

REVITALIZATION USING UNIVERSITY COMMUNITY PARTNERSHIPS: A CASE
STUDY OF FORT VALLEY, GEORGIA

by

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Abstract

This paper suggest that a force, when encompassed in a tripod body, the host town, the area community, and the University, can succeed in making necessary improvements to a struggling community, provided this effort is embedded in a shared conceptualization of revitalization planning that will enliven, regenerate, and produce. The result of this effort depends on the balanced exchange between the various stakeholders of higher education within the host communities, and local governments who can all share mutual responsibilities as planners while applying the concept of university community partnership to the City of Fort Valley, a target area and Fort Valley State University. The exchange between stakeholders is used to establish why they, as an inclusive community, should apply this model to distinguish each party's roles then determine the concepts and recommendations that could be utilized to accomplish the ultimate goal of revitalization.

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CHAPTER 1 - INTRODUCTION

Most institutions of higher learning have a noticeable impact on the economics of particular areas in their host town or city. When the area has an extreme economic condition, either an overabundance or deficit of income, a visitor or transitional resident is more prone to highlight the conditions and express a biased opinion of the area. This of course is given there are not any conflicting interest and the person decides to evaluate the surrounding area.

As a student, it is so easy to become self involved when in a temporary location, such as your university host community, where the average person only spends three to five years of their life. In the eyes of a typical student there is only a need to consider the academic and local relationships when it is directly affecting their personal well being, usually then stemming from a traumatic event or sufferance on their behalf. During my own educational endeavors, I resided in a neighborhood close to campus that was of course economically conducive to college students (in other words affordable), but nevertheless deemed livable. Soon after moving in, there was a storm that washed away part of the roads foundation, causing a sinkhole, resulting in the road needing to be repaved (sounds perfect right?). The process of road construction began, in reality only the demolition began because that is also where it halted. After the road in front of my residence was graded and compressed with dirt it just sat, leaving us with a dirt road, more or less a mudslide, running in front of our house. The lack of pavement was accompanied by the refusal of garbage pick up on rainy days, because the truck would get stuck, hence it would be left for the following weeks pickup. Although the road was reported, it was not on the priority list for quick fixes, as other calls came in with disasters, our mudslide of a road progressed

further down the list. So being the inventive college students that we were, there soon formed an alternate drive around the house through the yard to a neighboring street. Shortly there after, our alternative route it became a very popular avenue with my neighbors as well. At this time it was just one road, but because of the unofficial reroute through our yard the adjacent street began to form large pot holes. After an extended period of time, one year (upon which I promptly moved) it turned into two roads needing to be repaved.

With absent landlords, from New Jersey, the number of problems just multiplied such as the grass not being regularly manicured and lack of regular housing maintenance. At one time the hot water tank flooded the kitchen and one roommate's bedroom, resulting in two weeks without hot water. On another occasion the roof in the living room started to leak and if it takes two weeks for hot water, imagine the wait for a leaky roof, then it should logically take a month which was the case (in Georgia during hurricane season this really is not any fun). By the time it was fixed there were a total of three different leaks in the common living area (which also meant three different water catching devices, almost like an obstacle course).

You can't help but notice that the problem seems to be spreading. It only takes part of one street to begin and then there were two. It only takes one small dripping leak and then there were three. How easy it would be to then become an entire neighborhood, just think if they would have just fixed the sinkhole or the roof the first time. With this wonderful learning experience in mind, there were three questions that were posed to find the inspiration for this topic. The first being, what planning problems have affected me personally, second, does this need to be addressed or is it just a personal dislike and third, what could make this problem better? The answers then became the aesthetics of my neighborhood (noting at this point still self

involved), the streets, sidewalks, lighting, overabundant trash and housing conditions. If so much was wrong with the neighborhood why is it inhabited, because its proximity from the university for students and because of the affordability of housing prices for the local resident.

At one point in most university town's history the city will eventually have to combat the "university neighborhood plague", if they have not already overcome this illness. This phenomenon is usually easy to spot at a quick glance and most people are able to readily recognize its symptoms; numerous conversions, excess cars per dwelling unit, unkempt environs and missing sidewalks just to list a few. Usually located as an unsuspecting neighbor to a university, this neighborhood boast a proud history of single family owner occupied homes that over time, have been transformed into rental units or even convenient commercial establishments. As the university population grows, so does the number of rental units, capitalizing on their proximity to a potential untapped client base. The unbalanced mix of rental to owner units, in any location, declares these neighborhoods special cases which need more attention than a normal single family owner inhabited area. Areas such as these have the potential to become an entrepreneur's dream and a Planning Department's worst nightmare. This planning problem is by far not exclusive to just urban settings; it lacks bias and has become an equal opportunity problem revealing itself in smaller and larger universities as well as in urban and rural settings. These areas call for constant supervision, multiple zoning classifications, frequent code enforcement and high density management. Unfortunately most Planning Departments, especially in smaller towns and cities, are not able to dedicate the needed number of personnel and hours to keep such areas in compliance, hence providing opportunities for partnerships between multiple entities for the same goal could be utilized.

The focus of this paper is not to argue that the host town or city, the localized area or the academic campus could be the primary drawing force for development. Instead this paper will suggest that this force when encompassed in a tripod body, the host town, the neighborhood area, and the University, can regenerate a neighborhood, in this case the Pine Spruce Neighborhood, by implementing simple achievable concepts and making changes within the community that will enliven it with pride and a sense of place. The result of this effort depends on the balanced exchange between the various stakeholders of higher education within the host communities, and local governments who can all share a mutual relationship as planners and the application of the university community partnership concept to the City of Fort Valley, a target area and Fort Valley State University. The exchange between stakeholders is used to establish why they, as an inclusive community, should apply this model to distinguish each party's roles then determine the concepts and recommendations that could be utilized to accomplish the ultimate goal of revitalization.

CHAPTER 2 - BACKGROUND

“One must know where they come from in order to know where they are going”, this proverb holds true when referring to any city (Baer 2001). In this regard, size is irrelevant, because history and location will establish a pattern, which usually repeats itself. So in order to discuss current conditions and plan for future endeavors a review of some historical points have to be discussed. Located in central Georgia, Fort Valley is fifty-eight miles from the Alabama state line and ninety miles due south of Atlanta. It is located at the intersection of U.S. Highway 341 and Georgia Highways 96 and 49, where two early Indian trails met. The county seat of Peach County, Fort Valley was founded in the 1820’s as a Native American trading post. That crossing of trails made it a natural place for a North Carolinian named James Abbington Everett to set up a trading post in the 1820’s.

Agriculture and Economics

Agriculture has played a vital role in Fort Valley since the city was chartered in 1856. Cotton was king in the 1800's until 1915 when the boll weevil arrived in Georgia and destroyed most of the cotton crops over several growing seasons (Powell, 2006). Georgia peaches were shipped to the New York market between 1858 and 1860. At one point more than 50 packing sheds ran during peach season in Fort Valley and Peach County providing thousands of jobs for young and old alike (Windham, 1997). For many years the primary method of shipping peaches to northern markets was by rail, so trains crowding the multiple tracks in downtown Fort Valley began to run 24 hours a day during the hectic summer days of Peach season. By the early

1900's, Fort Valley became internationally famous for the areas high quality peach crop and by 1921, 1/3 of all Georgia peaches came from Fort Valley (Knight, 2006). In 2007, two modern facilities handled the peaches that once took so many sheds to pack. According to local peach grower Bill McGeehee (Big 6 Packing Company), and local historian Wallis Hardeman, the 17,200 railroad cars were the equivalent to about 9,000 truckloads of peaches (one railroad car averaged 400 bushels of peaches) (Windham, 1997). Today, growers ship approximately 1,500 to 2,000 truckloads of peaches per year (Powell, 2006), allowing Peach county to still remain the number one producer in Georgia (Georgia, 2008).



Figure 2.1 Fort Valley Peach Depot

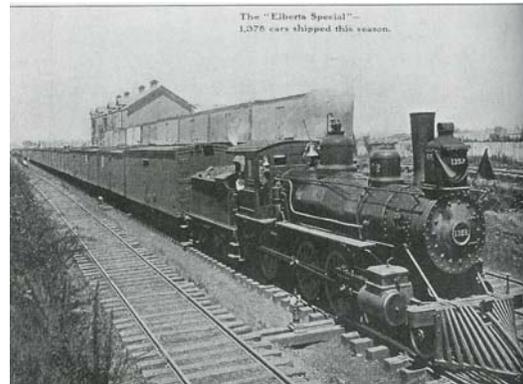


Figure 2.2 The Elberta Special

Another crop, Pecans, later become a major crop around Fort Valley. By the 1950's Georgia was ranked as the top state in the nation for pecan production and continues to be regarded as the top producer (Lightsey, 2006). According to the 1997 census of agriculture, Peach County was ranked fifth in the production of pecans in the nation. In 2006, Peach County ranked third in the production of pecans in Georgia, producing over 7,300 pounds (Georgia, 2008).

With the agricultural economy came a demand for chemical fertilizers and pesticides. Woolfolk Chemical Works built a plant in 1920 to manufacture agricultural chemicals in what is now downtown Fort Valley to fill the demand. During the following decades the plant changed hands several times. In the 1980's the Environmental Protection Agency discovered that the ground around the plant was contaminated by lead, arsenic, and other chemicals, and steps were taken to correct the environmental damage sustained by the area. Currently, Woolfork Chemical Works has been closed by the Environmental Protection Agency and lies vacant for soil and water contamination.

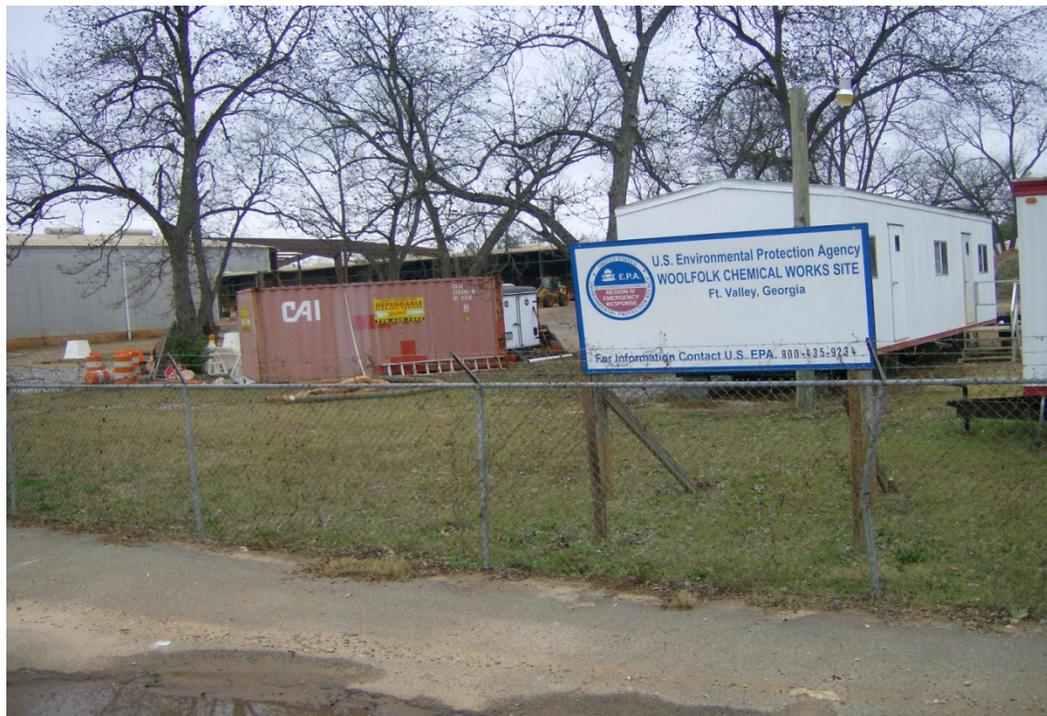


Figure 2.3 Vacant Woolfork Chemical Works Site

In 1925, the Atlantic Ice and Coal Co. built a new million dollar ice plant in Fort Valley which produced 50,000 tons of ice to cool the 17,200 railroad cars filled with peaches. At the time it was built, it was the largest ice plant in the world. In the 1950s and '60s, 400 pound blocks of ice were still used to "hydro-cool" (cold water wash) peaches before they were washed,

graded, packed and loaded on trucks for shipment (Revolution, 1972). Every local packing house ran trucks to and from the ice plant to constantly replenish the huge hydro-coolers. Modern day refrigerated trucks and railroad cars have eliminated the need for ice houses and hydro-coolers. Most of the ice plant is still in existence today and it is being used for cold storage. At one time the U.S. government was using the facility to store “ready - to - eat” meals (modern day C-Rations). Currently the ice house serves as a cold storage warehouse for peanuts.

