BRINGING THE UNIVERSITY TO THE COMMUNITY: AN EXAMINATION OF
BALL STATE UNIVERSITY PARTNERSHIP WITH THE CITY OF MUNCIE

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# Contents

Introduction ........................................................................................................... 1

Chapter 1: Universities: How they matter in Cities .............................................. 3

Chapter 2: The Emerging Need for the Innovative University-Community Partnership and Case Examples ................................................................. 12

Chapter 3: The Present Role of Ball State University in Transforming Muncie Community ........................................................................................................... 23

Chapter 4: Bridging Ball State University and Muncie through a Partnership Model ................................................................................................................. 41

Summary and Conclusions ...................................................................................... 48

Bibliography .............................................................................................................. 50
Introduction

This research paper describes the importance of partnership efforts between the city and the university. Further, this is an attempt to shed some light on the present role that Ball State University plays in the economic and community development of the city of Muncie. Building upon the case studies and other relevant literature, a partnership model has been proposed that responds to the constraints and issues I identified with the current BSU partnership with Muncie.

Chapter one identifies major impacts that universities bring to cities’ economic and urban development and argues that for American cities, at this moment, universities matter. This discusses the three transformations took place in American higher education institutions. In the third transformation, a shift from the old government paradigm to the new governance paradigm encouraged the creation of innovative partnerships between the government sector, the private sector and the non-profit sector in order to harness the collective energies and strengths of all partners.

Chapter two discusses the emerging need for innovative university-community partnerships and then presents case examples that evidence the success stories of partnership efforts between the university and the city. I present case examples under a framework of four categories in which the universities could assist the social, physical
and economic revitalization of the communities. The categories are:

- Design of university courses that enhance community building and community capacity;
- Faculties become the driving force behind particular community service activities;
- Students voluntarily involve in community activities; and
- Long-term projects of universities targeted toward the community revitalization.

Chapter three examines the present collaboration efforts between the Ball State University and Muncie community. The chapter begins with the brief history of how the Ball State University began to emerge as the important economic engine of Muncie and then discusses the various services of the University to Muncie community through its centers, institutions and outreach units. I have personally interviewed each BSU outreach unit’s directors and staff members for additional information regarding their activities to the community and constraints in performing their tasks.

Chapter four recommends a partnership model to Ball State University that would respond to the constraints and issues I identified with the current BSU partnership with Muncie. In order to make the partnership model successful, I have identified certain features that are fundamental. The most significant features of successful partnerships are communication, collaboration, support, flexibility and vision.
Chapter One

Universities: How they matter in Cities

The focus of my research is on the university and the city and the ways the relations between the two come to ground’ in city development practices. In this particular chapter, my argument is that, for American cities, at this moment, universities matter.

In his *The Uses of the University*, Clark Kerr (1972) talks about three transformations in American higher education. He places the first transformation in the last quarter of the 19th century, when the US land grant movement’s emphasis on the university as a research institution combined to bring about ‘extraordinary change’. His second great transformation was part governmental, part market driven, and part political. Governmentally, an American university, both public and private, was the beneficiary of what Kerr called the building of the ‘federal grant university’; the national government was stimulating, through grants and contracts, a new ‘federalism’ with education at its core. In this second transformation of the university, the success of the liberal democratic state and its institutions of higher education were bound inextricable together.

Economically, the decades following the Second World War were a time when the universities were called upon to merge their activities with industry, pushing the extension traditions of the land grant mission to new levels of university-industrial
partnerships in professional training and in research. And politically, the university was
called upon to educate previously unimagined numbers of students, creating new goals of
democratic access and constituency for higher education.

Clark Kerr further mentions that viewing university-city relations through the lens
of city development will certainly offer evidence of the strength of the universities and
cities and give some further understanding of the ways that institutional changes of the
state, market, and politics are played out in changes in the university and they ultimately
constitute a third ‘great transformation’.

During the industrial age, states and cities in the United States have struggled with
the question of how to sustain an economic and community development base. Over the
past century, most advantages that states and regions have used to promote prosperity —
proximity to raw materials, the presence of a labor force, good transportation
connections, a network of companies and suppliers in a given industry — have been
erased by the falling cost of moving both information and goods. There is no longer a
guarantee that any private-sector job — or, indeed, any private company — will remain
rooted in any given city, region or state (Arizona Biomedical Collaborative, 2005).
Universities, however, are different. Universities and colleges are deeply embedded in the
cities and regions where they are located, and they are not footloose in the same sense
that private companies are. As Wim Wiewel and David Perry mention in their book
*Global Universities and Urban Development* (2008), most educational institutions have a
“sunk cost” in land and facilities. For various reasons, universities have proven much less
likely to abandon these sunk costs than manufacturers or other private corporations.
Universities are strongly identified with the cities and regions where they are located. They serve a local or regional market, and they often have strong relationships with — or are part of — the government and other local institutions. Huge amounts of their land, facility and talent costs are borne by local philanthropy and by government. Over time, through both research and service, they build a body of important knowledge about the region and its markets and population — a major investment and market advantage that would be foolish to discard and expensive to replicate somewhere else. Even their names usually have a geographical reference (Wiewel and Perry, 2005).

Furthermore, universities are unusually dependent on highly skilled labor, such as professors and researchers, and technicians. These individual workers can be footloose and are often recruited from one region to another by higher wages or new opportunities. By and large, however, these institutions attract and eventually nurture a highly educated and highly skilled labor force that is dependent on networks to foster and sustain productivity, and therefore is committed to staying in that region where their careers developed.

As the Federal Reserve Bank of Dallas points out, education sector generates sophisticated jobs that “are hard to send overseas.” Education is expected to add 2.5 million jobs, partly because more adults are expected to go back to school and learn new trades and new skills, and partly because the children of the large baby boomer generation will continue to reach college age (Bender, 1988). There is another way in which universities help anchor economic opportunity in the United States — and more particularly in regions: they can help attract the top talent that drives the economy. High-end talent is mobile – and it’s concentrating in relatively few places. Such talent will stick
around so long as the universities in which they work — and the local communities in which they live — offer critical ingredients that are not easily replicated (Bender, 1988).

In their ‘Higher Education, the Health Care Industry and Metropolitan Regional Economic Development’, Timothy J. Bartik and George Erickcek (2007) identify major types of impact that universities bring to the city. According to their study, the possible types of impacts of universities on metro economic development include: export-base demand stimulus; human capital development; amenity improvements; Research & Development spillovers; entrepreneurship increase; reduced intra-metro disparities; model employer effects on labor market norms; and economic development leadership.

