COMPREHENSIVE COMMUNITY BUILDING
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ABSTRACT

Community building efforts in America are fragmented with numerous parallel organizations and programs attempting to foster community in different manners. Municipal planning, community culture development, and community development institutions all potentially bring compatible resources and knowledge to strengthen the community building process. However, to date no strong model attempts to amalgamate them through collaboration.

This paper attempts to examine the different programs around the country, evaluating them on different criteria. Organizations of the three different community building institutions were examined and compared for their inclusion of different programs of community building practice. Two different levels of examination were used macro and micro; this was important as merely exploring large themes may overlook smaller programs, and merely exploring smaller themes larger programs may become insignificant. Finally a case study was conducted to cross-check the findings of the two content analyses. Thus, triangulation was achieved.

Community design centers, an emergent phenomenon in academia, appear to be best suited to collaborate between the aforementioned separate institutions. These locations have historically been able to reach the broadest needs of communities. The UIUC Design Center the researcher is involved with is the subject matter of the case study.

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CHAPTER ONE   introduction

Protests steadily increased over the past decade over the espousal of American community building traditions.[1]

Jane Jacobs used a similar accusation as the opening remark in her highly regarded book, *The Death and Life of Great American Cities*. Nearly a half-century later it seems decision makers of our urban municipalities have learned little from it. A paean to urbanism and the people who dwell in urban[2] spaces, sections of her book attempt to explain the importance of streetscapes through identifying the typically intangible (unseen or recognized) social and design elements forming the foundation for community dwelling and sustainability. For example, she argues "eyes on the street," small blocks for walking and connectivity, and neighborhood interaction are all processes aiming to complete the picture of community planning. *(Jacobs 1961)*

APPLYING JACOBS' THEORIES TO THE BROADER NOTION OF COMMUNITY

The problem, however, is larger than this; the concept of analyzing "community" is also being lost. (Talen 2000) For two hundred years we have been pondering the seemingly diminishing social and physical traits recognizable (or imagined) of the ideal community. (Brain 2004) In the Nineteenth Century people felt the identity of community was amiss

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[1] Surveying APA's content of National Conference topics over last five years, content of APA Planning Magazine articles last three years.
[2] For the purposes of this text "Urban" hereafter refers to any non-rural settlements.

as industrialization ensued (Brain 2004), and in the Twentieth Century sprawl began to restructure the urban condition even further. (Checkoway 1977)

David Brain, author of *From Neighborhoods to the Sustainable City: Social Science and the Social Agenda of the New Urbanism*, posits there are four problems with the notion of the "loss of community". First, he asserts many of the ills encircling this perception are imagining an ideal nostalgia never existing. Second, he states communities are achievements, not outcomes. This is significant in that it supports the concept of Jacobs' intangibles applied to community building. Third, he says every study where the research would expect to find a loss of community the researcher found it, instead. The researcher of this paper has strong reservations about this statement, as numerous studies state otherwise. (Ellis 1956; Berkowitz 1984; Hattox 1985; Oldenburg 1999; Putnam 2000; Ehrenhalt 2000, March/April; Bell 2001; Oldenburg 2001; Golab 2003; Putnam and Feldstein 2003; Guardian 2004) A better rephrasing of this assumption would perhaps entail the rephrasing with, "the researcher found it, instead, in usual places." Finally, Brain asserts there is a lack of conclusive empirical research correctly connecting the social values of community with the physical infrastructure. (Brain 2004)

Instead, Brain argues *civility* is instead the missing piece community member's search for. (Brain 2004) The day to day relationships between personal communities among strangers is reality, instead of the imaginary nostalgia. (Ehrenhalt 1995; Brain 2004) However, assuming local residents rely solely upon personal relationships, regardless of proximity to home or work, allows for the negligence of this system to fail the individual

or personal community. Brain concedes underprivileged community members are the ones forced to experience this balance (Brain 2004), but does not concede there is a place for both among the affluent car-obsessed majority.

Emily Talen, author of *The Problem with Community in Planning*, explores the abuse of the phrase "community" among different genre and professions. With architects and designers, town planners, developers, bankers, sociologist, psychologists, environmentalists, artists, elected officials, and home owners (to start the list) (Talen 2000; Brain 2004) each defining this notion in a different manner, a crucial lack of connectivity and parallel ties their overall efforts together. Perhaps, however, the greatest fissure exists between the design fields and the sociologists as social community and physical community often attempt to enable "community" as an end product of the other, without having much research or proof to do so.

The main empirical concept of community is protecting their existence in the best form possible by striving to make the best decisions along the way. At this juncture it is important to note sustainable communities are made so only through actions and effort. The PROCESS of achieving this is building community. (Talen 2000) But what are the intangibles of this process?

Intangibles are sometimes capable of creating new relationships and explanations not obvious in the absence of these ties. There are a plethora of intangibles within communities; the complexities apparent with the dynamics, institutions, people, and

places blur the comprehension drawing new (or hidden) ties. (Brain 2004) Before actual components of community can be explored, however, the overriding pieces, or themes, within "community" must be explored. By doing so the complexities are contained within more manageable and dissectible regions.

AREAS OF COMMUNITY

Community culture, community development, and community planning are all elements having different philosophies and programmatic styles; yet they all intend to build community as a goal. Emily Talen, Associate Professor of Urban and Regional Planning at the University of Illinois at Urbana Champaign wrote an article entitled, "The Problem with Community in Planning". She identifies three areas using the idea(s) of community within neighborhood planning—*community through design, descriptive use, and community building*. Essentially the same concepts as community planning, community development, and community culture, her definitions encompass the physical design being the first category (traditional planning goals), the second encompassing process-oriented development (community development), and the third being essentially the amorphous concept of the sense of community (community culture). (Talen 2000)

However, while examining the nebulous these areas of "community" she inadvertently included areas non-planners see as a broader agenda of community building as well, with planning being a subcategory.[3] (Karp, Kreamer et al. 1992; Zukin 1995) It is appropriate for all definitions of community to exist if their relationships and convergences are

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[3] See definition section below.

itemized within a broader definition of community. Instead of eliminating the different concepts of community as having faulty terminology, the word community becomes a word defining all these areas together. From here, more succinct verbage would result in better defining social community, community design, etc. Much research is needed concerning the accountability of the microcosmic interrelationships between fields within the broader sense of community. These interrelationships of community building should not remain hidden, merely better defined and named.

Considered polar in many aspects, these institutions (areas of community building) have developed very different philosophies and processes; as a result disconnect has ensued making them appear "intangible" and unconnected[4]. Upon research, community building in the United States does not appear to have a model encompassing the key elements of community culture, community development, and community planning. With all three elements needed to build community, why can't the efforts and missions be amalgamated to bring forth a more comprehensive approach to improve community sustainability? Such a simple concept, Talen cites the idea of "community" is overlooked as a single, defined priority for our society and country, as it is muddled within various definitions of community. (Talen 2000) Perhaps it can be as simple as understanding the role of each definition within a larger mission of keeping communities within a healthy (self-defined by locals) existence.

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[4] Of all the major works cited within this piece no reference referred to all three areas as community building tools.

Shown here in FIGURE ONE are the three components of community building: community planning, community development, and community culture. Their combined overlap is the potential of enacting community building. This community building triptych[5] forms the core paper of this paper. This study answers the following question: Can sustainable community building occur by combining each third together in a new model?

COMMUNITY BUILDING TRIPTYCH

Figure One

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DEFINITIONS

Community Building:

…for the purposes of this paper "community building" refers to…

programming and actions empowering people to sustain living within a place with higher level of social interaction and a greater sense of personal or social identification with a community. This definition is derived from Talen, 2000.

Community:

Is inclusionary of all defined areas of expertise claiming to study an element of this concept. Together these insights become "community."

As defined on www.dictionary.com, is…
- …a **group of people** living in the same locality and under the same government.
- …the **district or locality** in which such a group lives.
- …a group of people having **common interests**.
- …a group viewed as **forming a distinct segment of society**.

Which coincides with the definition in *Community Development in Perspective (CdiP)* (Christenson and

Jerry W. Robinson 1989)

[according to Hillery (1955) and Willis (1977)]

IS…

1. People
2. Place or territory
3. Social interaction
4. Identification

Which coincides with the definition in "The Problem with Community in Planning" (Talen 2000)

IS…

1. Membership
2. Influence
3. Integration and fulfillment of needs
4. Shared emotional connection

Chavis and Wandersman (1990) define community as symbolic interaction with the physical environment.

Development:

As outlined in *CdiP* (Christenson and Jerry W. Robinson 1989), is…

…"as social change is putting a particular ideological orientation into action to restructure the social normative and economic order for desired ends."

Community Development:

As outlined in *CdiP* (Christenson and Jerry W. Robinson 1989) is…

…"an educational approach which would raise levels of local awareness and increase the confidence and ability of community groups to identify and tackle their own problems." *CdiP* [Darby and Morris (1975, p.43)]

…"the process of local decision-making and the development of programs designed to make their community a better place to live and work." *CdiP* [Huie (1976, pp. 14-15)]

For purposes of this paper, community development is limited to the efforts of higher education outreach; for the most part either directly or indirectly higher education aids in this process. This allows the retainment of a microcosmic examination of community building.

Community Culture:

For the purposes of this paper "community culture" refers to…

"The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought."…"These patterns, traits, and products considered as the expression of a particular community or population"[6]

Community Planning:

Refers to the conventional municipal (both community and county) staff and departments specializing in planning issues. **This area includes attempts to physically determine the public realm.** (Brain 2004)

Extension Services:

Refers to programs of institutions of higher education that provide outreach programming supporting community development and community building.

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[6] According to www.dictionary.com

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IMPORTANT CONCEPTS TO NOTE

Community development, community planning, and community culture are all parts of community building.

For the purposes of this paper community development focuses on the social and economic aspects of community building. In addition, community building includes design, culture, and place.

For the purposes of this paper the design of the places within community is the collaboration of planning and culture as successful architecture derives spatial physical context and the social context to make the most effective structure.

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ESTABLISHED COMMUNITY BUILDING INSTITUTIONS

Community building does not achieve its potential as existing programs lack a cohesive vision for community as an end result. (Talen 2000) Akin to forgetting ingredients, other smaller-scale programs are attempting to fill the resulting institutional imperfections and voids. However, with even the most successful programs little is being done to remedy the disconnect ensuing by the countless efforts.

For example, support seems to be faltering for municipal "technical assistance" planning departments. Regarded ineffectual by convention[7], a sell-out to developers[8] and big

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[7] Smart growth advocates accuse conventional planning and zoning to sometimes prevent, and sometimes mitigate sustainable growth from occurring.

[8] The most economical building and development practices are used, instead of community-minded sustainable practices, as the lifespan of a building (according to the federal government) is set at forty years. Gladwell, M. (2004). "The Terrazzo Jungle." The New Yorker(http://newyorker.com/fact/content/?040315fa_fact1).

business, subsidized by the federal government and the financial system[9], and archaic in academia[10] alternative processes for community planning are being explored. While community planning attempts to encompass culture and community development through the implementation of its pillars (health, safety, and general welfare), it fails to do so. (Agenda 2003) As an established institution, smaller more innovative programs have difficulty amalgamating to it. (Planning 2004)

In addition to these negatively connoted programs, several positive, often unconventional community building programs exist. Many of them are within higher education, which some view unenthusiastically as inaccessible. (Warner, Christenson et al. 1999) Furthermore, cultural programs attempting to foster community frequently produce projects having no sustained impact, lack vision, or are difficult to implement. (Karp, Kreamer et al. 1992; Zukin 1995) This work explores of the following organizations' ability to build community in innovative manners. To reiterate, the ultimate goal is to integrate these programs thereby forming a more effective community-building model.

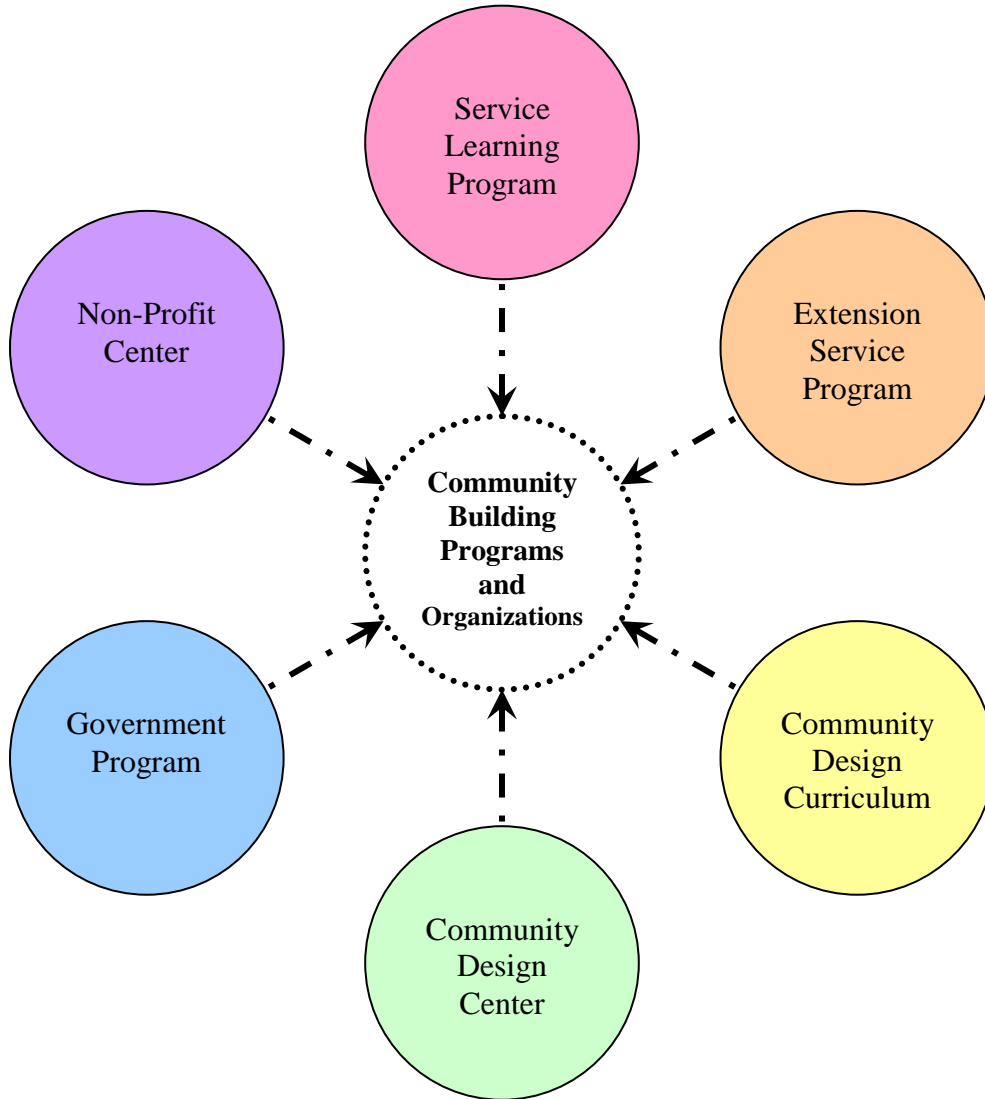. Again, they are as follows (see FIGURE TWO):

- *Higher education outreach Cooperative Extension Services*
  - *Either rural or urban based*
- *Higher education service learning programs*
  - *Encompassing any sort of program having students engage community members for a program*
- *Higher education curriculum focusing on community building*

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[9] Redlining was common practice in the first half of the Twentieth Century as many of these inner-city communities were prevented from renovating or rebuilding due to bias towards supporting sprawl development. Lawson, L. (2004). Presentation/Lecture to Sasaki Foundation Interdisciplinary Course. Urbana, IL.

[10] See Planners Network and PPS's planning education reform movement. Network, P. (2004). The Planners Network Website.

- Degrees, courses, certifications…so on…
- Governmental programs
  - Cultural divisions, planning departments, state and federal agencies (etc.)
- Non-profit centers
  - Cultural, community design, community development (etc.)
- Higher education community design centers
  - Based on the premise of engaging communities with some sort of community building issue(s)

Service Learning Program

Non-Profit Center

Extension Service Program

Community Building Programs and Organizations

Government Program

Community Design Curriculum

Community Design Center

ESTABLISHED COMMUNITY-BUILDING ORGANIZATIONAL GROUPS

Figure Two

THE GOALS AND OBJECTIVES OF BRINGING THE TRIPTYCH TOGETHER

It is hoped by amalgamating the three triptych institutions a greater efficiency of resources may ultimately be attained. The common repetitions among the different areas could be eliminated. And, the hollow arguments such as social-design connections of the new urbanist (Brain 2004) movement could be approached from both ends towards an end result. The input would all be community building practices, while the output would be a single, cohesive community encompassing cultural (including elements of social), physical (planning and design), and development (the protection of the first two) factors. Ultimately the hope for striving for such a large complexion of collaboration would be an attainable healthy (according to local residents) community.

EXAMINING THE AREAS OF COMMUNITY BUILDING

Culture

What does it mean to be "American"? The answer to that question is American culture IS community[11]. Americanism can be simply defined as being a member of a community[12], or multiple communities for that matter. To be American, simply, is to identify with something, someone, or somewhere within the United States. However, as Robert Putnam poignantly indicates in *Bowling Alone*, **Americans don't get community**. (Putnam 2000)

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[11] Taking a look at Amazon.com's top sellers in sociology, the majority of them are about different philosophies and definitions of American community elements.
[12] www.dictionary.com Defines American as: "Of or relating to the United States of America or its people, language, or culture." These are essentially the elements of community.

An effective community planning process cannot occur without the basic understanding of local community culture. Additionally, community development cannot examine future goals without the inclusion of culture. Community culture, intrinsically affiliated with American capitalism and economic growth, must be considered when examining community building programs and their organizations. Just as certain groups consider culture TO BE community (Zukin 1995), others do so in community development (Warren 1978) and community planning (the community is the built environment) (Sorkin 1992).

Given a "bad wrap" by many disengaged Americans (Suarez 1999), community culture is struggling to remain central as a counter-culture of mass-consumerism is replacing the intricacies of U.S. individualism and freedom. (Sorkin 1992) While the perceived utility of consumerism has made the coffers of Americans spread further, choices and habits are becoming more monotonous. (Garreau 1991; Kunstler 1993; Oldenburg 1999; Schlosser 2002; Postrel 2003) Mass-consumerism mocks the plasticity and ennui arousing from suburbanization, the unwitting choice of residence of the majority of Americans. (Kunstler 1993; Kunstler 1996; Kunstler 2001) There appears to be definite room for improvement for the community building institution of culture.

Conversely, David Brain argues the opposite. By citing Gans' studies in 1962 (in Boston) and 1982 (in suburban areas) as evidence towards suburban lifestyle creating community he attempts to debunk this assertion. However, these studies merely examine

distant relationships and community ties not related to local proximity and the neighborhood physical environment. Brain, along with Putnam (Putnam 1999; Putnam 2000) fails to see the connection mere physical design such as a tavern bar or local Laundromat can have on the social well-being of residents. (Oldenburg 1999) This is an important fallacy to recognize as while distant relationships through volunteer-oriented activity supports American lifestyles and thus a sense of community (Brain 2004), they can fail when the means to participate in them become unavailable. (Brain 2004)

An effective community planning process cannot occur without the basic understanding of local community culture. Additionally, community development cannot examine future goals without the inclusion of culture. Community culture, intrinsically affiliated with American capitalism and economic growth, must be considered when examining community building programs and their organizations. Just as certain groups consider culture TO BE community (Zukin 1995), others do so in community development (Warren 1978) and community planning (the community is the built environment) (Sorkin 1992).

Culture was included in the community-building triptych as American culture (both explicitly and implicitly) encourages a burgeoning American economy[13]. Community culture and the economy appear to be directly related. It supports effective community

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13 Lynch, R. (2002). Arts and Economic Prosperity: The Economic Impact of Nonprofit Arts Organizations and Their Audiences, Americans for the Arts.

development[14] and enriches the community planning process[15]. A number of programs included in the audit function independently to promote culture and community; yet rarely[16], if ever, do community development or community planning programs have the resources to effectively relate their conventional issues with the culture at hand. Instead their resources function entirely on sustaining their own work.

Community development

Community development is known by many as the practice of sustaining rural, ex-urban, suburban, and urban communities and neighborhoods. (Christenson and Jerry W. Robinson 1989) With the onslaught of the technology boom, however, Americans are loosing touch with valuable traditional forms of culture while struggling to balance and even sometimes replace them with new forms of community. (Mitchell 1995) The practices of community development are needed perhaps more than ever before, as entire communities must reinvent, redirect, and sustain themselves to remain viable in the future.

Programmatically, the existing community development organizations in the United States are based on antiquated models of community. (Christenson and Jerry W. Robinson 1989; Borich 1990; Dogan and Pahre 1990; Oliver 1993; Kingsley 1997; Richardson 1997; Bonnen 1998; Yankelovich 1998; Axel-Lute 1999; Boyte and Hollander 1999; Overton 1999; Warner, Christenson et al. 1999; Council 2000; Talen

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[14] Kretzmann, J. P. and J. L. McKnight (1993). <u>Building Communities from the Inside Out: A Path Toward Finding and Mobilizing A Community's Assets</u>. Chicago, ACTA Publications.

[15] Public participation is a key tool in sustainable planning.
[16] From the examination of the programs of all the references of the audit of this paper

2000; Carr 2001; Culture 2001; Fehlis 2001; Holland 2001; NASULGC 2001; Morris, Pomery et al. 2002; Policy 2002; Quraeshi 2002; Rosen 2002; Dugery 2003; Eger 2003; Health and Partnerships 2003; Holland 2003) They are slow to adjust to the exodus out of and re-entry into central cities. Only in the last decade have signs[17] appeared of shifting priority from rural-based community development to a balance of rural-urban within United States Department of Agriculture's (USDA) Extension Services, perhaps the most established community-development model in the country. This conventional community-development model does not appear to not have the where-withal required to react to community cultural needs. It took a full half-century to react to the need for urban programming[18]. This is yet another example of redefining community, and how different community needs affect different elements of the most appropriate community-building process.

In addition, ironically only two programs in the country (out of fifty) have been able to include community planning within their assistance model[19]. Iowa State University and Wisconsin are the only two Extension Services community development outreach programs to have staff members dedicated to the practice of assistance with planning matters. It is for these reasons community development has been included within the

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[17] Force, N. E. U. T. (1996). Urban Extension: A National Agenda, USDA.
    , Reaves, J. (1999). Cooperative Extension: Making a Difference Through Urban Programs, USDA: Cooperative State Research, Education, and Extension Service.
    , Fehlis, C. P. (2001). Urban Extension Programs, Texas Agricultural Extension Service.
    , Policy, E. C. o. O. a. (2002). The Extension System: A Vision for the 21st Century, National Association of State Universities and Land-Grant Colleges.

