

# 2015 Documentation Reporting Form: Carnegie Community Engagement Classification (First-time applicants)

## 3. Applicant's Contact Information

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Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

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## 5. I. Foundational Indicators

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1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

Yes

## Quote the mission or vision:

### MISSION

Our mission is to encourage excellence, diversity and Engaged Learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship and creative activity across these branches of knowledge. We endeavor to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.

### VISION

We will be recognized as a student-focused center of scholarly excellence that provides an accessible, engaged and exceptional education to all. We will be a place of opportunity for those who seek truth, strive toward excellence and seek a better life for themselves and for their fellow citizens. As a leader in innovative collaboration – both internally and externally – with business, industry, government, educational institutions and the community, the University will be a critical force in the region's economic development. We will be at the forefront of moral, ethical, social, artistic and economic leadership for the future and embrace the vitality that comes with risk. We will be the strongest public university in the region and be known for our scholarship and diversity in service to students and to our community.

Cleveland State University (CSU)'s strategic plan, Vision Unlimited, provides a course of action for achieving its mission and vision. President Ronald Berkman named a committee in 2012 to articulate the strategic priorities supported by the plan that will guide CSU over the next three years. Among the eight priorities—promote Engaged Learning to connect students to real-world experiences—directly highlights community engagement. (<http://www.csuohio.edu/sites/default/files/Strategic-Priorities-2012-2015.pdf>)

In addition, there are seven Presidential Initiatives identified by CSU on the President's Web page, all of which strongly align with engagement:

- Championing student success — CSU's top priority; leadership conducted an extensive review and made wide-ranging recommendations that have led to new partnerships and programs, including those in civic engagement, that enhance retention and graduation outcomes.
- Exploring new horizons in health care — an innovative new partnership with Northeast Ohio Medical University (NEOMED) and Cleveland's world-class medical institutions to enhance urban health through inter-professional education and community outreach.
- Investing in cutting-edge research and development — including a collaboration with Parker Hannifin to create the Laboratory for Human Motion and Control at CSU.
- Spurring downtown renaissance — a \$500-million architectural reboot is reinvigorating CSU's 85-acre campus while embracing and elevating the surrounding neighborhoods and cityscape.
- Sharing the spotlight with world-class arts — CSU's new Arts Campus at PlayhouseSquare, the largest performing-arts center outside New York City, allows CSU students to hone their skills alongside professionals.
- Creating a continuum with Cleveland schools — Students in the Cleveland Metropolitan School District have a clear path to college via Campus International School and MC2STEM High School, both housed on CSU's campus.
- Connecting classroom to workplace — CSU networks with more employers than any other public university in Ohio, offering a full menu of 2,500 co-op and internship opportunities.

## 6. I. Foundational Indicators

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### 2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?

Yes

**Describe examples of campus-wide awards and celebrations that formally recognize community engagement:**

CSU hosted its first campus-wide awards ceremony celebrating community engagement in 2014. A highlight of the program was honoring the outstanding achievements of CSU faculty, staff and students and showcasing the winners of Civic Engagement Grants made possible through the Jack, Joseph and Morton Mandel Foundation. These grant awards will support collaborations between CSU and external partners that mutually benefit community well-being, student learning and academic scholarship.

The event, organized by CSU's new Division of University Engagement through its Office of Civic Engagement, recognized faculty and student leaders who truly embody CSU's passion for Engaged Learning by creatively connecting classroom, campus and community. The Civic Engagement Grants affirm and enhance current work while encouraging other faculty, staff and students to embrace the benefits of Engaged Learning for student success and community enhancement, ultimately benefiting the whole city. The program included remarks by former Cleveland Mayor Michael R. White, who represented the Mandel Foundation. CSU President Ronald Berkman highlighted efforts by faculty and students to use the city as an extension of the classroom within the context of CSU's teaching, research and service mission — beyond the traditional urban university definition of engagement. (<https://www.csuohio.edu/news/csu%E2%80%99s-civic-engagement-grants-support-community-well-being-student-learning-and-academic>)

During spring 2014, President Berkman gave the first-ever President's Award for Excellence in Diversity to three Deans' Diversity Councils for their outstanding work at advancing strategies that aligned with the eight goals of CSU's Diversity Action Plan. A fourth award was given by Provost Deirdre Mageean for special collaboration among several of the councils. Most honorees included a civic engagement component to their efforts. For instance, the collaboration award winner was a one-day, cross-disciplinary public event to explore bioethical considerations through an artistic presentation and community dialogue focused on the life of Henrietta Lacks, an African-American woman from whom HeLa cells were first extracted, thus revolutionizing medical research. The event includes participation from students and faculty from four colleges, as well as community partners as diverse as the Cleveland Clinic and Cleveland Metropolitan School District.

CSU also hosts a Distinguished Alumni Awards ceremony in conjunction with Homecoming in which each college identifies an alumnus who has made significant contributions to the community. Most programs, departments or colleges also hold at least one recognition event each year, such as an awards ceremony around graduation. These events recognize extraordinary involvement with the community by individual students, faculty, groups or programs.

The longest-running awards program at CSU is the In-Tribute to Public Service Award, established in 1985 by the Visiting Committee of the Maxine Goodman Levin College of Urban Affairs to honor individuals who "demonstrate exemplary leadership in public life and contribute significantly to the betterment of the community." Past awardees range from the mayor of Cleveland to a group of three high school teachers. And the largest college on campus, the College of Liberal Arts and Social Sciences, gives a \$1,000 Excellence in Teaching Award each year to a full-time faculty member who demonstrates excellence in teaching consistent with the University's theme of "Engaged Learning."

## **7. I. Foundational Indicators**

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### **3.a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution's engagement with community?**

Yes

### **Describe the mechanisms for systematic assessment:**

CSU is committed to maintaining a consistent organizational structure of authority and accountability that serves as the platform for continuous assessment of community perceptions of engagement and ensures measurable progress is made toward achieving the goals set forth in Vision Unlimited. CSU has largely relied upon two institutional mechanisms to assess the community's perceptions of its engagement activities.

The first is the network of Visiting Committees established by CSU's Board of Trustees. Each of CSU's colleges and the School of Nursing is assigned a Visiting Committee to link the University with its many constituencies. Visiting Committee members serve as advocates of CSU to the community at large and are relied upon for insight into community perceptions. The second mechanism is a variety of Community Advisory Boards created to bring public accountability to signature initiatives launched over the past five years, including the NEOMED-CSU Partnership for Urban Health and the Campus International School.

In 2012, President Berkman established the Division of University Engagement to provide greater strategic coordination and accountability specifically for the University's engagement efforts. Under a unique structure in higher education, the division has evolved to bring together three previously siloed operations, all of which have an outreach focus. They are:

- 1) Civic Engagement;
- 2) Workplace Engagement (traditionally career services);
- 3) Inclusion and Multicultural Engagement.

A critical expectation of this restructuring was to strengthen the centralized evaluation function in order to drive data-based decision-making on engagement, including the assessment of community perceptions.

To accomplish this, the Division hired in fall 2013 its own Data and Research Coordinator, whose responsibilities include developing a dashboard of metrics related to engagement, including community perceptions, and managing efforts to obtain those metrics consistently. An initial effort in this regard will be a survey to community partners that will be distributed in summer 2014. The subjects of the inquiry will be drawn from community partners identified through a faculty survey of civic engagement conducted in fall 2013 that was managed by the Data and Research Coordinator. Other areas of assessment will be student learning, faculty scholarship, university reputation, fund raising and community outcomes. These newly developed mechanisms will be implemented in collaboration with CSU's Office of Academic Planning, which reports directly to the Provost and is responsible for tracking progress toward strategic engagement goals, including assessing community perceptions.

### **3.b. Does the institution aggregate and use all of its assessment data related to community engagement?**

Yes

### **Describe how the data is used:**

CSU aggregates and uses assessment data related to community engagement in various ways, including:

- Strategic planning — In August 2012, Vision Unlimited was updated to include priorities identified in CSU's 2010 Self Study; the Office of Research and Analysis' University Strategic Research and Creative Activity Priorities; the Centers of Excellence planning documents; the Diversity Action Plan; and Presidential priorities disseminated through public speeches, press releases and Presidential Strategic Initiatives. The effort produced several strategies directly related to engagement.
- Student learning assessment — The Office of Student Learning Assessment encourages the pursuit of excellence in student learning outcomes of academic and other programs offered at CSU and facilitates reflection and program improvement based on assessment findings. As Engaged Learning has been pursued as a strategic priority, this office has explored methods for tracking engagement in its analysis.
- Academic program review — All CSU academic programs are required to undergo program review on a five- to seven-year cycle. The campus conducts these reviews with an eye toward accountability and a need for creating conditions that stimulate introspection, program planning and a climate for reaching progressively higher standards of excellence in each department and curricular area. The current review process, the first led by new Provost Deirdre Mageean, stresses Engaged Learning as a criterion for consideration.
- Accreditation reporting — From 2008 to 2010, CSU undertook a comprehensive Self Study in preparation for its decennial reaccreditation review by the Higher Learning Commission. CSU's report received the highest rating from the Higher Learning Commission and scored particularly well in the mandatory "Engagement and Service" criterion.
- Management decisions — The Office of Institutional Research and Analysis provides accurate, consistent and timely information for management decisions at CSU, such as information needed to meet federal and state requirements and other ad hoc and special reports as necessary. Many of these reports have focused on community engagement objectives, such as a recent assessment of the University's partnership with the YMCA to provide day-care services to CSU students and staff as well as the community.
- Best practices — Community outreach efforts that have produced exceptional results frequently are analyzed to exploit practices that can be applied in a broader way. For instance, many of the mentoring tactics that have been used in CSU's LINK Program, which traditionally has connected minority students to internship opportunities in the region, are being adapted for use in the redesign of the entire Career Services Center.

In addition, faculty data are collected and aggregated through Faculty Annual Activity Reports that are submitted electronically. Beginning fall 2014, the system will be revised to more precisely collect information related to engagement activities. Staff and student data are warehoused in PeopleSoft, including key indicators of community engagement such as internships, placement and service learning.

## **8. I. Foundational Indicators**

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#### 4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

Yes

##### Describe the materials that emphasize community engagement:

Engaged Learning is a CSU trademarked brand identity that is central to the University's marketing strategy. It appears throughout all internal and external marketing materials, including signs, billboards, print ads, brochures, business cards, Web pages and social media. Building recognition for Engaged Learning is critical for gaining community support, alumni activity and donor interest, as well as for attracting the highest quality students, faculty and staff. University Marketing works with each college to provide a consistent institutional message and leverages each college's community network to optimize market reach.

CSU's homepage ([www.csuohio.edu](http://www.csuohio.edu)) features news about community engagement and is updated on a daily basis. CSU's official blog, ENGAGED ([clevelandstate.tumblr.com](http://clevelandstate.tumblr.com)), frequently highlights examples of engagement between the University and the community. CSU also works with traditional media to share stories of engagement. For instance, a front-page article published in July 2013 in *The Plain Dealer*, Cleveland's daily newspaper, examined the partnership between CSU and Parker Hannifin, a Fortune 500 company based in Cleveland, in the field of human motion and control. *The Wall Street Journal* recently published an article about CSU's partnership with Northeast Ohio Medical University to prepare primary-care physicians who will specialize in urban health.

The Cleveland State University Libraries, with funding from the Office of the Provost, manage an EngagedScholarship@CSU website that promotes discovery, research, cross-disciplinary collaboration and instruction by collecting, preserving and providing access to scholarly works created at CSU, including those that emphasize community engagement practices. The repository also provides access to journals, reports, conference proceedings, student scholarship, primary source materials and relevant documents created by administrative offices, departments and programs.

Several colleges produce newsletters, regular reports, blogs and other marketing materials that emphasize engaged scholarship and provide information to special constituencies. For instance, the spring 2014 issue of the Innerlink, a newsletter published twice a year by the College of Liberal Arts and Social Sciences, features a story highlighting 15 alumni who are working with liberal arts majors to help them identify career opportunities through experiential learning. The Maxine Goodman Levin College of Urban Affairs publishes several communications that highlight its engagement endeavors, including:

- Economic News from Ohio's Regions: twice monthly e-newsletter published with support from the Ohio Development Services Agency, with statewide readership.
- News of the Week: weekly newsletter sent to students, alumni, faculty, staff, friends and prospective students that details the activities of the college community. A key feature is the activities of the Levin College in our communities, with connections to news articles, radio and TV interviews.
- Crain's Ohio Energy Report blog: weekly blog energy-related topics by members of the Levin College.
- Advancing Urban Policy: monthly e-newsletter sent to high-level policy makers and academicians to keep them informed of research that does not appear in the academic journals. Topic areas are: economic development, neighborhood and community development, public finance, environmental and sustainability management and management of not-for-profit organizations.

## 9. I. Foundational Indicators

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**Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc.:**

Leadership consistently and explicitly promotes community engagement. In his inaugural speech on October 16, 2009, President Ronald Berkman declared: "We will align our mission to reflect the needs of our students, our city, our civic and business community and our academic strengths." More recently, at a speech given at the City Club of Cleveland on March 28, 2014, President Berkman said: "We must reconstruct our operations to serve students where they are, adapt our curriculum to address their needs, and in doing so, respond to the external needs of the community." In the speech, President Berkman emphasized a dual strategy for meeting these obligations: a pursuit of Engaged Learning and the cultivation of key partnerships with grassroots, non-profit, public and private partners.

The Board of Trustees has fully embraced the University's Engaged Learning philosophy as the core driver from which all of the University's strategies emanate. It gives purpose to CSU's mission of providing a contemporary and accessible education in the arts, sciences, humanities and professions, while conducting scholarship and creative activity across these branches of knowledge. At the same time, it addresses the distinctive demands placed on CSU as a public university with a racially diverse student body located in the heart of a region that is seeking to revitalize itself economically. Leadership prides itself on the many ways CSU serves the public, supports faculty in their teaching endeavors and research, and prepares students for lifelong success as civic actors who contribute to and benefit from a vibrant Northeast Ohio economy.