Fort Valley also has another historical claim to international fame in addition to its peaches. A company now known around the world was founded in 1927 when a friend asked Albert L. Luce Sr. for a bus to transport his workers. This request gave Luce the opportunity to create the first Blue Bird school bus and spearheaded the beginning of a highly successful corporation (Creative, 2007). Building on the success of its school bus line, Luce expanded his vision. He set his sights on the motor coach market and created a product that continues to deliver luxury travel at its best. The first Blue Bird Wanderlodge motor coach was built in Fort Valley in 1963 and the product line continues to set the standard for luxury transportation. Now, nearly 80 years later, Blue Bird has grown to nearly 3,000 employees working at three facilities in two countries employing approximately 1,600 area residents (Creative, 2007).



Figure 2.4 Bluebird Headquarters, insignia & school bus

Fort Valley has served as home to several agricultural and industrial type businesses; however it does have an academic asset. In 1939, Fort Valley Normal and Industrial School (FVNIS) merged with Teachers and Agricultural College of Forsyth to form Fort Valley State College (FVSC) and relocated to Fort Valley. Since its arrival, the university has actively participated in the city's economic arena through its employment, student and visitor spending and university provided services. Fort Valley State University is part of Georgia's University system. Its' 1,369 acres and thirty-five (35) building comprise the state's second largest campus and the city's second largest employer.

Fort Valley State University (College) during the 60's to 90's was the center of a striving community and at the start of the university's inception; it was noted as an integral part of the city's economy and atmosphere. The university's location embraced the community, encompassing its surroundings as part of its own, with campus buildings located in different places throughout the city. For instance, the Evans Building, established in 1910, in downtown Fort Valley, was purchased by the College in 2001. On Spruce Street several pieces of university history reside: (1) former Hunt High School; (2) Plaque detailing its origin; (3) bronze bust of Henry E. Bryant; (4) Time capsule containing Hunt memorabilia to be opened in 2053; and (5) Hunt Educational and Cultural Center managed. On O'Neal Street is a marker designating the site of Odd Fellows Lodge Hall, once the main dormitory.



Figure 2.5 FVSU Evans Building, Located on Main Street

Troubled Years

As with many other American agricultural communities, Fort Valley experienced a period of economic retrenchment. In 1860, one-half of the U.S. population lived on farms and more than one-half of the labor force worked on them. Fort Valley mirrored the national trend where the number of farms continued to rise until the 1930's followed by U.S. citizens leaving farming in massive numbers for alternative types of employment (Department, 2005). During this time of war and depression, the nation's economy moved away from a heavy dependence on agriculture. Essentially, the labor from farming fueled the growth of the rest of the U.S. economy, although this change did not come without significant costs for communities and families. Then in 1975, a tornado hit Fort Valley leaving a path of destruction through the heart of Main St., ripping the fronts off nearly every building on both sides of the street with damages totaling nearly \$50 million (Powell, 2006). This also inspired more of the population to relocate to surrounding areas that were not as damaged by the storm.

Making A Comeback

Despite these setbacks, Fort Valley has worked to improve its downtown business district and to position itself to grow in the new century. In the 1980's the Main Street area reemerged as one of the city's major focuses. Through the diligent efforts of Fort Valley's Main Street program, the city was chosen as one of the Georgia Municipal Association's Cities of Excellence

for 2003 (Young, 2003). One of the most remarkable traits of Fort Valley is the amount of private funding it has been able to attract to its downtown renewal projects; the town has relied on government resources for less than 15 percent of its funding for a major redevelopment and revitalization effort.



Figure 2.6 Fort Valley Main Street

In an effort to rekindle the historical feel of the 1922 – 1926 annual peach blossom festival, in 1986, Fort Valley staged the first Georgia Peach Festival, officially incorporated in 1988 under the direction of the Peach County Chamber of Commerce. A volunteer board of directors plans and executes the complex job of organizing the festival in Fort Valley and Byron. With many residents joining the effort to make the festival bigger and better each year, attendance from outside the area is growing yearly. In 2003, the Georgia Peach Festival attracted between 7,000 and 15,000 visitors, including church and senior center groups and charter bus tours (Creative, 2007).



Figure 2.7 Peach Festival Site & Flyer

Playing an accompanying role in Fort Valley's resurgence is Fort Valley State University. Slated as the city's second largest employer, employing slightly over 600 faculty and staff and 2,000 students, it has proved itself to rank among the city's best assets. Resulting in increasing numbers of workers as the school expands.

The Change: Target Area Description and Discussion

Over time, the college began to lose its position as the area's focal point and its community as a needed support system. The city support waned as transportation patterns took more consumers to the larger striving interstate towns nearby, causing a loss of population and town centered businesses and attractions, then eventually the loss of community unity. Subsequently, as the collegiate neighborhood support waned, the university became that quintessential barricaded educational city. The university became self-contained and well fenced, clearly establishing its boundaries with physical separation, as if to discourage community interaction. As surrounding towns grew in economic proficiency, Fort Valley the city, began its slow demise and has yet to make the needed strides to regain the economic concentration and refocus and re-capture its once enjoyed charm and significance as a University

town with the charming historical Main Street. This could be a result of the other cities proximity to the interstate, the creation of newer jobs in those locations or simply because of the amenities that are offered.

Naturally, as the city population left, additional housing opened up to College students. Landlords then seized the opportunity to provide housing that quickly became sub-par, substandard, and unattended, all spawned by a lack of up-keep by the owners and lack of code enforcement by the city. Just as in most college towns, the students were blamed for the lack of community integrity in these areas and the overall general demise of the housing stock. This quickly led to stable neighborhoods becoming disjointed, uninviting, and turning into areas that became the least desirable housing sectors. This often is not because of sudden devastation; rather a gradual shift to renters, the Pine Spruce Neighborhood is no exception to these conditions. Often, the result of any housing study will surmise that the more owners there are in the neighborhood the better the characteristics, such as aesthetics and stability. With this change, the composition of this neighborhood began a shift from predominately home owners and occupied to renters and high vacancies. Within the year 2000, there was a total of 1,857 occupied units with 195 vacancies, 926 owner occupied and 931 renter occupied. Previously, in 1990, the number of occupied units totaled 1,783 with only 95 vacancies, 858 owner occupied and 830 renter occupied (Census 2000). The neighborhoods demise, especially of those neighborhoods adjacent to the college, could easily push the cities charm, nostalgia, and appeal out of the minds of ones that wanted to invest in the growth and development of the University and possibly the city. With such neighborhood demise, the College inadvertently received the blame, when in reality the city, host community and university were at fault, both directly and

indirectly. The city bears most of the blame for the lack of code enforcement and continual maintenance to the area, yet the university shares because there could have been a stronger community outreach initiative to their host community and the host community shares the blame for letting their properties decline.

The Pine Spruce neighborhood, (see figure 2.8), was chosen because of its location, importance to both the city and the university and its need for revitalization. Bordering to the north is the city's historic Main Street and to the South Fort Valley State University, hence affecting two of Fort Valley's most important resources. Since the original city limits would include everything within one mile of the train depot in all four directions, the targeted area for revitalization falls well within the city's limits. In the targeted revitalization area of the now town limits are small family-owned businesses, ten religious structures, some quality, recently constructed residences, a censored factory, sub-par dilapidated homes, abundant, non-operative old (not yet junked, but for all practical purposes by definition, are already junked vehicles) cars and trucks; very few older residents; many single parent households; and too many narrow streets for the amount of traffic that frequents them; dark areas with insufficient street lights and very few jobs.

This same area is bordered immediately on the other side of the railroad tracts by state highway #49 running toward Byron/Macon to the East and Marshallville/Montezuma to the West. Located on highway 49 are nine businesses; two of which serve large farm needs and a convenience store; two hardware stores, a nursery, laundromat, pawn shop, cemetery, and no fast food eateries. These businesses are not high traffic draws for college patronage. If any, it will be incidental and congruent to the locals. Figure 2.8 shows the target area delineated. This area,

though small in size with a perimeter of 3.24 miles, can enhance the success of the university and the city's Main Street. By making this area one that is easy to navigate with clear defined roadways and pedestrian friendly access; this could serve as a pull factor for future residents.

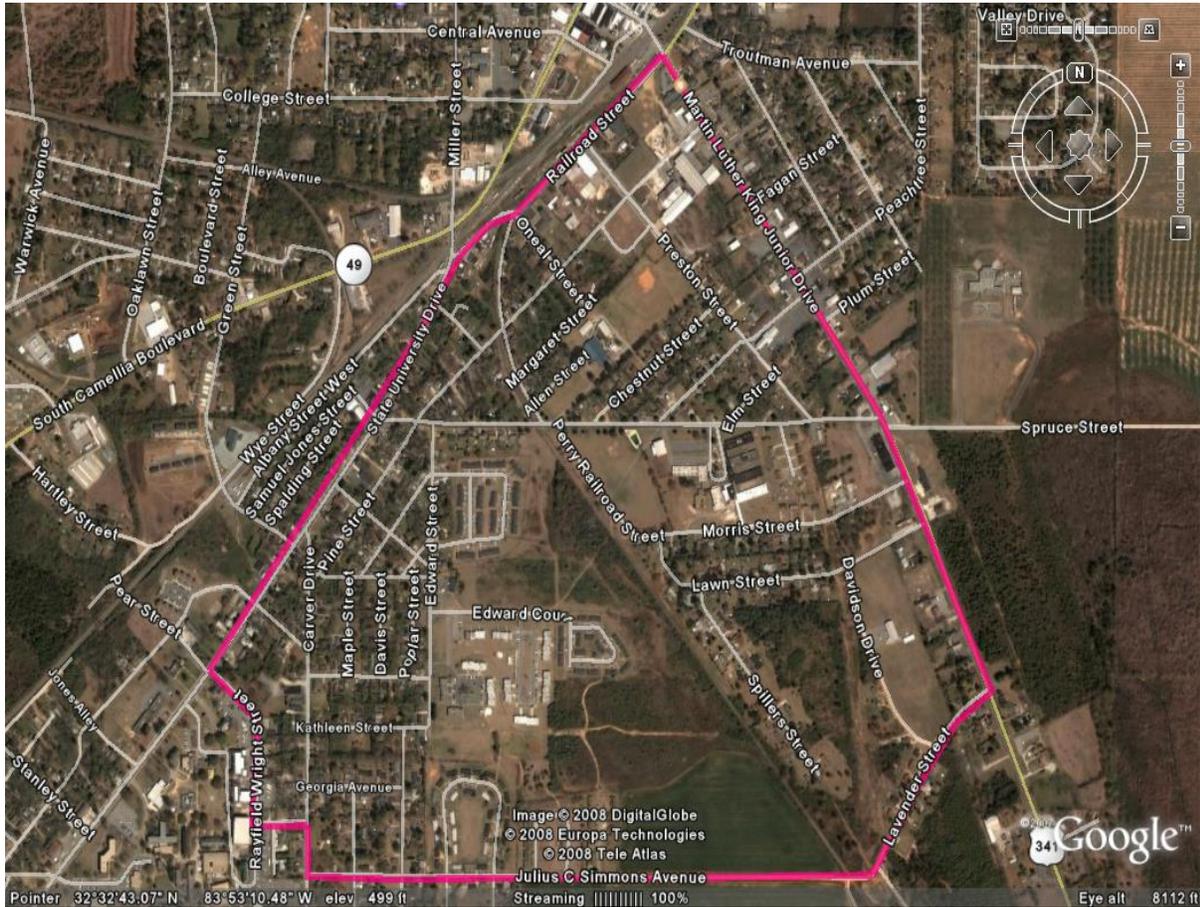


Figure 2.8 Target Area Outlined



Figure 2.9 Blocks within Target Area (Pine Spruce Neighborhood)

The above pictures were taken throughout the target area on December 27, 2007. Within this area lies a great deal of university and town history. Not only is this area important to revitalize for the community residents but also for the citizens of Fort Valley. One reason for revitalization is because this area is home to several municipal services, such as the Peach County Cooperative Extension Service, Department of Family and Children Services (pictured below), Peach County Magistrate Court and the Kay Center: Peach County Association for the Mentally Retarded, Inc (pictured below). With several public services being located within the boundaries of this area, its condition is no longer a concern exclusive to the community residents and the neighboring university. Rather it affects anyone who utilizes the county services.