[18] From the beginning of the suburban migration of the 1950's until the first decade of the Twenty-first Century and the formation of Urban Extension programs. "As the United States has grown, the metropolitan areas have become the home for the majority of the population." –Force, N. E. U. T. (1996). Urban Extension: A National Agenda, USDA.

[19] Paper audit

triptych. There is a large need for its inclusion[20] as well as a need for reform within its current model.

Community planning

Charged with the duty of securing the health, safety, and welfare (a creed) of our environments for the people of America, planning has been around for over a century. (Platt 1996) These tenets have resounded since the creation of height limits in Washington D.C. in 1899. (Platt 1996) From this point the meaning of community planning in the United States has evolved to mean many different things to many different groups of people. (Talen 2000)

The field of planning does not appear to adhere to this "creed" as it did when it originated in the early Twentieth Century. This proclamation must be dissected in order to understand how the direct tie between community culture, community development, and community planning weakened; since the beginning of the early 1900's these represent the community building triptych supporting the American way of life.

Planning perhaps stands as the most well-known and recognized community building institution of the three; its "track record" will be examined last. Our federal government

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[20] "Urban communities have an increased and urgent need for educational opportunities and research-based information as they confront multifaceted issues of deteriorating communities, dysfunctional families, declining workforce preparedness, and distressed environment. Crime, poverty, water quality, nutrition and health, parenting, youth development, illiteracy, illegitimacy, unemployment, and feelings of hopelessness are only some of the many complex issues facing metropolitan areas." –Force, N. E. U. T. (1996). Urban Extension: A National Agenda, USDA.

legitimized the community planning mechanism[21], and today its offspring (local zoning codes) attempt to preserve the equilibrium of the private realm, the public realm of community, and the governmental realm. It cannot serve the necessary relationship building between community development, community culture, and community planning. Doing so would violate the interests of this equilibrium. For example, if one particular culture is emphasized with a local planning zoning code, the relationships of other cultures being celebrated would, by default, suffer.

Whatever the reason (a lack of resources, an outdated vision, or a general unwillingness of decision-makers in our country to change the planning paradigm in place) it is important to recognize there are "blinders" within America's current system preventing the triptych from sustaining a strong sense of community and planning. Americans, historically encouraged by actions of the federal government[22], are overwhelmingly protective of their private rights in comparison with other cultures.   (Platt 1996) Moreover, they have a general lack of trust for existing institutions[23] designed to educate, aid, or direct on issues (Bonnen 1998). Even so, municipal planners fail to pull together community culture and community development into their professional repertoire[24]. Their job responsibilities are largely limited to recommendations they make to local

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[21] Legitimized through the State Enabling Act of 1924 Platt, R. H. (1996). Land Use and Society: Geography, Law, and Public Policy.

[22] Citing the precedence of the protection of the Constitutional Amendments.
[23] http://www.voice-of-the-people.net/ContentFiles/docs/VoP_Trust_Survey.pdf
One-third of people in the world distrust the education system, and over half distrust governmental institutions. More people in North America feel government does not act on the will of the people.
[24] From examining the functions of professional planners through departments websites within the paper audit.

elected body. The question of what or whom is at fault is an entirely other area needing to be researched.

Summarized, the triptych is weak.

While planning departments consider "community culture" and "community development" within their day-to-day operations, their efforts are not on par with the community building efforts of other community organizations. Unconventional community building processes are being addressed in many media; professionals are writing articles in a great number of journals[25], national conferences are choosing to spotlight related topics[26], and it is at the forefront of local politics.

INVESTIGATIVE LEVELS TO APPROACH COMMUNITY

While building community can be an individual, group, or programmatic process, the end goal remains the same. Individual and group processes fall into microcosmic areas; these dynamics are exceedingly specialized according to each set of contexts. This position is less than ideal as it can turn into a "he said, she said" argument about sound community building. Of course, these personal opinions are not as reliable as those of institutions as numerous contradictory or overlapping definitions of elements of community (i.e. community is this versus community is that) ignore the possibility of *including* all within

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[25] The Journal of the American Planning Association, The Planning magazine published by APA, The Next American City publication, and Extension's monthly publication—just to name a few…
[26] AIAS Forum (2000), APA 2004, Smart Growth Annual Conferences, Annual Railvolution Conferences—just to name a few…

a broader concept of community. In an effort to remain uncomplicated, the highest macrocosmic inspection "process relationships of programs building community" reveals three main types within the United States.

Keeping solidarity among these elements buys insurance, assuring the perpetuation of each institution (culture, planning, and community development). By accepting community as broader institution people assume it will always retain the ability to endure. How would we recognize if they were stagnating without looking at them through a single, focused lens? What if the "eye piece" was refocused from a fragmented, fuzzy picture of community towards a more lucid vision of community building? By training the proverbial "eye piece" on known community building institutions (planning, culture, and development) perhaps a clearer insight can explain the state of our communities.

Regardless, there ARE chords of discontent. Trancik (1986), Jackson (1996), Crawford (2000), and Talen (2000) all extol upon the fractures within the design techniques of community. Christenson and Jerry W. Robinson (1989), Borich (1990), Larson and Barnes-Moorhead (2001), Mirochnik (2002), Holland (2003), Walker et al (2004), and Planning (2004) all describe the challenges within the imperfect community development circles. Peterson (1996), Richardson (1997), Yankelovich (1998), Axel-Lute (1999), Boyte and Hollander (1999), Warner et al (1999), Council (2000), Carr (2001), Fehlis (2001), Friedman (2001), Holland (2001), Spanier et al (2001), Learning (2002), Lynch (2002), Morris et al (2002), Policy (2002), Rosen (2002), Dugery (2003), Eger (2003),

Richardson (2003), and Walker (2003) all explore the area of improvement needed within university community outreach. Hummon (1990), Ehrenhalt (1995), Oldenburg (1999), Talen (2000), Culture (2001), Higgenbotham et al (2001), Stone (2001), Jackson (2002), Schlosser (2002), and Larson (2003) all identify the social issues pertaining to community. With naysayers abounding at every level, local residents are disengaged from the community engagement process. (Etzioni 1993; Putnam 1993; Etzioni 1998; Oldenburg 1999; Putnam 2000; Putnam 2000; Oldenburg 2001; Putnam and Feldstein 2003)

It is time to re-examine the institutions of community building.

PURPOSE STATEMENT

This study does not intend to deprecate the inadequacies of contemporary planning, community development, or cultural programs. Instead its purpose is to recognize the three main traditional institutions serving community building—community culture, community development, and community planning—can perhaps be amalgamated to develop a more effective model to sustain American communities into the next century. All previous areas claiming to examine community somehow fall within one of these three main areas. And, through this insight a more efficient, an effective existence of healthy communities (again, determined by local residents) will result.

Community development can draw from culture in giving a more sound foundation to the decisions made for future community goals. It can draw from community planning as it is virtually impossible to direct the future needs of local residents without effecting the built environment they dwell within. Community culture needs to grow to understand the effects the built environment has on the social constructions and vice versa.

STRENGTHS AND WEAKNESSES OF COMMUNITY BUILDING INSTITUTIONS

The following is a list of strengths and weaknesses[27] of the aforementioned three institutions most established in community building. As indicated there is great potential for collaborative work.

Community Culture

Weaknesses

1. *Limited long-term problem solving impact or visioning*
2. *Non-inclusionary of planning and government issues*

Strengths

1. *Is the essence of community identity and providing a sense of place*
2. *Capable of bringing people together in a comfortable medium*
3. *Common thread for everyone to participate in*

Community Development

Weaknesses

1. *Often is focused on policy-oriented visioning instead of cultural visioning*
2. *Rarely offers programming in community planning issues or about the physical community realm*
3. *Difficult model to change*

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[27] All strengths and weaknesses are derived from attributes of audit. The non-profit and governmental programs were used for the cultural category, Extension Service programs were used for the community development category, and the governmental planning programs were used for the community planning program

4. *Has a negative stigma as it is considered by some to by too "rural-based"—also because of this is loosing funding sources*

   Strengths

1. *Visioning is a main component*
2. *Has an existing model where the input of current situation is evaluated to draw up tangible, implementable solutions*

Community Planning

Weaknesses

1. *Does not have the resources or the need within conventional departments to embrace community culture*
2. *Does not work in conjunction with community development efforts*
3. *Public engagement is minimal as it is largely technical assistance*
4. *Has a negative stigma as it is considered by some to by too "urban-based"*
5. *Difficult to change from conventional zoning and regulation standards established*
6. *Not directly able to directly influence community change as role of the planner is to advise elected officials in decisions*

   Strengths

1. *Has the potential to be involved with all key decision makers and players within the community building process*
2. *By writ of the federal Standard Zoning Enabling Act the departments are the tool which municipal governments create the policies by which the physical community realms are created(Platt 1996)*

PREVIOUS FAILURES IN COMMUNITY BUILDING THEORY

Chaotic in façade, community building is sinking further into the world of the intangibles or the ill-defined. Talen, again, cites the numerous irresponsible uses of the term "community." (Talen 2000)   Numerous different extensive studies have explored the impact of various approaches to traditional community-building institutions. However, they often examine them as separate, non-mergeable institutions.

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Obviously their replacement is not idea. Instead they must balance to ensure the systems remain viable. In short, community can be best sustained if the greatest strengths and weaknesses within each triptych third are resolved into a cohesive model.

The following are a few citations of the more "famous" studies concerning community…

Following each piece in parentheses are the elements

largely missing from the triptych community building elements.

- Robert Putnam, *Bowling Alone* and *Making Democracy Work: Civic Institutions in Italy* **(Community planning)** (Putnam 1993; Putnam 2000)
- Richard Florida, *The Rise of the Creative Class* **(Community planning)** (Florida 2002)
- Congress for New Urbanism, *The Charter of New Urbanism*, **(Addresses all three in some aspect, but is more philosophy than implementation)** (Urbanism 1998)
- Emily Talen and Gerrit Knapp, "Legalizing Smart Growth: An Empirical Study of Land Use Regulation in Illinois." Journal of Planning Education and Research 22, 3: 345-359 **(Culture, Community Development)** (Talen and Knapp 2003)
- DPZ, *The SmartCode* **(Culture)** (DPZ 2001)
- US Congress, *The Standard Zoning Enabling Act* **(Culture, Community Development) (Platt 1996)**
- Ray Suarez, *The Old Neighborhood: What We Lost in the Great Suburban Migration: 1966-1999* **(Community planning, Community Development)** (Suarez 1999)
- Ethan Watters, *The Urban Tribes: A Generation Redefines Friendships, Family, and Commitment* **(Community planning, Community Development)** (Watters 2003)
- James E. Reaves, "Cooperative Extension: Making A Difference Through Urban Programs" **(Community planning, Culture)** (Reaves 1999)
- Chester P. Fehlis, "Urban Extension Programs" **(Community planning, Culture)** (Fehlis 2001)
- USDA Urban Task Force, "Urban Extension: A National Agenda" **(Community planning, Culture)** (Force 1996)
- NASULGC, "The Extension System: A Vision for the 21st Century" **(Community planning, Culture)** (Policy 2002)
- Pew Partnership for Civic Change, *University and Community Research Partnerships: A New Approach* **(Community planning, Culture)** (Dugery 2003)
- Kellogg Commission on the Future of Land-Grant Universities, "Returning to Our Roots: The Engaged Institution" **(Community planning, Culture)** (Spanier, Byrne et al. 2001)
- The Rockefeller Foundation, *Creative Community: The Art of Cultural Development* **(Community planning)** (Adams and Goldbard 2001)
- John M. Eger, *The Creative Community: Forging the Links Between Art Culture Commerce and Community* **(Community planning)** (Eger 2003)
- Gary O. Larson, *American Canvas* **(Community planning)** (Wirth 1938; Chavis and Wandersman 1990; Larson 2003)
- Americans for the Arts, *Arts and Economic Prosperity: The Economic Impact of Nonprofit Arts Organizations and Their Audiences* **(Community planning)** (Wirth 1938; Chavis and Wandersman 1990; Lynch 2002)
- Urbanism as a Way of Life **(Community culture, Development)** (Wirth 1938; Chavis and Wandersman 1990; Lynch 2002)

- Sense of Community in the Urban Environment **(Community culture, development)** (Wirth 1938; Chavis and Wandersman 1990; Lynch 2002)

For the purposes of this study, the following definitions attempt to delineate the parameters of the input institutions (community culture, community development, and community planning) with the output model (community building).

PAPER CONTENT

This work attempts to comprehensively examine the movements and organizations emphasizing community, culture, and community development around the country. This paper chronicles local, state, and federal attempts at reforming community based programs and organizations. Also, an audit reveals that institutions and organizations involved in these community building efforts are addressing community concepts without realizing they are dealing with issues traditionally affiliated with the planning profession or traditional higher education outreach. This supports the assertion the institutions aren't unapproachable, and thus able to collaborate. As such, the researcher selected programs which explicitly or unintentionally address the broader topic of "community"[28]; collectively they represent a new vision of community building practice in this country.

But WHY should this undefined set of "movements" be identified as a cohesive effort? As explained in detail in Chapters Two, it appears both community planning and higher education outreach (community development) are, on their own, unable to effectively

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[28] Including culture, design, policy and funding

pull together the resources most needed to address the different aspects of American "community." It continues by discussing "cultural development" as an underutilized tool capable of bridging planning and higher education outreach. The researcher presents the idea cultural development ties the success and future of community building to higher education outreach and community planning. In short, there is room for improvement on all accounts.

This paper explores both contemporary conventional and unconventional programs and philosophies through a critically analytical audit of organizational programs from different areas of the triptych claiming to build community. The same criteria are used to evaluate each program regardless of its position on the triptych. *Appendix A* is the matrix of the audit.

The academic community design model addresses the most criteria within this audit. The author has included in this paper a case study of the University of Illinois' Community Design Center, CIVITAS. It illustrates how this model can meld the three community building institutions. The researcher is directly involved with the creation, operation, and sustainability of this Center.

Chapter Two first cites how there is a lack of a strong comprehensive model programs or organizations dedicated to community building in the United States. It explores how community planning may not be the most effective model for this. A historical review of

different methods employed to strengthen community is also included, and it highlights community cultural development.

The next section takes in-depth look at how planning pedagogy is perhaps an outlying factor to the difficulties facing community building, specifically within community planning. A further discussion indicates conventional higher education outreach may not be the answer to support this triad. It continues with how a community design center model may be the best medium to achieve this mission. It finishes with how community cultural development can be utilized in this process, which in turn, can bring about more traditional lines of community and economic development.

Chapter Three explains the methodology of the community organization audit. In addition, other sources are cited explaining the choice of criteria used to compare the organizations audited.

Chapter Four compares and contrasts the audit criteria of the community organizations included in this study. Triangulation is used. The micro insight into community building is attained through analyzing programs through criteria suggested by experts in different areas of community building. A second analysis incorporates a macro insight into these same programs and evaluates them only their inclusion of the three community building institutions (culture, development, and planning). Their overall strengths are outlined in detail, and the data from the audit is analyzed. Third, the case study of the University of

Illinois' Community Design Center, CIVITAS, is then explored by applying the findings of the audit analyzation.

Chapter Five explores some of the realistic implementation roadblocks and the potential benefits from the widespread utilization of this type of a program. Further areas to study about this idea are also cited.

CHAPTER TWO   literature review

DIFFERENT COMMUNITY BUILDING MODELS

To date, the researcher found no strong comprehensive model of community building exists in the United States. No model appears to adequately integrate community culture, community development, and community planning. While some may touch on two of the three prongs of this triptych, often one or possibly even two are omitted as important factors in community building.

But, it is important to recognize several other formulas utilize this, each attempting to remedy local urban or rural community issues. Self-help, conflict assistance, technical assistance, and collaborative planning[29] are four community development models recognized today in academic circles. James A. Christenson and Jerry W. Robinson, Jr., editors of *Community Development in Perspective*, cite most of these areas as different approaches to build community. While each appropriately applies to certain situations, they differ in the level of involvement of participatory input in comparison to the level of efficacy in the results.

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[29] See Christenson, J. A. and J. Jerry W. Robinson, Eds. (1989). <u>Community Development in Perspective</u>. Ames, IA, Iow State University Press.

The Self-help Approach attempts to empower local residents to remedy their own issues. Akin to laissez-faire economics, this community development model assumes that people can problem-solve and resolve issues on their own accord when given the right organizational tools. According to Donald W. Littrell, author of the "Self-Help Approach", "Self-help is based on the premise that people can, will, and should collaborate to solve community problems. In addition to the practical problem-solving utility of this perspective, self-help builds a stronger sense of community and a foundation for future collaboration. It embodies the notion that a community can achieve greater self-determination within constraints imposed by the larger political economy in which it is embedded…In brief, self-help is a community building strategy." (Christenson and Jerry W. Robinson 1989)

He continued by positing empowering communities to achieve a capacity for self-help is fundamental to both the theory and practice of community development. More important is his distinction between the development IN a community and the development OF a community. Development IN represents the end result of community development while the development OF represents how these improvements are achieved. A prime example of the self-help approach is the work of a Cooperative Extension Services' agent. Originating in northwest Iowa[30] in the first decade of the Twentieth Century, Extension agent specialists travel to mainly rural areas, starting the process of empowerment

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[30] Reeder, R. L. (1979). The People and the Profession, National Board of Epsilon Sigma Phi.

through the education of communities, rather than individuals. (Christenson and Jerry W. Robinson 1989)

Littrell warned, however, development resources, often channeled through these agents or community development workers, unintentionally make the worker a "gatekeeper" of sorts—making the worker an official rather than a facilitator. In addition, he cites how community issues are becoming increasingly technical with a growing dependence on state and federal agencies. "Because community problems often become technical problems, community leaders and officials find it easier and more "efficient" to make decisions and take actions without much community input, unless there is organized opposition. This pattern of official decision making is frequently vindicated by an apparent lack of public interest, but such a lack of public involvement is often attributable to a self-fulfilling prophecy…People will need to perceive that options are within their grasp, and that self-help efforts are feasible and appropriate for the task…Self-help efforts may therefore be directed more toward grant writing and/or exercising external political influence than toward finding the resources within the community." (Christenson and Jerry W. Robinson 1989)

TECHNICAL ASSISTANCE APPROACH

This Technical Assistance Approach, conversely, can be considered polar to self-help; instead of operating under the assumption people can help themselves, this assumes a group or an individual knows best for a community thereby making the decisions without

much input.   Analogous to the idea of the City Beautiful movement, modern transportation planning, or even new urbanism, this model is typical of most community planning departments.

Technical assistance emphasizes the product instead of the process (as self-help does). It caters to the expectations of the elite of the community, effectively circumventing the largely open process of self-help. For example, the process of architecture or engineering projects mirrors this in they construct and execute a concept without employing a great deal of involvement in the decision-making process. (Christenson and Jerry W. Robinson 1989)

Frank A. Fear, Larry Gamm, and Frederick Fisher, authors of "The Technical Assistance Approach" section of *Community Development In Perspective*, compared self-help to technical assistance and said,

> *"Indeed, the differences between the technical assistance approach and the self-help and conflict approaches are more than superficial. For example, because of the power structure is the employer or sponsor of technical assistance efforts, citizens are frequently defined by the technical assistance approach as consumers or end users. In contrast, the concept of community residents as consumers or clients is frequently eschewed, if not pejoratively viewed, in the self-help approach. In the conflict literature, residents are often described as the victims of social inequities and injustices. Similarly, members of the local power structure are collaborators, at best, and "blockers", at worst, in the self-help approach; they are oppressors to those who espouse the conflict approach."*

CONFLICT APPROACH

While loosing attention among academic circles, the conflict approach is largely based on the work of Alinsky (1969). Christenson explained the theory by stating, "The procedure is to get people together to articulate their needs and problems, to develop indigenous leadership, and to help organize viable action groups. While the self-help theme emphasizes people working together to achieve their goal, the conflict theme emphasizes polarization of groups based on salient issues and stimulates confrontation between opposing sides." (Christenson and Jerry W. Robinson 1989)

COLLABORATIVE PLANNING

Collaborative planning, on the other hand, attempts to combine self-help and technical assistance, and asserts each alone does not constitute a solution to contemporary planning in America. To illustrate, The Center for Collaborative Planning website (Planning 2004), states it promotes "health and social justice by providing training and technical assistance and by connecting people and resources. CCP supports diverse communities in key areas, such as asset-based community development (ABCD), leadership development, working collaboratively, and community assessment and strategic planning."

This is precisely where groundbreaking[31] programs and organizations are headed. Working between disciplines, the creative relationships (and increasingly comprehensive results) hallmark the collaborative nature needed to strengthen the community triptych. Yet, before a comparison can be made between the possibilities of increasing the collaborative nature of planning to the traditionally narrowly focused contemporary standard, an argument must be made as to why collaboration outside the planning field merits attention.

BEGINNING OF COMMUNITY DEVELOPMENT: THE CIVIL WAR ERA

In 1862, the passage of the Morrill Act paved the way for the establishment of land grant universities in the United States. (Bonnen 1998) Charged with "serving the community"[32], explanations for this concept have included "(1) the democratization of higher education; (2) a means of educational reform to move beyond the narrowly defined curriculum of the elite private colleges of the day to a practical education for the working classes; (3) the development of an educational system designed to serve utilitarian ends by supporting research and public service, as well as instruction, addressing the most important piece of federal economic policy. (Ramaley 1998) Two overriding principles of the Morrill Acts (a second was passed later that century) were equality of opportunity and the utility of knowledge. (Ramaley 1998) Although mostly focused upon rural and small urban areas, the land grant system was the first major nationwide network of institutions solely dedicated to the practice of community

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[31] Of programs within this paper' audit
[32] Ramaley, J. (1998). Historical Purposes of the Land Grant Mission, University of Vermont.

building. (Bonnen 1998; Ramaley 1998)   In essence this community development program was one of the first pieces of community building in the country.