1. **Export-base demand stimulus.** If the university brings in dollars to purchase local goods, and these dollars would otherwise be spent outside the local economy, then this increase in demand will increase local economic output and thereby increase local earnings. A university can bring in new dollars by selling its services to people from outside the local economy (“export-base production”). A university also can bring in new dollars by selling its services to local people who otherwise would have purchased these services from sources outside the local economy (“import substitution”). Intuitively, such demand stimulus seems more plausible for universities. Without a particular higher education institution in this local economy, many of the students and research dollars at the institution would quite possibly have gone to higher education institutions outside the local economy (Bartik and Erickcek, 2007).
2. **Human capital development.** Development of greater skills and knowledge of graduates is a primary goal of colleges and universities. The greater skills and knowledge of college graduates from local universities will stimulate the local economy to the extent that these graduates result in an increase in the average prevailing skills and knowledge in the local economy. Greater availability of local higher education institutions may encourage greater educational attainment by local residents by making higher education more accessible. In addition, graduates of a college and university, both those who originally were residents of the metro area, and those who moved to the metro area to attend the college, may be more likely to locate in that metro area than they would have been if they had attended college elsewhere (Bartik and Erickcek, 2007).

3. **Amenity improvements.** Better amenities in a metropolitan area will attract people to the metropolitan area and thereby attract jobs. Different types of amenities may differentially attract different types of people and therefore different types of jobs. Improvements in local amenities may be encouraged by higher education institutions in several ways. First, a higher quality and variety of local higher education institutions may be considered amenities. Second, higher education institutions may subsidize other amenities. Higher education institutions may have an interest in subsidizing some local cultural activities (music, art), and entertainment activities (college football), both because these activities complements these institutions’ educational mission and because these activities may help elicit local support for the institution. Finally, higher education institutions both help generate a local pool of
highly educated persons, which may generate sufficient demand to allow for a
greater diversity and quality of local amenities, including cultural activities,
restaurant offerings, recreational activities, and entertainment options.

4. **R&D Spillovers.** Increased research knowledge of local businesses may raise local output through directly raising local productivity. This increased local productivity may lead to further increases in local output by allowing local businesses to gain a greater share of the national market. Increased research knowledge of local businesses or potential local entrepreneurs also may allow production of new products. Local businesses’ research knowledge may be increased by various spillover effects of the R&D knowledge and activities of professors at colleges and universities in several ways. The most direct and obvious economic spillover of the research of universities is some professor deciding to use his or her research knowledge to start up their own business in the local area. In addition, the R&D of researchers at universities may be licensed to local businesses. Universities may convey a wide variety of research knowledge to local businesses, either through formal consulting contracts, or more informally through meetings and casual conversations.

5. **Entrepreneurship increase.** Stronger local entrepreneurship will contribute to a stronger local economy. Entrepreneurship depends in part on skills and personality traits. Research suggests that the more highly educated are more likely to be entrepreneurs (Acs and Armington 2006). This suggests the possibility that a local
college or university may increase local entrepreneurship, by increasing the percentage of college graduates in the local economy. It also may be the case that doctors are more likely to be entrepreneurs in related industries, as many doctors are already running a small business.

6. **Reduced intra-metro disparities.** Reduced disparities between city and suburb may increase overall metropolitan growth. For example, Detroit’s suburbs might have more vigorous growth and economic development if the city of Detroit were stronger. A stronger city may promote overall metropolitan development by improving the metro area’s image, providing more diverse amenities, and providing additional clusters of industries and labor skills that enhance the productivity of other metro industries. There is some empirical evidence that healthier city economies help suburbs, but the evidence is sparse (Voith, 1998). Intra-metro disparities may be reduced by investment in universities to the extent to which the colleges and universities are disproportionately located in central cities. Of course, even if the universities happen to be located throughout the metropolitan area, a particular policy may choose to invest in higher education institutions in the central city.

7. **Model employer effects on labor market norms.** Empirical evidence suggests that wages persistently vary across industries and firms for workers with the same characteristics (Bartik and Erickcek, 2007). Efficiency wage models suggest such wage variations may be due to differences across industries and firms in wage norms, employee turnover costs, business profitability, and the ease of monitoring worker productivity. Some versions of efficiency wage theory imply that prevailing wages in
a local labor market may depend on notions of what wage policy of employers (or other labor market practice by employers) is considered “fair.” There is some empirical evidence to support this notion. For example, studies of local living wage laws, which typically regulate the wages paid to government contractors or firms receiving economic development subsidies, suggest far larger effects on local wages and poverty than would be expected by their direct effects on firms whose wages are covered by these laws (Bartik and Erickcek, 2007). The labor market practices of local higher education institutions, as large local employers, may influence local labor market norms about wages and other employer practices. If these large employers choose “high road” labor market practices, with higher wages, more internal promotion, and lower employee turnover, these practices may encourage local norms favoring such employer practices, encouraging other employers to adopt such practices.

8. Economic development leadership. Effective local leadership can promote local economic development, for example by identifying key barriers to local economic development and key opportunities for such development, and mobilizing the political and financial resources needed to overcome such barriers and exploit such opportunities. In the economic development arena, historically much leadership has been provided by locally-based organizations that heavily benefit from stronger local economic growth, such as locally owned banks and locally owned newspapers. As more banks and newspapers, and other local businesses, have been bought out by national corporations, the interest of these branch operations in leading local
economic development efforts has waned. Large locally-based universities are plausible sources of local economic development leadership, for several reasons. Universities may depend on the economic health of the local economy in a number of ways: the health of the local economy affects the quality of neighborhoods adjoining the university’s properties; the health of the local economy affects the university’s ability to attract faculty and do local fund-raising (Jeffrey, 2004).
Chapter Two

The Emerging Need for the Innovative University-Community Partnership and Case Examples

Chapter one identified major impacts that universities bring to the cities’ economic and urban development and argued that for American cities, at this moment, universities matter. In order to make the universities matter to the city, innovative community-university partnership is important. This chapter will discuss the emerging need for the innovative university-community partnerships and then will present case examples that evidence the success stories of partnership efforts between the university and the city.

It is appropriate to begin this chapter discussing how the idea of campus-community partnership emerged. Edward Glaeser (2005) in his Reinventing Boston: 1640-2003 mentions that for much of the history of higher education in the United States, institutions of higher learning were restricted to tracts of land. Their interactions with the surrounding communities were typically limited. According to Glaeser, for the colleges and universities located in center cities, the relationship between campus and community began to undergo a profound change in the 1960s. He identifies two developments that drove the change. First, the rising numbers of young adults attending college prompted a phase of rapid growth that continues to this day. Second, this phase of expansion
coincided with a steep decline in manufacturing employment in many older urban areas of the Midwest and Northeast. The decline in employment also coincided with rapid suburbanization that affected all metropolitan areas. Both developments left central cities poorer with decaying neighborhoods and empty factories. They also altered the balance between educational institutions and their communities. Meanwhile, starting in the 1960s educational institutions approached physical expansion. This spatial logic of the optimal configuration of the campus and the consequent land acquisition and new constructions, not the needs of the surrounding (low-income) communities, created a phase of conflicts with other large-scale public urban projects. By the 1990s, for resolving these conflicts and accommodating community needs, the principle of the physical isolation of the campus had been broken. Administrators, community leaders and the local business community also began to recognize the potential positive role that educational institutions could play in the redevelopment of central city neighborhoods and economies. Two-thirds of the financial heft and employment impact of educational institutions is found in inner city areas. The higher education “cluster” continues to be third fastest-growing export industry of America’s inner cities (ICIC, 2002).

