

The Collaborative Campus Planning Project



Forward.

In June of 2010, an interdisciplinary team of designers and researchers worked with residents of the newly renamed Campus District in Cleveland, Ohio to create a plan for the area. The team worked together every day for seven weeks, charged with the task of developing a plan that would revitalize the district. The central idea behind the make-up of the team was very simple and highly unusual: the residents and existing businesses would form the basis of the economic revival of the area. This is the story of the team and the solution they created for this culturally rich and diverse community.



EUCLID AVENUE PHOTO: MARCUS BRAITHWAITE

THE CAMPUS DISTRICT PLANNING PROJECT





MEMBERS OF THE COMMUNITY MEET THE TEAM , SUPERIOR AND EAST 17TH STREET
PHOTO: MARCUS BRAITHWAITE

***Exposition:** The Collaborative Campus Planning Project's background story was already in place when all members arrived on the summer project's first day. The exposition really took form during the "Sustainable Cleveland 2019" Summit in August of 2009, when the seeds—and Mayor Frank Jackson's budget allocation—were planted to develop the Campus District as a sustainable neighborhood. The fledgling vision assumed palpable form during the following 9 months, while Cuyahoga Community College's Metro Campus President, Dr. Michael Schoop, assembled a hired team of designers, community developers, and college and high school student residents to actualize the Summit's city aspirations.*

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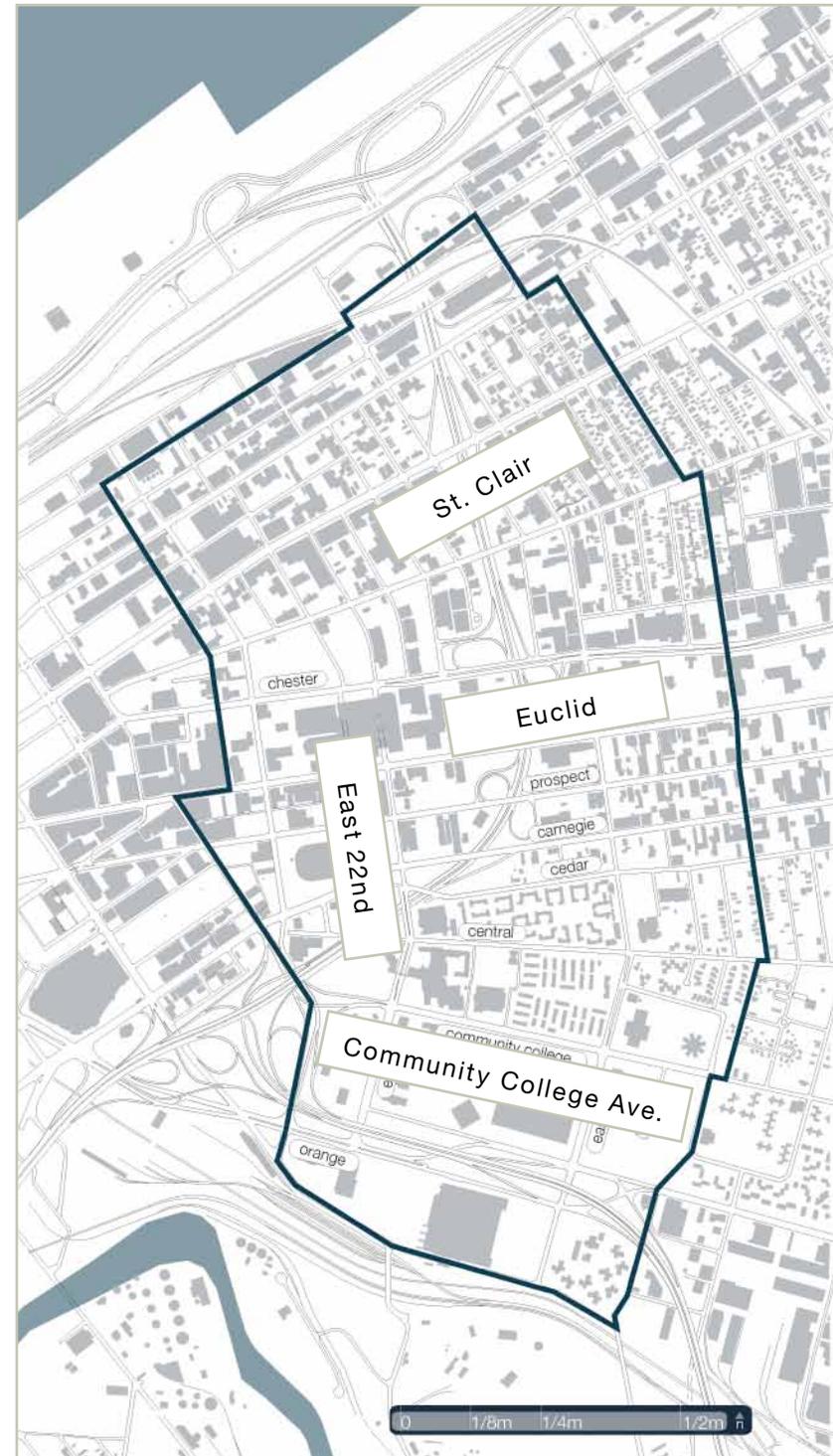
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The Campus District. The area formerly known as The St. Vincent's Quadrangle District (East 22nd to East 30th and south to Woodland Ave, spanning north to Lake Erie) was renamed to The Campus District in 2009. During the "Sustainable Cleveland 2019" Summit in August of 2009, the concept of creating a major urban design system emerged when the seeds—and Mayor Frank Jackson's budget allocation—were planted to develop the Campus District as a sustainable neighborhood.

Part of the fledgling vision assumed palpable form during the following 9 months, when the Board of the Campus District assembled a team of designers, community developers, and college and high school student residents to actualize Sustainable Cleveland's aspirations.



DISTRICT MAP BY JOSEPH STANLEY

The Planning Project's Inception. In August of 2009, Cleveland's Mayor Frank Jackson and his administration convened a summit entitled "Sustainable Cleveland 2019." The summit highlighted the city's commitment to sustainability as a key economic development strategy. Moreover, the summit served as an opportunity for the people around the region with expertise in sustainable practices to collaborate on scalable projects to achieve larger impact. One collaborating group consisting of architects, activists, and educators, from Cleveland State, Case Western Reserve, and Tri-C, as well as the head of Cleveland's library system, advanced the idea of linking the pursuit of "world class sustainability education" to the context of a sustainable neighborhood.

The group, which eventually named itself the "Collaborative Campus," acknowledged that the infrastructure for the sustainable neighborhood they envisioned already exists in the community surrounding Tri-C's downtown campus. The proximity of the Sterling Library, Marion Sterling Elementary School, Jane Addams High School, and Design

Lab Early College High School to Tri-C's Metropolitan Campus and the willingness of the same organizations to collaborate present ideal opportunities to develop educational initiatives that support sustainability in the local community.