During this period the impacts of the Civil-War ravaged residents of the South and North alike; not only were physical communities being rebuilt, but SOCIAL communities were being reinvented with the ending of slavery and the redefining of culture in America. Even in communities not directly experiencing the devastating effects of war, electricity and new forms of physical connectivity were redefining American Life. (MSN 2004)

THE TURN OF THE CENTURY

Historically, community-building centers served as the origins of the planning tenets of preserving the health, safety, and general welfare. In fact, leaders of the tenement houses of the early Twentieth Century organized the first National Conference on planning in Washington D.C. in 1909. (Quraeshi 2002) However, community building of this nature had begun nearly a half century earlier when Jane Addams founded the Hull House in Chicago in 1867. (House 2004)

The Hull House Organization's website credits social community building practices, including planning, to the Hull House's early programs. "Civil rights, women's suffrage, international peace, juvenile protection, labor relations, court reform, public health, public housing, civic watchdog, and urban planning movements can all trace their origins, at least in part, to the work of the Hull House settlement."   Obviously social

reform was reaching never-before seen heights as new social freedoms allowed for suffrage and advancements in accessibility to higher education. (House 2004)

Ms. Addams established her residency in Hull House based upon several basic principles[33]:

> *First, Ms. Addams wished to live in the community as an equal participant in the local issues of the day. Unlike the social workers and society matrons who visited the poor and then returned to their middle class homes every evening, Ms. Addams and her colleagues lived where they worked. The settlement concept was central to the success of the Hull House community, and the practice of neighbors helping neighbors became a cornerstone of the Hull House philosophy.*
>
> *Second, the Hull House community believed in the fundamental dignity of all individuals and accorded every person whom they encountered with equal respect while learning about their ethnic origins, cultures, and customs.*
>
> *Third, the Hull House community believed that poverty and the lack of opportunity bred the problems of the ghetto. Ignorance, disease, and crime were the result of economic desperation and not the result of some moral flaw in the character of the new immigrants. Ms. Addams promoted the idea that if afforded a decent education, adequate living conditions, and reliable income, any person could overcome the obstacles of the ghetto, and furthermore if allowed to develop his skills, that person could not only make a better life for himself but contribute to the community as a whole. Access to opportunity was the key to successful participation in a democratic, self-governing society. The greatest challenge and achievement of the settlement was to help people help themselves.*

While the Hull House and others like it focused mainly on social programs of community building, the physical building of American communities was also taking place. The manner in which the American urban landscape was constructed can be lead back to English and other European precedence. In England, late 19th Century mental chaos

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[33] http://www.hullhouse.org/about.asp

reigned over the urban spaces as social problems of overcrowding, deteriorating sanitary conditions, and social and moral degeneration prompted the government to pass the Public Health Act of 1875. (Kostof 1985; Kostof 1991; Kostof 1992) It was this legislation that established the Bye-law street ordinance that prescribed wide, straight paved streets as the preferred manner of landscape. In addition, the Hampstead Garden Suburban Act of 1906 passed by Parliament allowed wide cul-de-sacs to have priority. Both of these "Garden City" elements influenced American city design, which was to follow later, and, at the same time, are what the reform stems from. (Platt 1996)

Also during this epoch, dramatic improvements in development and building methods saw communities expanding upward and outward with the integration of steel, elevators, and ventilation systems. (Koolhaas) Woolworth's, department stores, and retail trade also broke ground with the infusion of mass-production in the mindset of American consumerism. (Fogelson 2001; Postrel 2003) John Doe could choose from a larger array of goods at the store while seeing an increasing amount of the country with their new Model-T car.

FORMALLY RECOGNIZING COMMUNITY BUILDING EFFORTS

Established officially in 1914 under the Smith-Lever Act, the USDA Cooperative Extension Services program originally served as a method to fulfill the outreach mission of land grant universities within rural areas. (Bonnen 1998) However, even before this date Extension agents were operating around the nation, pioneering the effort to empower

"local"[34] residents to succeed. (Reeder 1979) Even with the formalization of the profession, formal documentation of methodology took decades to come to fruition. (Bonnen 1998; Ramaley 1998) It was at this point community development began to cement the "extension" of education, often from higher education systems, to community members.

The physical community planning community building efforts began soon after. In 1916, New York City passed the nation's first zoning ordinance with height regulations. (Platt 1996) Ironically, however, it was intended to only serve rudimentary dimensional requirements (i.e. setbacks, density limitations, etc. to permit light and air and prevent overcrowding). Conversely, current zoning instead focuses on broad use limitations instead of allowing local character to have an increased role in urban landscapes. During this same year, the Federal Aid Road Act began the process of establishing a national highway system. (Platt 1996) In the early part of the Twentieth Century when many local building codes and zoning regulations were established, it was not known that that development patterns in America were about to drastically change. As the years passed they became outdated; (Talen and Knapp 2003) the standardization and prefabrication of development practices worked against their implementation. (Checkoway 1977)

MOVING TOWARDS A NEW ERA OF PROGRESS

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[34] Area, of course, is a relative term as many early agents had entire counties to traverse without vehicles, roads, or direction.

Old money was lost on Black Tuesday with more to follow afterwards; this became a turning point for many families as social class lines were becoming altered overnight. Reeling from the Great Depression, communities faced cultural crises not seen in comparable magnitude since the Civil War. Unemployment, poverty, and stagnation prompted people to escape to the world of silent film; however, the severe strain on social and personal relationships caused much hardship when it was time to return to reality. (MSN 2004)

Barry Checkoway, author of *The Politics of Postwar Suburban Development* explained how in 1934, seventy percent of the nation's committed banks held insurance plans from the Federal Housing Administration, a pivotal government organization in the shaping of urban America. In 1936, the FHA publication "Planning Neighborhoods for Small Houses" dictated to developers and builders the preferred federal government guidelines known as "Unwin style". The banks funding these building projects supported this community design model as well. In 1938, the FHA Minimum Standards and Design Regulations set the groundwork for modern subdivision development. The FHA made attractive offers to developers in pre-designed or developed "instant building packages". Indeed, The FHA's Technical and Land Planning Division offered free review program for preliminary plans to conform to review of FHA standards. By 1941, thirty-two states passed legislation delegating the power of subdivision regulation to locally elected planning commissions based on the 1938 FHA standards. (Checkoway 1977)

The Urban Land Institute (ULI) was established in 1936[35]; this organization, while private in nature, today operates to encourage sustainability and smart growth practices. However, in the beginning they operated to make the idea of development more streamlined for builders. They recommended local continuity for building and real estate industries as zoning differences from locality to locality made development cumbersome and confusing. (Checkoway 1977) In 1947, after extensive research, they claimed there were excessive width standards on minor single-family residential districts. It was through this type of work, the ULI attempted to cut construction costs for building industry; while their premise has changed, they still encourage the same building standards. (Baxandall and Ewen 2000)

Checkoway explained in *Politics*, A deep lack of agreement on sound development occurred during this period of extreme housing shortages. In 1942, the federal government published the first traffic engineers' handbook. It advocated driver comfort and high vehicular speeds. This, in turn shaped the development and design of the physical communities space. (Checkoway 1977)

WORLD WAR II BRINGS NEW PRIORITIES

James T. Bonnen, author of "The Land Grant Idea and the Evolving Outreach University", explained how during World War II, the nature of community building drastically altered with the onset of higher education facilities being used as research facilities for the war effort. The ensuing secrecy began to have an effect on the

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[35] www.uli.org

accessibility of universities and colleges; moreover, with resources being funneled towards these programs, community development programs often found their monetary and programmatic support dwindling.   This continued even after the war.   James T. Bonnen explained, "While the scale of higher education was expanding after World War II, progressive specialization in science and scholarship shattered the intellectual enterprise of academia into a myriad of activities, and organization frequently isolated from each other and from society, leading some academics to believe they had little or no obligation to society." (Bonnen 1998)

A separation of community building ensued as a new epoch of community development (or lack thereof) came to fruition. "Yet in a negative way, this heavy focus on defense-related research steered colleges and universities away from the everyday needs of people and communities…Communities across America regarded this perceived disconnect as being abandoned by higher education." (Richardson 1997)

THE SUBZIDATION ENSUES

During this period intense housing shortages prompted the national government to also become drastically involved in local building patterns, albeit indirectly. In 1949, the National Housing Act passed under this premise,[36] allowing the federal government to create the necessary channels for massive construction of housing to thereby occur, cutting through many of the issues preventing development.

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[36] Checkoway, B. (1977). The Politics of Postwar Suburban Development. Berkeley, CA, University of California Press.

Checkoway, also a professor at the University of Michigan, wrote about the mass-production of suburbs in the mid-century. He explained how backing from FHA allowed security to exist (previously development had been locally backed) for developers to buy large tracts of land, subdivide it, and mass-produce housing developments. By using methods similar to assembly line techniques for construction, developers were now able to build affordably in a large scale. He said, "Federal credit aids were almost exclusively suburban in orientation, when suburban governments sought to promote their locations and provide incentives for outside operators…the suburban development decision was easy to understand…For large operators like Levitt, the government made available billions of dollars of credit and insured loans up to 95% of the value of the house. Builders of low-cost houses could easily receive FHA 'production advances' before purchases were made, and Levitt alone was able to get FHA commitments to finance 4,000 houses before even clearing the land." (Checkoway 1977)

He also pointed out the federal government played a significant role shaping urban America. In 1959, FHA Mortgage Insurance helped three out of five families in America purchase homes in addition to improving 22 million properties. Their appraisal procedures asked for the approval of the regulation detail plans as the underwriting criteria was standard according to the excessive standards promoted by the government. Yet, developers felt the intervention of the FHA protected their interests as the standards and underwritings supported established builders, enabling them to further expand and

construct large scale residential subdivisions. With this government backing, it effectively put "jerry-builders out of business". (Checkoway 1977)

Culturally the suburban identity formed as the American way was being paved. For the first time in the history of the U.S., the majority of Americans were lived in a non-rural culture (Bonnen 1998), while simultaneously experiencing a more diffuse physical community environment. Transportation engineering secured the separation of uses in our cities and towns altering social interaction patterns as well. (Checkoway 1977) With this new style of home as 'kingdom,' public spaces were loosing critical footing as the place of American community. (Lawson 2004) Informal interaction was being replaced by the onset of community clubs and organizations. (Putnam 2000)

THE BEGINNING OF A REVERSION FROM THE AUTOMOBILE

A JAPA article by Feiss published in the early 1960's claimed zoning had become outdated and localities needed a "design plan." It claimed the two errors of the then-modern zoning were (1) open space is expendable and (2) land use regulation is administered by local citizens (who are often uneducated about sound development or land use regulation techniques and implications). He posited the myth of Euclidean zoning wasn't able to "get rid of non-conforming uses," the entire premise for its being. (Feiss 1960) This was an important admission, as in the first half of the century community planning remained empirically legislated. This argument opened the door for the addition of aesthetics to be added to the community-building mission of preserving

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the health, safety, and welfare of Americans. This can perhaps be viewed as the basis of planning and culture forming a collaborative relationship with community planning.

During this era, zoning ordinances becoming increasingly complex by being prescriptive. They were making planning *a tool* of zoning. (Feiss 1960) Instead of promoting the police power of health, safety, morals, and general welfare it originally was established for, contemporary zoning arguably limits considerations for future community development. "The Euclidean model is the foundation of most current zoning ordinances. However, what was viewed at the time as a reasonable government response to dangerous living conditions is now considered to be a major contributing factor to sprawling development patterns, exclusionary housing practices, and, in terms of design, uniform landscapes." (Rouse, Zobl et al. 2001)

In the Cold War era community development in the higher education system was not the only institution being "ignored"; community planning also stagnated[37]. The federal government chose to not become involved in land use regulation during the period between the Federal Housing Administration work (1940s and 1950s) and the Clean Air Act/ISTEA of the past few decades. Furthermore, the U.S. Supreme Court remained largely silent on the shortcoming of the Euclid decision until Berman vs. Parker. The 1954 decision states, "the concept of the public welfare is broad and inclusive. The values it represents are spiritual as well as physical, aesthetic as well as monetary. It is within the powers of the legislature to determine that the community should be beautiful as well as healthy, spacious as well as clean, well balanced as well as carefully patrolled."

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[37] Major planning judicial decisions and legislation remained largely absent during this epoch.

(Feiss 1960) This decision provided the basis for the reform movement broadly known as smart growth.

Soon after this juncture, American higher education experienced funding depletion following the conclusion of the Cold War. (Richardson 1997) However, even with the reduced emphasis on defense research, community development did not bounce back to the level of social involvement as it had been earlier in the century. (Richardson 1997) Some programs, like Iowa State University's Extension Services, display strength in agriculture, 4-H, economics, planning, and sociology[38]. Meanwhile the merging of the cultural and social benefits with community development and design of the community environment still had not occurred.

SMART GROWTH BEGINS

In the 1990's, a new trend for communities emerged in both academic and professional realms. (Bressi 2002) "Smart growth" concepts attempted to merge the goals of community planning with community development; these efforts aim to create environments capable of sustaining community culture (Talen 2000). As a result of this movement, contemporary codes in America are in flux as a push towards more sustainable and so-called smart growth occurs from several directions. (Talen 2003) This encompasses everything from local level instigation (i.e. as zoning ordinance reform--a bottom-up approach), recommended model codes from private organizations (the Congress for New Urbanism's Smart Code--a lateral approach), pushes in several states

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[38] Paper audit

to reform their state enabling legislation to include smart growth philosophies (Wisconsin--a top-down approach), or alteration in the urban policies of federal institutions (the Institute of Traffic Engineers--again, a top-down approach). However, although traces of code reform are evident at each level, by and large it resides within rhetoric instead of being carried out at the local level where physical impact can occur. (Talen 2003)

With the establishment of the Congress of New Urbanism in the 1990's, a new group of professionals and academics emerged pushing for the reform of urban development. Slowly, their messages of sustainability and the re-inclusion of pedestrians within the design process are receiving attention. (Talen and Knapp 2003) Journals, conferences, speeches, and press increasingly publicize and disseminate these principles. Furthermore, academia seems[39] to adjust once again towards the cultivation of a social conscience with community building. Courses, academic programs, and community design centers, all emphasizing the different angles of community, have become [40]progressively more prominent over the last three decades.

Roadblocks to the implementation of smart growth principles do, however, exist. As previously stated, most local zoning ordinances and codes are based and modeled after those laid out in the model code previously written by former Secretary of Commerce Herbert Hoover with various federal institutions' guidelines (i.e. the Institute for Traffic Engineers' "Recommended Practice for Subdivisions"). (Checkoway 1977) While these

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[39] See paper audit
[40] See paper audit

model codes are reinterpreted to fit local needs, local communities are beginning to recognize the foundation on which these codes were written no longer exists. "Early in the history of land-use regulation, rapid industrialization necessitated a need for clear analysis to justify how and why a substantive regulation fits underneath the state's legislative or "police" power to protect for the health, safety, and welfare of its citizens." (Checkoway 1977) For instance, some argue for the strict need of separation of uses to infuse a greater degree of health and safety is no longer applicable as the grime and smut of the industrial age has been addressed through improved technology. (Platt 1966)

Even if localities recognize these fissures, local officials, developers, and planners are often bound from implementing the development they desire as the antiquated codes sometimes do not encourage or even prevent change from occurring. (Talen and Knapp 2003) Further exacerbating the situation, resources can lack[41] at the local level to reform the codes allowing or dictating the type of growth and development.

Even where smart growth principles are implemented in conjunction with planning practices through community development programs little is being done to move beyond to include the building of community culture[42]. Perhaps the responsibility of culture building falls on local residents, regardless of the presence of smart growth efforts; nevertheless, the entire community building process would be richer if the culture (the people, place, social interaction, and identity) were holistically infused within the

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[41] Personal experience with involvement with community design center at the University of Illinois
[42] See paper audit

community building process. Too often cultural exploration is leftover after community development or community planning is employed.

LACK OF COLLABORATION IN COMMUNITY BUILDING

Perhaps the greatest inadequacy of planning today is, as mentioned in the previous section, the stagnation[43] of its principles, methodology, and vision. Naturally, this should lead to an investigation of the creative process within the field. There are two methods of creation: discovery of something entirely new or reconfiguring previously known objects. (Dogan and Pahre 1990). While both methods occur within individual and collaborative work, the interaction afforded through collaborative work lends itself naturally to both while with individual work all of the steps to discovery must be done by a single individual.

Stephen Jay Kline, author of "Conceptual Foundations for Multidisciplinary Thinking", explores the role of complex systems (sociotechnical systems in particular) within the disjunctive nature of contemporary research and collaboration. He posits academic systems are so complex they are broken up into very specialized divisions so they remain manageable. However, when this occurs they become so individualistic we have difficulty incorporating them back into the greater system. This is precisely the current

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[43] Again, lack of major planning legislation

plight of the American planning both within the professional and academic realms. (Kline 1995)

Similarly, Arthur J. Cropley, author of "Creativity in Education and Learning", asserts there are seven stages to creativity: *preparation, information* (person becomes thoroughly familiar with a content area), *incubation* ('churns through' or 'stews over' the information obtained in the previous phase), *illumination* (emergence of solution), *verification* (tests solution), *communication* (to others of work), and *validation* (acceptance of work by others). (Cropley 2001) The entire creative process Cropley proposes can be propagated via collaboration and interaction.

Another deficiency of the planning profession is its inability to collaborate. No strong system, guidelines, or framework exists fostering relationships of knowledge and information outside of the field and its traditions and precedence. While the seven stages may be present within planning departments, only so much collaboration and interaction occurs with people coming from the same professional and academic background. As such, it is crucial for planners to be involved with engineers, architects, urban designers, city council members, sociologists, psychologists, lawyers and health-care professionals to ensure the illumination stage is preceded by as much exposure to different angles and views as possible. From this type of collaboration comes forth the most sound, non-capricious, and non-arbitrary solution possible.

Similar to the message of the collaborative effort used to create the laser, Kline's example of collaboration involves the automobile and is perhaps a more poignant example indicating the need for a change in American planning,

> *It will help us gain insight about this problem to look at the human design processes we use to create artifacts…We find the structure for the physical parts of the automobile at levels below those at which use of the automobile occurs; but we find values, that is, the personal, social, and ecological effects of automobiles, at higher levels. Moreover, we do not design an automobile by merely integrating (mathematically), using the principles and equations of science. Nor do we design the automobile merely by using the values of the culture or the buyers of automobiles. If we are to create a successful design, we must carry out both the upward and the downward loops over and over (iteratively) until all the criteria are met at all the relevant levels. Only when all the necessary criteria are met at all the levels do we have an acceptable and possibly successful design. (Kline 1995)*

Cropley said, "Creativity is necessary for economic and social progress; despite this, there is a lack of creativity in society. The lack is an educational problem. It is possible to reform educational practice so that it promotes creativity." He continued with, "Conventional education systems often hinder the development of skills, attitudes, and motives necessary for production of novelty. Among other things they frequently perpetuate the idea that there is always a single best answer to every problem and that this can readily be ascertained by correct application of set techniques and conventional logic that need to be learnt and then reapplied over and over again." (Cropley 2001)

THE OVER-RELIANCE ON PLANNING CONVENTION

While specifically addressing conventional educational systems, the same can be said about the conventional planning profession. The following phrase from Cropley's quote

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be paid particular attention to in particular…*"Frequently perpetuate the idea that there is always a single best answer to every problem and that this can readily be ascertained by correct application of set techniques and conventional logic that need to be learnt and then reapplied over and over again."* (Cropley 2001)

Planning relies on the precedence afforded from the application of legalities over the last century. By adhering to the avoidance of capricious and arbitrary reasoning a path has been set delineating the possible routes of the future of the field. For instance, if choice A leads to B and C, perhaps only B1, C1, and B2 are the consequent choices from this point. Choices D1, E1, and F1 are not possible. (Lewis 1974) This is precisely the predicament of contemporary planning in that changes planners might prefer to make are not allowed through the current statues of zoning. While sticking to this methodology and theory avoids arbitrary and capricious reasoning, alternatives—such as new urbanism's SmartCode—are not widely implementable.

EXPANDING TO EMBRACE OTHER DISCIPLINES AND PROCESSES

This is precisely why conventional planning departments must expand in scope. Many community planning departments focus on conventional policy, outdated engineering practice, and traditional planning philosophy. Forgotten are the theories and applicability of community design, community culture, and self-help assistance. Nevertheless, there is a simple solution to this situation. Planners need to learn the language of community collaboration.

Dogan and Pahre counter, "Specialization remains important, for it gives focus. It is for these reasons that we believe "interdisciplinarity" is usually a poor strategy, because it implies fairly thorough knowledge of two or more entire disciplines. No one can master two disciplines today and still retain the depth needed for scientific advance; we can never have another Leonardo da Vinci." (Dogan 1990) This statement contains some truth, as the specialization is imperative to make collaboration richer in input and product. A combination of people who are highly specialized working with those who are able to diffuse their knowledge in a cross-disciplinary manner is ideal.

UTILIZING THE COLLABORATIVE NATURE OF COMMUNITY BUILDING DIALOGUE

This language between institutions of the triptych creates the new approach traditional planning should adopt. However, this may not be the best medium for which community culture, community development, and planning to be effective. The professional parameters of checks and balances in place prevent planning departments from allocating their resources towards unconventional community development and community culture.

BEYOND THE PROCESS OF PLANNING

The USDA's Cooperative Extension Services, university service learning programs, community-oriented higher-education curriculum, and community design centers are just four of the academically related outreach programs covered in the audit for this paper. In

addition, non-profits are unconventional governmental community-oriented programs that are also frequently cited to demonstrate the breadth of innovation created to address the concept of "community". The next section overviews different methods employed to strengthen community.

At this juncture it is important to delineate between community building and community development. Community development largely occurs (either directly or indirectly) through higher education. Any community development practiced by municipal governments will be affiliated, for purposes of this paper with the planning process in an effort to keep a macro approach. In fact, community development itself takes many different forms within higher education. Perhaps the largest, most well established, is Extension Services.

COOPERATIVE EXTENSION SERVICES

With one Cooperative Extension Services headquarters per state within a higher education institution, many programs address a much broader palette of disciplines and fields. It appears there are often[44] Extension specialists in agriculture, economics, conventional community development, food nutrition, 4-H, and housing. James T. Bonnen, author of "The Land Grant Idea and the Evolving Outreach University", states,

> *"financed from federal, state, and local sources, provides for on-campus specialists and for a field staff in local communities both of which together attempt to relate the campus to the community, providing a means for facilitating community problem identification and the direction of university knowledge toward the problems selected for university action.*

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[44] See paper audit

While the informational education activities of the land grant college of agriculture have more recently broadened their scope in some states with strong agricultural sectors, these organizations were designed to serve agriculture. However, a mistaken idea persists that because of their success the organizational structure of the colleges of agriculture are a model that can be transferred without modification to other parts of the university and to entirely different program areas." (Bonnen, 1998)

EXPANDING COMMUNITY DEVELOPMENT

Currently, two of the largest Extension Service fields pertaining to community building, "community development" and "economic development", fail to encompass the full potential of community design, community planning, and community culture education and outreach. Yet, as explored in Chapter Four, there is a distinct opportunity for Extension to expand in this direction. Service learning programs, community design centers, design outreach, and community cultural development are just four of the unconventional arenas higher education is attempting to compliment traditional Extension Services, thereby attempting to fulfill their missions as land grant universities. Often these programs overlap in resources, content, mission, and people[45]. The findings of the audit of the Extension Services programs, higher educations' other outreach programs, non-profit programs, and governmental programs are explained in detail in Chapter Four.

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[45] See paper audit

Service learning programs are established with the mission of giving students real-world experience while giving those within the community valuable assistance and guidance[46]. Whether the program is formed to have students take a course focused on this type of outreach, an independent study is conducted, or a volunteer format is used, these are programs where students work to address community needs. With a very wide-range of models audited, service learning seems to encompass everything from making it a graduation requirement for entire universities to babysitting for individual students.