Afterwards, during 1990s the campus-community partnerships became widespread with the support of several public and private agencies and their related initiatives. The Community Outreach Partnership Center Program (COPC) of Department of Housing and Urban Development is important in this regard and the Lincoln Institute of Land Policy has published about university-community collaboration issues through its program “The City, Land, and The University” (Perry and Wiewel, 2005) and (Wiewel and Knapp, 2005).
It becomes apparent that the last ten years have witnessed a renaissance in the creation of innovative university-community partnerships. University and community leaders increasingly began to speculate that viable long term strategies may require innovative collaborations. Pragmatically, universities began to appreciate that in order to grow and prosper, their futures were inextricably linked with those of their surrounding communities (and vice versa).

According to Martin et al (2005), this need for change was facilitated by a paradigm shift in public administration from government to ‘governance.’ The new governance perspective has affected both private and public universities and helped to foster and promote all kinds of partnerships, collaborations, alliances and other forms of cooperative interaction between these organizations. Robin (2000) mentions in his *Evaluating University-Community Partnerships*, “The move towards governance has resulted in increased attention being paid to how innovative university-community partnerships are formed, how they operate, and what they accomplish” (Rubin, 2000).

Concurrently, innovative university-community partnerships have received financial support from organizations like the U.S. Department of Housing and Urban Development through its Office of University Partnerships (OUP). The goals of OUP include increasing university involvement in local revitalization projects, the creation of ‘urban scholars,’ and the meshing of various teaching, research and service partnerships into a cohesive force (OUP, 1999).
Case Examples of Successful Innovative University-Community Partnerships

In this section, I will present the case examples under a framework of four categories in which the universities could assist the social, physical and economic revitalization of the communities.

1. Design university courses to enhance community building and community capacity;
2. Faculties become the driving force behind particular community service activities;
3. Students involve in voluntary activities;
4. Long-term projects of universities targeted toward community revitalization.

1. Design of University Courses that Enhance Community Building and Community Capacity

This involves university initiatives designed to engage students in community learning and service activities as part of their regular coursework. I draw an example from Northeastern University, Boston.

An undergraduate architecture class at Northeastern University participated in a service learning project focused on the Forest Hills section of Boston's Jamaica Plain neighborhood. Teams of students studied neighborhood demographics and finance to develop visions of mixed-use centers. Students became educated on the needs of the community, emphasizing the larger problem of affordable housing. Student models were created with the goals of creating sustainable, demographically inclusive and balanced communities. During the project, students learned about collaborating with others on a
common theme. Student teams produced three sets of models, each emphasizing areas of importance identified by community members: privacy for families, retail activity, considerations for older adults, and open-park space. This approach helped to build trust with the community (Adams, 2003).

In an effort to help rebuild and empower its community, MIT developed a Neighborhood Technology Center program. The program, called “Creating Community Connections” (C3), provides residents of all ages in Boston’s Roxbury/South End with access to computer training to improve community safety, recreation, continuing education, and employment opportunities. Initiated by MIT graduate students, the project utilized computers, Internet access, comprehensive training courses and a web-based system.

As part of this project, MIT worked with residents of the community to collect information and build a database that detailed community resources. Once residents received computer training at the Neighborhood Technology Center and were deemed “computer literate,” a computer with Internet access was installed in their home. This project was to serve as a model, demonstrating the use of information and technology to support interests, needs and improve the quality of life by increasing access to services and awareness of community resources (Roper & Pinkett, 2002).

2. Faculties Become the Driving Force behind Particular Community Service Activities

Faculty involvement takes the form of individual initiatives where faculty becomes the driving force behind particular community activities. I draw an example of faculty involvement from the University of California at Los Angeles (UCLA). UCLA
conducted a local and regional effort to build local community capacity from data. This initiative targeted tax, property and disability-related data. UCLA also provided the necessary training and consulting services for community groups to mobilize data as a tool for land reclamation and housing development. These faculty involvement initiatives are handled administratively through UCLA’s Advanced Policy Institute (API). Faculty and staff from the institute advise local government officials on strategic planning issues related to: housing, economic development, transportation and the environment. Technical assistance is also provided to community-based organizations. Through a website called “Neighbor-hood Knowledge Los Angeles,” community groups can access the latest data by: individual property, census tract, zip code, or council district and display that information on maps (Roper & Pinkett, 2002).

3. Students voluntarily involve in Community Activities

Student volunteerism involves individual and voluntary initiatives where students engage in community activities apart from service learning initiatives. An example of student volunteerism can be drawn from the College of William and Mary.

The College of William and Mary’s Office of Student Volunteer Services created College Partnership for Kids, a tutoring program run by more than 100 student volunteers each semester. College students provide small group sessions in a variety of subjects to hundreds of children from 11 elementary and middle schools in the Williamsburg-James City/County school system. In addition to providing tutoring services, the college students serve as role models and help build children’s self-esteem, which has proven to impact positively on academic achievement. College students help identify children who
are academically needy, provide tutoring space, and address children’s special needs. William and Mary staff provides supervision to tutors at each school, tutor training, and coordination of transportation for volunteers (OUP, 1999).

4. Long-Term Projects of Universities Targeted Toward the Community Revitalization

This is an essential role that the universities play for community revitalization. I would like to present number of examples that show various successful neighborhood revitalization and mixed-use projects that carried out by the universities nationally and internationally.

- **University of Pennsylvania**

  University of Pennsylvania is a pioneer in creating urban environments near campus. Blight had long been a problem in the surrounding area, with campus buildings turning their back on city streets. The university acted as its own developer to turn one of its parking lots into a 300,000 sq ft shopping center at 36th and Sansom Street. The $90 million project, completed in 1999, relies on the 250-room Hilton Inn at Penn and the Penn Book store as anchors, complemented by shops and restaurants. The University of Pennsylvania has also created working relationships with community-based organizations to acquire and use information technology for neighborhood development purposes. A Center for Community Technology in West Philadelphia was opened and staffed by graduate students and AmeriCorps volunteers. The center refurbishes and recycles
used computers, offers technology-training classes and operates a community information portal (OUP, 1999).

