

CHAPTER 10

CASE IN THE COMMUNITY

One of most important features of Case's transformational learning environment is its commitment to community interaction. Northeast Ohio, particularly the Greater Cleveland area, offers countless opportunities for students, faculty, and staff to engage in meaningful educational, research, and service activities. As the people who make up the Case community extend their views and efforts beyond the campus, they and their neighbors benefit from the energy, enthusiasm, and opportunities inherent in significant outreach efforts.

Case's relations with the broader community can be viewed as falling into two categories of interactions. In one, Case formally links with an external partner to participate jointly in education, research, or service activities that benefit both partners and/or the external community. In the second, Case unilaterally offers its resources, services, or special programs for the enrichment and advancement of the public. Both types are explored in this chapter.

PARTNERSHIPS AT CASE

Overview and Significance of Partnerships

Partnerships differ in their scale of interaction, but each is intended to bring together individuals, programs, and institutions for their mutual benefit. The benefit may be achieved by building a critical mass in a focused area, or by uniting complementary strengths to build a multi-faceted program. In either case, the university assumes that these relationships will advance its mission.

Case's mission and vision call for partnerships to direct their efforts toward achieving the goals of research,

scholarship, teaching, and service. In the area of research/scholarship, partnerships are sometimes necessary to provide the critical mass and breadth of expertise needed to address leading-edge, interdisciplinary research problems. They also offer broad dissemination of results and opportunities for field research. Partnerships provide opportunities for both faculty and students to apply their skills to meet actual needs while giving the students real-life learning experiences.

As evidence of the university's increased interest in and commitment to collaborations and partnerships, this topic was selected for a special emphasis self-study. The full report of the Subcommittee on Interdivisional Collaborations and External Partnerships appears as Appendix 1. In its report, the subcommittee provides an extensive (but not exhaustive) inventory of the external partnerships currently in place at Case. Three notable examples that represent the range of possible partnerships are presented here:

- Partnerships in the arts include long-standing arrangements with the Cleveland Institute of Music and the Cleveland Play House that provide unique educational programs and scholarship with the added benefit of community service through performance.
- The Healthy Smiles Sealant Program, a partnership of the Case School of Dental Medicine, the St. Luke's Foundation, and the Cleveland Municipal School District, addresses the university's community service mission by reducing disparity in oral health care for minorities and the underserved, particularly children. There is also an obvious educational component for

dental students, and plans for research projects related to this effort are underway.

- The Department of Biomedical Engineering promotes human health through education and research that bridge the gap between medicine and engineering. The department has educational and research collaborations with the major medical centers in Cleveland.

While the subcommittee concluded that the current climate at Case for participating in formal partnerships is favorable, it made a number of specific recommendations for further improving Case's performance in this area. These recommendations include:

- Creating vehicles to identify and assess the value of formally established partnerships
- Providing leadership training and recognition for faculty involved in these efforts
- Making investments in collaborative efforts by providing more information about partnership-type grants and communicating effectively about mutual strategic planning
- Establishing a more centralized mechanism for organizing, tracking, and promoting partnerships to encourage broader advocacy and maximum effectiveness

In the sections to follow, some of Case's partnerships with the university's neighbors in University Circle, the city of Cleveland, and the global community are highlighted.

University Circle

By any standard, Cleveland's University Circle ranks among the nation's best locations for a university campus. Consisting of about one square mile of park-like grounds, and accommodating more than forty-five educational, cultural, artistic, and health care institutions, the Circle represents a concentration of resources that supplement Case's own staff, grounds, facilities, and programs. Most important, these institutions collaborate on a wide range of activities and issues, and Case has joint and other cooperative programs with more than half of them.

Over the past decade, Case has worked closely with University Circle Incorporated (UCI) and with its institutional neighbors in the Circle to address the university's own priorities as well as those of other institutions and of the entire area, including neighborhoods bordering the campus. In recent years this effort has accelerated, reflecting the university's growing interest in forging stronger ties with its community more generally. Examples include:

- Case has negotiated an arrangement that gives all first-year undergraduate students free one-year memberships at several Circle institutions. This introduces the students to the resources of the university's neighbors and also helps the institutions connect with their future markets.
- Planning for development of the North Residential Village, where all undergraduates will live, has involved considerable interaction with UCI and the Glenville neighborhood to reach agreement on issues such as set-back, design, and participation in construction work.
- President Hundert has led a series of discussions with leaders of Circle organizations over the past year to assemble elements of a proposal to a major donor, which could result in significant new funding for collaborative arts activities at the institutions.
- UCI's strategic plan, unveiled in 2000, addresses priorities relating to the university's programs as well as those of other institutions, such as museums and performance centers, whose objectives focus on improving their ability to compete as "destination sites." Case participated fully in the planning process.
- Work has recently begun on the "Euclid Corridor Project," a \$200 million regional project reaching from downtown through University Circle to East Cleveland. It will convert Euclid Avenue from a busy, seven-lane thoroughfare to a more welcoming thoroughfare with dedicated trolley service. Case and UCI were among the most active supporters of the projects, and participated closely in the planning and design.

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Case's Kelvin Smith Library (KSL) has many local partnerships, including those with several UCI institutions. For example, KSL runs the central catalog for the Cleveland Institute of Art, the Cleveland Institute of Music, and the Siegal College of Judaic Studies. It also convenes the directors of UCI libraries twice a year to work on common projects.