DISTRICT CHURCH PHOTO:: MARK DULUK



HOMES IN THE CAMPUS DISTRICT PHOTO:: MARK DULUK

The Project's Charge. The designers on the team were given the task of accomplishing two objectives at the same time: First, they were charged with creating a professional design plan; and second, they were charged with teaching the members of the community how to design. Connecting these two complex tasks led to the evolution of our design solution. Once formed, the Team was given the open-ended direction: You are part of a collaborative team that must design something within the area from E. 22nd to E.30th street, in seven weeks (and teach high school, college and non-traditional students about this process).

On Day 1 of the project, after only a single, brief planning meeting with the lead coordinators, all project members were buzzing with excitement, but anyone who was beginning to absorb the magnitude and complexity of such a community development project was simultaneously overwhelmed. Some members arrived quietly apprehensive while others were urgently boisterous, but the group unanimously knew that our only sure course was to dive into activity, embrace our team's diversity and the collaborative design process we would adopt, and trust that a great outcome would emerge.

Just as the Campus District is a unique collection of peoples and institutions that poses both challenges and positive opportunities in an intrinsic dialectic that can be embraced and utilized to positive effect, our team composition and collaborative process are idiosyncratic, which is what makes the Collaborative Campus Planning Project remarkable and innovative within Cleveland and among broader urban development movements.



THE DESIGN TEAM'S STUDIO PHOTO: MARK DULUK

The Design Process. Our unique design process consists of two fluid stages; a four-week long germination period of research and discovery, which burst into the design phase of creating an implementable solution.

During the discovery phase, the Team conducted formal research via interviews and engaged in interactive group brainstorming—almost daily sessions, complemented by field trips and colored by frequent map-making. During our multiple field trip days, we scrutinized our own district and made observations about other, “successful” Cleveland neighborhoods, such as Tremont and Little Italy, always maintaining a focus on best practices.

We transitioned into our solutions phase during Week 4 of our planning, and hit the proposal production full force in Week 5. Our first direct focus on solutions occurred when we dedicated our full work morning to individual presentations of every member’s ideal solution for the Campus District. By Week 4’s close, we announced our solution to be A Marketplace. That only lasted two days before we declared, “Marketplace is OUT!” as it became apparent that the term “marketplace” too narrowly implies a structure where people buy and sell material

goods. What we are actually striving to create is a system that fosters economic activity, and, more importantly, social exchanges and interactional programs that promote quality of life experiences.

The inspiration behind our solution was alive all along, but we had to discover the optimal medium to outwardly present it in a way that is communicable to the larger community.

Our urban design specialists scrutinized large, 3-D Campus District maps that the Structures and Environments Teams built. They soon unearthed various routes that can be developed to engender pathways and areas of increased activity and interaction. In this manner, our solution encompasses both physical developments and community enrichment. It is not limited to constructing a single building, but it involves the establishing of an infrastructure to support quality of life experiences.



The Team. During the first month of our project, the two sides of the Team's charge became threaded together with the designers leading the way: by trusting the process of high-level design solutions, we successfully engaged in an educational experience about the urban development process while producing a comprehensive design solution for our client—the Campus District Board. As we burgeoned into a cohesive, working team, it became unquestionably evident that the experiment was working.

Some students revealed their ability to convey key bits of information as they warmed up to the team and the project. The Campus District students' and residents' invaluable involvement is not only an asset to the project's initial research about the district's community, but it is essential in the implementation of any community development action that will result from the plan. Working with all of the diverse stakeholders to promote quality of life experiences must continue to be an integral part of the action plan. The students and residents have emerged as leaders in designing many important solution initiatives, such as a Community Newsletter and SWAG production (see pgs 26 and 29 for examples).

The Team is creating and planning community

and cultural celebration events and devising modes of inventive neighborhood outreach (street "tattoos" and sidewalk art). What initially appeared as a structure of professionals nurturing and teaching students has transformed to a truly collaborative process with all team members working side-by-side. The unique composition of Planning Project team, and the enriching successes it has achieved, precisely illustrates the broader character we endeavor to cultivate in the Campus District.



TEAM MEMBERS PHOTOS: MARK DULUK

**The Mission of the Collaborative Campus
Project Planning Team**

**Empowering the stakeholders of the
Campus District to collaboratively design
and sustain quality of life experiences.**



PHOTOS, CLOCKWISE FROM TOP, CHARLES SCHICK, NORMAN DUENAS, MARK DULUK, NORMAN DUENAS



THE STUDIO PHOTO: A DUENAS

The unique feature of this team is that the designers are working side by side with community residents.

As the design for the area unfolds, those who have lived here for generations are creating the definition of the community.



MENTORING PHOTO: CHARLES SCHICK

***Rising Action:** The Planning Project's upward motion began immediately upon convening for a 7-week enterprise on June 14th, 2010. During this month-long period, the team gathered information through a robust process of interviews, field trips, group discussions, mapping, and identity discovery, both of individual personalities and skill sets and of the Campus District community. Students frequently utilized individual sketchbooks and produced visual representations of themselves and Cleveland neighborhoods. They learned and practiced design skills, and the non-Campus District members learned about the district's environment and personality. The team assessed the needs, wants, and existing assets of the surrounding community. This stage was enriching and fascinating, and it could extend endlessly; however, the team needed to transition to completing its commitment—determining a definitive solution plan for the district.*

DEVELOPING THE DESIGN

10 RESEARCH

12 BRAINSTORMING

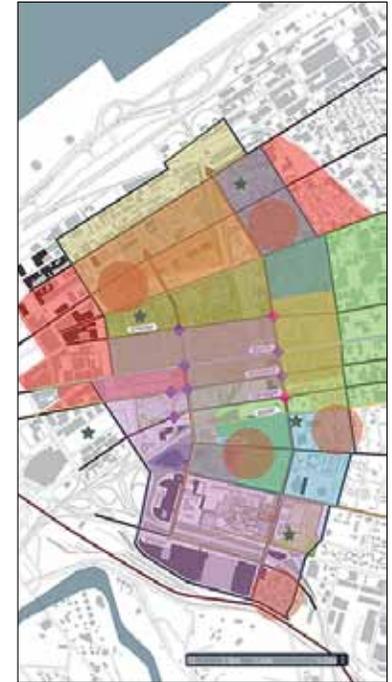
13 THE SPACES BETWEEN

16 WALK THE WALK

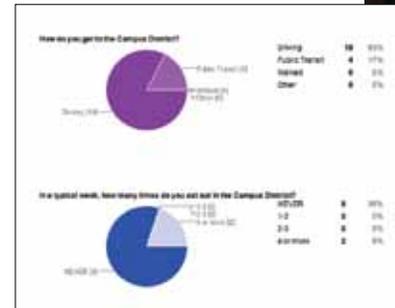
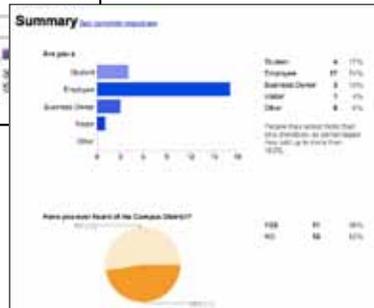
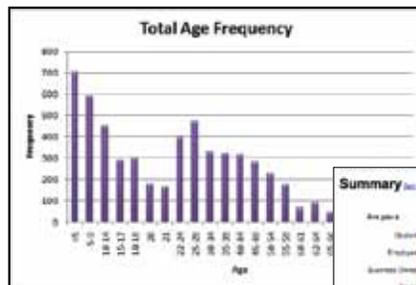
Research. A key element for any planning project is factual research. Developers need solid demographic and economic data to determine design solutions. Our research focused on demographics, social needs, institutional plans, and business/employee needs.