- **Clark University, Worcester, MA**

  The industrial decline of Worcester led to steady erosion of manufacturing employment in the central city. One-third of residents were below the poverty line in Main South neighborhood around Clark University. Further in this neighbourhood, the majority of the population belonged to ethnic minorities. The strategy that Clark adopted in response to this challenge recognizes the key linkages between neighborhood quality and institutional success. In 1995, Clark University and the Main South Community Development Corporation created a broad-based strategy for sustainable development of the neighborhood that became known as the University Park Partnership (UPP). With the $74,900 grant from the Ford Foundation, the Clark University began the neighborhood revitalization efforts. Clark has created social and recreational programs, including free summer camp for 125 neighborhood children. The most recent initiative is the construction of new athletic fields for $2.5 million located next to the Kilby-Gardner-Hammond project area. Since 1995, the UPP has developed programs for improving the economic wellbeing of its residents. These initiatives focus on assisting the development of small businesses and providing residents with enhanced opportunities for training and education. The business development efforts include the renovation of several blocks of commercial storefronts and access to small
business loans. Training programs in computer skills complement assistance to residents with career counselling and job placement. The most innovative feature of the education and training efforts has been the creation of a targeted partnership that offers access to a high quality education for young people resident in the neighborhood. For students in grades 7 through 12, Clark University and the Worcester Public Schools created a partnership, which resulted in the establishment of the University Park Campus School in 1997. These initiatives have prompted important changes in the participation of Clark and its partners in the Main South initiative in the local property market. For the revitalization efforts, Clark University contributed almost $10 million directly and it helped leverage another $75 million in federal, state, local and private loans and investment.

- **San Francisco State University**

  Though the campus is located in San Francisco, the surrounding area had more of a suburban rather than urban feel. To attract students by providing a denser urban experience, the university revised its master plan to call for creation of “college main streets” on the north and south edges of campus, lining Holloway Avenue and Buckingham Way with housing, retail space, restaurants, entertainment venues and social services integrated into a walkable community. Some of the land for this development was bought for the university by the San Francisco State University Foundation.
Ownership had since transferred to the university, and landmark buildings are planned to mark the corners of the campus, including a creative arts complex, a gym/wellness center, and a conference center/hotel, intended to serve the campus and attract the public.

- Ohio State University

In the mid-1990s, Ohio State University took steps to redevelop High Street, Columbus’s blighted main street at the east edge of campus. The university created the non profit Campus Partners for Community Urban Redevelopment to spearhead the revitalization of the neighbourhoods around the university by working with the city, community agencies, and neighbourhood leaders. The organization served as the developer for South Campus Gateway, a 75-acre master-planned retail and entertainment project along High Street and opened in 2005 with an eight-screen cinema, a grocery store, and shops. The City contributed money for public improvements and exercised its power of eminent domain to assist with land acquisition; state funds helped pay for the parking garage. The project also relied on a mix of federal tax credits, bond sales, endowments funds, and conventional financing.

- West Virginia University

The close relationship between Morgantown and West Virginia University was partly borne out of desperation. The decades-long decline of railroad
and heavy industry in Morgantown meant the city urgently needed to find a new engine of growth. The city council began working more closely with the WVU administration in a joint effort to turn the town around. They started out small, with road-paving projects and public safety. In 2001, the university relocated a major new administration building in the city's blighted Wharf District instead of its downtown campus. The new building became a catalyst for redevelopment of the whole waterfront. A new hotel, restaurants and a $28 million event center have since been built, and the old railroad tracks are now miles of jogging and biking trails. The university has continued to upgrade its downtown campus and added new facilities like a $34 million student recreation center with two pools, a climbing wall and a café to its campus a few miles north of town. Construction is now under way on an 88-acre research park near the hospital and a $50 million commercial development featuring a Hilton Garden Inn.
Chapter Three

The Present Role of Ball State University in the Muncie Community

The purpose of this chapter is to examine the present collaboration efforts between the Ball State University and Muncie community. The chapter will begin with the brief history of how the Ball State University began to emerge as the important economic engine of Muncie and then will discuss the various services of the University to Muncie community through its centers, institutions and outreach units. I have personally interviewed each BSU outreach unit’s directors and staff members for additional information regarding their activities to the community and constraints in performing their tasks.

With an exceptional assortment of unexpected amenities and resources, Muncie-Delaware County, Indiana is a great place to call home. Muncie-Delaware County has an overall population of approximately 115,000; nearly 65,500 residing within Muncie city limits. Muncie is beautifully situated on the south banks of White River, and is thirty miles west of the Ohio line and sixty miles northeast of the state capital, Indianapolis. The river furnishes an abundance of water for the water works and manufactures and the city.
The discovery of natural gas in 1886 and the arrival of industrialists Ball Brothers in 1888 gave birth and shape to the city of Muncie. Away to the south of downtown, the abandoned industrial lots with deteriorated buildings — a bittersweet reminder of the industrial era that fed Muncie’s industrial might for close to a century, until Ball Corporation announced its move from Muncie to Bloomfield, Colorado in 1998. Sprawling across more than 1,000 acres north of the White River is the Ball State University which is the theme of my research.

Ball State University's steady growth, its reach and regional prominence as the best in Midwest for its excellent recognized academic programs primarily in architecture, exercise science, education, anthropology, entrepreneurship, and communications, its researchers' ability to bring in hundreds of millions of dollars every year in grants and contracts, its 20,000 student population and 3,000 employees, its impact on the city's restaurants, arts and entertainment — all of this makes it, in the words of former Mayor Dan Canan, ‘our economic life's blood’ (Ball State Daily News, 2004).

Ball State University had its start in 1899 as a private school called the Eastern Indiana Normal School to educate teachers. According to Bruce Geelhoed’s research, local industrialists and the founders of Ball Corporation, the Ball Brothers brought the Indiana Normal Institute out of foreclosure in 1917. In early 1918, during the Indiana General Assembly’s short session, state legislators accepted the gift of the school and the land by the Ball Brothers. The state granted operating control of the Muncie Campus and school building to the administrators of the Indiana State Normal School in the city of Terre Haute. The close relationship between the Ball Brothers and the school led to an unofficial moniker for the college as many students, faculty and local politicians casually
referred to the school as “Ball State” as a shorthand alternative to its official name. By
the 1926, Ball State enrollment reached 991 students (Geelhoed, 2000).

In 1929, during the regular legislative session, the Indiana General Assembly
formally placed the governing of the Ball State campus under the Indiana State Teachers
College Board of Trustees, based in Terre Haute, Indiana. During this action, the school
was renamed Ball State Teachers College. In 1961, Ball State became fully independent
of Indiana State via the creation of the Ball State College Board of Trustees, so that Ball
State was no longer governed remotely by the Indiana State College Board of Trustees.
Also in 1961, the name of Ball State was changed to Ball State College. In 1965, in
recognition of its enrollment growth (10,066 students) and for transforming into more
than a school to educate public school teachers, the Indiana General Assembly renamed
the school Ball State University (www.ball.stateuniversity.com).

Today, according to the statistics data updated in March 2010, Ball State
University has 180 bachelors, associate and pre-professional degree programs plus 76
masters, 15 doctoral, and two specialist programs in seven academic colleges. Ball State
enrolls 19,300 students, with more than 17,000 attending on campus. Students come from
49 states, one U.S. territory, about 90 countries, and every Indiana County. Out-of-state
students make up about 11 percent of on-campus enrollment, and ethnic minorities
comprise about 10 percent. The university has about 500 international students
(www.bsu.edu).

