, and especially from my research...."

JG: "Okay great yes, so I think there's definitely been, yea I think that's where it goes up and down. That event definitely had a sort of milestone of negativity from the community around it. For a good reason. There were tanks in the streets. But um and helicopters and things, and a riot. But so I think it's always been there. I just don't know that when students are here they're paying attention to it."

TC: "Got it, they're just not aware. So as you probably know from your time at SDSU, the CSU mission statement, and Cal Coast's mission statement, and our city mission statement all kind of differ. Um what just kind of off the top of your head, what would be a mission statement that would work for three do you think going into the future?"

JG: "(Pauses), hmmm, let's see, maybe provide?... Um I don't even know. It would provide real world solutions for California's issues or provide an excellent education experience so that you can go out and be a leader in the world. Um so I'm not, I'm not exactly sure I would say."

TC: "Okay. What can the city do to help create this better relationship going into the future?"

JG: "Um I mean I think that they're doing a lot, and we, the more we communicate with one another, and be supportive of one another's projects and ideas it helps. I mean we all have skin in this game, we do, we all contribute time, resources. Um you know people, materials. So I think people are pretty involved. Um just from a land standpoint because that's kind of attorney I am so I think of things like with land, they can help us have better connectivity through paths and transit and things that, sometimes when they're planning their borders stop at their borders, and our borders stop at our borders and that doesn't make any sense because there is the interface in between. And the same for the county. But there just not as active in it, because although we are in the county, which is interesting, you know we are in county, but all of our interface is towards the city because it's right here."

TC: “Okay and what do you think from the college’s standpoint we can do?”

JG: “Um you know just do more of what we are doing. Which is communication, investing in projects and positions. Um I mean I talked about the police officers and the walking patrol but I mean we also invested in a new off campus neighborhood behavior person. Which we never have before, which she works for the Dean of Students. So she’s coming from a different perspective and she’s very, very helpful. And we have a Greek coordinator which we didn’t have before, and that’s been very helpful to have someone that the neighbors can talk to. So that’s...lots of time the neighbors don’t know who to talk to, so we try and do a point of people for them. So our Vice President of Student Affairs is usually the one talking directly to the neighbors right off campus. I’m usually the one talking to the city administration, so elected officials or city manager and that kind of thing and the county. And the President is doing that too. And he’s in it now. He’s always happy to engage with the neighbors and with the city. It’s just sometimes him engaging early with the neighbors doesn’t actually help us get to a solution because Student Affairs knows what the real story is about what the issue was, and needs to work it out with Judicial Affairs and that kind of thing. You can’t give the neighbors answers they want right now but can tell them why they can’t give them answers, and then we’ll give them the answers later on...”

TC: “Eventually. Why do you think the neighbors feel like they can’t go directly to the students?”

JG: “Um (pauses), I think they do go directly to the students but I don’t think they get the results that they want to get...”

TC: “Okay..”

JG: “...with their next door neighbors...”

TC: “Okay, and then last question, and then I’ll get out of your hair. What can the students do to better help this relationship?”

JG: “Um (pauses), I mean they can help us plan our campus in a different way. I mean we have an opportunity right now. We have a master planning campus that is going to form of how the campus is going to look for the next 20 years. We’re just wrapping up our campus master plan from the past 15 years, which we actually completed all the projects, except for the housing project, which is already improved, so that’s going to be completed, and the replacement for the Aero Hanger. Which that project is already completed in concept but we don’t know where we are going to put it. Um so and if the students are really involved in the planning of the campus they help us better understand trends for the next 15 years and what students would like to see on campus that can help. You know we’re open. You now we can put a hotel, we can put a conference center, we can put a restaurant and bar. You know we’re open to all of those things. It’s just where do they go, so what’s best for the students. And then um you know as far as with the city we just have to keep communicating and trying to do projects that are thoughtful to our



neighbors and that can solve some of these issues. And it's not that to at all brush under any of these things, but we're not unique in this regard (laughs)."

