Mission and Integrity:

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

units, including the Levin College of Urban Affairs and the School of Communication, have been nationally recognized for faculty research excellence.

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

Diversity

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

DR. NJERI NURU-HOLM
Vice President for Institutional Diversity

Cleveland State serves a population rich in diversity: religion, race, culture, age, gender, and gender orientation. Cleveland itself is a potpourri of different ethnic groups, each with its own traditions and
how CSU uses its mission to plan and implement quality in educational services in part through its response to the State’s Strategic Plan. In essence, CSU’s current operations and plans for the future allow it to fulfill its distinctive mission with integrity.

**Core Component: 1a.**
The organization’s mission documents are clear and publicly articulate the organization’s commitments.

Evidence that Core Component 1a. has been met.
Mission Differentiation does not alter what CSU stands for or “who we are.” In fact, CSU’s unique identity will be enhanced by its response to mission differentiation, a requirement of the University System of Ohio so that each public university has distinctive goals, programs, and initiatives aligned with the economic needs of the communities in which they exist, as well as the State of Ohio. The University’s Strategic Plan, outlined in this chapter, encapsulates the institution’s identity through its strengths:

- Dedicated faculty
- Diversity of people
- Urban context
- Professional orientation
- Intellectual energy


**CSU’s Mission: A Historical Perspective**
In order to ensure that the spirit of the Mission and Vision Statements remains valid, in 2002 the Board of Trustees directed the University administration to develop a Strategic Plan for continuous improvement. This plan, known as *Vision 2009* ([https://mycsu.csuohio.edu/committees/uspc/](https://mycsu.csuohio.edu/committees/uspc/)), called for CSU to transform itself from a “metropolitan and commuter campus” to a “residential, regional, commuter, and online campus” by the year 2009.

A joint committee was formed in fall semester 2004 to negotiate an agreement on the planning process, a plan that was subsequently approved by the Faculty Senate ([http://www.csuohio.edu/organizations/facultysenate/](http://www.csuohio.edu/organizations/facultysenate/)). The plan required that a standing committee be formed that would have much discretion in advising planning at the University. The University Planning Steering Committee (to become the University Strategic Planning Committee [USPC] in 2005) was formed to create and monitor the adherence to and revisions of Vision 2009 ([https://mycsu.csuohio.edu/committees/uspc/](https://mycsu.csuohio.edu/committees/uspc/)). The committee consists of

- Five faculty members selected by the Faculty Senate’s Academic Steering Committee;
- Five administrators appointed by the President;
- The Vice Provost of Planning, Assessment and
Information Resource Management (ex officio); and
– One student representative selected annually by
the Student Government.

The USPC was charged with the task of designing
the new strategic planning process with the follow-
ing principles in mind:

– There would be broad involvement of CSU orga-
nizations and people in creating the new vision
and mission for CSU;
– The new vision would work in tandem with the
needs of Greater Cleveland and Northeast Ohio
and leverage CSU's strengths to improve the
region;
– The planning process would link actionable goals
to the University's allocation of budget and per-
sonnel evaluation processes;
– Specific outcomes would be identified for each
CSU goal so that progress can be assessed
regularly and corrective action taken as needed;
– Individual colleges, departments, and other orga-
nizational units would align their own plans with
the larger CSU goals; and
– Regular communication would keep the CSU
community involved and well informed about the
planning process, issues, and results.

In order to gather information from the University,
all academic and non-academic departments and
units were required to hold strategic planning ses-
sions during the month of September 2005. From
these sessions came 75 reports submitted to the
USPC. Colleges and divisions then held strategic
planning sessions resulting in 16 additional reports
submitted at the end of October 2005.

The first Strategic Planning University Review
(SPUR) occurred in November 2005 and four
subsequent reviews. In each of these, faculty, staff,
administration, and community members were
invited to work collaboratively toward the goals set
by the USPC. Each SPUR is described in detail in
Chapter 5.

In 2006, Vision 2009 morphed into Vision Unlim-
ited, a comprehensive strategic plan that drove the
work of the University Strategic Planning Commit-
tee (described below), SPURs and, of course, the
work of the University. In his opening endorsement
of Vision Unlimited (http://www.csuohio.edu/of-
fices/planning/documents/VisionUnlimited.pdf),
then-President Michael Schwartz lauded the plan
as “the means for charting the future course of the
University” that “identifies strategies for attaining
goals and assessing outcomes.” He further encour-
aged faculty, staff, students, alumni, and the com-

munity—all of our stakeholders—to read, consult
websites, and participate actively in “making the
plan a reality…we will collectively reach our highest
aspiration, to establish CSU as the student-focused
center of scholarly excellence in the heart of the
City of Cleveland.” The evolution of Vision Unlimited
demonstrates that CSU develops and sustains a
mission that is kept relevant to the needs of Cleve-
land and the State.

CSU's Distinctive Mission

The University System of Ohio (http://uso.edu/),
established in August 2007, consists of 13 public
universities, 24 branch campuses, 23 community
colleges, 1 public medical college, 100+ adult
literacy centers, and a multitude of adult work-
force centers. Governor Strickland and the newly
appointed Chancellor, Eric Fingerhut, desired to
increase the number of college graduates, keep
more college graduates in the state, and attract more college-educated persons to Ohio. Consequently, the Chancellor, the Governor, and the Ohio Board of Regents developed a new Strategic Plan for Higher Education (http://www.uso.edu/) directing each institution to have a distinctive mission and establish “Centers of Excellence” (see Ohio Board of Regents (http://regents.ohio.gov/) website). In response, CSU created and enacted a ten-step plan of action, beginning with its recently established institutional Strategic Plan, Vision Unlimited (http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf) (see Chapter 5 for further details). The State’s Strategic Plan called for CSU to focus, in part, on “contributing to the region’s growing health care and biomedical industry” (p. 47). The University’s action plan led to the creation of two signature themes and two centers of excellence as described in Chapter 5.

As states grapple with the effects of a globalized economy and increased calls for accountability in P-20 education, higher education finds itself in the spotlight. Centers of Excellence are an attempt by the State to create engines of innovation and pools of educated professionals possessing the skills to succeed in a changing economy. CSU, one of Ohio’s seven Urban Research Universities, was deemed to have a geographic advantage in the Science, Technology, Engineering, Mathematics, and Medicine (STEMM) initiatives because of its proximity to the Cleveland Clinic and other world-class medical facilities. This proximity, along with the prospect of a “medical mart” (http://clevelandmedicalmart.com/) in downtown Cleveland and the University’s partnership with Northeastern Ohio University Colleges of Medicine and Pharmacy (NEOUCOM (http://www.neoucom.edu/)), has positioned CSU to be a regional leader in health care. Hence, the Signature Themes of Health were proposed. In addition, CSU’s metropolitan location, the many collaborative efforts it has with the Northeast Ohio community, and the University’s long commitment to urban communities were the key reasons for the proposed establishment of the Sustainable Communities Signature Theme. As described below, three “Centers of Excellence” emanated from these Themes.

CSU Responds with Centers of Excellence

The University melded its two-year-old Strategic Plan and Mission with the State’s two-pronged focus for CSU. Soon after the publication of the Ohio Strategic Plan for Higher Education in March 2008, a Response Plan was designed and set into motion by the University. A task force consisting of internal and external constituents met throughout the summer of 2008 and shared a report with the CSU Board of Trustees (http://www.csuohio.edu/offices/trustees/) and campus community. A Roundtable facilitated by The Learning Alliance for Higher Education (http://www.irhe.upenn.edu/index.php) was conducted on October 29 and 30, 2008 followed by a forum with the Chancellor on November 5. Town Hall discussions followed in November and December, culminating in the Strategic Planning University Review (SPUR) in November 2009. From this review came a report (Campus Roundtable on Centers of Excellence) (http://www.csuohio.edu/offices/provost/documents/081212_centersofexcellence.pdf) forwarded to the Trustees from the President; the Trustees submitted the report to the Chancellor. As explained in Chapter 5, the University envisions these three centers to focus energy and resources toward activities that will
meet the economic needs of the Northeast Ohio region, as well as strengthen its status as a premier urban university. See the Self Study website (http://mycsu.csuohio.edu/committees/selfstudy2010/documents/1a Creation of the Centers of Excellence.pdf) for a timeline of activities leading to the creation of the Centers of Excellence.

Evidence Supports CSU is Mission Driven
As described in Chapter 5, the University Strategic Planning Committee (http://www.csuohio.edu/committees/uspc/uspc.html) developed Key Performance Indicators (KPIs) in 2006 to monitor the implementation of the mission’s spirit. Each KPI has a set of tactics that are reviewed and assessed in each and every Unit of the University. These data are reported to each Unit to inform them of their progress as they strive to meet the goals in their respective strategic plans.

The University Strategic Planning Committee (USPC (http://www.csuohio.edu/committees/uspc/uspc.html)) annually reviews the mission and provides feedback to the campus community through the President’s Cabinet and the Board of Trustees. For example, in 2008, a member of the Self Study Steering Committee noted some concerns about the wording of the mission. This was brought to the attention of the USPC, who recommended changes to the President, and the Board adopted these changes at their next full meeting. The monitoring includes “Executive Interviews” at the bi-monthly USPC meetings; for example, in 2008-2009, the Committee interviewed the Provost, the University Auditor, one of the co-chairs for the Self Study, and the Assistant Vice President of Marketing. (See USPC 2009 Annual Report (http://mycsu.csuohio.edu/committees/uspc/2009Reports/USPCAnnualReport2009.pdf).) These interviews keep the committee informed of each division’s actions and plans for the future, ultimately steering the committee’s work in university-wide planning.

Academic Colleges Keep the Mission Current and Relevant
The Strategic Plan of each College and Division reflects the mission of the University as measured by the Vision Unlimited outcomes addressing its goals, strategies, and tactics. Below are examples of how each academic College has responded to one or more aspects of Vision Unlimited; a hyperlink to each College’s strategic plan is also provided. A list of all Vision Unlimited goals, strategies, and tactics, and ways in which Colleges and divisions responded to these, can be found at the USPC website (http://www.csuohio.edu/committees/uspc/). For example, the call to enhance graduate education and research (Goal 1, Strategy B) was responded to by the creation of several new programs that match the University’s signature themes (see College of Education and Human Services below).

