Cleveland State University is on a path of ascension. CSU, which evolved from a pioneering engineering college into a comprehensive university that offers affordable access to higher education, has revitalized Northeast Ohio in many ways and is poised to lift the region to new heights.

The University plays a pivotal role in Northeast Ohio. Perhaps the best way to appreciate CSU’s impact on the region is to engage in a thought experiment. Imagine what the community would be like had the Ohio General Assembly decided in 1964 not to establish a state university in Cleveland. Thousands of individuals disadvantaged by society would never have obtained a bachelor’s degree. The local economy would have been deprived of the material benefits provided by an institution of higher education: $254 million in revenues and $119 million in salaries in 2001 alone, according to an Urban College report. The overwhelming number of judges, business leaders, engineers, and urban specialists would never have received training at CSU, undercutting civic growth. And the symbolic benefits that a university education provide – for both the cognitive capacities of individuals and the spiritual vitality of a region – would never have been realized.

But the Assembly did create an institution of higher learning in Cleveland, and the effects have been far-reaching and profound. CSU is at the core of civic life in Northeast Ohio. It has transformed the people, who in turn have transformed the economic, social, and cultural life of the region. The changes unleashed over the past decade are numerous: development of a more tolerant and culturally diverse campus environment, institution of rigorous academic standards, an honors program, learning communities, revamped general education requirements, path-breaking scientific discoveries in genetics, and bold partnerships that have spawned innovations. These developments are complemented by changes in the University’s landscape: construction of a 125,000 square foot Recreation Center with glass windows that provide unobstructed views into the center from Chester Avenue, and a $15.8 million Parker Hannifin Administration Hall and Administration Center that are linked by an outdoor courtyard.
As impressive as these changes are, they are prelude to the next act, one that is anticipated to place the University on a much larger stage. President Ronald M. Berkman, who proclaims that he draws on “the energy that radiates from being part of the city,” and his administrative staff are planning a series of initiatives that redefine the University’s commitment to providing the citizens of Northeast Ohio affordable access to excellent higher education, while at the same giving CSU a larger footprint in the region’s health care, education, community development, and culture. Building on the successes of the past 10 years and emboldened by a creative blueprint for change, the University highlights in this introductory chapter Cleveland State’s many achievements since the last comprehensive site visit and its plans to lift the University to a more prominent place. The chapters that follow provide detailed discussions of how Cleveland State meets the five standards set forth by the Higher Learning Commission, federal compliance criteria, and future directions.

To set the stage, the history of Cleveland State will be reviewed; we will articulate the University’s achievements over the past 10 years and paths CSU is taking to surmount new challenges.

**University History**

Cleveland State’s roots can be traced to 1870 when the Cleveland Young Men’s Christian Association launched an educational program by offering free night classes in German and French. Four day schools were initiated in 1909; more than a decade later, the YMCA began offering its first college credit classes in engineering and business. This presaged the reorganization of the school’s curriculum around engineering and formation of Fenn College, in honor of Sereno Peck Fenn, who had served as president of the YMCA for 25 years. Fenn College adopted an approach that was innovative for the times yet congealed with the University’s community orientation. It adopted a cooperative education program that alternated classroom work with actual employment. Fenn was just the second college in Ohio to adopt cooperative education.

In the 1960s, the school was ripe for expansion. More students were attending college than ever before, creating the need for new institutions of higher education. At the same time, there was increasing recognition that working class and less affluent students were effectively closed out of the state educational system. Young people from the Greater Cleveland area who aspired to attend college but could not afford to quit their jobs to attend a nearby state institution, or whose grades precluded this option, were denied a chance to reach the next rung on life’s ladder. To address these problems, in 1964 the State established Cleveland State University as a state-assisted university to provide public higher education for citizens of Northeast Ohio.

Dr. Harold Enarson, who served as the University’s first president, ushered in tremendous expansion. The campus grew from nine to 27 acres, enrollment rose from 5,000 to 15,000, and faculty increased from 90 to 450 members by the early 1970s. During this period, the Cleveland-Marshall Law School, which traced its lineage to 1916, became part of Cleveland State as the Cleveland-Marshall College of Law.