TC: "No definitely!"

JG: "But I think that we are unique in the fact that we, well Clemson University actually is a really good example of a university that does a very good job with community and government relations. Um but we are more interactive with our city and our county than most are. But we still have a long way to go. It's just been you know, it's been 100 years of an ivory tower mentality, and that's not pointed at any administration that's just how higher education was, and then I'd say the last 20 years it been sort of radical in that we are part of the community. Woah! We have to do something, so you know (laughs)"

## Appendix C

### *Interview Transcripts: Kendal Silver (pseudonym)*

The following interview was conducted to get an expert opinion from the county supervisor, of where Cal Coast College lies, based on a questionnaire about the relationship between Cal Coast College and Central Coast City.

Interviewer: Taylor crump  
Respondent: Central Coast City Fifth District County Supervisor (Kendal Silver)  
Date of Interview: 3/2/2015

#### *Interview Transcription:*

Taylor Crump: "How would you describe the current relationship between Cal Coast College and Central Coast City?"

Kendal Silver: "And we are talking the city of Central Coast City?"

TC: "Yes, exactly."

KS: "I know that the city historically has had a good relationship. I think that uh its happy uh happy to be a college town, and appreciative of you know the economic benefit of having the school here. But I also know there have been a lot of problems that kind of go unresolved, and kind of just bubble along. And those just being the integrated neighborhoods, and the student housing mixed in with you know other neighborhoods, retired folks, and families and so forth, and some of the little problems that arise from that. And um over the years some of the issues that have arisen with what used to be Poly Royal, Marti Gras, and things like that where the exuberance of the students (laughs), haven't been accepted by the city. But overall I mean I think those are issues that can be worked out this time, and have been..."

TC: "Definitely, there has been some progress..."

KS: "The students I think have worked diligently over the years. Of course the one thing about being a college town is that student population comes and goes. So its like never ending, we're always working on it, the different population coming in."

TC: "Why do believe that the relationship, say within the past five years, um have been this way compared to maybe previous generations, like when your kids had gone here, or when you went here?"

KS: "I'm not sure its really changed."

TC: "You don't think so?"

KS: "I'm not sure its changed all that much. I mean I just don't think that student behavior has really changed."

TC: "Okay that makes sense."

KS: "Or, the fact that the students you know that they like to be social, sometimes they keep different hours often, and that type of thing. Um uh, I know that some of the more publicized incidents that were outside influence coming in, maybe even non-students coming for a big party then getting a little big out of control. But again I think you know its really the same issues that have kind of come and gone, and um have flared up and flared up, and you know settled back down. But um no I think that, again in a student town you know of course you have a population that is maybe a little more energetic if have the college students in town. But um I really think that treating the students like the adults that they are. If they're breaking the law they're breaking the law. And if they're not, they're not. Um you maybe if just... You know the one thing I know the city's struggled with, and I've heard over the years, is often times this is a group of students who it's their first time away from home, from under their parents (laughs)..."

TC: "Right for the very first time..."

KS: "The very first time, and their maybe experimenting with how to be a community...A member of the community, with the responsibilities that that takes. I think that its a two way street. The rest of the population, and the city really need to accept the fact, that they sure are! There's going to be a whole new crop of those young people who are just kind of emerging out into the world and coming out on their own. But um being able to work compassionately with those kids, take it on as a community effort that we're here too. That we're, wow, we get to help decide..."

TC: "What they want to do!"

KS: "And what is being a good part of the community, and um understanding that they didn't come here with those skills. They're developing them right now, and we get to help shape that. So um you know being a little bit more compassionate, and being compassionate and understanding of the time in life, and where they are in life. And um because being a college town, with all the good things it brings, with all the energy, all the fun that it brings, you know it also brings that you are dealing with young people who are probably finding their way, and maybe they'll make a few mistakes, but you've got to help them."