Higher education curriculum also offers[47] models from which to examine. With entire degrees being offered in social work, urban design, and urban studies—just to name a few—there are also minors, certificate programs, and courses attempting to educate students on the complexities of communities. Along this theme, several courses were found to have very intense community-oriented approaches. Studios and some of the design/build courses found actually had students physically and cognitively addressing community needs.

Community design centers are another outlet for higher education outreach. Mainly operating on technical assistance models, these programs serve as a clearinghouse for

[46] See paper audit
[47] See paper audit

community concepts.   The main focus of these centers seemed to center around architecture and traditional planning disciplines.[48]

Non-profits were also found to have a significant grouping of community building organizations and programs. Ranging from purely cultural development and art programs to non-profit community design centers, they all shied away from conventional planning and community development models.   Also included in this category are private foundations whose purpose is to financially support communities.[49]

The final group researched was unconventional governmental community-oriented programming. These programs demonstrated the breadth of innovation created to address the concept of "community". Varying from local arts councils, cultural departments in larger cities, state-level arts and humanities programs and state/federal level funding organizations to federal departments, this category carried the same theme of building community through programming. The end result was community sustainability through more traditional community-based programs and departments.[50]

TAKING A STEP BACK TO EXAMINE PLANNING EDUCATION

Before the concept of community pedagogy and outreach programming can be addressed, the compartmentalization of planning education must be dealt with. This is necessary, in

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[48] See paper audit
[49] See paper audit
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turn, as the pedagogic philosophy of planning is, in part, responsible for the dilemma expounded upon in the previous chapter.

Historically, the American education system was considered a leader in higher education. Even so, there are breaks forming as education systems become larger; the discipline of planning education seems to be precisely in this position. By disengaging itself from other community-based disciplines through the creation of specialized courses[51], a valuable set of communication skills and concepts are being lost to each new graduating class. Instead of a planning student taking a course on urban design with architects, it appears[52] most programs have a planning course within their own department where the students learn with other planning students. This encourages a disengaged, narrow-minded learning environment, paralleling the predicament of planning professionals as explained in the previous chapter.

Thomas Bender, author of *Intellect and Public Life*, expounded upon this evolution in the expansion of education,

> *"Intellectual specialization took on a new character in the process of becoming a system of disciplines. No longer an emphasis within a shared public culture, each new disciplinary profession developed its own conceptual basis.   Each became a distinct 'epistemic community'. Disciplinary peers, not a diverse urban public, became the only legitimate evaluators of intellectual work.   If the civic institution pattern of intellectual life had woven together the various threads of intellectual life, the fabric of urban public culture was riven by the end of the nineteenth century. Knowledge and competence increasingly developed out of the internal dynamics of esoteric disciplines rather than within the context of shared perceptions of public needs.   This is not to say that professionalized disciplines or the modern service professions that*

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[51] See paper audit
[52] See paper audit

imitated them became socially irresponsible. But their contributions to society began to flow from their own self-definitions rather than from a reciprocal engagement with general public discourse." (Bender 1997)

The consequent pedagogic systems' encouragement of narrow specialization produces a higher degree of ignorance of the overlap between each field; as a result, important theory and application is lost. In turn, this creates a level of inefficiency as each discipline grapples to understand the connections between its own area and others without realizing the full picture or understanding the presence of parallel theory or application being conducted by those in other fields. It is important to remember, moreover, that communities are very complex entities made sustainable by many different entities. Applying this concept to community programs, these connections create an efficiency of resource use; this efficiency then affords the possibility of allocation of resources towards outreach. Otherwise, without this connectivity, disciplines (particularly those community-based) are forced to remain specialized and increasingly fragmented. In short, by spreading resources thin within each department there has been a lack of focus on outreach of faculty and students, both inter-departmentally and intra-departmentally.

COLLABORATION IN PLANNING HAS PRECEDENCE

To better understand this concept it is helpful to consider prior programs attempting innovative thinking processes. Without implementing creativity within collaborative project foundation many projects would remain uncompleted indefinitely. For example, Friedman explains how, without collaboration, the invention of the laser would have been

postponed. "It is interesting to note, for example, that the technology for developing the laser existed for several decades before the first working laser was demonstrated in 1960. Part of the technology needed for developing lasers was well known in the electrical engineering field, and the quantum mechanical aspects of laser technology were well known in atomic physics. The laser could not, however, be perfected until someone who knew the two fields could combine the two technologies. Much technology works this way and it is therefore, in many cases, important for individuals to have knowledge of two or more fields. Increasingly, we find that the distinctions between individual disciplines are blurring and are due more from historical reasons than to real differences. Interdisciplinary programs are very important for the future." (Friedman 2001) It is not a far jump to apply this argument to disciplines that lead to community building, specifically planning with architecture, landscape architecture, law, sociology, economics, and psychology departments. Exposing students to other fields only enriches their knowledge base.

> *Friedman continues, "...indeed, many individuals trained in one discipline made major contributions to another discipline. For instance, Franz Boas, trained in physics and geography, made major contributions to the field of anthropology; Rudolf Carnap (physics and mathematics) and Ludwig Wittgenstein (mechanical engineering) made important contributions to philosophy; Peter Drucker (law) had a huge impact on the field of management. Max Weber, the father of sociology, was trained in legal and economic history. John Von Neumann, trained in mathematics, made important contributions to the disciplines of computer science, game theory, and quantum physics. This trend will probably accelerate and it is therefore very important for universities to encourage interdisciplinary programs. In a survey of provosts, a key change mentioned by respondents as to 'the most important change that should occur at the departmental level' was accommodating the need for more interdisciplinary programs (Edwards, 1999). From a purely administrative point of view, interdisciplinary programs can help to*

bolster weak departments. For example, physics and geology might have close to zero students in the major, but combined as, say, environmental studies, they may attract many more students." (Friedman 2001)

NOT JUST A PLANNING PROBLEM

Perhaps the narrow mindedness and the subsequent implications are not as cyclical as one may think. Even though academic planning departments produce future professionals propagating this system of stagnation, it appears planning is not alone in this plight. Mirochnik posits tradition, canons, and "rigidly demarcated disciplines" of modern universities stunt collaboration, leaving little opportunity for growth of its members. She even goes so far as to argue individuals' identities are "actively attacked" as to ensure their place within the systemical processes of academia. (Mirochnik 2002) If, this is in fact occurring, it may be easier to collaborate with other disciplines to reinvent community building while reforming the individual disciplines in the process.

Hershey Friedman, Professor of Business and Marketing at the Brooklyn College of the City University of New York, wrote an article entitled "The Obsolesce of Academic Departments"; within it he identified five serious problems exacerbated by the academic department form of university structure. (Friedman 2001) They include:

(1) Duplication of Courses Across Departments

(2) Far too Much Depth Within too Many Majors

(3) Need for Empire Building by Departments/It is Difficult to Close or Shrink Departments

(4) Difficulty of Creating Interdisciplinary Majors Because of Turf Issues

(5) Battles Between the Old Guard and New Guard When a Discipline Changes

Not only are programs around the country beginning to promote collaboration, there are also examples of how adversity has been the impetus for change. Specifically, a prime example of this is how, in the face of adversity, Ohio State University chose to address the lack of academic interaction. "…Ohio State University came up with a new approach to allocating resources to departments. A competition was held and departments presented proposals to a committee consisting of nine professors and a vice provost demonstrating how they would enhance the university's goals of becoming a preeminent public research university and developing interdisciplinary programs. Of course, this approach does more to solve the problem of redistributing dwindling resources than how to reduce department sizes efficiently." (Friedman 2001)

Iowa State University's College of Design experienced a similar situation while facing severe budget cuts in recent years. The cornerstone of the new initiatives brought forth (besides an addition to their main facility) is a core curriculum for all freshmen design students; in effect, once their first year is complete, they are qualified to apply to any of the majors offered within the college: Community and Regional Planning, Architecture, Studio Arts, Graphic Design, Interior Design, and Landscape Architecture[53]. Indeed, the idea of the 'Renaissance Student' and departments is beginning to seep back into pedagogical reform. "Adequate attention to interdisciplinary studies and integrative teaching in programs of higher education is overdue." (Bleedorn 2003)

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[53] www.design.iastate.edu

This is precisely why planning education must expand in scope. To bring about change in planning, this new collaborative language must be taught within academia as well, connecting the philosophies of all the fields affiliated with community. With this tool of knowledge the triptych will grow stable as the disciplines of community culture, community development, and planning will become one idea, one institution. Touted as the omnificent field for urbanism, recent graduates and young planning professionals struggle to advance community outside of the parameters of the philosophy of conventional planning.

SHIFTING THE FOCUS TOWARDS COLLABORATION

Some feel change in American education is on the way. (Borich 1990; Force 1996; Bonnen 1998; Ramaley 1998; Boyte and Hollander 1999; Reaves 1999; Warner, Christenson et al. 1999; Fehlis 2001; Morris, Pomery et al. 2002; Policy 2002) Universities make efforts to sell themselves and community-minded institutions as fundraising becomes ever-so important with state budget cuts from higher education. (NASULGC 2001; Rosen 2002) Ironically, many states are placing a proverbial tourniquet on one of their largest economic generators via research. Higher education, if operated carefully, is a huge financial asset for community building. "The average return on every $1 of state money invested in a NASULGC institution is $5. For every $100 spent directly by a NASULGC member institution, its employees, visitors, and students spent another $138 of their personal funds—employees $64, students $60, and visitors

$14. Institutions also generate major amounts of tax revenue through the state and local taxes paid by their employees, students, and visitors. The mean tax revenue generated was found to be $60 million annually." (NASULGC 2001) Perhaps the changes that are arising out of necessity will be the impetus for reform; these philosophies may not be as far away for implementation as one thinks.

"Duderstadt (2000) suggests that the university of the future will be very different from today's institution. One major change will be that the future university will be divisionless, i.e., there will be far more interdisciplinary programs. There will also be 'a far more intimate relationship between basic academic disciplines and the professions.'" (Friedman 2001) Again, this brings attention right back to the purpose of this paper, to explore how collaboration can occur within community building processes. Without changing the climate at the micro level the macro institutions will not be able to change.

"NOT MERELY A NICE THEORY TO PONDER…"

Similarly, Michael P. Farrell, author of "Collaborative Circles: Friendship Dynamics and Creative Work", explored the idea of the collaborative circle from the formation, sustainability, and ending. Citing the work of the French Impressionist group including Monet, Renior, Bazille, Manet, Pissarro, Dega, Zola (poet, as a fringe member), and Cezanne; Freud and Fleiss; Stanton and Cady with the suffragist movement; and C.S. Lewis and J.R.R. Tolkien, he explores the relationships, successes, and failures within each group…groups that eventually became known as great innovators in their fields.

(Farrell 2001)   Other examples include communist theory from Karl Marx, Friedrich Engles, Robert Dahl and Charles Lindblom opening up political science and economics through cross-fertilization.

The examples abound; some of the greatest works throughout time are efforts fostered by collaboration of people in different areas pulling concepts together about one topic. According to Farrell, a collaborative circle is "a primary group consisting of peers who share similar occupational goals who, through long periods of dialogue and collaboration, negotiate a common vision that guides their work. The vision consists of a shared set of assumptions about their discipline, including what constitutes good work, how to work, what subjects are worth working on, and how to think about them." (Farrell 2001)

As Freidman posited earlier, it is most effective for a specialized individual to share his or her deep knowledge with others. Correlating with this, historian Mark Bloch asserts, "very few scholars can boast that they are equally well equipped to read critically a medieval charter, to explain correctly the etymology of placenames, to date unerringly the ruins of dwellings of the prehistoric, Celtic, or Gall-Roman periods, and to analyze the plant life proper to a pasture, a field, or a moor. Without all these, however, how could one pretend to describe the history of land use?...We have no other remedy than to substitute, in place of the multiple skills of a single man, the polling of techniques, practiced by different scholars, but all tending to throw light upon a specific subject." (Dogan 1990) Planners should not be merely able to write policy recommendations to

city councils; they should also understand the ideas of community development and community culture, incorporating them within their advisements.

PULLING IT ALL TOGETHER: DESIGN AND CULTURE

Keeping all of this in mind, it is obvious collaboration is essential for academia and community planning to build community. Yet, it seems the sole topic of community does not have adequately defined parameters to create this collaboration. A more definitive, concise topic appears necessary to bring the academic disciplines and the professional fields within alignment to address not only cross-disciplinary interaction but also community culture and community development.

As design is a fundamental concept to communities, and the creation of the spaces of the public realm leads to the inclusion of other non-traditional community-based fields (i.e. psychology, sociology, law), this concept seems to fit the bill. Professionals in today's fields relating to community concepts must comprehend sound, sustainable, smart growth design principles of our urban spaces as they are charged with the complex responsibility of advising and guiding the future of the fabric of our municipalities. At least fifteen American universities recognize this tenet by ensuring graduates receive ample theory and practice in urban and community design[54]. In addition to this, another fifteen have some sort of program addressing communities; urban studies, American urbanism, and social ecology are just a few of the types of other programs.

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[54] See paper audit

But almost none of these programs attempt to reach beyond more than two academic disciplines to achieve cross-disciplinary learning and research[55]. Often, students and scholars are virtually unable to (or find difficulty in attempting to) participate in other fields. Citing again the University of Illinois, it is extremely difficult for planning students to take non-traditional planning based courses in design, and vice versa, for design, economic, sociology, or political science students to take effective[56] planning courses. It is important to note educational disciplines affiliated somehow to "community" should not attempt to become the be-all-end-all within this cross-disciplinary coursework (as the profession itself has failed to do so). However, an acute lack of understanding exists about fields beyond one's own. From this pseudo-ignorant stance, planners themselves, in addition to those in other areas, are less effective in their own jobs. This is precisely why the triptych is weak.

Universities, however, receive a negative stigma when community members, including municipalities, view the academic institution as unapproachable—both physically and intellectually. Higher education can be viewed among local residents as unattainable assistance. With the drawbacks of conventional community planning, the pieces of this triptych are perhaps best addressed in a medium distanced from direct university or municipal involvement…for instance, a community design center.

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[56] For uses of this argument the term "effective", when used in reference to coursework, alludes to the prevention of non-major students from other fields from taking courses pertaining to community

Community design centers aim, for the most part, to utilize the resources of higher education; create a mechanism for students and faculty to become involved in real-world projects while community members receive assistance and guidance; and fashion a safe medium for individuals, organizations, municipalities, groups, and programs to meet on the ideas of community.[57]   Mainly limited to architecture and planning academic affiliations, some of the centers are attempting to broaden their scope to address a broader spectrum community issues. [58] While conventional community planning departments are unable to effectively holistically address culture or community development, and academic outreach is limited to the confines of specialized fields, community design centers appear to have the potential to draw everything pertaining to communities in.

Few centers strive to this level of collaboration. The previously noted specialization found within many contemporary higher education departments prevents them from doing so. However, literature exists arguing precisely this. Higginbotham, Albrecht, and Connor, authors of *Health Social Science: A Transdisciplinary and Complexity Perspective*, points out there are many fields attempting to cross-pollinate information and resources specifically within the fields of social science and health. (Higginbotham, Albrecht et al. 2001) What they do not explicitly realize is they unknowingly included, with the areas of health and social sciences, the relationship these fields have with the traditional community-oriented fields (i.e. architecture, landscape architecture, political

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[58] See paper research

science, sociology, and planning). Specifically, the authors explain different models for these relationships; however, the most applicable of their extensive research is applicable to the fields of social ecology, ecological public health and healthy communities.

COLLABORATION THEORY WITHIN COMMUNITY CONCEPTS

The authors assert the problem with interdisciplinary and multidisciplinary work lies in its lack of power to explain a problem is limited to the disciplines assembled. Conversely transdisciplinary work is committed to fully exploring the boundaries of a health problem by 'drawing together disciplinary-specific theories, concepts, and approaches' (Higginbotham 2001). Transdisciplinary work promotes cooperation and coordination between disciplines and encourages the creation of multidisciplinary and interdisciplinary teams. So, in the end, community building potentially includes all types of work (from individual work to interdisciplinary), making it truly trans-disciplinary.

The first model they explore, social ecology, is the "general framework for understanding the nature of people's transactions with their physical and socio-cultural surroundings (Stokols 1992 p7)…found in human ecology, ecological psychology, and social epidemiology. Whereas these models are mainly concerned with biological processes and geographical environment, social ecology places greater emphasis on 'social,

institutional and cultural contexts of people-environment relations'" (Higginbotham 2001)

The second, Ecological Public Health and Healthy Cities, is "collaborative in strategy," "mutisectoral in scope," "interdisciplinary in pursuit." (Higginbotham 2001) It "is intimately tied to overall living conditions. The key to improving health of populations lies outside the traditional domain of medicine and involves social reform. (Chu 1994b p3) Health issues are assessed using the criteria of equity of access to resources (housing, education, social power), sustainability, defined as the capacity of social and economic developments to meet the needs of present and future generations, conviviality, expressed in terms of supportive social structures, harmonious interaction between community members, respect for non-human species, and preservation of the global environment through effective utilization of resources (Chu 1994b p4)." (Higginbotham 2001)

BRINGING IT BACK TO COMMUNITY BUILDING

Given this example explained merely one area of community, it is apparent there are a plethora of collaborative possibilities intrinsically tied to the welfare of our cities. By emphasizing broad inclusivity of different disciplines within a community design center model, the experience for both the student and the community is enriched. It teaches the collaborative language to the students involved, it enhances the collaborative capabilities of the product, and it exists in symbiosis with both academia and conventional community planning as it is removed as an entity directly affiliated with either institution.

The authors also identified attributes of this emergent philosophy of health social sciences, also directly applicable to this notion of multi-inclusionary community design centers. Future programs will (Higginbotham 2001):

- *Engage in vertical thinking*
- *Adopt ecological principles that don't assume a closed system*
- *Accept multiple sectors and stakeholders as essential actors*
- *Use explicit guidelines for cross-disciplinary collaboration*
- *Identify the mutual effects of local and global interactions*
- *Acknowledge power relations and consensus in social organization*
- *Recognize that the totality of the health problem follows both historical and evolutionary processes*
- *Seek to create emergent conceptual frameworks*

However, community building does not occur by (1) removing direct affiliation with higher education or community planning, and (2) including a wider range of disciplines capable of collaboration. By additionally ensuring the inclusion of community culture, community development, and community planning a comprehensive approach to addressing communities can be formed. Even with the explanation clear as to why a large number of disciplines should be involved with a community design center, why community culture and unconventional community development must be paired with community planning to be an effective model still must be clarified.

THE COMMUNITY DESIGN CENTER: A NEUTRAL LOCATION

All community design centers audited engaged community with resources of higher education by utilizing students and faculty within the community design disciplines of

architecture and/or planning.[59]   Bringing student learning in line with community engagement provides them with real-world project experience while assisting the community with its needs. Often, these programs are housed in a separate, off-campus facility—an ideal neutral location.   This physical separation from higher education facilities brings students outside of the walls of theory (literally) into an applied space where local residents feel comfortable.   While most programs offered only technical assistance in the areas of architecture and/or planning, examples do exist including non-traditional community building disciplines and innovative programming (including self-help techniques). [60]

These centers are capable of embracing community culture into their repertoires. Beginning to come full circle to the Hull House philosophy, some programs are merging social community-building programs with design and planning—a new, yet old, model of community development.

UTILIZING COMMUNITY CULTURAL DEVELOPMENT

As stated earlier, the merging of culture with community development or community planning appears to be an impossible endeavor at worst, sometimes frivolous at best. To reiterate, community (as defined for this paper) combines particular people, place, social interaction, and identity. While community building remains fragmented so will these "community factors". With a fragmented society social capital (the merging of the

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relationships between these community factors) will be a slow, ineffective, and arduous process.

SOCIAL CAPITAL: A MISSING, MISINTERPRETED LINK

Professor Robert Putnam, professor of political science at Harvard and president of the American Political Science Association, has written numerous books concerning civic culture and social capital. Two of the books, *Making Democracy Work: Civic Traditions in Modern Italy* (hereafter known as *MDW*), and *Bowling Along: The Collapse and Revival of American Community* (hereafter known as *Bowling*), have a high level of relevance to the subject matter of social interaction in public spaces.

MDW is a twenty-year effort by Putnam to study and explain the disparity behind the success of the governments of Northern Italy and the ineffectiveness and failure of those in Southern Italy. After measuring numerous factors including, but not limited to, perception of government efficacy, voter participation, institutional performance, and civic participation Putnam concluded that the regions of Italy with higher levels of civic participation in civic institutions (i.e. clubs, church groups, etc.) had the highest levels of social capital. Social capital, he surmised, begets an effective and well-liked government and a successful economy. (Putnam 1993)

Defined, social capital,

> *"refers to features of social organization, such as trust, norms, and networks, that can improve the efficiency of society by facilitating*

coordinated actions: 'Like other forms of capital, social capital is productive, making possible the achievement of certain ends that would not be attainable in its absence…For example, a group whose members manifest trustworthiness and place extensive trust in one another will be able to accomplish much more than a comparable group lacking that trustworthiness and trust…In a farming community…where one farmer got his hay baled by another and where farm tools are extensively borrowed and lent, the social capital allows each farmer to get his work done with less physical capital in the form of tools and equipment.'"
(Putnam 1993)

In laymen's terms, Putnam demonstrated higher levels of participation in civic groups creates a higher general level of trust within a community, and consequently, a higher level of governmental and economic efficacy are generated. (Putnam 1993)

In a continuation of the conversation from MDW, in *Bowling* documents the steadily decrease of participation in civic groups across the United States over the last century. Coinciding with the work he completed in his last book, he found states with the highest levels of civic participation also shared the highest levels of social capital.

"Over the last three decades a variety of social, economic and technological changes have rendered obsolete a significant stock of social capital. Television, two-career families, suburban sprawl, generational changes in values—these and other changes in American society have meant that fewer and fewer of us find that the League of Women Voters, or the United Way, or the Shriners, or the monthly bridge club, or even a Sunday picnic with friends fits the way we have come to live. Our growing social capital deficit threatens educational performance, safe neighborhoods, equitable tax collection,

democratic responsiveness, everyday honesty, and even our health and happiness." (Putnam 2000)

As important the social groups are in forming social capital, Putnam failed to address a crucial lurking factor. By overlooking the infrastructure and the efficacy involved in public spaces he painted an incomplete picture. The public realm constitutes a vital medium through which social capital carries out; in fact, without public spaces a significant portion of Putnam's social groups would be homeless.

According to Putnam's definition of social capital, *"features of social organization, such as trust, norms, and network, that can improve the efficiency of society by facilitating coordinated actions"*, (Putnam 2000) peoples' trust and connections help promote higher levels of government and economic efficacy. His main paper lies with the assumption all social networks are formed in social groups. However, in public spaces (i.e. the street, squares, plazas, and parks) an entirely different network operates to create social capital. Public interaction via neighborhood contacts through the medium of the streetscape plays a large factor in the perpetuation of social capital. Social capital, when utilized from the streetscape, represents just one of the boons created by interaction in public spaces.