From 1973 to 1988, under President Walter Waetjen’s direction, academic and public service programs grew. Under Dr. John Flower’s presidency, from 1988 to 1992, two new buildings opened: Music and Communication and the Convocation
Center. This period was also marked by strife, as racial and labor union issues flared. Flower was succeeded by Dr. Clare Van Ummersen, who served as president from 1993 to 2001. Under her leadership, the University undertook projects to improve student services and retention. However, problems emerged when CSU encountered delays and increased costs in implementing a controversial computer system. Complicating matters, the State reduced its level of financial support to universities during this period.

In 2002, Dr. Michael Schwartz became the University’s fifth president, pledging that the University would become “a student-centered institution of academic excellence” and a leader in innovative partnerships with government, business and industry. Under his leadership, morale rose, undergraduate education improved, and many programmatic changes occurred. As Schwartz’s term came to a close, CSU sought to define its identity to a Governor’s Office concerned with establishing a distinctive niche for each state university.

In July 2009, Dr. Ronald M. Berkman, who emphasized his twin passions for education and cities, became the University’s sixth president. Declaring that “urban affairs is in my blood,” Berkman stressed that “everywhere there seems to be the sense that the University is poised to take its next big steps.”

The common theme in the institution’s 140-year history is a connection with the community. From the late nineteenth century through Fenn College to the present day, CSU has emphasized its community roots and its bi-directional relationship with the city of Cleveland (and, more recently, the region). This relationship has had its ups and downs and has been defined in different ways over the course of the University’s history.

Achievements

Teaching

“I can go out in the lounge here, and there’s a bunch of students out there arguing about Indian history. In a class, they had to role play the partition of India and they got into it big time and took it beyond seriously, getting very agitated about whether the Pakistani or Indian position is correct. You go out there and see kids sitting there, enjoying doing math problems. That’s one of the nice things about a university. It says it’s okay to talk about books, it’s okay to talk about science. That’s a legitimate thing to talk about.”

DR. PETER MEIKSINS
Director, Honors Program

This comment is emblematic of a palpable increase in intellectual engagement among undergraduates, a consequence of several changes wrought over the past decade.

In 2006 the University implemented more rigorous admission standards, reflecting a widely-held belief that upgraded standards would elevate academic performance, improve retention, and bolster the University’s reputation. Prior to this, the University had admitted all graduates of Ohio high schools on a first-come, first-served basis. New criteria included completion of 13 units of the state-specified, core curriculum in high school, attainment of
at least a 2.3 high school GPA, and a 750 minimum on the SAT or 16 on the ACT. Preliminary evidence suggests that stiffer standards have had salutary effects. A recent analysis revealed a 5% increase in retention for the fall semester 2008 cohort, with the retention rate increasing from a 10-year average of 61% to 66%.

Second, the University streamlined and upgraded general education requirements. As a result of sustained faculty effort spanning several years, a general education task force proposed, and the University adopted, new requirements that raised the curricular bar for students. The new requirements emphasize breadth of knowledge in arts and humanities, social sciences, and natural sciences; skills in writing, speaking, and quantitative literacy; appreciation of social diversity; and a capstone experience.

Third, the University adopted an honors program, designed to nurture exceptional students. The program has expanded substantially since its inception in 2004, attracting more students and recruiting students with excellent standardized test scores. Competition to gain admission has become stiff. In a typical year, the program admits approximately 45 freshmen of some 145 applicants for the freshmen slots and between 15 and 20 juniors of some 80 applicants for the upper-level slots. Students are collaborating with faculty members on scientific, social scientific and engineering research or are working on independent projects, such as creating films.

A fourth curricular reform is Learning Communities. Learning Communities are innovative, student-centered classes clustered around a singular, provocative theme. They are intended to provide a powerful supportive system for first-year students, helping them make the transition to the rigorous demands of university life. Students take classes as a cohort and have the opportunity to pursue engaging issues inside and outside the classroom. Learning Communities were first offered in the fall of 2007, funded through an approximately $2 million, five-year Title III grant from the U.S. Department of Education. CSU has offered a multitude of creative Learning Community courses, such as Science of Life and Health; Cities, Sanctuaries and Social Change; and Images, Realities and Constructions of Society (see Chapters 2 and 3 for detailed information on General Education, Honors, and Learning Communities).