Cleveland-Marshall College of Law
In response to the University’s Goal 1’s call for Academic Excellence and the subsequent Strategy D of “facilitate signature themes,” the College developed the Center for Health Law and Policy (http://www.law.csuohio.edu/prospectivestudents/ourprogram/clinics.html) (initiated in 1991) and the Urban Development Law Clinic (http://www.law.csuohio.edu/academics/curriculum/clinics/urban.html) (started in 1994 as the Community Advocacy Clinic, renamed in 2006). These support CSU’s signature themes of Health and Sustainable Communities; both are designed to bridge the University and the community in creative ways. For instance, the
Urban Developmental Law Clinic is litigating public nuisance abatement cases against the owners of distressed and abandoned residential properties in a major project to remove blighted structures from neighborhoods and reutilize unproductive land. UDLC’s clients are frequently appointed receivers by the Housing Court to take control of dangerous properties and abate the nuisances by either rehabilitation or demolition. The Clinic has brought nearly 30 cases to date—most of the cases filed in the Cleveland Housing Court to abate residential nuisances.

College of Education and Human Services

New graduate programs in autism (http://www.csuohio.edu/news/releases/2010/01/14763.html), chemical dependency (http://www.csuohio.edu/cehs/departments/casal/counseling/chemicaldependency.html), and early childhood mental health (http://www.csuohio.edu/cehs/departments/casal/counseling/earlychildhood.html) (all approved in early 2010) as well as organizational leadership (http://www.csuohio.edu/cehs/edleadership/organizational-leadership/) (begun in 2007) met the challenges of Goal 1’s Academic Excellence, Strategy B, “enhance graduate education and research.” These new programs were initiated as a result of analyses of the market (student interests) and national trends (need for professionals in these fields). For instance, the chemical dependency program is the first licensed in the State of Ohio and is offered in conjunction with the University of Akron.

Fenn College of Engineering

In response to Goal 2 (Solid Financial Foundation for Advancement), Strategy D, “develop and launch new internationally focused initiatives,” the College sent professors to recruit faculty in China, India, and Turkey as well as signing articulation agreements with universities in Singapore, India, and Turkey.

Levin College of Urban Affairs

Examples of how this College responded to University Goal 5’s Valued Community Resource, Strategy B, “maintain and expand collaboration and partnership activities,” are: 1) its collaboration with the Center for Community Solutions to form a public health agenda for Northeast Ohio, and 2) the development of a concentrated program in Public Management Development (http://urban.csuohio.edu/publicmanagement/) to meet the needs addressed by Cleveland Mayor Frank Jackson’s “Operations Efficiency Task Force.” The Public Management Program focuses on five areas: Economic and Fiscal Analysis (http://urban.csuohio.edu/publicmanagement/research.html), Performance and Efficiency Measures (http://urban.csuohio.edu/publicmanagement/).
College of Science

The College created student success strategies including development of the College of Science Advising Office and coordination of Developmental Mathematics and the Department of Mathematics. These were in response to University Goal 2, Solid Financial Foundation for Advancement, Strategy B, “focus on retention and student success.”

When asked about the resources they use when making academic decisions, approximately 70% of College of Science students ranked their College Advisor as the #1 source of information (an additional 26% ranked their College Advisor as the #2 source).

Following students’ visit to the College of Science Advising Center:

– approximately 95% of College of Science students “agreed” or “strongly agreed” that they had learned more about their requirements/chosen program of study
– approximately 97% of College of Science students “agreed” or “strongly agreed” that their advisor helped them to identify and set realistic academic goals based on their academic history
– approximately 100% of College of Science students “agreed” or “strongly agreed” that they learned about their progress towards graduation
– approximately 94% of College of Science students “agreed” or “strongly agreed” that they learned about other campus resources that they may need
– approximately 97% of College of Science students “agreed” or “strongly agreed” that all of their questions/concerns had been addressed or they were directed to the appropriate resource
– approximately 92% of College of Science students “agreed” or “strongly agreed” that they understood what they needed to do, the steps they needed to take, or the decisions they needed to make next.

Overall, approximately 92% of all College of Science students surveyed indicated that they were “very satisfied” with academic advising (an additional 5% indicated that they were "satisfied”).

College of Liberal Arts and Social Sciences

Regarding University Goal 3 (Collaborative Organizational Culture), Strategy B, “improve communication among students, faculty, and staff,” the College created two newsletters, CLASS Directions and The Innerlink, to improve communication with internal and external constituencies. The Innerlink, aimed at College alumni and potential donors, first published in fall semester 2007, but was sent out in email “blasts” beginning with the spring semester 2010 edition. Online readership increased from 100 for spring 2010 to 660 for the summer 2010 edition.

Communication of the Mission

Monitoring progress under Vision Unlimited is designed to be an interactive process that fits the on-going and continuously updating nature of the plan itself. It is anticipated that through this monitoring process many pro-
grams and operations on CSU’s campus will be enhanced. Key Performance Indicators, as described above, were developed through the University Strategic Planning Committee (USPC [http://www.csuohio.edu/committees/uspc/uspc.html]) for monitoring the plan to not only capture growth and change, but to also provide an interface with the changing external and internal realities of the campus. This scan-and-change process is intended to guarantee that planning is continuous. The KPI inform the planning process by generating trends and highlighting areas that are either considered strengths or those that need additional focus.

The five Strategic Planning University Reviews (SPURs), detailed in Chapter 5, allowed for internal and external constituencies to drive the development and implementation of Vision Unlimited (http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf). As noted earlier, the USPC monitors the mission on an annual basis and reports to the President’s Cabinet and the Board of Trustees.

Conversations across Levels. The seminal event in the planning process for Vision Unlimited (http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf) was the Strategic Planning University Review (SPUR) session in November of 2005. Leaders from all areas of the University (faculty, administration, trustees, student government) were invited to review the early drafts of the plan. Here mixed groups were allowed the opportunity to share their views and perspectives on the future of CSU. Since 2005, four other SPURs have occurred with another scheduled for fall semester 2010. Chapter 5 provides a history of these sessions, including the outcomes of each.

Feedback from Stakeholders. Early in the process, the University Strategic Planning Committee (USPC [http://www.csuohio.edu/committees/uspc/uspc.html]) assigned liaison roles to some members so that stakeholders could be contacted and could provide feedback to the Committee. Committee liaisons were assigned to The Board of Trustees (http://www.csuohio.edu/offices/trustees/), the Faculty Senate (http://www.csuohio.edu/organizations/facultysenate/), Students, Academic and Non-Academic Administration, the Budget Committee, the Capital Planning Committee, Program Review Committees, other University Committees, alumni (http://www.csuohio.edu/alumni/), the community, and Visiting Committees. Various processes were developed to obtain information from each of these constituent groups. The Committee met with various groups or individuals, guests attended USPC planning meetings, surveys were conducted on students and alumni, and special events were held, such as SPUR or the Community Breakfast. SPUR sessions have been an annual event, due in part to the stakeholder’s desire to participate. The history of the SPURs are found in Chapter 5; it should be noted that external and internal stakeholders were instrumental in creating performance indicators that have monitored the actions of the University as well as informed the campus and Northeast Ohio community of these actions.

An Open and Transparent Process. Immediately upon formation, the USPC developed a Web page and posted its activities and minutes for review and comment. In addition, the USPC created an e-mail address (mailto:uspcinput@csuohio.edu) to which individuals could send questions and suggestions. The Committee has also kept the University informed of its progress, through campus news articles, the Faculty Senate and Administration briefings.
The USPC took an innovative approach leading to dialogue among various elements of the University. The Strategic Plan highlights institutional aspirations representing these various constituencies and what needs to be accomplished to achieve them. The Key Performance Indicators (KPI) are communicated annually in the Handbook for the Annual Analysis of Key Performance Indicators. In addition, surveys are administered to measure campus knowledge of the University’s mission.

For a listing of all KPI, visit the Strategic Planning website (http://www.csuohio.edu/committees/uspc/pdfs/AnnualReportPackagedFiles.pdf).

Core Component: 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Evidence that Core Component 1b. has been met.

CSU serves a population of students rich in diversity: religion, race, culture, gender, age, and sexual orientation. The institution prides itself in meeting the needs of all its students by providing a large variety of curricular and extracurricular options and opportunities.

It is noted in the Chapter 1 that 28% of the CSU student population are persons of color which compared to 22% of faculty and 33% of staff. (according to the U.S. Census Bureau (http://quickfacts.census.gov/qfd/states/39/3916000.html) 68.5% of Cleveland’s 444,000 residents are persons of color, compared to only 15% of Ohio’s 11.4 million citizens).

Working toward Full Diversity

The Division of Institutional Diversity (http://www.csuohio.edu/offices/diversity/) (DID) recently celebrated its 20th year (1989-2009); its major accomplishments and chronology were published as part of a one-month exhibit in the Michael Schwartz Library and the Howard A. Mims African American Cultural Center.

1. Diversity representation: At the state level, CSU has the highest percentage of minority student enrollment of any four-year public university except for Central State University, a historically Black institution. CSU also has the highest percentage of minority faculty of the public universities in the state. Regionally, the Commission on Economic Inclusion (http://www.gcpartnership.com/Economic-Inclusion/Commission.aspx) has recognized CSU for leadership in diversity: “Best in Class for Workforce Diversity” in 2006 and 2007, a contender in 2008, and in 2009, a contender across all Best in Class categories: Workforce, Senior Management, Board Representation and Supplier Diversity.