COMMUNITY DESIGN CENTERS AS THE MEDIUM TO BUILD COMMUNITY

When the triptych grows to full realization the right balance of social capital will exist. "These associational networks suggest the possession of some common norms, customs,

and means for obtaining desired ends." (Christenson and Jerry W. Robinson 1989) When social capital brings the community intangibles normally ignored to the forefront a new dialogue begins where multifaceted interaction (under the guise of community building) helps to achieve sustainable socially and economically thriving communities.

Insert community design centers. These centers bond community development through their assistance programs, community culture through developing events promoting community engagement, and community planning through the product of the community development projects. They are a relatively undocumented model, and much potential flexibility exists to cater to the specific weaknesses locally within the triptych.

The mission of Community Design Center (C.D.C.) work is increased social capital— easy in concept, but difficult in application. By merely offering design and planning assistance, communities remain with only the combination of community development and community planning, albeit in a new twist. Removing the center from higher education and community planning facilities sets a new stage for community cultural development.

COMMUNITY CULTURE DEVELOPMENT: THE UNIQUE ROLE FOR C.D.C.'S

The Rockefeller Foundation, sponsors of Don Adams and Arlene Goldbard' work, *Creative Community: The Art of Cultural Development*, stated[61] within their Creativity and Cultural Program's mission,

> *"Culture and artistic expression serve as barometers of the quality of people's lives and provide agency for improving them. Cultural workers-- ranging from humanities scholars to traditional African griots to digital artists and media producers--serve as catalysts for comprehending, articulating and addressing the needs and aspirations of individuals and communities. They and their institutions express their communities' dissent, preserve its memory, generate dialogue and provide critical commentary about a rapidly changing world. Cultural workers and artists are vital to community resiliency, as they help people withstand and respond to the stresses of poverty, migration, violence and discrimination.*
>
> *Globalization and the increased cultural interaction it spawns can be both threatening and enriching. The steady encroachment of Western popular culture does, for example, have a homogenizing effect that undermines many traditional cultures. But at the same time new technologies have offered innovative avenues for expression, giving life to altogether new 'imagined communities' that unite people through shared experiences. And in this increasingly borderless world, the dynamics of immigration and emigration are testing communities' cultural resiliency while the artists and humanists who both reflect and lead these transformations are themselves navigating in an environment in which the nature and definition of the arts is changing. Technology has not only extended, but blurred the boundaries of art making as both visual and performing artists explore its possibilities." (Adams and Goldbard 2001)*

PROGRAMS ARE ALREADY BEING ESTABLISHED

In short, community cultural development is the active mission of sustaining and growing cultural awareness, engagement, and programming. The University of Michigan's Imagining America organization, a national consortium of colleges, universities, and cultural institutions dedicated to supporting the civic work of university artists,

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[61] http://www.rockfound.org

humanists, and designers, strives to do exactly this. Their program is best explained on their website:

> "We started Imagining America in order to connect universities, the communities they serve, and like-minded organizations across the country. Our mission is to facilitate a national coalition of artists, humanities and civic groups working at this intersection of higher education and community life.
>
> As universities take civic engagement more seriously, they are developing the cultural programs and centers needed to support new commitments. Civic scholars are adding new layers of understanding to scholarship. Participants on all sides are learning tremendously from each other. The dynamics of making and understanding culture are being unequivocally changed across the country.
>
> Yet there hasn't been a national network of participants until now. So the true dimensions of this movement have been invisible. And those engaging in such work around the country have been unable to connect and learn from one another.
>
> Imagining America supports campus-community projects and seeks to facilitate structural enhancements within universities that promote new levels of engagement between artists, scholars and their American communities. The arts and humanities have real effects-on individuals, institutions and communities. Through its resources and conferences, Imagining America helps focus the combined energies of higher education and public arts and humanities.
>
> Simply put, Imagining America is working to connect the dots so that scholars at all levels across the country can learn from each others' experiences, support each other, share resources, and inspire higher goals."[62]

Educating all participants about local culture, giving a more enriched learning experience to students, and creating a more comprehensible dialogue about community building in the process, cements the high efficacy of community cultural development within the triptych. While this theory appears to hold up on paper, the following audit of community-based programs to compare and contrast their efforts to understand how, if possible, to achieve the triptych. While the historical review of community centers indicates a good fit for the implementation of the triptych, the audit will hopefully reveal its level of feasibility.

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[62] http://www.ia.umich.edu

CHAPTER THREE   METHODOLOGY REVIEW

Deciding whether to use qualitative, quantitative, or mixed methods research was addressed early in the research process for this paper. Given the research question, *"Can different institutions commonly affiliated with community building be brought together for a more effective model?"*, the first question needing to be addressed appears to be how to define "community building"…

DEFINING "GOOD"

Essentially the definition of "good community building" came from the dissection between good community building practice and partial community building practice. When defining "good", for purposes of this paper, Plato's description suits well as he describes this quality being an inherently absolute principle. To be more specific, "good community building", as an accepted concept among virtually every journal, article, and publication by experts in urbanism, is that which is

- *Sustainable*
- *Promotes people, territory, social interaction, and identification*

ABRAHAMSON

Mark Abrahamson, author of *Social Research Methods*, focuses mainly on quantitative research methodology. He states, "The processes we would have to go through I order to establish a viable wager illustrate many of the most general and important features of scientific methods—both processes entail precise and systematic procedures for verifying the correctness of an assertion. The criteria by which precision, systematic procedures, and verification are evaluated all tend to be more stringent in science than in everyday life. It is primarily a difference in degree rather than in kind, though, and it is useful to begin the study of scientific methods by recognizing that they are not totally distinct from everyday procedures. " (Abrahamson 1983)

BRUCE L. BERG

For purposes of this study, "precise and systematic" evaluation negates the essentially qualitative manner of comparing and contrasting community-building programming. It is the presence of certain "good characteristics" of these programs, not the quantitative results of their success, which is essentially sought. To summarize, Abrahamson's last statement explicates this concept by stating quantitative research realizes the difference of utilizing the "degree" rather than "kind". "Evaluating the kind" explains the evaluation sought to determine how "good" the program's practice. Bruce L. Berg, author of *Qualitative Research Methods for the Social Sciences*, made a good distinction, however, when he posited it is not a question of arguing for or against one philosophy of research or another. Instead it is vital to recognize the possibility to achieve a greater amount of understanding derived from qualitative procedures. He continued by pointing

out qualitative methods allow for a greater understanding of the quality of the area at hand as opposed to the quantity. (Berg 2004)

ROBERT STAKE

Robert Stake, author of *The Art of Case Study Research* pointed out yet more differences between qualitative and quantitative research: (1) the distinction between explanation and **understanding** as the purpose of inquiry; (2) the distinction between a **personal** and impersonal role for the researcher; (3) a distinction between **knowledge discovered** and knowledge constructed. (Stake 1995) Below is a listing of qualities of qualitative study, most[63] of which align with the mission of determining whether or not *"different institutions commonly affiliated with community building can be brought together for a more effective model"*. (Stake 1995) It is important to note Stake fails to recognize the sometimes comparative nature of qualitative study as he overlooks such topics as triangulation and critical analysis.

More or Less Special Characteristics of Qualitative Study (Stake 1995)

Defining Characteristics

1. *It is holistic:*
   a. Its contextuality is well developed
   b. It is case oriented
   c. It resists reductionism and elementalism
   d. It is relatively noncomparative, seeking to understand its object more than to understand how it differs from others
2. *It is empirical:*

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[63] 1d

      a. It is field oriented

      b. Its emphasis is on observables, including the observations by informants

      c. It strives to be naturalistic, noninterventionistic; and there is a relative preference for natural language description, sometimes disdaining grand constructs

   3. *It is interpretive:*

      a. Its researchers rely more in intuition, with many important criteria not specified

      b. Its on-site observers work to keep attention free to recognize problem-relevant events

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JOHN W. CRESWELL

John W. Creswell, author of *In Research Design*, cited techniques of ethnography, grounded theory, case study, phenomenological research, and narrative research for qualitative study. (Creswell 2003) However, aside from utilizing the case study research method as a secondary form, none of these concepts allow for an effective manner to answer the primary research question. In addition, Creswell's book seemed weak in explanation of case study research techniques in comparison to other authors.

COLORADO STATE UNIVERSITY'S ONLINE WRITING GUIDE

After reading further into Berg's work, it became quite apparent the comparison of traits sought for this research could be attained through the content analysis method. However it was not until the Colorado State University Online Writing Guide[64] was found did a clear explanation appear of how this methodology could be most effectively utilized.

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[64] http://writing.colostate.edu/references/research/content/pop2a.cfm

Their website states, "Content analysis is a research tool used to determine the presence of certain words or concepts within texts or sets of texts. Researchers quantify and analyze the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts, the writer(s), the audience, and even the culture and time of which these are a part." (CSU 2004) They also listed the following advantages and disadvantages, serving as an excellent primer of content analysis.

Advantages: Content Analysis…(CSU 2004)

- *…looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction*
- *…can allow for both quantitative and qualitative operations*
- *…can provides valuable historical/cultural insights over time through analysis of texts*
- *…allows a closeness to text which can alternate between specific categories and relationships and also statistically analyzes the coded form of the text*
- *…can be used to interpret texts for purposes such as the development of expert systems (since knowledge and rules can both be coded in terms of explicit statements about the relationships among concepts)*
- *…is an unobtrusive means of analyzing interactions*
- *…provides insight into complex models of human thought and language use*

Disadvantages: Content Analysis…(CSU 2004)

- *…can be extremely time consuming*
- *…is subject to increased error, particularly when relational analysis is used to attain a higher level of interpretation*
- *…is often devoid of theoretical base, or attempts too liberally to draw meaningful inferences about the relationships and impacts implied in a study*
- *…is inherently reductive, particularly when dealing with complex texts*
- *…tends too often to simply consist of word counts*
- *…often disregards the context that produced the text, as well as the state of things after the text is produced*
- *…can be difficult to automate or computerize*

The Colorado State University website help shape the criteria by extolling the merits of comparing and contrasting the community building-oriented programs. "Traditionally, content analysis has most often been thought of in terms of conceptual analysis. In conceptual analysis, a concept is chosen for examination, and the analysis involves

quantifying and tallying its presence. Also known as thematic analysis [although this term is somewhat problematic, given its varied definitions in current literature--see Palmquist, Carley, & Dale (1997) vis-a-vis Smith (1992)], the focus here is on looking at the occurrence of selected terms within a text or texts, although the terms may be implicit as well as explicit." (CSU 2004)

APPLYING THE THEORIES

The primary purpose of the of this content analysis identifies the components the community building institutions—community cultural development, community development, and community planning—as possible more effective collaborative elements to sustain American communities in the next century. The website also instructed to select a sample to choose the criteria from. For purposes of this study, six different program areas formed the taxonomy (Patton 2002) by which the presence of overall good community building practices. Again, they are as follows (also see FIGURE THREE):

- *Main Criteria (normative data)*
- *Descriptive Programmatic Criteria (nominal data)*
- *Academic Criteria (nominal data)*
- *Cultural Criteria (nominal data)*
- *Community Development Criteria (nominal data)*
- *Planning Discipline Criteria (nominal data)*
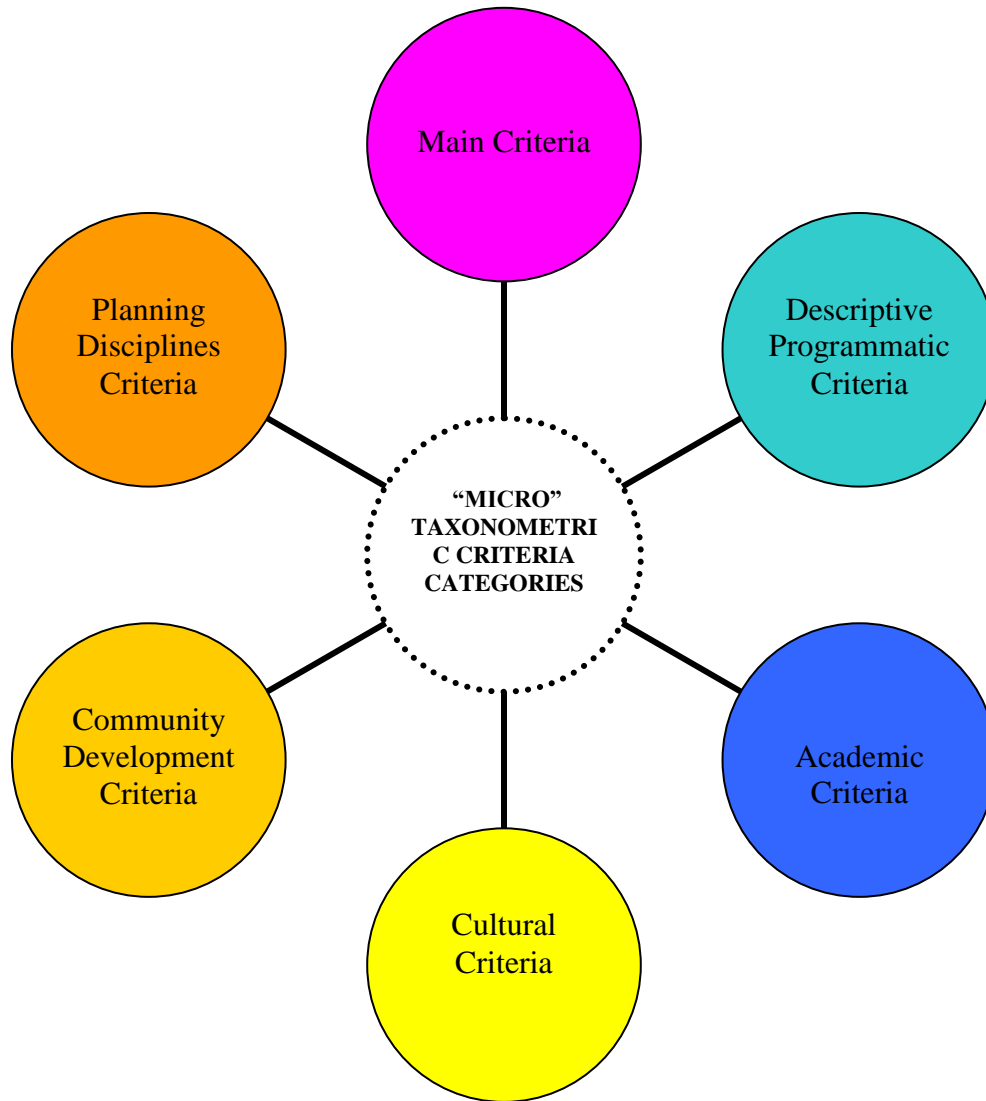
Figure Three

Next, an online audit of community-based programs' webpages revealed the programs to include in the matrix of organizational programs and community building criteria. Inclusion within the audit was based on the program's unique fit within the aforementioned taxonomy. Websites were chosen as the medium to collect research as they demonstrated the greatest capability to…

1. Search for programs connected somehow in concept—the necessary tool for creating the final program list to be evaluated
2. Find the greatest amount of information of the criteria selected accessible in a timely fashion *(if greater time would have permitted, site visits, interviews, promotional material, and even surveys would have been utilized to triangulate[65] the findings)*

The strengths and weaknesses of each program appeared when each program was evaluated upon the same criteria across the board, essentially comparing all program types on the same level of evaluation standards.

Individuals programs, again, were chosen based on some unique characteristic within their community-building programming. Repetitions of program types were not included, mitigating the length of the study. This explains how the community planning third of the triptych received much less numerical inclusion when compared to the cultural or community development (again, in this case Extension Services/higher education outreach). The researcher posited after searching through numerous community planning departments, whether conventional or unconventional in philosophy, they still exhibited the same community building program criteria traits. Yet, all of the service-learning programs were listed to demonstrate in number how many different program sizes, university sizes and missions, program missions, and emphases of discipline areas were found. Once identified as having unique qualities each program fell within one of the six categories on the matrix.

From here it was decided to do critical analysis of the taxonometric categories based on the same list of criteria of good community building practices for each program (as

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[65] See Berg, Patton, Stake

explained by experts in community building fields). Generalizations were made to ensure applicability. (Berg 2004) In short, several articles published in reputable literature were used to develop the criteria on "how to successfully build community." The following are a listing of the articles (*italicized*) each of the criteria (**bold**) derived:

- *Community Development in Perspective*, (Christenson and Jerry W. Robinson 1989)
  - **Self-help, technical assistance**

- *Building Communities From the Inside Out*, (Kretzmann and McKnight 1993)
  - **Asset mapping**

- *The People and The Profession*, (Reeder 1979)
  - **Community development, economic development**

- *Creative Community: The Art of Cultural Development,* (Adams and Goldbard 2001)
  - **Community cultural development**

- *The Charter of New Urbanism,* (Urbanism 1998)
  - **The Congress for the New Urbanism views disinvestment in central cities, the spread of placeless sprawl, increasing separation by race and income, environmental deterioration, loss of agricultural lands and wilderness, and the erosion of society's built heritage as one interrelated community-building challenge.**
  - **We stand for the restoration of existing urban centers and towns within coherent metropolitan regions, the reconfiguration of sprawling suburbs into communities of real neighborhoods and diverse districts, the conservation of natural environments, and the preservation of our built legacy.**
  - **We recognize that physical solutions by themselves will not solve social and economic problems, but neither can economic vitality, community stability, and environmental health be sustained without a coherent and supportive physical framework.**
  - **We advocate the restructuring of public policy and development practices to support the following principles: neighborhoods should be diverse in use and population; communities should be designed for the pedestrian and transit as well as the car; cities and towns should be shaped by physically defined and universally accessible public spaces and community institutions; urban places should be framed by architecture and landscape design that celebrate local history, climate, ecology, and building practice.**
  - **We represent a broad-based citizenry, composed of public and private sector leaders, community activists, and multidisciplinary professionals. We are committed to reestablishing the relationship between the art of building and the making of community, through citizen-based participatory planning and design.**
  - **We dedicate ourselves to reclaiming our homes, blocks, streets, parks, neighborhoods, districts, towns, cities, regions, and environment.**
  - **We assert the following principles to guide public policy, development practice, urban planning, and design:**
    - **The region: Metropolis, city, and town**
    - **The neighborhood, the district, and the corridor**
    - **The block, the street, and the building**

- *It's Not Just Academic: University-Community Partnerships are Rebuilding Neighborhoods*, (Carr 2001)
  - **Service learning opportunities are part of an educational experience for students and are not solely a service to the community**

- Faculty work that benefits the community is recognized as career enhancing, on par with the traditional measures of teaching and research
  - Goals are part of a comprehensive neighborhood revitalization strategy
  - The effort is sustainable in the long term
  - 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
  - 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
  - The programs are part of the institution's broader effort to meet its urban mission, are supported by senior officials, and are appropriate in terms of the institution's teaching, research, and service missions

- *Town and Gown: Making Research Serve Communities' Needs*, (Axel-Lute 1999)
  - Request for assistance program

- *PLaCE Request for Assistance Program,* (ISU Institute for Design Research and Outreach) (IDRO 2004)
  - Request for assistance program

- *The Key Role of Universities in Our Nation's Economic Growth and Urban Revitalization,* (Rosen 2002)
  - The inclusion of economic development in their mission, vision and goal statements
  - The pursuit of industry research partnerships
  - Industry education partnerships and industrial extension/technical assistance
  - Entrepreneurial development
  - Technology transfer
  - Faculty rewards for participation in economic development activities
  - Formal partnerships with economic development agencies
  - Urban revitalization
  - The university is a major civic participant
  - Strategic planning

- *Community-University Partnerships: Translating Evidence into Action,*
  - Two-way partnership
  - Responsive to all constituents: the community, the institution, the faculty, the students, and the partnership itself
  - Good visioning
  - Access to expert knowledge—through university/college resources or other community-based nonprofits
  - Commit resources (human, time, fiscal) to evaluation and recognize its value
  - Build knowledge through various learning activities to expand the base of expertise to design, implement, analyze, and interpret various components of evaluation

- *University + Community Partnerships: A New Approach, (Dugery 2003)*
  - Reward faculty participation in appropriate manner (different rewards for junior/senior faculty)
  - Allow for flexibility in timeline for community-based project-oriented coursework
  - Collaborative faculty research and work (possibly mentoring junior faculty)

- *Eighteen Propositions for Citizen Engagement,* (Yankelovich 1998)

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- *Citizen engagement brings policy into better alignment with public values*
  - **Citizen engagement brings policy into better alignment with public values**

- *Shaping the University of Tomorrow,* (Peterson 1996)
  - **With the new economy knowledge is the key resource**

- *Reflections on Higher Education and Citizenship Preparation,* (Curris 2002)
  - **Community engagement may lead to higher civic-mindedness, including voting, among younger adults (which in turn, may lead to more stable support for higher education politically)**

- *Characteristics of "Engaged Institutions" and Sustainable Partnerships, and Effective Strategies for Change,* (Holland 2001)
  - **Articulates civic engagement in campus mission and strategic plans, linking public issues to academic strengths and goals**
  - **Involves communities in continuous, purposeful, and authentic ways, with a deliberate approach to partnerships**
  - **Demonstrates a core commitment to learning through engagement endeavors**
  - **Links engagement to every dimension of campus life and decisions**
  - **Develops and sustains necessary policies and infrastructure**
  - **Demonstrates leadership for engagement at all organizational levels**
  - **Supports interdisciplinary work**
  - **Makes engagement visible internally and externally**
  - **Assesses engagement within the distinctive contexts of faculty, students, and community**
  - **Involve/employ neighborhood citizens in needs analysis, project design, implementation, and evaluation**
  - **Create proactive strategies for communications on and off campuses**
  - **Jointly explore urgent and unmet needs or opportunities—using reliable and accurate sources**
  - **Linkage across engagement projects and activities – creating a coherent campus climate for engagement**
  - **Integration of partnership activities into the curriculum and direct learning experience of students, especially service learning courses**
  - **Curriculum reform**
  - **Infrastructure/support**
  - **Incentives, rewards, recognition**

- *Wingspread Declaration on Renewing the Civic Mission of the American Research University,* (Boyte and Hollander 1999)
  - **Extension systems can move beyond "building rural democracy"**
  - **Break down "silo" cultures stifling creativity, connection, and community both within campus departments and outside to community**
  - **All areas of campus can participate in public engagement**
  - **Public engagement prepares students for citizenship**
  - **Faculty are agents of public culture at university through their actions**
  - **Staff also have extensive ties between local communities, students, faculty, and engaged scholarship**
  - **Events such as public forums, public scholarship programs disseminating knowledge between university members, the community and civic groups, and efforts to disseminate knowledge generated on campus help to bridge academic and community ties**
  - **Academic neutrality is key**

- *Returning to Our Roots: The Engaged Institution,* (Spanier, Byrne et al. 2001)
  - **Institutions should engage interdisciplinary scholarship and research including interdisciplinary teaching and learning opportunities**

- o **Public scholarship and community-based learning produces civic-minded graduates who are well prepared to take up the complex problems of our society as they are to succeed in their careers**
  - o **Engage students in real-world activities**
  - o **Faculty outreach becomes integral in the tenure and review processes as it can be viewed as a natural extension of their instructional responsibilities**
  - o **Community and university agendas should coincide**
  - o **Cultural and arts programming and creating a public forum to address community issues**
  - o **Provide a variety of methods students can become engaged (i.e. internships, co-op experiences, team-learning activities, and capstone courses)**
  - o **Community research and service-learning are a high priority by utilizing interdisciplinary and collaborative work**
  - o **The physical learning environment must be conducive to community partnership work**

- *The Land Grant Idea and the Evolving Outreach University,* (Bonnen 1998)
  - o **The land-grant idea was not conceived solely for agriculture. It is not any specific set of organizations, such as the trilogy of the experiment station, the extension service, and on-campus or resident instruction. These were designed to specifically address agriculture**
  - o **For the public institution to prosper they must differentiate their product**
  - o **Knowledge within higher education is needed by communities, and without sharing it there will be further withdrawal of societal support**
  - o **Outreach is a combination of teaching, research, and service**

- *The Arts of Citizenship Program,* (Program 2004)
  - o **Our identity as American citizens is shaped in large part by our society's history, literature, art, community design, and architecture…projects come from these topics**
  - o **By having the university engaged with communities both halves are enriched in the process**

- *Cooperative Extension: Making a Difference Through Urban Programs,* (Reaves 1999)
  - o **There is an urgent need for additional Cooperative Extension System educational and outreach research-based programs in the urban setting**

- *Urban Extension Programs,* (Fehlis 2001)
  - o **Urban and rural extension programs should be complimentary**
  - o **Extension faculty must balance between proactive and reactive programming**
  - o **Visibility of Extension programs in the urban media helps raise awareness**
  - o **COPC (HUD program) needs to align with the goals of Cooperative Extension**
  - o **Compartmentalization of university outreach (HUD-urban, USDA Extension-rural) must be overcome**

MICHAEL PATTON

Michael Patton, author of *Qualitative Research and Evaluation Methods*, is regarded as an expert on conducting qualitative audits with comparing and contrasting patterns within categories. This book provided much direction and insight into an effective qualitative research in the area of matrix building. When considering the aforementioned list of

criteria, his statement, *"constructing ideal-types or alternative paradigms is one simple form of presenting comparisons",* was kept in mind. Patton also recommended the continual re-analyzation and subsequent narrowization of the typologies or criteria to ensure the final list is succinct and self-explanatory.