Figure 2.10 Kay Center & Department of Family and Children Services December 27, 2007

The municipal services for the county are located in the heart of the targeted community and are conveniently located for those who may not have transportation within this area. This African American dominated area is located in Peach County's Georgia Census Tract 404, which consist of around 6,000 persons, 5,500 of which are Black, making up some 1,900 households. The median age for this area is 23.9, 13 years younger than the United States and eight years

younger than Peach County. This could be because of the proximity of the tract to the university, the high teen pregnancy rate and because of the high migration rate. For comparison purposes Figure 2.1 shows the census tract area with some comparative norms.

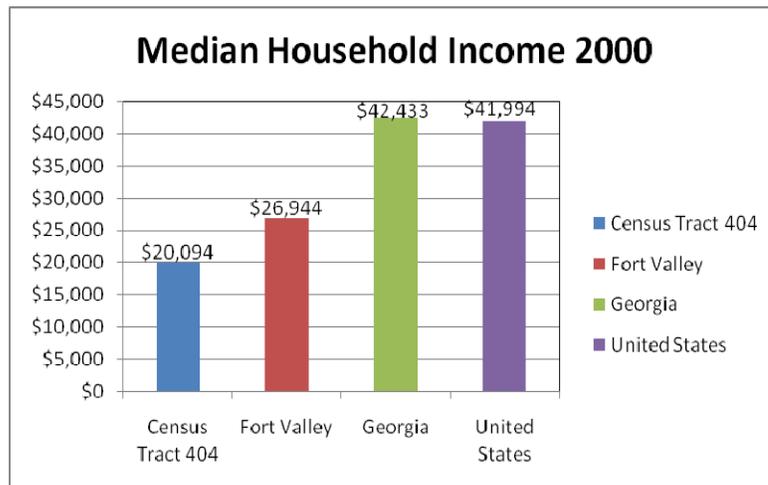


Figure 2.11 Median Household Income Comparison

This neighborhood has an income that is slightly lower than the city, but significantly lower than the state and United States. The median income, defined as the point at which fifty percent of households have a higher income and the remaining fifty percent have a lower income, usually is a solid indicator for the competitiveness of the neighborhood. By far, this neighborhood is not in the best position but almost comparable to the city of Fort Valley.

The key word in the revitalization process is “almost” and the current conditions. This is because “almost” doesn’t count when it comes to first and lasting impressions. This area serves as the main entrance to the university and the exit from the town’s historical Main Street, two of the most important assets in Fort Valley. The past is gone, never to be relived, but the Main Street, university and target area all have a future that is yet to come accompanied by opportunity. This area, sandwiched between historical Main Street and Fort Valley State

University, (both well maintained and growing), is not representative of its surroundings, hence making it a prime candidate for revitalization. There are several ways to accomplish this goal, but the most fitting way for this area is the installation of a university community partnership.

CHAPTER 3 - LITERATURE REVIEW

This section introduces relevant argumentation and deliberation of the revitalization efforts regarding the relationship between universities and their host communities. We could endlessly exhaust prior findings that cite university community partnerships within the revitalization processes; whether it is for community health like the Harvard Medical School (Harvard, 2001) or the nationwide Campus Compact campaign that educates collegiate students on becoming active students through civic engagement (Compact 2007), but revealing all the universities that have created such partnerships will not be our focus. Such literary pieces that have been done have shown the positive impact and results of well developed partnerships can have on neighborhoods (Felsenski 1995) and (Harris 1997). Instead, the intention of this section is to highlight the key components of a university community partnership, briefly discuss why they are needed and pinpoint some of the roles of each partner to create a successful end.

Planning has evolved over time from a dictatorship of Architects and Engineers to a utopian idea now into a participatory process (Peng 1973). Within all aspects, plans affect people and their future. Establishing a continued planning process helps to ease the discomfort of a steadily changing environment. However, planning inside of a university and its host community should be slightly different; there should not be development of fixed master plans for extensive time periods (Brawne 1967). A process such as that limits the creativeness and flexibility that is needed to allow for community evolution. Rather, an inclusive periodic preparation of revised campus and community plans that are tailored to fit the ever changing

goals should be created. This process would involve consistently educating the new and old participants within the planning process and those who will be affected by the decisions. The creation of a constant information flow between the surrounding campus and the external community could provide a wide base of understanding (Brawne 1967). This wide base of understanding can provide people with a sense of ownership which will help all parties in the future.

Many residents of colleges and universities feel separated from their surrounding community; unfortunately this is a phenomenon that is instinctual and dates back many centuries. The tendency to isolate oneself from turmoil is human nature, so it is only natural that America's universities attempt to segregate themselves from the host community and any potential problems. However this originated from preventive measures for current problems and out of geographical isolation. Universities were often located in rural areas that were far removed from the economic and social problems of the broader society (Martin et.al 2004). In earlier times, it was encouraged to separate the campus from its host community by barrier walls and cloisters (Roscoe 2000). Although most campuses no longer have such distinct physical barriers, the separation is created by mentally and socially perceived differences. Not helped by universities promoting themselves as elite bastions of information and knowledge among the common town citizens (Martin et.al 2004). For this reason it is not suggested that the university become an oasis in the desert or be looked upon as "gated islands of affluence"; rather they are to embrace the community so that they blend harmoniously (Feld 1998). Since there is not a reversal process for those who are already at an acceptable quality of life level, it is encouraged to assist those needed areas in meeting the surrounding standard.

In the 20th century, it became an accepted realization that institutions of higher education could not remain separated from its surroundings. If the cities are to conquer the problems that have arisen within the community, the hosting university should play a role, for the university is often the “anchor of economic social and cultural life” (Feld 1998). Previously, this separated arrangement would result in the host community and university making decisions without each other that will often times impact the other party negatively.

If the world were perfect, the host city and school would ban together, like a superhero, to combat any perils that distract from the goal of retention, for both the community and the university. Partnerships are the basic human relationship starting from a child and sibling and extending to the concept of marriage between two people. However, organizational partnerships are worlds away from the natural human relationship; they are institutional and formal rather than personal. Indeed they do have a common rationale; that an entity can better serve its interest by pooling resources with another that has shared interest. This concept, supported by the economies of scale, makes it possible to serve old interest more efficiently and develop new ones (Baum 2000). By combining resources, groups can not only draw on a larger pool of resources, but can, like a bee, cross pollinate to create anew.

This ideal of a partnership within universities has been around since the earliest of universities but so has the struggle of power and cooperation between the two parties. Even the most prestigious universities have suffered from this same problem. For instance, Yale stands as one of the most economically and politically powerful institutions in the country, but the city of

New Haven, its host community, has experienced decades of economic and social decline, population loss, and fiscal stress (Carr 1999). Another example would be Duke University, prior to its partnership incorporation in 1996, the twelve neighborhoods surrounding the university consisted of vacant lots, high renter occupancy and crime (Duke 2004). While the surrounding problems may not be directly affecting the attendance of the university, it does illustrate how widespread and commonplace it is to find impressive universities located in struggling communities (Raines 1999).

It would be flawed to suggest that all historical relationships between universities and communities were hostile and unproductive. For example, in 1889, the University of Illinois at Chicago opened ‘Hull House’, a university-community partnership designed to help mitigate the effects of ‘industrialization and urbanization on the low-income population’ of Chicago’s West Side (Martin et. al 2004). Even though there are not any parameters regarding whom should create university community partnerships, it is especially important for Land Grant Universities to form these relationships.

Land Grant Universities came into existence following the Morrill Act of 1864 and 1890. This Act gave public land to the states for the benefit of agricultural and mechanical arts and allotted thirty thousand acres for each senator and representative to establish the institutions (Administration n.d.). The Morrill Acts initiated the founding thought that higher education should formulate an alliance with the community. The need to foster relationship ties within the campus and community in more of an informal setting emerged as one of the missions and challenges for the Land Grant Institutions. The plan was to have this institution become “more

congruent with the image of the rural village or naturalistic park”, hence providing a community like setting for the campus (Tolliver 1996). After the establishment of community- like settings, the universities could then attempt to address community matters via diligent participation on their behalf (Carr 1999).

Some of the more productive university community partnerships have stemmed from Land Grant Universities and their communities. This stems from the tripartite mission of teaching, research and extension which has been a hallmark of the land grant university system (Land Grant 1995). Although Land Grant Universities are charged at creation with an outreach to the community, there seems to be a breakdown in communication and acceptance on both ends (Land Grant 1995). This is not to imply that successful community university partnerships are unattainable, rather to support that establishing a link between the community and university is a daunting task while assisting in alleviating the perceived communication barrier between the two parties. While this provided a new kind of education for agricultural communities it did not bring the benefits of education closer to the urban setting. It was not until urban problems such as physical decay and rising crime began to directly affect the universities’ ability to recruit and retain students, faculty, and staff that many universities could no longer ignore the problems (Carr 1999).

The University

Few institutions have more to contribute, or have more at stake, in the revitalization of communities than colleges and universities. Educational institutions are the creators and disseminators of knowledge and understanding that can help address the challenges found within their communities. As leading institutions within their communities they have become an

incremental part of the community producing services as powerful economic engines, applied technology centers, major employers, investors, developers, and reservoirs of energetic faculty and students (Carr 1999). Further, universities and communities are inextricably intertwined. A university cannot simply pack its bags and move if the community surrounding it becomes an uninviting, dangerous, or depressing environment. Within a few short years, the total investment within the community and school has become a grand dollar amount; to decide to make a costly shift to a neighboring town would serve as an impractical decision.

