

**An Analytical Study of University-Community Partnership:**  
**Focusing on Yonsei University and Seodaemun-gu**

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### **Abstract**

Apart from providing secondary education, universities have positive externalities in the community in which it is located. Particularly, previous studies have shown that a successful partnership between the university and its community can generate benefits such as better-informed community practice, increased opportunities for student employment, and more frequent and higher-quality publications. Meanwhile, Yonsei University and Seodaemun-gu district, together as partners, have been carrying on projects to rejuvenate neighborhoods and promote mutual development. While those projects are evaluated to have moderate impacts, it is clear that potential gains exist in the partnership that remain unexploited. Detailed information on the partnership was collected through researching the partnership history, conducting surveys on the members of the partnership, and investigating three specific partnership-collaborative projects. The current dynamic of the Yonsei-Seodaemun-gu partnership was analyzed, and future directions based on conducted research and exemplary precedent partnership cases were made for the Yonsei-Seodaemun-gu partnership to develop in desirable manners.

*Keywords:* university-community partnership, urban regeneration, community development

## Table of Contents

|   |           |
|---|-----------|
| <b>Introduction</b>   | <b>4</b>  |
| <b>Literature Review</b>  | <b>7</b>  |
| <b>Methodology</b>  | <b>10</b> |
| The Community-Building Model  | 10        |
| Defining the Two Agents - Yonsei University and Seodaemun-gu                      | 12        |
| Investigating the Perception of the Members of Yonsei University and Seodaemun-gu | 13        |
| Investigating Partnership Projects  | 15        |
| <b>Results</b>  | <b>16</b> |
| Cooperative Network   | 16        |
| Review of Related Collaborations  | 17        |
| Perceptions of Community Members  | 19        |
| Overall Remark  | 25        |
| Contribution to Local Policy Making   | 26        |
| Review of Related Collaborations  | 27        |
| Perceptions of Community Members  | 28        |
| Overall Remark  | 32        |
| Community-Building Program  | 34        |
| Review of Related Collaborations  | 35        |
| Perceptions of Community Members  | 38        |
| Overall Remark  | 44        |
| Sharing Campus Facilities   | 47        |
| Review of Related Collaborations  | 47        |
| Perceptions of Community Members  | 49        |
| Overall Remark  | 52        |
| <b>Conclusion</b>   | <b>53</b> |
| Create a Communication Platform   | 53        |
| Facilitate Advertisement  | 55        |
| Assessment and Feedback   | 56        |
| Discussion  | 57        |
| <b>References</b>   | <b>59</b> |

### **List of Figures**

- Figure 1. Four Characteristics of Community-Building Model 13
- Figure 2. Satisfaction Level of Cooperative Network 23
- Figure 3. Students' Experience with Cooperative Network 23
- Figure 4. Necessity Level of Cooperative Network 24
- Figure 5. Necessity Level of Contribution to Local Policy-Making 32
- Figure 6. Experience with Local Policy-Making 32
- Figure 7. Satisfaction Level of Contribution to Local Policy-Making 33
- Figure 8. Satisfaction Level on Community-Building Programs 43
- Figure 9. Necessity Level on Community-Building Programs 43
- Figure 10. Willingness to Participate Conditioned on Rewards 44
- Figure 11. Experience with Community-Building Programs 44
- Figure 12. Areas of Community-Building Programs 45
- Figure 13. Necessity Level of Sharing Campus Facilities 52
- Figure 14. Satisfaction Level of Sharing Campus Facilities 53

### **List of Tables**

- Table 1. Contents of Survey on Yonsei University Students
- Table 2. Interviewee Affiliation, Method, and Number of Participants

## **Introduction**

Universities are no longer ivory towers with their roles limited to research and education. Starting from the 21st century, research on the role of universities as active members of regional communities have been increasing. Bernardo (2012) argued that “community engagement in higher education is a shift beyond the traditional roles of instruction and research.” Similarly, Gunasekara (2006) emphasized “the role of universities in regional innovation,” accentuating the transformation of higher education institutions (HEI) from instructor and researcher to innovator in regional communities. In addition, Jones et al. (2005) identified universities as the keyholders of “regional economic development and cluster formation,” underlining the university’s regional influence and potential in today’s knowledge-based society.

Along with the changing perspective on the role of universities, various literatures indicate the motivation for universities to open up and engage with their local community. Besides justifying the university’s engagement as obligatory, they come up with more tempting reasons as to why. Harkavy and Puckett (2014) recognized the social values coming from the fact that the college’s operation is inseparable from the surrounding neighborhood. In addition to moral and ethical responsibilities, they saw that engaging with the local communities can also be motivated by self-interest as it enables them to advance learning, research, teaching and service. Cox (2002) also mentioned the dependency of higher institutions on local communities such as placement of students, outlets for research, and funding. Thus, university-community partnership is valuable for universities as well, since it is the potential source of political and social support. Furthermore, others have suggested the benefits resulting from the university-community partnership as evidence. These benefits include, for example, increased job opportunities for

students, enhanced quality of teaching, and increased research opportunities both in terms of quantity and quality (Buys & Burnsnall, 2007). Kim (2017) also showed that university-community partnership creates greater social value than its cost by conducting experiments at University of Seoul where he measured the social return on investment of two programs run by the partnership for local issue problem solving. It turned out that the members of universities benefitted more than local communities from both partnership programs.

As the above findings suggest enough incentives for university-community partnership, there are numerous universities actively engaging with their local communities around the world, the most exemplary ones including the University of Pennsylvania and Yokohama City University. The University of Pennsylvania created a research institution named the “Netter Center” with the purpose of community engagement - the center contributes to the local community through policy research and community-building programs. Yokohama City University created a collaborative network with adjacent universities to attempt revitalization of the local region suffering from recession and decay (Seoul Institute, 2014). Indeed, these examples of university-community partnership benefitting both universities as well as local communities provide sufficient background to examine the establishment of university-community partnership in South Korea. Specifically, the collaborative actions between Yonsei University and its local community, Seodaemun-gu, would also benefit both parties through the process of discovering each other’s needs and resources and thus implementing cooperation initiatives. Therefore, this research aims to provide constructive directions for the Yonsei-Seodaemun-gu partnership based on the analysis of the status quo.

## **Literature Review**

Prior to suggesting the detailed manual of cooperation, this study looked into existing literature discussing the Yonsei University and Seodaemun-gu partnership. Although not many, there have been studies on university-community partnerships in South Korea that present Yonsei University as an example of showing potential for exemplary partnership with local communities. For example, Yeo et al. (2010) observed how the geographical features of universities in Seoul have affected its relationship with the region. The study explains that unlike the growth of urban campuses in the United States in which communication with the locals was inevitable and integration into the community was most likely, in Seoul, campus enlargements did not require much interaction with the residents in the neighboring area. This was largely due to the fact that expansion of the universities in South Korea was limited to internal development or construction of secondary campuses in a distant area. As an example of an expansion via secondary campus, Yeo et al. (2010) mentioned the Yonsei International Campus being located in Songdo, Incheon-Si and not Seoul. In 2014, Yonsei adopted a Residential College program where all freshmen have to take classes while living in dormitories inside the International Campus. Contact with the local residents in the Seodaemun-Gu area was not needed, as the university developed independently. The paper concluded with general suggestions for universities in Seoul, which are 1) diversion from complex-form campuses, 2) enhancement of non-physical relationships, and 3) assurance of publicity through the transparency in the university's planning process and upward approach. Still, the paper did not delve into domestic cases of universities forming intimate relationships with their local community.

Moreover, the Seoul Institute's policy report published in 2017 discussed the current status of university-community partnerships in Seoul and gave remarks of possible solutions. From analyzing exemplary university-community partnership cases from Japan and the United States, the report pinpointed a commonly found aspect - the national government institutionalizing community engagement related projects and supporting universities financially for active participation. Moreover, in-depth interview of partnership cases in Seoul revealed that although the partnerships have not yet been institutionalized, the Seoul Metropolitan Government began to recognize the university's role as a local community contributor and initiated projects such as the "Campus Town Project (start-up entrepreneurship support)," "Dong-haeng (mentoring project)," et cetera to induce university contribution to local community. The report concluded with three policy remarks - 1) institutionalizing the university's role of community contributor, 2) creating a governance specifically for the university-community partnership, and 3) constructing a platform within the university specifically for partnership communication (2017).

Similarly, another Seoul Institute's policy report (2014) analyzed the status quo of university-community partnerships in Seoul and suggested policy refinements for further development. The report conducted case studies of partnership examples that were considered exemplary, and Yonsei University was chosen as part of the case studies located in the northwestern area of Seoul along with Ewha University. Collaboration projects operated by Seodaemun-gu such as the "Lifelong Education" and the "Sinchon Urban Regeneration Project" were introduced, and for Yonsei University, related projects were categorized by the type of resources of the university - spatial/facilities related, knowledge/human resources (education,



research/course, volunteer work), and financial resources. Projects such as “Open Citizen College,” “Sinchon Urban Regeneration Academy,” and “Community Based Learning Courses” were introduced. For each type of cooperation, the expected results/contribution towards the local community was identified, and based on these findings the authors elaborated possible policy suggestions. These suggestions were provided for each agent - the national(metropolitan) government, local government, and the university - to supplement their current roles and establish a comprehensive cooperative governance structure. 1) The Seoul Metropolitan Government should enforce the university’s role of community contribution as a law and be able to sufficiently fund related projects. 2) The district government should create governance including all decision-makers from the metropolitan government, district government, and university and create a specific department focusing on facilitating community building collaborations. 3) Universities in Seoul need to show more engagement towards community contributing activities, especially the officials, and create a board specific for the university-community partnership.

The three studies introduced above provide policy recommendations for overall university-community partnerships in Seoul. However, they fail to present refinements specific for each university-community partnership. Taking into consideration the distinctiveness of each university as well as the local community within Seoul, Seoul Korea, the researchers deemed it necessary to look deeper into the resources, needs, and potential for cooperation of each university-community partnership - in this case, the Yonsei-Seodaemun-gu partnership.

As an example, the *Introduction to Village Studies: Civic Political Education to Connect Universities and Regions* focused on the Yonsei University’s partnership with the Seodaemun-gu

community. Written as part of the university-community collaborative course in Yonsei University during 2015 and 2016, this book introduced community engagement projects of Yonsei students, including their endeavors in the Sinchon Urban Regeneration Project to revitalize Sinchon-dong. One of the student reports included in this book covers the educational partnership between Sinchon-dong and Yonsei University. From the interviews with the LifeLong Education Institute at Seodaemun-gu and Future Education Institute at Yonsei University, the report argued that program operators should better advertise the programs, add more diversity with regards to the locality, adopt a feedback system, and increase financial and administrative support from the government. Such arguments of projects and development directions were exclusive to the Yonsei-Seodaemun-gu partnership. However, it was felt that additional research identifying the current status of Yonsei university's engagement within the university-community partnership by updating recent partnership projects that took place after the published year, such as the Sinchon Urban Regeneration Project, was needed.

Consequently, this study recognized the need to compensate for the limitations of the aforementioned precedents by focusing specifically on the Yonsei-Seodaemun-gu partnership and analyze its current status. Therefore, this research attempted to provide the direction for Yonsei-Seodaemun-gu partnership through comprehensive research on the ongoing projects and the perception of the members of Yonsei University and Seodaemun-gu community on university-community partnership.