Perhaps the best advice given by Patton, however, is his explanation of cross-classifying these typologies within a matrix. He asserts,

> *"The logical process involves creating potential categories by crossing one dimension or typology with another, and then working back and forth between the data and one's logical constructions, filling in the resulting matrix. This logical system will create a new typology, all parts of which may or may not actually be represented in the data. Thus, the analyst moves back and forth between the logical construction and the actual data in a search for meaningful patterns." (Patton 2002)*

In short, he notes this process reveals how different programs have commonalities; the key is ensuring these common traits are expressed in a legible and interpretable fashion. (Patton)

The following is the table (FIGURE FOUR) based on this typology Patton mentioned. These "micro" criterions were used to compare and contrast the community building programs. They are grouped into the "macro" thematic sections (note the culture, community development, and program categories especially) followed by the response choices.

TAXONOMETRIC
"Micro" Criterion of Good Community-Building Organizations
Figure Four

Comparing and contrasting the following criteria (selected from expert opinions on community outreach and building) occurred as they each cited different strengths found within the three types of community building areas—culture, community development, and planning. (See *Appendix C* for definitions and parameters for each criterion).

MAIN CRITERIA (Normative)

1. University/Extension/Government/Non-Profit (select one or more)
2. Design/Culture/Citizenship/Economics based (select one or more)
3. Urban or Rural (u/r)

DESCRIPTIVE PROGRAMMATIC CRITERIA (Nominal)

1. Inter-Unit Collaboration (y/n)
2. Physical Space (y/n)
3. Event Programming (y/n)
4. Research (y/n)
5. Partnership Grants (y/n)
6. Populations Targeted (y/n)
7. Community Engagement (y/n)
8. Community Visioning (y/n)
9. Produce Literature (y/n)
10. Cross Disciplinary (y/n)

ACADEMIC CRITERIA (Nominal)

11. Academic
12. Faculty Engagement (y/n)
13. Tenure Track Supports Outreach (y/n)
14. Service Learning – Volunteer (y/n)
15. Service Learning – Required (y/n)
16. Interns or Research Assistants (y/n)
17. Courses on Community (y/n)
18. Economics or Community Development in University Mission (y/n)

CULTURAL CRITERIA (Nominal)

19. Culture (y/n)
20. Arts (y/n)
21. History (y/n)
22. Citizenship (y/n)
23. Humanities (y/n)

COMMUNITY DEVELOPMENT CRITERIA (Nominal)

24. Community Development (y/n)
25. Economic Development (y/n)
26. Cooperative Extension (y/n)
27. Self-Help (y/n)
28. Technical Assistance (y/n)
29. Collaborative Planning (y/n)

PLANNING DISCIPLINES (Nominal)

30. Planning (y/n)
31. Low Income/Minority/Underprivileged (y/n)
32. Community Revitalization (y/n)
33. Historic Preservation (y/n)
34. Environment (y/n)
35. Landscape Architecture (y/n)
36. Architecture (y/n)
37. Community Design (y/n)
38. Engineering (y/n)
39. Business Development (y/n)
40. Transportation (y/n)
41. GIS (y/n)
42. Agriculture (y/n)
43. Law (y/n)
44. Health (y/n)
45. Psychology (y/n)
46. Sociology (y/n)
47. Housing (y/n)

INSIGHT INTO THE CRITERION

These forty-six "micro" criterions serve as an insight into multi-faceted programs of community building. This list could grow much more detailed if resources and time permitted. Even so, as stated in the introduction, this is not ideal as personal opinions cloud the overall processes of community building. Perhaps this explains the muddled nature of the programs attempting to build community. Also, remember "macro" criterions are simply the "culture", "community development", and "planning" categories. These were extracted as a separate layer of analysis. The micro criterions included support the findings of the macro criteria.

TRIANGULATION

This dual layered content analysis coupled with a third form of analysis, a case study, demonstrates methodological triangulation. Patton said it best with, "Triangulation strengthens a study by combining methods...The logic of triangulation is based on the premise that

> *no single method ever adequately solves the problem of rival casual factors. Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed. This is termed triangulation. I now offer as a final methodological rule the principle that multiple methods should be used in every investigation. (Denzin 1978b:28)*

Triangulation is ideal." (Patton)

Analyzing the matrix for the content analysis revealed community design centers are capable of drawing nearly all of criteria together. This median mechanism appeared to show capabilities of effectively and efficiently addressing community issues—the community design center model. This model often retained all community building strengths, sometimes lacking less than ten percent of the criteria. A final step of research linked theoretical criteria of community building to being capable of implementation in a successful, sustainable manner.

A case study exploring the University of Illinois' Community Design Center, CIVITAS, filled this task as the researcher is directly involved with its operation. At the conclusion of this paper the Bibliography lists the literature used to formulate the mission, operation, and vision for the sustainability of this outreach program. This is precisely the information, to be interpreted first hand to determine the level of success in community building.

While the two levels of content analysis gave great insight into how community-building programs across the country measure up with the inclusion of the "intangibles" of community building (macro level), and the perceptions of community-experts in the country (micro level), the actual inclusion and application of these processes is necessary to evaluate the presence of true inclusion and balance in programming. The case study essentially validates two already coinciding set of data and a stronger sense of

corroborative surfaces. Thus, triangulation accomplishes this task through critical analysis of the matrix data combined with a case study.

The book, *The Art of Case Study Research,* by Robert Stake was the final reference piece of research methodology used for this paper. Stake points out, "A case study is expected to catch the complexity of a single case…We look for the detail of interaction with its contexts." He continued with, "We are interested in them for both their uniqueness and commonality. We seek to understand them. We would like to hear their stories." (Stake 1995)

The next chapter focuses on the findings of both the community-building program audit and the case study of the "stories" of CIVITAS.

CHAPTER FOUR   THE AUDIT PROCESS

This chapter essentially follows the path of the triangulation used; it is important to understand why the critical analysis of "micro" criteria was conducted first. Twenty-one main published works and an additional plethora of minor ones were employed in constructing the programmatic categories developed. More often than not, parallels existed in the audited programs' concepts of good building practices and programming. Based upon the initial audit, criteria were grouped into sections; this was done to (1) make the research more efficient, and (2) allow early insight into the thematic institutions of culture, community development, and planning.

The researcher was unable to find published macro-theory on community building. Analysis revealed the audited programs supported the micro criteria, especially within the thematic triptych institution areas. Next, a second level of critical analysis was constructed and completed. By pulling back to the macrocosmic level of community building, a much more significant pattern emerged through the categorized groups.

When community design centers appeared strong in both in the micro and macro studies, a case study method became an obvious manner to tie the entire cycle of methodology back to the research question. That question stated again, *"Can the three main traditional institutions serving community building—community culture, community*

development, and community planning—be amalgamated to develop a more effective model to sustain American communities into the next century?"

DETAILED ANALYSES

This section compares and contrasts the different community programs according to the criterion listed in the previous chapter. All programs types overlap some in their priority of community building. For the most part organizations demonstrated similar community-building qualities typical of their taxonometric group. However, surprisingly how a select number of organizations within each category presented a broader spectrum of programming. More often than not these unconventional programs used collaboration methods to explore techniques similar programs of their type were not utilizing.

The programs presenting collaborative traits, generally speaking, numbered higher much in micro criterions than their specialized counterparts. Perhaps an even more poignant find showed the greater the amount of collaboration between disciplines brought even more collaboration cross the board between the criteria affiliated with the macro sets' institutions (community culture, community development, and planning). The remainder of this section analyzes different tabular data pulled from the audit matrix.

The researcher utilized the matrix concept (Patton 2002) to visually and feasibly connect all the different layers of data on a single plane of information. Essentially, by putting each criterion on the same playing field, groupings both within the taxonomy for the criteria and for the organizations allowed data to be compared and contrasted in multiple levels. Organizations' names were placed under the correspondent organizational group title. These groups are located at the far-left column of the matrix. The top row consists of the expert-endorsed criteria that were placed within the correspondent taxonometric category.

Once organizational websites demonstrated typical programming for its organizational group the URL was analyzed for criterion indicating the existence of a corresponding program. Flexibility of verbiage was accounted for as similar words or concepts were accepted in lieu of actual term use (*See Appendix B.*) For example, if the particular organization's website revealed cultural overtones, several different phrases might be used to refer to an art component. In order to claim having this element some sort of phrase or term commonly affiliated with art (i.e. "pottery classes", or having a "dark room" to develop photography…) had to present itself.

Utilizing a nominal approached allowed the normalizing of different programs and descriptive data. Each of these "micro" level criteria represents a portion of experts'

definitions of community building. If a program existed, a value of "1" was placed on the crosshair box connecting the appropriate organization with the appropriate criterion. If no program existed, a "0" value was assigned to the appropriate crosshair box.

Example	Culture	Arts	Citizenship	Mean of Culture Criteria
Organization		Programs		
The University of Illinois	1	1	0	.66666

Figure 5

Test Example (See FIGURE 5):

To examine the <u>ORGANIZATION</u> of the University of Illinois for having an arts <u>PROGRAM</u>, a user would follow the organization name <u>UNIVERSITY OF ILLINOIS OF ILLINOIS</u> in the left-handed column until they find the crosshair box under the <u>Art</u> criteria on top. *The box sharing the organization "The University of Illinois" and the criteria "Arts" has a value of <u>"1"</u>, which indicates it has an <u>ARTS PROGRAM</u>.*

Remember, the <u>CRITERIA</u> are broken into <u>TAXONOMETRIC GROUPS</u>. <u>Art is under the Culture taxonometric group</u>. The mean, if present on a table, will be located either on the right or lower hand sides.

For each table different input data was used to compare. For reading purposes, all tables read with service-learning programs in a pink hue, Extension Services in orange, community-based curriculum programs in yellow, government programs in blue, non-profit organizations in purple, and community design centers are in blue-green.

The first set of data (see FIGURE SIX) explored from the audit was, to reiterate, from the audit matrix. For purposes of readability the number of micro programs each organization presented was collapsed into a single red column on the right-hand side. With a possible total of forty-six programs, generated a great range of traits, processes, and philosophies within the different organizations was generated.

This level of analysis allowed the researcher to ensure a similar caliber of programs as the counterparts within their respective taxonomy group. By including normative data collected within this table it revealed a bit about the character of the program in addition to how active there were in building community when evaluated on these criteria. The chart reads down the left hand column, followed down the right for each page. Again, note the color-coded program names for reference purposes.

Figure 6

Organizations by "Micro" Criteria with Normative Data	UNI/Elt/Govt/Non-Profit	Populations Targeted	DSN/Culture/Citizenship/Econ	Total "Micro" Programs Per Organization
The Colorado Center for Community Development	U	R/U	D/E	21
Buffalo Urban Design Project	U	U	D	13
CIVITAS - UIUC	U	U	ALL	42
Chicago UIUC City Design Center	U	U	D	26
U MN Center for Rural Design	U	R	D/E	14
U MN Design Center for the American Urban Landscape	U	U	D	16

Center for Urban and Community Design at Miami/Knight Program	U	U	D	29
Community Design Assistance Center - Virginia Tech	U	R/U	D/E	17
Community Based Projects at Ball State	U	R/U	D/E	23
Community Design Center - Montana	U	R/U	D/C	16
Community Design Center - Syracuse U.	U	R/U	D	15
Community Design Studio - Texas Tech.	U	U	D	8
Detroit Collaborative Design Center	U	U	D	7
The Florida Center for Community Design and Research	U	R/U	D	13
The Hamer Center for Community Design Assistance	U		D	20
Jackson Community Design Center	U	U	D	15
Kansas City Design Center	U	U	D	16
San Francisco Urban Institute	U	U	ALL	37
OCCUR	U		ALL	23
Office of Community Design and Development	U	R/U	D	14
Pratt Institute Center for Community and Environmental Development	U	U	D	14
The Small Town Center	U	R	D	14
University of Arkansas Community Design Center	U	R/U	D	14
Urban Technical Assistance Project	U	U	D	13
Herberger Center for Design Excellence	U	U	D	19
Rice Design Alliance (RDA)	U	U	D/C	13
Community Design Center of Atlanta - Georgia Tech	U	U	ALL	7
Tejido - University of Arizona	U	R/U	D	9
Center for Community Partnerships - University of Pennsylvania	U	U	ALL	32
Center for Environmental Design Research - U. of CA Berkeley	U	U	ALL	31
Institute of Design Research and Outreach - Iowa State	U	R/U	D/E	36
ESLARP - U of IL	U	U	D/E	32
Special Interest Group in Urban Settlement - MIT	U	U	D/E	26
Great Cities Institute - University of Illinois at Chicago	U	U	ALL	39
Center for Community Growth and Change - Clemson	U	U	D	21
Center for Urban Policy Research - Rutgers	U	U	E	25
Rural Studio - Auburn	U	R	D	22
Center for American Architecture and Design - U of TX at Austin	U		D	11
Center for Sustainable Development - U of TX at Austin	U	R/U	D	27
Imagining America	U	R/U	ALL	31
Center for Democracy and Citizenship	U		CI	17
Arts of Citizenship U of MI	U	R/U	C/C	24
Community Design Center Average				20.1
CityDesign Seattle - Seattle, WA	G	U	D	17
Boston Main Streets	G	U	D/E	21
Downtown Memphis!	G	U	E	11
Cultural Affairs Department - Chicago, Illinois	G	U	C/C	16
Raleigh Urban Design Center - Raleigh, NC	G	U	D/E	10
Maine New Century Community Program	G	R/U	C/C	16
Oregon Cultural Trust	G	R/U	C/C	17

Organization	Col1	Col2	Col3	Value
Arizona ArtShare	G	R/U	C/C	17
Nebraska Cultural Endowment	G/N	R/U	C/C	17
Florida Trust Funds	G	R/U	C/C	17
Alliance for the Arts - NYC, NY	N	U	CU	11
PortalWisconsin.org - State of WI	G	R/U	CU	17
Michigan Council for Arts and Cultural Affairs	G	R/U	CU	16
Illinois Arts Council	G	R/U	CU	9
Creative Cincinnati	G	U	C/C	8
Creative Economy New England	G	U	CU/E	11
National Endowment for the Arts	G	R/U	CU	9
Governmental Department Average				14.9
Center for Arts and Culture	N	R/U	CU	13
Americans for the Arts	N	R/U	C/E	16
International Center for Making Cities Livable	N	R/U	D/CU	24
ArtsMidwest	N	R/U	CU	7
Architects Designers Planners for Social Responsibility	N	R/U	D	10
American Democracy Project	N	R/U	CI	12
Animating Democracy Project	N	R/U	C/C	12
Arts and Business Council of Chicago	N	U	CU/E	12
Arts for All People	N	R/U	CU	9
Association for Community Design	N	R/U	D	9
Center for Neighborhood Technology	N	U	CU/E	9
Center for Liberal Education and Civic Engagement	N	R/U	CI	9
Civic Practices Network	N	R/U	C/C	11
Community Arts Network	N	R/U	CU	11
Globosaurus	N	R/U	C/C	11
National Civic League	N	R/U	CI	8
Institute of Cultural Affairs	N	R/U	C/C	10
Campus Compact	N	R/U	C/C	12
National Neighborhood Coalition	N	R/U	ALL	19
American Planning Association	N	R/U	ALL	34
American Institute of Architects / RUUDAT	N	R/U	ALL	26
Iowa Architecture Foundation	N	R/U	D	22
American Institute of Architecture Students	N	R/U	D	16
American Society of Landscape Architects	N	R/U	D	16
Congress for New Urbanism	N	R/U	ALL	33
Raise Your Voice: Student Action for Change	N	R/U	CI	13
Arts in Action	N	R/U	D/CU	12
Association for Cultural Economic International	N	R/U	ALL	14
Community Development Society	N	R/U	D/E	11
GrowingSensibly.org	N	U	ALL	26
Local Government Commission	N	R/U	ALL	29
National Main Street Center	N	R/U	ALL	26
Smart Growth America	N	R/U	ALL	26
The Funders' Network	N	R/U	E	18
Ground Zero Pittsburgh	N	U	ALL	32
Young Professionals of Cincinnati	N	U	ALL	10

The Commonspace of St. Louis	N	U	C/C	6
SynerG of Greensboro	N	U	ALL	9
Metropolis St. Louis	N	U	ALL	9
Urban Institute	N	R/U	D/E	9
Urban Land Institute	N	R/U	D/E	24
Project for Public Spaces	N	U	ALL	28
Walkable Communities, Inc.	N	R/U	ALL	25
826Valencia	N	U	C/C	8
Café Teatro Batey Urbano	N	U	C/C	8
Asian Neighborhood Design	N	U	ALL	25
Better Communities By Design	N	U	ALL	23
Community Design Center of Pittsburgh - Pittsburgh, PA	N	U	ALL	23
Design Coalition - Madison, WI	N	U	ALL	22
Livable Communities Support Center - Denver, CO	N	U	ALL	24
Neighborhood Design Center - Baltimore, MD	N	U	ALL	24
New Cities Foundation	N	U	ALL	25
Community Design Center of Minnesota	N	U	ALL	23
Jacksonville Community Council, Inc.	N	U	ALL	21
Brooklyn Center for the Urban Environment	N	U	ALL	27
Non-Profit Organization Average				18.3
Arizona State - Service Learning Program	U		ALL	12
Augsburg College - Center for Service, Work, and Learning	U		ALL	11
Baldwin College - Office of Community Service and Learning	U		ALL	11
Bentley College - Service-Learning Center	U		ALL	11
Boston College - The Pulse Program	U		ALL	11
Brown - The Swearer Center	U		ALL	12
California Poly Tech State - Community Service Program	U		ALL	12
California State - Community Service Network	U		ALL	12
Carelton College - Acting in Community Together	U		ALL	11
Case Western Reserve Uni. - Office of Student Community Service	U		ALL	11
Colorado State - Office for Service Learning and Volunteer Programs	U		ALL	11
Conneticut College - Holleran Center for Community Challenges	U		ALL	11
DePaul University - Office of Community-Based Service Learning	U		ALL	11
Duke - LEAPS	U		ALL	11
Gateway Community College - Community Partnership Programs	U		ALL	11
Georgetown - Volunteer and Public Service Center	U		ALL	12
Georgia State - Office of Community Service-Learning	U		ALL	11
Goucher College - Community Service Program	U		ALL	12
Grossmont College - Community Service Learning Center	U		ALL	11
Indiana/Purdue - Center for Public Service and Leadership	U		ALL	11
James Madison - Community Service Learning	U		ALL	11
Kansas State - Community Service Program	U		ALL	11
Lehigh - Community Service Center	U		ALL	11

Loyola - Center for Values and Service	U		ALL	11
Macalaster College - Community Service Office	U		ALL	11
Miami-Dade Community College - Center for Community Involvement	U		ALL	11
Michigan State - Service-Learning Center	U		ALL	11
North Carolina Central - Academic Community Service Learning Program	U		ALL	11
Portland State - Center for Academic Excellence	U		ALL	12
Occidental College - Center for Community Based Learning (CCBL)	U		ALL	11
Ohio - Learn and Serve Ohio University	U		ALL	11
Princeton - Community Based Learning Initiative	U		ALL	12
Providence College - Feinstein Institute for Public Service	U		ALL	11
Purdue - Engineering Projects in Community Service (EPICS)	U		ALL	12
Rice - Community Involvement Center	U		ALL	11
Rutgers - Citizenship and Service Education (CASE)	U		ALL	11
San Diego State - Center for Community Based Service Learning	U		ALL	11
Southwest Missouri State - Citizenship and Service Learning	U		ALL	11
Stanford University - Haas Center for Public Service	U		ALL	11
Syracuse University - Center for Public and Community Service	U		ALL	11
Temple University - School and Community Programs	U		ALL	11
Trinity College - Urban Learning Initiatives	U		ALL	11
Tufts College - University College of Citizenship and Public Service	U		ALL	11
Tulane University - Office of Service Learning	U		ALL	11
Uni. of CA Berkeley - Service Learning Research and Dev. Center	U		ALL	11
Uni. of CA at LA - Center for E1periential Ed. and Service Learning	U		ALL	11
University of Florida - Office of Community Service	U		ALL	11
University of Maryland - Commuter Affairs and Community Service	U		ALL	11
University of Maryland in Baltimore County - The Shriver Center	U		ALL	11
University of Minnesota - Community Involvement Programs	U		ALL	11
University of Michigan - Center for Community Service and Learning	U		ALL	11
University of Nebraska at Lincoln - Student Involvement	U		ALL	11
University of Nebraska at Omaha - Graduate	U		ALL	11
University of Nebraska at Kearney - Graduate	U		ALL	11
University of North Texas - School of Community Service	U		ALL	11
University of Notre Dame - Cetner for Social Concerns	U		ALL	11
University of San Diego - Office for Community Service-Learning	U		ALL	11
University of Southern Colorado - Community Research Services	U		ALL	11
Uni. of Southern MI - MI Center for Community and Civic Engagement	U		ALL	11
University of Pennsylvania - Civic House	U		ALL	11
University of Pennsylvania - Center for Community Partnerships	U		ALL	11
Wilamette University - Community Outreach Program	U		ALL	11