The residential areas in the district include Cedar Estates, Asia Town and the “Quarter”. Our maps of the geographic and demographic information about these communities clearly display the prominence of residential areas.

The final plan must connect residents with the district’s non-residents—people who work in and traverse through the area. We completed a demographic “portrait” of the district, considering race, average household size, median household income and male to female ratio*.



MAP BY JOE STANLEY



WALKING TOUR PHOTO: CHARLES SCHICK

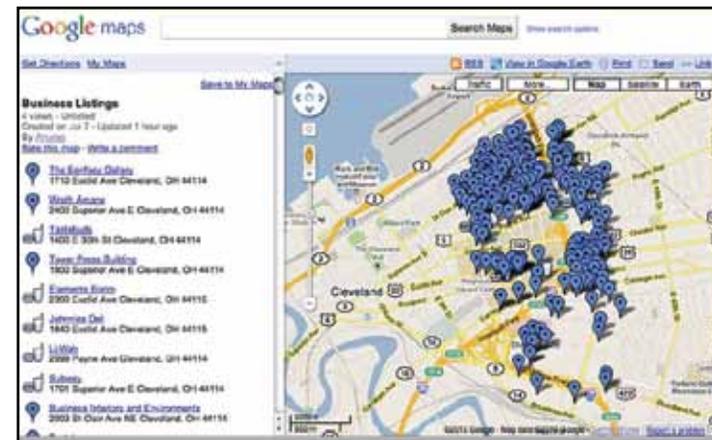
* All numbers collected from 2000 US Census Data

We conducted social research through resident interviews led by our student team members. They interviewed more than 50 friends, neighbors, and families in the district. These personal interviews provide invaluable insight into people's feelings about the district's boundaries, transportation, safety, activities, shopping, community events, etc.

The research team also investigated businesses and institutions, especially CSU, Tri-C Metro, St. Vincent and CMHA and their master plans. We mapped all the businesses in the district, ranging from convenience stores to small industries. The district houses over 240 businesses, which form a key base for economic development in the area.

The team also administered an employee and business owner survey (in print and online). This survey covers questions about residency, spending habits, housing needs, and health and safety concerns. 24 responses have been gathered so far.

This is just a snapshot of key research leading the development of effective design possibilities. It has clearly revealed the gaps between residents, institutions, and businesses in the Campus District. Finally, it has enlightened our task to develop a plan that will fill the gaps within and connect the spaces between.



“Design is conceived in leisure
and produced with speed.”

—William Bevington



Brainstorming In order to make great design, the process of discovery, research, and initial ideation should be given time, allowing our creative minds the time and space to consider all options. In this initial process, we collect, think, and start to set the mood for the idea we are creating. The mark of a good designer is they step back from making things too soon (so they really understand the client, audience and problems to be addressed), and stretch out the time it takes to learn and understand the issues their design will address. A touchstone moment in the transition from leisure to haste,

or from research to creation, is the Mood Board.

The Mood Board takes all the left-brain research, and connects it to the right-brain musings that have gone on during this initial process. The mood, or feelings touched, are among the most powerful of tools in the designer's arsenal. By creating a portable expression of the final mood of the piece, the designer is able to stay in touch with their core ideas throughout the rapid process of production.



DASHA AND THE ORPHAN FROG PHOTO: MARK DULUK

Navigating The Spaces Between:

Working with such a diverse group, on a plan for such a diverse community (one that includes institutions of higher learning, public housing, small businesses, a major hospital, and an arts district), it became clear that the most

exciting aspect of the project would be to bring all of these interests together. No single structure, no one plan could meet the needs of this multifaceted community. We realized we needed a system that would connect all of these “warring hearts” into a “strange alliance”

that, over time, can transform the strange into the familiar. Rather than plan out yet another monoculture of urban renewal (which often displaces long-term resident housing), we put forward the idea of employing the strength of the existing diverse “poly” culture of



residents, businesses and institutions. We immediately understood that we were creating connections throughout this fascinating area.

The district has a logo, but the Identity is so much more than a symbol; Identity consists of the feelings associated with the design and guides every decision the designers make. The Campus District's emerging Identity includes two fundamental elements: there is a disconnect between the multiple stakeholders; and it is possible to create connections among all of these stakeholders. By acknowledging the district's situation as one characterized by challenges that engender opportunities for improvement, we can build lasting relationships between members of the various groups.

Our design's Identity lies in the Spaces Between—the people, stakeholders, businesses, and institutions of the district. This concept led to the creation of our three Walks and enterprise zones. Every aspect of our solution's design follows a color scheme chosen, at its roots, by Marion Sterling Public School student. Our work is image-driven; we have photographed "The Spaces Between" and celebrate those visuals in our designs. Our presentation materials—the website and printed media—are consistent with the "Spaces Between" theme, as they are composed with a grid that leaves white spaces between images and text. This complex identity system embraces the beauty

that grows organically within the community while simultaneously presenting a structure for professional design work. Our identity does not merely lie in one building or one street, but it includes multiple buildings, walks, streets, graphics, and events. We are celebrating the fact that the music of the Campus District can best be heard in The Spaces Between.

*The notes—the sounds played by the musicians—are not the music, but merely the framework for the music. As Miles Davis said, "**the music exists in the spaces between the notes.**": John Atkinson*

**We're strange allies
With warring hearts**

*-Dave Matthews,
The Space Between*



The design process is centered in research.
Good design is a collaboration of designers, clients and users.
Great design transforms all involved.

Walking the Walk. Throughout our discovery phase, we observed that many gaps dominate the Campus District environment and represent the cultural divides in the area. An effective plan would connect the spaces between institutions, economic hubs, and areas of residential activity.

The team began brainstorming proposals that would develop:

- new pedestrian walkways
- green spaces
- festivals and events
- beautification and urban community gardening
- economic opportunities
- local and fresh produce options
- educational, arts
- occupational programs
- various community services
- whatever other initiatives one could dream



PHOTO: JOHN MALANUJ

Our proposal's unique essence/ nature/ character echoes the unique ingredient of our team: In this urban initiative, the residents will not be forgotten; this time, the residents will be the centerpiece of an economic revival.



GENTRIFICATION, DOWNTOWN AND CEDAR ESTATES PHOTOS: MARK DULUK



RENEE EVANS PHOTO: MARI HULICK

Frank Kidd giving a tour of his urban farm on East 30th Street





PHOTO: BRIAN PETERSON

***Climax:** All the research, brainstorming, and problem-solving culminated in a 3-day period of buzzing discussion and action, when the solution comprehensibly materialized. At the moment of transition from research and discovery to solutions, we knew that a single structure was not the appropriate answer for the Campus District and did not capture the span of quality of life enrichment we endeavored to stimulate with our plan.*

After spending a day scrutinizing large Campus District Maps to scale, the solution transpired. In much of our research phase, we observed that many gaps dominate the Campus District environment, and an effective solution plan would connect the spaces between institutions, economic hubs, and areas of residential activity. This neighborhood proposal would comprise plans for new pedestrian walkways, green spaces, festivals and events, beautification and urban community gardening, economic opportunities, more local and fresh produce options, educational, arts, and occupational programs, and a myriad of other community services.