OneCleveland

Case has been instrumental in the creation of OneCleveland, a nonprofit provider of community-based ultra broadband data networking services. OneCleveland began with the acquisition of 200 miles of dark fiber that enabled it to create and operate a robust regional technology infrastructure, leverage group-purchasing opportunities, and build strategic relationships with technology vendors such as Cisco, IBM, and Sprint. The City of Cleveland, Cuyahoga Community College, the Greater Cleveland Regional Transit Authority, the Cleveland Municipal School District, ideastream, the Cleveland Museum of Art, the Cleveland Orchestra, the Cleveland Institute of Art, and the Western Reserve Historical Society have all joined the OneCleveland program.

The OneCleveland consortium is committed to deploying state-of-the-art digital infrastructure in support of community goals, including a healthy Cleveland, bridging the digital divide, access to cultural and art institutions, better government and public services, and world-class research.

One of the interesting aspects of the OneCleveland project is its shared-cost partnership model. Case has made a \$27 million partnership agreement with Cisco, Sprint, and the other participants. All the participating institutions will pay the cost of OneCleveland together, and each will be paying about thirty percent less than they would if they participated separately. Case expects this initiative to yield a return on investment within seven years.

OneCleveland is committed to creating a seamless, digital infrastructure for the residents, businesses, and institutions of Northeast Ohio. The program's objectives include:

- Empowering individuals for personal and economic opportunities
- Enhancing education and training opportunities for students and adults
- Helping cities and counties provide services in new ways
- Supporting the delivery of world-class health services
- Expanding opportunities for educational and cultural institutions and neighboring communities
- Creating and linking area networks to take advantage of efficiencies of scale to boost regional capacity for these activities

Recent learning and social outcomes include:

- New collaborative performances involving dancers, musicians, and other artists in Cleveland and Los Angeles, all in real time
- Remote surgical consultations and diagnoses;
- Collaborative efforts involving researchers at NASA and Case
- The Cleveland Museum of Art's project to develop a virtual museum for students to "visit" while in class
- The region's public libraries' development of streaming video seminars and web-based education courses
- Collaboration between design students at Case and the Cleveland Institute of Art on global positioning system applications for self-guided tours of University Circle, incorporating audio, video, and speech recognition

For its initiative in forming OneCleveland, Case was recently named one of five finalists in the Education and Academia award category of Computerworld Honors 21st Century Achievement Awards.

Great Universities and Their Cities

In 2003, Case celebrated the inauguration of President Hundert. As part of that city- and university-wide celebration, Hundert and Cleveland Mayor Jane Campbell co-hosted “Great Universities and Their Cities,” an unprecedented, daylong colloquium designed to foster understanding of the benefits that can result from strong partnerships between universities and the cities that house them.

The colloquium explored best practices among nine national university and city leaders who were collaborating to advance their regions economically. Nine breakout sessions chaired by presidents from Yale, Johns Hopkins, Virginia Commonwealth, Clark, and Fisk Universities, Washington University in St. Louis, the University of Illinois-Chicago, the University of Rochester, and York University in Toronto and their local government partners showcased how these alliances serve to benefit both academic institution and community.

Breakout sessions covered a range of topics including downtown revitalization, cultural and artistic development, human resource development, housing, healthy cities, and others. Since the colloquium, Case has concentrated on several areas where it can combine its resources with those of community partners to make a true impact:

- Technology transfer and regional economic development
- Health outreach, with an emphasis on school-based health programs
- Neighborhood revitalization, including housing, K-12 education, human resource development, and race relations
- Cultural and artistic development

The theme of the presidential inauguration underscored the university’s commitment to increasing positive interactions among community leaders and the institutions they represent. It served as an example to other major American cities of how universities can create and nourish partnerships to benefit the greater

good. Some immediate, direct impacts of the program are the Employer-Assisted Housing Program and Case for Community Day, both of which are described in the Outreach to the Community section later in this chapter.

To continue and intensify efforts to form partnerships with organizations in Cleveland and Northeast Ohio, the university created the position of vice president for Cleveland and regional affairs. Appointed in January 2005, the new vice president will strengthen Case’s collaborative work with area agencies and organizations, providing analysis and recommending actions that will shape the university’s contributions to and involvement in major regional endeavors.

International Partnerships

As with many other spheres of activity at the university, international partnerships have developed primarily through the efforts of deans and individual faculty in the schools and colleges. The university does not have a central administrative office to manage international activities, although the Office of the President and the Provost serves as a coordinating point and source of assistance for such activities that transcend individual academic units. Partnerships range from research collaborations between individual faculty to larger-scale programs involving research, training, and student and faculty exchanges.

At the university level, Case has entered into memoranda of understanding or other agreements with literally dozens of institutions in North and South America, Europe, Asia, and Africa. One of the university’s newer relationships involves Bahir Dar University in Bahir Dar, Ethiopia, one of Cleveland’s sister cities – a city that, like Cleveland, is located next to a large lake. Scientists from Bahir Dar University will learn about Case’s ongoing research projects involving Lake Erie’s ecology. They will also learn about research on schistosomiasis (a parasitic disease caught as a result of contact with infected snails) being conducted by faculty in the School of Medicine’s Center for Global Health and Diseases. Anthropologists from Case, in turn, hope to visit Bahir Dar to further their research into human adaptation to high altitude environments.