Service Learning Program Average				*12.1*
American Urbanism Program U of VA	U			*14*
Boston Architectural Center	U			*11*
Studio 804 - Kansas State	U			*9*
Howard S. Wright Design/Build Studio	U			*9*
Archeworks	U			*9*
CityLab in Chicago	U			*9*
Washington University in St. Louis	U			*10*
University of Washington - PhD Urban Design/Urban Design Certificate	U			*10*
Harvard - M.A.U.D. or M.P.U.D.	U			*10*
Yale Urban Design Workshop	U			*10*
MIT - Urban Design Certificate	U			*10*
Pratt Institute - Masters of Urban Design	U			*9*
City College of New York (Grad Urban Design Program)	U			*8*
Columbia University - Masters in Architecture and Urban Design	U			*9*
Cleveland State Master of Urban Planning Design and Development	U			*11*
NYIT - Urban and Regional Design	U			*10*
University of California at Berkeley Masters of Urban Design	U			*9*
University of Pennsylvania - Urban Studies Program	U			*12*
University of Michigan - Masters of Urban Design	U			*10*
University of Califorina at Irvine Ph.D in Planning, Policy and Design	U			*9*
University of Colorado in Denver Masters of Arch in Urban Design	U			*9*
Pratt Institute - Concentration in Environmental Psychology	U			*7*
Brown University - Environmental Studies	U			*14*
University of Wisconsin - PhD in Environment-Behavior Studies	U			*10*
Cornell University - Human Ecology	U			*11*
CUNY - Environmental Psychology PhD	U			*8*
Hunter College - Urban Studies	U			*13*
American Colleges Midwest - Urban Studies Program in Chicago	U			*14*
University of Illinois Dual Degree Option	U			*9*
Curriculum Based Program Average				*10.1*
University of Illinois	E	R/U	ALL	*20*
Cornell University	E	R	ALL	*23*
University of Minnesota	E	R/U	ALL	*21*
University of Wisconsin	E	R/U	ALL	*33*
Iowa State University	E	R	ALL	*32*
Michigan State	E	R	ALL	*21*
Ohio State	E	R	ALL	*21*
Pennsylvania State	E	R	ALL	*25*
Texas A & M	E	R	ALL	*21*
University of Illinois - Urban Extension	E	U	ALL	*21*
University of Florida	E	R/U	ALL	*21*
University of Texas - Urban Extension	E	R	ALL	*20*
Cornell University - NYC Extension	E	R	ALL	*20*

University of Minnesota - Center for Urban and Regional Affairs	E	R	ALL	20
Michigan State - Urban Affairs	E	R	ALL	20
Wisconsin Urban Extension	E	R	ALL	21
University of Washington	E	R	ALL	20
University of Alabama - Urban Affairs and New Nontraditional Programs	E	U	ALL	20
Extension Services Average				*22.2*

As indicated by the preceding table (FIGURE 6), the Extension Services group had the highest average programs per organization at 22.2. Community Design Centers were closely behind at an average of 20 programs followed by non-profits, governmental organizations, community based curriculum, and service learning with 18, 15, 12, and 10 respectively. This table strongly indicates a wide array of programs and efforts being made within each category. Yet, when looking at the larger picture, Extension Services and Community Design Centers are the most established models out of the list.

The next table, *Program Strengths of Organizational Groups* takes these data sets a step further by showing what percentage of each category had the a certain "good community building" criteria. From here, the average percent for each organizational type was determined, allowing the researcher to comprehend the breadth of community-building programming. This was done to normalize the data sets. The first set of criteria on the left are about program operations, a seemingly key component according to the experts.

Akin to a report card, each light green horizontal line indicates the average for that organizational category (for example, of the community design centers audited, the average community design center). The bottom row highlighted in orange is the total final percentage of total average criterion for each categorization. Presenting the typical traits of their program's taxonometric group most of the time, the most surprising result was how strongly Extension Services scored (46%), just edging out community design centers (44%). Not surprisingly, non-profits (37%), government programs (35%), service learning programs (25%), and finally curriculum based programs (2%) filled out the rest

of this list. Scoring extremely strong in many community-building areas, non-profits have a rich tradition to commitment. However, often times they have limited access to higher education resources, a vital component to link education outreach and Extension Services with the community.

Although community design centers were second in sheer numbers of programs delivered, they were by far the best balanced group scoring near the average or above on all program categories. Extension and service learning lacked culture and government programs lacked academic access.

Figure 7

Programming Strengths By Organizational Groups		ORGANIZATIONAL GROUPS						
		Community Design Centers	Government Departments	Non-Profit Organizations	Service Learning Programs	Community-Based Curriculum	Extension Service Programs	MEAN SCORE
TAXONOMY of "MICRO" LEVEL CRITERIA	Descriptive Criteria of Program							
	Inter-Unit Collaboration	0.881	0.941	0.727	1		1	0.7582
	Physical Space	0.738	0.824	0.491	0	1	1	0.6754
	Event Programming	0.524	0.765	0.764	0	0	0	0.342
	Produce Literature	0.452	0.706	0.455	0	0	1	0.4355
	Cross-disciplinary	0.643	0.118	0.4	1	1	1	0.6934
	Research	1	0.353	0.818	1	1	1	0.8619
	Partnership Grants	0.071	0.471	0.091	0	0	0	0.1055
		0.616	0.597	0.535	0.429	0.429	0.714	**0.5531**
Academic Criteria	Academic	0.976	0	0.218	1	1	0	0.5324
	Faculty Engagement	0.857	0	0.055	1	0.724	1	0.606
	Tenure Track Supports Outreach	0.667	0	0	0	0	1	0.2778
	Service Learning - Volunteer	0.214	0	0.164	0.903	0	0	0.2135
	Community Service Learning - Req.	0.048	0	0	0.113	0	0	0.0268
	Interns or Research Assistants	0.595	0	0.018	0.097	1	0	0.285
	Courses on Urbanism	0.643	0	0.109	0	1	0	0.292
	Econ./Comm. Dev. in Uni. Mission	0.833	0	0	1	0	1	0.4722
		0.604	0	0.07	0.514	0.466	0.375	**0.3382**
Cultural Criteria	Culture	0.452	0.824	0.545	0	0.31	0.056	0.3645

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Arts		0.381	0.647	0.273	0	0	0.111	0.2353
History		0.262	0.471	0.255	0	0.207	0	0.199
Citizenship		0.238	0.471	0.636	0	0.103	0	0.2414
Humanities		0.238	0.353	0.109	0	0	0	0.1167
		0.314	0.553	0.364	0	0.124	0.033	0.23139
Community Development	Community Development Criteria	0.833	0.765	0.8	0.984	0	0.944	0.7211
Economic Development		0.024	0.765	0.545	0	0	1	0.389
Cooperative Extension		0.048	0.059	0	0	0	1	0.1844
Self-Help		0.381	0.588	0.455	1	0	1	0.5706
Technical Assistance		0.833	0.941	0.873	0	0	1	0.6079
Collaborative Planning		0.31	0.235	0.182	0	0	1	0.2878
Community Engagement		0.571	0.824	0.855	1	0	1	0.7083
Community Visioning		0.643	0.882	0.927	0	0	1	0.5754
		0.405	0.562	0.515	0.332	0	0.883	0.4494
Planning	Planning Discipline Criteria	0.738	0.176	0.455	0	0.517	0.167	0.3422
Low Income/Minority/Underpriv.		0.405	0.118	0.218	1	0	0	0.2901
Community Revitalization		0.524	0.882	0.945	0	0	0	0.3919
Historic Preservation		0.238	0.118	0.436	0	0.034	0	0.1378
Environment		0.524	0.059	0.491	0	0.241	1	0.3858
Landscape Architecture		0.429	0	0.418	0	0.034	0.111	0.1654
Architecture		0.833	0.118	0.455	0	0.655	0.167	0.3712
Community Design		0.286	0.176	0.527	0	0.862	0.167	0.3364
Engineering		0.048	0	0.164	0.016	0	0	0.0379
Business Development		0.286	0.176	0.436	0	0.034	1	0.3222
Transportation		0.095	0	0.091	0	0	0.111	0.0495
GIS		0.214	0	0.018	0	0	0.111	0.0573
Agriculture		0.048	0	0.018	0	0	0.611	0.1128
Law		0.167	0	0.218	0	0.069	0.111	0.0942
Health		0.119	0	0.218	0.016	0	1	0.2256
Psychology		0.19	0	0.2	0	0.103	0	0.0823
Sociology		0.357	0	0.291	0	0.207	0.167	0.1703
Housing		0.381	0.059	0.418	0	0	0.111	0.1615
		0.327	0.105	0.334	0.057	0.153	0.269	0.2075
		0.453	0.363	0.364	0.266	0.234	0.455	0.3559

Figure 8

Ranking of Top Ten Programs By "Micro" Criteria	Culture	Community Development	Planning	(In descending order…)
CIVITAS - UIUC	1	1	1	41
Great Cities Institute - University of Illinois at Chicago	1	1	1	38
San Francisco Urban Institute	1	1	1	36
Institute of Design Research and Outreach - Iowa State	1	1	1	36
American Planning Association	1	1	1	33
Congress for New Urbanism	1	1	1	32
Center for Community Partnerships - University of Pennsylvania	1	1	1	32
University of Wisconsin Extension	1	1	1	32
Iowa State University Extension	1	1	1	31
Ground Zero Pittsburgh	1	1	1	31
ESLARP - U of IL	1	1	1	31

The table to the left (FIGURE EIGHT) provides a ranking of the top ten (in descending order) organizations possessing the most "micro" level programs. With five of the ten being community design centers (in light green) the argument solidifies and supports even more as to the capability of the design center model. The purple programs and non-profits again, and the orange are Extension Services outreach programs. With only forty-six total categories, THREE COMPLETELY DIFFERENT MODELS (community development, community design centers, and nonprofits) ALL SHARED A SIGNIFICANT AMOUNT OF SIMILAR PROGRAMMING WITHIN THEIR GOALS, MISSIONS, AND PROGRAMS. As the matrix intended to show, there are numerous different ways to successfully build community. The representing of common principles of community-building occurred to some degree within every organizational level and at each taxonometric category, regardless of the general polarity involved. The key appears to be the capability of a program being centered and neutral to include all three types of community building in its

mission.   In short, upon reflection of the "micro" criteria, it seems the list of good community building traits was well constructed.

The table below (FIGURE NINE) pulls out the three thematic sections of community building, thus positioning them for the second level of critical analysis. Since there are only three program areas, much repetition occurs at this level. If the mere presence of a program is used as the evaluation strategy the best way to compare organizations appears to be at the micro level. However, if a methodology weighing the strengths of the three "macro" criteria was formulated, it would void the assumption all programs are inherently equal in importance to community building. This would then negate any faults within the "micro" criteria as evaluation standards. Following FIGURE NINE is the final table with more conclusive data about macro-level programming and represents the final stage of the content analysis of this research paper.

Figure 9

Program Strengths By "Macro" Criteria	Culture	Community Development	Planning	MEAN SCORE
Community Design Centers				
The Colorado Center for Community Development		1	1	*0.333*
Buffalo Urban Design Project		1		*0.333*
CIVITAS - UIUC	1	1	1	*0.667*
Chicago UIUC City Design Center	1	1	1	*0.667*
U MN Center for Rural Design	1	1		*0.667*

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U MN Design Center for the American Urban Landscape	1	1	1	0.667
Center for Urban and Community Design at Miami/Knight Program	1	1	1	0.667
Community Design Assistance Center - Virginia Tech		1	1	0.333
Community Based Projects at Ball State		1	1	0.333
Community Design Center - Montana		1	1	0.333
Community Design Center - Syracuse U.		1	1	0.333
Community Design Studio - Texas Tech.		1		0.333
Detroit Collaborative Design Center		1		0.333
The Florida Center for Community Design and Research		1	1	0.333
The Hamer Center for Community Design Assistance		1	1	0.333
Jackson Community Design Center		1		0.333
Kansas City Design Center		1	1	0.333
San Francisco Urban Institute	1	1	1	0.667
OCCUR			1	0
Office of Community Design and Development		1	1	0.333
Pratt Institute Center for Community and Environmental Development		1	1	0.333
The Small Town Center	1	1	1	0.667
University of Arkansas Community Design Center		1		0.333
Urban Technical Assistance Project		1	1	0.333
Herberger Center for Design Excellence		1	1	0.333
Rice Design Alliance (RDA)	1		1	0.333
Community Design Center of Atlanta - Georgia Tech		1		0.333
Tejido - University of Arizona		1		0.333
Center for Community Partnerships - University of Pennsylvania	1	1	1	0.667
Center for Environmental Design Research - U. of CA Berkeley	1	1	1	0.667
Institute of Design Research and Outreach - Iowa State		1	1	0.333
ESLARP - U of IL	1	1	1	0.667
Special Interest Group in Urban Settlement - MIT	1		1	0.333
Great Cities Institute - University of Illinois at Chicago	1	1	1	0.667
Center for Community Growth and Change - Clemson	1	1	1	0.667
Center for Urban Policy Research - Rutgers			1	0
Rural Studio - Auburn	1	1		0.667
Center for American Architecture and Design - U of TX at Austin	1			0.333
Center for Sustainable Development - U of TX at Austin		1	1	0.333
Imagining America	1		1	0.333
Center for Democracy and Citizenship	1	1		0.667

Arts of Citizenship U of MI	1	1		0.667
Total Score	19	36	30	18.33
Governmental Departments				0
CityDesign Seattle - Seattle, WA	1	1	1	0.667
Boston Main Streets	1	1	1	0.667
Downtown Memphis!	1	1		0.667
Cultural Affairs Department - Chicago, Illinois	1	1		0.667
Raleigh Urban Design Center - Raleigh, NC		1	1	0.333
Maine New Century Community Program	1	1		0.667
Oregon Cultural Trust	1	1		0.667
Arizona ArtShare	1	1		0.667
Nebraska Cultural Endowment	1	1		0.667
Florida Trust Funds	1	1		0.667
Alliance for the Arts - NYC, NY	1	1		0.667
PortalWisconsin.org - State of WI	1	1		0.667
Michigan Council for Arts and Cultural Affairs	1			0.333
Illinois Arts Council	1			0.333
Creative Cincinnati				0
Creative Economy New England	1	1		0.667
National Endowment for the Arts	1			0.333
Total Score	15	13	3	9.333
Non-Profit Organizations				0
Center for Arts and Culture		1		0.333
Americans for the Arts	1	1		0.667
International Center for Making Cities Livable	1	1	1	0.667
ArtsMidwest				0
Architects Designers Planners for Social Responsibility		1	1	0.333
American Democracy Project				0
Animating Democracy Project	1			0.333
Arts and Business Council of Chicago	1	1		0.667
Arts for All People	1	1		0.667
Association for Community Design				0
Center for Neighborhood Technology		1		0.333
Center for Liberal Education and Civic Engagement		1		0.333
Civic Practices Network	1	1		0.667
Community Arts Network	1			0.333
Globosaurus	1	1		0.667
National Civic League				0
Institute of Cultural Affairs	1	1		0.667
Campus Compact	1			0.333
National Neighborhood Coalition	1	1	1	0.667
American Planning Association		1	1	0.333

American Institute of Architects / RUUDAT	1	1		*0.667*
Iowa Architecture Foundation		1	1	*0.333*
American Institute of Architecture Students				*0*
American Society of Landscape Architects				*0*
Congress for New Urbanism	1	1	1	*0.667*
Raise Your Voice: Student Action for Change	1			*0.333*
Arts in Action	1			*0.333*
Association for Cultural Economic International	1	1		*0.667*
Community Development Society		1	1	*0.333*
GrowingSensibly.org		1	1	*0.333*
Local Government Commission		1	1	*0.333*
National Main Street Center	1	1	1	*0.667*
Smart Growth America	1	1	1	*0.667*
The Funders' Network		1	1	*0.333*
Ground Zero Pittsburgh	1	1	1	*0.667*
Young Professionals of Cincinnati	1	1		*0.667*
The Commonspace of St. Louis	1	1		*0.667*
SynerG of Greensboro	1	1		*0.667*
Metropolis St. Louis	1	1		*0.667*
Urban Institute		1		*0.333*
Urban Land Institute		1	1	*0.333*
Project for Public Spaces	1	1	1	*0.667*
Walkable Communities, Inc.		1	1	*0.333*
826Valencia	1	1		*0.667*
Café Teatro Batey Urbano	1	1		*0.667*
Asian Neighborhood Design	1	1	1	*0.667*
Better Communities By Design		1	1	*0.333*
Community Design Center of Pittsburgh - Pittsburgh, PA		1	1	*0.333*
Design Coalition - Madison, WI		1	1	*0.333*
Livable Communities Support Center - Denver, CO	1	1	1	*0.667*
Neighborhood Design Center - Baltimore, MD		1	1	*0.333*
New Cities Foundation	1	1	1	*0.667*
Community Design Center of Minnesota		1	1	*0.333*
Jacksonville Community Council, Inc.	1	1	1	*0.667*
Brooklyn Center for the Urban Environment	1	1	1	*0.667*
Total Score	31	44	26	*25*
Service Learning Programs				*0*
Arizona State - Service Learning Program		1		*0.333*
Augsburg College - Center for Service, Work, and Learning		1		*0.333*
Baldwin College - Office of Community Service and Learning		1		*0.333*
Bentley College - Service-Learning Center		1		*0.333*

Boston College - The Pulse Program		1		0.333
Brown - The Swearer Center		1		0.333
California Poly Tech State - Community Service Program		1		0.333
California State - Community Service Network		1		0.333
Carelton College - Acting in Community Together		1		0.333
Case Western Reserve Uni. - Office of Student Community Service		1		0.333
Colorado State - Office for Service Learning and Volunteer Programs		1		0.333
Conneticut College - Holleran Center for Community Challenges		1		0.333
DePaul University - Office of Community-Based Service Learning		1		0.333
Duke - LEAPS		1		0.333
Gateway Community College - Community Partnership Programs		1		0.333
Georgetown - Volunteer and Public Service Center		1		0.333
Georgia State - Office of Community Service-Learning		1		0.333
Goucher College - Community Service Program		1		0.333
Grossmont College - Community Service Learning Center		1		0.333
Indiana/Purdue - Center for Public Service and Leadership		1		0.333
James Madison - Community Service Learning		1		0.333
Kansas State - Community Service Program		1		0.333
Lehigh - Community Service Center		1		0.333
Loyola - Center for Values and Service		1		0.333
Macalaster College - Community Service Office		1		0.333
Miami-Dade Community College - Center for Community Involvement		1		0.333
Michigan State - Service-Learning Center		1		0.333
North Carolina Central - Academic Community Service Learning Program		1		0.333
Portland State - Center for Academic Excellence		1		0.333
Occidental College - Center for Community Based Learning (CCBL)		1		0.333
Ohio - Learn and Serve Ohio University		1		0.333
Princeton - Community Based Learning Initiative		1		0.333
Providence College - Feinstein Institute for Public Service		1		0.333
Purdue - Engineering Projects in Community Service (EPICS)		1		0.333
Rice - Community Involvement Center		1		0.333
Rutgers - Citizenship and Service Education (CASE)		1		0.333
San Diego State - Center for Community Based Service Learning		1		0.333
Southwest Missouri State - Citizenship and Service Learning		1		0.333
Stanford University - Haas Center for Public Service		1		0.333

Program				Score
Syracuse University - Center for Public and Community Service		1		0.333
Temple University - School and Community Programs		1		0.333
Trinity College - Urban Learning Initiatives		1		0.333
Tufts College - University College of Citizenship and Public Service		1		0.333
Tulane University - Office of Service Learning		1		0.333
Uni. of CA Berkeley - Service Learning Research and Dev. Center		1		0.333
Uni. of CA at LA - Center for E1periential Ed. and Service Learning		1		0.333
University of Florida - Office of Community Service		1		0.333
University of Maryland - Commuter Affairs and Community Service		1		0.333
University of Maryland in Baltimore County - The Shriver Center		1		0.333
University of Minnesota - Community Involvement Programs		1		0.333
University of Michigan - Center for Community Service and Learning		1		0.333
University of Nebraska at Lincoln - Student Involvement		1		0.333
University of Nebraska at Omaha - Graduate		1		0.333
University of Nebraska at Kearney - Graduate		1		0.333
University of North Texas - School of Community Service		1		0.333
University of Notre Dame - Cetner for Social Concerns		1		0.333
University of San Diego - Office for Community Service-Learning		1		0.333
University of Southern Colorado - Community Research Services		1		0.333
Uni. of Southern MI - MI Center for Community and Civic Engagement		1		0.333
University of Pennsylvania - Civic House		1		0.333
University of Pennsylvania - Center for Community Partnerships		1		0.333
Wilamette University - Community Outreach Program		1		0.333
Total Score		62		20.67
Curriculum Based Programs				0
American Urbanism Program U of VA	1		1	0.333
Boston Architectural Center				0
Studio 804 - Kansas State				0
Howard S. Wright Design/Build Studio				0
Archeworks				0
CityLab in Chicago			1	0
Washington University in St. Louis			1	0
University of Washington - PhD Urban Design/Urban Design Certificate			1	0
Harvard - M.A.U.D. or M.P.U.D.			1	0
Yale Urban Design Workshop			1	0

Program				
MIT - Urban Design Certificate			1	0
Pratt Institute - Masters of Urban Design				0
City College of New York (Grad Urban Design Program)				0
Columbia University - Masters in Architecture and Urban Design			1	0
Cleveland State Master of Urban Planning Design and Development			1	0
NYIT - Urban and Regional Design			1	0
University of California at Berkeley Masters of Urban Design				0
University of Pennsylvania - Urban Studies Program	1		1	0.333
University of Michigan - Masters of Urban Design				0
University of Califorina at Irvine Ph.D in Planning, Policy and Design			1	0
University of Colorado in Denver Masters of Arch in Urban Design				0
Pratt Institute - Concentration in Environmental Psychology	1			0.333
Brown University - Environmental Studies	1		1	0.333
University of Wisconsin - PhD in Environment-Behavior Studies	1			0.333
Cornell University - Human Ecology	1			0.333
CUNY - Environmental Psychology PhD	1			0.333
Hunter College - Urban Studies	1		1	0.333
American Colleges Midwest - Urban Studies Program in Chicago	1		1	0.333
University of Illinois Dual Degree Option			1	0
Total Score	9		16	3
Extension Services				0
University of Illinois	1	1		0.667
Cornell University		1	1	0.333
University of Minnesota		1	1	0.333
University of Wisconsin		1	1	0.333
Iowa State University		1	1	0.333
Michigan State		1		0.333
Ohio State		1		0.333
Pennsylvania State		1	1	0.333
Texas A & M		1		0.333
University of Illinois - Urban Extension		1		0.333
University of Florida		1		0.333
University of Texas - Urban Extension		1		0.333
Cornell University - NYC Extension		1	1	0.333
University of Minnesota - Center for Urban and Regional Affairs		1	1	0.333
Michigan State - Urban Affairs		1		0.333
Wisconsin Urban Extension		1	1	0.333
University of Washington		1		0.333
University of Alabama - Urban Affairs and New Nontraditional Programs		1		0.333

Total Score	1	18	8	6.333

Figure 10

Organizational Categories By "Macro" Criteria	Culture	Community Development	Planning	Mean Score
Community Design Centers	0.45	0.86	0.71	0.6746032
Governmental Departments	0.88	0.76	0.18	0.5490196
Non-Profit Organizations	0.56	0.8	0.47	0.4545455
Service Learning Programs	0	1	0	0.3333333
Curriculum Based Programs	0.31	0	0.55	0.1034483
Extension Services	0.06	1	0.44	0.3518519

The final table to the right (FIGURE 10) entitled "Organizational Groups with 'Macro' Criteria", displays the aggregate "score" of each group within each criteria area. The higher the percentage the more a certain program presented a trait, process, or program typical of the corresponding community-building institution. This chart appears to reveal well how so many programs have somewhat of a balance; this emerges to be an important trait for community building.