A SYSTEM FOR REBUILDING A COMMUNITY

19 DESIGNING THE SPACES BETWEEN

19 DESIGN SOLUTION

20 THE GARDEN WALK

21 THE TRADE WALK

22 THE CULTURE WALK

Designing The Spaces Between: Determining where, how, and why we will walk the walk together.

The moment we began to walk upright made us human; walking upright together in this moment, we become more humane. We in the Campus District claim this essential activity – walking: as both the foundation of our Identity and the means by which we will create an atmosphere that engenders shared experiences to occur in The Spaces Between.

Design Solution:

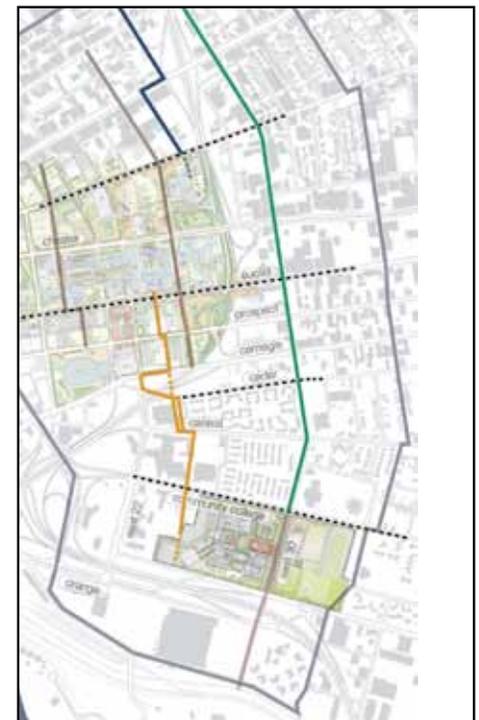
We propose a connected system of walks: paths, punctuated by nodes: places. Building upon a combination of existing strengths and shared desires, we have identified the locations and nature of:

Three interrelated walks, designed to connect three distinct places, each of which contains a signifying structure and a gathering place.

Occupying the space between Downtown and Midtown, the Campus District embraces three neighborhoods: CSU/HealthTech Corridor; Tri-C/St. Vincent; and Working Artists/Asia Town. Each is oriented along, and bisected by, a major street: Euclid Ave., Community

College Ave., and Superior Ave. Powerful east-west arteries, Uniter and Dividers, these avenues promote passing through. Going against this grain, running North and South, the walk routes were chosen to:

- Overcome physical dividers to connect neighborhoods
- Strengthen existing structures and streets,
- Shorten the perceived distances between places and people.



The locations that form the system of walks are:

The Garden Walk

Located along East 30th St., from Community College Ave. to St. Clair Ave., this walk anchors the residential area as an economic force and spans all three neighborhoods. It will:

- Weave together present and potential agriculture and recreation initiatives;
- Incorporate Marion Sterling School, Jane Addams School, and Cedar Estates;
- Eliminate the barriers—social, economic, and physical—that the major east-west streets have fabricated.

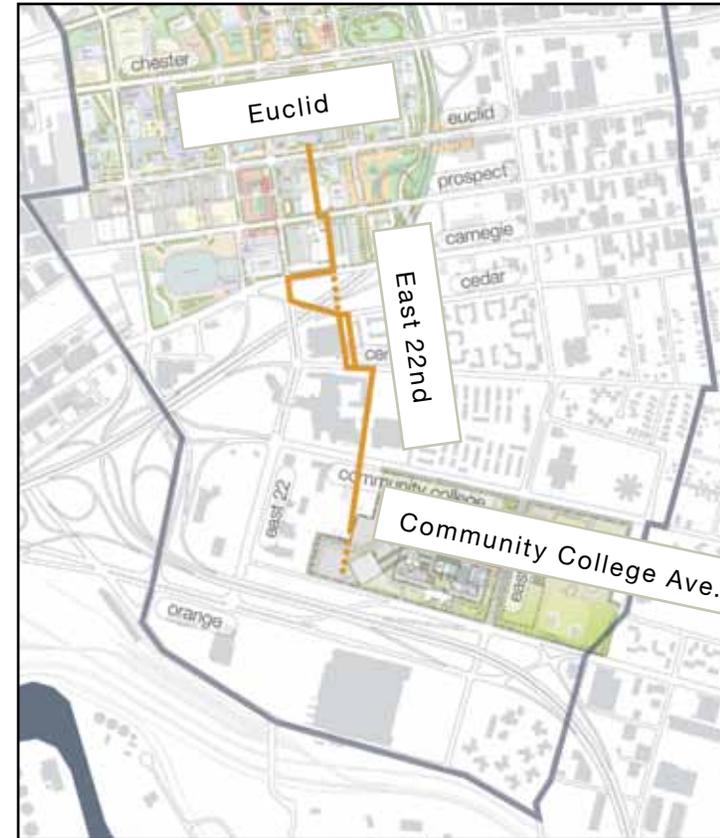
The Green Market along East 28th St., between Euclid Ave. and Chester Ave., will evolve as an agricultural/ recreational extension of the Garden Walk. This market will provide local and sustainable goods and services. Sundry gardens will grow westward from East 30th St., claiming space liberated by the Inner Belt Project. Adjacent to the market, a Green Space plaza can house larger events that will draw a regional audience to the district.



The Trade Walk

Cedar Avenue – re-imagined as a “green street” – links the Garden Walk to the Trade Walk. Connecting Tri-C to CSU, it traverses numerous divides, including Community College Ave., the insular campuses of CMHA Cedar, and the Inner Belt. The Walk’s northern end at Euclid Ave. will feature the Swagg Store, a community cooperative promoting Campus District goods.