2. Retention and graduation: CSU has been nationally recognized in terms of its success with minority students. The University has been a highly recommended institution for Hispanic students for ten consecutive years in the Hispanic Outlook in Higher Education (http://www.hispanicoutlook.com/index.htm) Publisher’s Picks List. For 20 years, the University has been consistently among the Diverse Issues in Higher Education (http://diverseeducation.com/) Top 100 for graduating African-American students at both undergraduate and graduate levels. In 2006, 2007, 2008 and 2009, the University was listed as follows:
2006
- 1st in Ohio and 47th in the nation for producing African American masters graduates in all disciplines
- 1st in Ohio and 30th in the nation for producing African-American master’s graduates in education
- 34th in the nation for producing African American undergraduate degrees in social sciences and history

2007
- 1st in Ohio for producing African-American master’s graduates in education and the social sciences
- 1st and only Ohio university in the top 50 for education and one of two Ohio universities in the top 50 for social sciences

2008
- 1st in Ohio for producing African American Master of Education graduates, and only Ohio university ranked in the national top 50
- 1st of only two Ohio universities ranked in the national top 50 (40th nationally) for producing African American baccalaureate degrees in the social sciences, Ohio State being the second
- Top producer of African American Master of Education and Master of Social Science graduates

2009
- CSU remains in the Top 100 Degree Producers for African American master’s graduates for all disciplines combined (12.8%), Education (17%), and Public Administration and Social Service Professions (25.5%)

3. The Student Achievement and Research Program: (STARS [http://www.csuohio.edu/offices/odama/stars/]), an undergraduate student research program, has served 103 students with a graduation rate of 91% (94), a graduate degree rate of 52% (54), and 5% (5) currently teaching in higher education.

4. The AHANA Peer Mentoring Program: (http://www.csuohio.edu/offices/odama/ahana/) is an undergraduate retention program designed to assist underrepresented students, particularly African American, Hispanic, Asian and Native American, succeed during their first year. For example, the fall-to-fall freshmen cohort retention rate from 2007 to 2008 was 68% for AHANA Program students, compared to the University retention rate of 57%, a retention rate of 61% for degree-seeking students and a minority student retention rate of 44%. Similarly, the LINK Program, a cooperative education program for underrepresented students, averages retention rates of 80% and higher (2008-2009: 88%). AHANA is currently being expanded beyond the first year.

5. Diversity-focused committees: The University has several standing committees and councils that focus on diversity-related topics. Examples include the President’s Advisory Committee on Equal Opportunity and Access (PACAO), which advises the President on affirmative action related topics; President’s Advisory Council on the Conduct of Searches (PCCS) makes recommendations to the President; and the President’s Advisory Council on the Role and Status of Women (http://www.csuohio.edu/committees/pacrsw/) (PACRSW) advises the President in regard to the experiences of women students, faculty and staff at CSU. The Minority Affairs Committee (http://www.csuohio.edu/organizations/facultysenate/standing.html) (MAC) is a standing
committee of the Faculty Senate (http://www.csuohio.edu/organizations/facultysenate/). The Student Government Association (https://mycsu.csuohio.edu/studentlife/studentorgs/sga.html) established a Diversity Committee in 2009, and the newest diversity-focused student organization is Women for the Advancement of a Multicultural Society.

6. Faculty and staff support: In order to advance institutional access, excellence and diversity and foster cultural competence across the campus community, the DID (http://www.csuohio.edu/offices/diversity/) supports faculty diversity-focused research, professional development and conferences. Since 2007, approximately $21,000 has been awarded to faculty from nine academic Departments through Engaging Diversity Grants for Excellence (EDGE http://www.csuohio.edu/offices/diversity/news/09edge.html). Affinity groups established at the University include the Black Faculty and Staff Organization (BFSO), Chinese Faculty and Staff Organization (CFSO), Latino Faculty and Staff Association (LFSA), Organization of Faculty and Staff from the Indian Subcontinent (OFSIS), and Faculty, Administrators and Staff for Equity (FASE), focused on GLBT concerns. Some affinity groups sponsor scholarships and graduation celebrations.

7. Supplier diversity: The State of Ohio has two programs to support minority and other underrepresented businesses: the Minority Business Enterprise (MBE) and the Encouraging Diversity, Growth and Equity (EDGE) Program. The Purchasing Department proactively reviews these lists, and vendors are contacted to determine their interest in bidding and/or filling an order. In addition, the University uses a decentralized process for smaller purchases, so information about minority-owned vendors is available to all Departments. The University’s goal is to spend 15% of purchasing dollars with MBE businesses. In 2009, the Commission on Economic Inclusion Annual Employer’s Survey results indicated that based on 2008 data, the University demonstrates leadership in supplier diversity. The University’s supplier-diversity spend was 10.7%, compared to 9% for the DiversityInc Top 50 Companies for Diversity® and the Commission Aggregate Nonprofit of 4%.

8. Multicultural Programming: The University has a long-standing commitment to multicultural programming and education. Examples of some programs include: Cleveland-Marshall College of Law Lectures (35 years), Cultural Crossing Lecture Series and Conference (CLASS (9 years)), Butler A. Jones Endowed Lecture Series (Sociology Dept., 13 years), Thyagaraja Festival (Music Dept., 32 years), the Minority Career Fair (Career Services Center, 22 years), Black Studies Programming with Black Aspirations Week (36 years), Black History Month, Black Studies Lecture Arts and Media Series; Diversity Training (17 years), ODAMA multicultural Programming, Hispanic Awareness Week (20 years), Native American Heritage Day (7 years), Cinco de Mayo (7 years), Urban Community Forum (13 years), Hispanic Community Education Forum (9 years), and the Diversity Conference (12 years). Additionally, the University has been a collaborator with the Cleveland International Film Festival for three years. In 2009, CSU sponsored three cultural film series (Cinema en Español, Local Heroes and Cultural Journeys to the Middle East and the Arabic World) and other complementary programs, totaling 32 films and 63 screenings for the 11-day Festival and reaching an audience of 66,872. CSU also sponsored the CSU Audience Choice Award for Best Short Subject, and the School of Commu-
nica tion conducted two days of filmmaker workshops (Picture Start: A Series of Interactive Discussions with CIFF Filmmakers on the Art, Craft, and Business of Filmmaking). The Art Gallery (http://www.csuohio.edu/artgallery/) exhibits consistently explore a broad range of diversity, from memorial exhibits in tribute to Masumi Hayashi and gay high school student, Robbie Kirkland, to exhibits on African American and Latin American experiences. Finally, the Board of Trustees approved a Black Studies major in Spring semester 2010.

9. Diversity Education: Thirty DID Diversity Education Program (http://www.csuohio.edu/offices/diversity/) sessions were conducted during 2009, with a total of 1,086 participants (370 students, 6 faculty, 41 staff and 668 from the external community) and 107.3 contact hours. Eight of these sessions were embedded in academic courses at the undergraduate and graduate levels, for a total of 28.8 contact hours. Twenty-one participants have received a Certificate of Completion for the 12-hour Leadership Forum on Diversity workshop series. Collaboration and research continue, with three academic Departments infusing cultural competency development into their curricula.

Recognition of Diversity in Each Academic College
CSU serves a diverse population of learners: 40% of its students are ethnic minorities and nearly 60% are female (see Book of Trends (http://www.csuohio.edu/offices/iraa/bot/bot2008a.pdf)). The following are statements from each of the academic Colleges regarding how they acknowledge and serve their diverse student populations.

Nance College of Business Administration (http://www.csuohio.edu/business/)
The Nance College of Business is accredited by the Association of Accredited Collegiate Schools of Business (AACSB) International, which has multiple standards that underscore the importance of diversity. AACSB International assures quality at all levels of programs and promotes excellence and continuous improvement in undergraduate and graduate education in business administration and accounting. In 2003, AACSB members approved a revised set of standards relevant and applicable to all business programs globally and support and encourage excellence and diversity in management education globally.

Also consistent with the University mission, at Nance College, student recruitment and faculty hiring policies comply with those of the University in terms of diversity issues. In brief, the Nance College of Business Mission Statement focuses on “global significance, economic vitality, and sustainability” in the Northeast Ohio region through diverse education, multidisciplinary research, and collaboration with the academic and business community locally, regionally, and nationally.

College of Education and Human Services (http://www.csuohio.edu/cehs/)
The National Council for Accreditation of Teacher Education (http://www.ncate.org/) (NCATE) standards that govern the College of Education and Human Services’ preparation programs for teachers and other school personnel clearly indicate that one of the primary objectives of any reputable teacher education program must be that of preparing teachers for a world in which diversity—in all its multiple forms—is an ever-growing hallmark of educational reality. At all levels of the educational
enterprise, issues of race, class, cultural difference, gender and exceptionality increasingly permeate discussions of educational purpose, curriculum development, pedagogical strategies, and assessment. In keeping with this objective, the theme of diversity is woven throughout the College of Education and Human Services’ programs. For example, the conceptual framework (http://www.csuohio.edu/cehs/about/conceptual-framework.html) that governs the College’s teacher education programs clearly states, “the idea of diversity is of central significance, particularly in urban settings where issues surrounding race, multiculturalism, socio-economic status, and exceptionality are in higher focus than in the larger society.” Elsewhere, the document asserts that “teachers will need to understand the nature and significance of diversity in all its forms. Toward this end, the role of gender, culture, race, socio-economic status, and exceptionality that is shaping candidates’ school experience must be given careful attention.” Furthermore, the College believes that understanding the role, nature, and significance of diversity is an insufficient response to the challenge at hand. Graduates of CSU’s teacher education programs must be prepared to act upon such knowledge. As reflective decision-makers, they should possess the knowledge and expertise to choose and construct curriculum objectives, instructional methodologies, and assessment strategies consistent with their academic understanding of diversity in all its social and developmental varieties.

In late 2009, the College was re-accredited by NCATE using the new rubric that included diversity.