## **Methodology**

### ***The Community-Building Model***

This research utilized the information accrued from the research content to ultimately assess the relationship of Yonsei University and Seodaemun-gu in regards to the Community-Building model. The Community-Building model is originally a concept introduced in Yeo et al. (2010)'s article *University-Community Partnership and Urban Regeneration*. They explain that campuses had expanded in a way that can be categorized into six different forms, and some of them were more easily realized in U.S cities where the campus boundaries came to be less clear along with its expansion into the local area. Among the six forms, the Community-Building model well describes how the relationship can be developed into a mutually beneficial partnership.

For the purpose of the study, this model was characterized into four components of the partnership - a cooperative network, the university's participation in community-building programs, contribution to local policy formation, and sharing campus facilities. The cooperative network was defined as a network in which participation and acknowledgement are balanced among partners and communication is facilitated. Yeo et al. (2010) described this network as being centered around the university and community and supported by the government. Based on this cooperative network, the Community-Building model envisions the university to actively reach out to the local community and implement cooperative projects. Various types of community-building programs would take place, such as strengthening the system of local

secondary education institutions, cooperating with local industries/companies, and supporting community-building related local organizations. Moreover, the university would contribute to the community as a community builder by devising mid- to long-term development plans, integrating the campus plan into local community development plans. By merging the university's long term master plan with that of the community, the university takes on an active role in the local community policy planning and is able to build an institution pertained to the university which focuses specifically on community-building and giving back to the society. Lastly, the university would open its campus facilities/functions such as arts, sports, housing, medical, educational, and commercial facilities for the local community members to use. Overall, the Community-Building model demonstrates a complementary relationship between the university and community where both can benefit from one another through the provision of resources and infrastructures. These four indicators were used as a guideline in this research to analyze ongoing projects and provide future refinements strategies for the university-community partnership.

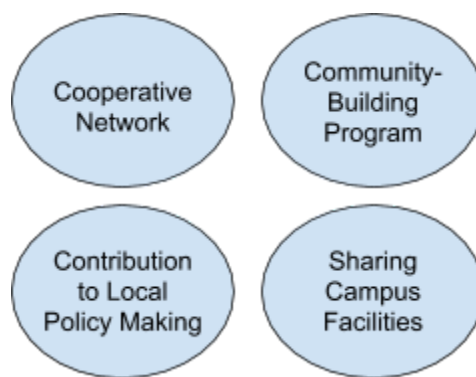


Figure 1. Four Characteristics of Community-Building Model

### ***Defining the Two Agents - Yonsei University and Seodaemun-gu***

Before initiating partnership analysis, a concrete definition of the two agents of the partnership needed to precede. Yonsei University was defined as an institution consisting of students and faculty, since it is mostly these two groups that have been engaging in community partnership projects. Seodaemun-gu consists of a diverse body of people each with different roles who cooperate to sustain the community. Based on their respective roles, the participants of Seodaemun-gu were characterized as the local government and residents. The term residents implies fellow residents, local merchants, local organizations invested in community related work, and businesses located in Seodaemun-gu. All participants engaging in the Yonsei University and Seodaemun-gu partnership bring to the table their own interests, therefore, it is important to not only converge these interests into a common goal for the partnership but also to acknowledge these diversified interests.

### ***Investigating the Perception of the Members of Yonsei University and Seodaemun-gu***

There was also an investigation on the perception of the members of Yonsei University and Seodaemun-gu on university-community partnership. This process was necessary in order to analyze the agents' opinion on the current status and necessity of the Yonsei-Seodaemun-gu partnership in terms of the Community-Building model and collect information on their partnership related past experiences. The procured information was used to examine the possibility of the partnership's success in the future as well as its current status.

The respondents' opinion on the current Yonsei-Seodaemun-gu partnership in terms of the four components of the Community-Building model were collected in the form of surveys

and interviews. The questions were included but not limited to their satisfaction level, subjective opinion of necessity for each component, and personal experiences in activities according to each four components as well as their willingness to participate in partnership programs. The questionnaire partially referred to Jun Byung Hye's (2019) research survey on the perception of the potential participants of university-community partnership.

The opinions were collected through surveys and interviews. For Yonsei students, a survey was conducted utilizing Google Form and distributing it throughout student community platforms such as Facebook pages, the 'Everytime' app, and Kakaotalk chat rooms. A total of 255 students participated in the survey and provided their perspectives on the Yonsei-Seodaemun-gu partnership.

| Category (number of questions)   | Content of Investigation  |
|--|---|
| Role of Yonsei University in Seodaemun-gu (2)                          | Opinion on whether Yonsei University should engage in local issues of Seodaemun-gu, Reason for the answer |
| Cooperative network (3)  | Experience, Level of satisfaction, Level of necessity   |
| Contribution to local policy Making (6)                                | Experience, Level of satisfaction, Level of necessity   |
| Community-building program (5)   | Experience, Level of satisfaction, Level of necessity   |
| Sharing campus facilities (3)  | Experience, Level of satisfaction, Level of necessity   |
| Willingness to participate in future cooperation with Seodaemun-gu (2) | Willingness to participate (depending on various types of compliments)                                    |
| Short answer (1)   | General opinion on Yonsei-Seodaemun-gu partnership  |

Table 1. Contents of Survey on Yonsei University Students

Moreover, in-depth interviews were conducted on Yonsei faculty members, Seodaemun-gu district office employees, and Seodaemun-gu residents with past experiences of partaking in the Yonsei-Seodaemun-gu partnership projects or interest in this partnership.

| Affiliation                  | Method  | Number of Participants          |
|------------------------------|---|---------------------------------|
| Yonsei University Student    | Online Survey                                       | 255 currently enrolled students |
| Yonsei University Faculty    | Offline In-depth Interview                          | 3 faculty members               |
| Seodaemun-gu Office Employee | Untact In-depth Interview<br>Phone (1)<br>Email (1) | 2 employees                     |
| Seodaemun-gu Resident        | Offline In-depth Interview                          | 8 residents                     |

Table 2. Interviewee Affiliation, Method, and Number of Participants

### ***Investigating Partnership Projects***

In-depth interviews were conducted to qualitatively analyze three major partnership projects. Kim (2017) explains the need to analyze specific projects of the partnership, for it is through the execution of projects that the dynamic of the partnership is realized. Through a more scrutinized analysis of the three projects - the Campus Town Project, Yonsei Energy Efficient Campus Workshop, and Dream Start Mentoring Program - a more facilitated understanding of the current dynamic and relationship could be obtained. By conversing with the coordinators of the projects both from Yonsei University and Seodaemun-gu, the research gained better understanding of the detailed coordination of projects such as methods of communication and the impact of each project on the local community.

The three projects were selected for the following reasons. The Campus Town project is a relatively recent project, one that is funded by the Seoul Metropolitan Government while operated by Yonsei University in collaboration with Seodaemun-gu. Yeo et al. (2010) stated this type of structure to be an ideal cooperative network, and the Seoul Metropolitan Government initiated this project to encourage community engagement for universities in Seoul. Therefore, this project was believed to be an exemplary indicator for the Yonsei-Seodaemun-gu's cooperative network. The Yonsei Energy Efficient Campus Workshop was initiated to install an energy-efficient infrastructure for Yonsei's campus, although it did not begin to operate publicly yet. The governance is run by coordinators from the Seodaemun-gu Office and Yonsei University. Interviews with these coordinators provided insight of how this partnership attempted to solve environmental issues in the community. Lastly, the Dream Start Mentoring Program has been running successfully for a long period of time; thus, obtaining more in-depth information on this project provided insight on constructing improvements for the partnership to retain sustainability.

Along with the information collected through the interviews regarding the aforementioned projects, the study also utilized books, online resources, and articles to research previous partnership collaborations. Consequently, all information was processed and evaluated to better understand the current dynamic of the Yonsei-Seodaemun-gu partnership as well as to provide concrete direction for the Yonsei-Seodaemun-gu partnership.



## Results

### *Cooperative Network*

A cooperative network should be inclusive of all Seodaemun-gu members - Yonsei university's faculty and students, the district office and local residents - in which each is given the opportunity to speak and be heard. This network is to be crucial in an ideal Yonsei university-Seodaemun-gu partnership, according to the Community-Building model. In such a network, the members' needs and goals are acknowledged by each other, and to facilitate this process a platform for communication in whichever form must be established.

### *Review of Related Collaborations*

One example of a cooperative network is the network created under the Yonsei Energy Efficient Campus Workshop. Seodaemun-gu's goal to develop a comprehensive energy plan meant cooperating with Yonsei University, one of the most energy consuming buildings in Seodaemun-gu, and so this cooperation was manifested in the form of the Yonsei Energy Efficient Campus Workshop. The stakeholders included the Climate crisis response team, Head Director for Governance and Coordination from the Seodaemun-gu Office, and from Yonsei University professors and students, facilities team, and the Center for Sustainable Buildings. Under the clear common goal of creating a green campus by improving energy efficiency of Yonsei's campus, the workshop served as a cooperative platform where Yonsei University and Seodaemun-gu came together to review the current status, raise concerns and problems, and produce a long term energy plan for the Seodaemun-gu community. The MOU is a concrete sign of willingness for each partner to continue this collaboration for the betterment of Seodaemun-gu

energy wise, and success in admission for the Seoul City Cooperation Strategy Project Competition if realized will enable a more successful cooperative network with the Seoul Metropolitan Government acting as a financial supporter. However, the relative narrow representation of local residents of Seodaemun-gu has been raised as a concern of whether the residents had an active role in this network - seemingly not so much.

The Seoul Campus Town Project was believed to be a representative model of a cooperative network between university and community. The project was implemented by the Seoul Metropolitan Government with the purpose of encouraging universities to actively become involved in community building and creating a sustainable ecosystem for the local community, focusing on fostering start-up entrepreneurship. As the project is currently in the initial stages, starting this year and ending after four years, there is potential for Yonsei to establish a firm cooperative network with Seodaemun-gu during the upcoming years in areas of start-up entrepreneurship and community cooperative programs. The Yonsei Campus Town Project Board's network consists of the Yonsei Campus Town Board with the start up entrepreneurship fostering team and local community cooperative team and the Seodaemun-gu district's Social Economy department. Although periodical meetings have not been held yet, once they commence each partner will be able to effectively cooperate with one other in terms of understanding each partner's needs and concerns and finding ways of improvement for the project and its programs. Moreover, the concern on local residents' low participation and awareness of programs has become a significant issue on which the project board's network needs to discuss. Regarding the communication methods, a more direct channel of communication could be implemented. From the words of an affiliated member of the Yonsei

Campus Town Project, with Seodaemun-gu's contact channel varying by project - such as the "Blue Whale" project and "Cultural Power Plant" project - there can be some inconvenience of having to contact each related officer instead of communicating through a unified channel.