Provost Deirdre Mageean, who was hired in June 2013, has arrived at CSU with an aggressive agenda that includes advancing engaged scholarship. Indeed, one of the leadership characteristics that set Provost Mageean apart from other candidates for the job was her extensive experience leading engagement efforts. In her previous role as vice chancellor for research and graduate studies at East Carolina University, Dr. Mageean was central to the establishment of ECU's Center for Student Leadership and Engagement, whose work was instrumental in earning ECU the 2012 C. Peter Magrath University/Community Engagement Award.

In 2012, President Berkman hired Byron White, Ed.D, as the University's first Vice President of University Engagement, giving the institution for the first time a cabinet-level official whose responsibilities are devoted to engagement. Dr. White had been the Vice Chancellor for Economic Advancement for the Ohio Board of Regents, where his duties included supporting statewide higher education initiatives around workforce development, including internships and cooperative education, research commercialization and place-based economic development. Prior to that, he was Associate Vice President for Community Engagement at Xavier University in Cincinnati.

## **10. I. Foundational Indicators**

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**1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?**

Yes

## **Describe the structure, staffing, and purpose of this coordinating infrastructure:**

The newly established Division of University Engagement has evolved to incorporate three distinct yet interdependent functions that reinforce Cleveland State University's unique contribution to Greater Cleveland:

- Civic engagement — partnerships with organizations and institutions throughout the region that are mutually beneficial to student learning, academic scholarship and community well-being.
- Workplace engagement — reciprocal relationships with employers that ensure student success and regional economic stability, including internships, co-ops and other types of experiential learning.
- Inclusion and multicultural engagement — advances diversity and equity in all CSU affairs, providing opportunities for all students to be successful, and celebrates the diverse backgrounds and experiences of the campus community.

CSU has uniquely brought all three functions together, responding to the critical interdependence that many scholars in civic engagement have determined to exist among efforts around citizen participation, career and diversity.

The Office of Civic Engagement provides support to faculty, students, staff and administrators that allows them to develop, expand and sustain collaborative, mutually beneficial partnerships with community residents, organizations and institutions. Rather than serving as a gatekeeper for all engagement activities, the Office is charged with creating an infrastructure with six objectives:

- 1) Establishing and upholding an institution-wide framework for defining civic engagement;
- 2) Creating a consistent process to comprehensively inventory engagement across campus;
- 3) Developing and tracking metrics that quantify the internal and external impact of engagement activities;
- 4) Communicating engagement efforts consistently to the campus community and broader community;
- 5) Promoting mechanisms to honor and reward faculty, students and staff who successfully advance engagement;
- 6) Setting up structures to develop competency among faculty and students for carrying out best practices in engagement.

The Office has led several efforts to achieve these objectives, including:

- Hiring of the University's first Director for Community Partnerships to assist faculty and students in establishing mutually beneficial collaboration in the community.
- Hosting the Engaged Learning Dialogues, a series of conversations in spring 2013 led by national experts in university-community engagement. The speakers covered a range of topics that were identified by CSU faculty and staff as critical to understanding and promoting Engaged Learning. Participants had the opportunity to exchange with their colleagues over brown bag lunches, ask questions of the speakers and continue the conversation online. Their viewpoints were captured and used to shape an agenda for community engagement at CSU ([http://www.csuohio.edu/newsletter/speaker\\_series/](http://www.csuohio.edu/newsletter/speaker_series/)).
- Attracting a \$100,000 grant from a local family foundation to create a series of 25 Civic Engagement Grants for faculty and student leaders to honor and highlight best practices across campus.
- Contracting with a technology and marketing agency to produce an interactive Web portal that will allow faculty, students and community stakeholders to find and connect with community engagement activities in conjunction with the University's 50th anniversary ceremonies during 2014.

## **11. I. Foundational Indicators**

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### **2.a. Are there internal budgetary allocations dedicated to supporting institutional engagement with community?**

Yes

**Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is used:**

Yes. Overall, \$16.1 million in internal budgetary allocations in FY12 were dedicated to supporting institutional engagement, which represented 7% of the total CSU budget. These are permanent dollars.

Costs factored into this calculation include personnel, administration, centers and institutes, events and programming, graduate assistants, community affiliations and other internal resources.

### **2.b. Is there external funding dedicated to supporting institutional engagement with community?**

Yes

**Describe specific external funding:**

CSU has a long history of obtaining external funding dedicated to supporting institutional engagement with community. At the University level, the Office of Sponsored Programs and Research is responsible for managing grants, including those dedicated to supporting institutional engagement with the community. In addition, the CSU Foundation obtains funding through philanthropic grants and individual donors. The number of initiatives dedicated to supporting institutional engagement with the community that are supported by external funding, as well as the amount of such external funding, varies over time. However, during the 2012-13 academic year, it is conservatively estimated that \$2.37 million in external funding directly supported institutional engagement. Each college has numerous examples of such funding, including:

The Monte Ahuja College of Business houses the Small Business Development Center (SBDC), funded by the Small Business Administration, the State of Ohio and the Cleveland Heights Library. The SBDC provides direct counseling and services to small businesses and start-ups in Northeast Ohio. Graduate students and faculty are engaged with hands-on projects in the SBDC. The SBDC, which has a direct impact on regional economic development, systematically tracks companies started, jobs created and capital raised.

The Levin College of Urban Affairs has funding from the U.S. Department of Housing and Urban Development (HUD) to design and deliver the SC2 Fellowship Management Academy. This White House initiative is a federal inter-agency initiative housed at HUD that aims to strengthen neighborhoods, cities and regions by enhancing the capacity of local governments to develop and implement economic visions and strategies.

The College of Liberal Arts and Social Sciences has numerous initiatives across its humanities, social science and fine arts divisions. For example, the History Department has had several teacher education grants from the U.S. Department of Education in order to provide in-service training to community teachers, particularly those with an interest in getting students involved in doing public history. The Sociology Department has had several contracts through its Criminology Research Center to conduct policy research for the County Prosecutor's Office. The Music Department has had a grant to promote strings education in local elementary and middle schools, linking low-income children with applied music instructors.

The School of Nursing regularly seeks external funding to meet unique health needs of disadvantaged populations. Two current examples include a grant from the Office of Medical Assistance/Ohio Medicaid designed to prepare students and faculty to better understand and meet the needs of the Medicaid population, and a grant from the Ohio Commission on Minority Health to support a series of workshops on self-care for minorities with chronic diseases.

**2.c. Is there fundraising directed to community engagement?**

Yes

**Describe fundraising activities directed to community engagement:**

In 2012, the CSU Foundation along with the offices of advancement and alumni affairs were reorganized under the leadership of Berinthia LeVine, who joined CSU from the Jewish Community Federation of Cleveland. The position was held previously by Steven Minter, former Executive Director of the Cleveland Foundation. Under their leadership, community engagement was established as a priority for fund-raising efforts; each development officer's portfolio includes engagement opportunities for prospective donors and other private sources. Funds are solicited and stewarded to support civic education, applied research in a community-setting and technical assistance and training for area residents that in turn directly benefit greater Cleveland and the region.

With a renewed focus on community engagement, fund-raising efforts have been particularly effective at advancing strategic initiatives that engage external partners such as the arts community, the Cleveland Metropolitan School District, other institutions of higher education and industry. In particular, CSU's Interdisciplinary Centers, which provide foci for the University's engagement agenda, have received increased resources. Among the centers that have benefitted recently from such efforts are:

The College of Urban Affairs' Center for Community Development and Planning convenes Engaged Learning activities that link CSU and the community to achieve the common goals of exchanging information and promoting sustainable development in urban regions.

The College of Business' fund-raising strategies engage students, faculty and practitioners at the intersection between scholarship and practice, supporting programs such as the Corporate Roundtable, Small Business Development Center, Global Program and International Trade Assistance Center.

In the College of Liberal Arts and Social Sciences, the Center for Arts and Innovation receives foundation funding to promote the arts and arts education with more than 60 organizations in Greater Cleveland.

Significant funds have been raised for the NEOMED–CSU Partnership for Urban Health to prepare the next generation of primary care physicians in greater Cleveland. Altogether, more than \$4 million has been raised for the partnership over the past five years from local and national sources, including support for the Cleveland Neighborhood Model.

To ensure that Engaged Learning is supported in perpetuity, several colleges have established endowments. For instance, the College of Liberal Arts and Social Sciences has two funds that were developed to support community education opportunities: the biannual Visiting India Scholar and the annual Butler Jones Lecture. The Jones fund also supports a scholarship for the student who best emulates the tradition of engaged scholarship that Dr. Jones represented.

Most recently, significant fund-raising efforts have been devoted to establishing the Division of University Engagement. A \$100,000 gift from the Jack, Joseph and Morton Mandel Foundation allowed CSU to award its first-ever Civic Engagement Grants to 20 faculty and five student organizations. A \$75,000 gift from the Deckard family will provide scholarships to five Civic Fellows. Each Fellow, under the supervision of the Director for Community Partnerships, will be assigned to a partner organization working on a high-priority strategic initiative in the region.

**2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development?**

Yes

### **Describe specific financial investments:**

University Engagement is investing in community development through two new high-profile positions: Director of Community Partnerships and Director of Employer Partnerships. The latter will be housed at the Greater Cleveland Partnership, one of the largest chambers of commerce in the nation, with a membership of more than 14,000. The positions represent an innovative investment to address the needs of community organizations, civic institutions and employers – private, non-profit and government – as they seek to access a wide array of University resources.

CSU also is recognized for place-making and driving economic development in downtown Cleveland, including serving as a lead investor in multiple capital improvement and urban infrastructure projects rooted in community-based participation:

- CSU is a key partner in the renovation of PlayhouseSquare, the second largest performing arts center in the nation, immediately adjacent to the CSU campus. CSU and its partners invested \$26 million in the historic Allen Theatre and created an Arts Campus that brings together CSU's theatre, dance and art departments in a central hub.
- Through a public-private partnership between CSU and a private developer, two major housing complexes were constructed on Euclid and Chester avenues, two main arteries into downtown Cleveland that run through campus. The most recent project, the \$54 million Langston Apartments, was completed in fall 2013 and is the largest residential project to break ground in Cleveland in 30 years. This mixed-use complex includes 370 rental units on campus, which have attracted services needed for neighborhood development such as a day-care facility, a high-quality public elementary school and retail space.
- CSU and NEOMED are currently constructing the Center for Health Innovation, a state-of-the-art building that is being designed specifically as an innovative learning environment for interprofessional health care providers and community partners, at a cost of \$45 million.
- CSU allocates \$25,000 annually to Campus District, Inc., a consortium that provides and promotes community development in the immediate downtown area surrounding campus. Other primary investors include Cuyahoga Community College and St. Vincent Charity Medical Center. CSU administrators serve on the executive board, with the Vice President for University Engagement assuming the chairmanship in June 2014.

CSU also invests in K-12 education as part of a long-term community development strategy in collaboration with the Cleveland Metropolitan School District (CMSD). CSU now hosts CMSD's Campus International School (CIS) and MC2STEM High School on its campus. In FY12, CSU spent \$1,027,341 on renovations for CIS and assumed responsibility for exterior maintenance, operating expenses and utilities. In addition, CSU spent \$675,000 on renovations to accommodate the STEM school. These represent a valuable contribution of scarce, high-quality facilities, as well as a platform for increased engagement by faculty and staff. CSU's investment in CMSD dates back at least 30 years, when the Greater Cleveland Education Development Center was established to secure funding for partnership projects such as building a highly qualified teaching staff through alternative licensure. The Cleveland Schools Book Fund was endowed (\$4 million) to address literacy needs in pre-K to grade 4.

## **12. I. Foundational Indicators**

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### **3.a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?**

Yes

**Describe systematic campus-wide tracking or documentation mechanisms:**

The Office of Institutional Research serves as a comprehensive source for information about CSU, including some responsibilities for tracking community engagement. Resources include general and historical data, data about students (enrollment and credit hour data, demography and degrees awarded), faculty and staff demography and facilities and associated utilization. Summaries and analysis are available to students, faculty or staff in academic or support units needing information for publicity, presentations, reports, grants and contracts, public relations, news releases or other legitimate University functions.

The Office of Student Affairs also tracks student community service hours and activities through its OrgSync Web portal. Student organizations contribute data on a voluntary basis.

In addition, engagement is tracked by various divisions, colleges, centers or programs. For instance, the Office of Workplace Engagement tracks the number of interns, fields of study, hours worked weekly, hourly pay, business function, completion rates and feedback from students, businesses and faculty advisors. Graduate-level and professional programs document and track placement data and employment history for accreditation and licensing, including Physical and Occupational Therapy, Nursing and Clinical Chemistry.

University Engagement is working to build a more robust, systemic, campus-wide mechanism to track and document engagement. Toward this end, a state-of-the-art Web interface is being constructed to gather standardized engagement information, sort it in user-friendly ways and allow constituencies on campus and off campus to access it. Tentatively titled the Cleveland Engagement Project, it is being designed with a technology marketing firm to accomplish what few universities have been able to do: create an interactive space where students, faculty, staff, administrators and community stakeholders can connect for the purposes of building partnerships that fuel engagement. The portal will allow users to customize searches by specific areas of focus, geographic location or level of intensity. Through social networking devices, it also will invite and enable stakeholders to interact in dialogue and shared experiences. The tool will launch in conjunction with the University's 50th anniversary celebration in 2014.