College of Science (http://www.csuohio.edu/sciences/)

The College of Science recognizes the diversity of learners by tailoring its programs, both to meet their needs as well as to attract students into the basic and health sciences who are currently under-represented, and thus do not have full diversity in the discipline in the greater society. This is done through the grant-funded programs such as the McNair (http://www.csuohio.edu/offices/mcnair/) Scholarship (principally aimed at undergraduates, providing both scholarship support and active mentoring, to pursue graduate degrees in the basic sciences), through its multiple endowed scholarship programs, and GAANN (focused entirely on graduate students). The College is also pro-active in reaching out to diverse populations for college preparation through its partnership with Horizon Science Academy Schools (http://www.hsas.org/), an inner-city charter school, by providing faculty and undergraduate/graduate student help in programs, such as a Summer Academy, and their science fair, not only with judging, but also providing graduate students to help these high school students with work on their projects. In the Health Science disciplines, the College is an active partner in the Health Careers in High School Program, which mentors, tutors, and counsels high school students throughout the year, preparing them for college and pique their interest in the health sciences. Graduate and undergraduate academic programs actively teach and experientially engage diversity in psychology through the Master of Diversity Management Program, bachelor’s and master’s programs in health sciences requiring a course in “Health and Culture”, and through required clinical experience for all students in the Speech-Language Pathology, PT and OT Programs.
Cleveland-Marshall College of Law
(http://www.law.csuohio.edu/)

The Law College’s commitment to diversity is evidenced by its Pipeline Projects and pro bono initiatives. Pipeline Projects are designed to increase minority representation in legal education by encouraging academic rigor and collaborative relationships with teachers and students, especially in schools with a high minority population. The projects encompass preschool years through undergraduate years, with an aim to assure that the credentials of students from diverse socioeconomic backgrounds will be competitive with those of other students applying to law school. An example of a Pipeline Project is the Supreme Court of Ohio’s Law and Leadership Summer Institute. This program gives a select group of 8th grade students the opportunity to study law at our institution. The purpose of the Institute is to prepare youth from underserved communities to compete at high academic levels through the use of intense legal and educational programming.

Another Pipeline Project is the Summer Legal Academy. Co-sponsored by the College with the Cuyahoga County Bar Association, the Case Western Reserve University Law School, the Norman S. Minor Bar Association, the Academy is two weeks long and is designed to encourage minority high school students to consider law school and careers in law. Students are given reading and legal writing assignments and the opportunity to participate in mock trials. Law professors lecture on social and legal issues pertinent to young African Americans in an urban environment.

Some examples of pro bono initiatives are briefly described below:

– 3Rs: Rights, Responsibilities, Realities: a program developed where teams of lawyers and law students teach civics classes to high school students in the Cleveland Metropolitan School District (http://www.cmsdnet.net/) and East Cleveland Public Schools (http://www.eastcleveland.k12.oh.us/)
– Big Brothers/Big Sisters (http://www.bbbs.org/cleveland): students mentor children from underserved communities
– Legal Aid Society (http://www.lasclev.org/): students assist clients who are below the poverty level at free legal advice clinics
– Cleveland Mock Trial: students/administrators volunteer to act as judges and coaches to assist teams from the Cleveland Metropolitan School District (http://www.cmsdnet.net/) to prepare for competition
– LITC (http://www.lasclev.org/LITC.html) tax clinic: students, faculty, and administrators received tax preparation training and were certified by the IRS to prepare tax returns for individuals with low incomes.

The Cleveland-Marshall College of Law was selected in June 2010 to receive the first-ever Diversity Matters Award from the Law School Admission Council. Of the 214 law schools in the United States, 10 were chosen as finalists.

Fenn College of Engineering
(http://www.csuohio.edu/engineering/)

The College of Engineering is committed to diversity and equal opportunity to students, faculty and staff. To address diversity of learners, the College has diversity events sponsored by the student chapters, such as Society of Women Engineers (SWE) and National Black Society of Engineers. In particular, the SWE was selected to host a regional event called “Wow, That’s Engineering” on CSU campus on April 10, 2010. The College also publishes articles in support of diversity of learners.
For example, a recent article about a success story of engineering female students was published in *Perspective Magazine*.

Through the Fenn Academy, the College actively recruits more female and minority students from high schools. In terms of accomplishments in achieving full diversity, they have successfully recruited students from Regina High (girls’ school) and Cleveland metropolitan schools.

**College of Liberal Arts and Social Sciences**
(http://www.csuohio.edu/class/)

A remarkably diverse CLASS faculty actively supports college diversity in a number of ways. For example, an active Black Studies Program is located in the College. At present, the program offers only a Black Studies minor; however, a Black Studies major has been approved at every level at CSU and currently awaits final approval by the Ohio Board of Regents. There are several programs and organizations associated with Black Studies, including Black Aspirations, the Tombouctou Book Club, the Jazz Heritage Orchestra, the Images weekly radio program, the Howard A. Mims Lecture, Arts and Media Series, and the Howard A. Mims African-American Cultural Center. In 2009, the Black Studies program received national attention by hosting the 2009 national Conference of Black Cultural Centers. In addition to Black Studies, the College also offers an interdisciplinary major in Women’s Studies. CLASS offers a rich variety of courses touching on diverse cultures such as interdisciplinary minors in Middle East Studies, Asian Studies, and Native American Studies. The Department of Art offers courses in the history of African and Islamic art, and the English and Modern Language Departments offer courses in various minority and ethnic literatures. The Department of Religious Studies offers courses in Islam and the African-American religious experience.

Finally, the Departments of Sociology and Anthropology study human diversity in generalized courses such as ANT 100, “Human Diversity.” ANT 100 is one of the college’s most heavily enrolled courses.

**Levin College of Urban Affairs**
(http://urban.csuohio.edu/)

The Maxine Goodman Levin College of Urban Affairs is committed to achieving a diverse faculty, staff, and student body and to offering opportunities for our students to succeed. We encourage a diverse student body through a variety of programs, including twenty 2+2 partnerships with regional community colleges and participation in programs with the City of Cleveland and the Cleveland Metropolitan School District. Our external partners include the National Urban League, the Center for Community Solutions, and other organizations in the region serving a diverse citizen population. Several programs in the college feature classes in urban diversity and gender diversity issues in organizational management.

More than a third of the Levin student body is African-American, Hispanic, Asian-Pacific Islander and Native American. In 2009, students enrolled in the Master of Public Administration program in the college were 25.5% African American and over 80.0% female, ranking 38th in the United States among schools of public administration and social service professions. Diversity extends to age, income, and life experience as well, with the average age among both graduate and undergraduate students being just over 30 years.

Twenty percent of the full-time faculty members are minority, and 46% of the full-time faculty members are female.
Recognition of Diversity at the Undergraduate Level

CSU’s academic programs are designed to prepare students for their life in a multicultural, global world. CSU was one of the first institutions in the nation to require all students to study the African American experience in the United States. The original requirement has evolved into the Human Diversity General Education Requirement, which requires students to take six hours related to diversity, three hours of which must be an African American Experience course.

In addition, CSU offers a wide range of multicultural curriculum programs and centers. These include Black Studies (Minor), the recently improved Black Studies (Major), Women’s Studies (Major), Latin American Studies Certificate, Middle Eastern Studies, Asia Studies (Minor), International Relations (Major), Culture, Communication and Health Care Graduate Certificate, Diversity Management Program (Psychology Master’s/Certificate) and Master of Arts in Global Interactions (Political Science). Centers include the Center for Healing across Cultures, Center for Health Equity, Confucius Institute, Howard A. Mims African American Cultural Center and the Mareyjoyce Green Women’s Center, all of which are described later in the chapter.

CSU, in the heart of a major city, provides a variety of student support programs to assist students from diverse backgrounds. The Honors and Scholars Programs meet the needs of high achieving students; small developmental classes and a newly instituted summer academic boot camp support students who need additional help to meet the demands of college-level work. Tutoring and Supplemental Instruction provide crucial academic support to students taking challenging classes, and in addition, give high achieving students the opportunity for on-campus, paid work. Low income and first generation students have been supported for more than 38 years by the TRIO (http://www.csuohio.edu/offices/diversity/training.pdf)/SSS Program and more recently by the McNair Scholars Program (http://www.csuohio.edu/offices/mcnair/). The AHANA Peer Mentoring Program (http://www.csuohio.edu/offices/odama/ahana/) and LINK—a cooperative education program—are specifically designed to support minority students. In addition, the STARS (http://www.csuohio.edu/offices/odama/stars/) Program, funded by the Ohio Board of Regents (OBOR), was created to increase minority student achievement in research.

Other service Units targeted to specific student groups include Disability Student Services (http://www.csuohio.edu/offices/disability/), which has an Adaptive Technology lab, the Center for International Services and Programs (http://www.csuohio.edu/offices/international/), Gay, Lesbian, Bisexual, Transgender (GLBT) Student Services (http://www.csuohio.edu/offices/odama/glbt/), and a nationally recognized program for veterans: Supporting Education for Returning Veterans (SERV (http://www.csuohio.edu/academic/serv/)).

Academic Colleges’ Commitment to Promoting Diversity

In addition to each College’s recognition of diversity as described earlier in this chapter, Colleges employ strategies to promote diversity in their hiring practices and recruitment of students. Below are three examples of these College-level practices and/or strategies along with some of their results.
Nance College of Business Administration
(http://www.csuohio.edu/business/)
Currently, racial minorities make up 35% of the College student body versus 34% for the University. The student population at the Nance College are African Americans (17%); Hispanics (2.1%); Asian Americans (4.4%); and International students (11%).

Newly created in spring semester 2010, the Diversity Outreach Advisory Council will provide advice and assistance to Nance’s senior leadership team in its efforts to serve a diverse body composed of students, faculty, and staff, and to assist in the recruiting and retention of academically-qualified female and minority students at both the graduate and undergraduate levels. The Council will also assist in the formulation of policies and practices at the College that will address diversity issues with balance and sensitivity, and support seminars, conferences, and other strategic initiatives that will advance the cause of diversity at the Nance College.

College of Education and Human Services
(http://www.csuohio.edu/cehs/)
The College is distinguished by being the only nationally ranked College of Education in Ohio for producing African-American teachers with graduate degrees. It leads CSU in the diversity of faculty and students. A unique global dimension is further added to the College and its programs by its 15 foreign-born faculty. The College’s diverse faculty provides students with a wide range of experiences and multiple perspectives that enrich the educational process for all CSU students.

As the table below indicates, in 2003 the total number of minority faculty (Black, Hispanic, and Asian) was 20. By 2008, the number had increased to a total of 22.