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There are countless examples of international partnerships within individual schools – many dealing with some of the most urgent issues of the day. Case's **Frederick K. Cox International Law Center**, for example, serves as the research arm of the International Legal Assistance Consortium (ILAC), founded in 2000 to assist governments in resurrecting their judicial systems and dealing with accountability for atrocities in the aftermath of armed conflict or political transition. Since then, ILAC has assisted Afghanistan, Liberia, East Timor, and Iraq. Throughout 2004, several faculty from the school traveled to Dubai to train new Iraqi judges, prosecutors, and defense counsel in international human rights and international humanitarian law. In June 2005, the school will launch the Summer Institute for Global Justice at the University of Utrecht in the Netherlands, in collaboration with the law school at Washington University in St. Louis. Courses will be taught by faculty from Case, Washington University, and European institutions, and will include field trips to meet with, and visiting lectures by, officials of international organizations based in The Hague, including the International Court of Justice.

In social work, the **Mandel School's** Begun Center for Violence Prevention Research and Education has a memorandum of understanding with the Netherlands Institute for Social Science in Amsterdam to collaborate on research, education, and scholarly exchange. The center organizes an annual spring break study program in the Netherlands, designed to familiarize students and faculty with Dutch social policies on homelessness, substance abuse, neighborhood social control, multicultural aspects of health care, and other issues relevant to social service providers in the United States.

Another important international partnership in the social sciences is the collaborative relationship that has existed since 1987 between the Center for Research on Tibet in the **College of Arts and Sciences** and the Tibet Academy of Social Sciences. With the academy's cooperation, the center has undertaken a wide range of research projects on different aspects of past and present Tibet; Case has hosted scholars from Tibet, and several Tibetan researchers have earned graduate degrees at Case. The

center's faculty are currently working to digitize twenty years of oral histories from thousands of Tibetans, making the archive available to scholars all over the world and preserving information that would otherwise be lost.

The **Case School of Engineering** has enjoyed a long-standing (since 1983) relationship with the Faculty of Engineering of Cairo University (FECU) in Egypt. Supported as a series of projects (each in the \$50,000 to \$300,000 range) by the Fulbright Commission, this collaboration has produced a number of outcomes that have benefited both Case and Cairo University. For example, ten students from Cairo University have completed their Ph.D. degrees in systems and control engineering at Case and, of these, nine have returned to Egypt to take on faculty roles at FECU. Using the expertise of the faculty of the Case School of Engineering in graduate education and distance learning, the partnership was able to develop a Higher Education Center at FECU, which is currently being used to deliver an industrially oriented graduate curriculum there. The curriculum focuses on engineering design and problem solving and emphasizes the global aspects of industry. The program features a variety of distance learning tools, including remote use of laboratory equipment by FECU students and faculty, and a number of Case engineering students have pursued joint capstone projects with FECU students.

Many of Case's international partnerships are in the health sciences. The Center for Global Health and Diseases in the **School of Medicine** is a national leader in NIH-supported studies of the major infectious diseases of developing countries, including malaria, river blindness, and schistosomiasis. Center faculty have recently been successful in expanding the scope of their work to major viral diseases that threaten not only populations of developing countries but also American civilian and military populations. Established in 1987, the center collaborates with universities in the United States, Africa, South America, Australia, and the Middle East. Educational programs include courses in international health, overseas rotations for medical students, and training programs at Case for visiting students and scholars from developing countries.

The **Frances Payne Bolton School of Nursing** serves as a World Health Organization Coordinating Center for research and instruction in home health care nursing (i.e., the delivery of health care in the home setting). The center is one of ten in the U.S. and thirty in the world; only one other WHO center, in Botswana, has a home health care focus. Evidence-based practice initiatives are strengths of the Case center. The center has provided education to practicing nurses and nurse educators from Yonsei University in Seoul, South Korea, training a cadre of nurses who now serve as a critical mass for providing home care within Korea.

Other international collaborations in the health sciences are smaller in scale. A visiting assistant professor at the **School of Dental Medicine** from Pusan National University in Korea developed a new orthodontic device during his yearlong residency at Case. The dental school's orthodontic clinic is among the first in the country to use the new orthoscrew technology, which received approval by the Food and Drug Administration in 2004.

In addition to the opportunities described in Chapter 4 for undergraduate study abroad, most of the university's graduate and professional programs also give students the chance to broaden their educational experience through international study. The **Weatherhead School of Management**, for example, currently has exchange agreements with fifteen graduate schools of management on four continents. Program options range from intensive study tours during semester breaks to dual degree programs that allow students to earn an M.B.A. and a specialized master's degree. Through the MBA Enterprise Corps, a division of the Citizens Democracy Corps, the Weatherhead School was selected as one of approximately fifty schools to nominate M.B.A. graduates as business advisors to companies, development banks, and consulting firms in the emerging marketing nations of Eastern Europe and Central Asia. Recent Weatherhead graduates have been advisors in Poland, Lithuania, Ukraine, Russia, Kyrgyzstan, and Bulgaria.

The international partnerships are an important part of the life of the university. Major work of global significance has been done. Also, students have an

opportunity to gain a perspective that can come only from studying abroad. However, the impact of the partnerships is limited because there is not a central office that could publicize and coordinate the broad range of activities.