A common thread in these new initiatives is that they frequently enrich classroom learning of ideas or methods with real-world experiences. The University has used the phrase “engaged learning” to describe the integration of classroom knowledge with practical applications. While this has become something of a mantra on campus, it captures the process by which abstractions – theories, methods and artistic forms – are experienced in real-world settings.

The aforementioned focused on undergraduate education. The reforms were needed to add more rigor to a curriculum that had seen little change over the past decades. Yet CSU is also distinguished by its Graduate College. Of the University’s approximately 16,500 students, over 6,000 or 36% are graduate students—the highest percentage of any Ohio university and one of the highest in the nation, a testament to the University’s emphasis on training the next generation of scientists, scholars, leaders, and managers. The institution houses a collection of some 80 master’s, doctoral, certification, licensure, and accelerated “4+1” programs – and the number is growing. The past decade witnessed the
creation of a Ph.D. program in counseling psychology; a specialization of the urban education Ph.D. program; a doctorate in physical therapy; a Master of Nonprofit Administration and Leadership; and a Master of Arts in Global Interaction.

The growth of research programs at CSU is leaving an imprint. In the 2009 *U.S. News & World Report* rankings, the University ranked among the top 200 (of over 3,000) institutions in the U.S. Reflecting its unique graduate mission, the University ranked 10th among the nation’s top 20 specialized research universities (for business, education, and social sciences) in the third annual Faculty Scholarly Productivity Index, reported in the *Chronicle of Higher Education*. In addition, several academic units, including the Levin College of Urban Affairs and the School of Communication, have been nationally recognized for faculty research excellence.

The University also scored a landmark accomplishment in one of its leading professional schools. The bar passage rate for first-time test takers from Cleveland-Marshall’s College of Law hit 90% in 2010. Only Ohio Northern University and the University of Cincinnati performed better. The success was the product of a five-year law school faculty drive to increase the bar passage rate. Prior to the law school’s effort, the first-time passage rate hovered in the upper 60% range. Interim Provost Geoffrey S. Mearns, who led the bar passage effort as dean of the law school, noted that the Board of Trustees had challenged the law faculty to place among the top law schools in Ohio in bar passage. “The college has now met the challenge,” he proclaimed.

**Diversity**

“The contribution that CSU is making is actually educating the future workforce. We know what the demographics are, and after the current census we’re going to see even greater diversity. Students of color come into the university, but they don’t know what they want to major in. So many are first generation college goers, who have a parent who is pushing them do better than they achieved. We are able to motivate students beyond what they can even see.”

DR. NGERI NURU-HOLM  
Vice President for Institutional Diversity

Cleveland State serves a population rich in diversity: religion, race, culture, age, gender, and gender orientation. Cleveland itself is a potpourri of different ethnic groups, each with its own traditions and perspectives on the world. The University embraces inclusion, recognizing the intrinsic value inherent in cultural diversity, as well as the benefits wrought by a multicultural academic environment.

CSU has emerged as a leader in the education of minority students. Looking back over the past 10 years, one finds that the University:

- Continues to be among the top 100 degree producers for African-American master’s graduates in all disciplines combined;
– Has led the State in producing African-American master’s graduates in education and the social sciences;
– Continues to have a diverse student body and work force (People of color comprise 28% of students, 22% of faculty, and 33% of staff);
– Has a campus climate marked by increased tolerance and acceptance of cultural diversity, as documented by Institutional Diversity survey data; and
– Has significantly boosted minority retention through aggressive multicultural mentoring.

(The fall-to-fall freshmen cohort retention rate from 2007 to 2008 was 68% for participants in the mentoring program, compared to 57% at the University as a whole.)

This is just a thumbnail sketch of the University’s record in diversity over the past decade.

Diversity is a multifaceted concept that includes multicultural programming, faculty support, and supplier diversity. Chapter 4 provides documentation of Cleveland State’s accomplishments in these areas.

Research and Professional Achievements

“The work faculty are doing is really groundbreaking. We’ve got people who are contributing to the understanding of cancer, Alzheimer’s, and heart disease and in various exciting innovative ways that is just remarkable. We’ve got people who are working on pharmaceutical agents and better understanding of human performance and cognition. It’s very exciting and interesting work. One of the things that makes our researchers unique is that it’s all being done in collaboration with our students. A large proportion of the publications that come out of this college have student co-authors – undergraduate and graduate students.”