It becomes apparent that today Ball State University is an integral part of the
community and economy of Muncie, Delaware County and the state of Indiana. Ball
State plays a prime role as an active leader in community and economic development
throughout the state through its broad range of research activities, real-life projects with local, state, and national businesses, educational services, and training opportunities provided by the centers and institutes of the university, in addition to preparing the state’s entrepreneurs, teachers, health care providers, scientists, designers, artists, and media and technology professionals.

Meanwhile, it is not that the Ball State University is the only economic engine in the Muncie area. The expansion and stability in sectors such as health services, business services and professional services (engineering, accounting) do tide the city’s economy. When viewed purely regional economic terms, Muncie and Delaware County have several virtues. The economic mix is well diversified. Manufacturing, while a prominent part of the area’s economy, accounts for 15 percent of total employment. And within the manufacturing sector there is a good mix of major corporations’ plants and successful locally-owned factories. Employment in the services industries has grown strongly compared to other parts of the state, up 18 percent since 1995 (Smith, 2000).

Further, Muncie is the medical and retail sales center for the regional seven-county area, and is home to some of Indiana’s most talented and skilled workers. Advanced manufacturing, life science, software and information processing and distribution center businesses all call Muncie home. Recently, Muncie has attracted international manufacturing giants Magna Powertrain (MPT-Muncie, 410 jobs) and Miasa Corporation (100 jobs). In addition, Fortune 500 companies such as Sallie Mae (750 jobs) and IBM (500 jobs) have opened new offices in Muncie. Further, Cardinal Health System remains the county’s second largest employer and has recently invested more than $120 million in an expansion of Ball Memorial Hospital (Smith, 2000). Advanced manufacturing,
information technology, logistics and agricultural businesses are continually drawn to Muncie due to the availability of a highly skilled and available workforce, along with economical building and land costs.

In order to sustain the existing businesses and to attract new businesses, the city has a number of potential opportunities such as an extensive transportation network that includes four-lane access to both Interstate 69 and Interstate 70; Johnson Field, Muncie’s general aviation airport, has a 6,500-foot runway capable of handling most corporate aircraft and larger charter jets; the abandoned factory sites can be prime real estate for flea markets; the city is also serviced by both Norfolk Southern and CSX railroads. The Muncie Economic Development Alliance has taken various initiatives in order to attract more job opportunities to the city. The Vision 2011 is remarkable out of them, which is the Muncie community's new five-year economic development program. It is also a collaborative effort by all the cities and towns in the Delaware County community to promote economic development. Further, the recent establishment of industrial parks in Muncie proves more potentials and availability of resources for the economic growth of the city. Muncie has three fully-serviced industrial parks, i.e., the Industria Center Industrial Park, Park One Business Park and the Agricultural Bio Vision Park, that provide hundreds of acres of land for development.

Yet for all this, there is a growing conviction in Muncie that if the city's future dynamism lies anywhere, it is with the faculties, students, and service staff sheer intellectual heft of Ball State University. BSU helped Muncie meet the biggest challenge of its modern life: reshaping its economy after the departure of industries. Ball State’s
expansion and the sheer number of white-collar jobs it generated were crucial to keeping the city afloat.

One of the goals of the University’s Strategic Plan is that Ball State University will address local, state, national, and international needs through activities that foster collaboration and mutually beneficial relationships with its diverse constituents (Ball State University Strategic Plan 2007-2012). In order to achieve this goal, there are several centers and institutions have newly and already established in the University and are serving Muncie community.

Ball State University supports the Muncie community thru its immersive learning and academic researches carried out by its centers, institutes, clinics, bureaus, and other research and outreach units. I interviewed the directors and staff members of certain centers and institutions at Ball State and found that many of the centers are serving the Muncie community in various ways.

The outreach units of Ball State University which are directly connected to the Muncie community and their functions:

1. **Bowen Center for Public Affairs**

   Established in 2007 with $1.15 million external funds, the Bowen Center for Public Affairs advances the ideals of civic literacy, community involvement, and public service to make a difference in the Muncie community. The Bowen Center for Public Affairs honors the integrity and leadership of Dr. Otis R. Bowen, the 44th governor of Indiana and secretary of health and human services under President Ronald Reagan. The Center provides networking, training, and research opportunities through its three institutes:
I. Bowen Institute on Political Participation

II. Institute for Public Service

III. Institute for Policy Research

Bowen Institute on Political Participation: It enables Indiana citizens to honor their skills in political and civic engagement. Institute graduates are encouraged to participate effectively in government after the programs have helped them examine their roles and developing skills as effective citizens.

Institute of Public Service: It provides opportunities for the professionalization of Indiana State, county, and local officeholders and administrators through targeted training and certification programs. The programs feature best practice solutions to ensure the efficient and effective delivery of government services. Two examples of these programs are the Certified Public Manager Program and Community Conversations. This institute partnered with the Indiana Humanities Council to present Community Conversations. In 2009, four communities were selected to host the open forums to discuss their specific needs with local government officials, business leaders, and members of community organizations.

Institute for Policy Research: It conducts university-based, nonpartisan research. Partnering with other organizations to meet specific research needs, the institute tackles projects that range from voting habits to discovering employment obstacles facing persons with disabilities. The institute also conducts a yearly statewide survey to determine the priorities that Hoosiers want their legislators to address. To complete these tasks, the center relies on Bowen Center Distinguished Fellows and academic scholars across the nation (Bowen Center official website, 2010).
2. **Building Better Communities (BBC)**

The BBC, formally known as Center for Economic and Community Development, helps build self-sufficient Indiana communities by increasing the knowledge and ability of development professionals, government officials, and volunteers. It provides comprehensive services across Indiana by connecting them with Ball State University’s expertise and resources. Through the Building Better Communities Fellows program, teams of students work with communities, businesses, and government agencies to develop real-world solutions to real-world problems.

Examples of Building Better Communities Fellows 2008 -09 projects:

1. **BBC Business Fellows with Mutual Bank, Delaware County Economic Development Alliance, and Innovation Connector, Muncie**

   This project brought together an interdisciplinary team of student to establish a professional chapter of the Association of Information Technology Professionals (AITP) in Muncie to serve Delaware and the surrounding region. The team assessed the feasibility of such an organization, researched the founding procedures, measured the existing market, identified potential members, and worked with the sponsor, Gary Kern, to establish a new chapter.

2. **Business Fellows with Office of Charter Schools**

   An interdisciplinary team of students in architecture, urban planning, business, education, and psychology completed a series of case studies of best practices, as well as profiled charter schools locally, to develop patterns and guidelines for the facility planning and educational development of charter schools. The purpose of
the project for the compilation of research work was to become useful tools to actively engage school administration, designers, communities, and businesses in the development of charter schools.