OUTREACH TO THE COMMUNITY

Overview and Importance of Community Relationships

Relationships with the community broaden Case's boundaries and embrace a philosophy of sharing and "giving back." It is vital that the university's mission drive community outreach programs, so activities are academically centered. Case also strives to be sensitive to the issue of mutuality. It is important to ensure that its partners believe they derive a benefit from the relationship.

Until recently, much of the university's success has been measured in general goodwill and positive comments that have been generated by community outreach efforts. Case is currently in the process of developing objective metrics to definitively measure its success in creating and maintaining community relationships. The university has engaged a consulting firm to assist in establishing baseline information relative to the external community and creating an annual survey to measure the effectiveness of community outreach efforts.

Center for Community Partnerships

Case's first community relations unit, the Office of Community Service (later Community Relations), was created in 1993. Much of its early work focused on overcoming a lack of information about the university's community activities, both internally and externally. The office sought to establish dialogues and relationships among Case, community residents, and organizations – local development corporations, area churches and community service groups, the Cleveland school district, and City of Cleveland officials. The staff identified programs and activities at the university that might be of interest to the Greater Cleveland community, as well as community activities that could benefit from participation by Case faculty, staff, and students.

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The Center for Community Partnerships (CCP) was established in 2003 to build more and stronger relationships with University Circle and Cleveland. Its purpose is to strategically align its activities with the university's vision by providing infrastructure support to the campus community and developing mutually beneficial, academically centered partnerships with the external community. Since its founding, the CCP has:

- Provided effective facilitation of sensitive community issues
- Cultivated productive relationships with key community leaders
- Overseen the inclusion of minority- and female-owned businesses as part of the Supplier Diversity Initiative (see below)
- Developed youth mentoring programs
- Facilitated discussions between external community constituents and the appropriate individual or office at the university
- Developed and implemented the Case Community Card Program (see below)
- Developed positive relationships with residents in City of Cleveland wards 6 through 9 by attending ward meetings and maintaining consistent communications
- Assisted in the development and implementation of the Employer-Assisted Housing Program (see below)

An example of a recent effort to build more and stronger relationships with the local community is the Case Community Card Program. The university has launched a pilot program that gives residents in neighboring areas access to many of the facilities and services that it provides to students, faculty, and staff. For a nominal fee to purchase the card, residents can use it to access Case's Saturday College courses, lecture series, the University Circle shuttle bus, and campus dining services. In addition, they can receive discounts on tickets to Case's Eldred Theater, the Case Film Society,

and other attractions through the university's Office of Human Resources. Although only a small number of residents applied for the card in the pilot phase, the CCP hopes that expansion of the program in 2005 will raise community awareness of the benefits available and increase the number of residents who use the card.

The CCP's goals for the immediate future include plans to:

- Develop and implement an infrastructure plan for existing community service-related programs
- Develop assessment tools and metrics to monitor effectiveness of programs and initiatives
- Develop a Case Ambassadors Volunteer Program in partnership with the Mandel School of Applied Social Sciences
- In partnership with the Office of Special Events, develop or assist with the ongoing Case Day-of-Service program
- Create a Case Employee Development Program in partnership with Human Resources
- Develop a local and regional public relations strategy in cooperation with the Office of University Marketing and Communications

Formation of an advisory committee to the Center for Community Partnerships is also being considered. This committee would include representatives from each school who would be responsible for knowing about the community relationships that exist at the school level and sharing information about university-wide efforts.

Health Outreach

The academic medical center Case has established continues to be one of the region's great assets. The schools of medicine, dental medicine, and nursing have numerous community health programs that enhance the students' practical learning experience while benefiting various populations in the Greater Cleveland area. A few examples:

The Healthy Smiles Sealant Program, sponsored by School of Dental Medicine, is the largest dental health

initiative in the history of the Cleveland Municipal School District (CMSD). The school has united with community groups to improve the oral health of thousands of elementary students and save their families millions of dollars in dental care. Dental students visit Cleveland's public elementary schools throughout the school year, setting up a mini dental clinic for the convenience of the students and reducing time missed from the children's busy school schedules.

The program is a free, preventative oral health and education program to screen and seal the first and second healthy permanent molars of second- and sixth-grade students. Based on the cost of sealants, the program will provide families of these children a potential savings of more than \$2.25 million in free dental care during this school year. More than 280 Case students and faculty will visit 100 Cleveland schools in the 2004-05 academic year. Healthy Smiles is a partnership between Case School of Dental Medicine, the CMSD, Saint Luke's Foundation of Cleveland, the Greater Cleveland Dental Society, and the Forest City Dental Society.

Students, staff, and faculty from the Bolton School of Nursing tutor children from Cleveland's Sunbeam School, which serves children with physical disabilities, on a weekly basis. The Bolton School also has students involved with the HealthMobile, a federally funded program of the Cleveland Department of Public Health that provides outreach services to the underserved living in the city of Cleveland. Dedicated to "moms first," the program specifically targets women in the community who are of child-bearing age, but men are also welcomed. The HealthMobile provides health screening and health education, with the aim of reducing infant mortality.

The Center for Health, Science and Society, directed by Case's former medical school dean, continues to grow as a vehicle for the university to help the city and its residents shape components of their health care delivery system through outreach and education. The center is integral to a new partnership involving the School of Medicine, University Hospitals, the YWCA of Greater Cleveland, and the Music and Performing Arts group at Trinity Cathedral that is creating a family-based substance abuse and HIV/AIDS prevention program.