For this reason, accompanied by other deciding factors, the internal structures of universities and communities are evolving to forge more formal relationships. In some cities, the university participants are helping to set the course and steer the projects, in other instances they are providing technical support without a significant role in making policy. Whether their role is to design, guide, support or assess the initiatives, the university has to employ technical and organizational resources. According to Rubin (1998) at least nine distinct types of activity are expected to be carried out by the University in conjunction with the community partnerships. These activities range from the conceptualization of the issues to the strategies through the daily operations to the evaluation of completed projects. He suggests that the following is the very least that the university may participate in:

1. Needs assessment and Problem Definition
2. Identification and Mapping of Assets
3. Advising on Program Design
4. Training and Mentoring Staff and Residents
5. Technical Assistance
6. Building Organizational Capacity
7. Formative Evaluation
8. Summative Evaluation
9. Comparative Documentation Across Initiatives

Another necessary component for the university is student and faculty involvement. Students are eager consumers of cultural and recreational products (Wynne and O'Connor 1998) and in many cases, are producers themselves. In this way, cities with a large student population sustain a leisure infrastructure that could normally be found only in cities of larger rank, thereby improving the quality of life of the residential population. The climate of student inhabitants serves as enhancement to a community's attractiveness. With an important impact also in terms of increasing the number of visitors who value intangibles elements of the local identity, like animated public spaces, trendy lifestyles, and multicultural observations (Griffiths et al. 1999). Involving the students and residents in this process can serve as a connecting method to help them identify and bond with the surrounding community. Service learning opportunities can serve in a dual capacity; educational experience for students and service to the community.

The mobility of students and the progression of their careers are central issues. As temporary residents, students do still have a chance to become truly integrated in the local society and contribute to it structurally, even prior to the end of their student period in the host community or city. Graduates often decide to stay or may flee if other job markets offer better opportunities. This potential for flight, or residency is contingent, to a large extent, on revitalization processes that are student-host community-university focuses and sources of employment (Pallares and Feixa 2000). This is normally the case with small University towns or cities that try to retain their students and increase their human capita pool. The student's choices not only take in the consideration of economic opportunity, but it also look at subjective factors, such as the quality of life in the period during their studies in the university town, the social ties established or the sense of integration into the community. If favorable conditions are

met, students may stay and shape the social and economic organizations of the city around their own needs and practices (Pallares and Feixa 2000).

The University, when accepting its role in the city's development, in its own enlargement and notoriety, in student advancement and as a general employer for the locals will have to maintain consistency, and plug firmly into the process of revitalization. By partnering with local organizations, universities have the means, the need, and the mission to transform their communities. Since universities possess resources, usually ranking among the largest nongovernmental employers in many cities, their initiatives will have a reward for their altruism (Martin et. al 2004). University goals are part of a comprehensive neighborhood revitalization strategy and the residents are included in the institution's decision-making process about what assistance is to be provided to the neighborhood. Community-based organizations are partners with the higher education institutions from the planning stages through implementation. Within this working relationship, the applied research is related to the outreach activities and usable in those activities that form the basis of university-community partnership grants. Assistance is provided to neighborhoods primarily by the faculty or students or to a lesser extent by neighborhood residents or community-based organizations funded by the university (Martin et. al 2004). The programs are part of the institutions broader effort to meet its mission, and are appropriate for the institution's teaching, research, and service missions.

The Community

Such obvious links between university and city translate into strategic common management. The process of fine tuning and negotiating between the academic communities and the local actors is a relatively new planning field for local governments, planning bodies, and

university staffers; touching on many sensitive issues as citizenship, inclusion, diversity, gentrification, even globalization. For instance, it is common for city planners to embrace the concept of ‘unplanned’ creative environments, which would hint at an ‘open ended’ approach in the planning for student settlements (Landry 2000). Education policies, sometimes neglect the local or urban dimensions of that issue, treating human capital as place bound. However, human capital is highly mobile, and it needs to be attracted, welcomed, and managed in specific places to fully exert it’s hoped for effects (Landry 2000).

Partnership Practice

Partnerships are built on overlapping interest that converge on the goal of improving community conditions, with time limited projects and long term relationships (Baum 2000). In order to rebuild a community there has to be an embodied comprehensive view of a neighborhood. This concept of community rebuilding demands linkage among the physical, social, cultural and economic components of neighborhood life. Often times rebuilding involves integrating at the neighborhood level and restructuring the major systems of human service delivery and local government. It involves taking time to form ties between economic development and the local education system. This collaboration places value on empowering the residents of an area to define the issues and participate in the activities. A related aspect of community building is an emphasis on increasing the capacity of low – income individuals, typically done via information (Rubin 1998). Using available information as a tool for grassroots education and organizing broadens neighborhoods access to expertise and increases the likely hood that they will be able to conduct future work.

Some university community partnerships have produced impressive results, bringing in an abundance of funding and support. Often the resources have little relationship to the purpose of the partnership, thus requiring empty promises that may not be fulfilled. To prevent such occurrences it is suggested to clarify and specify realistic partnership purposes in the beginning (Rodin 2005). Being honest about what the partnership wants to accomplish will prevent inflated claims and true difficulties. If the purpose is not to revive a community's economy or turn a neighborhood of renters into one of homeowners, rather to create and establish programs to improve living conditions through education this should be clearly stated and agreed upon (Cardoza 2000). Matching resources to purposes is also another vital step in making a partnership work. Each generated resource should match the partnerships original purpose and allow for repetition, false starts, new directions and any other inefficiency that may accompany changes in purposes and partners (Baum 2000).

The three most important resources in any partnerships are knowledge, time and money (Prins 2005). Knowledge is essential for all aspects of life, not just partnerships. No one person knows enough about long term relationships and institutional change to work solo. Hence funders, universities and community groups should work together to develop frameworks for acting, intellectually respecting each party. Acting without a thorough understanding not only leaves problems untouched, but also cast doubt on the value of knowledge, research and university community partnerships. The second resource, time, is needed for learning how a partnership can be formed, what it should do and how it should be reformed. Partnerships have a developmental logic, meaning considerable time is necessary to create a relationship where partners can jointly design and implement a project (Cardoza, 2000). Even after willing participants in a coalition or taskforce agree to work together, it takes time to develop sufficient

understanding and trust in one another. It is because knowledge and time are so important that the third resource, money, proves to be necessary. It is rare that universities commit funds to community work, although some will satisfy grant matching requirements. Smaller communities do not have the funds to allocate towards outsourcing for revitalizing efforts. For these reasons, third party funding, from the federal government or a foundation, for example, is often necessary to begin and sustain university community partnerships. Few federal agencies or foundations make large multiyear commitments and most prefer to seed several different efforts as opposed to just one long term investment. Baum (2000) suggests that university community partnerships should make outside funders partners. This allows them to become more acquainted with what they are funding and provides more opportunities to continue their investment. Foundations and federal agencies are usually part of vast networks that can help organize partnerships. Funders can identify institutions that affect a community and encourage them to join the university and community in improving. Even if initial funders cannot make long-term financial commitments to a partnership, they can organize consortia of funders, including corporations, foundations and public agencies.

Partnerships require continual organizing, especially in the poorer communities where there is a lack of formal organization. In reality, most people have interest in issues but lack the time, skills or confidence to take part in meetings. Commonly a small group of activist, often middle class professionals act on behalf of a community, yet despite the positive intentions, they are unfamiliar with some community groups and generally lack the authority to speak for the groups. Community members often need information, assistance, training and help analyzing problems and developing strategies. An ongoing effort is necessary to nurture partners, plan and

implement projects and recruit new partners to succeed those who leave (Wilson 2000). This involves constantly reorganizing and prioritizing the partnerships goals and mission.

Institutionalization

Although these partnerships between university and community are becoming increasingly more popular and successful, if the partnerships are not institutionalized there will be a struggle to maintain its efforts. This has been realized by several entities. The U.S. Department of Housing and Urban Development Phillip Selznick's *TVA and the Grassroots* elevated the discourse concerning institutionalization by placing it in a historical and theoretical context (1953). His entire concept is to partner related grassroots organizations, in his case, farming institutions, land grant colleges and the Tennessee Valley Authority. By distinguishing between an institution, which was defined as the responsive and adaptive natural product of social needs and pressures, and an organization, the rational formal entity that exists to perform a task and then becomes expendable. Selznick found that the two must be infused into one, with a new approach. Hence, requiring the organization to find value beyond the basic requirements of the task at hand, becoming satisfying to the individuals comprising the group. He found that if a group can find gratification in their work, they will then want to undertake other endeavors, making the new approach self maintaining. His end conclusion, in agreement with many other organizations, is if universities working in conjunction with community institutions can address the problems better or more cost effectively than federal agencies acting alone or with more traditional partners such as private industry and faith based institutions, university community partnerships are justified and should be institutionalized.

Merely institutionalizing a program just to say one exists is not recommended (Rubin 1995). A program based on university community models that study their communities but do not take action are not necessary to institutionalize. It is recommended to avoid “models that generate academic research based on faculty interest or engage in top – down programs” to help the communities without involving neighborhood institutions in making the decisions (Rubin 1995). Rather ones that have goals that will benefit all parties involved should become permanent and will be easier to maintain.

In order for the university community partnerships to become truly institutionalized it requires the inclusion of the total university and the development of a shared consensus on core aspects of successful partnerships and best practices, all of these being centered on networking. According to Benveniste (1989), the first two steps of institutionalization consist of mapping the terrain, gathering information, identifying actors and leverage points. Third would be to select tentative coalitions. In this instance, federal government agencies, universities, community based organizations and any other local level institutions are all potential coalition members. This suggests that a network approach, instead of a top down process, could lead to a clear formulation of a model that is refined from experience, contains which agencies to involve, identifies funding amounts and sources to seek and identifies educational entities to include. Benveniste suggested that within the process of institutionalizing a partnership through networking, this planned change has a concept of the multiplier, defined as “that moment when an idea catches on, when support for a new course of action multiplies, when indecisions evaporate and individuals or groups decide to move ahead in a given direction” (1989). This

triggering of the multiplier requires technical argument and a visible coalition of supporters, both which provide creditability to the university community partnership and the planned change.

The two way street of community partnership can allow for dual education and the emergence of a meaningful advisory committee. One of their goals is to define the partnership agenda, which is essential to implementation and institutionalizing (Reardon 1998). The shared decision making will help the partnership to select the most relevant projects and increase the community stakeholders' ownership of the partnership, which is critical to long term success. Local level institutionalization involves more than creating an enduring university community partnership or formulating a decision making structure for which the community stakeholders share power. It includes "integrating local partnership arrangements with other local level players" (Legates and Robinson 1998). This means that the university community partnership needs to develop working relationships with the local counterparts of the national stakeholder group, such as local government, foundations and unions. Foundations have played an important role in institutionalization of university community relationships on the local level, especially since the majority of funding will flow to government programs and operations. Universities may occasionally assist the government programs through research, but usually do not implement. Hence, foundations come to play an important role in simulating innovation and helping to move the activities of major players in progressive directions (Legates and Robinson 1998). Table 3.1 illustrates all the different levels that university community partnership institutionalization is necessary.

| National Level | Local Level | University Level |
|---|---------------------------|--------------------------------------|
| Congress | Community Advisory Board | Faculty |
| HUD National Office | HUD Regional Office | Staff |
| Other Federal Agencies | Local Government Agencies | Students |
| National Associations Representing Government | Local Foundations | Library Personnel |
| National Associations Representing University | Local Interest Groups | Service Learning Offices |
| National Associations Representing Communities | Faith Based Institutions | Computing Support Staff |
| National Associations and Foundations of Foundations | Unions | Research Offices and Institutions |

Table 3.1 Levels for University Community Partnerships (Legates and Robinson 1998)

Challenges / Conflicts

Universities have many limitations. In many cases their coveted research activity is too academic to be of direct use locally. They are not monolithic and their own agendas are not always benign from a community perspective. Activities from one part of a university, such as aggressive land acquisition for campus expansion, can harm neighborhoods and complicate relations between community and university. This problem is especially explosive when the university personnel and the community differ in racial composition. If everyone is not able to focus on the common goal and not each other, “race and ethnicity can destroy a partnership” (Pang, 1993). Communities are often ambivalent about involvement with universities. It is a constant struggle to wrestle with cultural barriers as well educated stably employed faculty and upwardly mobile students work with community residents whom may have limited education, income and unsecure jobs. However, constructing lasting partnerships requires patience, commitment and engagement with often unorganized processes and uncertain results.