Compared to the Seoul Campus Town Project, the Dream Start Mentoring Program is now a consistent project, continuing for 11 years. The program was founded in 2009 under the vision of providing underprivileged Seodaemun-gu middle and high school students mentoring opportunities by Yonsei University students as mentors. Over 800 mentor-mentee teams have completed the program, envisioning the goal of higher academic performance for mentees and developing social responsibility for Yonsei student mentors. Before the pandemic, overtime the collaboration took on a systematic form where duties of each partner have been concretely established - Yonsei University coordinates the program, selecting mentors and looking over their relationship with the mentees, and Seodaemun-gu selects the mentees. Regarding communication methods, only a few exchanges of confirmation through call or email was sufficient. However, COVID-19 brought regulatory guidelines to a stop, and Yonsei and Seodaemun-gu had to find an alternative for the program which was held by face-to-face mentoring and relationship building. This called for frequent communication through calls and offline meetings to try and devise a new system for the program, which came to be online mentoring. Although this type of on-the-spot communication accommodated the sudden change of circumstances, members of the community, from the words of a Yonsei faculty member, gave feedback of possibly a platform where all stakeholders of this program could come together to discuss the future of Dream Start Mentoring Program. A platform with all decision-makers present will bring more efficiency to the program's operation, especially during unexpected

situations. Moreover, as is with programs that have advanced in years, feedback on the overall operations of the program or the needs of the partners are more likely to be overlooked for the consistent maintenance of the program, leading to stagnancy in the cooperative network.

### *Perceptions of Community Members*

The interviews and surveys conducted on the stakeholders of the partnership were able to induce a more accurate representation of the members' dynamic in the network and their opinions of ways of improvement. Overall, there was a discrepancy in the satisfaction in the current status of the cooperative network between Yonsei University and Seodaemun-gu.

Yonsei's faculty were relatively satisfied with the cooperation process. Faculty member B commented, "in the past, Yonsei used to actively collaborate with Sinchon's local business support group, but after the local business area dwindled, so has the collaboration. Still, compared to other universities, Yonsei is relatively an active partner." Faculty member A has also remarked that a cooperative network between Yonsei and Seodaemun-gu "seems to be taking place - for example, the Yonsei Energy Efficient Campus Workshop." Moreover, they both emphasized the role of Yonsei needing to assume a more active role as a community member. Faculty member B also mentioned that "efforts to improve is a requirement for Yonsei to achieve a cooperative network as strong as that of universities from developed countries." As a faculty member with several collaboration experiences with Seodaemun-gu, faculty member A suggested "utilizing existing departments or committees that have previous experience of cooperating with Seodaemun-gu, for example, the Office of External Affairs and Development, instead of establishing a new platform." Moreover, faculty member A emphasized the need for a

network among faculty members who are interested in regional cooperation, suggesting that events such as workshops should be held in order for them to share their research outcomes and fields of interest.

Yonsei's students were mostly neutral to the current situation of the cooperative network, whose reason can be traced towards the fact that only a few (11.1%) of the survey respondents answered to have participated in a cooperative network. However, the majority of the students (71.3%) agreed that a cooperative network/platform is very or highly necessary, signifying that with appropriate incentives and higher awareness, students' participation may increase. The survey introduced in the Introduction to Village Studies (2017) helps understand this gap. Conducted in 2016 as a survey on Sinchon Regional Politics Participation and Student Organized Groups, more than 60% of the respondents answered that they found local issues in Sinchon-dong that could be pointed out and discussed to find a solution. However, 90% among them did not actually raise the issue to the Sinchon-dong community. Many students have acknowledged the lack of interest and awareness regarding the Yonsei University-Seodaemun partnership, its cooperative network, and current ongoing partnership projects. Regarding this issue, they emphasized the need for a platform that can "help understand the needs of Seodaemun-gu, especially local residents, and make it known to Yonsei University, and vice versa." Also in this survey, 88 out of 100 students agreed to the implementation of a student run organization that provides a cooperative platform in which communication with other community members is facilitated, and students related community programs and policy building opportunities are introduced. In the survey conducted by this research, some have extended this point to answer that "this type of platform will be more utilized if it is well advertised to students

and can well inform students of various classes and programs that they can participate in.” It will enable a “win-win relationship between Yonsei University and Seodaemun-gu,” wrote several students. The fact that a decent portion of students have stressed the need of a cooperative platform appeals to the research’s argument of the need for a thorough network.

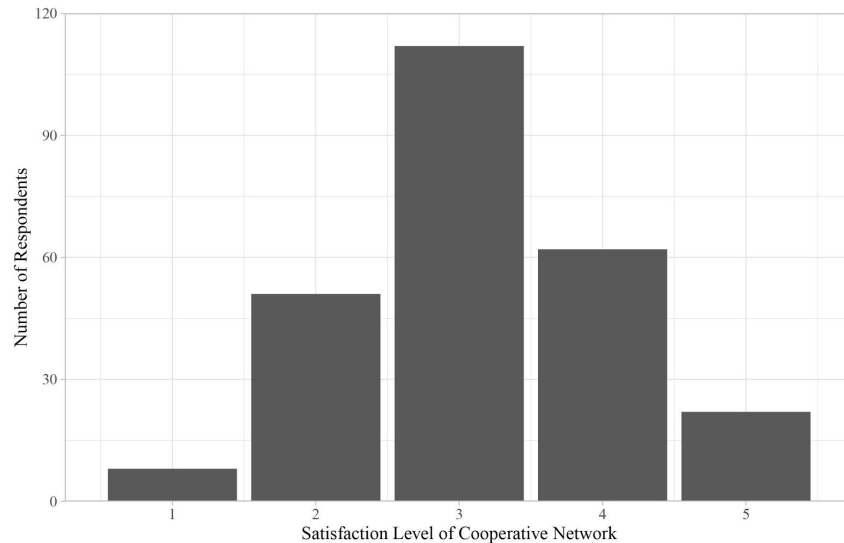


Figure 2. Satisfaction Level of Cooperative Network

Note: Students’ perception on the necessity of cooperative network is indicated on a scale from 1 to 5, 1 being very unnecessary and 5 being very necessary

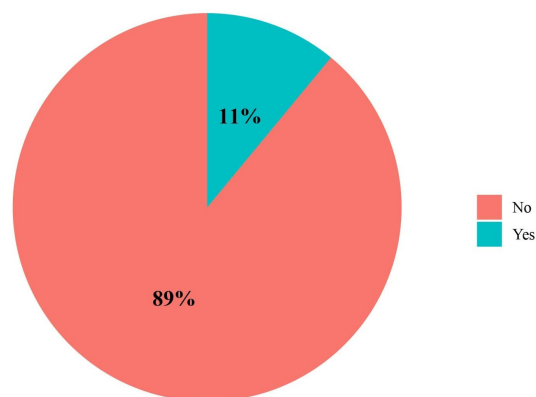


Figure 3. Students’ Experience with Cooperative Network

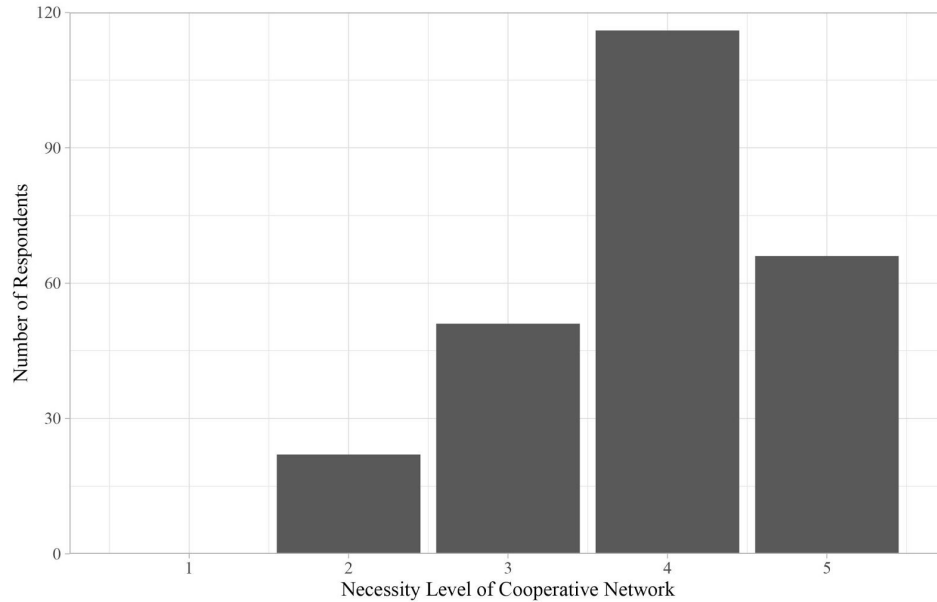


Figure 4. Necessity Level of Cooperative Network

Seodaemun-gu's interviewees showed both similar and contrasting opinions. Seodaemun-gu officer A and B differed in their opinions, which can be explained by the difference in the purpose and content of communication for cooperation. Officer A answered that he/she faced difficulty in finding a communication channel with Yonsei when proposing to collaborate for a new project. From officer A's words, "finding a communication channel with Yonsei is very difficult. Directly contacting a professor is like picking a star from the sky, and trying to contact other faculty members with the information on the institution's website is not exactly an easy job as well. I wish Yonsei University would create a communication channel specifically for community agents to propose collaboration. Without it, it is hard to reach out to Yonsei as a non-Yonsei member." Officer B is currently engaging in a collaborative project with Yonsei University, and although he/she did not explicitly express difficulty like officer A and is "currently satisfied with the communication method - direct communication with the

coordinators of the project operation and occasional meetings with the mayor of Seodaemun-gu and head of department when needed,” the officer showed willingness to develop a communication channel with Yonsei University if circumstances demand so. Interviews with officer A and B signify that creating a collaborative network for the partnership will facilitate not only ongoing projects but also bring more opportunities for new collaborations to the table.

Regarding Seodaemun-gu’s local residents, they showed the most dissatisfaction out of all community members, resident A commenting “if there’s any kind of platform for communication at the moment.” Except for resident F, all eight resident interviewees responded that they were “very unsatisfied” on the current status of cooperative network. This signifies the residents’ sense of lack of communication with Yonsei regardless of whether such a platform exists. Resident E emphasized the need for a “communication platform where members of Yonsei University and the local communities can share each other’s needs and resources regularly.” All residents agreed, resident D mentioning how this platform would help resolve the difficulty of communication with Yonsei University and facilitate project operation. “For example, projects proposed by Sinchon Citizen Participatory Budgeting are often declined due to jurisdiction. If Yonsei University draws this line of jurisdiction, the project approval becomes very difficult. If there is a communication platform to discuss regional problems with Yonsei University, it would be much easier to understand each other’s positions and to proceed with necessary projects.” Moreover, resident C commented on the importance of this network helping “to form an ecosystem where students can become active participants in the local region.” Including students, a cooperative network will, from the words of resident F, bring “all stakeholders together to discuss the issues in this region, rather than each stakeholder discussing



the same problem respectively.” Residents including resident H suggested a realistic solution for Yonsei University members (faculty and students) to join existing community networks such as the Sinchon Self-governance Committee.