TC: "Right who doesn't."

KS: "Exactly."

TC: "What initiatives has your side, the county side I guess, taken in order to improve this relationship? And have any of them been effective?"

KS: "So we sit on the uh committees with the city and the student body. Um I think that we have um, as the supervisor of the district where the college campus, I think we have a great relationship with staff and faculty and administration of the college. I appreciate the fact that the college, you know some of the residency problems that arise with the student population living

out in these mixed neighborhoods, they're addressing that by trying to providing more student housing, especially for the freshmen, and the young folks, so that they can maybe transition to uh you know maybe going on, and going out and living in the community. I expect that going to be a helpful, positive change, and that's being addressed as we speak. And I know that the campus you know they really try with their WOW Week and all their different things they do to try to educate the students on this is the town, this is what we expect of you. And then beyond that at some point young people, you're over 18 years old you need to abide by the laws the rest, the same as the rest of us."

TC: "What future initiatives do you should be taken in order to have a more successful democratic partnership? And are you familiar with the term democratic partnership?"

KS: (nods no)

TC: "Okay so basically its just when a college and its' town have this mutual and very genuine relationship, where they come to terms of that they're going to do something that's going to benefit the both of them. For example at Cal Coast College, you know we have a great engineering program, so thats maybe working and having local engineers and student engineers at Cal Poly work together at a research center, or you know have the community be more involved with athletics. What kind of future initiative do you see possible for Cal Coast College?"

KS: "Well I think all of the above, everything above that you mentioned, plus often athletics bring excitement, and out of the city, and onto the campus, and that kind of thing. But I already see you know Cal Coast brings a huge economic benefactor, in fact it could argued that the economic engine of Central Coast City is Cal Coast College, and kind of secondarily you know I think Cuesta has also had a bigger enrollment over the last decade because of Cal Coast College being present. So um I think that the students already bring that benefit to the city. But Central Coast City has got one of the highest ratios of non-profits in the country. And the students, my observation over the years has been, with or without the students, I don't know if that would be the same, because the students at Cal Coast College are always very generous with their time. Its a mutual benefit, it's a learning experience for them and its um learning to give back to a community. But the non-profits benefit from the students population as well. There have already been a lot of mutual benefits that the college brings to the city and vice versa. Great town and the city's maintained that..."

TC: "They've maintained that college feel. I absolutely agree. Do you see it necessary or just really important to even have a strong, mutually beneficial relationship? If so why, if not why?"

KS: "O I think of course I mean a stronger community is a community that works together and cares about each other. So I would say absolutely, and I mean like I say the city and the people that have lived here for their entire careers and many of them have stayed after attending Cal Coast College. So they know, they understand. They stayed because they love the place, and I think you know, it is like one big family. So it's just a matter of how we deal with the uh extremes. Whether it be the student or it be the extreme complainer coming out of a particular

neighborhood. You know I think all those things have to be addressed and that'll happen in any town."

TC: "What is your opinion on how the demographic of students recruited by Cal Coast College in recent years has been a reason for a strain in this relationship?"

KS: (Long pause)

TC: "Do you think demographic has any play, any role in that, whether it be age, ethnicity, economical background.."

KS: "Well, I don't think...I hadn't thought about that one that's why I'm kind of looking at you funny...did I just hear that question right (laughs)? Okay so you know I'm just going to take a wild guess here, Cal Coast College has become increasingly hard to get accepted."

TC: "Correct."

KS: "So I'm going to say that, you know, I mean that young people are young people, and often don't have the experience of the real world and in the community and own their own, and they're finding their way with that. Its, you have to, you have to have some good qualities to even be able to have gotten in, whether that be academic achievement, community involvement, or all those things. My guess is that maybe is all the university campuses in the state would have to just say by virtue of what it takes to be accepted to Cal Coast College. That you already have some attributes that would be commendable to be able to."