This program recently received a three-year, \$1 million grant from the Center for Substance Abuse Prevention to measure the positive effect of the arts on the lives of children and their families.

A recent exciting development for the School of Medicine is the possibility of working with the City of Cleveland on the joint recruitment of a new Director of the Department of Public Health. The individual selected may be based on the Case campus, bringing the city and the university into a much closer relationship directed to the health of the city.

Supplier Diversity Initiative

Case is committed to the goal of enhancing economic opportunities for minority-owned, women-owned, and disadvantaged business enterprises in the community. In June 2002, Case placed a renewed emphasis on this commitment by forming the Supplier Diversity Initiative Council (SDIC) to assist minority- and women-owned business enterprises in gaining greater access to business opportunities at the university. The specific objectives of the council were to:

- Identify barriers to doing business at the university
- Review dollar volumes and make suggestions on how to increase them
- Identify and act upon ways to reach out to minority and women-owned businesses (MBE and WBE, respectively)

Some examples of ways in which barriers were removed include the following:

- The SDIC identified the low threshold for requiring bonding of contractors as a significant barrier for MBE and WBE contractors to participate in construction bids or to be the low-cost bidder. By raising the project cost threshold for bonding from \$25,000 to \$500,000, more MBE and WBE vendors could then bid on the projects in this contract range. The university continues to work on developing additional approaches to further address this barrier.

- The SDIC also identified the university's invoice payment policy as a barrier for a significant number of MBE and WBE vendors and contractors, especially small businesses. The policy has been modified to allow payments within ten days from the date of invoice receipt and approval, thus reducing the payment cycle by twenty days.

Since the formation of the council, Case has awarded over \$40 million of business to minority- and women-owned businesses. The Supplier Diversity program has been recognized locally and nationally as one of the most progressive and successful programs of its kind. Case has received several awards and recognition locally and nationally for this effort, including the most distinguished private business award from the Hispanic Business Association in April 2003, the Medal of Freedom Award from the Cleveland Chapter of NAACP, and the Governor's Supplier Diversity Initiative award in June 2003.

Employer-Assisted Housing Program

In an effort to contribute to the city of Cleveland's renaissance and assist employees in the pursuit of home ownership, in 2004 Case began offering a housing benefit to employees through the Employer-Assisted Housing Program (EHP). This innovative partnership between Case, the city of Cleveland, University Circle, and other local community development corporations, in consultation with Fannie Mae, has designed a program to assist employees with homeownership and have an impact on revitalizing neighborhoods.

The program is used to provide closing costs and/or down payment assistance to participating benefits-eligible employees. Several down payment assistance options are available to Case employees. The maximum assistance provided by Case is up to \$10,000 per household over a six-year period, with the first payment of \$5,000 to be paid into escrow and used for down payment and/or payment of closing costs. The remaining five payments of \$1,000 each are distributed annually on the anniversary date of the first payment. Employees who purchase homes in Wards 6, 7, 8, or 9 (those closest to the campus) may also receive a \$5,000 special incentive payment,

increasing the total benefit to \$15,000 per household over a six-year period, with the first payment of \$7,500 to be paid into escrow and used for down payment and/or payment of closing costs. The remaining five payments of \$1,500 each are distributed annually on the anniversary date of the first payment. In addition, the program provides a benefit to employees who are current Cleveland homeowners by providing \$1,000 for exterior renovations to an existing home in Cleveland, provided the total cost of the renovations exceeds \$5,000.¹

Case for Community Day

The first Case for Community Day was held in September 2003, and it has now become an annual event. Co-sponsored by the Office of the President and the Provost, and the Staff Advisory Council, the day is designed for Case to use its wealth of resources to significantly benefit surrounding neighborhoods while creating a sense of collaboration among internal constituencies. The day's mission is three-fold:

- To provide an opportunity for Case to connect with neighbors
- To foster a sense of collaboration among staff, faculty, students, and alumni as they communicate the university's effort to be a productive partner with the city
- To demonstrate the synergy between higher education and service to society

In September 2004, Case for Community Day attracted approximately 450 participants. In conjunction with the university's hosting of the 2004 vice presidential debate in October – the "Race at Case" – voter registration drives were conducted at several volunteer sites on Case for Community Day.

In addition to the Race at Case connection, the emphasis of Case for Community Day remains one of the university's local partnerships. A variety of volunteer opportunities are available for Case faculty, staff, students, and alumni to roll up their sleeves and engage in local service activities that address human and community needs.

1. For further details of the EHP, including employee requirements and home eligibility requirements, see www.case.edu/finadmin/humres/benefits/ehp.html.

Volunteers are able to choose from activities such as painting homes; landscaping grounds and cleaning windows at HealthSpace Cleveland; working with senior citizens' agencies; and helping prepare for an upcoming local event sponsored by the American Sickle Cell Anemia Association. For faculty, staff, or students unable to leave campus that day, on-campus volunteer opportunities are available.²

The Curriculum-Community Interface

All of the academic units within Case offer some type of academic experiences for students that provide a direct connection to or interaction with the local community. Some of these opportunities are highlighted in this section.

Students in the **School of Medicine** have opportunities to participate in community-related activities throughout their four years of medical school. These activities promote development of essential knowledge and skills in areas of individual interest, while making substantial contributions to the community. Diverse opportunities span areas including health education and promotion, health care in clinical settings, health policy, and research.