### Overall Remark

Overall, the consensus of all members on the necessity of a cooperative network strongly suggests the need for core improvement incorporating all perspectives of the community members. The members’ opinions converge towards a platform which invites all partnership members to actively discuss and engage in community building. It is a platform which functions to provide opportunities for all members to gather all together, for it will facilitate the communication process itself for the partnership itself and its respective projects. Such a platform could be realized by reconstructing existing platforms such as the Office of External Affairs and Development suggested by faculty member A, the Sinchon Self-governance Committee suggested by Sinchon-dong residents, or devising a new platform.

This collaboration focused platform will provide consistent opportunities for all members to suggest new projects of cooperation and to review ongoing projects. It will not only facilitate communication but induce more members - for example, Yonsei University students and the local residents - to actively engage in community building and create a local ecosystem in which they feel closer to the local community and to each other. Successful partnership examples also had a platform system as well. For example, Yokohama University’s University-City Partnership Committee consists of all decision makers - the school dean, the city mayor or policy making director of Yokohama, et cetera. They hold periodical meetings to discuss the overall structure of

the partnership and to cooperate in decision making processes. Moreover, the Office of University Collaboration in Gwanak-gu or the “Netter Center” in the University of Pennsylvania are also exemplary cases where partnership-oriented offices have been installed (Seoul Institute, 2014). These offices specifically for partnership cooperation have been serving well as an efficient communication platform and practical management system of partnership projects. As such, an ideal cooperative platform will lead to a more systematic form of community building and create synergy for related collaborations. This will most likely result in more active community building not only for the Seodaemun-gu community as a whole, but also community building for strengthening intimate relationships between community members - for example, bonding relationships between university students and local residents. For this to be realised, an active sense of willingness and interest towards each other and the community must precede for all Seodaemun-gu members.

### ***Contribution to Local Policy Making***

Yonsei University as a higher education institution can have influence on policy making for Seodaemun-gu’s development through research and campus planning. Yonsei can provide policy recommendations for Seodaemun-gu’s development through research on Seodaemun-gu. Moreover, by integrating Yonsei University’s campus plan into Seodaemun-gu’s mid- to long-term development plans, Yonsei can assume the role of a major community planner and builder of the Seodaemun-gu community.

### Review of Related Collaborations

In fact, Yonsei University has been influencing Seodaemun-gu's policies for the past few years through devising long-term plans for local development with the members of Seodaemun-gu, the most representative example being the Sinchon Urban Regeneration Project. From 2015 to 2018, the members of Yonsei University - Professor Jae Sun Lee of the Department of Urban Planning and Engineering as the Sinchon Urban Regeneration Project Master Planner and several Yonsei students - cooperated with Seodaemun-gu Office and Sinchon-dong residents to design a regional development plan for Sinchon-dong area. As a part of the Sinchon Urban Regeneration Project, they significantly influenced Sinchon-dong's long-term development through research and devising various ideas. One of the examples was the Open Campus Initiative, whereby campus facilities were opened to provide various lectures and classes for Sinchon-dong residents. As such, Sinchon Urban Regeneration Project was not just influenced by the participation of the members of Yonsei University but can also be attributed to the effort of integrating Yonsei University's campus plan into the local development plan (Seodaemun-gu and Sinchon Urban Regeneration Center, 2017).

A similar endeavor of Yonsei University to further develop the Sinchon-dong area with members of the Seodaemun-gu community is the Campus Town Project. The Campus Town Project is an opportunity of active engagement for Yonsei University in local development plans in that the project aims to create Sinchon Startup Venture Valley, an entrepreneurial platform cluster in Sinchon-dong. Policies that target not only Yonsei University students but also the local residents are being devised for implementation. As such, both Campus Town Project and

Sinchon Urban Regeneration Project, which are advanced by both the members of Seodaemun-gu community as well as Yonsei University, greatly affect the direction of regional development in the Sinchon-dong area.

Another example of Yonsei University's engagement in the local development include the Yonsei Energy Efficient Campus Workshop. By clearly identifying Yonsei University as a member of Seodaemun-gu, this workshop signified the integration of Yonsei University's energy policy as an essential part of Seodaemun-gu's long-term energy plan. Moreover, the members of Yonsei University contributed to constructing energy solutions with concrete data and research: the Center for Sustainable Building in Yonsei University provided research on the energy consumption of Yonsei campus buildings, and the facility team provided data of campus energy consumption in recent years. As such, Yonsei University is endeavoring to integrate its campus policy plans into that of the Seodaemun-gu community with active participation of the university's members.

#### *Perceptions of Community Members*

The Seodaemun-gu residents' satisfaction level of Yonsei University's engagement in long-term community development was very low. Among the eight residents that were interviewed, five responded that they were 'very unsatisfied' in terms of Yonsei's contribution to local development, and the other two responded 'satisfied' and 'moderately satisfied,' respectively. For example, resident H said, "if Yonsei participates in Seodaemun-gu policy making, it would be for the benefit of the school, not for Seodaemun-gu. I am not sure if there is any research done by Yonsei related to Seodaemun-gu." However, all residents agreed to the

need for the increased engagement of Yonsei University in Seodaemun-gu's development plans; six residents chose "very necessary" and one chose "necessary" in terms of the need for Yonsei University's policy contribution to Seodaemun-gu. Residents A and F argued that as a research institution, Yonsei University should contribute to local policy making through its research achievements. More specifically, resident A argued the need for students' research on the aging population and declining birth-rate in the Seodaemun-gu community.

All Seodaemun-gu officers interviewed agreed that Yonsei University's participation in the local development would be helpful and productive for the local community. In particular, officer A showed a desire for Yonsei students' participation in the urban regeneration process of Seodaemun-gu. She/he explained, "I hope that Yonsei students would participate in the urban regeneration process by coming up with new ideas. For example, Seodaemun-gu has many spaces for young people such as the Sinchon Blue Whale. It would be helpful if Yonsei University students could come up with ideas for programs in these spaces."

The Yonsei University faculty showed varying satisfaction levels in the University's engagement in local development policies, while all except faculty member D strongly agreed to its need. Faculty member D responded that she/he was deeply unsatisfied with the current Yonsei's contribution to Seodaemun-gu's policy formulation, pointing out Yonsei University's current focus on becoming a global institution with little regard for the local community; on the other hand, faculty member A, who responded being "satisfied" to the current status, explained that although not all researchers at Yonsei may take interest in community development "those who do actively share their research results with Seodaemun-gu; thus, both Yonsei and

Seodaemun-gu are relatively active partners in this sense.” Faculty members B and C were in the middle, responding that they were “moderately satisfied” in the current status; yet, they explained having insufficient knowledge to correctly answer this question. Still, faculty member C went on to say that she/he believes “Yonsei would provide sufficient support willingly for Seodaemun-gu’s request for cooperation,” but at the same time, that she/he is “not sure if Yonsei would step up more than asked.”

Lastly, many students of Yonsei University agreed to the need for Yonsei University’s participation in Seodaemun-gu’s development policies, 55.2% answering “very necessary” or “necessary,” while 20.3% answered “very unnecessary” or “unnecessary,” and 24.3% “ambivalent.” One student mentioned that “Yonsei University, as an institution with great human resources in South Korea, can cooperate with Seodaemun-gu through research.” Another student said, “I hope that Yonsei University would contribute to Seodaemun-gu through providing policy recommendations.” However, the students’ experience in contributing to Seodaemun-gu’s policies through workshops, projects, or research were very low; only 10 out of 255 students answered that they had experience in any activity related to Seodaemun-gu’s regional policies. The most common areas among their experiences were education, followed by environment, and local businesses. As to the satisfaction in the current status, 43.5% answered “ambivalent,” while 33.3% chose “unsatisfied” or “very unsatisfied,” and 23.1% chose “satisfied” or “very satisfied.”