TC: "So you would say regardless their demographic, they got in here for a reason. So do you see, so the CSU's kind of mission statement is just to provide you know local community members basically a place where, its a public sector to education. Well like you were saying Cal Poly is getting harder to get into and the rate for the amount of Central Coast City residents that actually end up going here, and that grew up here is pretty low. Do you see age then being a factor in just kind of the strenuous relationship? It's just very rare thing to see anyone over the age of 23 on our campus as a student."

KS: "Right. Um I, I mean I don't think so. The only thing I can see in their being a strain, and I'm just saying by virtue of the age difference, that that the strain would just come with preferences, personal preferences, and I'm stereotyping. You know young people and the things they like to do is very social, they're college students, and as people get older (pause) they might keep different hours, different noise levels are acceptable, and etc. But that, that..."

TC: "Regardless!..."

KS: "Yes regardless." (pauses to speak with secretary). Then you know, a generation ago I want to say, I believe there was even a um, some points given if you were a local, they used to make more of an effort to accept locals. And I'm sure that would have been more of a, it would have tied into the community more, that these are kids that live here, and their families are here etc. And now, but I don't think, my guess is is it probably isn't a big change."

TC: “So Cal Coast College bring in about one billion and half dollars of revenue to the city, how do you see our students and city working together to make this economical value go up even more?”

KS: “Well I think that there are some very innovative ideas that Dr. Armstrong has been bringing to the table. And um of course by bringing in industry to work with Cal Coast College, and outside of its community bringing in um businesses and alumni and that kind of thing. And increasing the student population of course that helps that economic factor go up.”

TC: “So the CSU, Cal Coast College, and the city all have different mission statements. Just kind of off the top of your head, what would you say would be a good mission statement that would kind of encompass all three of the needs of these parties?”

KS: “I would just say that (pauses), this, this university community, college town, that it would be about community working together, and everyone helping everyone. And uh that would kind of cover it because it is that. The city very much benefits by the presence of the university, and it’s just a matter of reminding people that I think.”

TC: “And then what can the college do to create a better relationship with city and community?”

KS: “I think that um just be sure that they’re gently reminding the citizens of the city what their role is here and how much they do benefit, beyond the economic factor. But the fact that they do and still are involved in the non-profits.”

TC: “And then what can the city do to better benefit the college?”

KS: “I think its just continuing to work with the college with patience. And just remembering that these are young adults. Many who are often away from home for the first time, and just to try and take a nurturing approach. And try very hard to not be discriminatory. So that again the rules are applied across the board, and not a separate set for students.”

TC: “And then last question, I know you’re busy, what kind of, I know we briefly touched on this, what kind of, in your opinion, kind of democratic partnership would benefit both Cal Coast College and Central Coast city the best?Whether that be a research center or...”

KS: “O okay, hmm democratic partnership. Um ya, I think, or some of things that are planned on campus that would bring more notoriety to the city and the campus...”

TC: “Like the Performing Arts Center, athletics...?”

KS: “Yes yes exactly.”

## Appendix D

### *Interview Transcripts: Lauren White (pseudonym)*

The following interview was conducted to get an expert opinion from a city and community administrators perspective based on a questionnaire about the relationship between Cal Coast College and Central Coast City.

Interviewer: Taylor Crump

Respondent: Central Coast City City Manager (Lauren White)

Date of Interview: 2/27/2015

#### *Interview Transcription:*

Taylor Crump: “How would you describe the current relationship between Cal Coast College and Central Coast City, and why do you believe the relationship is this way compared to previous generations.”

Lauren White: “I would say our current relationship is one of mutual respect and collaboration. I would say on a a kind of a continuous improvement trajectory, and I think that, I have been with the city for five years, and there has been a lot of turnover both in the city and at Cal Coast, which opened new doors for us to be able to reengineer relationships that might have been fractured in the past and might not have existed. And so I think both institutions have both grasped the opportunity to um change the relationship for the better.”