DR. BETTE BONDER
Dean, College of Science

Dr. Bonder’s comment underscores the vital role that basic research plays at CSU. It also highlights the important part students play in faculty research in the College of Science, as well as in scholarship in other colleges. Consider the following achievements attained in the different colleges over the past 10 years:

Researchers in the College of Science have taken a major leap forward to understand the causes and treatment of diseases. The College launched a Center for Gene Regulation in Health and Disease (GRHD). GRHD focuses on research to improve our understanding of biological processes and how malfunction of these processes results in various diseases. For example, Dr. Anton Komar received a $900,000 Human Frontiers Science Program grant for three years to study the structure of nascent peptides and kinetic control of co-translational folding on the ribosome. His proposal was selected from a world-wide competition for novel interdisciplinary basic research focused on the complex mechanisms of living organisms. Most awards went to researchers in the world’s most top universities. Dr. Komar and Cleveland State now join this prestigious group.
In the **Fenn College of Engineering**, innovative work on alternative energy development has been conducted by Dr. Majid Rashidi. Convinced that there is a better way to harness the power of the wind, especially in areas with lower wind speeds, Dr. Rashidi hoisted a pioneering wind tower amplification system to the rooftop of a CSU building. Although still a prototype, the elegant spiral tower has the potential to offer Northeast Ohio wind energy sources in the future. Unlike traditional wind turbines that require a great deal of open space on land or water, Rashidi’s design features a spiral wind deflector that can be mounted atop a building in any city. Based on an operating principle of air velocity amplification, the turbine tower is a cost-efficient alternative to conventional power sources.

Other CSU research also has exciting implications for urban areas. A study conducted by Dr. Brian Mikelbank and his colleagues at the **Maxine Goodman Levin College of Urban Affairs** offers a working plan for cities to consider when deciding how to guide their housing market in the wake of the foreclosure crisis. Their research, which was taken up by Cleveland City Council in November, 2008, indicates that there are two distinct housing markets within Cuyahoga County: one submarket dominated by foreclosure activity where sales are up and prices are down, and another submarket where sales are declining, but prices are stable and houses are holding value. This suggests that urban leaders err by treating the housing market as if it were a singular entity.

CSU researchers have also explored other aspects of cities, dimensions that express the historical vitality of an urban area. A team of scholars and students in the **College of Liberal Arts and Social Sciences** have conducted in-depth studies of communities located along the corridor of Euclid Avenue. Led by history professor Dr. Mark Tebeau, the researchers have identified critical sites, stories, and individuals to serve as the programmatic framework for an oral history project. They envision a virtual, historical Euclid Avenue that runs parallel to the actual Euclid Avenue. For example, interviews with owners of pioneering Black businesses in the Cedar-Central area, a Hungarian Jewish iron worker, and the founder of the Agora musical theater reveal a tapestry of meanings that allow historians to understand and celebrate storied aspects of the city.

Other noteworthy faculty work over the past decade has come from partnerships between the University and the community.

In 2008, the Confucius Institute formally opened at CSU. Designed to promote the use of Chinese language and appreciation of Chinese culture in the wake of the global presence of China, the Center was the product of collaboration between Dr. James A. McLoughlin, Dean of the **College of Education and Human Services** and Dr. Lih-Ching Chen Wang, director of the Confucius Institute in China, as well as others from both academic units. A central focus is to prepare up to 60 teachers of Chinese for public and private schools, colleges, and other organizations. The Institute coordinates exchanges of faculty, teachers and students from both China and Ohio to pursue degrees and engage in culturally enriched educational experiences.

Partnerships are a key aspect of faculty work in the **Nance College of Business Administration**. In 2009, the College was awarded a fourth consecutive Title VI-B U.S. Department of Education grant for nearly $190,000 to integrate principles
of sustainability across its international business programs and alliances. CSU is one of a handful of universities nationwide to have received four consecutive Title VI-B grants. The College has used the funds to develop new international business programs and resources that bring students, faculty, and companies together to engage in sustainability-focused global business activities. The grant has also funded a Global Leaders in Sustainability Forum for Northeast Ohio business leaders and CSU faculty.