Sauer found that underfunded and overworked governmental agencies help and usually welcome additional personnel whenever it's available (1998). Most communities recognize that professors of certain fields like economics, social work, architecture and many others can contribute expertise that the typical community based organization may not possess. Communities usually welcome the energy and enthusiasm of idealistic students, especially those from the community itself. This welcoming spirit from the host is dependent on the sensitivity of the students to the community and the quality and productiveness of their work. Like most lab animals, communities resent being examined and invaded by faculty and students with little interest in the community beyond their individual interest. Communities feel that they, not the university, have superior understanding of community issues and priorities (Sauer 1998). This leads to academia divesting themselves of their expert status and meeting the community on a level playing field, being willing to learn and teach.

Examples of Successful University Community Partnerships

Throughout the United States there have been successful university community partnerships on all levels. Each partnership was created to counteract different leading problems but all committed to creating partnerships that leverage various elements of a community and devise a plan of action to benefit all included parties. The following examples include teamwork, networking, and exposure in order to connect with their host communities.

University of Pennsylvania developed the Center for Community Partnerships in 1992 to revitalize West Philadelphia neighborhoods. The university formed a city-wide higher education coalition along with a West Philadelphia coalition of institutions, agencies, community groups,

and businesses. Activities focus on urban renewal and planning, academically based services, publications and on-line databases, and a volunteer coordination network that includes mentoring for middle-school students and merit scholarships for area high school students (Pennsylvania 2008).

Howard University in Washington DC, 1995, launched a collaborative effort to revitalize the distressed area surrounding its campus that has suffered from decades of disinvestment. It invited the Fannie Mae Foundation to help redesign the streetscape, prepare a land use plan, and perform a feasibility study to create a cultural district. Social interventions included a community safety initiative that has a cast of national criminal justice experts and an educational component to address at-risk youth. With its corporate partners, Howard instituted an employer assisted housing program and is working with government agencies to implement large-scale improvements (University H. 2003).

Winston-Salem State University, 2005, is a partner and governing agency for The Simon Green Atkins Community Development Corporation (CDC), a non-profit organization funded by grants from the Department of Housing and Urban Development (HUD) and other funding institutions. They strive to create community based leadership focused on revitalizing the neighborhoods surrounding the University. Areas of focus are housing, community and economic development. They include residents in strategic planning and fund raising to implement community initiatives. The group has a neighborhood patrol, raises funds for neighbors who need help, plants flowers and is planning a recreation center for neighborhood children. This partnership is revitalizing the housing stock within its target area by renovating

dilapidated houses and building new homes. Down payment assistance is available to qualified applicants who wish to purchase homes within the target area along with workshops featuring local housing counselors and mortgage lenders who answer any questions (University W.S 2005).

CHAPTER 4 - METHODOLOGY

The initial approach to determine the viability of using the university and the community, joined in a partnership, to help revitalize the Pine Street was very strategic and rigid. Originally planning to dissect the university and determine its need as a land grant university to connect with the community while it is expanding and determining the current condition of the school. Then anticipate the inclusion and identification of the institution's goals, expansion plans, neighborhood outreach, interactions with the city, and what they can do to assist in developing the area. Next evaluate the city's goals and needs. How the city of Fort Valley plans to change and redevelop determines their attitude towards the incorporation of the university. Also this means that as the university expands into the community, they become more intertwined with the neighbors, so there will be an extensive review of land use goal compatibilities.

The actual process consisted of a series of visits to different offices, sometimes repetitious, and some proving to be dead ends. In the process of gathering information to review, the story of Fort Valley began to immerge as the frontrunner and as the most feasible method of highlighting where the strengths, weaknesses and opportunities of the community lie. Figure 4.1 illustrates the process of collecting the needed information and the transitioning life story of the community.

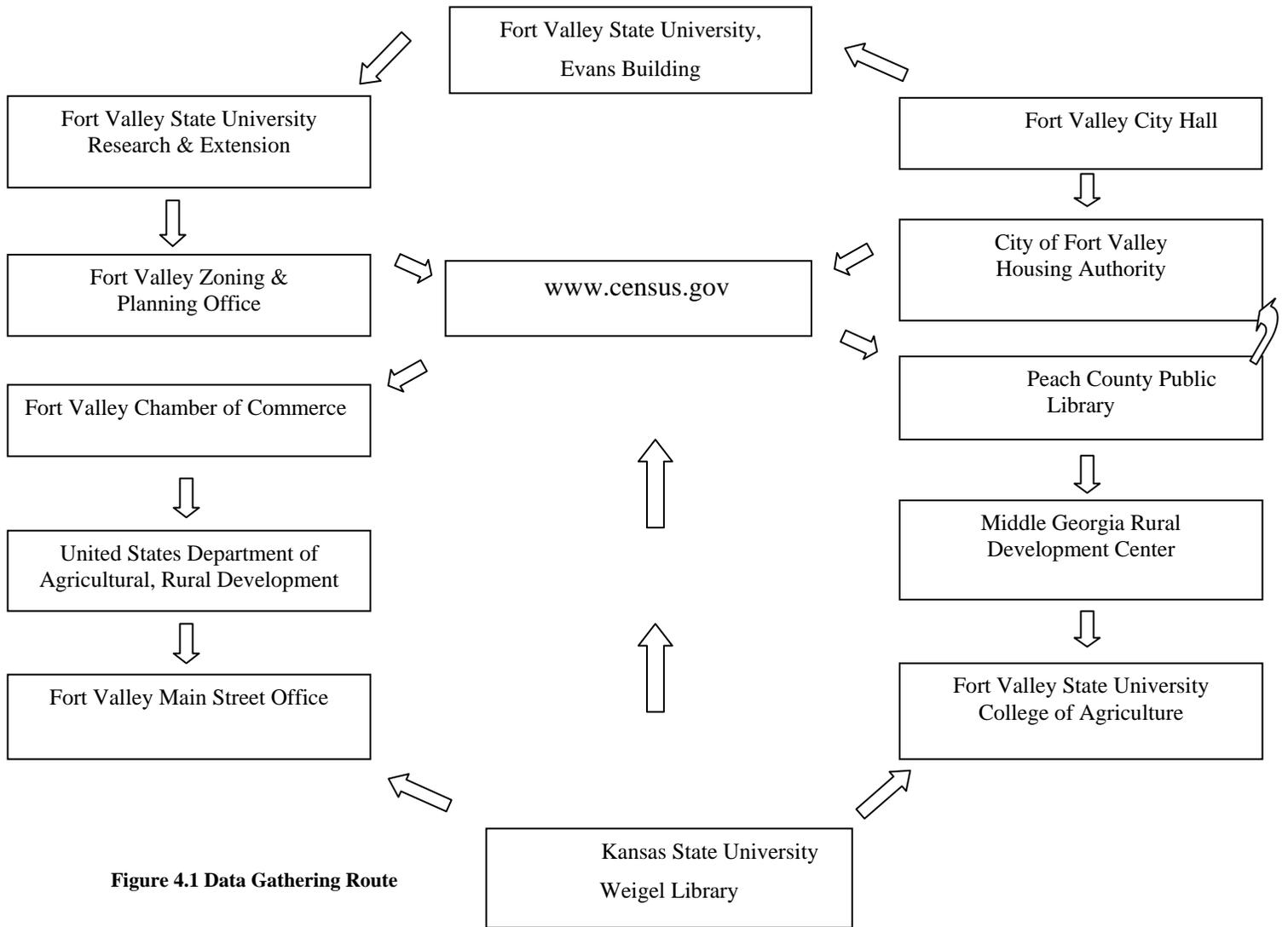


Figure 4.1 Data Gathering Route

Data Sources

Information on the City of Fort Valley, Fort Valley State University and partnerships can be gathered from almost anywhere. In this case, primary sources utilized are books, internet and people. Table 4.1 is a chart of the given data sources (first column), perceived information (what

they were assumed to have) and the actual information present. For further explanation, the written breakdown of Table 4.1 can be found in the Appendix.

| Source | Perceived | Actual |
|---------------------------|--|---|
| FVSU College of Ag | <ul style="list-style-type: none"> - Served as base to receive direction to acquired what information | Efficient way to gather & request information |
| FV Housing Authority | <ul style="list-style-type: none"> - Housing Statistics for target area <ul style="list-style-type: none"> o Renter/ Owner occupied o Public Housing Units o Low Income Housing - Any housing studies done in the area | Public Housing Units <ul style="list-style-type: none"> - 70 units in target area |
| FV Main Street Office | <ul style="list-style-type: none"> - List of current main street vendors - Goal and mission of main street - Past and active renovation projects | Everything Requested <ul style="list-style-type: none"> - Main street vendors - Goal and mission - Renovation projects - Historical pictures - Renovation budget |
| FVSU Research & Extension | <ul style="list-style-type: none"> - Current Outreach Programs - Programs and Workshops Offered | Programs <ul style="list-style-type: none"> - First Time homeowner - Down payment Assistance Educational Programs - Clothing & Textile - Family Life Program - Resource Management |
| FV City Hall | Code Enforcement <ul style="list-style-type: none"> - Most frequent offences - Penalty System Police Department - City High Crime Areas - List of Committed Crimes | Code Enforcement Police Department <ul style="list-style-type: none"> - List of Committed Crimes for 2007 |

| Source | Perceived | Actual |
|----------------------------------|--|---|
| Census Website | <ul style="list-style-type: none"> - Population & Race Demographics - Census Block Income - Comparative Norm Info | <p>Population & Race Demographics</p> <ul style="list-style-type: none"> - City , State, Target Area - Census Block Income - Owner / Renter ratio <p>Comparative Norm Info.</p> |
| FV Chamber of Commerce | <ul style="list-style-type: none"> - Maps of City of Fort Valley - Peach Festival Information | <p>Maps of Fort Valley</p> <ul style="list-style-type: none"> - City & County <p>Peach Festival Information</p> <ul style="list-style-type: none"> - Latest information recorded attendance - Pictures on File of festival - Redirected to Main Street Office for historical photos <p>News articles on community outreach in Fort Valley</p> |
| USDA Rural Development | <ul style="list-style-type: none"> - Any current plans & projects in the target area | <p>Plans & Projects</p> <ul style="list-style-type: none"> - Non proposed - No new homes or rehabs planned in the target area |
| Mid. GA Rural Development Center | <ul style="list-style-type: none"> - Current Comprehensive Plan | <p>Current Comprehensive Plan</p> <ul style="list-style-type: none"> - Completed Septemeber 1, 2007 - Scheduled to take effect Jan. 1, 2008 |
| FVSU Evans Building | <ul style="list-style-type: none"> - Current Community Development & Outreach | <p>Service Center Houses</p> <ul style="list-style-type: none"> - GED Training and Testing Site - Council for Administrators of Special Education (CASE) - Fort Valley Community Development Corporation, Inc. (CDC) - Base for President's University Corridor Plan |

| Source | Perceived | Actual |
|-----------------------------|---|---|
| KSU Weigel Library | Literature <ul style="list-style-type: none"> - University Community Partnership - Partnerships - Outreach Strategies - Examples of UC Partnerships | Literature <ul style="list-style-type: none"> - University Community Partnership - Partnerships - Outreach Strategies - Examples of UC Partnerships |
| Peach County Public Library | <ul style="list-style-type: none"> - Peach County Historical Archives | Archives <ul style="list-style-type: none"> - History on the city - Redirected to FVSU Hunt Library for more |

Table 4.1 Data Sources

Material Analysis

The information gathered from each source played a role in determining the concepts and expectations of the Pine Street Area. This process was used to isolate the areas qualities and formulate potential solutions that, if implemented, could positively counteract the current conditions. The information gathering process was created to cover four categories: conditions, development, information and outreach.