TC: “Right, right, absolutely. What initiatives has your side of the relationship taken in order to improve this relationship in past year?”

LW: So one of the major city goals that has been adopted by the city council is neighborhood wellness. That um (pauses) goal has um has embraced education enforcement and engineering of relationships, that really helped to make it a more well rounded um relationship, and a better community for the resident and student population. So I think one of the things that has happened, it was about two years ago, we established, if you will, a tri-party, agreement to establish the neighborhood civility working group which has been meeting for the last year, year and half, and that group is working to try and come up with recommendations for Cal Coast, the president, and Cuesta college, and the city council as the three main decision makers for those institutions that has really been about changing the culture in the city. So thats what was one initiative ya know lets not just focus on enforcing the rules, or making more rules. Lets take a really deep look at the causes for the tension and lets think about how each of those different entities, the two schools and the city could work together to come up with solutions to change the culture. And so that is something that has happened recently. its actually in the final stages of development of the recommendations, and so it'll be interesting to when that comes to council, which its going to happen in May, what they university presidents says and then what the city council says, as well.”

TC: “In your opinion do you think it has been effective so far for both sides?”

LW: “Well I think that the fact that we can build relationships and those relationships work when things are going well, but also can have candid conversations when things aren’t going as well. And we can each come to the table with different resources that could potentially help the council and the community forge a better tomorrow is certainly beneficial. We certainly don’t always agree about how to move forward, but if you can have an honest conversation about it and be respectful of that fact that different goals and objectives by different organizations, I think that is a positive thing.”

TC: “What future initiatives in your opinion, I guess should be taken to have a more successful democratic partnership? And I don’t know are you familiar with the term democratic partnership when it comes to schools and their communities. It’s basically building this like mutually beneficial relationship with one another. Whether that be a research center, all going in on athletics at the school. What future initiatives in your opinion should be taken for our community specifically?”

LW: “Ya I think that’s a really good question and I think that one of the outcomes of this neighborhood civility group is going to be to come forward with recommendations. We went to the International Town Association Conference last year, and there were a number of different endeavors that were at different schools, and different communities that seemed promising. It would be cool I think to have an ambassador program where there are students who are actually university paid employees who are go between in the neighborhoods. And so they’re not only um you know being the eyes and ears of the university so that if there are problems, the university can try and address them. But they’re peers um, I feel that many times when you can create a program, peer to peer, as opposed to a more parental um we’re going to tell you what to do and what you’re doing wrong, I think that that has some really great potential. So the ambassador program is one area that I would like to see if that could work. You know I think that the shared opportunities for programming, where residents go on to campus more frequently is a partnership that could have benefits, and whether that’s the PAC which is a huge community resource, and the university and the city, and the Foundation for the Performing Arts, which is a community based, resident based organization, have been in partnership for more than 20 years to make that a reality. So if we could find other types of programs, and um uh collaborations that could work together, whether that be over recreation facilities, or um cause there is a huge need in our community for more field space, so you know there are times at Cal Coast where their is field space available. So can we figure out how to make that happen (laughs)”

TC: “There definitely is (laughs).”

LW: “I think planning for the future is really important. Having the city’s voices on those committees and..the university is going through Master planning right now, and there’s six committees and the city has a representative on five of those six committees. And the only committee we don’t have representation on is the academic and institutional space. And we don’t have an expertise in that one (laughs). But the reason that we are sitting on those committees, or have representation on each of those committees, is because of the relationships we have. And so Dr. Gold, and his Chief of Staff Jane Green, who you may want to add to your list.

TC: “I am actually, that is my second person I am talking to on the university side!”



LW: "I'll give her a thumbs up (laughs), because she has experience in another university setting in the university of San Diego State. And she worked for the city of San Diego before going to work at San Diego State."

TC: "That's great because she sees both sides."

LW: "Right, she'll have the inside scoop. And I have one other suggestion for somebody else to add to you list."