3. Business Fellows with Office of the Mayor in Muncie

This interdisciplinary team composed of Human Resource Management, Educational Leadership, Urban Planning, Marketing, and MBA students worked to prioritize “greening” efforts throughout the City of Muncie and Ball State University, as well as developed plans for achieving Cool City status (sponsored by the Sierra Club). Three sub-teams worked to accomplish several goals and objectives. The students examined the current emissions in the Muncie/Delaware County area and worked with the Muncie Police Department to examine fleet options in anticipation of purchase. The group created a master priorities list from the various groups working around Muncie on environmental efforts and detailed the steps and responsible parties necessary to become a Cool City. The last goal was to identify grant opportunities associated with the highly prioritized greening efforts.

4. Business Fellows with Delaware Community Schools

The Health Fellows team partnered with Delaware Community Schools to further enhance an outdoor community walking trail at Delta High School in Muncie. This project was part of ongoing community fitness and wellness programming by Delaware Community Schools. The project team researched and developed
proposals to incorporate exercise and fitness stations into the trail for use by the school and the community. A sign and maps promoting the trail were also created (BBC official website, 2010).

Other than the projects described above, there is a big list of projects which were done by BBC in partnership with various Delaware County and Muncie community organizations. BBC is a leading outreach unit at BSU which serve Muncie community. When I was interviewing Project Manager Heather Kember, I came to know about their Muncie 2020 project which is an economic and community development project that BBC did in partnership with the City. I also came to know that they did this particular project without getting any payment from the City. The recently completed Beuly Center construction project for the Whitely Neighborhood also a partnership effort of BBC.

3. **Center for Middletown Studies**

The Center for Middletown Studies builds on the research and scholarship inaugurated by Robert S. and Hellen Merrell Lynd, in their landmark studies Middletown (1929) and Middletown in Transition (1937). Center for Middletown Studies continues sponsoring and promoting research on Muncie as Middletown and on the themes and issues the Lynd's explored (Center for Middletown Studies official website, 2010).

4. **Community Based Projects (CBP)**

CBP is an active unit in the College of Architecture and Planning which works closely Indiana communities. It was informally established in 1966 with the admission of the first class at the College of Architecture and Planning. CBP primarily has been involved with
hundreds of local governmental, civic, and service organizations. In the CBP projects, teams of faculty members and students representing various disciplines and expertise work together to address the environmental issues and problems to be solved regarding development and revitalization of local businesses or neighborhoods. Each prospective community is analyzed before any assistance from Community-Based Projects is started to ensure that the community has all the necessary components for a successful project.

Virtually all projects undertaken by CBP follow major formats such as academic studio or class projects, charrette workshops, or grant-supported research, design, or planning studies. The format is determined through negotiation and discussion among the community representatives, the CBP coordinator, and participating faculty members. Primary goals of CBP are:

1. To give CAP students viable learning experiences in urban planning and design, citizen participation methods, and neighborhood revitalization.
2. To provide public education in environmental planning and design to both the public and private sectors.
3. To provide technical assistance in urban planning and design matters to both the public and private sectors.
4. To promote applied research activities that focus on Indiana urban contexts—from inner-city neighborhoods to small rural towns (CBP official website, 2010).

When I had a conversation with the Director of CBP, Scott Truex, regarding the current activities of CBP, I came to know that Muncie is not taking advantage of CBP. Truex mentioned that in the recent years the CBP has no projects in Muncie. Meanwhile some of the previous projects the CBP has done for Muncie such as bike trail and cultural
districts are done by CBP without receiving any fee from the City. Truex further stated that the CBP is looking forward to work in partnership with the City in the future.

5. **Community Outreach Partnership Center (COPC)**

As I interviewed the Director of COPC Dr. Eric Kelly, I came to know that the Community Outreach Partnership Center is no longer an active unit at BSU. It was established in 1999 and was active for one year. During that period it used the Community Outreach Partnership Center grant distributed by HUD. When I discussed with the Director of COPC, he mentioned that the Department of Housing and Urban Development has stopped funding the COPCs. At BSU, the COPC was established as an entity that integrates and expands the university’s numerous outreach and applied research activities in Muncie and Delaware County.

The participants in COPC programs were faculty and students from CAP, the College of Business, the College of Computer Science, Teachers College, the Muncie-Delaware County Chamber of Commerce, Muncie Department of Community Development, Ivy Tech, Muncie Housing Coalition, Habitat for Humanity, Heart of the City Development Corporation, and the Office of the Mayor.

COPC program has initiated activities that will accomplish the following six main goals:

I. *The development of a COPC Outreach Center.* This center will be located in the core of the city, so that it is accessible by foot and public transportation to the target neighborhoods. The center will enhance University-Community relationships, coordinate activities, and develop new partnerships.
II. *Neighborhood support initiative.* A Neighborhood Support Advisory Board will be established to help with the revitalization and stabilization of the neighborhoods near the core, and revitalizing the existing housing that remains. One of the focuses of this activity will be on landscaping of the target areas, to help enhance the aesthetics of the community.

III. *A Fair Housing Information Center* will be established to help keep housing issues in the city fair for all involved.

IV. *Homelessness study.* Working with service providers a study will be done to obtain a reasonably accurate count of homeless people in Muncie, and to compile non-intrusive demographic data about them.

V. *Employment opportunity initiative.* The targeted areas will be worked with in an attempt to help those left under-employed as a result of the loss of manufacturing jobs in the area in the recent past. A large portion of this work will be done with Ivy Tech, who will set up programs to help give new job training to those who need it.

VI. *Core Revitalization Study.* This activity will focus on plans to continue revitalization of Muncie’s core, and to provide pedestrian paths and other linkages to connect the heart of the city, the older surrounding neighborhoods, and Ball State’s main campus (COPC official website, 2010).

6. **Community Center for Vital Aging (CCVA)**

The mission of the CCVA is to enhance the lives of older adults in the Muncie/Delaware County community through creative, cultural, and intergenerational programs that
promote wellness throughout the lifespan. CCVA programs are primarily for adults over 50 who are interested in maintaining healthy, active lifestyles, and want to learn new skills.

7. **Center for Gifted Studies and Talent Development- Teachers College Ball State University Psycho-educational Diagnostic Intervention Clinic**

For more than 20 years, the Ball State University Psycho-educational Diagnostic Intervention Clinic has conducted psychological and educational assessments of individuals of any age, gender, or race. Faculty and students from the Department of Educational Psychology provide these services at a small cost as a service to the community.

8. **Muncie Urban Design Studio**

The Muncie Urban Design Studio provides a national award-winning example of a unique cooperative effort that marshals university and community resources to improve the quality of life in a typical American city.