After spending months gathering information from administrators, software vendors, technology consultants and CSU's own Information Services and Technology and University Marketing offices, the plan for moving forward calls for an iterative process over two years with advisory support from University Engagement. The work builds upon existing enterprise systems and CSU technology processes, including the Faculty Annual Activity Reports. Beginning fall 2014, this information will be captured electronically for all faculty and activities coded as engagement will be deposited into the Web interface described above.

**3.b. If yes, does the institution use the data from those mechanisms?**

Yes

**Describe how the institution uses the data from those mechanisms:**

CSU leadership recognizes the important need for data to inform policy and practice in an environment of increasingly tight budgets and accountability and, as such, is fully committed to integrating lessons learned about community engagement through its monitoring mechanisms into the institutional core.

In particular, data collected by colleges through the Faculty Annual Activity Reports (FAARs) that relate to community engagement are used by the colleges in a variety of ways. For instance, the College of Liberal Arts and Social Sciences uses data on engagement with the community from the FAAR and highlights unique achievements in the course of any given academic year through its newsletter. In the College of Law, the Dean uses service to determine pay raises. Student pro bono data and student and faculty community work are used in the College of Law promotional materials.

In addition to FAARs, colleges use other internal sources of data that document engagement with the community. The Monte Ahuja College of Business uses its own data for connecting students to internship and co-op opportunities, for identifying business leaders to serve on the various committees at both the college and department levels and for selecting guest speakers who make presentations on company strategies and best practices. The data are also used by faculty to conduct applied research and accreditation purpose.

Data on engagement are sometimes used by entities outside the University as well. In March 2014, the Mayor of the City of Cleveland and the President of Cleveland City Council asked the Levin College of Urban Affairs for all of CSU's research that could have a bearing on a proposed merger between the City of Cleveland and the City of East Cleveland. The Levin College used FAARs and CSU's historical reports of funded research projects to locate more than \$1 million of research completed since 1999 that had potential bearing on the merger. This included work done during East Cleveland's previous fiscal emergencies, and planning and community development work done with adjoining neighborhoods in Cleveland.

CSU also contributes engagement data to national projects to assist in identifying best practices nationally. For instance, the Coalition of Urban Serving Universities (USU) Learning Collaborative is exploring data-driven processes to expand and enhance a culturally sensitive, diverse and prepared health workforce in an effort to improve health and reduce health disparities in urban communities through an interorganizational collaboration. As an institutional member of the Collaborative, CSU, along with Northeast Ohio Medical University (NEOMED), is contributing engagement data that are fundamental to developing continuous improvement strategies. Through this project, CSU and NEOMED will help to disseminate best practices locally that drive the economy of innovation in the health care workforce across Northeast Ohio, and ultimately impact health equity in Cleveland's urban neighborhoods.

### **13. I. Foundational Indicators**

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**4.a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?**

Yes

**4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Students*:**

CSU's new Division of University Engagement has attracted nearly \$1.5 million in internal and external funds over the past 18 months to develop an infrastructure for civic, workplace and multicultural engagement that includes, at its core, the capacity to measure, track and evaluate engagement. Evidence of this commitment was the creation of a new Data and Research Coordinator position in fall 2013 to develop and implement a campus-wide evaluation plan for engagement. Currently, the coordinator is working with directors within the Division of University Engagement, the Provost's Office and members of Campus District, Inc. – an anchor district of which CSU is a member – to identify a dashboard of metrics in the following areas: student learning, faculty scholarship, university reputation, fundraising and community outcomes. To support this effort, two consultants were hired during the 2013-14 academic year to benchmark critical engagement data. One was hired to survey faculty on civic engagement activities. A second consultant was hired to inventory internship and co-op activities across campus.

CSU's Office of Institutional Research employs several mechanisms to specifically measure the impact of institutional engagement on students. Assessment tools are used for modifying learning outcomes and for the accreditation process. Some key areas of impact on students are: selective admission policies, honors programs and scholars programs, improved student services, better serving the needs of working students in a large metropolitan area and student diversity initiatives. Feedback from employers concerning internship performance is used to better prepare students for the workplace, through classroom related information to one-on-one discussions with student applicants for positions. All internships for academic credit must be approved and have a faculty sponsor who takes a liaison role with the employer. Several departments with internship programs have taken positions in agencies where they interned.

The Washkewicz College of Engineering's Fenn Cooperative Education Program represents one key finding for the Impact on Students. The College maintains a database with statistical, demographic and other pertinent information that aligns with information that is collected and housed in University Engagement's employer database system. With feedback from employers, students and faculty, the College of Engineering recently restructured the co-op program and hired a full-time staff member to coordinate engagement activities. Subsequently, a 100% increase in participation was documented, along with over 90% of co-op students finding placement. Fenn co-op minority and underrepresented group participation increased over 100%. Several co-op students were finalists for an international co-op scholarship.

**4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Faculty*:**

Faculty Annual Activities Reports (FAARs), when aggregated, enable Deans to make an assessment of overall community engagement activity level within each college and to identify any highly significant engagement activity, which may in turn result in further University commendation. For example, within the College of Liberal Arts and Social Sciences, its 147 full-time faculty reported a 2013 annual total of 3,181 hours of their work time using their professional skills for volunteer activity with professional agencies and a total of 573 hours for paid activity. The arts faculty (Music, Theatre, Dance, Visual and Film Arts) had the highest levels of community engagement, driven in large part by community demand for their skills. These activities included performances, demonstrations and exhibitions of their professional work, as well as professional oversight for a variety of community performances and exhibitions. One example revealed in a recent assessment was a piano professor who presented a free recital in the auditorium of the Cleveland Museum of Art, in collaboration with a graphic artist from the Art Department who created visual images of the notes being played.

**4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on Community*:**

In addition to the centralized efforts now being led by University Engagement in coordination with Institutional Research to assess the impact of engagement on students and faculty, mechanisms to measure community impact have been deliberately built into the seven Presidential Initiatives. For instance, a longitudinal evaluation and comprehensive assessment process is integral to the success of the Cleveland Neighborhood Model, the community-based workforce development initiatives that specifically target eight medically-underserved urban neighborhoods, which are coalescing around the NEOMED-CSU Partnership for Urban Health. An evaluation matrix was developed to measure the impact on community, including outreach, engagement, education and health promotion activities in the eight target neighborhoods. The evaluation plan also defines and compares pathways leading Cleveland neighborhood residents from school to work, as well as the means by which the partners recruit and educate underrepresented youth into medicine and the health professions.

One key finding for the Impact on Community is an engagement that began in 1996, arranged by CSU's Office of Government Relations Department with John Husted, then Speaker of the Ohio House of Representatives, and facilitated by the Levin College of Urban Affairs. Husted wanted to put in place an incentive program to attract and retain college graduates in the state and proposed a student loan debt forgiveness program. The Levin College presented data that suggested that an expanded, statewide program of cooperative education would have greater economic impact. Husted embraced the proposal and enlisted then-Governor Robert Taft to support the idea. However, the Great Recession's impact on state revenues halted the initiative. When Governor Ted Strickland succeeded Taft, the Levin College successfully incorporated the co-op plan into the new governor's transition plans for higher education. Again, the economic downturn prevented the project from being funded. In 2011, Governor John Kasich was elected as the recession began to subside and a new state-wide funding source, casino taxes, was emerging. Subsequently, Governor Kasich has committed \$24 million in the Ohio Means Internships and Co-ops Program. The engagement allowed this idea to survive through three Democratic and Republican gubernatorial administrations. It currently benefits students in all of Ohio's public universities and many of its community colleges.

**4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for *Impact on the Institution*:**

CSU's Diversity Management Program (DMP) was founded in partnership with the Greater Cleveland Roundtable, a nonprofit private organization representing leaders from business, education, labor, civic and religious organizations dedicated to improving multicultural and multiracial relations in the city of Cleveland and facilitating minority economic inclusion in Northeast Ohio. In 2004, the Roundtable joined in forming the Greater Cleveland Partnership (GCP), a membership association of Northeast Ohio companies and organizations.

CSU's DMP is the first and only master's degree in the country that combines cultural competence and leadership development. Featuring a skill-focused and dynamic curriculum, the DMP creates leaders who are prepared to tackle the critical challenges of a 21st-century global economy. Participants develop critical change leadership and cultural competence skills necessary to successfully lead organizations. Through classroom instruction, hands-on learning experiences and practical real-world application, participants learn the essentials of harnessing group dynamics and conflict for innovation, and strategically managing competing interests. To help professionals acquire these skills, CSU offers a master's degree in Diversity Management as well as a graduate certificate for professionals who already hold an advanced degree.

Today, DMP's work has served to shape CSU institutionally. In fall 2013, DMP students, through their capstone projects, served as consultants to the University's eight Deans' Diversity Councils. The partnership, coordinated by the Office of Inclusion and Multicultural Engagement and supported by a \$100,000 President's Special Initiative Grant, was designed to encourage the Councils to respond more strategically to diversity challenges within their colleges. With implementation dollars from the grant and technical support from DMP students, the colleges produced strategies that were honored for their ingenuity by President Ronald Berkman and Provost Deirdre Mageean during a spring 2014 ceremony.

**4.f. Does the institution use the data from the assessment mechanisms?**

Yes

**Describe how the institution uses the data from the assessment mechanisms:**

CSU has established a tradition of critical self-assessment to monitor growth and development. For example, from 2008 to 2010, CSU undertook a comprehensive Self Study in preparation for its decennial reaccreditation review by the Higher Learning Commission. CSU's report received the highest rating from the Higher Learning Commission. Of the five mandatory criteria, the "Engagement and Service" criterion includes the following core components for which data were collected:

- 1) The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations. External constituencies are alumni, employers, governmental entities, nonprofit social service and cultural organizations, professional and civic associations and the general public. Active communication occurs on an ongoing basis.
- 2) The organization has the capacity and the commitment to engage with its identified constituencies and communities. CSU has board seats and is active in the Campus District, NorTech, Ohio Aerospace Institute, Greater Cleveland Partnership, BioEnterprise, PlayhouseSquare Foundation Board, Ideastream and Fund for Our Economic Future. Other strong community partnerships are with Cleveland Clinic, NASA Glenn Research Center, Team NEO, Cuyahoga Community College and Lorain County Community College.
- 3) The organization demonstrates its responsiveness to constituencies that depend on it for service. Several hundred million dollars have been spent for new buildings fronting on the Eudid Avenue Corridor, a prime target of federal and state revitalization funds. CSU has erected along this corridor a new College of Education building, a new Student Center, a new College of Urban Affairs building, an expanded College of Law building and a new Arts Campus complex in the heart of the PlayhouseSquare district.
- 4) Internal and external constituencies value the services the organization provides. Each college monitors its programs and activities through multiple lenses. One of the most important is each college's Visiting Committee, comprised of community leaders who have particular interests in the health and vitality of the college they serve.

This broad framework for assessment guides planning at the level of individual academic departments, their colleges and the University as a whole. It is best understood as a mechanism for an ongoing and interactive process analysis, rather than a series of snapshot evaluations. Faculty and students annually provide significant information that feeds into this assessment.

- All students who engage in experiential learning have three assessment components: 1) the student's report on the learning experience, 2) the community sponsor's assessment of the student, and 3) the faculty supervisor's assessment of the student's work and the quality of the community placement experience.
- All faculty complete a mandatory Faculty Annual Activity Report (FAAR) detailing their accomplishments in teaching, research and service for the year. The service section is separated into University, professional and community activities. Reports provide the basis for annual workload discussions with department chairs. Several colleges utilize an online FAAR that allows aggregate summaries providing evidence of changing trends, including engagement.

Most professional programs file periodic reports with their accreditation agencies that include significant information on community outreach activities. Such assessments both motivate and shape programs.

## **14. I. Foundational Indicators**

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### **5. Is community engagement defined and planned for in the strategic plans of the institution?**

Yes

**Cite specific excerpts from the institution's strategic plan that demonstrate a clear definition of community engagement and related implementation plans:**

In August 2012, President Berkman assigned a committee chaired by the Vice Provost for Academic Planning to identify strategic priorities based upon several documents and reports, including the Vision Unlimited strategic plan; the 2010 Self Study; the Office of Research and Analysis' University Strategic Research and Creative Activity Priorities; the Centers of Excellence planning documents; the Diversity Action Plan; and Presidential priorities disseminated through public speeches, press releases, and Presidential Strategic Initiatives. From that effort, eight strategic priorities were identified:

- 1) Enhance undergraduate education;
- 2) Enrich graduate education and research;
- 3) Pursue initiatives in signature programs;
- 4) Promote Engaged Learning to connect students to real-world experiences;
- 5) Maintain a stable budget model;
- 6) Increase tuition revenue by increasing enrollments;
- 7) Create leadership development opportunities;
- 8) Improve the physical environment of the campus. (<http://www.csuohio.edu/sites/default/files/Strategic-Priorities-2012-2015.pdf>)

Embedded in this consolidated document are specific initiatives that clearly define direction for community engagement, particularly under Strategies 3 and 4.

Strategy 3 – “Pursue initiatives in signature programs” – lists among its initiatives:

- Pursue expansion of partnership with NEOMED;
- Continue to support Health Sciences partnership with Cleveland Clinic;
- Build on partnership with Parker Hannifin;
- Continue to add one new grade per year in Campus International School;
- Establish MC2STEM High School on campus;
- Enhance PlayhouseSquare partnership in support of Arts Campus.

Strategy 4 – “Promote Engaged Learning to connect students to real-world experiences” – lists among its initiatives:

- Increase opportunities for internships and experiential learning activities with employers;
- Increase opportunities for student participation in civic engagement activities outside the classroom;
- Enhance resources to increase student participation in research initiatives;
- Encourage faculty to incorporate active learning opportunities in coursework;
- Foster broader participation in extracurricular activities.