TC: "Yes I would love to know that."

LW: "If you have the opportunity to see if Dr. Gil Stork, who is the President of Cuesta College, would take the time to meet with you. Gil has been with Cuesta College, and is a Cal Coast grad for 30 or 40 years, and he's also a resident of Central Coast City. So he's the continuity voice of the whole conversation."

TC: "Okay great, I would definitely like to try and reach out to him as well."

LW: "Um so recreational space, and you know planning for the future."

TC: "Do you believe or see it necessary and or important, to have a mutually beneficial relationship?"

LW: "I absolutely do, I absolutely do. I absolutely think that."

TC: "Why do you think that?"

LW: "Ya I think that, you know Central Coast City is a special place in the sense that we've created um something here that probably for any other location with 45,000 residents you could't create, in the absence of the university. Whether its the PAC, or culture opportunities, or its the vibrant downtown that we have. So their's lots of synergies between whats happening at the university, the kind of people working there, the kind of people who end up taking advantage of the amenities in the city. And so I think rising water floats all boats (laughs) or..."

TC: "(laughs) I know what you're saying"

LW: "(laughs) The saying is better than that, but we gain mutual benefit from one another. And it creates a vibrancy and an ability to create a sense of space, and the amenities that in the absence of the university, being a good partner, they would be going off and doing their own, and we would go off and do our own thing, and I just don't think that it would be as um fabulous!"

TC: "Yes it really wouldn't work. So what is your opinion on how the demographic of students recruited by Cal Coast College, has been a reason for strain in this relationship?...If you do think it is a reason."

LW: “(Pauses) Well, I mean I know only anecdotally, I definitely wouldn’t put this in the category of that I’ve done any kind of research. But my gut tells me that you know Central Coast City is a fairly monochromatic community to begin with. There’s not quite as much diversity in the Cal Coast College population, so that kind of matches and it doesn’t add to the diversity in Central Coast City, and it kind of exacerbates the monochromatic nature of it. I think that um Cal Coast students are incredibly bright and have a tons of good ideas. They also I think come from a fairly wealthy background, and I think that the availability of um discretionary resources creates opportunity for students to do things that students tend to like to do (laughs). Which aren’t always productive and constructive in you know creating the peaceful, calm community that some of our community members would like to have. So umm you know I went to college a long time ago, and so um I, I, my husband and I have talked about this a bunch. When we see Cal Coast aged students, we don’t necessarily know their Cal Coast students, and we are making that assumption, in the same restaurants that we’re in, and we’ve been at our careers for a very long time, and have a fair amount of discretionary income, and we look at them and go, how do they afford those 14 dollar cocktails? (laughs). So I think that that creates a dynamic, you know there’s some benefit to it don’t get me wrong, in terms of the vibrancy it creates in the community. But there are also some negative downsides.”

TC: “What kind of students should Cal Coast maybe recruiting and admitting in the future, and do you think in any way would it kind of this relationship between the community and Cal Coast?”

LW: “Well, (pauses), you know I think we’ve created a really good working relationship for, through, ASI, and the student committee, and the student liaison committee, so um I really feel like getting students who really want to be engaged, creating sense of place, on campus and off campus, and want to be involved in the continuous process of learning on campus and off campus. And I don’t know how you would ever judge that...”

TC: “When recruiting...”

LW: “Right! Its not about smarts. There’s probably some greater level of diversity that we could integrate, that would benefit our community has a whole. Both a Cal Coast College, and in the city.”

TC: “Do you see age kind of being an issue? Because if you look at the mission statement of the CSU system it is to provide this education locals as well, and it’s a rarity to see anyone over the age of 23 on our campus. Do you think age is an issue in all of this?”