Similarly, the college had made progress in attracting minority students (see table to the right). The College is committed to increasing diversity in all of its myriad forms and will continue to develop

4.1 Diversity of CSU College of Education Faculty
Fall 2003 – Fall 2008

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian/ Alaskan Native</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian/ Pacific Islander</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>7</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Black, Not Hispanic</td>
<td>12</td>
<td>17</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Hispanic</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>White, Not Hispanic</td>
<td>63</td>
<td>80</td>
<td>88</td>
<td>81</td>
<td>76</td>
<td>66</td>
</tr>
<tr>
<td>Total COEHS</td>
<td>83</td>
<td>105</td>
<td>108</td>
<td>104</td>
<td>98</td>
<td>88</td>
</tr>
</tbody>
</table>
strategies to recruit minority candidate. A significant element in this increase has been the Teaching Leadership Consortium (TLC) which is targeted at minority students. TLC provides academic, financial, and career advising to all candidates in the program as well as financial aid for tuition, books, and transportation. The Hispanic Recruitment Ad Hoc Committee provides similar benefits for Hispanic/Latino candidates. As the table below indicates, these efforts have met with moderate success when one considers that the College has experienced a sharp decline in enrollment and faculty recruitment due to current economic realities.

**Cleveland-Marshall College of Law**

The College has a long tradition of promoting diversity among our faculty, staff and students: one of its predecessor schools was the first to admit women and among the first to admit African-Americans. Among our tenured/tenure-track faculty, 42% are women and 16% are persons of color. The Cleveland-Marshall College of Law’s commitment to recruiting and retaining a diverse faculty is most evident in its hiring during the past five years (2006-2010): of the seven new hires for tenured/tenure-track faculty, three are women and four are men, three African-American, and one Asian-American. The College also hired two Legal Writing professors, both Caucasian women. In addition, the College enhanced the diversity of its adjunct faculty: of the 26 new adjuncts in the past five years, 25% are persons of color and 42% are women. Cleveland-Marshall College of Law’s inaugural Distinguished Practitioner in Residence was an African-American man who taught and assisted in the recruitment and advising of students.

Cleveland-Marshall College of Law is aware of, and deeply committed to, the importance of maintaining a diverse student body. Strengthening the law school while maintaining student diversity is a cornerstone of its Bar Passage Plan developed in 2004 in response to poor outcomes in the bar passage rates among first-time test takers. This commitment is evidenced by efforts to increase the diversity of its law students as well as the College’s efforts to expand the pool of minorities who are qualified to attend law school, such as in the Pipe-
line Projects described above. In 2007 the College added a third professional to its admissions staff whose particular focus is multicultural recruitment, which has allowed the College of Law admissions staff to expand recruitment efforts to include more historically Black colleges and regional colleges that have a significant percentage of minority students. These efforts have resulted in a steady increase in the percentage of persons of color who enroll as first-year law students, from 14% in 2006 to 17% in 2009; in particular the percentage of African-Americans increased from 7% to 12%, the highest since 1998.

As mentioned in the previous section, Cleveland-Marshall College of Law was selected in June 2010 to receive the first-ever Diversity Matters Award from the Law School Admission Council. Of the 214 law schools in the United States, 10 were chosen as finalists.

General Education’s Commitment to Diversity
General Education (http://www.csuohio.edu/academic/gened/) at CSU provides students with a strong foundation upon which to build their entire university career. All students of the University—regardless of major or program—complete this set of requirements. The courses in the General Education Program introduce students to a variety of disciplines, provide them with basic knowledge, cultivate core skill areas, and expose them to a variety of cultures. For instance, students must take at least one course in the African American Experience, as outlined in the summary of General Education courses (http://www.csuohio.edu/academic/gened/summarytable.html). Courses meeting the African American Experience requirement must address specified criteria.

International Programs
The CSU Center for International Services and Programs (http://www.csuohio.edu/offices/international/) (CISP) serves as a facilitator of International Academic Initiatives. Over the past years ten years, the office has grown from approximately 20 international partnerships to over 40 in 23 different nations. CSU has upheld its very successful record of Faculty Fulbright scholarships, with over 30 faculty receiving a Fulbright in the last ten years. The College of Urban Affairs has also successfully run Dual Degree Programs in Korea (http://urban.csuohio.edu/academics/graduate/chung-ang/) and a joint program with Chung-Ang University. The College of Engineering has developed two 3+1+1 programs with a Turkish university. The College of Liberal Arts and Social Science, in conjunction with the Slovenian government and University of Ljubljana, has established a Slovenian Studies Center (http://www.csuohio.edu/class/Slovenian/index.html). The College of Business has successfully obtained four Title VI.B. grants to globalize the College, including the development of an overseas Doctorate of Business Administration. The College of Science has developed exchange agreements with four Chinese universities. There were also two USAID projects developed, one with Botswana and the other with Kyrgyzstan as well as a planning grant to Zambia, which will cross College participation. The College of Education and Human Services has been granted a Confucius Institute (http://www.csuohio.edu/cehs/confucius.html) and is developing a TESOL exchange program with a Korean university. The University has expanded its language course offerings in Chinese and Arabic and established a Middle East Studies Program that included hosting a Fulbright scholar in residence for over a year.
A comprehensive International Student Services Office (http://www.csuohio.edu/offices/international/student_services/) serves as the primary resource for all student immigration issues and for personal counseling. The Student Services Office works closely in conjunction with other CSU Departments and Colleges on campus to meet the needs of international students (Counseling Center, the academic advising offices, Career Services). CSU also offers student programming: International Day (November), International Women’s Day, Passport to Paycheck and many others. In addition to general programming, support is provided to a variety of nationality-based student organizations, inclusive of groups from Turkey, India, China, Taiwan, as well as Hindu and Muslim student groups on the campus. This office also provides arrival services, temporary housing, and a complete orientation program in both the fall and spring semesters for all incoming international students—a program that covers an array of topics, from immigration issues to obtaining a driver’s license. This Unit also assists the Intensive English Language Program (http://www.csuohio.edu/ce/ielp/) with students’ immigration and health insurance issues.

The International Admissions Office (http://www.csuohio.edu/offices/international/admissions/) evaluates all applicants educated outside of the United States for admission purposes. It serves both the international and permanent resident community and covers all levels of education: certificate, bachelor, master, and doctoral. The Office offers unique expertise in the field of international education, which facilitates the processing of a diverse pool of applicants from over 80 different countries. Due to the comprehensive nature of the services provided by this office, CSU was able to maintain growing levels of international student enrollment, while other campuses were experiencing a downturn in numbers post-September 11, 2001. Over the past few years, CISP has become more proactive in recruiting international students, which can be verified by the largest number of new international students enrolled for fall semester 2009.

The Study Abroad Office (http://www.csuohio.edu/offices/international/study_abroad/) provides advising for students interested in studying abroad, whether through CSU programs or agency providers. The Office’s goal is to expand the knowledge base of CSU students beyond the U.S. borders. The Office has increased its marketing approach and outreach to students. CSU has increased its number of short-term study programs from two to four in 2000-2001 to nine in 2009-2010. CSU has also been successful in encouraging students to apply for Student Fulbright Programs. Before 2000, there was only the occasional applicant, but beginning in 2000, greater effort has been made to increase their number—in recent years, 19 CSU students have applied, and two of these applicants have been granted Fulbright scholarships.

The University was also successful in obtaining $50,000 in scholarship funding through the IFSA Foundation, funds targeted for supporting non-traditional undergraduate students in long-term study abroad. Additionally, the Office of Diversity and Multicultural Affairs offers scholarships (http://www.csuohio.edu/offices/odama/application1.pdf) for students wishing to study abroad.

A comprehensive list of international partnerships with active exchange programs can be found at the CISP website (http://www.csuohio.edu/offices/international/academic/exchange_programs/internationalpartners.html) and in Appendix 4.1.
English as a Second Language
The Division of Continuing Education directs the University’s English as a Second Language (http://www.csuohio.edu/ce/esl/index.html/) (ESL) Program, which provides courses for non-native students in need of stronger English language skills. The ESL Program includes courses for both undergraduate and graduate students, an Intensive English Language Program (IELP (http://www.csuohio.edu/ce/ielp/index.html)), workplace ESL, and community programs.

Currently, CSU has two undergraduate ESL courses (http://www.csuohio.edu/ce/esl/esl_undergrad_courses.html). The placement evaluation for newly admitted undergraduate students includes an on-campus computerized test (COMPASS). Depending on these results, a written test and an oral interview may also be required before students may register for their first classes at CSU.

CSU offers three graduate-level ESL courses: ESL 502 (http://www.csuohio.edu/ce/esl/esl_grad_courses.html), ESL 503 (http://www.csuohio.edu/ce/esl/esl_grad_courses.html), and ESL 504 (http://www.csuohio.edu/ce/esl/esl_grad_courses.html). These courses are open to any graduate student for whom English is a second language. Any international graduate student who wishes to hold a teaching assistantship must demonstrate proficiency in spoken English through either an official TSE score or the SPEAK (http://www.csuohio.edu/ce/esl/esl_speak.html) test and if necessary, take a graduate-level ESL course.

The noncredit Intensive English Language Program (http://www.csuohio.edu/ce/ielp/index.html) helps students improve their English skills, whether their goals are for educational, business or personal reasons. Many IELP students enter into degree study once they gain English proficiency. In the five years of the program’s existence, enrollment has increased to 70 students.

President’s Commission on the Role and Status of Women
The purpose of the President’s Commission on the Role and Status of Women (http://www.csuohio.edu/committees/pacrsw/) (PCRSW) is to give thoughtful advice to the President regarding:

– Conditions that increase women’s participation in all aspects of campus activities.
– Conditions that may affect the quality of education and the working environment that women experience at CSU.

The PCRSW goals are to:

– Enhance leadership development opportunities for women on campus, including mentoring, grants acquisition, and networking.
– Review equity of resource distribution including sabbaticals, stipends, chair appointments and professional development opportunities.
– Collaborate with Lakeland Community College to develop an on-going speaker series.
– Develop an informational website.
– Increase participation and effectiveness of the annual luncheon.