## **15. I. Foundational Indicators**

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**6. Does the institution provide professional development support for faculty and/or staff who engage with community?**

Yes

**Describe professional development support for faculty and/or staff engaged with community:**

Faculty annually are allocated a basic grant for professional development and are eligible to apply for additional funding from colleges, departments and other sources. Professional staff members are also eligible for professional development funds. These funds have been used to support community engagement in several ways, including organizing or participating in workshops, seminars and conferences that include members of the community and address issues of importance to them. Most of these events are local or regional and are held both on and off campus.

Faculty have also used professional development funds to enable local leaders to participate in national and international events. For example, in 2011 one faculty member in the College of Liberal Arts and Social Sciences used professional development funds to organize local events that led to the creation of a delegation of 10 suburban mayors who participated in the White House Forum on First Suburbs, Inclusion, Sustainability and Economic Growth.

Additionally, professional development funds have been used to conduct community-based research that engages members of the community in designing, conducting, analyzing and disseminating the results of research on key issues, including health, education and criminal justice.

Each college also provides various development programs, some of which have a direct engagement component. For instance, the College of Business provides professional development funding for faculty externships with companies, joint faculty practitioner research projects, faculty engaged in business start-ups and commercialization initiatives, real-world consulting projects and participation in association and industry boards. The College of Law funds engaged work by faculty and staff, including participation in pro bono programs, community outreach programs, and programming within the law school.

Provost Deirdre Mageean and University Engagement Vice President Byron White are securing funds to launch an Academy for Community Engaged Learning in spring 2015, with recruitment to begin fall 2014. The Academy, in collaboration with CSU's Center for Teaching Excellence, will provide select faculty – one or two representatives appointed by their Deans from each of the eight colleges – with an opportunity to reorganize or create a course or research project using best practices of engaged scholarship. The Academy will encompass four sessions over the course of the semester. Faculty will receive a modest stipend for participating and a second grant if they successfully complete the Academy.

**16. I. Foundational Indicators**

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**7. Does the community have a "voice" or role for input into institutional or departmental planning for community engagement?**

Yes

**Describe how the community's voice is integrated into institutional or departmental planning for community engagement:**

The community has a formal voice in institutional and departmental planning through the Board of Trustees and the Visiting Committees established for each college and the School of Nursing. Visiting Committees were created by the Board of Trustees "for the purpose of serving as links between the University and its many constituencies, professional and general, and public and private by providing continuing counsel to the Board and the President pertaining to academic and administrative matters within the area charged to each committee."

In addition, several Community Advisory Boards provide avenues for a diverse group of community stakeholders to influence departmental planning on a project basis. Some have been longstanding entities at the University and appeal to specific constituencies. For instance, the Greater Cleveland Education Development Center was established in 1984 to engage superintendents, teachers and education-related non-profits. Similar advisory boards exist in other professional programs.

More recently, Community Advisory Boards have been created for the Presidential Initiatives that have broader representation. For instance, the NEOMED-CSU Partnership for Urban Health's advisory board is chaired by two venerable Clevelanders — retired U.S. Congressman Louis Stokes and retired physician Edgar Jackson — and includes appointees by the CEOs of the four major hospital systems in Cleveland, the Mayor of the City of Cleveland and Superintendent of the Cleveland Municipal School District, as well as ministers, entrepreneurs and representatives from key ethnic organizations.

Also incorporating the community's voice into institutional planning are centers and forums on campus that have a definitive public purpose. The Levin College Forum, established in 1998, is a catalyst for thoughtful public debate addressing critical issues that impact Northeast Ohio, including the lakefront plan, economic growth, affordable housing, immigration, education, poverty, race and sustainable development. In 2005, the Forum was recognized by Northern Ohio Live magazine as "a springboard for economic and social progress throughout the region."

The Centers for Outreach and Engagement in the College of Business partner with the Northeast Ohio business community, government agencies, and academic institutions to bring together various stakeholders to address current economic and business challenges. The six centers are the Center for Innovation and Entrepreneurship, Center for Sustainable Business Practices, Global Business Center, International Trade Assistance Center, Professional Development Center and Small Business Development Center.

In 2012, the Office of Civic Engagement launched the Central Neighborhood Alliance as a means of putting into practice a highly engaged partnership that seeks to deliberately share power and authority between CSU faculty and residents in an economically distressed neighborhood that borders campus. A group of resident leaders, the Central Promise Ambassadors, worked with CSU's Director of Community Partnership to design the exchange. In fall 2013, they created an orientation to the Central neighborhood for CSU faculty and students. CSU awarded five \$5,000 Civic Engagement Grants for projects using this shared-authority model.

## **17. I. Foundational Indicators**

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**8. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement?**

Yes

**Describe these specific search/recruitment policies or practices:**

Job descriptions for faculty at CSU frequently include one or more of the following descriptions, which highlight community engagement:

- The University's mission statement, which includes a charge "to encourage excellence, diversity and Engaged Learning";
- A reference to Engaged Learning as an expression of the University's signature approach to teaching and research;
- A description of Cleveland's urban setting as being rich with opportunities for engaged scholarship. For instance, a recent position announcement for a tenure-track associate/full professor of finance emphasizes that the University "has strong ties with the business and public sectors in Northeast Ohio."

Search committees frequently inquire about candidates' specific approach to scholarship in the context of an urban setting where Engaged Learning is valued. However, some colleges recently have taken the initiative to explore more explicit language to incorporate engagement expectations into faculty hiring across the board. An effort led by the Dean's Diversity Council in the College of Sciences and Health Professions encouraged search committees in all departments to add to their list of preferred qualifications the following: "the ability to contribute through research/scholarship, teaching and/or service to the diversity, cultural sensitivity and excellence of the academic community." It was voluntarily adopted by 25% of the searches and is expected to be added to more going forward.

## **18. I. Foundational Indicators**

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9. Are there *institutional level policies* for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No

If needed, use this space to describe the context for policies rewarding community engaged scholarly work:

Such policies do not currently exist at the institutional level but are being considered for adoption by the University. (See below.)

## 19. I. Foundational Indicators

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10.a. Is community engagement rewarded as one form of *teaching and learning*?

No

Please cite text from the faculty handbook (or similar policy document):

10.b. Is community engagement rewarded as one form of *scholarship*?

No

Please cite text from the faculty handbook (or similar policy document):

10.c. Is community engagement rewarded as one form of *service*?

Yes

Please cite text from the faculty handbook (or similar policy document):

Yes. The current contract between CSU and the American Association of University Professors defines professional service in Article 12.121 (C): "After a period of personal growth and development as a teacher and creative scholar, a faculty member may properly be expected to assume increased responsibilities, in keeping with the faculty member's professional interests, for the government of the University, the standards of the faculty member's discipline and the welfare of the civic community."

## 20. I. Foundational Indicators

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11. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

Which colleges/school and/or departments? List Colleges or Departments:

Several faculty and deans who have reviewed tenure and promotion portfolios have experienced situations where engaged scholarship was honored. However, policy documents do not specifically reflect this allowance.

The departments included:

- Counseling, Administration, Supervision and Adult Learning
- Communication
- Health Sciences
- Teacher Education
- Theatre and Dance
- Health and Physical Education
- History
- Music
- Nursing
- Sociology
- Speech & Hearing
- Social Work
- Urban Studies

These departments are within 5 out of the 8 colleges.

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

28%

Please cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods:

## 21. I. Foundational Indicators

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**12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?**

Yes

**If yes, describe the current work in progress:**

For the past two years, CSU's Provost, Deans and faculty, including leadership of the Faculty Senate and CSU's chapter of the American Association of University Professors (AAUP), have been engaged in conversations that have advanced the prospects for incorporating language into promotion and tenure guidelines that affirms the legitimacy of community-engaged approaches and methods for scholarly work.

Progress toward this outcome began in 2012 when the Interim Provost charged CSU's eight Deans with the task of reviewing their P&T guidelines to determine whether they were in compliance with University policy. While the directive did not specifically mention community engagement, some colleges, in their deliberations, considered the issue. Faculty in the College of Business, for instance, at their fall 2013 all-faculty meeting with the Dean, spent considerable time debating how to measure community-engaged methods of research to give them enough integrity to be used as criteria for rewarding faculty, according to meeting minutes.

In spring 2013, the Division of University Engagement in partnership with the Provost's Office hosted a speaker series of national experts in engagement, which included KerryAnn O'Meara of the University of Maryland, who specifically addressed the topic and sparked considerable interest among attendees. The move toward the revision of P&T guidelines gained momentum with the hiring of Dr. Deirdre Mageean as Provost in summer 2013. Provost Mageean, in her previous role as vice chancellor for research and graduate studies at East Carolina University, led a process to adopt language endorsing "engaged scholarship" as part of institution-wide guidelines. Around the same time, CSU's faculty leadership began raising the issue in response to the distribution of a faculty survey by the Division of University Engagement, which inquired about civic engagement efforts.

In response to this interest, in fall 2013 Provost Mageean co-convened a meeting with the Vice President for University Engagement and the leadership of Faculty Senate and AAUP to discuss prospects for advancing the idea. The group agreed that a University-wide dialogue on the matter should commence. In response, during spring 2014, Vice President White hosted four discussions on faculty rewards and community engagement, with 20 faculty attending at least one of the sessions and Provost Mageean attending the final one. Through that dialogue, a consensus developed around the merits of further pursuing the prospects for including engaged scholarship in P&T guidelines. While there was agreement that some universal expression eventually would be needed at the institutional level, it was believed that most progress would be made in the near future by engaging department chairs in the discussion.

Vice President White and Provost Mageean agreed to engage chairs in fall 2014 around the issue and to continue to encourage campus dialogue. The creation of an award and faculty academy for engaged scholarship that requires nominations by chairs is one tactic discussed. Fueled by the shared interest of senior administration, faculty leadership and faculty practitioners of engaged scholarship, it is expected that some departments will incorporate language supporting engagement in their P&T guidelines during the 2014-15 academic year.

## 23. I. Foundational Indicators

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**1. Is community engagement noted on student transcripts?**

Yes

**Describe how community engagement is noted on student transcripts:**

Cleveland State University notes community engagement on student transcripts in two ways. Approximately 20 departments in each of the University's colleges and the School of Nursing offer are designated as experiential learning courses through cooperative education, internships, practicums and field experience. These courses typically earn three to six academic credit hours, which are recorded on student transcripts. In addition to academic credit, the University's Career Services Center's (CSC) courses – CSC 300 and CSC 400 – are cited on student transcripts, even though only CSC 300 offers a one-additive credit.

The Career Services courses as well as the experiential learning courses in the academic units are focused on principles and practices concerning experiential learning that align with CSU's definition of civic engagement, including partnership, mutual benefit and reciprocity. They require evaluations or reports upon completion before the experience is noted on the transcript.

## 24. I. Foundational Indicators

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## 2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

Yes

### Please provide examples:

CSU's Engagement Division encompasses three offices that ensure that community engagement is connected to diversity and inclusion work: the Office of Civic Engagement, the Office of Inclusion and Multicultural Engagement and the Office of Workplace Engagement, which holds the Career Services Center. The Division, created in 2012, is headed by a vice president and was deliberately designed by President Berkman to reinforce the interdependence of community engagement work with diversity and experiential learning. The directors of all three offices meet weekly and collaborate frequently to reinforce the interdependence of their efforts.

On its Web page, the Division states: "If students are to embark upon a lifetime of success, they must be actively engaged citizens in democratic life; they must be prepared to contribute to and benefit from an evolving, knowledge-based workforce; and they must effectively navigate an increasingly diverse, urban, global society."

The evidence of this intersection is obvious in one of the University's signature interdisciplinary programs: the Urban Primary Care Initiative. A program of the CSU-NEOMED Partnership for Urban Health, the initiative is designed to develop primary care physicians who will practice in Cleveland's medically underserved communities and aims to ensure that at least one-third of the 35 students who enter the program as undergraduates grew up in those same communities. Students are assigned to one of eight urban communities, most of which have African-American and Hispanic majority populations, where they work with a lead neighborhood organization and resident leaders on service learning and community-based research. Each student also is assigned a Community Champion – a neighborhood resident, leader or stakeholder – who provides encouragement to the students and insights into community life.

There are many other examples of community engagement efforts that deliberately connect to diversity and inclusion:

- Stephanie Ryberg-Webster, a professor in the College of Urban Affairs, and her students have been assisting the Cleveland Restoration Society with interpretive preservation activities in Cleveland's African-American community as part of the Society's legacy project.
- Mary Milidonis of the Physical Therapy Program in the College of Sciences and Health Professions has established a program in CSU's Gerontology Certificate Studies that aims to help improve the quality of life of Northeast Ohio senior citizens by having local high school students teach music technology to the older adult participants.
- The Cleveland State Transfer Connection, a student organization made up of nontraditional students who have transferred from community colleges in the region, works with the Northeast Reintegration Center to reduce recidivism among women who have felony convictions by providing assistance in interviewing and job application skills, sustained dialogue and decision-making skills.
- The College of Urban Affairs' Neighborhood Leadership Cleveland program, which started in 1994, is a network of 1,000 grassroots leaders that reflects Cleveland's diverse racial and ethnic heritage. These volunteer neighborhood leaders gain confidence and learn new leadership skills over a 19-week course, which contributes to community capacity, particularly in economic distressed neighborhoods. The program is now recruiting for Class 30.

## 25. I. Foundational Indicators

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### 3. Is community engagement connected to efforts aimed at student retention and success?