The conditions category contained the information gathered from the Fort Valley Housing Authority, City Hall and Planning and Zoning offices. Considering the condition of the area’s housing stock, there was a question of whether there was adequate affordable housing. Also this was an attempt to ensure there was a variety of housing options. The Planning and Zoning office is home to the zoning classifications and regulations. The zoning classifications and regulations for the area determine what should currently be in existence as well as what is able to reside there in the future. In this case, any overlay districts other than the customary residential and their regulations was of particular interest. The code enforcement, in some

counties, has a database that catalogs the most current offenses and the citations that are issued. This will provide an indication of compliance problem areas.

The second category development included Fort Valley Main Street Office, Chamber of Commerce, United States Department of Agriculture Rural Development and the Middle Georgia Rural Development Center. These are the offices that reveal what the future holds for the area. The Chamber of Commerce is the heart of enterprise for the area since it serves as a vehicle to promote and support growth. In this case this was a survey of the business climate and how well they were providing quality programs and services as stimulus for growth. Currently, the Chamber of Commerce, has a renovation program offering assistance to commercial property owners that are renovating and partners with the Main Street office for a matching façade grant program for areas near or on Main Street. Finding services such as the previous programs serve as an opportunity to better the target area. Fort Valley Main Street Office provided the means to determine how the annual festival affects the area as well as the projects that they have recently completed, revealing what direction the office going in the future. The renovation budgets that are provided allows for an example cost that would be incurred, including the historical preservation for buildings that are bordering the target area. The office itself serves as a liaison between business and property owners and the City of Fort Valley to find solutions to problems and aggressively pursues redevelopment of threatened areas or properties through the Downtown Development Authority. Actions such as these are helpful, if necessary, when trying to evenly distribute the cost of obtaining abandoned or troubling properties. The Middle Georgia Rural Development office holds a master comprehensive plan for the entire region. Within this document there are goals for each county and the types of development that is desired. This information was used to find where the county's expansion priorities are located.

The information category included Fort Valley State University College of Agriculture, Census website, Kansas State University's Weigel Library and the Peach County Public Library. The information phase began with Weigel Library, here the gathering of literature on the topic of university community partnerships began. The literature provides different techniques and theories along with examples for successful partnerships. The Peach County Library was used to provide history on the community. The census website was used to find the demographics and housing statistics for the target area. The demographics, such as the population, racial and gender makeup, were reviewed to establish the composition of the neighborhood and provide some possible reasons as to why the area is in its current condition. The income and its comparative norms were found to establish where the area is economically sound and whether there needs to be concentrated initiatives to improve. Housing statistics were reviewed to determine the occupancy status of owner vs. renter and the vacancy rating.

The final category, outreach, contains Fort Valley State University's Research & Extension and the Evans Building. The information gathered at these establishments are to determine the current outreach activities and programs. The listing of programs provides indications of the areas for which new programs and outreach need to be developed. The idea here is for the community to utilize their existing resources, allowing concentration on unorganized programs. The university Research & Extension offers programs such as the First time Home Owner program and educational workshops such as Resource Management (budgeting). These types of programs offer available assistance for the neighborhood residents at a cost of time. The Evans Building offers services such as GED training and testing and

organizes some campus community cleanup efforts. These two offices are service and outreach oriented and could potentially take the lead in any revitalization effort.

After gathering the information, it is time to take the compilation from the four categories and evaluate. This process included taking the information gathered and making correlations between the goals and plans to the current conditions. It also includes finding areas where the existing programs and community fall short. Conducting a program analysis, matching needs with conditions, included reviewing outreach programs and existing governmental programs of that area. This analysis required looking to see if the programs are well utilized, meaning taken advantage of by citizens, and the methods of advertising the available services. Evaluating the stock of residential and commercial units for visual appeal was included, usually completed by an official housing survey, but in this case by casual observance. One of the final stages was taking the observations and linking the existing programs to the noticed problems, drawing conclusions from whether the offered services matched the visually diagnosed needs. The final step being, taking the aesthetics within the area and formulate recommendations for improvements. The next chapter will disclose some of the findings and recommendations for the target area.

CHAPTER 5 - FINDINGS AND RECOMMENDATIONS

A major portion of the information gathering was determining whether all the parties would be viable and willing candidates to formulate a University community partnership. Although the information was gathered in four categories, it is the overall compilation that was used to determine the needed improvements. The university, charged with outreach to its community, is in the midst of expanding their outreach campaigns and its university, both physical and student enrollment, making it a willing candidate for collaborative efforts. The city, boasting its historical Main Street, is also in a time of constant revision of programs and restoration efforts to improve the quality of life for its citizens. The targeted area, the Pine Spruce Neighborhood, has reached a period of needed transition, where the conditions are deteriorating and the quality of life is becoming subpar, making it in need of revitalization.

Having three parties that are can benefit from one another and become an enormous asset if they are properly combined could serve as an income generator. Businesses have proven unequivocally that partnerships produce income and results. Take the ‘strip mall’ concept. A large cooperation opens a franchisee and with it comes numerous small businesses that bring consumers from all levels of spending. In this context, the same model used by the business community can work with the Fort Valley State University taking the lead as the anchor business. Located around the university will be housing, community and health services, recreation, and facilities of a culturally diverse nature, this includes incorporating Main Street so that it becomes one cohesive area. Just as each business appears to be working on the surface as individuals, yet are truly partners mutually reciprocating and generating an influx of patrons with

revenue to share, the Fort Valley university community partnership are their separate entities but work together for certain common goals and benefits.

All components of this relationship contribute to complete a package of improvements that will benefit the city, community and university. The major portion is physical revitalization, which is fully capable of accelerating the growth of the target community. Seeking to revitalize the thoroughfares and approach to the University by highlighting its foundation areas (Pine, O'Neal, Spruce and State University streets) is a notion toward linkage of the stakeholders showing immediate contributions for the profile of the host communities, as they are revived and given a facelift. Although a physical facelift is necessary, in order for the Pine Spruce community to become included in their economy they must become flexible and information-intensive. This inclusion process, in this case, would be faculty and student work based, perpetuating a re-thinking and a revitalization that encourages new industries, the media, tourism, and so forth to partner with the reasons for revitalization. The community in the transformation becomes a working environment that stimulates growth and development.

For Fort Valley's university community partnership, the efforts at revitalization will be most reflective in the housing market. Consider, that with change comes revamping of present housing and housing cost. With the destruction of sub-par dilapidated residents comes relocation of owners and elevated cost. This severely impacts the Pine Street Neighborhood of the targeted revitalization plan. The acquiring of suitable housing would escalate out of the range of the once local patrons and their sub-par incomes due to sub-par jobs, educational background and job skills, hence the efforts to remodel those in moderate condition. The

student conversely has a housing monetary allotment, parental support, a different budget and a cost of living increase to attend school, since student spending behaviors differ from those of the host communities higher density dwelling units are needed as a viable solution. This does mean that there must be adequate code enforcement and strict compliance to keep the area from reverting back to its current condition.

The stakeholders are affected in various ways and have specific vested interests in the development of higher education in the city. The direct links that they sustain with local businesses and education are seen as strategic. These interests may be partially contrasting and need to be reconnected to a comprehensive vision of a sustainable university city. If the stakeholders become adjunct professors, consortium members and mentors they can reconnect with the community by integrating practical expertise into student curricula and skill-based learning for the residents, which is sought after in the labor market. With stakeholder participation the university can develop cooperative programs and training to help upgrade the city's potential as a business location of choice and local employer draw throughout the Pine Spruce Community. Locally this can be inter-phased with companies such as Bluebird, Wanderlodge, Lane Packing Company, Robin Air Force Base, The Railroad, Food Industry sites and The Doctors/Health Care Facilities. All sites native to or within a few minutes of the neighborhood, enabling access to these industries.

A partnership based on higher education and the stakeholders would certainly accrue long-term benefits to the local community. Over time revitalization could result in a balance of community and stakeholder needs with everyone having a connection to Fort Valley State

University. This partnership could possibly contribute to the potential growth and development of everyone and the transformation for other communities within the City of Fort Valley improve their community pride.

Past, Present & Future

Each part of the partnership plays a certain role in efforts to improve an area. Each stakeholder has their own personal goals that they would like to achieve that are motivating them towards partnership. The historical conditions that are driving them towards a partnership are outlined in the revitalization sector below. During the revitalization process, each group of stakeholders should expect a different set of results and itemized task to overcome. In the end, initial goals are to be evaluated in order to determine success levels.

| Stakeholders | Occurred before Revitalization |
|--|---|
| <p>City of Fort Valley (Entrepreneurs, City Government)</p> | <p>Concentrated on special calendar events Confirmation of incoming businesses Codes, permits, No city wide transportation system Localized business efforts After events response Tourism only for special events Police services appear at university when invited No parks Slow response to host communities in emergencies No youth attractions No work with larger employment industries</p> |
| <p>Host Community (Pine Street, O’Neal, Spruce, State University)</p> | <p>Subpar lifestyles/ housing Few jobs available Several parked non operative vehicles Poorly lit streets and sidewalks Questionable income sources Little or no formal education of residents Multi-family dwellings No recreational facility/ parks Lacking neighborhood pride Little or no multi-culture groups</p> |

| | |
|--|--|
| | Older citizens committed to care homes |
| The University (Faculty, Staff, Students, Support Personnel) | University centered events/ no faculty forums Activities planned for campus residents only Insufficient housing on campus or nearby Residential buildings & dorms need repairing No planned student centered recreational event No staff or community forums Lack of notoriety of historical markers or sites Limited sponsorship/ endorsements Limited parking/ no public transportation units Insufficient student work – study linkage efforts |

Table 5.1 Before Revitalization Expectations

| Stakeholders | Occurs During Revitalization |
|--|--|
| City of Fort Valley (Entrepreneurs, City Government) | Synchronize City and University Calendar Plan transportation routes for tourism and parks View University as business partner Attract businesses that students frequent Diagram beautification paths in historical areas Coordinate campus/ city police/ rescue services Expand utility services to refurbish districts Select city official to serve / revitalization team |
| Host Community (Pine Street, O’Neal, Spruce, State University) | Select a representative to serve continuously on revitalization team Compile a census of the older residents needing assistance Get poll of what to do with the inoperative vehicles Local residents seek education for skill enhancement Review local and surrounding job areas Relocate due to housing renovation/ destruction and re-construction projects |
| The University (Faculty, Staff, Students, Support Personnel) | Select revitalization team representatives Provide career training sessions for training those working in the local community Increase local student work study sites Design housing as applicable for employees Pinpoint stops for local public transportation Chart all events that are focused for the historical marker areas |

| | |
|--|---|
| | Expansion of public relations Recruit sponsors |
|--|---|

Table 5.2 During Revitalization Expectations

| Stakeholders | Occurs as a result of Revitalization |
|--|--|
| City of Fort Valley (Entrepreneurs, City Government) | Increase of income generators and industries Partnership with university Influx of small businesses Streets widened and repaired Neighborhoods re-inhabited Buyers market increased Tourism increased Park- like facilities constructed and maintained |
| Host Community (Pine Street, O’Neal, Spruce, State University) | New park –like facilities erected Refined homes Neighborhood refurbished/ lit sidewalks Historical district constructed and placed on tourism campaign Recreational facilities staffed and maintained by college students Neighborhood pride re-enlivened Clean up programs staffed Cultural relations enhanced |
| The University (Faculty, Staff, Students, Support Personnel) | Increased enrollment Increased research projects Student lifestyles supported Becomes a strategic partner with city planners Community leaders projects expand for student Housing becomes diversified and available for employees Suitable and available student housing Improved approach streets to the University Host community supports university |

Table 5.3 After Revitalization Expectations

Necessary Commitments

In order for the ultimate goal of revitalization to occur, there has to be dedication on behalf of Fort Valley State University, Pine Spruce Neighborhood and the City of Fort Valley.