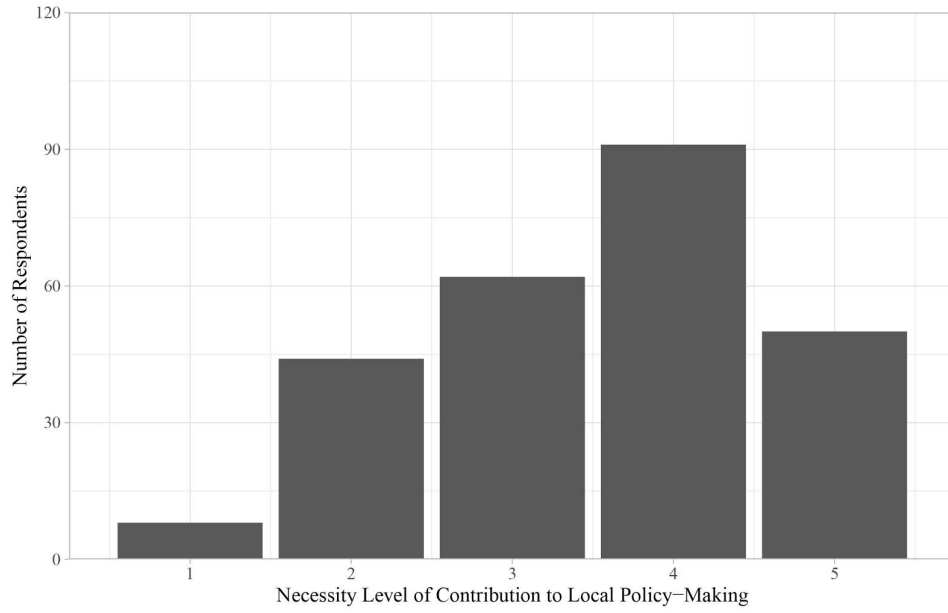


Figure 5. Necessity Level of Contribution to Local Policy-Making

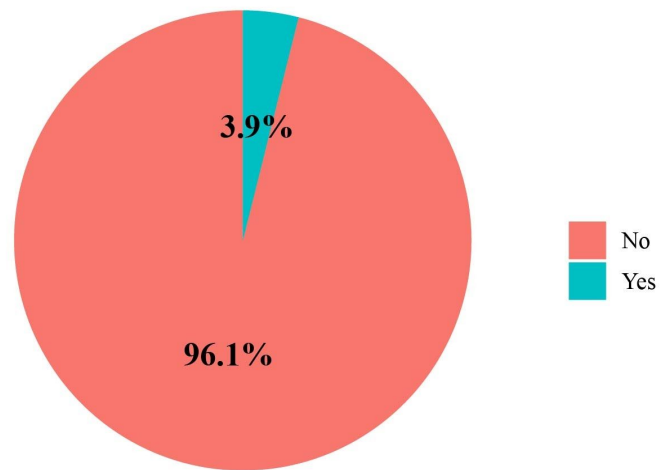


Figure 6. Experience with Local Policy-Making

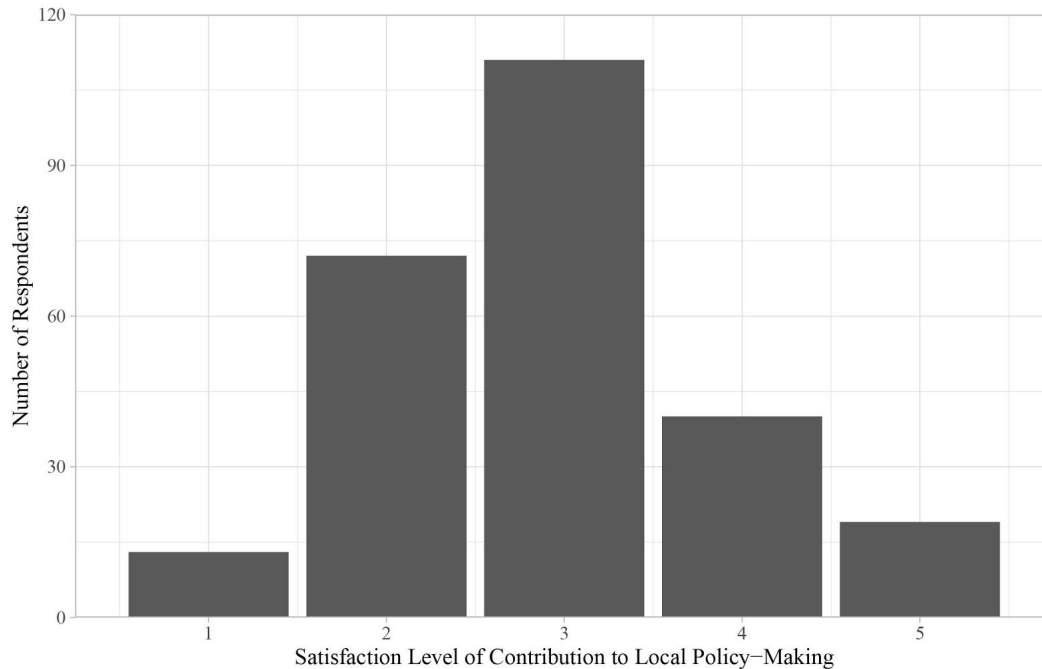


Figure 7. Satisfaction Level of Contribution to Local Policy-Making

#### Overall Remark

As we can see from the information above, the majority of the respondents agreed to the need for Yonsei University's participation in Seodaemun-gu's development policies. However, the satisfaction level on the current status varied; while the majority of the members of Yonsei University chose "ambivalent," "satisfied," or "very satisfied," the members of Seodaemun-gu mostly chose "very dissatisfied." This result indicates that although Yonsei University has been contributing to Seodaemun-gu's policies as in the three examples explained above, the members of Seodaemun-gu still perceived Yonsei's efforts as insufficient. A measure to address this issue can be for the members of Seodaemun-gu to continuously share with Yonsei University the areas where research is needed. In turn, the Seodaemun-gu Office may provide regular financial



support for the students and professors who wish to conduct research on Seodaemun-gu to enable the researchers' contribution to Seodaemun-gu's policy developments. This solution would be beneficial for both Seodaemun-gu and Yonsei University in that Seodaemun-gu could gain policy recommendations from highly-educated researchers in the areas needed, while the members of Yonsei University could earn opportunities to conduct research with financial support and create significant social value for Seodaemun-gu community.

This solution can be realized through Yonsei University's establishment of an independent institute for urban research. This research institute, sponsored by the consistent funding of the Seodaemun-gu Office, may foster the institutionalization of Yonsei University's research contributions to the Seodaemun-gu community. In fact, there are numerous universities that have built urban institutes for intensively researching local issues and problems. For example, The University of Pennsylvania has established a Penn Institute for Urban Research, which accumulates local databases that can be utilized for local community development. San Francisco State University also organized the Urban Institute that focuses on local research.

Furthermore, it is necessary for Yonsei University to always consider the Seodaemun-gu community when devising its mid- to long-term campus plans. As one of the largest institutions located in Seodaemun-gu, Yonsei University's decisions can have significant impacts on the local community whether intentionally or unintentionally. For example, Yonsei University's decision to open businesses within campus or to move all freshmen students to Songdo campus severely damaged the local businesses in Sinchon-dong. One of the most representative examples of campus-community plan integration is the Chapel Hill Community Master Plan of

University of North Carolina (UNC). This plan presents a plan for UNC to manage the local community's urban growth in various areas such as housing development and complex land uses; moreover, all campus development plans including campus expansion, facility expansion, and university population growth plans are focused on public goals within the local community's master plan (Yeo et al., 2010).

Efforts similar to the Chapel Hill Community Master Plan can be constructive for Yonsei University in the long run. This is because Yonsei, too, is highly dependent on the Seodaemun-gu community in areas including but not limited to outlets for research, funding, and the policies of Seodaemun-gu Office. Moreover, as mentioned in the Introduction section, numerous researchers have proven that a university's cooperation with the local community is highly advantageous to members of the university as well. Therefore, Yonsei University should perceive themselves as a member of Seodaemun-gu and thus contribute to development policies for local communities.

### ***Community-Building Program***

The third component of the model, which is participation in community-building programs, is defined through the long-term liaisons where the university approaches the community in various ways on its own initiative. The programs that Yonsei university participates in should not be limited to volunteering and education but should be extended to exist in the form of supporting the local civic groups, strengthening the elementary, middle, high school system, and collaborating with the regional industry.

### Review of Related Collaborations

As part of the Sinchon Urban Regeneration Project, Yonsei University organized a Sinchon Local Regeneration Activist Education Program, educating local residents, students, and local merchants to understand recent issues in the Sinchon-dong area and reach a solution through discussion sessions. The small projects developed in this program were welcomed by the local business owners, yet they pointed out that those projects ended as short-term. “Many students seemed interested in community-building while the program was in place (Resident E).” “The project worked well with the fundings. But the funding stopped at one point, and so did the programs (Resident C).” The residents felt that the student participation in the Sinchon Urban Regeneration Project was fairly helpful to the community until it was dismissed for unknown reasons.

The programs incorporated in the Campus Town Project also supports Seodaemun-gu residents who wish to start a business. Courses on start-ups and business will be provided, and a consultant will be placed in the start-up hub space provided by Seodaemun-gu, whose name is S3. Other ongoing programs of the Campus Town Project include business education school and business idea competition. “The Maker Fair, for example, is a program providing courses on 3D printing, and the works of the attendees will be displayed. I expect local elementary, middle, and high school students as well as adult residents to participate in this event.” The affiliated member of the Campus Town Project Board mentioned that Seodaemun-gu officers suggest many program ideas for local inhabitants. However, despite the fact that the target range of the programs are open to the locals, Yonsei was in charge of most of the operation. “Not every

program can be coordinated together with the Seodaemun-Gu office. Still, the program is inclusive of the Seodaemun-gu residents, so I'm hoping the Seodaemun-gu officers will put more effort into advertising the programs to the locals." On the other hand, Seodaemun-gu officer B commented that the project is based on the MOU, which implies the equal status of the partners, and added that they are carrying out projects together." He/she also asserted that "so far the project is in a good shape, but if any problem arises we will try to solve it together with Yonsei." This study did not interview the beneficiaries of the project who expect to move into the start-up hub space in Sinchon-dong, S-Cube (S3), simply because the remodeling of the S3 has not been finished yet.

Moreover, started in 2005, Yonsei University's LifeLong Education Institute has been cooperating with Seodaemun-gu to hold the annual "Open Citizen College" for local residents, where 12 lecturers, including Yonsei faculty, teach 12 sessions related to the lecture program's annual theme. Its operations are run by Yonsei University and Seodaemun-gu Office who funds all residents' admission fees. The Yonsei LifeLong Education Institute and Seodaemun-gu Office also hold various "Expert Training Programs" such as programs for job-related certificates or training programs for local business brand management for those who have struggled due to business recession in the Sinchon area starting from 2011. The former program is funded by both Yonsei University and Seodaemun-gu Office, whereas for the latter Seodaemun-gu Office funds 90% of tuition fees. According to a study done in 2016 on the educational partnership between Yonsei University and LifeLong Education Institute, the number of registered members of the institute amounts to 70,000 people, and 80% of them were Seodaemun-gu residents. The study revealed that the LifeLong Education Institute has been

receiving positive feedback from the students of the institute and the demand was also very high (Lee, 2017). The institute was also keeping a record of the course assessments every semester to boost the participation and the quality of the lectures.

Another educational program that Yonsei provides to the locals is a mentoring program called Dream Start Mentoring Program. It started in 2009, and has been going on for 11 years as previously mentioned. In order to take a closer look into the details of the program, two faculties at IGEE (Institute for Global Engagement and Empowerment) were interviewed. One of them explained that “a probable reason why the program has been around for so long is because the head of the Seodaemun-gu office has a very strong interest in it. He has been in office for 12 years and is eager to utilize the universities as the resources of the district.” The program was 80% funded by Yonsei University and the rest by the Seodaemun-gu office. This scholarship has been successful in attracting the students to participate in the program. In terms of the program operation, the program was heavily managed by Yonsei University. “We are in charge of coordinating most of the things but we cannot easily make changes if the Seodaemun-Gu officers do not accept them.” She/he also went on to mention that the students who are not at the receiving end may not know the details of the program, and the other students also probably won’t have much information about the program. “There is a very similar program run by Ewha Women’s University. The mentees are selected as a whole and then assigned to us or Ewha mentoring program by the Seodaemun-gu office. So it is hard to convey to the students the particular merits of the Yonsei mentoring program.” Again, this study did not interview the mentors or mentees, leading to a limitation to accurately measure the quality of the program.

Moreover, the Yonsei Energy Efficient Campus Workshop started out based on the increasing amount of awareness on climate change and other environmental issues among the Seodaemun-gu officers as well as the head of the Seodaemun-gu office according to officer A. One of the programs devised through the workshop is a living lab, which is a solution suggested for the energy problem in Yonsei University. A living lab will incorporate an education program for the local residents. The participants of the living lab will be operating experiments on the campus buildings that consume high levels of energy. By including the residents of the Seodaemun-gu in this program, the participants of the Yonsei Energy Efficient Campus Workshop are hoping to produce citizen energy researchers. Other programs that came up in the workshop included Energy Saving Idea Competition(working title), and Energy Reduction Contest(working title).

### *Perceptions of Community Members*

When asked about how much Seodaemun-gu residents were satisfied with the current community-building programs, most of them showed at the least some dissatisfaction, although the extent varied. Resident A, who was once part of coordinating the courses on The Study of Sinchon, now thinks that there are not many benefits that college provides to the residents. “There were some efforts to build a good relationship, but I think they just looked good on the outside without much practicality.” Yet to the other residents, the quality of the programs were not the problem. Rather, they had complaints regarding sustainability as some of the programs they thought effective and popular failed to continue. “They got rid of the revitalization center after that 4 years. We do not know the reason, but out of the 5 revitalization centers, Seodaemun

is the only district that got rid of the center. We insisted on forming a council that will continue to carry on the project, but the district office refused (Resident C).” The residents also mentioned the changing members of the school and absence of a continuous stream of funding works as a stumbling block to securing sustainability. “The culture club Janchi in Yonsei used to work actively with the locals. But once those active members graduated, the projects did not last. I hope that regardless of the transition, students keep in mind that they should work with the community (Resident C).” “The most important thing would be to institutionalize and structuralize the partnership, which will support the funding to come through. This will induce students to participate (Resident E).” While strongly feeling that the community-building programs should be held and persist as long-term programs, the residents of Sinchon-dong had a lot of ideas for future projects that would be successful with the help of Yonsei University and were open to working together with the students and school to produce mutual benefits. “There is a space under the Mega Box. It would be great to see students screen their films in that space. I believe that is something that we are able to provide to the students (Resident B).” Various ideas were discussed during the conversation with the residents, which weren’t delivered to the students or the school due to the absence of a cooperative network.