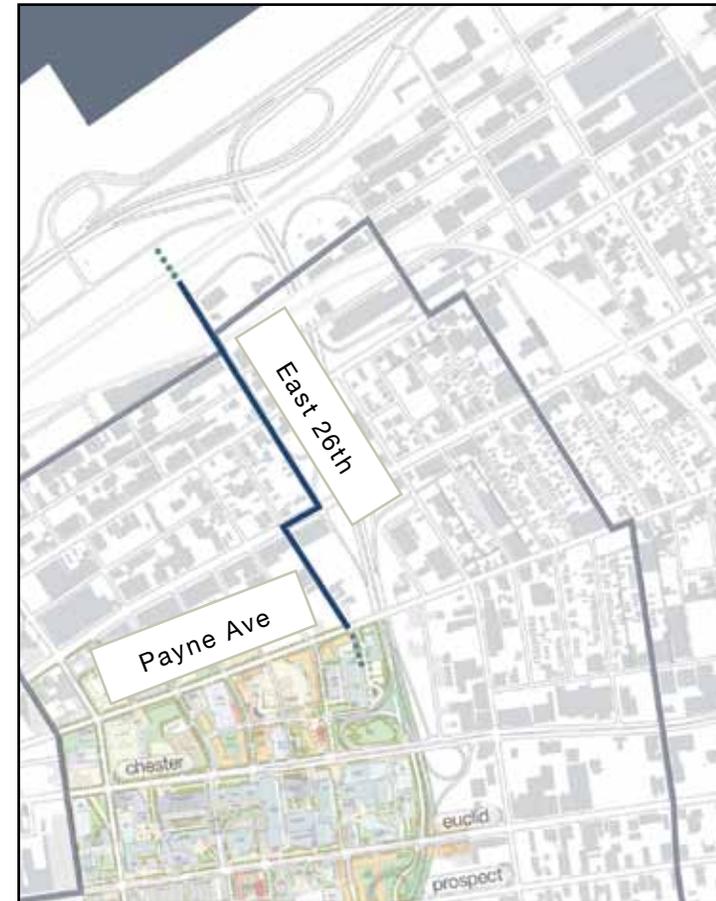
The former Juvenile Justice Center will be re-occupied by the community as a Collaborative Economic Incubator to nurture start-up business development. “A Place Where Anything Can Happen,” sharing ideas and labor in this safe spot will foster resident economic self-empowerment. Our plan advocates demolishing the jail addition in order to unearth a new public space between the incubator and Cedar Estates. This space would house the Test Market, where business initiatives and youth development programs generated at the Incubator can be tested out, traded, and sold in an intimate community commerce/performance space.



The Culture Walk

Payne Avenue, also a “green street,” will connect the Garden Walk to the Culture Walk and look out over the lake. Traversing Working Artists and Asia Town, this walk celebrates the culture of art and craft and the art and craft of culture.

The Art Craft Building is a central landmark for the Idea Market. This market is huge “sandbox” for building full-size installation artworks and environmental projects and to accommodate “happenings” or concerts and large-scale cultural events.



These Three walks – physically imprinted on the city with banners, signage, landscaping, kiosks, sidewalk and street surface coloring, crosswalk definition, and other identifiers – will be interwoven with each other and the urban/social fabric of the district to form a diverse yet unified system. Since no singular walk or structure can encompass the spatial and human diversity of the Campus District, this system of paths and places will physically manifest the Identity of the district. It will provide places in the current “The Spaces Between” to literally and metaphorically help us all to better Walk The Walk.



CEDAR ESTATES, CSU, "ED PED" AND PEACE PHOTOS: MARK DULUK



MODEL IN PROGRESS PHOTO: MARI HULICK

***Falling Action:** After embracing a coherent solution—a system of physical, educational, economic, experiential, and environmental connections—for the Campus District, the Planning Team had to mold their idea into a presentation. While this stage was bustling with the most active work, it was the easiest stage, as the proposal's details, with a little artistic maneuvering, only needed to fall into place. The entire group split into five teams—Experiences, Structures, Environment, Communications, and Research—to tackle all elements of the solution we hoped to propose for the district. Members further split into specialized groups to develop all proposal components, such as swag, or Campus District merchandise, recreation facilities, and a community newsletter.*

DESIGN SOLUTIONS

25 DESIGNING THE WALK

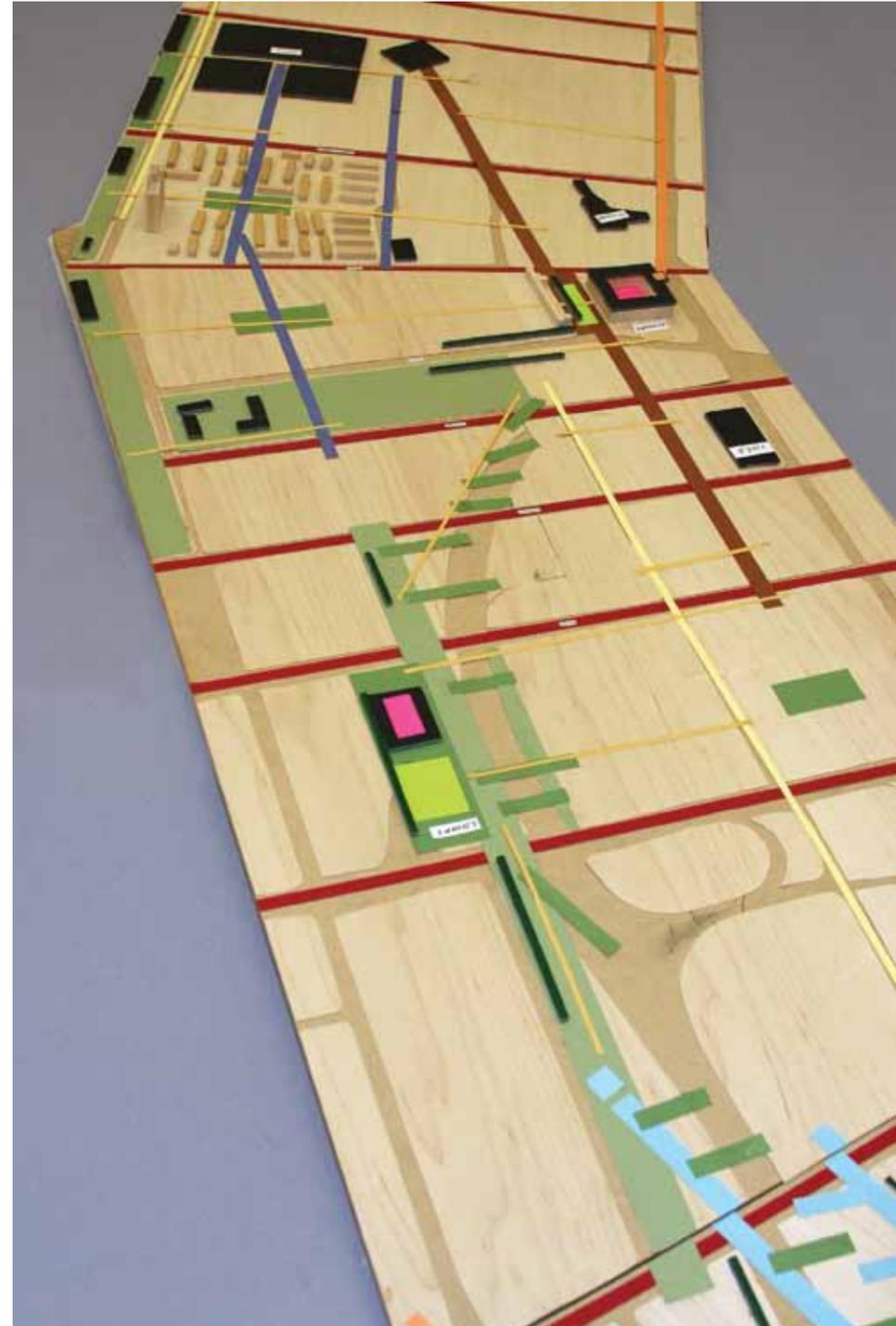
26 S.W.A.G.