Established in 1980, the Muncie Urban Design Studio is part of Ball State's nationally recognized architecture program in the College of Architecture and Planning. This nationally distinguished program mixes community-based education and public service opportunities for its design and planning students.
9. **Professional Development Schools Network**

It is the intent of Teachers College to establish and nurture a variety of professional partnership relations with schools and educational sites in the region and to enable the creation of a network of such partnerships. The goals of this effort are to encourage and lead in the process of simultaneous school improvement, such that individually and collectively partnership schools and Ball State University will contribute to the attainment of significant new levels of excellence in the preparation of both professional and pre-service teachers and the delivery of exceptional educational experiences for students in the region. In each school, the school faculty and BSU faculty will work as a team, designing, implementing, and evaluating school projects.

10. **Student Voluntary Services (SVS) of the Student Center**

Each year, SVS sends more than 2,000 Ball State students into the community to serve others. These students come from all academic disciplines and majors. Some students serve through SVS to complete service-learning requirements for their classes while others sign up with us just for fun! Student Voluntary Services (SVS) works with more than 100 local nonprofit agencies in a variety of different areas.

11. **Ball State University's annual The NEXT Big Thing entrepreneurial program**

The Ball State Center for Media Design and the Entrepreneurship Program are collaborating to help students turn ideas into business ventures while competing for thousands of dollars awarded to the best projects. The program is open to Muncie
community members as well as Ball State students. It is inviting Muncie residents to compete against students to create the best business idea.

12. **Muncie Innovation Connector**

Muncie Innovation Connector was founded by Ball State University, Ball Memorial Hospital and City of Muncie. The Innovation Connector exists to help new entrepreneurs, with truly unique tech-based business ideas. It supports and accelerates the creation of successful technology based and emerging companies in order to improve the economy of Muncie and east central Indiana. It helps the Muncie community through creating and attracting jobs, connecting entrepreneurs to resources and assistance, providing a supportive environment for participants, sharing knowledge between new and existing companies, providing expertise to participants through advisors, leveraging the resources of Ball State University, Cardinal Health System, local government, and community partners and advancing the entrepreneurial culture.

Despite the fact that Ball State University is serving the Muncie community through its centers and institutions, the challenge now is how could Ball State integrate these and make them a longitudinal culture of partnership? What makes this a particular challenge is that the priorities of the university and the city. Both move in different directions, making intensive collaboration difficult to build.

As I explored, the observation is that some of the outreach units at BSU are no longer active and few other active units are not strong. There are not many conversations with leaders from both BSU and the City to get the sense that the two still have ways to go if they're to become true collaborators. Stefan Anderson, chairman of First Merchants
Corporation and a longtime community leader of Muncie says he can’t say enough about the university involvement – from cutting-edge academic programs to students, faculty and administrators who lead and support community efforts. He further says, "The BSU attitude has often been, ‘Muncie would not be here without us, so we do our civic part by being the largest employer in the city’, and there really has not been a strong connection in terms of planning or strategic thinking between the city and BSU. BSU is almost a city unto itself." (BizVoice/Indiana Chamber – November/December 2005).

Jo Anne Gora, the Ball State University president points to a $1 million federal grant received by the university that is being used to bring digital technology – videoconferencing, electronic field trips and more – to two local elementary schools. She hopes to expand the presence and impact of the Virginia Ball Center for Creative Inquiry. She further states, "I would say we're doing considerable things in the community. But there is a perception both within and outside the university that it could be doing more — not so much in terms of discrete efforts, but as the most powerful institution in Muncie” (BizVoice/Indiana Chamber – November/December 2005).

Similarly, there's a growing chorus within Muncie arguing that the City — both its public and private leaders — have failed to recognize just how crucial an economic engine Ball State University has become. “BSU speaks a different language than the city speaks. There's not the strongest relationship between the city's business community and BSU," says a member of the University Advancement Board."I don't know that there's fault at that — I think it's a matter of putting your head down and doing your business every day and not spending your time with the other” (Ball State Daily News, April 2005).
Which is why Ball State has begun to argue that the way the Indiana funds BSU — which now gets less than a quarter of its money from the state budget — needs to change to build a system that fosters entire Muncie community’s growth.

The Executive Director of the Muncie Innovation Connector insists that innovate partnership between Muncie and the university is happening, although slowly. There is more informal communication between the business community and BSU's leadership and collaboration on Innovation Connector also has strengthened ties (Ball State Daily News, September 2006).
Chapter Four

Bridging Ball State University and Muncie through a Partnership Model

Despite the fact that there are efforts of Ball State University outreach units, faculty and administrators to reach out to the Muncie community, a common feel that Ball State exists as a separate entity within Muncie. As I explored, I observed that Ball State has devoted much effort over the last few years into crystallizing its mission to reflect the needs and issues of its home Muncie with which it takes the outreach function. But still, there is no major initiative to help Ball State University work with Muncie in solving common problems, harnessing mutual resources, or learning from each other. The current BSU-Muncie community partnership appears to be less well organized both at the university level and the city level.

The city of Muncie has grown poorer. Crime has risen significantly. Houses are abandoned, downtown blight and most of the buildings have become canvasses for graffiti artists and business addresses for drug dealers. Businesses are closing, pedestrian traffic is continuously vanishing, and people are leaving the city. Could a university so alienated from such a distressed city at its doorstep continue to grow and prosper? That was the fundamental question for this research. While some counselled that the problems
were intractable, others encourage BSU to take a leadership role in revitalizing the city as a matter of enlightened self interest.

As I explored, I found that many colleges have local partnerships through which we can find new ways to apply our intellectual and financial resources toward the transformation of our own back yard. In this chapter, I suggest a partnership model to bridge the gap between Muncie and BSU. In this partnership model, I attempt to translate the lessons I learnt into action. The model would respond to the constraints and issues I identified with the current BSU partnership with Muncie. My major argument is that as the city is in crisis, Ball State has the capacity, the resources, power and the political clout to intervene to stabilize the city’s neighborhoods and revitalize them within a relatively short time period.

David Wilson (2005) in his article ‘Engagement through University-Community Partnerships’ identifies particular factors that are fundamental for a successful evaluation of community-university partnership. I prefer to use those factors as necessary to make my partnership model work. These factors are keys to a successful evaluation of community-university partnership. They are: concrete frameworks to guide the evaluation of partnership; the frameworks should be built upon accepted principles for partnerships; responsiveness to all constituents -- the community, the institution, the faculty, the students, and the partnership itself; address key issues of impact of the university's work on the community organization and of the community's work on the university, students and faculty. When there is lack of acknowledgement of the above factors, the partnership effort is not be meaningful (Wilson, 2005).
The case study and analysis of the current BSU-Muncie partnership gave me an understanding that there is unwillingness within both the University and the City to contribute and participate openly and fully in the collaborative development activities. Both Ball State University and Muncie community are in need of rethink and realign their collaborative efforts. This process does not occur overnight, but involve a decade-long period of engagement among the faculty, senior administration, the governing board and the local government and private organizations as well as the citizens of Muncie.