Employees at Seodaemun-gu all agreed on the necessity of the Yonsei University’s participation in community-building programs. Seodaemun-gu officer A was aware of the ongoing partnership in the education sector, of which the beneficiaries are students from low-income families and elderly residents. Still, she/he believed that Yonsei University, as an educational institution could contribute more for the community. “For example, Yonsei

University could provide public education on the energy sector to increase the residents' awareness on energy consumption and transformation.”

The faculties of Yonsei University interviewed by the study had a lot to say mostly about the projects that they were part of but did not have enough knowledge to confidently declare their thoughts on the other community-building programs. On the other hand, faculty member A who was interested in the university-community partnership in general showed a high level of satisfaction on the ongoing programs and added his/her opinion on how to enhance the sustainability of the programs. He/she specifically emphasized the importance of the output of the projects. “For example, the lecture contents have been published into a book after the university-community collaboration courses, and these resources will be a great reference to holding similar courses in the future ... whether it is a paper, a book, or a lecture, one thing I believe will help to create a concrete community-building program is a visible record of the past programs.”

The students showed moderate satisfaction and high necessity for the community-building programs in which Yonsei takes part. Compared to the other indicators such as contribution to local policy-making and cooperative network, students reported to have been a part of community-building programs such as mentoring or volunteering, dominantly confined to the educational sector (80%). Other community-building programs that students have been part of were classified into areas of environment, local business, and culture. Out of 51 respondents who had participated in community-building programs, 29 said it was through the university or other institutions. The other frequent channels were in the order of coursework, clubs/societies,



and as individuals. The students displayed much willingness to contribute through these programs and some were hoping that there were more opportunities to do so. “I received a small amount of scholarship and formed a lasting relationship with my mentee when I participated in a mentoring program last time. I hope there were more of these programs.” Some students were aware of the local problems and were interested in solving these together with the locals. “Yonsei students are the key customers to local businesses in Sinchon-dong, and so collaboration is a must, which could be facilitated through programs that students can participate in for the development of Seodaemun-gu.” “Freshmen moving to Songdo must have made the local business shrink. Considering the history of the place in relation to Yonsei, students should work for the development of the community.” “I’ve heard that there are many distressed areas in Seodaemun-gu. It would be great to see Seodaemun-gu become a better place to live for everyone through the participation of Yonsei in community-building programs.” Nevertheless, around 65% of the survey respondents said they will not participate without a reward. One student said “it is crucial to provide individuals participating in the partnership with adequate motivations. For instance, the time students invest in these programs should be compensated financially or academically, and the partnership will develop faster and larger.” “Many students think participating in such programs is a waste of time. Right amount of compliments to all the stakeholders will help form a healthy partnership from which all the parties can benefit.” “For the students, the collaboration is not deemed essential.” “It should only happen when it is advantageous to the students.”