27 EXPERIENCE

28 WAYFINDING

29 COMMUNICATING THE IDEA

Designing the Walks. Physical representations of the Walks constitute a primary feature of the final designs. Models, mood boards and key maps invite viewers to join us in envisioning this new space.



SWAG (Stuff We All Get). Creating Campus District SWAG is an essential aspect of our communications strategy. This SWAG is not only merchandise that communicates the essential message of our design, but it also implies our district’s personal style, and it is more than a label pasted on a cup. Our SWAG embodies the district’s essence, the way we sway, we walk –the way we carry ourselves. As a group we were able to identify that even simple body language is an effective communications vehicle in our district.

Beginning with positive keywords, the Communications Team’s Student Consultants created the initial merchandise designs. The students were charged to develop clothing and merchandise that they themselves would wear and that would appeal to multi-generational style preferences. In addition, they addressed the tough design challenge of developing objects of desire that scream the Campus District’s message without even having to say a word.

Student Consultants designed initial T-shirts samples and made recommendations for other SWAG items, including tank-tops, hoodies, hats, eco-bags, backpacks, silly bands, umbrellas, coffee mugs and germ spray.

Realizing the power behind the SWAG items, the Team pushed the concept of identity beyond merchandise and into springboard for other projects, including designing a SWAG record label and recording studio, a Campus District SWAG retail store, and even a “Got Swagga?” Summer Concert Series. (see Implementation, on pg 32)



T SHIRT DESIGNS BY DASHA AND CHANTEL



VOTING ON WHICH T SHIRTS TO MAKE PHOTO: NORMAN DUENAS



T SHIRT SIMULATIONS BY NORMAN DUENAS

Experience and Event Design. The heart of our mission is building relationships and creating connections among all the people who visit, live and work in the district. The spaces we design can provide opportunities for this diverse group to make invaluable connections with each other.

Our Walks, and the nodes within them, will create meaningful daily exchanges throughout the district. Simple daily activities, include eating, shopping and relaxing together, are the fundamental interactions that build community.

We considered the various interchanges people have with each other and their environments. Through a combination of special arts events, ongoing community services, educational programs, and the like, we recommend a series of experiences and events that will improve the lives of all district members. Examples include our community painting program, business and financial literacy programs, and arts and music programs.

Furthermore, we have designed exciting Milestone events that can bring the entire community together. These include the Walks Grand Opening Event, Painting the Line, and a Community Concert Series.

The Campus District Planning Project has developed an “experience time-line” that presents recommendations for the plan’s immediate implementation, first six months, first year, and long-term five year timespan. (See Implementation on pg 32 for details)



LEFT - EXPERIENCE BRAINSTORM - MACKENZIE KING
RIGHT - STAGE DESIGN - JASMEAN LADD



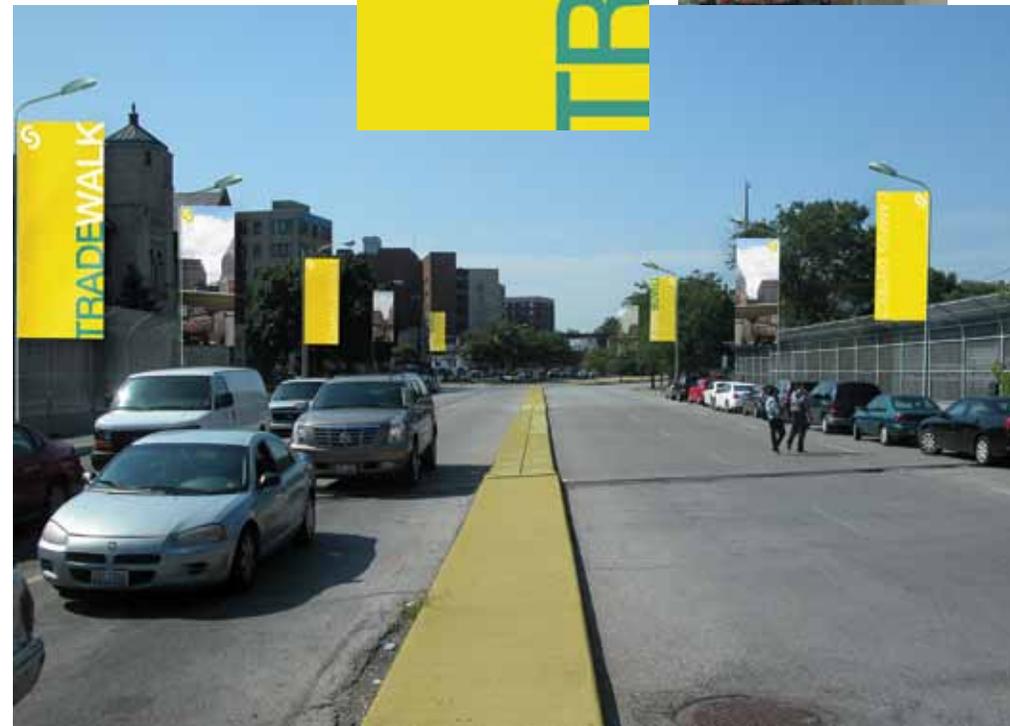
STUDENT ART EXHIBIT PHOTO: MACKENZIE KING



DANCE CELEBRATION PHOTO: MACKENZIE KING

Wayfinding. Marking paths and laying out walking routes involves so much more than posting signage. People find their ways through colors, sounds, smells and tastes, which all provide guidance and transform experiences.

Wayfinding is the design field that joins Graphics, Environmental, Urban, and Experience Design into one.



Communicating the Message. To convey our message to our diverse target audience, we are utilizing multiple communications avenues—Web, print, and networking strategies. The art direction and design, while directed with color and strategy, is based in collaboration and local talent. On all levels, the community ownership of the message is key.

Will will utilize print tools, including a Community Newsletter, Campus District Banners, Posters, Billboards, Kiosks and SWAG. We will use the web as a venue for both a static website—an archive of the Planning Team’s research and ideas—and a dynamic blog. The blog is designed for day-to-day reporting, structured in a traditional journalistic style, with a Head Reporter, Photo Editor, and Commentator.

As the district becomes an environment of increased activity and frequent community events, district organizers can employ Social Media, such as Facebook and Twitter.

Non-Traditional communications forms— “Street Tattoos”, “Sidewalk Chalking”, and experimental messaging will keep the area alive and involved, without relying on a dependence on internet access. We are creating a Destination – the web will not be a substitute for the physical District, but it will be one of many tools that will inform existing stakeholders about their community as well as guide visitors to this exciting area.