My partnership model is comprised of five main considerations. First, the present Ball State involvement in Muncie community should be strengthened, promoted and encouraged. This includes both faculty involvement and students’ involvement. It is the most reasonable way to respond to the current needs and distress position of the city. When Ball State University’s faculty with expertise in neighbourhood revitalization, architecture, race relations, sociology, political science, and economic development enter the community as a diverse group, they could provide an excellent stimulus in getting communities to productively discuss these issues, while simultaneously focusing on strategies for community improvement.

Second, when Ball State students are encouraged and guided to involve in service learning activities, it could enhance student achievement by providing students with an opportunity to connect theory with practice. Students who attend institutions that provide them with opportunities to engage in outreach and service learning activities are able to experience firsthand how their respective areas of study are applied outside of academic settings. This type of student engagement promotes leadership development, character development, cultural and community understanding, and self-discovery. Ball State
University does have few academic studios and classes in which the students engage in community service learning activities. CAP’s Muncie Urban Design Studio is one of them.

Barbara A. Holland, et al (2003) mention in their ‘Community-University Partnerships: Translating Evidence into Action’ that in partnership for educational purposes the community becomes the living classroom for students to learn in a holistic manner and where their learning experience will result in a wholesome individual and responsible citizenry. The community offers a fertile environment for the development of learning outcomes, application of knowledge and practical skills, social skills and responsibility, ethics, values and professionalism, communication, leadership and team skills, problem-solving and decision making, managerial and entrepreneurial skills (Holland et al, 2003).

Third, in order to strengthen and promote Ball State University students and faculty involvement in the local community, there should be a University Outreach Committee established. The recognition of outreach as an academic endeavour, this University Outreach Committee shall be the primary driver of faculty and students involvement in the partnership initiatives. This committee will develop initiatives that will recognize and reward faculty and students outreach work. This committee will guide the partnership efforts. Further, this Committee shall establish scholarship and rewarding systems for the excellent faculty and student outreach activities. The University Outreach Committee shall charge each academic department with developing guidelines for measuring outreach in which some faculty members perform below the benchmark, some reach it, others exceed it, and a few become models of excellence with national and even
international reputations. This committee will also recognize and reward the courses and classes which are designed to engage students in community service activities as part of the regular course work.

Fourth, as I explored I found that beyond providing jobs for many people, Ball State University has not seen much of its research result in innovation and spin-off economic sectors. The University has to do something about this. Based on the lessons learned on this research, I recommend a regional strategy that could be driven by the Ball State University. Initially, the role of the University could be one of convenor and leader of an effort to bring together the cities and towns of the Delaware County, numerous universities, and schools to create a regional vision and economic development strategy. If the network is mobilized, the University will take on a less dominant leadership role. Ball State University will become an active participant and provider of research-based expertise to help drive the regional strategy.

Fifth, there should be a mechanism through which the City and Muncie community organizations can provide technical assistance to Ball State University that would begin to develop stronger community assistance programs. One of the primary benefits of successful university – community partnerships is that the process of moving towards sustainability is immediately put in motion. When residents, organizations, agencies, and local communities actively participate in outreach projects of the University, the commitment to sustain the project is much greater than community projects that are spearheaded and conducted solely by the University. Funding agencies can provide the push on academics to take their research skills and interests to the community, and communities also need to provide the pull. They need to make the
partnership opportunities, the research needs, and the programs and populations available for research known to the researchers.

In order to make the partnership model successful, I have identified certain features that are fundamental. The most significant features of successful partnerships are communication, collaboration, support, flexibility and vision.

**Communication** – Open communication between or among partners is essential to the planning and implementation of the partnership model. This allows for input, direction, and innovation to address past, current, and future issues of the community. For example, if one Ball State University outreach center works closely with local housing programs, constant communication among partners is necessary in order to provide the right information to clients on homeownership.

**Collaboration** – Collective efforts enhance the efficient use of resources, allowing a broader depth and better reach of services to citizens to be met. For example, a BSU outreach unity could work closely with Muncie Chamber of Commerce. Through its chamber membership, the unit could be able to reach numerous small business owners with business training services.

**Support** – Partnerships and programs must receive support from local leaders in order to come to fruition and to be maintained. Support can be financial, in-kind contributions, volunteerism, etc. For instance, a BSU unit could work closely with county, state and congressional representatives in securing funding and support from county, state and federal agencies to service their constituencies.
**Flexibility** – The ability to adapt to changes in the environment is imperative to partner relationships due to the fact that each respective party has differing accountability standards with distinct reporting requirements. A BSU unit could manage programs under several funding agencies and co-sponsor various projects with community resource partners. Not only it could report to the funding agency, but it also must be flexible in meeting resource partner needs in implementing services, while maintaining its own requirements.

**Vision** – Through engagement, a Ball State University outreach unity and community partners could typically the front line to issues in the community. This insight automatically creates foresight for positive change when paired with community resources. For example, a University outreach unit could involve itself in empowering residents of low income areas through basic skills education, counselling, and other services. Over time, this unit can be instrumental in providing services such as financial literacy and homeownership through joint efforts with the City, County and State organizations.

In case of Muncie, the Ball State University is a significant part of the city. In other terms, BSU is the main reason Muncie is not just another city. Therefore, once a successful university-community partnership has been established, the Ball State University will not be a stand-alone institution, but a product and manufacturer of the very area it serves. It will no longer be an academic island. Instead it will recognize itself to be a citizen of the community.
SUMMARY AND CONCLUSIONS

In this research I found that successful innovative university-community partnerships are alive and flourishing on the campuses of many universities. These partnerships are indicative of the need for collaboration. Social problems are simply beyond the range of single organizations; rather synergistic efforts are required to increase the potential impact of policies.

It's obvious that Ball State University has devoted much effort over the last few years into crystallizing its mission to reflect the needs and issues of its home Muncie with which it takes the outreach function. But still, there is no major initiative to help Ball State University work with the city of Muncie in solving common problems, harnessing mutual resources, or learning from each other. The current BSU-Muncie community partnership appears to be less well organized both at the university level and the city level.

My case study and analysis of the current BSU-Muncie partnership gave me an understanding that there is unwillingness within both the University and the City organizations to contribute and participate openly and fully in the collaborative development activities. Both move in different directions, making intensive collaboration difficult to build. In developing a partnership model, first I have attempted to strengthen and encourage BSU faculty and students’ involvement in the community services by the
recognition of outreach as an academic endeavor, second I suggest Ball State to create
and lead a regional vision and economic development strategy partnering with Delaware
County local economic organizations and third I call the establishment of a mechanism
through which the City and Muncie community organizations can provide technical
assistance to Ball State University that would begin to develop stronger community
assistance programs.

Once a successful university-community partnership has been established, the
Ball State University will not be a stand-alone institution, but a product and manufacturer
of the very area it serves and will up bring Muncie from its distressed condition.
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Chapter One


Chapter Two


**Chapter Three**


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**Chapter Four**
