

PADP 7200: Town-Gown Relations for Public Managers

Alton M. Standifer

*School of Public and International Affairs
Department of Public Administration and Policy*

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Class Schedule: Tuesday, 3:55 PM to 6:45 PM
Class Location: Baldwin 202
Office Hours: By appointment

Course Description

This course will explore the challenges and opportunities that exist in college towns when leading or collaborating with higher education institutions and local communities. Throughout the semester we will hear from leaders and managers in local government, higher education administration, academia, community organizers, non-profit leaders, and elected officials. The course will begin by developing an understanding of the study of the relationship between higher education entities and their local communities. We will explore the common areas of challenge and success in these relationships and discuss ways to improve or maintain positive relations. Throughout the semester we will hear from guest speakers that have experience with the topics that we are discussing. These include housing, economic development, education, social issues, funding, power structures, and collegiate athletics.

Student Learning Objectives

- ✓ Explore the role of public managers in local government and higher education as it relates to the relationship between both entities in a college town.
- ✓ Expand understanding of the nuances that exist in college towns as public leaders and managers prepare to work effectively in these environments.
- ✓ Prepare students to be leaders and managers in college towns.
- ✓ Connect students to practitioners and thought leaders in this niche area.
- ✓ Develop professional writing and oral presentation skills.

Integration with MPA Competencies

This elective contributes to student development within the following MPA program competencies.

- *Competency 1: To Lead and Manage in Public Governance*
- *Competency 3: To analyze, synthesize, think critically, solve problems and make decisions*
- *Competency 5: Communicating with a Diverse Workforce and Citizenry*

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Required Books

Gavazzi, S. M. (2015). *The Optimal Town-Gown Marriage: Taking Campus-Community Outreach and Engagement to the Next Level.*

E-Learning Commons and Online Resources

In addition to the textbook, additional reading is linked in the “Readings” section of the course schedule below and posted in a folder in the E-Learning Commons.

Grading

Assignments will be evaluated using a point system, with 100 points possible for the class. The following scale will be used to assign letter grades in this class:

100 – 94 points	A	86.9 – 83 points	B	75.9 – 70 points	C
93.9 – 90 points	A-	82.9 – 80 points	B-	69.9 – 60 points	D
89.9 – 87 points	B+	79.9 – 76 points	C+	59.9 – 0 points	F

Assignments

1. *Class Participation:* We will have guest speakers throughout the term. Your participation through engaging the speakers in conversation is essential to having a robust discussion on the topics that we are exploring each week. Students should be prepared and ask relevant questions to our speakers and contribute effectively to other classroom discussions. This is worth five total points.
2. *What’s Happening In Your College Town?:* Students should also follow the news in the community that they are researching this semester. As relevant situations arise that impact the university and the community, class members will share them with the rest of the class during one of the times offered. Students are also welcome to send/tag/share/email these to me as you come across them. This is worth five total points.
3. *ITGA webinar reflection:* Students should watch the webinar [“College Towns, Declining Enrollments: Challenges and Opportunities.”](#) from the resources page of the International Town-Gown Association. After watching the webinar, post one take-away from each of the speakers on the panel – mayor, reporter, CEO, and President. Each of these individuals present a different perspective on how this issue impacts their entity. You should comment on the post of at least one of your classmates. This assignment is worth 15 points.
4. *Campus-Community Impact Essay:* Students should attend or watch a local council or commission meeting and reflect on issues discussed during the meeting that affect the town-gown relationship. Consider the role that active participants play in the issue and the impact on those that are not present or active participants. Provide links or some form of citation to the meeting that you write on. This should be from a meeting of the Athens-Clarke County

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Unified Government or from the city/university that you are researching throughout the semester. If you are unable to get access to a meeting of the government in your town, you are welcome to write on a major conflict that the institution and local community have/are dealing with in your town. Students should describe the issue from both sides, offer their perspective and recommendations for how to move forward. Each reflection should be two to three pages in length and utilize appendixes and citations as needed. This assignment is worth 15 points.