Yes

**Please provide examples:**

Recognizing that experiences that link the classroom to the community significantly impact student retention and success, particularly for first-generation students and underrepresented minorities (URMs), CSU has assembled an extensive portfolio of programs in which community-based learning is deeply embedded in pedagogy, including:

- Urban Health Fellows — an interprofessional learning community with shadowing experiences for first- and second-year students interested in careers in the health professions;
- McNair Scholars — mentoring and internships for low-income, first-generation or URMs interested in pursuing a research career (part of the federal Trio program);
- Honors — scholarships and internship opportunities throughout Northeast Ohio for high-performing undergraduates from across CSU;
- CSU Teach — students explore teaching in the community while working on their degree in science or math;
- Link Program — extends internships to rising freshmen through corporate and community rotations, professional mentoring and cooperative education placements.

In 2012, CSU adopted a Student Retention Action Plan that embraced Engaged Learning. The Division of University Engagement was assigned key responsibilities such as providing support to students in areas of leadership development and civic engagement, and engaging students early in exploring career pathways. The Division subsequently has pursued three strategies focused around community engagement.

First, the Division's Office of Civic Engagement secured a \$10,000 planning grant from the Gund Foundation in Cleveland to explore the Public Sphere Pedagogy (PSP) model developed by California State University, Chico. The program provides a way for instructors of first-year students to adopt methodologies that allow them to incorporate a public engagement component into their courses. Measurable successes include an improvement in retention from first to second year for those students who take a PSP course versus those who do not. A task force of 12 CSU faculty from five colleges has been exploring the option, which has included a trip to Chico. The faculty are piloting a set of courses in fall 2014.

Second, the Division's Office of Workplace Engagement began redesigning CSU's Career Services Center to reflect a more demand-driven orientation that better prepares students for lifelong success and positioned career as a civic endeavor. This change is critical to student retention and success since research shows that students who participate in internships and co-ops are more likely to persist toward graduation. Subsequently, CSU's Dean of the College of Liberal Arts and Social Sciences enlisted chairs to work with Career Services to develop a career exploration course set in a context of civic engagement and modeled after the Ethnographies of Work curriculum developed by the City University of New York system. The effort is being funded in its early stages by a Title III grant from the U.S. Department of Education.

Finally, the Division's offices of Civic Engagement and Inclusion and Multicultural Engagement also are working with Esperanza, a nonprofit that provides educational support and scholarships to Latino youth in Cleveland, to establish a community-based study center for first-year Latino students who commute to CSU.

## **26. II. Categories of Community Engagement**

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**1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?**

Yes

**Discuss how your institution defines service learning, the standard components for designation, and the process for identifying service learning courses:**

At Cleveland State University, each department currently has the option of determining whether to designate courses as service learning, and many do so. The designation is reserved for courses that have deliberate community engagement components. Each department determines whether that requirement is met.

In an effort to bring greater consistency to such designation and to promote best practices, the Office of Civic Engagement has led a process to adapt the Carnegie Foundation's classification definition for community engagement to create a University-wide definition for "community-engaged learning." The definition emerged from a series of discussions with faculty, including presentations by visiting speakers, over a two-year period. It reads:

"Community-engaged learning at Cleveland State University describes the interaction between CSU and organizations, institutions and businesses in Cleveland and Northeast Ohio – as well as the state, nation and world – for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. By pursuing this, we join with our community in preparing students to be engaged citizens, enriching academic scholarship, and tackling critical social and economic issues."

In addition, a framework referred to as the Five Cs has been introduced to further distinguish among courses and activities that would be considered to be community-engaged learning based on the definition above. The Five Cs are:

Connect;  
Cooperate;  
Collaborate;  
Consult;  
Career.

(<https://www.csuohio.edu/engagement/civic>)

Each represents a different level of reciprocity and community impact. In fall 2013, a voluntary, University-wide survey to faculty asked them to self-designate their courses within this framework. Some 120 faculty participated in this exercise, giving the Office of Civic Engagement data through which the designation could be verified and improved. In fall 2014, all faculty and instructors will be asked to identify whether their courses or research align with one of the Five Cs through their Faculty Annual Activities Reports.

**1.b. If you have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year?**

659

**What percentage of total courses offered at the institution?:**

13%

**1.c. How many departments are represented by those courses?**

41

**What percentage of total departments at the institution?**

89%

**1.d. How many faculty taught service learning courses in the most recent academic year?**

321

**What percentage of faculty at the institution?**

23%

**1.e. How many students participated in service learning courses in the most recent academic year?**

11771

**What percentage of students at the institution?**

9%

**1.f. Describe how data provided in 1. b-e above are gathered, by whom, with what frequency, and to what end:**

Currently, each department gathers and reports data regarding service learning courses independently. Typically, these numbers are not rolled up into a University-wide tally. As part of the Carnegie application process, the Deans of each of CSU's colleges and the School of Nursing assigned two individuals – a faculty member and an administrator – to a University-wide task force. These representatives captured data from the departments in their colleges and reported them to the Office of Civic Engagement's Coordinator of Data and Research, who compiled the data for this application.

In addition, a faculty survey was conducted in fall 2013 to allow faculty to share community engagement activity, including courses. These data were reviewed alongside the college-reported data to gain a more comprehensive view of the University's engagement efforts. More importantly, the dual reporting has assisted the University in determining a methodology to capture this data going forward on an annual basis.

Beginning in fall 2014, faculty will report their community engagement activity, including courses taught, as part of their Faculty Annual Activities Reports (FAARs), which are used in the faculty's merit and promotion evaluations. The Provost's Office has been working over the past year with Deans and CSU's Office of Information Services and Technology to ensure that each department adopts this Internet-based system of reporting. As part of this strategy, several questions from the fall 2013 faculty survey will be included in FAARs, ensuring consistent reporting of community engagement activity. Such self-reporting will be verified by a review panel and confirmed by department chairs.

## **27. II. Categories of Community Engagement**

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**2.a. Are there *institutional (campus-wide)* learning outcomes for students' curricular engagement with community?**

Yes

**Please provide specific examples of institutional (campus-wide) learning outcomes for students' curricular engagement with community:**

The Office of Civic Engagement has adopted the Association of American Colleges and Universities' (AAC&U) Civic Engagement VALUE Rubric as the standard for defining learning outcomes related to curricular engagement. Those outcomes are:

1. Diversity of communities and cultures;
2. Analysis of knowledge;
3. Civic identity and commitment;
4. Civic communication;
5. Civic action and reflection;
6. Civic contexts/structures.

The rubric, in its detail, articulates fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. They are intended for institutional-level use in evaluating and discussing student learning, not for grading. The rubric allows CSU to include its assessment of learning outcomes within a basic framework of expectations that other institutions also have adopted so that evidence of learning can be shared nationally through a common dialogue and understanding of student success.

In addition, general education courses are required to abide by a set of eight objectives adopted in 2007 that were inspired by AAC&U. Four of these objectives align with the Civic Engagement VALUE Rubric. These four require that students in these courses:

1. Use quantitative analysis to describe and solve problems;
2. Work well in groups, including those of diverse composition;
3. Learn about the human imagination, expression and the products of many cultures;
4. Learn about the interrelations within and among global and cross-cultural communities.

**2.b. Are institutional (campus-wide) learning outcomes for students' curricular engagement with community systematically assessed?**

Yes

**Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students' curricular engagement with community:**

At the institutional level, department chairs and program directors provide progress reports and program recommendations each spring to CSU's Office of Student Learning Assessment. Peer review teams meet during the summer to develop feedback reports. The loop is then closed when feedback is used to take corrective actions or improvements.

Some 115 academic programs were evaluated following the 2012-13 academic year by the Office of Student Learning Assessment; 18 of these programs included a community engagement component in their objectives. Each program was free to identify its own learning objectives and was not required to adopt the Civic Engagement VALUE Rubric outcomes. However, a review of the programs found that all of them self-identified goals that aligned with at least one of the AAC&U outcomes.

Individual courses are evaluated at the college or department level.

**2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students' curricular engagement with community are used?**

The primary purpose of the Office of Student Learning Assessment, which applies to programs with a civic engagement orientation, is a formative one designed to help programs become more effective on student learning outcomes. In addition, the information collected is beneficial to responding to Higher Learning Commission accreditation requirements. Data are also used by the Vice Provost for Academic Planning in determining program prioritization and resource allocation.

A primary use of the data is to gain a greater understanding of patterns and barriers related to retention and completion. As part of its student success strategy, CSU is delving into student assessment data and enlisting software products that provide sophisticated analysis of student performance in order to spot potential deficiencies when students are first encountering them and they can be addressed.

## **28. II. Categories of Community Engagement**

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**3.a. Are there *departmental or disciplinary* learning outcomes for students' curricular engagement with community?**

Yes

**Provide specific examples of departmental or disciplinary learning outcomes for students' curricular engagement with community:**

Many disciplines identify learning outcomes for students' curricular engagement with community.

The Monte Ahuja College of Business requires that each of its departments – Computer Information Systems, Management, Operations and Supply Chain Management, Finance, Marketing and Accounting – establishes learning outcomes for students. Some of these outcomes explicitly relate to community engagement. For example, the Accounting Department has a formal mission statement that calls for it “to provide high quality accounting education . . . to the Department’s stakeholders, which include students, alumni, faculty, employers and other interested parties.” The statement goes on to articulate “Factors Critical to Success,” one of which is titled “Outreach.” That factor states that “Outreach targets the college, the university and the community – more specifically guidance counselors, current and potential students, student networks, businesses, governments, not-for-profit institutions and other schools of higher education, alumni and benefactors.” The Department also has seven “Long Range Strategic Objectives,” one of which is to “implement an effective outreach program that will . . . facilitate the provision of professional expertise and service to the department’s various stakeholders,” including alumni, employers and other external partners.

In the College of Liberal Arts and Social Sciences, pre-professional majors have practicum requirements that must be fulfilled at a satisfactory performance level to complete the major. Specific learning outcomes related to engagement are associated with these requirements. For instance, CSU Social Work majors receive classroom instructions in respect to direct/individual and group intervention, community involvement and research. Subsequent field experiences are evaluated for the following community involvement outcomes: orientation to agency, its programs, policies and procedures; orientation to community; studying pertinent federal, state and local legislation; data gathering related to policy analysis/formulation; identifying services available; making referrals; identifying gaps or obstacles in meeting needs; and working as a team member.

All CSU’s health professional programs — including Medicine, Nursing, Physician Assistant, Occupational Therapy, Physical Therapy, Speech and Hearing, Psychology — have learning outcomes associated with clinical training. For instance, CSU’s Occupational Therapy Program is based on a model of service learning that rests on a philosophy of service and learning that occurs in experiences, reflection and civic engagement within a collaborative relationship involving community partners. The curriculum consists of 79 to 81 credits, including 18 credits of fieldwork, 4 credits of service learning, and a capstone research project. Students complete two practicum experiences that focus on observation, written and verbal communication, professional behavior and individual and group participation with patients/clients. Student are assessed for the following outcomes: clinical reasoning necessary to evaluate clients’ performance skills (evaluation, intervention planning and implementation, writing progress notes, adhering to policies and procedures), written communication, judgment, interpersonal communication, professional behavior, work behaviors and problem solving. In addition, the two-year program incorporates structured opportunities for students, faculty, and community partners to reflect on their interaction in light of both education and community objectives.

**3.b. Are departmental or disciplinary learning outcomes for students' curricular engagement with community systematically assessed?**

Yes

**Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students' curricular engagement with community:**

Faculty committees at the department and college levels participate in reviewing both direct and indirect measures of learning outcomes. Some of these measures include direct assessment of knowledge or skills, in addition to reporting passage rates on industry certifications. Department chairs and program heads then report program progress and recommended actions to Office of Student Learning Assessment each spring. Peer review teams meet during the summer to develop feedback reports for the programs.

Here are a few examples of how learning outcomes for students' curricular engagement with the community are embedded in assessment processes:

- Many programs assess student skill proficiency and satisfaction concerning internships, co-ops and field experiences as part of their ongoing, annual assessment. Data is collected directly from students and employers through surveys or interviews. These are often capstone or end-of-program experiences applying knowledge gained in the classroom. This method is used extensively in the College of Law, the College of Business, the College of Engineering and the School of Nursing.
- Summary or capstone courses may use local area organizations to serve as live "case studies" for team projects. Team written cases and presentations are scored using standard rubrics for rating oral and written presentation skills. The College of Urban Affairs' UST 611 Planning Studio course, for instance, identifies a community-based development corporation each semester for which students work and develop a report and presentation.
- Students in the health care MBA specialization make presentations of their required internship experiences in front of a mock "board of directors" each semester. Students are given instruction on making presentations to boards and are rated by community professionals using a standardized scoring rubric.
- Internships and study abroad experiences are evaluated through grades, evaluations for instructors, field coordinators and supervisors and student surveys.

**3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students' curricular engagement with community are used:**

Beyond providing data to the Office of Student Learning Assessment, disciplines use the data gained through assessment of learning outcomes in a variety of ways to improve program benefits for students and community partners. An excellent example comes from CSU's School of Nursing.

The School of Nursing performs a number of assessments of clinical experiences at the end of each semester and annually. These involve collecting feedback from students and clinical faculty regarding the level of support and learning from experiences at the clinical site (nursing unit or community agency) and from the nursing staff. When partners' clinical staff engage with the students and seek opportunities to expand their experiences, the students learn more and patient care is improved. Feedback is shared with the agency, which has prompted some clinical partners to begin their own surveys as well.

As a community-based nursing program, CSU's School of Nursing strives to provide community experiences to students in every clinical area to help them put the acute care needs of patients into perspective relative to the continuum of health and health care. With the closure of many inpatient mental health facilities over the past few years, CSU nursing students in psychiatric mental health nursing have been assigned to a combination of community sites and inpatient settings. The hospitals were very supportive of this effort and worked with our faculty to schedule half the students' clinical time at community sites. Students also reported that having both experiences was meaningful. The success of this partnership has led to plans to switch students from one unit to another in the middle of the 16 weeks to expand the kinds of patients and care needs they experience.