The Committee continues to address and work on a wide array of women’s issues, ranging from the delivery of an annual report on the Role and Status of Women at the University, to spearheading the drive to bring childcare to the campus, to focusing administrative attention on the need to redefine CSU’s FMLA policy responses and practices. Other
projects of the Committee include working jointly with members of the Greater Cleveland community to rename the Women’s Comprehensive Center in honor of Mareyjoyce Green, a CSU Professor whose career at CSU has spanned 42 years of teaching and tireless crusading on behalf of women at the University and in the greater community. In 2010, the Committee developed a brochure and distributed it throughout the campus reporting on the Role and Status of Women at CSU. A detailed description of the Committee’s achievements can be found on the Self Study website. (http://www.csuohio.edu/committees/selfstudy2010/documents/PCRSW REVISED.pdf)

Affirmative Action
The Affirmative Action Office (http://www.csuohio.edu/offices/affirmativeaction/) (AAO) works cooperatively with departments and units to provide training and information on unlawful discrimination and affirmative action issues, increase awareness of these issues throughout the University community, and promote the full participation, well-being and equitable treatment of our diverse students, faculty and staff. The AAO is primarily responsible for the investigation and resolution of complaints of discrimination and seeks to achieve a fair and prompt resolution of discrimination complaints, taking appropriate action when necessary. In order to promote diversity in our faculty and staff, the AAO assists in recruiting faculty and professional staff by monitoring searches and working collaboratively with the Human Resources Department to monitor classified staff. The AAO trains Search Committees on best outreach and recruitment practices to attract diverse pools of qualified applicants and to insure that all applicants are treated fairly and equitably. See also Nondiscrimination Policy and Procedure (http://www.csuohio.edu/offices/affirmativeaction/statement.html) and Sexual Harassment Policy (http://www.csuohio.edu/offices/affirmative-action/sh.html).

Copies of the University Affirmative Action policies, including complaint procedures, may be obtained from the AAO, the Office of Minority Affairs and Community Relations (http://www.csuohio.edu/offices/odama/glbt/), the Department of Student Life (https://mycsu.csuohio.edu/studentlife/), and the Department of Human Resources Development and Labor Relations (http://www.csuohio.edu/offices/hrd/). The Director of the AAO is primarily responsible for investigating and resolving sexual harassment complaints.

The search process for the hiring of professional staff and faculty includes a strong component of results-oriented practices to actively seek minority and women candidates. The dissemination of available positions through national and local print outlets, websites, list-servs and direct contacts with other universities producing PhDs, combined with best practices in the review and selection of candidates, has resulted in a diverse workforce and a sustained progress in attracting women and minorities. The CSU workforce (as of December 31, 2009), by race and sex, is shown in the following chart.

CSU has the highest percentage of minority faculty among the public universities in the State of Ohio. It also has been recognized by the Commission on Economic Inclusion for its workforce diversity.

The complaints of discrimination processed by the AAO are investigated in a fair and impartial manner, with appropriate due process safeguards. The policies and procedures pertaining to complaints of
4.3 Diversity in the Workforce
2005 – 2008

Discrimination are widely disseminated and appear in the University’s website. They are also discussed at employee orientations. By being proactive in educating the University community on appropriate behaviors and by imposing appropriate discipline when the expected behaviors are not followed, the AAO seeks to give notice to the community that unlawful discriminatory behaviors will not be tolerated. At the same time, in educating employees and students about unlawful discrimination, the ultimate goal is the prevention of incidents involving prohibited conduct. The tangible result of the Affirmative Action Office’s approach to the investigation and resolution of complaints of unlawful discrimination is the fact that in the last 10 years, there has been no adverse decision against the University in a court of law involving the discrimination complaints processed by the AAO.

Diversity in Planning Processes
At the University-wide level, evidence of diversity in the planning processes can be found in the University’s Strategic Plan, Vision Unlimited (http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf); specifically, Goal 2, Strategy A: Investigate reasons, other than academics, for high number of non-returning students; Goal 4, Strategy A: Promote multicultural understanding through education, training and special programs and engagement; and Goal 5, Strategy A: Cultivate community relationships that will help develop a positive CSU image and collaborations in diverse communities. In the strategic planning process, commitment to diversity is reflected in the composition of the University Strategic Planning Committee (http://www.csuohio.edu(committees/uspc/uspc. html) (USPC) membership and the four annual Strategic Planning University Review (SPUR) retreats.

Instructional

<table>
<thead>
<tr>
<th>Total full-time faculty</th>
<th>531</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>212 (40%)</td>
</tr>
<tr>
<td></td>
<td>106 (50%) are tenured</td>
</tr>
<tr>
<td>Minorities</td>
<td>140 (26%)</td>
</tr>
<tr>
<td></td>
<td>79 (56%) are tenured</td>
</tr>
</tbody>
</table>

Non-Instructional

<table>
<thead>
<tr>
<th>Total full-time staff</th>
<th>1075</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>623 (58%)</td>
</tr>
<tr>
<td>Minorities</td>
<td>329 (31%)</td>
</tr>
</tbody>
</table>

Executive Total

| Women | 24 (34%) |
| Minorities | 13 (18%) |

Professional Total

| Women | 375 (60%) |
| Minorities | 136 (22%) |

Clerical Total

| Women | 187 (87%) |
| Minorities | 86 (40%) |

Technical Total

| Women | 6 (18%) |
| Minorities | 5 (15%) |

Skilled Total

| Women | 0 |
| Minorities | 8 (35%) |

Service Total

| Women | 31 (29%) |
| Minorities | 76 (71%) |

Note: Minority females are included in both groups.
as described earlier in this chapter. Two planning outcomes under the auspices of the Division of Institutional Diversity (http://www.csuohio.edu/offices/diversity/) (DID) are highlighted below: the DID Strategic Plan 2008-2013 (http://www.csuohio.edu/offices/diversity/strategicplan.pdf) and the Campus Climate Survey on Race Relations (http://www.csuohio.edu/offices/diversity/survey2005students.pdf).

- DID Strategic Plan 2008-2013: At the Divisional level, the entire DID Strategic Plan 2008-2013 reflects a commitment to diversity. The five DID goals address diversity initiatives and strategies for all levels of the institution, including monitoring and assessment functions: 1) to advance institutional access, excellence and diversity; 2) to improve the retention, achievement and timely graduation of diverse students; 3) to enrich the campus climate for diversity; 4) to foster cultural competence across the campus community; and 5) to enrich the urban community environment through outreach and service to and collaboration with diverse communities.

- Campus Climate Survey on Race Relations: This survey of both faculty/staff (http://www.csuohio.edu/offices/diversity/survey2005facultystaff.pdf) and students (http://www.csuohio.edu/offices/diversity/survey2005students.pdf) has been conducted every 4-5 years since 1994, twice within the last ten years, and will be administered in 2010 and 2014. Results are used for planning and assessment purposes.

Core Component: 1c. Understanding of and support for the mission pervade the organization.
Evidence that Core Component 1c. has been met.

As described earlier in this chapter, the University developed Vision Unlimited to ensure that CSU could continue to provide quality education and services to its students, faculty, staff, administrators, alumni, and the Northeast Ohio community. The following section depicts how the University has made strides by the implementation and monitoring of Vision Unlimited (http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf) and the recent call for Mission Differentiation.

Vision Unlimited: A unique planning process

CSU’s Strategic Plan, Vision Unlimited (http://www.csuohio.edu/offices/planning/documents/Vision-Unlimited.pdf), was developed with the guidance and expertise of a wide array of CSU personnel (a thorough description is found in Chapter 5). The University Strategic Planning Committee (USPC (http://www.csuohio.edu/committees/uspc/uspc.html)) initiated the development process in late 2005 by asking all campus departments and units to involve their faculty and staff in visioning and planning for the future. The USPC received over 75 Departmental and Unit reports, which were submitted both to the USPC directly as well as to their respective Colleges or Divisions. A month later, the USPC received from the Deans and Vice Presidents 16 reports synthesizing the ideas in the unit and departmental reports. The USPC analyzed all of these reports at both the unit and department levels and also at the college and division levels. The ideas and suggestions in all of these campus-
wide plans formed the basis of the Strategic Plan, *Vision Unlimited* (http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf)

**Faculty and Staff Support Mission**
In order to determine the practicality and implementation of *Vision Unlimited* (http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf), in 2007, the University Strategic Planning Committee (USPC (http://www.csuohio.edu/committees/uspc/uspc.html)) surveyed internal constituents to update the plan’s tactics. Subsequently, all Divisions were contacted to solicit their activity updates regarding the Strategic Plan. Preliminary reports were generated from the data collected; these reports contained all activities from each area and provided a simple method to update the status of these activities and to add any new activities. Once all report responses had been received, the USPC integrated all unit activities by goal, strategy, and tactic into a single report (https://mycsu.csuohio.edu/committees/uspc/2008ConsolidatedReport.pdf). This consolidated report was distributed to Academic Steering (http://www.csuohio.edu/organizations/facultysenate/standing.html), the Administration, and each academic College and Division.

Overall, the report reflects close to 700 activities from across campus, with over 300 currently active, and approximately 200 activities have been brought to a conclusion.

The USPC is working towards making the reporting process electronic. It is hoped that Colleges and Divisions will be able to view, update and add to their activities online. This will significantly reduce the time and effort required to manually produce the various reports and, more importantly, make them accessible for viewing by all University personnel.

Each academic College has embraced *Vision Unlimited* (http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf), as evidenced in their respective Strategic Plans (provided by hyperlinks earlier in this chapter). Other areas of the University support this Plan also. Support of Goal 2 (Solid Financial Foundation for Advancement), Strategy C, “increase fundraising to support new initiatives”, is exemplified by Alumni Affairs’ (http://www.csuohio.edu/alumni/) surveys of alumni needs, committee input, feedback from alumni chapter gatherings, and collections of e-mails. Participation in Alumni Association (http://www.csuohio.edu/alumni/) events provides another indicator of whether or not programming is meeting the needs of the alumni constituency. Some other examples are:

- Special Collections in the University Library (http://library.csuohio.edu/speccoll/index.html) gathers feedback from community users and also relies on the community’s knowledge of the major themes in local history that should be covered.
- The Career Services Center (http://www.csuohio.edu/offices/career/) conducts focus groups of employers, alumni, and the general community; another source of input is employer requests for services.
- The Division of Continuing Education (http://www.csuohio.edu/ce/) engages in environmental scanning, solicits input from Visiting Committee members, contacts local employers, and seeks suggestions about future programming from instructors and program participants.
A task force appointed to recommend an eLearning strategy commissioned a market research study designed to identify regional needs for and interest in online degree programs at the undergraduate and graduate levels.