5. *One-Minute Pop-Paper (2)*: These short papers will allow students the opportunity to share their take-aways from select readings or discussions throughout the semester. In a pop-quiz style format students will be asked to spend one minute writing on an assigned reading, in-class discussion, or other topics that the students were asked to review. Two of these will be administered throughout the semester worth five points each.
6. *Leader Briefing (2)*: Leadership is an important part of the relationship between campuses and communities. For this assignment you should choose a leader from the campus and the community and develop a detailed briefing that provides an overview of the leader and provides general information on who they are along with a photo. This should also include what their career trajectory has been – including their prior roles, education, family background, highlights of their town/gown involvement, and the status of the relationship between the entity that they represent and their town/gown partner. Students are free to communicate these things in the format of their choosing, as long as the information is sufficiently covered and professionally presented. This assignment is worth 10 points, five for each briefing.
7. *College Town Review Presentation*: At the beginning of the semester students will select a college town and associated university that they will follow throughout the course. To confirm your selection, you provide some demographic information on the city and the selected university. At the end of the semester students will present a thorough review of their school and community. This should highlight demographic data, economic opportunities, unique attributes, challenges and opportunities, leadership structures and the players involved. As we explore key concepts throughout the term, students should research these issues in relation to their own community. A full collection of this information will be presented in an abbreviated presentation that will be given to the class. This project is worth a total of 20 points.
8. *Final Exam: 20 points*

Expectations and Guidelines

All of the University's expectations for your conduct as a student apply in this class.

Academic Honesty: As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code.

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All academic work must meet the standards described in “A Culture of Honesty” found at: <https://honesty.uga.edu/Academic-Honesty-Policy/>. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

Plagiarism: Our capacity to learn and synthesize knowledge within the public administration profession depends upon our ability to build on the foundation of existing knowledge and research. Recognizing and documenting the work of others is critical for all students, but especially for graduate students. When writing, students must take great care in how they reference ideas and information sources. Never use someone else’s words or ideas in your writing without proper attribution. Serious penalties exist for academic misconduct and plagiarism. Students should read and be familiar with the following resources:

- UGA Academic Honesty Policy: Plagiarism
https://honesty.uga.edu/Academic-Honesty-Policy/Prohibited_Conduct/
- UGA Libraries Research Guide: Writing and Citing
<http://www.libs.uga.edu/researchguide/writing/index.html>

Mental Health and Wellness Resources: If you or someone you know needs assistance, you are encouraged to contact Student Care and Outreach in the Division of Student Affairs at 706-542-7774 or visit <https://sco.uga.edu>. They will help you navigate any difficult circumstances you may be facing by connecting you with the appropriate resources or services.

- UGA has several resources for a student seeking mental health services (<https://www.uhs.uga.edu/bewelluga/bewelluga>) or crisis support (<https://www.uhs.uga.edu/info/emergencies>).
- If you need help managing stress anxiety, relationships, etc., please visit BeWellUGA (<https://www.uhs.uga.edu/bewelluga/bewelluga>) for a list of FREE workshops, classes, mentoring, and health coaching led by licensed clinicians and health educators in the University Health Center.
- Additional resources can be accessed through the UGA App.

Electronic Devices: Don’t be extra.

Attendance and Accommodations: Active engagement in the classroom is critical for the success of graduate students. Attendance is expected during each in-class session for the duration of our time together. During weeks that we do not meet in person, students are expected to use that time to complete the readings and assignments that are communicated and outlined in the syllabus.

Class Discussion: Complete the reading assigned for each class meeting and be prepared for discussion. Your thoughtful contribution is expected and adds to the robust discussion that makes our discussions fruitful.

Late Assignments: Timely submission of work is important for the student’s success and for the instructor’s ability to provide feedback. For assignments with deadlines, late assignments will be accepted up to 14 days after the deadline for a twenty percent penalty. No late final presentations may be submitted, and no work will be accepted after the final exam deadline.

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Students encountering unexpected problems during the semester may talk with the instructor about an alternate submission deadline if events outside of class temporarily limit their ability to complete course work.

Communication with the Instructor: If you have questions or if there are topics you would like to discuss in greater detail, schedule an appointment with me via email.

Disabilities and Accommodations: If you plan to request accommodations for a disability, please register with the Disability Resource Center. They can be reached by visiting Clark Howell Hall, calling 706-542-8719 (voice) or 706-542-8778 (TTY), or by visiting <http://drc.uga.edu>

Syllabus and Schedule Changes: The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. The instructor will communicate changes in writing through your UGA email account.

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Schedule – Spring 2023

Week 1 (January 9, 2024) Welcome and Overview

Readings:

- Course Syllabus

Assignment:

- Students should submit their selected city and university that they will research throughout the semester. This submission is due by 3pm on January 23.