## **29. II. Categories of Community Engagement**

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**4.a. Is community engagement integrated into the following curricular (for credit) activities? Please select all that apply:**

- Student Research
- Student Leadership
- Internships/Co-ops
- Study Abroad

**For each category checked above, provide examples:**

Student Research

- In 2012-13, Dr. Mark Souther, associate professor of History, was awarded an Undergraduate Summer Research Award through CSU's Provost's Office to assist students examining themes in African-American history from the 1910s to 1970s drawing upon the voices of more than 50 Clevelanders. Students collected more than 60 hours of interviews using oral history best practices, produced minute-by-minute logs, created a selection of short story clips for the Cleveland Voices website and curated new sites for the Cleveland Historical mobile app.

Student Leadership

- Robin Chilton, clinical assistant professor in Health Sciences, enables students in the Master of Occupational Therapy (MOT) Service Learning Program to address the needs of low socioeconomic, underserved, African-American older adults at the Eliza Bryant Adult Day Care Center in Cleveland. The students work in pairs of two with a group of five to seven day care participants to run task-oriented, psychosocial groups. The students are responsible for planning and facilitating appropriate group projects that are 45-60 minutes in length and incorporate crafts, music, exercise, snack preparation and community safety.
- Vicki Gallagher, assistant professor of Management and Labor Relations, directs students in her Organizational Change course to analyze a company's current change initiative and frame that initiative using course materials. Students take the lead on identifying local businesses that are incorporating sustainability practices. They conduct focus groups to solicit input for the change initiative, help design a survey and analyze the data, make suggestions for process improvements, coach managers on better ways to conduct meetings, moderate and facilitate team building or conflict management exercises and redesign job descriptions based on new roles.

Internship

- A partnership between CSU's Monte Ahuja College of Business and the Cleveland Museum of Contemporary Art (MOCA) enables outstanding business majors to hold a 12-month paid internship as part-time junior staff members at MOCA in Visitor Services and Business Operations, Finance and Administration, Public Programs and Community Outreach or Design and Marketing. The experience also counts as credit through their academic departments' internship classes. The program encourages students to explore the range of potential career choices that exist in a museum setting and to bring their studies to life through experiential learning.
- In the Cleveland-Marshall College of Law, students are placed in "externships" in four kinds of organizations: judicial, governmental, corporate counsel and public interest organizations. Students receive up to six credit hours for the experience, depending on the number of work hours committed each week.

Study Abroad

- CSU's 26-day study abroad program in Rouen, France, which is organized by Dr. Tama Engelking, chair of the Modern Languages Department, is tied to Cleveland's sister-city relationship with Rouen and includes Shaker Heights High School's student exchange experience in that city.
- Every other year, including 2012-13, about six CSU students attend the Global Diversity Summit at the University of the Free State in South Africa, where Dr. Ralph Mawdsley has been appointed Professor Extraordinaire in the School of Law.

**4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply:**

Graduate Studies  
General Education  
In the Majors

**For each category checked above, provide examples:**

Graduate Studies examples:

- CSU provides funding for graduate assistantships to some 600 students each semester. Faculty and offices that offer assistantships in the form of research/professional development are encouraged to engage students in experiences that reach beyond the campus and involve community engagement when appropriate.

General Education

- Every CSU student is required to take an Introduction to University Life Course. Faculty and instructors who teach the course must work to achieve a common set of learning outcomes, but they have flexibility in terms of subject matter and pedagogy. One goal of the course is to “build collaborative learning skills and form a strong peer network by participating in group discussions, presentations and activities designed to foster greater self-confidence, academic success, appreciation of diversity, civility and retention.” Many instructors use community engagement experiences to achieve this goal.
- One shared aspect of the Introduction to University Life Course is a common reading experience in which all students participate. In 2012-13, the common reading was the book “In Defense of Food” by Michael Pollan. As part of the reading, individuals involved in Cleveland’s vibrant local food movement engaged students in discussions and explorations around community efforts to grow, sell and distribute food locally.

In the Majors

- Each major requires undergraduate and graduate students to complete a capstone experience. In most cases, these experiences involve some kind of community outreach component. For instance, Christa Ebert, an urban studies student, in spring 2013 completed a capstone project entitled “Pears Trees on Pear Avenue.” She explored an aspiration by residents in Cleveland’s EcoVillage, an area of the Detroit Shoreway neighborhood, to plant fruit trees in their neighborhood. Her project addressed citizens’ desires and investigated the feasibility of planting fruit trees in public tree lines. Through research, she retrieved other examples of public fruit and analyzed public participation practice, thus making a valuable contribution to the community’s endeavors. In another example, capstone projects in Nursing in 2013 were tied to an initiative funded by the Ohio Medicaid Technical Assistance and Policy Program to providing training and technical support to agencies and health care providers that are not experienced in caring for those enrolled on Medicaid and other medically underserved populations.

## **30. II. Categories of Community Engagement**

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**5. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)?**

Yes

**Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:**

1. In the School of Communication, faculty as a practice frequently involve their students as apprentice professionals, and get them involved in a variety of projects culminating in a co-authored presentation or journal article. For example, Dr. Kimberly Neuendorf, a professor in the Media Arts and Technology Division, collaborated with CSU students on two articles published during 2012-13: • Jeffres, L. W., Neuendorf, K., Jian, G., & Cooper, K. S. Auditing communication systems to help urban policy makers;  
• Matsaganis, M.D., Gallagher, V.J., & S. J. Drucker (Eds.). The urban communication reader III: Communicative cities in the 21st century.

2. Dr. Stephanie Ryberg-Webster's Historic Preservation course in Urban Studies engaged students during 2012-13 in identifying, documenting and interpreting historic sites, in partnership with the Cleveland Restoration Society. The project served as the basis for a research project titled "Beyond Rust and Rockefeller: Preserving Cleveland's African-American Heritage," which she presented in October 2013 at the Society for American City and Regional Planning History Conference in Toronto.

3. Dr. Nancy Meyer-Emerick has involved students from her Introduction to Public Administration course and Organizational Behavior course in Urban Studies in a grant-funded project to develop a strategy to train all residents of Cuyahoga County in shelter-in-place and evacuation. The work has led to a book proposal on using social marketing to prepare the public for emergencies, which currently is under internal review by a publisher.

4. Lisa Tong Parola Gaynier, Director of CSU's Diversity Master's Program (DMP) in the Department of Psychology, has partnered with Dr. Steve Slane, interim chair of the School of Social Work, to conduct research on stereotype threat and its potential impact on poor quality health care delivery. Exploration of the phenomenon is a core component of the DMP curriculum. Preliminary findings indicate that this form of cross-racial/ethnic and cross-gender anxiety contributes to health disparities by making patients reluctant to accurately disclose health behaviors that may be detrimental to their health. Gaynier and graduate student Kyle Znamenak presented their findings at the NIH's Minority Health Disparities Conference in 2012.

5. Dr. Michael Dover, a sociologist, published two opinion pieces in the Cleveland Plain Dealer during the 2013-14 academic year that evolved from the courses he teaches in the School of Social Work. One piece stressed the importance of supporting the health and human services levy on the ballot in November 2013. The other piece proposed a solution to the constitutional crisis in Ohio public school finance. Dover is the editor of Reflections: Narratives of Professional Helping, a peer-reviewed journal published by the School of Social Work.

## **31. II. Categories of Community Engagement**

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**1. Indicate which outreach programs are developed for community. Please select all that apply:**

- learning centers
- tutoring
- non-credit courses
- evaluation support
- training programs
- professional development centers
- other (please specify): Policy advocacy program

**For each category checked above, provide examples:**

#### Learning Center

The Centers for Outreach and Engagement in the College of Business are a network of six practitioner-focused business programs that partner with the Northeast Ohio business community, government agencies and academic institutions worldwide to deliver courses, seminars, research and outreach initiatives. The six programs are the Center for Innovation and Entrepreneurship, the Center for Sustainable Business Practices, the Global Business Center, the International Trade Assistance Center, the Professional Development Center and the Small Business Development Center.

#### Tutoring

The Community Learning Center for Children and Youth brings together College of Education and Human Services students with families throughout Greater Cleveland. The Center supports current and future educators who provide services such as assessment and tutoring in literacy and math to more than 1,500 children, many with disabilities.

#### Non-credit Courses

CSU's Slovenian Studies Center serves the largest population of Slovenian heritage citizens outside Slovenia. Through Luka Zibelnik, an instructor from the University of Ljubljana, Slovenian language courses are available to the community on a low-cost, audit basis. Zibelnik's courses incorporate material on Slovene history, culture, literature and daily life in modern Slovenia. It is the only program of its kind in Ohio.

#### Evaluation Support

Three faculty from the Levin College of Urban Affairs produced a report during 2012-13 that evaluated the economic and social impact of the Greater University Circle Community Wealth Building Initiative. The innovative, anchor district program involving the Cleveland Clinic, Case Western Reserve University and University Hospitals was designed to foster efforts to "Buy Local, Hire Local, Live Local and Connect Residents" through business cooperatives, housing incentive programs, community engagement and other initiatives. Funded by Living Cities and The Cleveland Foundation, the evaluation report helped elevate the initiative as a national model.

#### Training Programs

The Center for Innovation in STEM Education (CISE) is a collaboration between CSU, Great Lakes Science Center and MC2STEM High School, a public high school in the Cleveland Metropolitan School District located on CSU's campus. CISE provides professional development training to more than 40 teachers from K-12 schools in Cleveland and the surrounding suburbs. Instruction is shared by the faculty and professionals from the three partner entities.

#### Professional Development Center

The First Ring Leadership Academy (FRLA) is a joint project of the 16 school districts surrounding the City of Cleveland that comprise the First Ring Superintendents' Collaborative. FRLA provides beginning and aspiring administrators with professional development. The nine-session program develops the concepts, skills and strategies necessary for working in a First Ring school district and is based on a cohort model. Participants are selected by superintendents.

#### Other: Policy Advocacy Program

The Energy Policy Center in the College of Urban Affairs conducts research for and generates public dialogue about one of the most important drivers of Northeast Ohio's economy and environment. By providing highly regarded, unbiased, Ohio-related energy data, forecasts and policy analysis, the Center addresses the social impediments that prevent advanced energy technologies from being adopted in the public arena.

## **32. II. Categories of Community Engagement**

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**2. Which institutional resources are provided as outreach to the community? Please select all that apply:**

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

For each category checked above, provide examples:

Co-Curricular Student Service

- The CSU student chapter of the Society for Human Resource Management partners with the Veterans Domiciliary in Cleveland to provide resume writing assistance, workshops on networking, mock interviews and other critical job-hunting skills to unemployed veterans.
- A \$75,000 grant from the Deckard family will provide scholarships to five Civic Fellows who, under the supervision of the Director for Community Partnerships, will be assigned to a partner organization working on a high-priority strategic initiative in the region.

Work/Study Student Placements

Evan Nichols, a first-generation CSU student with a 3.80 GPA, is in his second year as an America Reads Tutor through a Federal Work-Study placement. He serves at the Garfield Heights Cuyahoga County Public Library, where he tutors six to 12 children, from kindergarten through eighth grade, every evening. His performance during 2013-14 earned him a nomination by his on-site supervisor for "America Reads Tutor of the Year."

Cultural Offerings

The Intersections Project is a community-based summer arts program based on the national Creative Aging Movement, which encourages lifelong intergenerational engagement in creativity and community. Local residents who span multiple generations, students in CSU's Summer Dance Project, and professionals from GroundWorks Dance Theater and DANCECleveland participate in the program, which takes place at PlayhouseSquare, home of CSU's Arts Campus.

Athletic Offerings

Student-athletes in men's and women's basketball, bowling and golf provide special clinics for youth in the Kids Kicking Cancer program or Special Olympics.

Library Services

CSU's Michael Schwartz Library regularly hosts educational programs that are open to the general public. During the 2012-13 academic year, the library partnered with the Adoption Network Cleveland to present "Adoption's Hidden History," featuring the Cleveland debut of Ann Fessler's documentary film "A Girl Like Her," about women who surrendered their children to adoption in the 1950s and 1960s. The event included a panel discussion with Fessler, the founder of the Adoption Network Cleveland, the field education director for CSU's School of Social Work and two birth mothers.

Technology

The Fenn Academy is a partnership among the College of Engineering, local school districts, government agencies and corporations. Partners collaborate to provide educational activities designed to encourage high school students to pursue a college education and careers in engineering. Thousands of students from 44 high schools in a five-county region in Northeast Ohio currently benefit from these services. Activities include on-campus Engineering Activity Days, an annual job shadowing program, a faculty speakers program, curriculum consultation with educators and engineering team competitions.

Faculty Consultation

During the 2012-13 academic year, two Northeast Ohio entities working on economic development – the Fund for Our Economic Future composed of philanthropic organizations and the Greater Cleveland Partnership composed of private corporations – joined forces around a common Regional Economic Competitiveness Strategy. The architect of that strategy was Dr. Edward Hill, Dean of the Levin College of Urban Affairs. Dr. Hill's research in regional economic development has forged a strategic alliance between these distinct entities.

### 33. II. Categories of Community Engagement

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3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). Please follow these steps:

- [Download the Partnership Grid template](#) (Excel file) and save it to your computer;
- Provide descriptions of each partnership in the template; and then,
- Upload the completed template here.

[2015 Partnership Grid BPW 14 April.xls](#)

### 34. II. Categories of Community Engagement

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4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships?

Yes

### **Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships:**

The University's strong network of Visiting Committees and Community Advisory Boards provides the most direct mechanism for ensuring that partnerships are formed and maintained in a manner that promotes mutuality and reciprocity. At least 12 such boards exist across campus, including a Visiting Committee devoted to each college. Typically, these Committees have several subcommittees devoted to particular programming, such as internships or marketing. Through these structures, community partners are directly involved in the planning of community outreach efforts.