LW: “Well I think it probably is. One of the phenomenons here is that the college aged student here always stays the same age in town and the rest of us keep getting older. So there is going to be a natural tension, right, because every year the 23 and 24 year olds go off, and the lucky ones figure out how to stay here. And some 90 odd percent go off, and try feverishly to try and get back to Central Coast City. But the rest of us continue to get along in our lives. I got the opportunity to participate in a focus group that was for students and for permanent residents. And each person got the opportunity to essentially tell the other what their normal day looked like.

And the uh um the permanent resident was a younger guy, with younger kids, and would get up at 6, and I would spend time with kids, make their lunches, get them off to school, you know say goodbye to my wife, go to my job, come home at 6 o'clock, you know do homework, do whatever activities I do. And then by 9:30, 10 o'clock, I'm ready to go to bed. And the Cal Coast College student was just the opposite. I work a job, I work two jobs, I have a full load of classes, I go to my first job, I go to my classes, I got to my second job, and I get home at 10 o'clock and that's my time for socializing. And the guy was like now I completely understand why. And he happened to not particularly live in neighborhood impacted by students. But it was like an epiphany for the rest of us, like O my God this makes so much sense why the permanent residents who live particular residents who live adjacent to Cal Coast College are like make it stop! And particularly Thursday, Friday, Saturday, and Sundays, its exacerbated, by the fact that their no classes, or the classes. And then the urban folklore is that even when there are classes there aren't really classes. So they might be scheduled for Fridays but they never really meet. That's at least the urban folklore (laughs).

TC: (laughs) "Cal Coast College provides Central Coast City with about one billion and half dollars in revenue, how do you see our community and our students working together to continue to make this economical value go up even more on both sides?"

LW: "So...(pauses), I know they're doing an economic impact study, so I'm assuming you're..."

TC: "It was just completed in November of 2014, and..."

LW: "O okay I haven't seen it yet."

TC: "I can absolutely email that you."

LW: "That would great. Ya so well (long pause). I think that part of it is trying to figure out how to keep local dollars local. It would be awesome to have some kind of program where the staff and faculty were better able to live in Central Coast City, and were working on different programs, with the university, and with housing developers to see if we can figure out how to increase the supply of um workforce housing that is affordable to young families, and to other folks. You know I think we have tried to diversify the offerings both from a retail perspective as well as dining and other types of some thing. Clearly the development of some startups, by Cal Coast College, that then transition into the city, the Hothouse is a great opportunity for us to continue that partnership. So it's really just finding opportunities where the need matches the ability to be of service."

TC: "Right to really be able to collaborate with one another. Why in recent years has the city and school, I guess locked down on students more? Just from hearing when my uncles went here, till now, what do you think has kind of changed or caused this?"

LW: "I wouldn't call it locking down, say setting expectations and doing our best to educate people what those expectations are, and then holding them to those expectations. So I would say that would have to do with the decades of those instances where residents have lived with the potential for there being that conflict. Having there be a lot of property owners sell to parents of

Cal Coast College students and then having that transition in the neighborhood become a much more diversified some would say, dominated by student housing, in an area that was intended for single family..”

TC: “For permanent residents..”

LW: “Right! For families basically. And the folks who bought there in the fifties, and sixties, and seventies, and eighties, are now aging and from an economic perspective that exacerbates the tension which then causes the people that are still there to call on the city council to create more programs to identify expectations and then apply the expectations.”

TC: “What can students then do on their end do create a more positive and beneficial relationship?”

LW: “Well I think being engaged and wanting to be good neighbors, and maybe we need to figure out what that means, and maybe there’s a spot where the circles of what your expectation is and of what a good neighbor is and you next door neighbor, what the residents expectation is, and then the city as a whole, that’s what our hope is, is that the neighborhood civility working group will say this is what we’re trying to achieve, and this is how we can achieve it. I think its trying to figure out, what’s everyones expectations, where do those intersect, and how do we work to achieve where it intersects. And in some ways accept that we’re not always going to agree...”