At the same time, the Cleveland-Marshall College of Law recently partnered with two community institutions to create the Community Health Advocacy Law Clinic. The clinic combines the expertise of the law school, the MetroHealth System, and the Legal Aid Society of Cleveland. Students work throughout the city with law faculty, practicing attorneys, physicians, nurses and social workers to increase access to health care for low-income families. The Center builds on the strengths of the law school’s well-regarded Journal of Law and Health. The clinic is part of the Center for Health Law and Policy, which offers a comprehensive curriculum for students hoping to pursue careers in health care law.

The Fresh Face of the Campus
Gaze into the glass curtain walls of the Recreation Center as you drive down Chester Avenue, and you see students jogging on treadmills, pedaling ferociously on stationery bikes, or smiling as they take a break from their workout. Sip a glass of wine as you lunch outdoors at Elements Bistro near the recently-constructed Parker Hannifin Administration Center. Peer across the street and you will see bicyclists traversing storied Euclid Avenue and students aplenty, sauntering to class at a renovated Main Classroom Building or to their dorm rooms at Fenn Tower.

If you talk to students who graduated before 2000, they tell you they cannot recognize the campus. The austere architecture of the ’70s through the ’90s is gone, replaced by sleek buildings that lend a distinct character to the campus. The construction boom of the past decade includes a Recreation Center and Administration Building; conversion of Fenn Tower to student housing; renovation of the main plaza, Law Building, and Krenzler Field; and construction of the picturesque College of Education and Human Services, as well as the Student Center, expected to be completed by summer 2010. One simple but significant addition was affixing the letters “CSU” to Rhodes Tower, a change which magnified the University’s presence in the region. Former president Michael Schwartz could not help but joke that “no matter what else I’ve done, I’ll go down in history as the man who put the CSU letters on Rhodes Tower.”

The campus has a palpable sense of vitality. Vice President for Business Affairs and Finance Jack Boyle calls it an urban village. Much of the success is attributable to intelligent planning, the administration’s decision to respect the environment and citified architecture, as well as the insight that CSU should have a strong sense of place, rooted in the culture of downtown Cleveland rather than feeling like a suburban campus located in the city. The campus is urban, but also urbane.

Students seem to have reacted positively. Some hang out at the Recreation Center, treating it as much a gathering place as a place to work out. Freshmen who said they wanted to come to an urban university have told university officials they believe they made a good choice in coming to Cleveland State. Forty percent of incoming full-time freshmen will live in the residence halls, a remarkable turnaround.
The Future

“We are an urban university poised to have a transformational effect on the social, economic, cultural, and political life of the city, the region, the state and most importantly, on the personal lives of thousands of students.”

DR. RONALD M. BERKMAN
President, Cleveland State University

Even as they take note of the achievements of the past 10 years, CSU’s leaders are confronted by many challenges. Cleveland, like other former manufacturing cities, faces daunting problems rebuilding its infrastructure, retraining workers for jobs in the 21st century, attracting industry that offers meaningful work, educating its citizens, and keeping them healthy. The University can play a part in this process, but it faces problems of its own: students whose background characteristics put them at risk to graduate in a timely fashion and dwindling support from a tax-starved state. Cognizant of these issues, but confident that it can help advance the region’s economic health, CSU’s leaders have developed a blueprint for change. A centerpiece is the conviction that CSU is an engine of reform driving regional advancement. In essence, CSU’s leadership has articulated a vision of regionally-focused public institutions of higher education, a new model of the urban university in 21st century America. Call it CSU’s compact for urban change.

The first part, focusing on education, emphasizes that CSU should:

- Increase the number of baccalaureate-degree holders in Northeast Ohio by increasing scholarship support for CSU students. Studies show that no other factor is a better predictor of economic and civic well-being than the percentage of the population that holds a college degree – only 23% in Cuyahoga County. By offering qualified students scholarships as an incentive for them to pursue higher education (especially those who would become the first in their family to go beyond high school) and by offering guidance to help them persevere and succeed, Cleveland State plays a critical role in producing more baccalaureate-degree-holders for the region (since many of our students come from and intend to remain in Northeast Ohio).

- Create an Enrollment and Student Affairs Division of the University to ensure an orderly transition through the college experience. CSU recently did just this, placing different units that share a commitment to student success under the same rubric. The new Division includes Enrollment Services, Student Life, Career Services, Marketing, Residence Life, the Recreation Center, Project SERV for veterans, and the student ombudsperson. The goal is to provide a seamless system of support and services from admission through graduation.