In addition, during the 2012-13 academic year, several initiatives were undertaken to advance a deeper level of understanding of engagement on campus, which included principles of mutuality and reciprocity. The College of Liberal Arts and Social Sciences, in collaboration with the College of Sciences and Health Professions and the University Honors Program, sponsored a faculty seminar on "The Arts and Sciences and Civic Engagement at an Urban Public University." The seminar was supported by a grant from the Association of American Colleges and Universities' "Bringing Theory to Practice" program and was coordinated by Dr. Peter Meiksins, professor of sociology and then-director of the Honors Program, who currently is interim Vice Provost for Academic Programs. About 30 faculty, staff, students and administrators participated in a discussion of the role of the arts and sciences and the meaning of civic engagement at universities such as CSU. Participants discussed Ann Mullen's study, "Degrees of Inequality," which contrasts the experiences of students at an elite private university (Yale) and an urban public university (Southern Connecticut State College). During the same academic year, Dr. Adrienne Gosselin, professor of English, organized an interdisciplinary discussion group of some 12 faculty who read "Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility" by Colby and Erlich, and Saltmarsh and Hartley's "To Serve a Larger Purpose," both of which emphasize principles of democratic community engagement, including mutuality and reciprocity.

During spring semester of 2012-13, the Division of University Engagement and the Provost's Office arranged for six leading national experts in university-community engagement to visit campus on speak on best practices of engagement. They included Lorilee Sandmann, KerryAnn O'Meara, Nicholas Longo, David Maurrasse, John Saltmarsh and Mark Chupp, all of whom have led and written extensively on engagement practices that promote reciprocity and mutuality.

One application of these learnings was the development of the Central Neighborhood Alliance by the Office of Civic Engagement. Through a highly structured partnership with resident leaders and community-based organizations in the neighboring Central community, faculty and students have agreed to practice reciprocity and shared authority as part of their involvement in the neighborhood. The Office has contracted with the Central Promise Ambassadors to develop an orientation to the community for CSU, and it has provided \$25,000 in grants to faculty willing to practice these principles. In the future, the residents will play a direct role in reviewing and advising University-sponsored initiatives in the community. The goal is to use the Alliance as a model for the University's engagement in other economically distressed communities.

#### **4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?**

Yes

#### **If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit:**

Proceedings from the deliberations of Visiting Committees and Community Advisory Boards are shared broadly with the campus through distribution of minutes and incorporation into printed and electronic newsletters and other communications. Often, significant information finds its way on the agendas of the President's Senior Staff meeting, the Provost Council meeting, the Faculty Senate general and subcommittee meetings and the various meetings of faculty and chairs across campus. The new Cleveland Engagement Project Web portal, which will be launched during summer 2014, will allow for greater interaction between campus and community on matters of engagement through social media exchanges and targeted announcements.

## **35. II. Categories of Community Engagement**

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#### **5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?**

Yes

**Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible:**

1. Dr. Bette Bonder has since 1998 participated in community-based research efforts exploring health disparities through Cleveland Metropolitan Housing Authority and low-income Cleveland neighborhoods, with funding from the Robert Wood Johnson Foundation. She leveraged these activities into an extensive portfolio of federal grants aimed at increasing diversity in the health professions, including The Education Core, part of MetroHealth's Center of Excellence in Minority Health and Health Disparities funded by the National Institute on Minority Health and Health Disparities. Today, this research is fundamental to the NEOMED-CSU Urban Health Initiative, of which Dr. Bonder has been a key administrator.
2. Dr. Justin Perry, Director of the Center for Urban Education, worked with CSU faculty and staff, administrators from six high schools from the City of Cleveland and the surrounding metropolitan area, more than 20 high school teachers and 12 CSU students in the delivery and evaluation of the Making My Future Work program, which served over 400 students from the 9th to 12th grade. Stakeholders collaborated to improve the academic performance and college and career readiness of youth who are at-risk for school dropout. The project enabled CSU students to provide services to youth during regular school hours in high school classrooms. In 2013, Dr. Perry published three articles based on the work.
3. The proceedings of the Cleveland-Marshall College of Law Symposium on "The Politicization of Judicial Elections and Its Effect on Judicial Independence and LGBT Rights," held October 21, 2011, for a public audience, led to the publication of an article by the symposium's organizers, CSU Professors Matthew Green and Susan Becker.
4. Dr. Edward (Ned) Hill's report on gun violence, "Adding Up the Butcher's Bill: The Public Health Consequences of America's System of Gun Regulation," raised national attention when it was published in 2013 in the aftermath of the Sandy Hook Elementary School shooting in Newtown, Conn. The essay used data on gun-related deaths and injuries over a 10-year span to dispute claims that gun violence decreased as gun sales rose. The work has led to a comprehensive public health campaign in Cleveland in partnership with local law enforcement and advocacy groups that involves research, public policy formation and community organizing.
5. CSU sociologist Robert Kleidman's article "Fault-Line Organizing: New Directions in Community Organizing and Regionalism" is based on his work as a key organizer of Building One Ohio, an effort to bring together mayors and other elected officials from the diverse array of working-class and middle-class suburbs and towns, which are largely segregated along racial and economic lines, to develop shared regional strategies that address economic viability and sustainability. Building on this work, he is a lead organizer of a regional conference to be held in June 2014 that will include national speakers and is funded in part by CSU.

### 36. III. Wrap-Up

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**1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s).**

The true impact of community engagement efforts, or the lack thereof, often is obscured by a lack of sophisticated data and evaluation. CSU is deliberately addressing this challenge as part of its NEOMED-CSU Urban Health Partnership in two significant ways.

First, recognizing that a comprehensive and longitudinal evaluation and assessment process is integral to the success of the healthcare and bioscience workforce development initiatives that are coalescing through the Partnership, an evaluation matrix has been developed to measure the impact of outreach, engagement, education, and health promotion activities in the urban community. The evaluation plan offers a logic model accounting for different perspectives on the systems that define the pathways leading people from school to satisfying work as well as the means by which we recruit and educate underrepresented youth into medicine and the health professions, ultimately transforming the healthcare system.

Second, President Berkman, Vice President for University Engagement Byron White, and other key leaders are actively participating in the American Association of Medical Colleges/American Public and Land Grant Universities' Coalition of Urban Serving Universities (USU) Learning Collaborative to create a new system for assessing progress of the Partnership and the workforce outcomes it seeks in the context of national best practices.

Through the USU Learning Collaborative, CSU is working with peer institutions around the country to develop metrics and to test and share novel approaches of talent development with the aim of improving the health of medically underserved and minority populations in urban communities. Participation in the Learning Collaborative also enables CSU to dramatically increase its capacity to collect and analyze data, and to develop metrics that guide our planning and decision-making. Lessons learned will be transferable as follows:

- Affording the impetus and justification to objectively assess existing programs so that we can support those efforts that are reaping the greatest return on investment and make the best use of scarce resources.
- Allowing CSU to identify duplication in our respective efforts so that we can work in a more collaborative and integrated fashion and leverage each other's assets for greater growth.
- Helping define the data that will equip staff and stakeholders to forecast of potential opportunities and challenges and to make continuous, real-time adjustments in their strategies and approaches.
- Giving university-level research and evaluation an opportunity to develop together.

### 37. III. Wrap-Up

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**2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution's community engagement? If so, please provide the information in this space.**

One of the innovations that has emerged from the intense focus on Engaged Learning at Cleveland State University over the past three years is the development of a framework that differentiates various types of civic engagement. Adopted in 2013 following a series of conversations with faculty, the framework is known as the Five Cs: Connect, Cooperate, Collaborate, Consult and Career.

The framework responds to CSU's need to differentiate between its numerous civic engagement efforts while still affirming all of them in a manner that is free from the jargon found in the university-community engagement literature. It also provides a potential model for other universities seeking to apply the principles of civic engagement in a more customized manner.

Even though CSU's motto is "Engaged Learning" and dozens of faculty developed curricula and conducted research in partnership with the community, CSU did not have an institution-wide administrative office responsible for service learning or outreach before 2012. The absence of an institutional precedent allowed the new division to define a framework for civic engagement in consultation with the faculty who have been most active in engagement activities as well as those who have been skeptical of it. The framework differentiates along two dimensions: level of reciprocity and level of impact.

"Connect" describes those efforts that have low reciprocity and low impact. These are typically one-time volunteer efforts developed mostly by CSU participants. Activities designated as "Cooperate" are limited, one-semester partnerships with a higher level of reciprocity due to their greater duration, but still a relatively low level of impact given the difficulty to sustain them. Activities labeled "Consult," are the opposite. In these engagements, a CSU expert conducts a service for a community client, often for a fee. They tend to be high in impact given the expert nature of the work, but low in reciprocity since the expertise runs in one direction.

"Collaborate" describes partnerships that are high for both reciprocity and impact. CSU and community partners co-design the work with an eye toward long-term, sustainable impact that has significant implication for scholarship and community outcomes. It is from these efforts that both engaged scholarship and community transformation emerge. "Career" was selected as a designation to capture clinical placements, practicums, internships, cooperative education, and other professional development activity intentionally seeking to incorporate elements of reciprocity.

Faculty were asked to identify which of the 5 Cs related to their work as part of a survey on engagement distributed in fall 2013. Among the 88 faculty who responded, about a third picked "collaborate." A panel of engagement experts from other universities has been enlisted to review the activities to verify the designations. Based on the discrepancy that emerges, a standardized process for designating research and courses will be identified. The next opportunity to test the framework will be in fall 2014, when all faculty will be asked to select a designation as part of their Faculty Annual Activities Reports.

### 38. III. Wrap-Up

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**3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification.**

### 39. Request for Permission

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Please respond to A or B below:

|  | Yes | No |
|--|-----|----|
| A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.             | X   |    |
| B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed. | X   |    |

II.B.3. Using the following grid, describe representative partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships).

Name of Institution: Cleveland State University

| Partnership Name                             | Community Partner  | Institutional Partner   | Purpose   | Length of Partnership | Number of faculty | Number of students | Grant funding | Institution Impact  | Community Impact   |
|--|--------------------|---|---|-----------------------|-------------------|--------------------|---------------|---|--|
| 1 Bioethics Center                           |                    | Bioethics Network of Ohio   | The Center enhances the visibility of topics in bioethics -- health care ethics, protection of human subjects in health research, health law and policy -- for research, training, and development across disciplines on campus and across professional associations in the community. It is an interdisciplinary resource of the Philosophy Department for the faculty, students, and members of the community interested in bioethics research, education, and consultation in the region.  | 14 years              | 2                 | 466                | \$0           | The Center facilitates collaboration among the students and faculties of the colleges of liberal arts and social sciences, law, education and human services, sciences and health professions, and urban affairs at CSU and professional bioethicists associated with area hospitals, colleges and universities.  | The Center supports the activities and services of the Bioethics Network of Ohio and joins with other associations of health professionals in developing programs related to the ethical questions they face.  |
| 2 Campus District, Inc.                      |                    | Cuyahoga Community College Metro Campus, St. Vincent Charity Medical Center | Consortium among anchor institutions CSU, Cuyahoga Community College Metro Campus, and St. Vincent Charity Medical Center, as well as other stakeholders. Situated on the eastern edge of downtown, Campus District works to improve the quality of life for those who live, work, visit, and study in this vibrant, diverse district.  | 31 years              | 6                 | 38                 | \$0           | Campus District allows CSU to make strategic economic development decisions, such as facilities planning, in a context of shared interests with other institutional stakeholders. The consortium magnifies the institutions' collective political and economic influence. It also provides a venue for connecting students and faculty to the broader community.  | The board of stakeholders beyond the three anchor institutions--including business owners and representatives from the library, the faith community and public housing--gives the community a measure of access and authority. The collaboration allows for the anchor institutions to leverage their ability to affect social and economic needs on behalf of the community through shared efforts such as hiring, purchasing, and housing development.   |
| 3 Campus International School                |                    | Cleveland Metropolitan School District                                      | An on-campus public, elementary school that develops inquiring, knowledgeable, lifelong learners, who have the courage to act responsibly to make the world a better place. Campus International offers an International Baccalaureate Primary Years Programme with an emphasis on student inquiry and a global perspective. All students take Mandarin as a second-language. The Cleveland Metropolitan School District program, Campus International admits students by lottery and is one of the highest performing schools in the district. | 4 years               | 37                | 191                |               | Campus International School's location on the heart of campus creates unique opportunities for faculty and student participation. Faculty and staff participation goes well beyond the College of Education and Human Services. Engagement hails from departments and programs ranging from occupational therapy to the Confucius Institute, spawning a variety of research efforts and practical experiences for students. The distinctive nature of the school also has made it a point of pride for CSU and those who work there. And it has come to symbolized CSU's close partnership with the Cleveland Metropolitan School District, which has opened up numerous other opportunities. In addition, children of several CSU employees attend the school, which intensifies the Universities commitment to its success. | For a school district that has been beleaguered, the Campus International School has become a beacon of hope and progress for the Cleveland Metropolitan School District. The school is one of the highest performing in the district. The fact that it has succeeded with a diverse population of students--selected random through a lottery process--further highlights the potential for improvement in the district overall. Best practices are now being identified and applied to other schools that lag in performance. The establishment of a high-performing school in the downtown area has helped to encourage the recent residential surge and provided hope that young professionals moving to the neighborhood might choose to stay after they establish families. Likewise, the proximity to the nearby Central neighborhood provides quality education to children in that economically distressed community. |
| 4 Campus Village                             |                    | Polaris Real Estate Equities  | A \$54 million, nine-building housing project, the largest resident project in Cleveland in 30 years, created through a public-private partnership where the university leased its land to a private developer.   | 4 years               | 0                 | 0                  | \$0           | Traditionally a commuter campus, CSU has seen an increase in demand for on-campus residency over the past few years. Campus Village responds to this demand. A greater residential presence near campus also will assist our retention and graduation efforts by allowing greater contact with and support for students.  | The Campus Village project has fueled a flurry of new private housing activity in the Campus District area. While much of it is marketed to students, others have also been attracted to the area, including young professionals who work downtown. The increased residential activity also has instigated more commercial development in the area. Finally, by growing economic activity on the eastern edge of downtown has strengthened the central business district as well.  |
| 5 Center for Entrepreneurship and Innovation | Shaker LaunchHouse | Jumpstart   | Enables students and the Northeast Ohio business community to enhance their knowledge, challenge their thinking, explore new ideas and ultimately, act on these ideas to create new products and services that support the economic development and sustainability of our region and beyond.  | 3 years               | 30                | 120                | \$245,000     | Students engage in learning that allows them to propose and implement solutions to the problems they see in their communities, whether by starting new companies, working and implementing new ideas in existing companies, or even proposing new laws.   | The Center serves more than 400 business clients per year providing complementary, confidential, in-depth, one-on-one counseling for small to medium-sized businesses. New or existing companies have access to training, e-counseling, quality-based assessments, technical assistance, loan packaging guidance and information on federal, state and local regulations and programs.   |
| 6 Center for Slovenian Studies               |                    | University of Ljubljana   | Serves Cleveland's Slovenian population, the largest population of Slovenian heritage citizens outside Slovenia. Luka Zibelnik, an instructor from the University of Ljubljana, offers courses to the general public that incorporate material on Slovene history, culture, literature and even daily life in modern Slovenia.  | 6 years               | 1                 | 60                 | \$90,000      | The Center is the only one of its kind in Ohio and of a few nationally that focus on Slovenian heritage, giving CSU a distinction in the area of global studies. Along with centers focused on Hungarian and Polish heritage, the Center for Slovenian Studies affirms Cleveland's rich eastern European roots to its students, many of whom share that heritage.   | The Center has become a revered program and point of pride for Cleveland's uniquely large Slovenian population. It has provided valuable information and research to the City, which has a trade relationship and sister city arrangement with Ljubljana, Slovenia. The Center also is a popular continuing education program for elderly residents in the City.   |