Community design centers, with respective scores of 46% in cultural development, 88% in community development, and 73% in planning, it appears weak in cultural development programming. Government programs, the next group, scored even higher on within the cultural area with 88%, but showed extremely weak when looking at planning programs. These programs also appeared to be strong in the area of community development. (If this project were to be repeated two governmental categories would be created indicating the difference between the many government-based culture, tourism, or

arts divisions and municipal planning departments.) As stated earlier few municipal planning departments were included as they were largely repetitive in process.

Service learning was completely lopsided as both it and curriculum programs appear to be narrowly focused on mission, people, and product. Differentiation of programming (using some of the programs possibly from the "micro" criterion list) could be used to foster a process better diversified in content, therefore increasing the chances of sustainability. The other option would be to "contract" their work out to be a part of a program that is well balanced in programming and contextual relationships about community building.

The final group, Extension Service programs, scores remarkably well in the planning and community development area. What is surprising, however, is their overall near complete lack of motivation to address culture as a development tool to build the economy. Perhaps this could be attributed to their base model of operations slow adjustment from rural to urban environments.

Regardless, when examining all three, the overall community building average of each taxonomy category was calculated to reveal how each group fared as balanced models attempting to build community. With a sizeable lead near 10% the community design center model scored with an average of 69.1% of the possible macro criterion being used. The closest was a virtual tie with only one half percent separating non-profits and government programs, finishing with 61.2% and 60.7% respectively. The next closest

model was Extension Services at 50% of their programs thinking in terms of convention instead of innovation; this is a far cry from being a close second as was earlier thought. Service learning programs and curriculum programs ended out the taxonomy groups with 33.3% and 28.5%, much lower in comparison to design centers.

SUMMARY OF PROGRAM AUDIT

Perhaps the most striking of the findings was the breadth of the different community design center programs in comparison to other types of institutions. Other types of organizations demonstrated obvious areas of strength, reinforcing the polar nature of community "intangibles". In contrast, community design centers successfully serve as a potential mechanism for collaborative work as they are involved in more types of programs than any other category. Community design centers, however, operated largely on planning and architecture technical assistance, and few strove to empower community members to solve future problems of similar nature.

The only examples of organizations found making collaboration, culture inclusion, or student engagement a priority in community projects was the Imagining America organization, the Arts of Citizenship program, University of Wisconsin, the University of Illinois at Urbana-Champaign, and Iowa State University. In addition, few currently were able to blend design with non-conventional community-based disciplines (i.e. sociology, law, psychology, health, engineering, dance…etc.).

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Within the Extension Services programs the overriding theme concentrated on rural programming and outreach. Design-oriented extension is rare; Iowa State University's PlaCE outreach program included faculty and students from disciplines within their College of Design (architecture, planning, landscape architecture, art, graphic design, and interior design). Few other programs included technical assistance of community planning issues. The University of Wisconsin broke the mold by utilizing their conventional Extension programs with the Portal Wisconsin arts and culture program. There were several urban extension programs cited; however, albeit a new declaration of urban-motivated extension has occurred, little is being done to address the real issues of urban areas. No problems were found specifically addressing mid-sized urban areas. Only extremely dominant metropolitan regions and rural areas appear to receive contemporary Extension programming tailored to their needs.

In addition, community culture extension does not exist. Little to no conventional extension is being cultivated to foster community culture development, as the studies linking cultural development to economic development have evidently not been absorbed within the Cooperative Extension System.

Yet, community cultural development is being given increasing importance by higher education outreach, governmental departments (i.e. tourism, cultural divisions, state-wide agencies, and federal programs), and non-profit organizations. Young professional programs are popping up around the country, a prime example of community development embracing cultural development. The City of Chicago has a cultural

division dedicated towards the cultural development of the region. The City of Memphis has an entire program dedicated to the "smart-growth based" reinvention of the city. Communities everywhere are scrambling to be listed on "Top-Ten" rankings of hot spots in the country to live. Even Chicago is financing a major campaign to reinvent its cultural image to place it as a competitor within the "new economy"[66].

As the results in Chapter Four demonstrate in detail, each program in-effectively supports the multidimensionality of community building. The remaining program groups, service learning, non-profit programs, and curriculum programs all had strengths and weaknesses. Service learning effectively utilized nearly every dimension of community building (i.e. psychology, law, architecture); non-profits served as an excellent middle ground for participants, but they did not have the resources or the credibility of higher education outreach; and curriculum programs usually did not encompass cultural aspects or community planning themes. As a result, as stated earlier in Chapter Two, alone each institution model is stagnating.

THE CASE STUDY

Even though the reasoning behind the two different critical research methods has been explained in depth they still remain words on paper. And, as much as quantitative methodology boasts evaluating the quality of a project or process actual hands-on real evaluation must be completed. Of course, the ultimate goal of this case study is to

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[66] The University of Illinois, the MaKenzie Corporation, and other entities were hired from 2000-2002 to analyze the nation's perception of the culture of Chicago as a high-tech, cool place to live.

support the finding *community design centers are good models for building community*. To reiterate, the University of Illinois at Urbana-Champaign has a newly established community design center, CIVITAS[67]. By learning the evolution of the Center valuable insight is gained as to the successes and seeming failures towards the implementation of community building efforts. These are CIVITAS' stories.

The following is an overview explaining[68] its context, mission, and principles as stated on their website.

WHO WE ARE

Civitas is a storefront design center that serves as the local community outreach of the departments of Urban & Regional Planning, Architecture, and Landscape Architecture at the University of Illinois at Urbana-Champaign. Civitas' primary goal is to promote quality design in the built landscape in the central Illinois region, especially the campus community and the twin cities of Champaign and Urbana in which the university is located. Through this effort, we provide educational opportunities for students and faculty to expand their knowledge base and develop skills in community design.

Civitas promotes the involvement of planning and design students in the public interest. It functions as a catalyst for the promotion of community-based learning activities, it serves to heighten the identity of particular places and neighborhoods in need of help, and it increases awareness of the planning and design capabilities of faculty and students at the University of Illinois. Ultimately, it is hoped that the activities of the Center will provide a positive effect on the livability and sustainability of the Champaign-Urbana region.

Civitas is staffed by students, both graduate and undergraduate, at the University of Illinois at Urbana-Champaign. Currently, two graduate research associates serve as Co-student directors. Faculty in the three departments of Urban & Regional Planning, Architecture and Landscape Architecture serve as mentors and oversee student work.

Civitas is funded by the University of Illinois' Office of Public Engagement and Institutional Relations.

PRINCIPLES

Civitas seeks to promote quality design in the built environment. We operate under the following set of core values:

DESIGN

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[67] The Latin terminology for "civic"

[68] This information was procured from their website, http://www.urban.uiuc.edu/civitas

The Center believes in the importance of design as a way to enhance the livability, sustainability and viability of urban places. By paying attention to the way the community is put together – the relationship of building to street, the relationship of one building to another, the integration of public space – the urban environment can become a better environment that more effectively serves the needs of its residents.

<div align="center">DIVERSITY</div>

We believe that healthy urban places are diverse, socially, economically and culturally. One important way to promote diversity is to pay attention to the design of the environment – making sure that the physical environment supports the social, economic and cultural diversity of the population. Without paying attention to that supporting physical framework, diversity is more difficult to achieve.

<div align="center">SUSTAINABILITY</div>

The term "sustainability" means a lot of different things, but our use of the term specifically means a commitment to putting the needs of existing neighborhoods first. We are devoted to making areas where land has already been developed a top priority. By focusing on sustaining areas that are already built-up, Civitas hopes to contribute to the sustainability of the natural environment simultaneously.

<div align="center">NEIGHBORHOODS</div>

Neighborhood-level planning is often the scale at which the principles of sustainability and diversity are implemented. For this reason, Civitas is particularly interested in helping neighborhoods succeed in maintaining diversity and supporting the goal of sustainability. Community design is Civitas' primary mechanism for supporting those efforts.

<div align="center">**WHAT WE DO**</div>

Civitas provides educational, design, and technical assistance to the local community on issues relating to the promotion of quality design in the built urban environment. We seek creative ways to involve students and faculty in innovative design and planning strategies. For example, we seek to:

> *• Provide a public forum for the discussion of issues related to the design of the built environment*
> *• Facilitate community meetings for groups interested in improving the quality of built environments*
> *• Exhibit work related to urbanism and civic space, generated by students, faculty, and members of local community groups*
> *• Assist neighborhood groups with envisioning change in the built environment through the use of models, both computer-generated and physical*
> *• Help neighborhood groups generate physical plans for built change*
> *• Facilitate collaboration between multiple disciplines for the purpose of promoting good community design*
> *• Collaborate with community partners to secure external funding for community design-related projects*

CIVTIAS, with its storefront position, is capable of physically removing itself from the stigma of both higher education facilities and community planning. Immediately after being approved for funding in mid-September the two student directors and the affiliated

faculty member attempted to find a workspace capable of empowering visitors of the essence of quality community upon entry. After several loose deals a lease was finally signed for a former-ballet studio first-floor space on Main Street in downtown Urbana. Approximately 1200 sf of flexible gallery space, it is capable of hosting cultural events, displaying student project work, service as office space, and working as exhibit space simultaneously.

With only five months passed since move-in day, time goes by fast. By finishing the space in mid-December the opening reception was held. An extensive invitation campaign was conducted as those involved realized the first impressions of the space AND mission were key to it sustained success. While the reception went off wonderfully, it was the people NOT there posing the issue.

Slowly but surely the design center's first spring has seen the staffs' energies re-dedicated towards formulating a concise message about our goals and assistance available. Another roadblock to the success of the Center is the challenge of establishing their "request for assistance" outreach program. With faculty and students needed, community awareness and willingness to participate critical, and the space still under refinement and development operations are a constant testing ground.

The political climate at the University of Illinois appears to be excellent for the Center to expand their programming into areas other than community planning and community development areas. The following section explains the proposed project attempting to

involve community culture development within the current CIVITAS model. The infusion of this project would provide a needed angle to draw planning and community development together to build community.

CROSSROADS PROPOSAL

As a new medium for community outreach, the Urban Exchange[69] and CIVITAS are proposing a new collaborative series, Crossroads, for the University of Illinois to pursue under the Imagining Illinois Initiative.

Imagining Illinois Initiative's mission is to celebrate the process of learning about community culture through the arts and the humanities and forging a relationship between higher education and non-academic based publics. Crossroads will seek to forge relationships through intimate and locally based appeals to both the academic and non-academic communities.

This "process" is a new formula for outreach for the University of Illinois to employ to gain a more fruitful companionship benefiting those within the University with real-world experience and those outside of it by gaining valuable advice, resources, and knowledge to address issues and situations not able to be remedied by traditional assistance methods available to them.

By including arts-based and non-arts based participants, both inside the University and outside it, cultural events can be used to teach people about the greater concept of community. Through these mediums new relationships can be identified as the voices and stories explaining local issues not normally heard by those in academia are articulated. From here this environment of new dialogues can foster relationships, which in turn, will serve as the foundation for future community-university engagement and outreach. The aim of these projects will be to enhance faculty research, enrich student learning, and address community-identified issues.

This formula, once established as a viable method to connect the University's resources to the community while celebrating the different local stories and voices, can be used as a

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[69] The Urban Exchange is a University of Illinois community engagement program attempting to connect underprivileged communities in the area with resources on and off campus.

model to replicate the idea of Imagining Illinois across the state. Crossroads will utilize the gallery space home to the Urban Exchange and CIVITAS at 112 Main in downtown Urbana.

I.   The Context

Likened to an elaborate icebreaker, the primary goal of Crossroads' innovative "community" "cultural" "development" events is community engagement. As the best designers recognize connections and relationships not yet noticed by others, this program represents an unexplored realm of social connections and community networks. Through the voicing of community members through Crossroads events personal messages and perceptions will reveal community issues otherwise unnoticed. Additionally, this dialogue will foster a more explicit insight into the intricacies of community for both academic and non-academic realms.
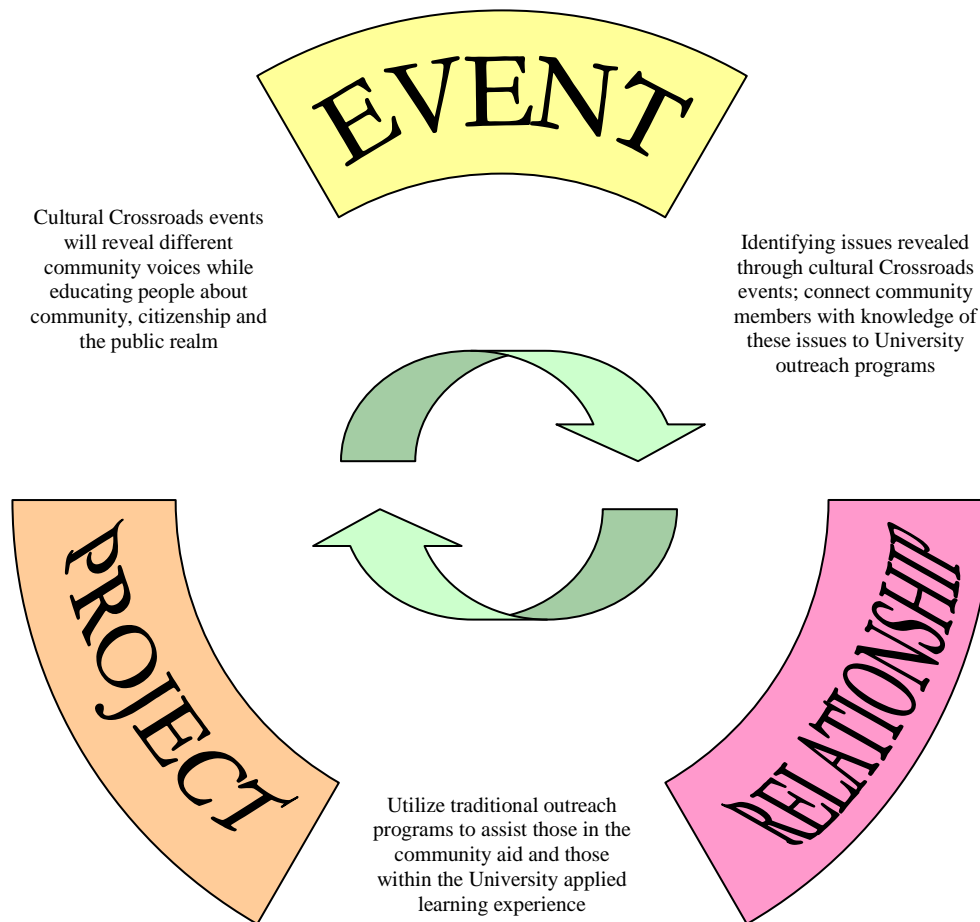
As a vehicle to teach people about "community", Crossroads allows those in local communities to voice their perceptions of "what it means to live in Urbana-Champaign". From here local residents can increasingly understand other neighborhoods and communities of the area, how others deal with their realities, and perhaps learn of new solutions to their own issues. It is essential to give community members an array of voices to share their stories, as their perceived comfortability level will reveal the most rewarding insight into their situation. In addition, these options will acclimatize the public(s) with the idea of the celebrating culture while opening up those involved to assistance new projects they previously didn't consider.

A particularly special aspect of this dialogue is the ability of Crossroads' format to tailor the outreach pace to the rate of both the programs' success and the response of those involved from the University and local community. Eventually, if pursued long term, this project has the potential to

1. *Create relationships between the University and local communities as a new form of outreach, thus improving the local area*
2. *Reinvigorate the dialogue about Illinois' community culture*
3. *Improve the reputation of community engagement for the University of Illinois*
4. *Enrich the applied learning experiences of students, better preparing them for the professional world*
5. *Enhance faculty research by providing new lines of interest and collaboration*
6. *An epicenter is created for this type of dialogue and exchange of ideas and perspectives*
7. *Record the story of Illinois' residents*

II.   The Process

The following is a visual representation of the Crossroads program.

EVENT

Cultural Crossroads events will reveal different community voices while educating people about community, citizenship and the public realm

Identifying issues revealed through cultural Crossroads events; connect community members with knowledge of these issues to University outreach programs

PROJECT

RELATIONSHIP

Utilize traditional outreach programs to assist those in the community aid and those within the University applied learning experience

In short, the goals of Crossroads are tri-fold:

1. *To educate those within different communities not normally involved with the University about the idea of "The Greater Community"*

2. *To enrich the culture of the local area while giving a voice to those within the community not normally heard*

3. *Provide a method for the Urban Exchange, the Design Center, and other involved academic-based programs to identify issues within different local communities the Design Center (and potentially others) can address, in essence creating a new path of outreach for the University of Illinois*

III. Possible Events

The following is a list of the possible mediums for the first series of educational Crossroads events sponsored by CIVITAS and The Urban Exchange.

I. Film Series
II. Discussion Sessions
III. Lecture Series
IV. Literature Readings
V. Art Exhibits
VI. Performance Art

CHAPTER FIVE   CONCLUSION

At this point it is critical to return to the research question, "*Can the three main traditional institutions serving community building—community culture, community development, and community planning—be amalgamated to develop a more effective model to sustain American communities into the next century?*"

When Jane Jacob's "intangibles" of community planning were mentioned in the beginning of this piece, there were invisible as people didn't recognize their importance within the community planning *process*. Simple in concept, Americans took these tools of community living for granted. The end result reveals a fragmented approach to creating community plans, negating culture and the process of community development.

Today, the problem grows much more acute as it is the concept of COMMUNITY, not just community planning, being ignored. Comprehending this list of "intangible community building tools" (the counterpart to Jacobs') is simple in theory. The most difficult part of this process is making operational connections, relationships, INTANGIBLES critical components in an integrated community-building approach.

As to the research question, the researcher's response is a resounding yes.

Keeping in mind the research has demonstrated:

1. …the historical precedence of community centers shows how community based programming aids in the process of community building.

2. …the micro level critical analysis revealed supportive and confirmatory conclusions that program components aiming to build community are similar across the board, at times regardless of the type of program it originates from. Again, this was based on the credible expertise, knowledge, and opinions of experts and leaders in the area of community building.

3. …balance is an important trait for community building as the majority of the programs (with the exception of the service learning and curriculum models) demonstrated this somewhat.

4. …community design centers appear to be the strongest model to work as a mechanism for the filtering in and out of the different components of community building (according to the macro-level table).

In addition, community design centers are capable of physical neutrality removed from both higher education facilities and municipal planning buildings. At this juncture culture can be infused into C.D.C.'s existing programming to balance out the community building efforts, thus attempting to strive for sustainable communities.

It appears there is a large need to integrate the parallel institutions and programs aiming to build community. With no model integrating the different efforts, culture tends to be left by the wayside and design is left to chance through conventional zoning. What is left

are a series of partial community-building models addressing partial needs of communities, the local social capital networking, and the communities' residents.

Frozen in time, Extension Services and community development prove extremely slow in adapting to new clients and programming; their grouping towards urban extension still needs to be infused with new DIRECTION. Entirely different issues face residents of urban communities today than when Extension began nearly a century ago. While some of the concepts like extension agents, self-help, and collaborative planning are timeless; the content carried through these processes must be effective. The other forms of higher education outreach (service learning, community-based curriculum) are piecemeal at best.

Conversely, planning appears to be slowing freezing as alternative forms of code and regulation implementation are rarely implemented past the rhetoric stage (Talen and Knapp 2003). Planning education needs improvement as its evolution towards the apathy of other disciplines leads new graduates towards ignorance. This field was created to serve as a tool for elected officials; meanwhile professionals cannot often engender other areas of community building.

The researcher posits a complete overhaul of the three institutions is not needed. INSTEAD the intangibles of the community building process need to be recognized as a single concept as mentioned in the beginning chapter. These intangibles already exist as a mechanism according to the data analyzed in the audit. The community design center

appears capable of pulling all three together, creating a better more fruitful insight into the community situation at hand, and then empowering those for whom the project is for to assist themselves in the future.

Additional research is needed however.

There are several roadblocks preventing community design centers from realizing their full potential. With tenure and promotion evaluation largely ignoring the efforts of outreach it is extremely difficult to get faculty (and thus key students) involved with the design center concept. Some people view the design center model as competing with projects for professionals to complete, while others just plain do not trust the University system.

In addition, the medium through which the design center model builds community needs to be more fully developed. Can the Crossroads model be implemented and evaluated? Commitments have been made by key people on the University of Illinois campus to support the idea; the ball is rolling. Even if implemented buzz will be a key factor in realizing this program's success. It is important to note due to the short time CIVITAS has existed, the time and resources constraints on the researcher, and the early stages of the actual programming at the Center there is much more room for further study here.

Triangulation and accountability would be crucial to ensure constant evaluation. Cyclical improvement would help ensure the sustainability of the process. At any rate, there are

several processes existing that demonstrate quite exciting philosophies and programs of community building. The real question, perhaps should then be, "how does one gauge and evaluate the results of the building community process"?

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