The CSU Learning Communities (LC) Program has focused on Constructing Pathways for Engaged Learning and Academic Success (http://www.csuohio.edu/learningcommunities/events/Tinto_06082010/index.html). In 2010, a special professional development program was held
as a part of the LC’s Title III Cooperative Grant Activities. Dr. Vincent Tinto, Distinguished University Professor at Syracuse University served as keynote presenter, sharing information about his current research on the positive impact of learning communities on the academic achievement of college students in urban, two-and four-year colleges. Dr. Tinto has consulted with numerous two and four-year institutions of higher education on a broad range of issues, including the success and persistence of undergraduate students. His work is considered by many as the benchmark by which other research on these issues is judged. Faculty and staff from Cleveland State Univer-
sity and Cuyahoga Community College who are teaching in fall 2010 Learning Communities attended as part of the annual Learning Communities Faculty and Staff Professional Development Workout session.

- Provide the local business community with a ready, steady and stable source of talent, by preparing students to meet Northeast Ohio’s economic needs through co-ops. The ability to attract educated young people to its urban core is a second leading predictor in a city’s economic well-being. Today Cleveland suffers from “brain drain.” Through a co-op and internship program that not only prepares students for jobs in the region but also engages them in civic issues, CSU increases the likelihood that its graduates will stay in the region. Businesses that support the program will quickly see a return on their investment: by hiring homegrown, job-ready, college-educated talent, they reduce recruitment costs and increase retention.

Educating students so that they can build the region is one part of the CSU blueprint for urban change. Another dimension is research and community partnerships. A central tenet is that the growth of the region derives in large part from the approaches adopted by its intellectual engine of change: Cleveland State University. CSU research plays a central role here. In an effort to significantly raise the University’s research profile and efforts in technology transfer, CSU established a new Research office in 2010. The University’s chief research officer position was upgraded to Vice President for Research and Dean of the Graduate School at Indiana University. Dr. Walker is also former Director of the Carnegie Initiative on the Doctorate at the Carnegie Foundation. The Vice President coordinates a host of activities, including helping the academic community meet research goals and fostering strong relationships with federal, state, foundation, and corporate sponsors. Assisted by the new research office and building on faculty strengths, the University’s intellectual blueprint for urban change has four components.

- The first is health (and health care development). A region cannot develop unless its residents are healthy. Given the presence of nationally-renowned health care institutions in Cleveland (e.g., Cleveland Clinic), the University’s research strengths, and the critical need for health care professionals, it behooves the university to concentrate in this area.

- The second is education. The region needs effective education of its urban constituency to foster basic cognitive skills and prepare young people for the world of work. CSU’s College of Education and Human Services is a natural player.

- The third component is community sustainability. Northeast Ohio needs forward-looking institutions if it is to thrive. The University can advance the region through education and by providing strategic and technological direction for innovation that will generate new industries and jobs for the future.

- The fourth component is culture. CSU is situated in the midst of one of America’s great cultural complexes. People live, worship, and mature in symbolic worlds of their own creation. They gain
fulfillment and live meaningful lives by creating, drawing on, and elaborating upon cultural constructions. A university has an obligation to help students develop a critical understanding of culture and its discontents. It should also serve as a beacon of high culture, facilitating people’s appreciation of the arts.

One can think of these as building on each other in a Maslow-like hierarchy. Individuals need good health to survive and develop. They need an education that provides them with basic skills and the ability to function as citizens; they need a sustaining community that provides the social structure and economic solvency that ensures future growth for individuals; and last, they need to have cultural appreciation to reach new levels of human potential. Below is a discussion of each of these.

Health
The region is faced with pressing medical needs. Northeast Ohio needs physicians and nurses dedicated to serving an urban population, professionals skilled in occupational and physical therapy, and specialists who can improve communication between doctors and patients or can use contemporary media technologies to persuade people to take better care of their health. By recruiting medical students who want to become primary care physicians and other health professionals specializing in urban health, CSU addresses a critical hospital shortage while ministering to the needs of an underserved class.