| Partnership Name                                   | Community Partner                | Institutional Partner  | Purpose   | Length of Partnership | Number of faculty | Number of students | Grant funding | Institution Impact  | Community Impact  |
|--|----------------------------------|--|---|-----------------------|-------------------|--------------------|---------------|---|---|
| 7 Central Neighborhood Alliance                    | Central Promise Neighborhood     |  | A partnership coordinated by CSU's Office of Civic Engagement and the Promise Ambassadors, a group of resident leaders who lead programming and advocacy in the Central neighborhood. The Alliance seeks to create respectful, reciprocal relationships between CSU faculty and students who are engaged in Central and the residents who live there. The goal is to establish practices that foster the co-design of activities and solutions despite differences in education, economic status and race.                                      | 2 years               | 5                 | 20                 | \$25,000      | Conveniently located just southwest of campus, the Central neighborhood is an accessible community for faculty and students who are eager to practice engagement in an urban Cleveland neighborhood. Its well-organized array of resident leaders, grassroots organizations, and institutions create opportunities for effective partnerships. By generating a critical mass of collective effort from the university, there is opportunity to witness tangible, measureable impact on social and economic conditions.                                | Historically a "port-of-entry" of sorts for African-Americans emigrating from the South, the Central neighborhood has a long, proud history. It also has suffered its share of economic decline. Both of these factors have made it a favored location for researchers. However, residents often have felt like subjects rather than participants in these efforts. The Alliance with CSU changes that relationship and, in doing so, helps build the capacity to engage more proactively with other institutions involved in the neighborhood.   |
| 8 Cleveland Arts Education Consortium              |                                  | 70 member arts organizations, ranging from Karamu House to the Cleveland Orchestra | In-residence at CSU, the Consortium brings together 70 diverse arts organizations to promote and strengthen art education in Northeast Ohio and advocate on behalf of arts learning for people of all ages and circumstances. In-residence at CSU's Center for Arts and Innovation, the Consortium convenes members and affiliates on the CSU campus and in the community to address critical issues in arts education, present collaborative community events, and undertake projects and research studies to promote the value of the arts.   | 15 years              | 20                | 10                 | \$38,000      | CSU students and faculty have an opportunity on a daily basis to engage in a rich network of arts organizations and executives. The access spawns opportunities for research, performance and employment.   | The Consortium fosters collaboration that allows for the creation of a more cohesive and inclusive vision for the arts in Cleveland and greater leverage in advocating for that vision. CSU provides an operational base that gives the organization stability and credibility.   |
| 9 CSU Arts Campus in PlayhouseSquare               |                                  | PlayhouseSquare and the Cleveland Play House                                       | The collaboration among Cleveland State, the Cleveland Play House, and PlayhouseSquare—the nation's largest theater outside of New York City—which sits just west of campus enables undergraduate students to hone their skills alongside working professionals. The partnership raised \$30 million to convert the historic Allen Theatre into three versatile performance spaces for the University's Department of Theatre and Dance and the Play House. It also includes the The Galleries @ CSU in the historic Cowell & Hubbard Building. | 4 years               | 675               | 42                 | \$30 million  | The Arts Campus provides CSU arts majors with rare access to the highest quality, professional performance spaces. In addition, it brings those departments in direct collaboration with the city's most influential arts organizations. Students are exposed to the region's most talented professionals, not only accelerating their own skills development but also increasing their opportunities for mentoring and employment. The efforts has significantly increase CSU's stature as a critical player in the economic resurgence of the city. | No place are the community's benefits of CSU's influence as an anchor institution more evident than in the infusion of energy provided to PlayhouseSquare. The area is literally place where downtown and campus meet and the partnership with CSU has led to its resurgence. A recent editorial in The Plain Dealer, Cleveland's daily newspaper, praised the University's "catalytic work to transform the area around its downtown campus" and declared: "[I]ts willingness to breathe new life into its corner of downtown is also important to Greater Cleveland's future." New street-spanning signage and a 40-foot chandelier, the largest such outdoor ornament in the country, were scheduled to be erected over Playhouse Square in spring 2014, culminating its transformation. |
| # Cuyahoga County Conference on Social Welfare     | Garden Valley Neighborhood House | Mandel School of Applied Social Sciences at Case Western Reserve University        | Annual conference is held each year on CSU's campus to enhance the role of social workers in analyzing, formulating and advocating for social welfare policy;re-considering the changing context for social work in Cuyahoga County; identifying emerging policy issues; and enhancing collaboration and communication among social workers and human service professionals.  | 4 years               | 10                | 50                 | \$3,000       | CSU students and faculty participate as presenters, volunteers and attendees, networking with colleagues from other universities as well as human service professionals. The event exposes the CSU campus to about 500 human service professionals each year.   | Besides fulfilling the state goals of the event (see purpose), a community partner is chosen each year to be the recipient of outreach by conference participants and publicity. In 2013-14, the partner was Garden Valley Neighborhood House.  |
| # Great Lakes Sports and Entertainment Law Academy |                                  | Case Western Reserve University School of Law                                      | The Academy, operation in partnership with the CSU's Cleveland-Marshall College of Law is a hands-on, immersive summer program that introduces law students to representatives from Cleveland's three professional sports franchises and its thriving arts and musical institutions. The program culminates with an "externship" at Cleveland's Brown or Cavaliers franchises, the Greater Cleveland Film Commissions, and other organizations.   | 3 years               | 5                 | 35                 | \$0           | The Academy gives students insight into a professional pathway that is vital to the economic stability of the Cleveland region yet rarely pursued by law students. The program has contributed to the Cleveland-Marshall College's reputation as an innovative law school that is adapting to dramatic changes in the profession. The high-profile array of speakers and trainers, which has included Oscar-winning performers, has given enhanced CSU's national profile as well.  | Arts, sports and entertainment is a critically important and expanding economic sector for Cleveland. It is highlighted often in regional economic development strategies. Consequently, significant public and private investments are being made to increase its vitality. Developing a highly skilled workforce in this sector is critically important to regional success. In addition, this sector has a decidedly community engagement orientation, making CSU's brand of graduate particularly important to this strategy.   |

| Partnership Name                          | Community Partner                 | Institutional Partner   | Purpose  | Length of Partnership | Number of faculty | Number of students | Grant funding  | Institution Impact   | Community Impact   |
|---|-----------------------------------|---|--|-----------------------|-------------------|--------------------|----------------|--|--|
| # Human Motion and Control Lab            |                                   | Parker-Hannifin, Louis Stokes Cleveland VA Medical Center, NASA Glenn Research Center | To make computerized "smart" prosthetic limbs and assistive devices that mimic the abilities of natural ones, and motorized, wearable robotic "exoskeletons" that could help paralyzed people walk, rehabilitate stroke victims, or stop weak or elderly patients from falling.  | 2 years               | 3                 | 16                 | \$1.6 million  | The Lab is, arguably, CSU's most significant applied research endeavor. With a superstar endowed chair at its helm, the effort has gained national media attention and has reinvigorated the entrepreneurial spirit of the Washkewicz College of Engineering under its new dean, Dr. Anette Karlsson. The high-profile partnership with Parker-Hannifin has also generated interest from other corporations interested in sponsoring commercialized research at CSU. It also has created rare opportunities for collaboration between engineering faculty and those in human service fields.   | It is not often that privately funded research efforts have real community engagement potential, but this Lab is one such example. It offers a potential for dramatic scientific breakthroughs that would benefit some of the most vulnerable citizens, including the elderly and those with physical disabilities. As such, the work has created anticipation for its human service benefits as much as its technological contributions.  |
| # MC <sup>2</sup> STEM High School        |                                   | Cleveland Metropolitan School District, KeyBank                                       | Provides STEM education for 140 juniors and senior in newly renovated, state-of-the-art classroom space on CSU's campus. The curriculum provides strong academic, analytic, and problem solving skills, and is taught in partnership with the NASA Glenn Research Center, the Great Lakes Science Center and other partners.   | 2 years               | 6                 | 7                  | \$1.25 million | Participation in the planning, building, implementing the new school has resulted in vigorous new collaborations with CMSD that have informed the development of continuing education programs for teachers as well as the opportunity for CSU to faculty to engage in real-world experiences. At the same time, students engaged in project-based learning and participating in research experiences in CSU science, engineering, and math labs significantly contributes to the train the trainer model.   | Immersing juniors and seniors from inner-city Cleveland in a university environment better prepares them for success in higher education. Students have been awarded prestigious scholarships such as the Gates Millennium Scholarship. The model has been recognized by the National Center for Urban School Transformation and won a National Award for Excellence in Urban Education.   |
| # Neighborhood Leadership Cleveland       | Neighborhood Leadership Institute |   | The annual 19-week course, provided in partnership with the Maxine Goodman Levin College of Urban Affairs, has trained more than 1,000 grassroots leaders to use their voice to actively participate in effecting community change. Neighborhood Leadership Cleveland grads return to their communities with an increased sense of their civic responsibility; improved understanding of leadership within the context of their existing work; a greater capacity to recognize and use tools for change, and ongoing support and mentoring through the Institute's alumni network. | 20 years              | 2                 | 0                  | \$30,000       | NLC is the longest running of the five leadership programs that are part of the portfolio of the Center for Leadership Development within the Maxine Goodman Levin College of Urban Affairs. As such, it has the most credibility within the community. Its large, diverse alumni base includes leaders in all sectors and individuals who are appreciative of and loyal to CSU. This base of ambassadors is a critical constituency for the university. In addition, each year a graduate course is assigned to NLC, providing students with a rare insight into the nature of grassroots leadership.   | The leadership positions held by alumni of NLC is a testament to its impact as a capacity-building enterprise for local, grassroots leadership. Executive directors of community development corporations, local elected officials, and community organizers have all been propelled by NLC over the years. Their ongoing participation with Levin College activities gives the community continued access to the University, leading many to participate on Visiting Committees and Community Advisory Boards at the CSU. Many have been motivated by their experience to pursue degrees from CSU.  |
| # NEOMED-CSU Partnership for Urban Health |                                   | Northeast Ohio Medical University   | Develop primary care physicians who will practice in Cleveland's medically underserved communities including those who grew up in those very same communities. Thirty-five students enter the program as undergraduates and participate in a community-based curriculum where they work with community leaders on service learning and community-based research in eight urban communities, most of which have African-American and Hispanic majority populations.   | 4 years               | 30                | 70                 | 4.2 million    | CSU's College of Sciences and Health Professions has experienced a 75% increase in enrollment over the last five years, in large part due to the influx of students interested in studying medicine. The collaboration also has resulted in new interprofessional (IPE) education programs across the academy to train primary healthcare teams. CSU and NEOMED have developed new funding partnerships that have resulted in more than \$50M for program development and two new facilities on CSU's campus, including a new building for IPE education, collaborative clinical research, and public health programs. In addition, CSU is piloting a transferable model to evaluate community engagement and impact on Cleveland neighborhoods. Finally, CSU is creating a workforce development data warehouse for the health professions that will bring together federal, state, and local practice data for the first time. | With the neighborhood classroom model, CSU immerses students are in the community where they later engage in formal clinical training early in their academic career. All students participate in a community-based participatory research project in junior year. To support this model, CSU has developed deep partnerships with a network of community partners in 8 Cleveland neighborhoods and dozens of organizations are actively engaged in helping train students. Each student is also assigned 3 mentors, including one "Community Champion," who resides in the host neighborhood. Toward this end, a self-study of pipeline programs resulted in realignment and reorganization of community-based programs, including establishing new initiatives with high schools throughout Cleveland. |