University Marketing conducts ongoing focus groups with groups of students to determine their overall satisfaction with their CSU educational experience and gauge their awareness of the University’s mission and key initiatives. These and other examples are addressed in more detail in Chapter 5.

Also described in detail in Chapter 5 is a survey that the University recently conducted in which faculty, staff, and students participated to get a glimpse of internal constituents’ perceptions of Cleveland State and how they feel the institution can improve. Faculty, staff, and students agreed, according to the survey, that CSU is on the upswing, and that it has improved its academic reputation in recent years. Furthermore, there is a firm belief that the University is poised to continue improving quality of service and its reputation. The internal constituents also agreed that the quality of the professorate and the diversity of the student population were positive aspects of CSU. They also agreed, however, that CSU needs to make the campus climate more “vibrant,” including the addition of more residential halls. Results of the student surveys, staff, and faculty surveys can be found at the Self Study website.

Mission, Strategic Planning, Advancement, and Budgeting

Vision Unlimited, the University mission and Vision statement, and the recently adopted Signature Themes provide guidance for CSU. As noted earlier in this chapter, the Strategic Plan was ratified by all constituencies, and continuous feedback has been sought and obtained from all Colleges, Divisions, and Units. Also previously described, the Signature Themes of Health and Sustainable Communities and the Centers (Gene Regulation in Health and Disease, 21st Century Health Professions, and the Center for the Next Generation Economy) will require the University’s financial support of their efforts in order to meet the Chancellor’s call for mission differentiation.

In the last two years, the Division of Advancement has been reorganized to support the University’s broad goals and goals specific to Colleges. A Director of Development and Alumni Relations has been assigned to each College and to Athletics, with at least one support person under the director. This has been done with the intent of understanding and serving the mission of each academic college and recognizing that those units will have goals particular to their mission, but also goals consistent with the University’s. Meanwhile, Advancement has structured a Central Development Office that provides additional support to each college.
director so that duplication of personnel does not occur. This office offers its professional assistance to conduct or provide college-based special events, publications, and data.

The charge of each development officer is not only to understand the goals of each college, but also to do so in relation to the needs of the broader campus and, importantly, the civic and corporate communities of Greater Cleveland, Northeast Ohio and beyond. Thus, they spend considerable time in the community to learn how the University can help satisfy the economic and civic needs of the region while delivering the message that supporting those needs often requires philanthropic support back to the University. For example, the Cleveland Clinic needs a greater workforce of bachelor’s level nurses, and CSU would seek funding for scholarships or funds to compensate for shortfalls in faculty who can teach nursing. In this way, Advancement understands and supports both the University’s mission and the goals of the Northeast Ohio community.

Core Component: 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Evidence that Core Component 1d. has been met.

Representative Leadership
University leadership comes from both the administrative and governance structures of its various constituencies: executive personnel, faculty, staff, students, and external groups. The President (http://www.csuohio.edu/offices/president/) and the governing trustees (http://www.csuohio.edu/offices/trustees/) work together to determine if the range of commitments of all CSU groups lead to a realistic path for campus action. Through various governance groups, the campus administration shares the leadership of the institution by delegating authority when appropriate and seeking input in the development and implementation of campus plans.

CSU Governance Structure
An organizational chart can be found in the Appendices (Appendix 4.2).

Board of Trustees
The Cleveland State University Board of Trustees consists of nine trustees, two student representatives, two faculty representatives, and a board secretary, who, in collaboration with the University president, are charged with fulfilling the goals set forth in the University mission and vision statements. The Board is the ultimate governing body on all major University policy decisions and takes action on significant matters involving academics and student affairs, labor and employment, contracts for goods and services, construction and real property matters, as well as auxiliary services, including residential life, athletics, and facilities.

By statute, only the nine Governor-appointed trustees have voting power. These trustees are appointed to nine-year terms or the remainder of vacated terms. The Governor also appoints two student trustees for two-year terms, and fills the unexpired term of a graduating student trustee when needed. The Board secretary, who also serves as the University’s general counsel, is elected to the position but has no voting rights. The Office of the Board of Trustees is staffed with an assistant to the
Board secretary, who is instrumental in supporting the Board secretary in ensuring that all Board, officer and committee meetings are noticed and scheduled; handling, coordinating and maintaining correspondence and contacts with the Board, administration and others; as well as the preparation for Board, Officer and Committee meetings; the preparation of minutes; maintenance of Board files and records, maintaining the Board’s website and other important functions of the Board Office.

In 2006, the Board’s Bylaws were significantly amended to restructure its committees and expand its membership to include community members. Community members serve as non-voting advisors and are appointed by the Board Chairman for a term approved by the Board. The Chair of the Cleveland State University Foundation serves by virtue of his or her position as a community board member until his or her term as CSU Foundation Chair ends. The Board Chairman also has the authority to appoint community members to standing and special committees of the Board of Trustees.

There are four standing committees of the Board: Academic Affairs, Financial Affairs, Development and Engagement, and Recognition. The standing committees consider proposals referred by the Board, initiated by the University administration, or that originate within the committee in its area of activity and take action on those matters, subject to confirmation by the Board. The committees also undertake any special duties as may be delegated by the Board. The special committees are established on an as-needed basis, address special matters referred by the Board, and function until completion of the special assigned task, but not later than the adjournment of the next annual meeting. For example, using trustee and community member expertise, the Board’s special Technology Committee was fully engaged in advising the Board and administration in the formation and development of the CSU Research Corporation, a 501(c)(3) corporation created to facilitate technology transfer at the University. In 2007, the Technology Committee was instrumental in informing the negotiation of a licensing agreement involving CSU patented technology.

In the past six years, not only has the Board Office developed a website (http://www.csuohio.edu/offices/trustees/) so that information regarding the University’s governing body could be easily retrieved, but also has conserved energy and paper by making meeting materials available on a secured website for the Board and University administrators in advance of the meetings. These actions were in keeping with the statutorily imposed guidelines for campus-wide energy conservation to which the State’s 14 public institutions were subject. In 2008, the Board approved a fume-hood project that entailed energy conservation for the Basic Sciences and Science Research Buildings. This project is estimated to yield a $3 million positive cash flow to the University.

In its governance role, the Board has provided, and continues to provide, leadership and direction to the President and University administration as the parties have worked cooperatively to advance the mission and vision of the University. In 2009, the Board revised the University’s mission and vision statements to reflect the University’s longstanding commitments to “diversity” and “engaged learning” as its new core values.

When necessary, the Board has served as a guide and stabilizing force during a decade that has
witnessed the dramatic decline in state funding for education and other symptoms of a depressed state and local economy. During these uncertain economic times, the Board has not approved contracts, programs or policies in a routine or perfunctory manner, but engaged in deeper inquiry, requested periodic reports reflecting goals and metrics, and required measurable results.

In the fall of 2007, the CSU Board passed a resolution initiating an unprecedented collaborative initiative among the five Northeast Ohio public universities that resulted in the appointment of the Governor’s Northeast Ohio Universities Collaboration and Innovation Study Commission. The Board’s foresight was very timely and in line with the strategic plan of the new Chancellor centered on collaboration and maximization of resources through mission differentiation. Additionally, since 2005, the Board has been actively engaged in the development of the University’s strategic plan, *Vision Unlimited*, and has participated in ground-level planning activities and focus groups.

In keeping with the Chancellor’s University System of Ohio Plan that called for mission differentiation among the schools, the Board, in 2009, approved CSU Centers of Excellence in Health and Sustainable Communities as CSU’s signature academic strengths.

For further major recent actions taken by the Board, see the Self Study website [http://www.csuohio.edu/committees/selfstudy2010/documents/1e](http://www.csuohio.edu/committees/selfstudy2010/documents/1e).

**Office of the President**

The President ([http://www.csuohio.edu/offices/president/](http://www.csuohio.edu/offices/president/)), as Chief Executive Officer, provides leadership for the entire University. The Ohio Revised Code describes the responsibilities of the executive officers and those of the Board of Trustees; the President is responsible for the overall operation of the University and reports to the Board. The President’s Cabinet consists of the following positions:

- Provost and Senior Vice President for Academic Affairs
- Vice President for Business Affairs and Finance
- Vice President for Research and Graduate Studies
- Vice President for Enrollment and Student Affairs
- Vice President for Administration
- Vice President for Advancement and Executive Director of CSU Foundation, Inc.
- Vice President for Institutional Diversity
- University Legal Counsel
- Special Assistant for Government Affairs
- Chief Information Officer (Division of University Systems and Information Technology)

These administrators make up the President’s Cabinet, which meets monthly. Brief descriptions of the divisions headed by the members of the President’s Cabinet follow below.

**Office of the Provost** ([http://www.csuohio.edu/offices/provost/](http://www.csuohio.edu/offices/provost/))

The Provost and Senior Vice President for Academic Affairs is the Chief Academic Officer of the University and is responsible for all academic-related affairs. This includes the College of Liberal Arts and Social Sciences, the College of Science, the James J. Nance College of Business Administration, the
College of Education and Human Services, the Fenn College of Engineering, the Cleveland-Marshall College of Law, the Maxine Goodman Levin College of Urban Affairs, the Graduate College and the Division of Continuing Education. Each College offers academic programs that lead to bachelor’s, master’s, J.D. and Ph.D. degrees. The Provost is also responsible for academic support matters, such as the Michael Schwartz Library; faculty recruitment and retention, promotion and tenure, salary adjustment, awards and professional leave; international student services and study abroad; the Center for Teaching and Learning; Instructional Media Services; Institutional Research, Outcome Assessment and Strategic Planning; the academic website; the Writing Center; the Honors Programs; programs at extended campuses; and Enrollment Services, which includes recruitment and admissions, registration and academic records, financial aid, and one-stop student services.