All parties involved must unify as a single body before they can expect the participation of

others. Once the different parties are committed to participation, there should be a formal public agreement drafted to illustrate the level of dedication to this revitalization movement. Within this agreement everyone will have their own requirements, some of which are as follows:

The City

The City's commitment must begin with the major decision makers; the Mayor and City Council Members. With their support it is easier to acquire the needed resources, policies and changes that will help further this process. Since the city determines the improvements and priorities for the area, each project should consider the attractiveness of the long term investments.

Fort Valley State University

Fort Valley State University's commitment, like the city's, must begin at the top with the president. The President's role is to ensure that the university adequately participates in the revitalization process and organizes or delegates the organizational efforts for their roles. This ranges from making sure faculty is informed of research, training, learning and community service opportunities to committing funds for incentive programs.

University Corridor Taskforce

University Corridor Taskforce should assume the role as central facilitator for implementation. The organization and its staff should act as the primary point of coordination between the community, Fort Valley State University, the city of Fort Valley, and private sector participants. The Taskforce should be proactive in its mission to see that the revitalization objectives are met. Its most important responsibility will be to coordinate the implementation of renovation and

redevelopment projects, performing such tasks as coordinating meetings between community groups and prospective developers, attending and supporting projects at public meetings, and assisting in the public approval processes. The city of Fort Valley and Fort Valley State University need to follow through on policy modifications as well as provide the necessary financial incentives or project investment to attract greater levels of private sector investment.

Community Organizations

Community Organizations can play a valuable role in developing and refining an implementation strategy through a series of committees focused on specific projects. These committees should combine the talents and knowledge of residents, community leaders, agency staffers and university officials. Also formulating a committee representing all neighborhood groups shows that the neighborhood is committed to making the transition through revitalization, within this partnership arrangement.

Dialogue Bridge

A “Dialogue Bridge” will be developed to establish, enhance, and sustain partnerships with community residents, the university, University Community Taskforce, and the city, including human service providers. The Dialogue Bridge can provide a forum for continued assessment of community strengths, capacities, and gifts as well as a community forum for planning, goal setting, and accountability. The Dialogue Bridge can provide opportunities to support development activities by all parties as they seek external dollars and opportunities to learn about and from each other (Partners 1996).

Principle Concepts & Recommendations

In order to reach the end of revitalization, at some time a beginning point must occur. This often is the most difficult time period within a project. Since this process can become tedious, if it's not well organized, this is an appropriate time to integrate the concept of phasing. Phasing, often utilized by residential developers when developing subdivisions, involves incremental steps that work towards completion over a period of time. By taking a project and splitting it into several phases, it allows the opportunity to micromanage the project without it becoming overwhelming. The following are four concepts with accompanying recommendations in phases that could be effective for this target area. The concepts are excerpted from The Ohio State University's Revitalization Plan and applied to Fort Valley State University (Partners 1996). Although they are not on the same comparison scale, neither university size nor city size, they were facing very similar problems with similar needs. For the Fort Valley plan the phases contain key areas that could be changed and sample recommendations. Although every existing concern area is not mentioned below, this serves more as a guide for how the university community partnership may accomplish its goals.

Concept One: Working from the Core to the Shell

When entering an area of tradition and history, such as the Pine Spruce Neighborhood, it is ill-advised to force physical change before its prepared mental time. In order to preserve the community's vision of itself, it is essential to start from the core, the people of the area and their community partners, Fort Valley State University and the City of Fort Valley. These same community stakeholders have formed an active and non-formal partnership throughout the

process. Their input has shaped and refined every element of the community, and will continue to guide the formation process as they implement a model for university-community partnership.

The purpose of starting at the core is to gain participation and foster partnerships. Both of which are attainable through existing community assets. Even though this neighborhood may be experiencing a level of distress, it has assets such as the residents, the schools, government agencies and churches. By continually identifying and utilizing local assets the Pine Spruce Neighborhood can enhance its quality of life.

Phase One: Committee Creation

In response to growing concerns regarding the quality of life in the University District, Fort Valley State University may develop a University Corridor Taskforce. A suggestion for the revitalization team's composition might include the following representatives from these stakeholders.

CITY OF FORT VALLEY

- one Chamber of Commerce member
- one Commissioner representing Police, Parks, Utilities, etc.

HOST COMMUNITIES

- one representative from Pine and O'Neal streets
- one representative from Gano and Spruce streets

THE UNIVERSITY

- one from the Board of Directors
- one from the Faculty
- one from the Student population

The Revitalization team should meet regularly during the first year of the Revitalization linkage efforts to outline, formulate, and discuss the total revitalization efforts for the targeted

area, the city of Fort Valley and the University. The beginning time period of any new project is usually the most critical. Consistency allows for this to become a focal point and an extended time period allows for it to become ingrained as part of a routine. This composite body should share equally in the decisions, planning, instillation, remodeling, refurbishing, dispensation of revenue and advertisement and all other facets of revitalization. As a body there are many other elements that they will oversee. Within the first year the goal should be to develop a comprehensive neighborhood revitalization plan accompanied by an implementation strategy.

The idea is to bring together experts in traditional areas of planning, housing, retail and commercial markets, circulation and parking, code enforcement and public safety, including human services that focus on quality of life problems. This consortium works with residents and human services professionals to access education, health, economic development, and social services within the Pine Spruce Neighborhood. The University Corridor Taskforce assembles a Community Advisory Council composed of representatives from the government, the university and community organizations. This group meets to review concepts and plans at various points in the development of the Revitalization Plan.

Phase Two: Participation

Implementing a revitalization plan's recommendations is critical for change, but also to demonstrate that the planning and study effort has produced something different than past attempts. No one entity can accomplish the task of implementing an entire plan. Instead it must be a partnership of many different organizations, agencies and individuals.

Recommendations

1. Fort Valley State University and the city of Fort Valley need to provide consistent and long-term leadership.
 - The President of Fort Valley State University and the Mayor of Fort Valley need to publically commit to roles and financial obligations for the first years of the revitalization effort.
2. University Corridor Taskforce needs to maintain a central role in the revitalization effort as the prime facilitator for implementation of key projects and programs.
3. Other funding sources for operations should be sought such as foundation grants, and operating funds or staff loans, from the city of Fort Valley through the initial years of the revitalization efforts.
4. Neighborhood Organizations should be recognized and supported for the contributions they can make to the revitalization effort.
 - The University Corridor Taskforce should assume the role as the umbrella organization for all neighborhood groups active within the target area.
 - The University Corridor Taskforce should play an active role in promoting homeownership programs, as well as the desirability of living in the Neighborhoods.

Concept Two: A Neighborhood Whose Time Has Come Again

The Pine Spruce Neighborhood was laid on an original plan of gridded streets exemplifying traditional town planning principles. Many of these concepts were lost as more people left urban settings for the convenience. Recently, however, a recognized lack of community and diversity, and the monotony of many new suburban communities have focused attention and market interest on a revival of traditional planning principles. In this case, promoting a since of

community and walk-able neighborhoods would help to refocus a return to the traditional principles upon which this area was founded.

Revitalization of the Pine Spruce area is a perfect opportunity to demonstrate the desirability of urban living by capitalizing on a community structure whose time has come again. The area should provide a viable alternative for individuals who avoid on campus and expensive housing, instead seek to live, among a rich history and diverse neighbors, close to employment opportunities and a variety of neighborhood services, within easy driving or walking distance to the historical center that is downtown; and next to a major cultural and educational amenities such as Fort Valley State University.

Phase Three: Enhancing Architectural Character

This addresses the character and visual quality of the neighborhoods. Issues surrounding code enforcement, open space and accumulation of trash and graffiti can have an effect on the quality of life for the residents and accelerate the decline of the neighborhood. In addition, a poorly perceived image can send a negative message to potential students and faculty desiring to live in the neighborhoods, as well as potential investors in residential and commercial property. The issues and recommendations suggested in each of these areas are critical to the success of the revitalization concept.

Code Enforcement

The City of Fort Valley has a series of codes that were generated to protect its residents. These also serve as the standard for existing and incoming developments. The Pine Spruce

Neighborhood has numerous traditional homes that have been converted into multifamily housing. In this area, sandwiched between the university and Main Street, it calls for effective and efficient code enforcement management. This evolves into a reactive vs. proactive dilemma because within any neighborhood, especially close to a university, code enforcement is critical. Strong enforcement could resolve many neighborhood problems by reducing densities and addressing other violations that threaten the community.

Recommendations

1. Examine the current code enforcement process and reevaluate the level of enforcement needed to improve the neighborhood.
 - Improve/strengthen the current code enforcement program through revisions to the code language and changes in enforcement.

Parks & Greenways

Often public parks and open space are linked to community wealth and health. In this case, the Pine Spruce Area's lack of parks and greenways could contribute to the community's lack of satisfaction. Determining where parks can be added in the neighborhood and what streets should function as greenways will increase the overall quality of life for the residents. The targeted area also suffers from a lack of "green streets" or landscaped paths that could provide connections to important places such as the university campus and community centers, distinguish neighborhood boundaries, and encourage pedestrian instead of automobile transportation.

Recommendations

1. Identify prime locations within the targeted area that can be acquired and converted into public parks and open space.
 - Locate a large public park central to the Woolfork Chemical Site (linking Main Street to the neighborhood)
 - Identify vacant or condemned lots on a block for parks.
 - Create small parks along Spruce Street at key roadway intersections (such as state university and highway 49).
 - Develop a Fort Valley State University outreach program to permit community use of campus recreation facilities (extend current hours for better availability)
 - Develop recreational facilities for students in the neighborhoods as an extension of university programs.

2. Create "greenways" in the neighborhoods that follow existing streets and connect Main Street, parks, community services, and the Fort Valley State University Campus.
 - Develop a series of gateway treatments (landscape or signage to announce entrance and exits to neighborhood) to make transition from Main Street.

Trash & Waste Collection

Essential to any neighborhood is the collection of waste and trash. Since the Pine Spruce Neighborhood has a higher renter volume and is located in close proximity to a college campus the amount of trash is typically greater than a traditional composition neighborhood. This can also be attributed to the frequent moves of college students and the transitional nature of the area. As a result the number of vacant properties and the visual quality of the neighborhood needs constant monitoring, not only for aesthetics but for trash accumulation. Just as the increased trash is contributed to by all, the maintenance must also be the responsibility of everyone.

Recommendations

1. Increase the effectiveness of trash collection services.
 - The city of Fort Valley should determine the necessary number of times trash collection in the neighborhood should occur, particularly during the school year (September to June).
 - Possibly increase the frequency of bulk collection on a seasonal basis coinciding with changes in the university schedule.
 - Establish a Fort Valley State University Pine Spruce Neighborhood monthly clean up initiative
 - Create a system for assessing fines for individuals whom violate sanitation regulations and / or litter the units with trash.

Concept Three: A Self Contained Community

The land use concept for the target area is to develop as a self-contained community, providing employment, education, recreation, retail, and residential opportunities that will all support the Fort Valley Main Street and the university. A developed community of this caliber can rely on its rich mix of uses and variety of densities and housing types to create a vibrant and diverse set of living and activity opportunities for residents and visitors.

In applying this concept to the Pine Spruce Neighborhood, Fort Valley State University should be viewed positively and constructively as part of the economic engine and a major amenity for the community; this area in conjunction with Main Street could be seen as the community's focal point - a symbol of local identity and the community's center of shopping, entertainment, and campus/community interaction. The surrounding neighborhood will then be seen as the bedroom and living component of the community. Interspersed within these broad land use categories are schools, parks, churches, and neighborhood retail centers. Connecting these elements is a fabric of streets, pedestrian ways, bike lanes, and greenways.