Through electives and volunteer activities during the first and second years, students can address health topics such as HIV/AIDS and sexual health, blindness prevention, health literacy and health information access, violence prevention, cancer prevention, fitness and physical activity, hypertension, nutrition/obesity, and tobacco, among others. Populations served include the homeless, public housing residents, school children, minority groups, and rural populations. Settings include public schools, local health departments, government agencies, community health centers, community organizations, and human service agencies.

During their third and fourth years, students have opportunities for placements in community-based settings as part of their clinical rotations. Settings include the Free Clinic of Greater Cleveland, Northeast Ohio Neighborhood Health Services, Inc., Care Alliance, MetroHealth Centers for Community Health, Neighborhood Family Practice, and St. Vincent Charity

Hospital Health Centers. In addition, students may elect to do more in-depth experiences of the type offered during the first and second years.

The **Weatherhead School of Management** provides field projects in approximately fifty percent of the M.B.A. courses and many of the other degree program courses. In the Executive M.B.A. program, for example, students are required to study their own organization and use it as a case example. In other courses, the management school requires “living cases.” In these field projects, students experience a real-world problem in an organization and become involved in formulating recommendations toward solutions.

In addition to the course requirements, many Weatherhead student groups and clubs are involved in community projects, such as Habitat for Humanity and other efforts to raise funds for various worthy causes.

First-year students at the **School of Dental Medicine** are required to take a course on Preventive Outreach Dentistry, which encompasses experiential service learning. The course culminates in a clinical experience where students go into the Cleveland Municipal School District to place dental sealants on the teeth of elementary children (see the Health Outreach section of this chapter). They complete didactic components at the school in epidemiology of dental disease, behavior management, and procedural techniques, then spend two weeks at the end of their first term completing the dental procedure for children in need. This required course has been a huge success in creating motivational and enlightened learning experiences.

Within the curriculum, students at the **Bolton School of Nursing** have extensive opportunities for learning outside of the classroom. Through the required clinical courses students take each semester beginning in their freshman year, nursing students have over 1,620 hours of clinical experiences in area hospitals and clinics. Clinical sites include University Hospitals, the Cleveland Clinic, MetroHealth Medical Center, and multiple community hospitals throughout Cuyahoga and Geauga counties. Clinical time ranges from four hours per week in the freshman year to thirty hours per week in the senior year.

2. For further information about Case for Community Day, see www.case.edu/news/2004/9-04/community_day.htm.

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Students are supervised in the clinical area by School of Nursing faculty or by preceptors who have clinical faculty contracts with the school.

In addition, all students in the freshman through the junior year participate in a service learning project with the Cleveland Municipal School District. Each semester, students are enrolled in a required community seminar (NURS 160, 210, 260, 310 or 360) that includes a twelve-hour commitment for service in the schools. Students provide support for mandatory health screening, health teaching, family follow-up, and projects focused on priorities identified in the Cleveland Municipal School District Comprehensive Health Plan.

Finally, in the fall semester of the senior year, students are enrolled in their “capstone semester” or synthesis semester. This semester includes course work in public health concepts, epidemiology, ethics, informatics, and global health issues. Students are then placed in a community health facility either in the United States or abroad for a ten-week practicum. In 2004, students were working in community settings in Chile, Australia, and St. Lucia as well as locally in the Cleveland Municipal School District.

Field internships are an integral part of the educational experience in the master’s program of the **Mandel School of Applied Social Sciences (MSASS)**. The field education program is designed to provide students with structured, supervised learning opportunities to integrate the knowledge, values, and skills learned in the classroom and apply them in actual practice situations. Each year, master’s students put in over 130,000 hours of community service through their field internships; each student spends between 900 and 1,200 hours on site in a community agency during the program. Course assignments often require students to show how they apply their classroom learning to the professional work in their internships, and student projects have resulted in products and programs that become part of the ongoing work of the internship agency. MSASS utilizes over 300 community agencies in Northeast Ohio as well as outlying regions and other states and countries. Partnerships with community service agencies also are essential for the experiential research component of the Ph.D. program in social welfare.

The **School of Law** currently offers two sorts of externships. Some students earn credit as judicial clerks in federal court in the Federal Judicial Externship Program. That program places a group of students in the summer and another group in the fall. Another program places externs in the Law Department of the City of Cleveland in the summer and during the academic year.

The faculty of the law school’s Milton A. Kramer Law Clinic supervises about sixty third-year students each year in representing indigent clients in both civil and criminal cases. The clinical experience is elective, but the school is moving toward a requirement of either a clinical course or an externship as a capstone experience for all third-year students.

A number of courses offered by the **College of Arts and Sciences** feature experiences in the community. In addition, the college is supporting the Service Learning Initiative, which seeks to train thirty faculty by spring 2006 to incorporate service learning into their courses. These courses partner with community organizations, planning service components that not only answer community needs, but teach subject material through active participation and civic engagement. This initiative, part of a seven-institution national consortium headed by Tulane University and funded in part by the Corporation for National Community Service, is coordinated by the Office of Student Community Service.