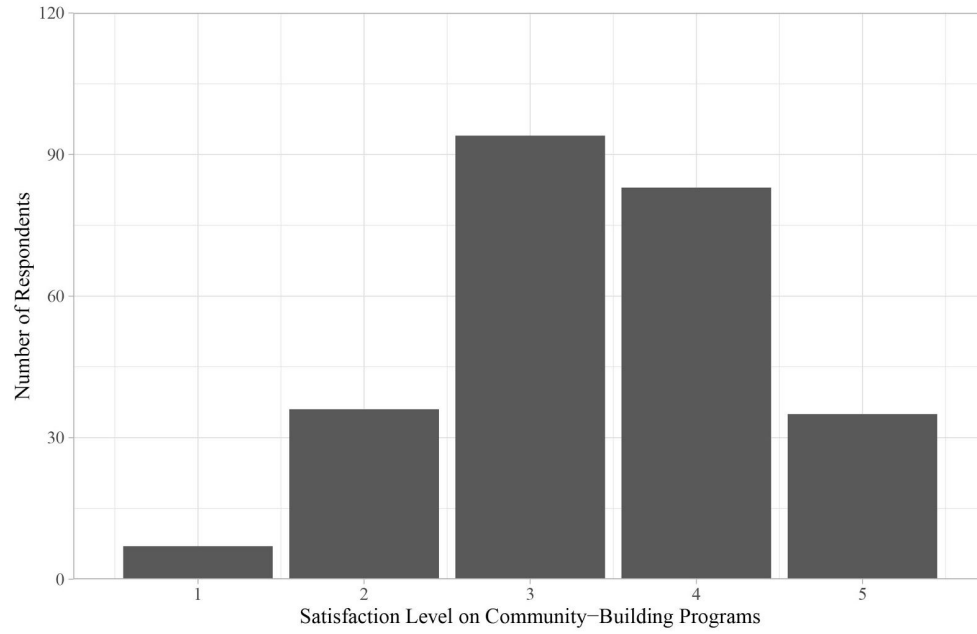


Figure 8. Satisfaction Level on Community-Building Programs

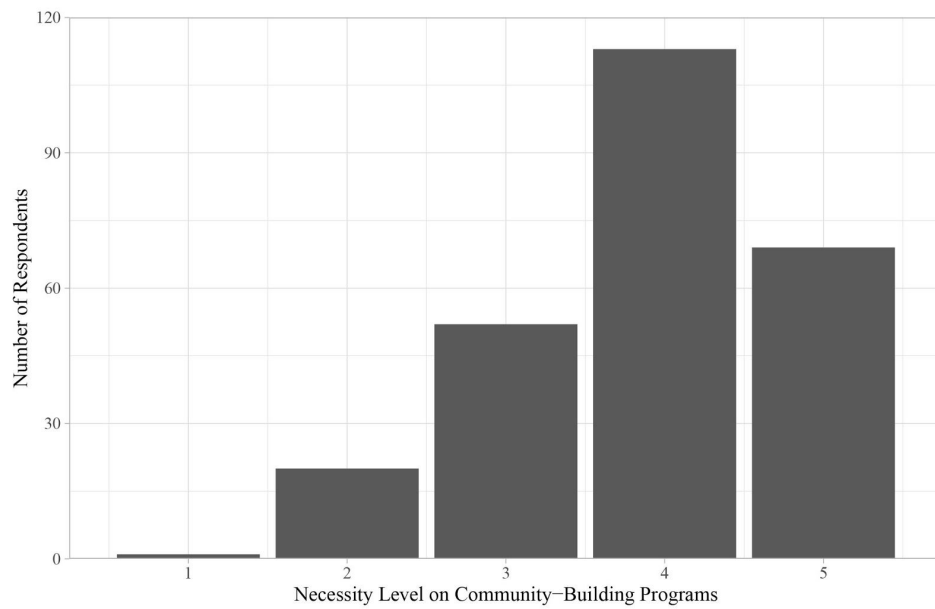


Figure 9. Necessity Level on Community-Building Programs

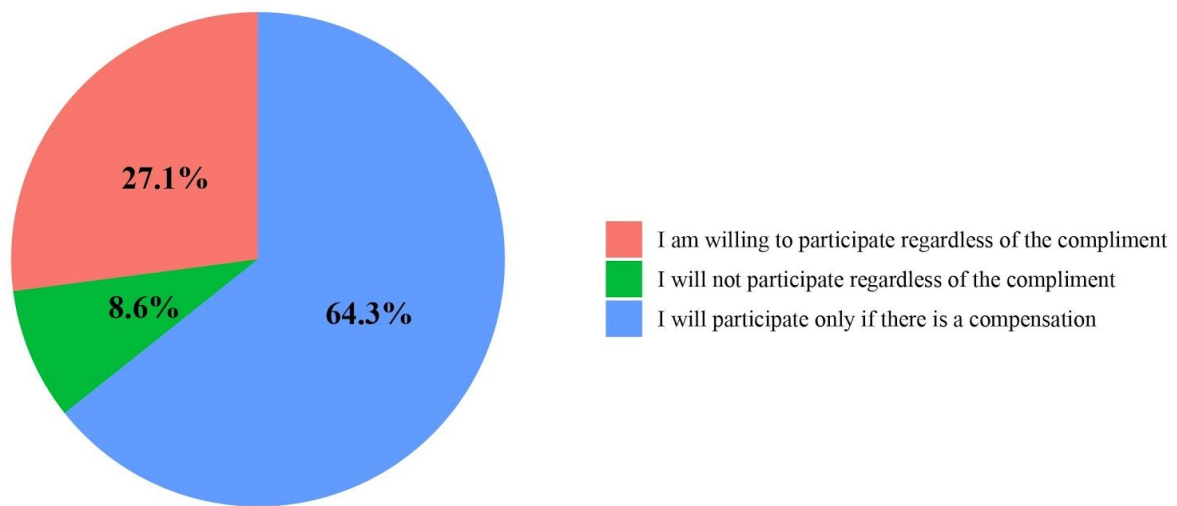


Figure 10. Willingness to Participate Conditioned on Rewards

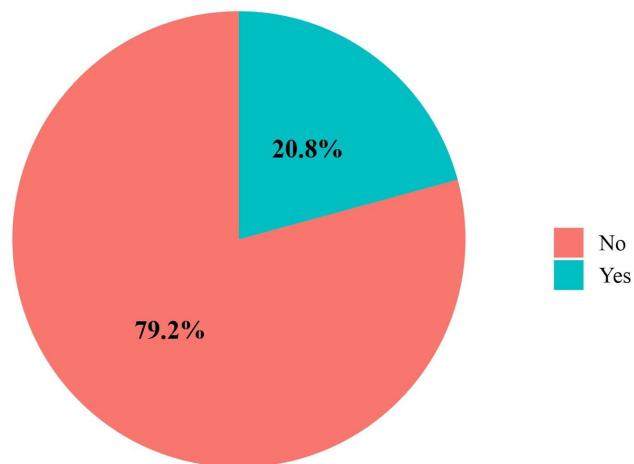


Figure 11. Experience with Community-Building Programs

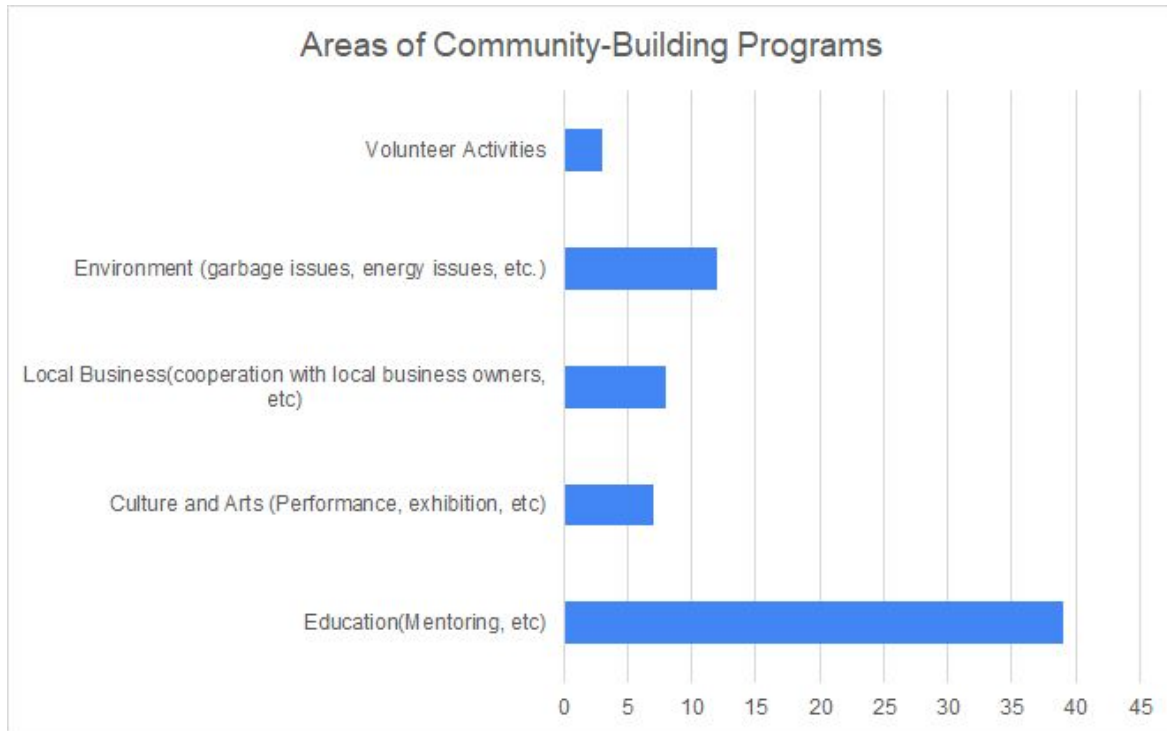


Figure 12. Areas of Community-Building Programs

### Overall Remark

Sustainability was a major reason for the dissatisfaction among the locals. Despite the wishes of the residents to continue afterwards, Sinchon Urban Regeneration Project failed to be sustained and ended with insufficient fundings. Moreover, one of the main concerns for the participants of Yonsei Energy Efficient Campus Workshop and Campus Town Project was also sustainability. For example, officer A at Seodaemun-gu office who participated in Yonsei Energy Efficient Campus Workshop, mentioned that “even when the members of the universities change, the Green Campus Model must be continuously promoted and sustained.” In fact, the study noticed that sustainability greatly depended on the existence of a continuous stream of funding. Faculty E also mentioned that he is “not sure if the project will continue after 4 years

because we do not know if we will continue to receive fundings from the Seoul Metropolitan Government.” Student survey results also indicated that they favor a scholarship or activity fee as a compensation for their participation. It was clear that the school and the students required more incentive in forming the relationship compared to the residents or the local business owners. In order to promote sustainability, Japan has stipulated regional contribution as one of the roles of the university and incorporates universities into all sorts of regional regeneration programs. Japan also provides subsidies for promoting the university-community partnership. The United States also supports the formation of these partnerships and helps to retain regeneration programs even after their goals have been achieved (Kim and Lee, 2017). Taking from the cases of these two countries exhibiting exemplary progress on university-community partnership, it would be crucial that the partnership is backed by governmental support in order to thrive.

Another issue mentioned from both the Dream Start Mentoring Program and Campus Town Project was the lack of advertisement of the programs. Faculty member E expressed his/her wish that the information regarding the program could be better delivered to the community of people interested in opening a business at Seodaemun-gu district. “I am aware that Seodaemun-gu does not have an independent department for supporting startups, so it would surely be beneficial for them as well if they utilize a communication channel and put more time and effort into running the program together.” Furthermore, the faculty at IGEE running the Dream Start Mentoring Program also remarked on the fact that the mentees who are at the receiving end may not know enough about the program. It was interesting to find that the program operators want their programs to appear attractive and want to be able to promote it to

more people. One of the survey respondents hinted at a website or a facebook page/group where volunteer opportunities or startup opportunities are posted. This, when used in the other direction as well, could be a useful platform for Yonsei to post the details of their programs for the public.

A lot of the programs were based on the partnership between the university and the Seodaemun-gu office, and the locals did not assume important roles in the planning of the programs despite their huge willingness. However, the core feature of the community-building program is that the school communicates with the residents frequently, in an equivalent position and the government only takes a complementary role. In fact, the Seodaemun-gu officers and the residents found this idea agreeable. The residents showed eagerness to talk to the university about their ideas on potential programs that aim for mutual benefits. Also, the Seodaemun-gu officer A was hoping that more collaboration would occur where the local self-governance undertakes a larger role. Through the democratic communication channel suggested from the Cooperative Network section, it is expected that the chances of discovering synergetic programs would increase. Adding on to this, it will not only contribute to sustainability as the positive opinions on the effective programs will be better delivered to the program providers, but also the information on Yonsei's initiatives that are inclusive of the residents will be made known better.

Lastly, there is a need for further development of the community-building programs, as well as the need to diversify the subject area. Based on the students' opinions from the survey and resident interviews, the study identified a few proposals for potential programs. First of all, volunteering programs should be held in diverse fields, since a lot of the survey respondents were interested in participating in volunteering. Each department at the school could be in charge

of their own volunteering programs that specialize in career development for the youth in the region. Providing plenty of opportunities to take advantage of their major or other specialties will be a win-win for both the residents and the school. Next, a film festival could be organized by the students in collaboration with the Sinchon Self-governance Committee, and the local business association. Ewha Art Road Festival held in 2019 could be a great reference in planning this event, where Seodaemun-gu Office and residents installed large screens in Ewha-ro for Ewha students to play their own films. Furthermore, the human resources of Yonsei could be better utilized by forming partnerships with the elementary, middle, and high schools in the Seodaemun area. University-Assisted Community Schools in Pennsylvania well displays how this works. The students not only contribute to higher quality of education but learn through internships, work-study, and volunteer programs.

### ***Sharing Campus Facilities***

Many urban campuses have formed a cooperative relationship through sharing campus facilities. Sharing campus facilities will induce the users to become more friendly with each other which fosters social capital. Disputes may occur, but through the process of dealing with those, the stakeholders could better understand the interests of each other which will eventually smooth the communication while advancing the partnership.

### ***Review of Related Collaborations***

Sinchon campus is surrounded by An-mountain and this makes the campus a difficult space to approach. Yet, the campus does not restrict outsiders from coming in. In 2005 and 2009, fence-opening projects were conducted in order to appear more open to the locals. Also, the

library is open to non-students or non-faculties. The visitors are issued a daily pass for the library after getting their IDs checked. They could join the yearly membership after paying the annual fee which allows loans. Although it is not free, the parking lot is also open to outsiders. There is a discount for residents of Yeonhui 3-dong. The Open Theater and the Great Stadium, as well, is available for family or individuals unless they are causing harm to the students or school activities.

As seen from these examples, residents of Seodaemun-gu do not face much restriction when they wish to use campus facilities. In addition to these, workshops, projects, and lectures that are coordinated together with Seodaemun-gu may be held in spaces inside the Sinchon campus. For instance, the Yonsei Energy Efficient Campus Workshop took place in the Engineering Building. The interviewees resident B and resident F also reported to have experienced workshops in Allen Hall, one of the buildings in Sinchon campus, and resident G and resident H said they have used cafeterias or attended concerts held in campus buildings. Moreover, lectures provided by the Future Education Center at Yonsei and LifeLong Education Institute at Seodaemun-gu for the Seodaemun-gu residents are held in campus facilities. Another form of facility sharing was seen in the example of a startup hub space that is arranged to be run by Yonsei University after its remodeling. The property was originally owned by Seodaemun-gu, but it was handed to Yonsei University as they were applying for the funding from Seoul city with the Campus Town Project. Although it is not open yet, the building will have a startup counseling center that welcomes Seodaemun-gu residents.



### Perceptions of Community Members

How Seodaemun-gu residents felt about the status quo of campus facility sharing varied greatly. Among eight Seodaemun-gu interviewees, three of them were hardly satisfied with the current situation. They reported that it is highly necessary for Yonsei University to share its campus resources. “There is no space in Yonsei University for outsiders. For me, the campus is just a pathway to An-mountain... I wish that Yonsei University would welcome the local residents in the campus” (Resident A). Other residents also seemed to have the idea that they are not wanted inside the campus. “The need for campus facility sharing is very big among the residents. I wish to show Yonsei University to my children. The members of Yonsei University think that the campus is their private property” (Resident H). Yet there were also residents that showed understanding of the students’ perspective. “I think that we should consider the students’ point of view. They pay huge amounts of tuition... I understand that they are not willing to share their facilities” (Resident F). One of the residents that we interviewed approached this matter as a mutual responsibility and suggested that the local community could also share facilities with Yonsei students. In contrast, those who said they have been to Sinchon campus reported higher satisfaction levels compared to those who have not. Resident B, while feeling strong about the necessity in sharing campus facilities, mentioned a possible reason why some residents showed very low satisfaction and why they think that the campus is not being shared that much. “It is not that Yonsei is not sharing, it's just that residents do not know how to access Yonsei. If we request for it, Yonsei is not particularly restrictive or anything. They will be cooperative.”

The Yonsei faculty showed some inconsistencies and seemed reluctant to insist towards one side. One faculty member mentioned the sensitiveness of the issue. “Maintenance and security issues must be considered before opening facilities to the public, especially during the pandemic” (Faculty member A). Yet he also admitted the social responsibility that Yonsei has on the local community. Another faculty member also agreed on how Yonsei should be open to the locals, but seemed to be satisfied with the current situation. “I believe the school is managing things well right now. It is open to outsiders as much as it should be. I’ve seen campus tours being held” (Faculty member B). However, there was an opinion that does not believe in the social responsibility of the school. “The argument for the university’s obligation to share facilities with the residents does not appeal to me because Yonsei is a private institution” (Faculty member C).

According to the Yonsei students’ answer to the survey question regarding campus facility sharing that was graded on a 1 to 5 scale, the mean was 2.66 for the satisfaction level and 2.51 for the necessity level. Both numbers were relatively low compared to the means from the other indicators. The relatively low mean for the satisfaction of sharing campus facilities may be related to the low mean for how much students feel the necessity, meaning that the students do not want outsiders to have access to school buildings at all. “I am very unhappy about the fact that outsiders are allowed to use the campus facility.” “We students pay tuition to use school facilities, and so part of the ownership would be to the students. The library is packed all the time during exam periods, and if we were to share this with the community members, there will be even more complaints. I do not see why the school should be shared.” Many others also required limiting too much access to the locals. “The partnership could be formed in a cultural,

environmental, economical way and in a way that does not take away students' exclusive rights to use the campus facilities." "It would be better if the residents do not have access to the school cafeteria." "We should make sure that no students experience inconvenience from sharing the school facility." "I don't think the partnership with the community requires sharing facilities." Most were reluctant about the idea yet one respondent made suggestion on how to harmoniously share the campus. "In case of the gym facilities, community residents should be able to sign up for their own purposes during the weekends when Yonsei students don't make great use of the facilities. However, opening up the library to the locals will directly affect the students a lot, so I believe it is better not to grant them access to the library."