Phase Four: Cultural and Economical Diversity

Diversifying an area, whether it be through mixed uses or a varying age range of residents, always brings a certain vibe of excitement to a neighborhood. By utilizing the regulations that the city has in place, can lay the foundation for creating any type of neighborhood that is desired. By addressing the intensity and density of development and combing it with the diversity expressed through broad ranges in levels of income, dependency on community services, and lifestyles, the Pine Spruce Neighborhood could become the most diverse area within the city.

Zoning

One of the most valuable tools any city possesses is the zoning ordinance. It could enable the City of Fort Valley to determine the character for each area within its jurisdiction. The Pine Spruce Neighborhood already has an existing zoning classification of residential two (R2), but the city may want to be reevaluated in order to adjust for the potential revitalization goals or outcomes. Through zoning, which is the primary means of influencing land use, residential uses and commercial intensity can be controlled. In this case, the edge of the university would transition to predominantly lower-density housing. This may help to improve the quality of life and the potential for future economic development.

Recommendations

1. Possibly making the City's Main Street character be linked to the housing stock and carried through the neighborhood
 - Eliminating or remove properties that conflict with the zoning.
 - Enforce the zoning regulations on all new development.

Residential Revitalization

The focus of this is to improve the conditions of the current housing stock. An essential goal in carrying out this action is increasing home ownership within the neighborhood. While the Pine Spruce Neighborhood will still service the student population for housing needs, increasing the ownership pride and percentage will help to control the under maintained properties. In any area, ownership usually equates to well maintained properties. For the current non owner in this particular neighborhood incentives, such as programs, should be provided to increase the attractiveness of the community.

Recommendations

1. Possibly offering financial incentives and programs to promote ownership in the neighborhood.
 - Campaign for city assistance funds and grants for the Pine Spruce Neighborhood.
 - Fort Valley State University can consider providing a residence for the University President or other administrators within the neighborhood (since the president currently is responsible for finding his own housing).
2. Removing or rehabbing problem properties
 - Offer Fort Valley State University opportunity to acquire and remove problem properties or convert to other uses
 - Have and assist owners, who are willing, to renovate converted housing units back to single family units
 - Possibly pass an ordinance to limit the number of converted traditional properties per block
 - After demolition of problem properties, sell vacant lots for single-family development or recreational facilities

Concept Four: Commercial Concept

As the heart and soul of the neighborhood, Spruce Street will act as the focus of the entire community. The traditional main streets of small cities and towns were a location for both commerce and social interaction. With the street's ideal position at the center of the district, it is the one place where all residents and visitors can interact, serving as the most common image that integrates all land uses. While linear in nature (traversing the community from East to West) it should not be a corridor of similar uses, building scale, and identity. Although Spruce Street is already mixed between government and residential uses, the goal is to transition to an active street. Hence the main through street then contains: inviting building entries, exciting storefronts; a common design of street furnishings, unique signage, well-maintained landscape, and sidewalks that line both sides of the street. The commercial concept extends support to the array of services already in existence on Spruce Street.

Phase Five: Leadership and Investment

Ideally a neighborhood would provide several sources of employment for its residents. Revitalization of the Pine Spruce area includes addressing the employment and economic needs of area residents and employers. In this case jobs are nearby, but they require a certain level of skill and training, hence making them still unattainable for some. The hope is that with the revitalization process, there will be the creation of some additional employment opportunities that will inspire the residents to take advantage of the provided resources.

Faculty teaching and inquiry (combined with university outreach) provide critical resources to strengthen the economic environment of the university area. Economic self-sufficiency for area residents is an attainable goal. Fort Valley State University should continue

to offer the programs to help prepare residents to respond to the employment opportunities available in the area and throughout the city and become more proactive about finding participants. Education for healthy life styles will contribute substantially to the employability of residents. Education of local employers will create a climate in which area residents are sought for their skills and attitudes as well as their proximity to local jobs. Equally important, residents will learn about opportunities for assisting neighbors who are in financial or other distress, thus strengthening the sense of community. Linking key educational and economic elements to strengthen the community offers a paradigm for other university communities in achieving economic well-being.

Recommendations

1. There should be local programs to prepare Pine Spruce residents for employment.
 - Plan and establish a Comprehensive Employment Program for residents in the University Districts.
2. Support Pine Spruce Street residents in entrepreneurial endeavors.
 - Develop a Business Incubator in the targeted area.
3. Support retention of existing, and creation of new, locally owned businesses Encourage local employers to hire area residents when they have candidates with qualifications equivalent to candidates from the outside area.
 - Develop mechanisms to advocate employment of Pine Spruce District residents by local employers.
4. Revitalized commercial and retail efforts should provide an expanded job base for Pine Spruce District residents.

Conclusion

The previous recommendations are general suggestions that when applied to the City of Fort Valley, Pine Spruce Neighborhood and Fort Valley State University could potentially change the dynamics of the city. Although the base concepts are provided, it is ultimately the university community partnership's decision in determining, categorizing and assigning precedence to all existing problems.

The terms of a university community partnership approach, goes beyond concerns with economic growth and wealth utilization or distribution. Such an approach, dictates a constant information flow between the campus, the community and the city, as well as consistently educating participants. This could potentially offer benefits that provide people with a sense of ownership, involvement, and continual interest, which will help all parties in the future. The emphasis in this concept is on developing the economy in such a way that the community is strengthened. Community is then defined as a location in which economic activity takes place, where people feel connected with each other. Whereby, they are concerned with the general well being and gain satisfaction from cooperating with one another.

Realistically speaking, this study has enlarged the basic fact that revitalization is not automatic, it usually does not quickly bridge planning bodies, but it could save or enrich the quality of life for community, city, and university. Although the study only grazes the surface of what revitalization can do, it did revealed the following:

- Neighborhoods can depend on active involvement of leaders, community advocates groups, youth and special interest teams through extensive open communication, discussions and education to achieve and or coordinate mutual goals.
- Land use concepts and planning are critical steps toward promoting the sustainability of a community and environment. Having a shared focus would be the one element of showing concern for the future welfare of residents by creating healthy, efficient, and attractive environments.
- To adopt, implement, and sustain revitalization strategies that allow new approaches to land use and re-furbishing, it is essential to redefine uses to accommodate all parties involved; the city, the university, and the community.
- Utilizing four main concepts and breaking the entire project into increments allows for the identification of problem areas and the gradual mental modifications.

This process and partnership type is all inclusive, in order to have complete success there must be a desire within all groups to organize and work harmoniously for revitalization. By developing and implementing a working university community partnership model, it can serve as a pattern for other like areas. Such a model could provide the basis for an analysis of community interdependency and modest gradual changes over time. In a future study, it would be beneficial to extend revitalization concerns to other adjoining areas in the community, adjacent to the university, and allow for analysis of different growth patterns and policies that aid in addressing the decline. Such an expansion of the study may also reveal relationships between growth patterns, policies, and what led to decline.

The findings in this study indicate that a physically well designed community with numerous access points, ample park areas and attractive amenities, would generate a more

meaningful community that would attract people. With this being said the Pine Spruce Neighborhood is far from the ideal community and could use a progressive positive change. The final answer then becomes revitalization. This revitalization of the Pine Spruce Neighborhood encompasses university community partnerships, this combination then becomes the mechanism of choice when increasing the university's enrollment, attracting city businesses and assisting the community to become a show place of interactive life and cultural enhancement. Since each community is given only one chance to make a first impression and as a result, it is imperative to ensure that impression is lasting and positive and one way to accomplish such a goal is University Community Partnerships.

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Appendix A - SOURCE BREAKDOWN

Chart 4.1 Breakdown

Fort Valley Housing Authority

This was chosen as a starting point since housing is one of the main problems in the Target Area, the housing authority was to see housing programs that are offered, determine the locations of the public housing units and gather any studies that had been done for the city.

- Housing statistics for target area
 - o Renter / owner
 - o Public housing units
 - o Low income housing
- Any housing studies done in the area

Fort Valley Main Street Office

Since Fort Valley Main Street borders the north side of the target area, the information on what lies in Main Street's future and its past seemed to be relevant in order to coordinate revitalization efforts with the historical aura of the area. In the arena of funding the list of current vendors could be potential financial contributors.

- List of Current Main Street Vendors
- Goal and Mission of Main Street
- Past and Active Renovation Projects

Fort Valley State University, Research and Extension Office

This office was third because on most land grant university campuses they usually house the bulk of the outreach services and programs, if not they can direct to the appropriate office. In this instance, there was prior knowledge of some of the programs that are in existence, such as the first time home buyer program.

Research and extension office

- Current Outreach Projects
- Programs and Workshops offered
 - o First Time Homeowner
 - Down payment assistance
 - o Educational Programs

- Clothing & Textile
- Family Life Program
- Resource Management

Fort Valley City Hall

Fort Valley City Hall was originally listed as the home of the Planning and Zoning office, however this was not the case. As a result, never waste a stop, the police department and code enforcement office are still located within city hall, so capitalize on what's available. This way a diagnosis of problems within the area could be determined and narrow down to focal points. Code enforcement office is to determine the problem areas and most frequent regulation violators.

- Code Enforcement
 - o Most frequent offences
 - o Penalty system
- Current Water Quality Study

Fort Valley Planning and Zoning

Office visited to acquire the comprehensive and land use plans for the city of Fort Valley. This is always vital in determining the degree of infractions that are taken place within the target area. This also serves as a method to determine how compatible the current uses are and as a guide for future development.

- Target Area Zoning Classifications
- Target Area Zoning Regulations
- Comprehensive Plan

Census Website

The census website is one of the best companions when diagnosing demographics within an area. Because this database is updated every ten years it provides an excellent resource to establish trends over time. It also allows profiling and extraction of target areas while comparing to norms such as the United States and individual states.

- Population & Race Demographics
- Census Block Income
- Comparative Norm Information
 - o National & State Data

Fort Valley Chamber of Commerce

The chamber of commerce was initially perceived to have the Main Street Vendor information, until it was noted that a Main Street office exists. Since a major feature of Fort Valley is the peach festival, direction was asked at this office for the responsible parties, a rare instance of guessing and fortune. In most cities, this office, as well as city hall, usually keeps maps for the area for visitors and potential residents.

The chamber of commerce

- Maps of Area
- Peach Festival

USDA Rural Development, Byron Office

Rural Development provides assistance and training funds to qualified individuals for housing, community facilities, and community and economic development projects in rural areas. Since Fort Valley is a rural area and qualifies for need based assistance, this was an attempt to pinpoint any rehabs and initiatives that have already begun.

- Any current plans & projects in the target area
 - o Non proposed
 - o Talk of assisting with State University Corridor

Middle Georgia Rural Development Center

This office, located in the neighboring city of Macon, created a comprehensive plan for the middle Georgia region. As a result, this office visit was to acquire an updated comprehensive plan.

- Current Comprehensive Plan
 - o Was adopted on January 1, 2008

Fort Valley State University, College of Agriculture

It is always a plus to have a group of persons that are influential within the community and campus whom have been around the community for several years. This point served as a direction giver for who would have each piece of information. This is a case of who you know could determine how successful and the expediency of those whom you are requesting information.

Fort Valley State University, Evans Building

This building serves as the community development outreach public service center. This is a case of simply taking the building composition and following instincts to see if anything useful would come from this endeavor.

- Serves as the “Community Development Outreach Public Service Center”
 - o GED Training and Testing Site
 - o Council for Administrators of Special Education (CASE)
 - o Fort Valley Community Development Corporation, Inc. (CDC)
- Presidents University Corridor Plan

Kansas State University Weigel Library

This library is subject specific to the College of Architecture, Planning & Design, hence making it easy to gather literature on the university partnerships.

- Gathering of literature

Peach County Public Library

This library has a dedicated section to Peach County’s history.

- Peach County Historical Archives