The College of Arts and Sciences features many courses that involve academic work outside the traditional classroom. For example, the Department of Art History’s graduate students earn academic credit for required internships at organizations such as the Cleveland Museum of Art and the Cleveland Museum of Contemporary Art. In Art Education, students are required to complete both field experiences and student teaching at a variety of schools in the region. The Department of English offers a course that pairs Case students with college-bound students from East Technical High School with the goals of a better understanding of the population of the city of Cleveland and its inherent social issues, the completion of authentic writing assignments, improved communication skills, and the chance to mentor a younger student.

The history department's course, "City as Classroom," is based in the community, and its projects change from year to year. In the Department of Modern Languages, "Advanced Spanish Conversation" is a service learning course through which students complete a project with fifth graders from Buhner Elementary School. Students enrolled in "Spanish Translation" help agencies with translation and interpretation services. The psychology department has a commitment to providing students with real-world learning opportunities and has done so for at least thirty years. Specific courses have placements at community agencies such as the Alzheimer Center of University Hospitals, Applewood Centers, Baldwin-Wallace College Counseling Center, Beech Brook Children's Center, Bellefaire Children's Treatment Center, Case Counseling Center, and the Cleveland Clinic Foundation. The Child Policy Initiative, sponsored by the Schubert Center for Child Development and the Gund and Cleveland Foundations, actively places undergraduates in community settings and agencies. These practicum experiences couple the academic study of children with practical experiences to acquaint students with the everyday needs and realities of children and their families. The Department of Theater and Dance is implementing a new interdisciplinary major concentration, "Theater and Society," that will partner with area organizations to create performances to investigate social issues and/or educate targeted populations.

The Dance Wellness Program³ is a program designed to assist dancers, dance educators, and medical care practitioners who interface with dancers. The goal is to provide a wide array of information about the dancer's body, both to the dancer and to the instructors, practitioners, and medical professionals with whom the dancer may interact. This program is a collaboration between the Case dance faculty, the University Hospitals sports medicine division, and external physical therapists.

The academic departments of the **Case School of Engineering** engage the community in several ways. For example, the school offers an engineering design course open to all first-year students. Projects resulting from this course that have benefited the community include a wheelchair ramp for disabled veterans and a low-cost

flood gauge for a local nature center. The Department of Electrical Engineering and Computer Science offers a series of courses on "Engineering Projects in Community Service" in which students use their professional skills to solve problems for community organizations. Projects have included an electromechanical dice roller for handicapped children and a website for a local museum. In the senior design class, students are also encouraged to engage in projects that benefit the community. Many of these have taken the form of devices that will give handicapped people more control over their environment. One project used capacitive sensors to interpret head movements to control a wheelchair.

These courses are primarily intended for students to learn about engineering design and design to specification in the context of providing service to the community. Students also experience working in engineering teams, communicating with customers to develop engineering specifications, budgeting, project planning, and management.

Outreach to K-12 Students and Teachers

Case has offered K-12 outreach programs for many years. Some of these programs target K-12 students, while others are intended for teachers; many focus on education in science, mathematics, and engineering. These programs offer opportunities for Case faculty and students to provide mentoring, and strengthen the bonds between the university and the schools in the Greater Cleveland area. A few examples are provided below.

The *Center for Science and Mathematics Education* was established in 1998 to serve as a clearinghouse for the wide variety of K-12 outreach programs at Case and to serve as a liaison between the elementary and secondary education communities and the university. The center fulfills this responsibility in part by maintaining a catalog of programs describing the broad spectrum of pre-college activities taking place on campus. During its five years of existence, the center has greatly increased the visibility of the university's outreach programs and has significantly expanded its own role both on campus and in the K-12 community. In addition to serving as a clearinghouse, the center has grown to include coordination and

3. Full details of the Dance Wellness program are online at <http://dance.case.edu/programs/Dance%20Wellness.htm>.

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administrative support for several exemplary community collaborations such as the Cleveland Mathematics and Science Partnership, the JASON Expedition, and the Science Olympiad. These programs are described below. Finally, the center is a catalyst for the development of innovative school-university partnerships throughout Northeast Ohio.

A number of programs now under the auspices of the *Office of Student Community Service* have been providing services to K-12 Cleveland youth since as early as 1988. Case students may participate in these programs on a curricular or co-curricular basis. Faculty place students in these programs in the context of service learning components of undergraduate course work, and receive curriculum development and logistical support from the office in establishing other K-12 partnerships involving direct service by Case students through courses such as “Advanced Spanish Conversation.”

Through *Project STEP-UP* (the Student Tutoring Effort to Promote Utilization of Potential), students from University Circle institutions of higher education tutor and mentor pupils in elementary, middle, and high schools of the Cleveland Municipal School District. The excellence of this program was recognized by President Bush in 1991, when he designated it a “Point of Light.” Other K-12 youth, particularly in East Cleveland, receive educational services through *Gettin’ on the Six*, a program designed to increase community service by Case students through the utilization of the city’s public transportation system, for which all undergraduate students receive a free pass subsidized by the annual student activities fee. During the summer, literacy tutoring as well as health and environmental education services continue under the auspices of the *Case AmeriCorps Program*, now in its tenth year, through which students from institutions of higher education in University Circle serve full-time at local public libraries and community-based organizations.