FROM THE TOP: WEB HOME PAGE, WEB PAGE, BLOG HOME, DESIGN BY MARI HULICK COMMUNITY NEWSPAPER AND SWAGG CARD, DESIGN BY RENEE EVENS



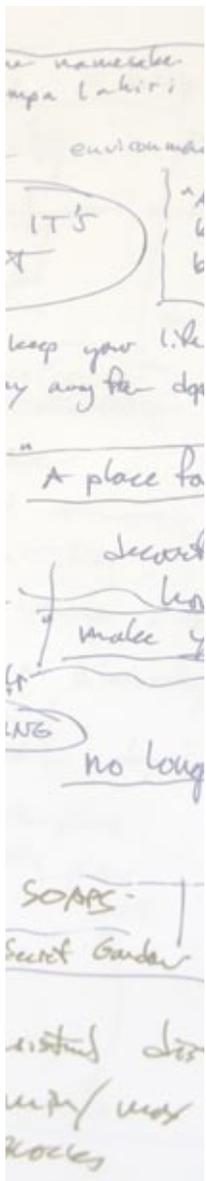
JASMEAN AND QUENTARIOUS PHOTO: MARI HULICK

THE BEGINNING OF A BEAUTIFUL FRIENDSHIP

31 NEXT STEPS

32 IMPLEMENTATION

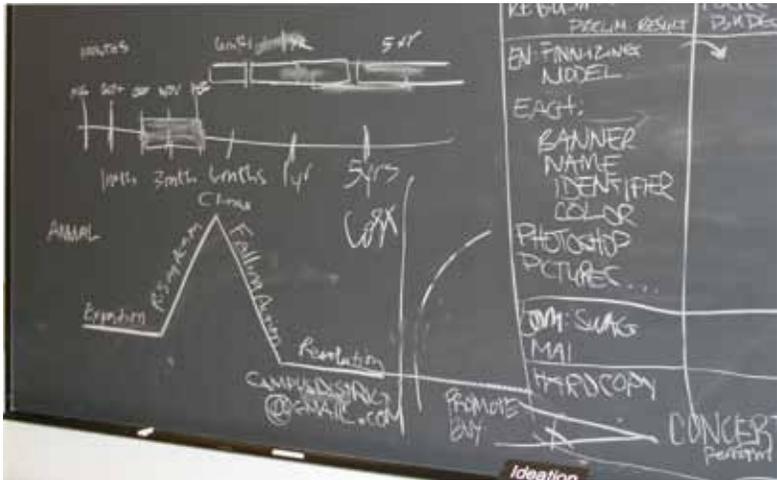
Dénouement: *Our story's resolution lies in the city's implementation of the Collaborative Campus Planning Team's action plan. At the conclusion of our summer story, our team gave a presentation to the Campus District Board and stakeholders. Now, the board, the planning team, and community members must put the proposal into motion. The dénouement will be a long-time period of development, and, if the plan is truly a sustainable community development scheme, this stage of the story will endure within the Campus District far into the future, characterized by ever strengthening and blooming social interactions, economic growth, community development, and quality of life experiences.*



Next Steps. Our proposed System for the district is expressed in Communications, Experiential, Environmental and Structural Design. We plan to strategically roll out these concepts by interlaying different aspects of the design at different times.

Building relationships is at the heart of the Planning Project. It is important to notice the strong ties that have been established within the group. Student Consultants were able to learn best practices from professional designers and researchers, while the professionals gained community insight and a renewed sense of inspiration.

It is our recommendation that the Campus District keep this unique collaboration intact by forming a design studio (preferably housed in the former Juvenile Justice Center) that works with a student advisory council to keep the spirit of this experiment alive.



Implementation. The chart below covers the highlights of our plan over the next 3 months, 6 months, 1 year, 5 years and beyond. A full graphic is available on our website, collaborative-campus.net

| | 3 MONTHS | 6 MONTHS | 1 YEAR | 5 YEARS AND BEYOND |
|----------------|---|---|--|--|
| Communications | Outreach via print, “street marketing”, social media, build out of web | In house agency started with CC Design Studio | Mentorship and training programs for newsletter and blog started | CD Design Agency is self-sufficient |
| Experience | Planning permits investigated, painting the “line”, Mentor Program launched | 1st Annual District Talent Contest, “Lines” painted, Entrepreneur Council formed, District Arts & Beautification Council Formed | Internship program with CIA and District of Design, Art Line” competition, 1st Annual Mural Walk, 1st Annual Arts and Culture Festival | Campus District Cultural Arts Center built, the “Line” concept spreads to other areas in NEO, Sculpture Garden opens |
| Structures | Plans for Swagg street cart and Swagg Records | Swagg structures started, buildings cited for renovation identified | Swagg Records built, Internship program with CIA, Kent and CSU started | Collaboration with Environments on creating Walk Anchors |
| Environments | Design Walkway Identifiers, Create Urban 4-H club, Strategize with Experience on Program Planning | Plans for walk Anchors presented, permits investigated | Inscribe walks | The Green Market, The Cultural Center and The Trade Anchor (renovated JJC) opened. |



ALDAM'S "LINE" PHOTO: ADAM STALDER

The Collaborative Campus Planning Project Team

| | |
|----------------------|--|
| Dr. Valerie Brown | <i>Project Manager</i> |
| Stacey Cassidy | <i>Lead Project Coordinator</i> |
| Russell Stephanchick | <i>Lead Project Coordinator</i> |
| Mackenzie King | <i>Lead Operations Coordinator</i> |
| Mari Hulick | <i>Lead Communications Coordinator</i> |
| Mark Duluk | <i>Lead Urban Designer</i> |
| Joseph Stanley | <i>Lead Urban Designer</i> |
| Anurag Saxena | <i>Lead Research Coordinator</i> |
| Adam Stalder | <i>Lead Research Coordinator</i> |
| Alex Krueger | <i>Web Editor</i> |
| Marianne Eppig | <i>Web Editor</i> |
| Shudina Brown | <i>College Project Coordinator</i> |
| Susan Notargiacomo | <i>College Project Coordinator</i> |
| Marcus Braithwaite | <i>College Design Coordinator</i> |
| Alexandria Overton | <i>College Design Coordinator</i> |
| Norman Duenas | <i>College Research Coordinator</i> |
| Brian Paige | <i>College Research Coordinator</i> |
| Charles Schick | <i>Principal Photographer</i> |

Student Consultants

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Chantel Charlisle
Renee Evans
Jasmean Ladd
John Malanij
Tyrone McElrath
Brian Pinson
Willie Thomas
Lori Walters
Quentarious Willis



TEAM PHOTOS BY CHARLES SCHICK



**The Collaborative Campus Planning Project Team By Institutional Affiliation:
Representatives From Three Major Institutions and Their Roles In The Project**

The Cleveland Institute of Art

| | |
|--------------------|---|
| Mari Hulick | Associate Professor and Dept. Head Dept. of Communication Design <i>Lead Communications Coordinator</i> |
| Joseph Stanley | Technical Assistant, Design Environment <i>Lead Urban Designer</i> |
| Susan Notargiacomo | Graduate, Communication Design <i>Graphic Designer</i> |
| Alexandria Overton | Graduate, Interior Design <i>College Design Coordinator</i> |
| Norman Duenas | Interior Design Student <i>College Research Coordinator</i> |
| Marcus Braithwaite | Ceramics Student <i>College Design Coordinator</i> |
| Brian Paige | Industrial Design Student <i>College Research Coordinator</i> |

Tri-C Metro Campus

| | |
|-------------------|--|
| Dr. Valerie Brown | Professor of Sociology <i>Project Manager</i> |
| Charles Schick | <i>Principal Photographer</i> |