A second component of the University’s focus on health is expansion of health care programs. The Department of Health Sciences has been upgraded to School status, and new Ph.D. programs in the medical sciences are under consideration. Nursing, previously housed in the College of Education and Human Services, became an independent school in June 2010.

A third component is research. The College of Science has launched a Center for Gene Regulation in Health and Disease (http://www.csuohio.edu/sciences/grhd.html) that can improve understanding of biological processes and how malfunction of these processes results in diseases. In addition, the Center for 21st Century Health Professions has been identified as one of the University’s signature Centers of Excellence.

Health etiology, training, and prescription are multifaceted problems, requiring participation from a broad array of University departments. Thus, the health initiative is intended to be a broad-based Cleveland State effort, with participation from the natural sciences, health science, psychology, urban studies, communication, sociology, and other disciplines.
Education
CSU’s College of Education and Human Services is positioned to improve the public K-12 schools of the region and supply them with a steady flow of competent teachers and school leaders. To achieve this and other educational objectives, CSU is inaugurating a laboratory school (http://www.csuohio.edu/k-12/index.html) near campus that will house a K-12 international baccalaureate program. The school is the outgrowth of a collaboration between the College and the Cleveland Metropolitan School District. Building on the College’s curriculum, with its Confucius Institute and the established curriculum of an international baccalaureate program, this school will offer K-12 children an intellectual passport, giving a diverse range of children from Cleveland and the suburbs the cultural and cognitive skills they need to succeed in a global society.

The school is also a cornerstone of the Campus District revitalization strategy—building a retail, diverse and unique urban neighborhood with CSU at its center.

The College faculty will help develop the curriculum, which will include Chinese, a major global language of the 21st century, as well as reading clinics, tutoring, and laboratories. Planners expect constant traffic between the Education and Human Services College and the school, reflecting the University’s commitment to educational innovation.

Another potential benefit is that young professionals living downtown and CSU faculty members will send their children to the school. CSU leaders believe this will be part of a University-developed, national template for effective urban education.

A second educational intervention is UTeach (http://uteach.utexas.edu/), a national program that helps students majoring in math and science launch a teaching career. Designed to keep the U.S. competitive in science and mathematics, the program enables science and math majors to graduate as certified teachers in four years by integrating their science curriculum with educational coursework. It typically takes six years to acquire a teaching certificate in math and science. UTeach is designed to increase the quality and quantity of math, science and computer teachers in public schools—a goal that CSU has been working steadfastly to achieve. CSU was invited to become part of the UTeach Institute, joining the ranks of 20 universities across the country, including California-Berkeley and Texas-Austin.

Third, CSU recently established a Center for STEMM Education (http://www.csuohio.edu/news/releases/2010/04/14797.html). The Center will serve as the hub for more than 30 science, technology, engineering, math, and medicine (STEMM) teacher preparation activities in the Colleges of Science, Engineering, and Education and Human Services. The Center is designed to provide students in STEMM disciplines with skills needed to fill key positions in the marketplace and infuse local businesses with specialists who can advance company goals.

Community Sustainability
CSU can play a pivotal role in the growth of the region. Graduates in business, law, and engineering form the backbone of “Business Cleveland.” CSU, through its nationally-ranked Urban College, is unique in supporting government and the civic community in problem solving. The University plans to build on these strengths to discover new ways to restart and sustain urban economies.
The nationally-ranked and recognized Levin College of Urban Affairs has several research centers, including the Center for Economic Development, which offers technical assistance on urban issues to policymakers; the Center for Community Planning and Development, which strengthens community development through research; and the Center for Public Management, which has long offered assistance to state and local governments. A special focus will be the newly-formed Next Generation Economy Center. Urban College Dean Edward (Ned) Hill emphasizes that the centerpiece of Levin College efforts is innovation.

The Nance College of Business Administration has created numerous partnerships that have sustainability implications. For example, the College, partnering with state and federal small business departments, operates a small business development center in Cuyahoga County, offering training and counseling to small businesses in the county. For the past six years, the College has worked in tandem with the City of Beachwood at the Beachwood Business Development Center in an effort to attract businesses to Northeast Ohio.