TC: “Exactly (laughs) that is a huge realization for some. So we all kind of have different mission statements. Both Cal Coast College, Central Coast City, and the CSU system, what would you describe as a mission statement that would better serve kind of all parties that are involved involved in this relationship?”

LW: “Well I think that the uh mission statement of the Neighborhood Civility Working Group, which I’m going to try and pull out, and give you a copy of...”

TC: “That would be great...”

LW: “Really talks to it. Our and I can’t repeat it of the top of my head (laughs)...”

TC: “No, no, I didn’t expect you to (laughs)...”

LW: “(Laughs) Which would be awesome if I could but I can’t. (Shuffles to find it) So the vision is a community in which year round residents and students actively collaborate to build community, communicate in an environment that fosters mutual respect sand understanding. And then the goal is to enhance the quality of life for all residents, with particular emphasis on building positive relations in residential and student aged neighbors through a cultural shift in social behavior. And that’s a pretty big thing, it’s pretty lofty, it’s big, it’s audacious, it not going to happen over night, or by doing one thing, but its got a lot of the elements that any kind of PR program has.”

TC: "It definitely does, that's a perfect example."

LW: "It ultimately will."

TC: "What can the city do to better create a relationship with the college in your opinion?"

LW: "I think have open lines of communication for when things are going well, and acknowledging the successes, but also willing to be honest about when things aren't going well, and when there is an opportunity for us to agree to disagree that we are always doing it in a civil way, and to not question the others motives. Um but to um realize that we have to represent the constituencies that we represent."

TC: "Absolutely, and then what can you think the college do to create a better relationship with the city and the community?"

LW: "Well, I think that it is very much the same. Communicating early and often, and its trying to get as much engagement in the community. I also printed out for you a powerpoint presentation from the Common Cause California..."

TC: "Thank you so much..."

LW: "Which it's about public engagement. This would directed mostly toward Central Coast City audience but I think that there are a lot of things in here that we all can, learn."

TC: "We can all take something most definitely."

LW: "And I certainly don't think that the city is perfection in this regard, but I definitely think that um Cal Coast College has embraced being a member of the community in the last three to four years in a different way, in a meaningful way, and you know I appreciate the fact that they are willing to acknowledge that you know things can be better, and that they have a role to play. The students have a role to play, the administration has a role to play, and that they're taking that role and responsibility seriously."

TC: "As it should be. Okay last question, what kind of democratic partnership, I know we touched on this a little bit a little earlier, but what in your opinion would work best as democratic partnership in the community and the college? Is that building a stronger relationship with our athletics department, is it a research center with local engineers and student engineers, or is it continuing something like the Hothouse? What do you think would work best here?"

LW: "Well, I think that um the city on a biannual basis does major city goals, and so its trying to figure out where there's continuity in those major city goals, and then figure out where we can (pauses), find partnerships. There has definitely been major city goals related to either economic development or housing or kind of a combined economic development housing, because they're inner related in many ways in the sense that if have more housing then we have to have the people that can afford to buy the housing or rent the housing, and so we got to be in a place to have a strong economy, and part of that is having the Hothouse, having there be incubators, and

um organizations that are growing in the community. And so um we've done partnerships with Hothouse, we've done partnerships with a local business to create broadband access on a higher basis, a greater basis throughout the city. That not only helps the university, because there are places for these small business to grow out into the community, but its good for students and opportunities for them. I think that the only other thing I would say is you know we benefit from, the community benefits from the students volunteering and being interns, and doing work in the community, and so I would continue to encourage that at, it not be while, while there needs to be a campus focus there's not doubt, but making sure that doesn't become an exclusively inward focus. As opposed to what I think now is a good thing is that there is tentacles out in the community. You know whether it's uh Engineers Without Borders doing projects in our community, or it's other fraternities and sororities doing good work in our community, individual students doing internships..."

TC: "Right and just probably getting them to stay here during the summer because that helps the businesses here too while they're working or interning."

LW: "Hmm hmm yes exactly benefits both then."