Cleveland State University

| | |
|---------------|--|
| Adam Stalder | MA, Urban Planning <i>Lead Research Coordinator</i> |
| Anurag Saxena | Master's Candidate, Urban Planning <i>Lead Research Coordinator</i> |
| Shudina Brown | Student, Urban Planning <i>College Project Coordinator</i> |



We wish to thank the members of the Campus District Board for the opportunity to work with the community on this endeavour.

| | |
|------------------------|-----------------|
| Judith Ann Karam | <i>CD Board</i> |
| Leo Aukerman | <i>CD Board</i> |
| Ronald Berkman | <i>CD Board</i> |
| John Boyle III | <i>CD Board</i> |
| Ronald Dees | <i>CD Board</i> |
| David Kaufman | <i>CD Board</i> |
| Michael Kelley | <i>CD Board</i> |
| Susanna Krey | <i>CD Board</i> |
| Tracey Lind | <i>CD Board</i> |
| Scott Pollock | <i>CD Board</i> |
| Jay Ross | <i>CD Board</i> |
| Dr. Michael Schoop | <i>CD Board</i> |
| Jeffrey Spada | <i>CD Board</i> |
| Dr. Jerry Sue Thornton | <i>CD Board</i> |
| Jerome Valco | <i>CD Board</i> |

We thank the members of the Campus District Advisory Board for the opportunity to bring professionals and community members together in this exciting endeavour.

| | | | |
|---------------------------|---|---------------------|-------------------------------|
| Andrew Bajda | <i>Tri-C</i> | Dr. Mark Lewine | <i>Tri-C</i> |
| David Bernatowicz | <i>Tri-C</i> | Nancy Meyer-Emerick | <i>CSU</i> |
| Dr. Dorothy Blackmon | <i>Tri-C</i> | Barbara Mikuszewski | <i>Tri-C</i> |
| Dr. Peggy Bradford | <i>Tri-C</i> | Terrell Pim | <i>CWRU</i> |
| Anna Bridavsky | <i>Tri-C</i> | Scott Pollock | <i>CD Board</i> |
| Dr. Valerie Brown | <i>Tri-C</i> | Sondra Powers | <i>CMSD</i> |
| Nancy Connor | <i>Tri-C</i> | Linda Robson | <i>CWRU</i> |
| Veronica Czekaj | <i>Tri-C</i> | Roger Saillant | <i>CWRU</i> |
| Dhirendra Damji | <i>Tri-C</i> | Dr. Dorothy Salem | <i>Tri-C</i> |
| Kendra Daniel | <i>CSU</i> | Molly Schnoke | <i>CSU</i> |
| Jennifer Davis | <i>Tri-C</i> | Dr. Michael Schoop | <i>CD Board</i> |
| Brian Driscoll | <i>Urban Community School</i> | Terry Schwarz | <i>KSU</i> |
| Robbi Ewell | <i>Tri-C</i> | Philena Seldon | <i>Cleveland Water</i> |
| Trent Gages | <i>Tri-C</i> | Dr. Sonja Siler | <i>Tri-C</i> |
| Paul Glatt | <i>Tri-C</i> | Ray Spottsville | <i>CMSD</i> |
| Lena Grafton | <i>St. Vincent Charity Medical Center</i> | Patrick Stansberry | <i>Tri-C</i> |
| Mallory Haas | <i>Tri-C</i> | Tim Tramble | <i>Burton Bell Carr Board</i> |
| James Heidenreich | <i>Tri-C</i> | Brenda Washington | <i>CMSD</i> |
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| Dr. Clarence Johnson | <i>Tri-C</i> | | |
| Judith Kaplan | <i>Tri-C</i> | | |
| Dr. Jocelyn Ladner-Mathis | <i>Tri-C</i> | | |

We wish to acknowledge the support of the following individuals and businesses that helped make our project a success.

Community Hosts and Studio Contributors

| | |
|--------------------|---|
| Tim Tramble | <i>Burten Bell Carr</i> |
| Terry Pim | <i>Professor Weatherhead School of Management Case Western Reserve University</i> |
| Roger Saillant | <i>Director Fowler Center for Sustainability Weatherhead School of Management Case Western Reserve University</i> |
| Graham Vehsey | <i>Founder/Director, The Cleveland Coalition</i> |
| Matt Beckwith | <i>The Cleveland Institute of Art</i> |
| Jeffery Patterson | <i>Cleveland Metropolitan Housing Authority</i> |
| Michael Ciccarello | <i>CSU Athletic Facilities</i> |
| Betsy Voinovich | <i>The Collinwood Observer</i> |
| Kim Robledo-Diga | <i>Manager of Professional Development, Cooper Hewitt National Design Museum</i> |
| Jay Ross | <i>Cuyahoga County Central Services Department</i> |
| Marc Canter | <i>Founder/Director, Futuristic Youth Initiative (FYI) and Broadband Mechanics</i> |
| Dar Caldwell | <i>Partner, Goldstein Caldwell and Associates</i> |
| Joy Roller | <i>Executive Director, Gordon Arts Square District</i> |
| Barbara Oney | <i>Founder/Director, Got City Game</i> |
| Katie Moss | <i>Graduate Intern, Got City Game</i> |
| Josh Arnold | <i>Sales Associate, JakPrints</i> |
| Paul Miller | <i>Juvenile Court</i> |
| Frank Kidd | <i>Kidd's Nursery</i> |
| Jim O'Bryan | <i>The Lakewood Observer, Inc.</i> |
| Jarlath Caldwell | <i>Landscape Designer, Perspective Design Studios</i> |
| Harrison Gilbert | <i>Pryd Clothing</i> |
| Jessica Langley | <i>Artist, Quarter Arts District</i> |
| Sam Cahill | <i>Designer, Quarter Arts District</i> |

continued >

We wish to acknowledge the support of the following individuals and businesses that helped make our project a success.

Community Hosts and Studio Contributors (continued from iv)

| | |
|-------------------|---|
| Danielle DeBoe | <i>Owner, Room Service and Founder of Made In The 216</i> |
| Jack Storey | <i>Founder/Director, Saving Cities</i> |
| Betsy Gates | <i>Entrepreneur, Simply Betsy Company</i> |
| Renaldo Gates | <i>Entrepreneur, Simply Betsy Company</i> |
| Chris Clark | <i>Founder/Director Sunflower Solutions</i> |
| Thomas Fox | <i>Sunflower Solutions</i> |
| Steven K. Loger | <i>Director of Community Programs, Trinity Commons</i> |
| Tim Krueger | <i>Executive Director, Urban Defense Project (now with Policy Matters Ohio)</i> |
| Leo Aukerman, Jr. | <i>Visiting Nurses Association</i> |
| Carlton Jackson | <i>Founder/Director, We Dig the City</i> |
| Liz Maugins | <i>Founder/Managing Director, Zygote Press</i> |

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Unified Technology Center

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Cleveland State University

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St. Vincent Charity Medical Center

Lena Grafton
Patricia Terstenyak
Clergy staff
Rosary Hall staff

**St. Vincent Charity Medical Center
and Marion Sterling Partnership**

Catherine Kopinsky



WALK THE WALK

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THE COLLABORATIVE CAMPUS PLANNING PROJECT