Fenn College of Engineering has a rich tradition of working with corporate and public sector sponsors, including Parker Hannifin, Rockwell Automation, Lubrizol, and the NASA Glenn Research Center. At the same time, research with job-creating implications occurs at Fenn’s Center for Advanced Control Technology, with its emphasis on enhanced precision for nano-technology, the Industrial Space Systems Lab, which is researching an In-Space Fabricator, and the Glass Research Center, which is pursuing top-quality production of e-Glass.

These Colleges and others can also harness the region’s potential by serving as an incubator for new ideas. Borrowing psychologist Donald Campbell’s notion of “reforms as experiments,” the University is poised to test hypotheses and empirically evaluate the validity of different strategies to promote sustainable communities. University leaders have in mind a broad-based effort that involves data-based examination of diverse proposals to ameliorate urban problems. For example, what is the best way to harness engineering knowledge to promote alternative energies? What is the most effective way to maximize small business success? How can the region create, commercialize and communicate innovative processes? What mechanism of health care delivery is the most likely to reduce racial disparities in health care? By asking and answering these questions, the University will assist Northeast Ohio, while at the same time showcasing a creative vision of the 21st century urban university.

Culture

The University can also enhance the region by embellishing its culture. Northeast Ohio is more than bridges and banks. It also has a rich tradition of arts, ethnicity and culture. CSU can become a beacon of cultural enrichment, showcasing artistic performance and increasing public appreciation of the region’s cultural mosaic.

A centerpiece is a plan to create a vibrant arts community close to the CSU campus. Academic units or technical facilities in art, theater, dance, TV, radio, film and digital media would move to the Playhouse Square District, the second largest theater district in the U.S., which begins at the western tip of our campus. This new arts campus, embedded in this unique artistic neighborhood, will provide new opportunities and resources for faculty, students, and staff.
A key focus will be theater, which, as the *Cleveland Plain Dealer* notes, has been booming over the past several years, with the number of CSU productions growing from three to 16 a year. Plans call for a remodeling of the Allen Theater, a 2,500-seat venue built in 1921 and restored in 1998 with the existing stage to be refurbished and two smaller theaters slated to be constructed. The Art Department is expected to move to a building in the Playhouse Square arts community. The Music Department, which links contemporary and classic music to the community in many ways, will also contribute to the vibrant CSU arts campus. It is also possible that the University could create a CSU student television station, in collaboration with Playhouse Square media partners. Television, radio and visual arts programs will become partners at the Ideastream complex, one of the most innovative and technologically advanced centers for the media arts.

Another aspect of culture is Cleveland’s mosaic of neighborhoods and ethnic diversity. CSU historians have garnered more than a million dollars in U.S. Department of Education grants to archive oral histories of Euclid Avenue neighborhoods. While these communities have changed over the years, a significant amount of their cultural history has remained. Places of worship, civic institutions, and, it was found, recollections of prejudice have survived many waves of transformation. A team of historians and students have sought to preserve stories of these Euclid Avenue neighborhoods through audio-based oral histories. At the same time, urban scholars and social scientists have documented demographic and communication characteristics of residents of Cleveland neighborhoods. This yields insights into the latent structure of the city’s neighborhoods.

**The Campus Neighborhood**

CSU continues to embellish its footprint in the campus neighborhood. The University has bold plans to create more visual links between the campus and city, and to leverage development opportunities that enhance quality of life for the University and community.

CSU plans to link St. Vincent Charity Medical Center (SVMC), Tri-C’s Metro Campus, and Cleveland State. A bridge is planned that will extend across 22nd Street, developing a seamless connection between St. Vincent Charity and the increasingly health-focused campus at CSU. University leaders hope to build a new branch of NEUCom between CSU and the SVMC complex. Charity medical professionals will be able to eat lunch at a Pizzeria Uno, located at the Student Center, no doubt paying careful attention to excessive trans fats!

As new campus living facilities are built, Viking Hall, the University’s most antiquated residence hall, will close. The new dormitory will ultimately provide 600 new beds for students in contemporary apartment layouts. This building, coupled with the spectacular College of Education and Human Services building on the north end of Euclid, will draw passersby to both sides of the street.

On the north campus, between Chester and Payne Avenues, the University plans to construct market-rate housing geared to graduate and law students, faculty, and young professionals. By 2020, University leaders hope that CSU will be the center of a bustling academic neighborhood, with a visage that aesthetically matches the style and grit of 21st century Cleveland.