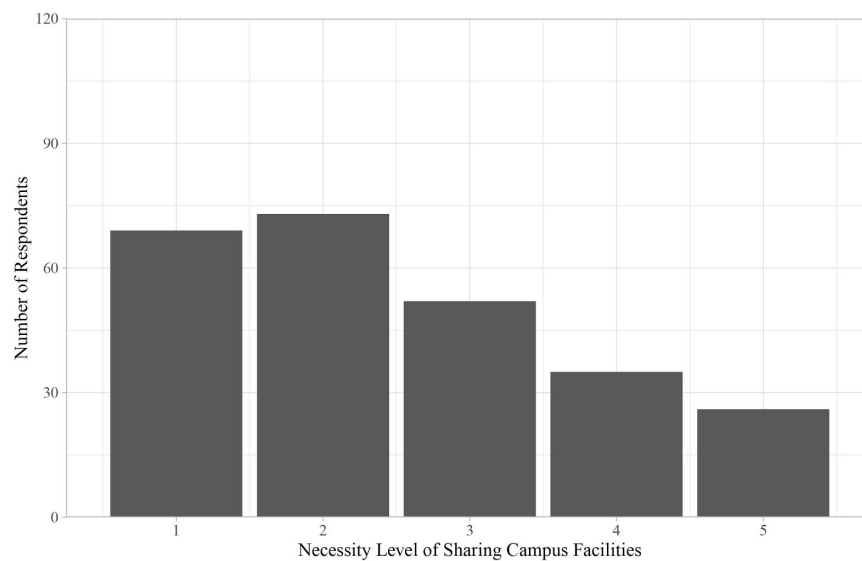


Figure 13. Necessity Level of Sharing Campus Facilities

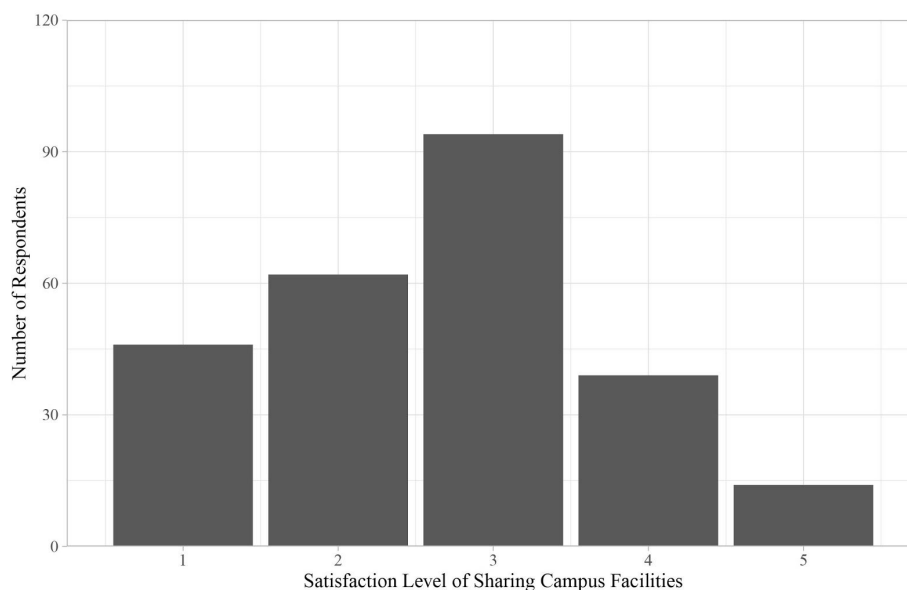


Figure 14. Satisfaction Level of Sharing Campus Facilities

### Overall Remark

Overall, Yonsei students were mostly against the idea of letting the outsiders into the campus, while the community members were hoping that the facilities could be shared more. Still, there were slight differences among those who have had the experience of using campus facilities and those who have not. Those who have been to the cafeteria, concert halls or other rooms were not dissatisfied with the status quo. On the other hand, those who did not say that they have used campus facilities before felt the school is closed to outsiders. Considering this, part of the dissatisfaction seemed to come from the fact that the local residents do not know how much access they have into the campus and also from the psychological distance they feel with the students and the faculty. Some of the residents reported that they felt ‘unwelcomed’ by the constituents of Yonsei University. Although some students and faculties admitted the social responsibility of Yonsei to open up to the general public, a huge portion of the students were

worried about the inconveniences that may occur and mentioned the partial ownership that students own. Each party had slightly different ideas on sharing campus facilities yet they had understanding of the opinions of the other parties. As was suggested by some respondents mentioned above, possible ways to wisely share campus facilities should be discussed among all members of the community including Seodaemun-gu residents, students, and the faculties.

## **Conclusion**

Recognizing the need for a university-community cooperation, the research began in an attempt to identify the areas of improvement in the ongoing partnership between Yonsei University and Seodaemun-gu. According to the data collected and analyzed through the study, it was found that the existing partnership was mainly between the Seodaemun-gu office and the school, usually taking the form of education. Still, there were recent efforts made in different manners such as participation in the Sinchon Urban Regeneration Project and Campus Town Project, where Yonsei plays a crucial role in revitalization of the Sinchon district. Hoping that more of these take place and that they bring positive changes to the neighborhood, the study concludes with three major suggestions with detailed examples on how to apply them in practice.

### ***1. Create a communication platform***

This research concluded that there is a need for a communication platform where the members of Seodaemun-gu and Yonsei University can share each other's needs and resources. As explained in result section 1, all respondents strongly agreed to the necessity of a cooperative network. In particular, it was noticeable that while 60% of Yonsei students had local issues they wished to discuss, 90% among them did not raise the issue with the lack of proper

communication measures. Furthermore, it was observable throughout all cooperation methods of 1 to 4 that the interaction between Yonsei University and the residents of Seodaemun-gu was significantly lacking. It was also mentioned in result section 4 that there was a need for further negotiation on the solutions for effective campus sharing between local residents and the members of Yonsei University.

A solution for this situation that this research suggests is the official communication platform through which all members of Seodaemun-gu and Yonsei University can interact with each other on a regular basis. Through periodic meetings or workshops, institutionalization of communication between Yonsei University and Seodaemun-gu could become possible. This platform would be able to foster the awareness that Yonsei University is a member of the Seodaemun-gu community; moreover, necessary projects that can benefit both Yonsei University and Seodaemun-gu could be discussed. Lastly, it will make it easier to acquire a constant stream of funding for each project, which was a key to sustainability of community-building programs.

A feasible example of this platform in the Yonsei-Seodaemun-gu partnership at this point may be the establishment of a Community Partnership Council (CPC) composed of Yonsei University students and faculties. The CPC can engage with the local community by regularly participating in the Sinchon Self-governance Committee as the representative of Yonsei University. Since the members of Sinchon-dong strongly demand the participation of Yonsei University in the Sinchon Self-governance Committee, this would be a desirable way to start the official communication between Yonsei University and the members of Seodaemun-gu. The CPC can investigate and share the needs and resources of Yonsei University by surveying the regional projects that students and faculties wish to participate in, whereas the members of

Sinchon-dong can continuously share the projects that the local community is in need of. If the regular participation of the CPC in the Sinchon Self-governance Committee become stabilized, this system could be expanded to all Seodaemun-gu area so that not only the members of Sinchon-dong but all members of Seodaemun-gu would be able to communicate with the members of Yonsei University.

## ***2. Facilitate Advertisement***

Another overall suggestion for the Yonsei-Seodaemun-gu partnership is the facilitation of advertisements for cooperative activities. In result section 3, the need for effective advertisements for the ongoing partnership projects such as Dream Start Mentoring Program and Campus Town Project was emphasized in order to induce the community members' active participation. In particular, it was found out that many Seodaemun-gu residents felt difficulty in participating in Yonsei-led cooperative projects; moreover, it was shown through the survey that numerous Yonsei students were not aware of the benefits of cooperating with the local community.

In order to address these issues, there is a need for advertisement that accurately conveys information on the ongoing collaborative projects. This can be made possible through utilizing the existing advertisement channels as well as creating an online platform where activities regarding regional cooperation can be shared. The advertisements can be uploaded on these channels with the information on partnership activities including compliments, required investment of time, as well as the distinction from other similar programs. Through this process, the members of both Seodaemun-gu and Yonsei university would be able to better understand

the advantages of the cooperative activities and participate in them. The Community Partnership Council explained above could also take part in advertising; students of the CPC could create advertisements based on the needs of the students such as career or scholarship and post them on online platforms that Yonsei students visit the most. Likewise, the residents of Seodaemun-gu could create and upload advertisements from the perspective of the residents.

### ***3. Assessment and Feedback***

According to one of the Yonsei faculty interviewees, assessment and feedback is a crucial process in that reviewing the project's operation and results, especially by organizing them in an accessible form, allows other members of the community to acquire detailed information on the project for future purposes such as planning for a new program. However, the research realized that after a partnership collaborative project ends, subsequent assessment nor feedback among the members took place. One example is the Sinchon Urban Regeneration Project which began in 2015 and officially ended in 2018 as a four year project, supported financially by the Seoul Metropolitan Government. Although the residents of Sinchon-dong wished to continue its respective programs instead of ending them altogether, which could have been possible with support from a different agent, the resident interviewees expressed frustration towards the Seodaemun-gu office who terminated the project, eliminating all possibility of continuing the programs.

A systemized procedure of assessment for such projects needs to be integrated into the partnership's operation flow. This process should become punctual, conducted during the program's duration regularly as a mid-stage reviewing process and at the end of the program as



well. Evaluation should consist of criteria assessing the communication channels and the impact of the program on the corresponding members of the community, whether the program's goal was achieved and how it can be improved for more effectiveness in the future. The content of this procedure should then be shared with the community as an asset for all members of the community to access and utilize. Consequently, implementing this evaluation process is necessary and will be constructive for strengthening the quality of existing and future programs, retain the community's awareness of the program, and imbue a sense of an active participation among community members within the evaluation process.

### ***Discussion***

The findings of this study have to be seen in light of some limitations. First of all, the definition of the local community - Seodaemun-gu - was centered around the Sinchon-dong area instead of overlooking the whole geographical region. This can be attributed to the fact that Yonsei University is located in Sinchon-dong, and most of the partnership projects researched by the study were based on that area and adjacent neighborhoods. Deduced remarks for partnership improvement may not be applicable to all communities located in Seodaemun-gu. Furthermore, the sample size and interview participants selection process faced limitations due to time and method constraints. Unlike students whose sample size was sufficiently collected by distributing the survey through various platforms, for other participants - Yonsei University faculty, Seodaemun-gu district officers and residents - mass collection was not possible, which resulted in a much smaller sample size. In-depth interviews were conducted to try to gain a more

comprehensive opinion on these agents, but possible misrepresentation or lack of representation of these agents could have affected the research's analysis.

These limitations could be addressed in future research in two ways. Firstly, research could be conducted on ways to promote more partnership cooperation with communities in Seodaemun-gu other than the Sinchon-dong community such as Hongje-dong, Hongeun-dong, Bukahyeon-dong, et cetera. Such research will be able to accommodate for lack of research on areas other than Sinchon-dong. Moreover, future research focusing on the residents' role and participation in community partnership is needed, for although the local residents are characterized as one unified agent, they actually represent a pool of diverse community agents with various opinions and needs regarding the partnership. Analysis from such topics of research will better manifest the current situation of university-community partnership and provide effective methods for refinement.

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