Week 2 (January 16, 2024): History and Settings

Readings:

- Optimal Town-Gown Chapter 3
- Blake Gumprecht (2003) The American College Town, *Geographical Review*, 93:1, 51-80, DOI: [10.1111/j.1931-0846.2003.tb00020.x](https://doi.org/10.1111/j.1931-0846.2003.tb00020.x)

Assignment:

- Students should submit their selected city and university that they will research throughout the semester. This submission is due by 3pm on January 23.

Week 3: (January 23, 2024) Research and Scholarship

Readings:

- Optimal Town Gown Marriage Chapter 4 and 5
- Gavazzi, S. M., & Fox, M. (2015). A Tale of Three Cities: Piloting a Measure of Effort and Comfort Levels within Town-Gown Relationships. *Innovative Higher Education*, 40(3), 189–199. <https://doi.org/10.1007/s10755-014-9309-0>

Week 4 (January 31, 2023): Local Citizens

Readings

- Optimal Town-Gown Marriage Chapter 2
- Bruning, S. D., McGrew, S., & Cooper, M. (2006). Town-gown relationships: Exploring university-community engagement from the perspective of community members. *Public Relations Review*, 32(2), 125–130. <https://doi.org/10.1016/j.pubrev.2006.02.005>

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Week 5 (February 6, 2024)

Town-Gown Issues and Opportunities – Housing and K-12 Education

Readings:

- Smith, D. P., & Fox, M. (2019). Studentification Guide for North America, 1–38. Retrieved from [http://158.125.160.56/media/wwwlboroacuk/external/content/schoolsanddepartments/geography/downloads/Studentification Guide for North America.pdf](http://158.125.160.56/media/wwwlboroacuk/external/content/schoolsanddepartments/geography/downloads/Studentification%20Guide%20for%20North%20America.pdf)
- Maranto, R., & Dean, J. (2015). Not Separate and Not Equal? Achievement and Attainment Equity in College Towns. *Social Science Quarterly*, 96(4), 985–995. <https://doi.org/10.1111/ssqu.12174>

Assignments:

- Students should watch the ITGA webinar on College Towns, Declining Enrollments: Challenges and Opportunities. Initial posts by all students should be made to the discussion board by 7pm on Feb 13. Responses to at least two other posts made by your classmates should be done by 4pm on February 20.

Week 6 (February 13, 2024)

Mission and Responsibility for University vs City

Readings:

- Dunn, D. D., & Whorton, J. W. (1987). *University Public Service to State and Local Government: A Program in Search of a Paradigm*. *Government Review, Autumn* (Vol. 19, pp. 114–118). Retrieved from <https://about.jstor.org/terms>

Assignments:

- Students should watch the ITGA webinar on College Towns, Declining Enrollments: Challenges and Opportunities. Initial posts by all students should be made to the discussion board by 7pm on Feb 13. Responses to at least two other posts made by your classmates should be done by 4pm on February 20.

Week 7 (February 20, 2024)

University Leadership

Readings:

- Optimal Town-Gown Chapter 7 (111-135)
- Weill, L. V. (2009). The President's Role in Cultivating Positive Town-Gown Relations. *Planning for Higher Education*, 37(4), 37–42. Retrieved from <http://ezaccess.libraries.psu.edu/login?url=http://search.proquest.com/docview/212629708?accountid=13158>

Week 8 (February 27, 2024)

Local Government Leadership

Readings:

- Optimal Town-Gown Chapter 7 (136-162)

Assignments:

- Leader Briefings due by 7pm March 5. (You are welcome to turn this in early!)

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Spring Break (March 4-8, 2024) No in-person class

Week 9 (March 12, 2024) Impacting the Town-Gown Relationship

Readings:

- Optimal Town-Gown Chapter 6
- Review International Town Gown Association Website

Week 10 (March 19, 2024) Local Government Management

Readings:

- O'Toole, L. J. (1997). Treating Networks Seriously: Practical and Research-Based Agendas in Public Administration. *Public Administration Review*, 57(1), 45. <https://doi.org/10.2307/976691>

Week 11: (March 26, 2024) No in-person class

Assignments:

- Local Government Impact Essay due by 7pm March 26.

Week 12 (April 2, 2024) Economic Development, Workforce and Housing

Week 13 (April 9, 2024) Collegiate Athletics

Week 14 (April 16, 2024) Presentations

Week 15 (April 23, 2024) Presentations

Week 16: Exam