The *Cleveland Mathematics and Science Partnership* is an NSF-supported program that provides innovative programs for the professional development of high school math and science teachers in the Cleveland Municipal School District (CMSD). Participants are required

to make a three-year commitment to strengthen their content knowledge and integrate new teaching strategies in the classroom. The program builds on a foundation of inquiry and problem-based learning, and blends deep content with the process skills necessary for effective teaching in math and science. A total of sixty-six teachers are currently involved in the program, and an additional forty begin work in summer 2005.

All courses offered through this collaboration are aligned with state and district standards, and non-degree graduate credit is available at a discounted rate. Participants from the CMSD commit to three summer workshops and ongoing interaction throughout the academic year; they are also required to teach in the CMSD for at least two years upon completion of the program.

In 2004, 10th and 11th graders from three schools in the CMSD spent their summer engaged in medical research under the direction of faculty members at the School of Medicine through the *Scientific Enrichment and Opportunity Program*. The experience was designed to enhance the students’ interest and knowledge in the biomedical sciences, provide them with professional experiences in the sciences, and bring them in contact with medical faculty and students for both academic and career mentoring.

Participants were selected by a panel of medical school faculty members and CMSD guidance counselors based on the students’ scholastic achievements and letters of recommendation from their high school science teachers. The students worked on the research projects full time for eight weeks, and received stipends for both the project itself and for related expenses.

The *Equinox Program* is a three-week summer program of advanced study for academically talented adolescents. This is a joint program with Northwestern University’s Center for Talent Development. Equinox is a residential program, with a commuter option, that offers an invigorating mix of challenging course work and social and cultural activities. Equinox students can receive high school credit for participation in this program. Equinox debuted at Case in the summer of 2003 and attracted sixty-one students. Last summer, seventy-three students attended.

The *National Youth Sports Program* is a five-week summer sports and enrichment program for children ages ten to sixteen. Offered at Case for more than thirty years, the program includes basketball, swimming, and other athletic activities, with presentations on health and physical fitness and discussion of opportunities in higher education. Last summer, the average daily attendance for the program was 195 boys and 181 girls, for a total of 376 students.

The *Summer Biotechnology Institute for High School and Middle School Teachers and Students* provides hands-on experience in modern molecular biology techniques. Co-sponsored by Omeris (formerly the Edison Biotechnology Center) and local biotechnology industries, the institute introduces innovations to help secondary school teachers implement biotechnology experiments in the classroom. Teachers who complete the program are eligible to participate in the Department of Biology's biotechnology equipment loan program, which enables teachers to run the institute's experiments in their own classrooms at no cost. The program served ten teachers in summer 2004, and approximately 145 in total since its inception.

The *Summer Ecology Program*, designed for high school teachers who have an interest in current ecological problems, is a two-week program at the university's Biology Field Station at Squire Valleeview Farm in Hunting Valley. Field work in the varied habitats of the farm is an integral part of the program, and data are analyzed and interpreted using computers. The program served ten teachers in summer 2004, and approximately 115 in total since its inception in 1994. Also, 350 students and 20 teachers took part in the Squire Farm Visitation Program in 2004.

Since 1998 Case has been a Primary Interactive Network Site for the *JASON Expeditions Program*, which takes students and teachers on virtual expeditions around the world. Case faculty and staff provide professional development programs for teachers, helping them integrate the JASON curriculum into their own. Teachers and students interact with the expedition team during live broadcasts from the expedition site that are downlinked to the Case campus. Community partners include the Great Lakes Science Center, the Cleveland

Museum of Natural History, the Western Reserve Historical Society, NASA Glenn Research Center, the U.S. Coast Guard, Cuyahoga Valley Environmental Education Center, the Opal Group, Polaris Career Center, and many others. Since its inception in 1998, a total of 1,286 students have participated in JASON activities at Case.

Case's Kelvin Smith Library (KSL) participates in several programs that involve K-12 outreach. KSL serves as a site for the Future Connections Program (see also Chapter 1 Programs for Pre-College Students). Also, in conjunction with the Cleveland School for the Arts, KSL offers "Bridging the Digital Divide," a program of three year's duration in which seventh graders come to the library during the academic semester twice per month for information literacy and skills classes.

Case is also the host site for a number of student competitions, such as the annual Northeast Ohio Regional Science Olympiad for middle and high school students. A total of 570 students and 70 teachers participated in 2004. Other student competitions include the Model Bridge Building Competition and Eveready Battery-Powered Car Contest, co-sponsored by engineering departments; the Lego Robot Competition and the Engineering Challenges Carnival for middle and high school students, held in conjunction with the annual Engineer's Week; and regional competitions for National History Day, which was founded at Case in the 1970s.

SUMMARY: STRENGTHS AND CHALLENGES

Case Western Reserve University values community relations and the transformation that has brought about closer ties with the community. Interaction between the university and the community provides feedback that is critical for the growth of both entities. This type of collaboration and partnership serves to attract students to the university and encourages community organizations to seek assistance from institutions of higher learning. The central university-wide office is essential to ensure maintenance and growth of collaborations and partnerships.

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Opportunities to work in the community challenge students and faculty to test themselves and the theories that they have been studying and promoting. The experience brings clarity and reality to work that will have a lasting impact on the participants. It is these events that can be transformative experiences for Case students and faculty.

The challenge for the university, as it grows in community involvement, is to provide consistently high quality opportunities for all participants. Meeting this objective will require more coordination and oversight of the activities than has been available previously. The very recent creation of the new position vice president for Cleveland and regional affairs is intended to address this challenge.