The Provost regularly meets with the Deans of each College to discuss University matters as well as those specific to the Colleges. These meetings are pivotal for integrating the unique academic missions of each College into the totality of the University and allocating resources in a manner that serves the overall mission, and in particular, its current goal of Mission Differentiation. The Provost also meets regularly with Executive Staff (Vice Provosts) in order to discuss and coordinate the ongoing flow of operations in Academic Affairs.

Business Affairs and Finance


Research and Graduate Studies

CSU, in support of its commitment to discovery and inquiry and to significantly raising its research profile and efforts in technology transfer, established a new office in 2010. The Office of Research and Graduate Studies and its associated activities had been housed within a multifunctional office lead by the Dean of Graduate Studies, who was also Vice Provost for Research. In recognition of the importance of research to the academy, to the future of CSU and to Northeast Ohio, a research office has recently been created with the leadership position changed to Vice President for Research. Under the Vice President of Research is a staff of six, including an Interim Associate Vice Presi-
dent for Research, a grants manager, a pre-award manager, a compliance analyst, an administrative coordinator, and an animal care facility coordinator. There are active searches to increase the staff to support research productivity. The Graduate Dean’s office reports to the Vice President for Research and Graduate Studies.

**Enrollment and Student Affairs**

In April 2010, a new Division of Enrollment Services and Student Affairs was created to integrate all student services units into a single organizational structure with the specific purpose of delivering a pro-active, data-driven, collaborative strategy for successfully guiding students to degree completion and career fulfillment. The State of Ohio’s Strategic Plan for Higher Education calls, in part, for significant gains in enrollment, retention, degree attainment and job placement within the state over the next decade. As mentioned in responses to the 2000 Report of the Consultant Evaluators, the University System of Ohio has adopted a new performance-driven funding formula to recognize and reward institutions’ performance on these strategic outcomes. Thus, it is incumbent upon the University to align its operations and resources toward fulfillment of these goals. To this end, the Division of Enrollment Services and Student Affairs now joins marketing and recruitment, admissions, registration, financial aid, a one-stop service center, student life, health and wellness, counseling, disability services, international student support services, veteran support services, career services, orientation, transfer student support services, residence life, recreational services and ombudsperson into a single, collaborative team all working towards the end-goal objective of successfully graduating students and assisting them with securing and/or advancing their career objectives.

Over the past decade, the University has implemented a number of innovative strategies to promote student success such as supplemental instruction, exploratory and collegiate academic advising, a tutoring center, an undergraduate research program, a degree audit program, an early alert system and learning communities. Now, with the creation of this new division, the academic units will have the force and benefit of their enrollment services and student affairs colleagues to assist them in promoting student success. The new division will join forces with the academic units to develop a strategy for clearly communicating degree requirements and formulating pro-active campaigns to monitor students’ progression by regularly auditing and validating the academic requirements published in the degree audit program. So, too, admissions and career services will work hand in glove with the academic units to produce and publish program guides for each major that describe the major, identify the jobs secured by recent graduates and outline a course progression plan for completing program requirements in timely fashion. This information will be published on the admissions website to inform prospective students and parents that timely progression to degree completion is possible, provided students make the effort to align their course selections with degree requirements. A major communications campaign must be developed to teach students how to utilize their degree audit program. Building this self-awareness must start at orientation and get repeated at every interaction and intervention made between student and service agents within the division.

Once retention and graduation goals are established by the University, the Division will identify high risk factors leading to attrition and develop a pro-active strategy for intervention. The focus will
be on “intervention”, and it will be delivered by all divisional employees, whether they work in recreational services, admissions, disability services, student life or financial aid. Employees will be trained to deliver a single message of quality care about and inquiry into a student’s academic major, progression towards graduation and overall career objectives. It is critically important that all members of this new division be well-trained and well-versed in the pain and comfort points that students endure while navigating various policies, practices and business rules so that they may identify and resolve problems quickly and recommend changes where necessary for nurturing the general well-being and future success of students.

This major campaign and commitment to provide students with an outstanding campus experience and a reasonable timeframe for degree completion will require many collaborative, creative and innovative strategies. These strategies will be discussed and explored with the faculty, academic units and other administrative units to ensure all students receive a warm welcome, clear communication and pro-active interventions to guide them to success. The Faculty Senate, in creating an Ad Hoc Committee on Undergraduate Success, has expressed a genuine interest and solid commitment towards developing and implementing strategies to ensure students have a clear and sustainable pathway to graduation and that measurable gains in retention and graduation advance the institution’s competitive standing and ranking among peer institutions.

University Systems and Information Technology
(http://www.csuohio.edu/offices/ist/)

The Division of University Systems and Information Technology, created in spring semester of 2010, is a result of the President’s restructuring responsibilities of four University vice presidents. This Division is directly responsible for the two areas of Information Services & Technology and the Center for eLearning to provide top-tier systems value engineering to specific University-wide initiatives.

The Information Services and Technology (IS&T) Division is responsible for ensuring that CSU’s information technology resources are aligned with the strategic priorities of the institution. The Division ensures that the information technology (IT) services are dependable, easy to use, cost efficient and operate effectively. IS&T also has the responsibility for developing effective IT policies, procedures and standards by soliciting customer input regarding their substance and rationale. IS&T strongly advocates the use of and adherence to standards as a key step in providing a scalable, common, and affordable CSU computing environment. The purpose of Information Services and Technology is to support CSU’s core missions of education, research, service and accessibility.

The Center for eLearning (https://mycsu.csuohio.edu/elearning/) supports development of high-quality online and blended programs and courses at Cleveland State University that expand opportunities for students to meet their educational goals. The Center has adopted five key strategic goals to fulfill its mission: ensure high quality eLearning courses and programs at CSU; develop new programs rapidly that respond to demonstrable needs in the educational marketplace; offer eLearning programs that will significantly enhance enrollment at CSU; develop a sustainable organizational model for eLearning that promotes both growth and quality and fosters internal and external collaboration; and develop a delivery and support system that provides

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consistent, satisfying, and seamless educational experiences for eLearning students and faculty.

Within the University Systems area of this division, integration and development of systems and services are provided for process reengineering initiatives of the University. While working as a partnership with its internal customers, University Systems strives to achieve significant cost savings, improved performance and provide higher overall quality.

**Advancement**
(http://www.csuohio.edu/offices/advancement/)

As described earlier in this chapter, the Division of Advancement was recently reorganized to better attend to the new goals of the University as outlined in *Vision Unlimited*. In this reorganization, each academic college has one officer who facilitates advancement efforts as well as cultivates prospects for her or his college. The intent of this new reorganization is to allow faculty and students to be closer to the donors to better articulate the specific needs of the college and programs. For instance, college advancement officers take faculty and department chairpersons to meetings with prospective donors who can hear first-hand the needs, desires, and intentions of programs and research that may interest them.

**Institutional Diversity**
(http://www.csuohio.edu/offices/diversity/)

The Division of Institutional Diversity (http://www.csuohio.edu/offices/diversity/) has the University-wide responsibility to advance diversity, opportunity and positive race and community relations. Program initiatives, as detailed earlier in this chapter, strive to enrich the campus environment through educational experiences to enhance positive race and human relations; retention of minority students, faculty and staff; support for academic and non-academic diversity initiatives; identification and response to issues and concerns related to minority groups; review of institutional policies, procedures, priorities and programs related to serving the diverse University community; and collaboration with the urban community through outreach and service.

As the chief diversity officer of the University, the Vice President of Institutional Diversity provides leadership for the Division to further the advancement of institutional diversity, community relations, diversity training and education, diversity outreach and retention and the campus climate. The Division is comprised of the Office of the Vice President and the Office of Diversity and Multicultural Affairs (ODAMA (http://www.csuohio.edu/offices/odama/)). Major retention, achievement and student support programs include the AHANA Peer Mentoring Program (http://www.csuohio.edu/offices/odama/ahana/) (African American, Hispanic American, Asian American and Native American), the STARS (http://www.csuohio.edu/offices/odama/stars/) (Student Achievement in Research and Scholarship) undergraduate research program, and Gay, Lesbian, Bisexual and Transgender (http://www.csuohio.edu/offices/odama/glbt/) (GLBT) Student Services.

**Promotion of Administrative Leadership**

The University effectively promotes leadership through the many programs outlined in this section.

The Office of Academic Affairs promotes administrative leadership through continuing education, human resources, and the new faculty orientation program. The CSU Division of Continuing Education (http://www.csuohio.edu/ce/) offers faculty and staff opportunities to improve their leadership/management skills and develop new ones. The
Division offers a certificate program in supervisory leadership (http://www.csuohio.edu/ce/certificates_mgmt/super_leader.html) presented by qualified instructors in their respective fields.

The Academic Leadership Program was introduced in January 2010 to enhance the leadership capabilities of current and prospective academic administrators. Participants are selected based on applications sent to the program coordinator (maximum per cohort is 12) and meet weekly over the period of a semester for two hours each session.

CSU’s Human Resources’ Training and Organizational Development Department (http://www.csuohio.edu/offices/hrd/training.html) (TOD) offers opportunities to enhance a staff member’s skills as a manager/supervisor. TOD programs include new employee orientation, customer service training, leadership development, supervisory skills, communication styles, change management, performance management, career development and much more.

The New Faculty Orientation Program (http://www.csuohio.edu/offices/hrd/benefits_events2009.html) offered by the Office of Academic Affairs takes place early in the academic year and consists of several sessions. These sessions provide a faculty member with the opportunity to learn what he/she needs to know to be successful and earn promotion and tenure in the time allotted, preparing the University’s future academic leaders. Academic Affairs also offers a Chairperson Retreat that gives new Department Chairs an opportunity to meet experienced Chairs and learn what is expected of them in their new positions.

The Management and Staff Association (https://mycsu.csuohio.edu/organizations/mas/) (MASA) of CSU promotes ongoing learning and development through regular programming that exposes staff employees to key University officials, programs and initiatives. Staff members gain insight into how the University functions and what leadership roles they can play in generating positive outcomes for University programs and initiatives.

Human Resources recently implemented a new hiring process that will base promotion on performance. Additionally, a merit bonus plan was introduced in 2008, using an employee’s annual evaluation as the basis for a merit award.

**Shared Governance**

Within the structure of the University, many venues of consensus-oriented decision-making are in place. Through cooperation and multi-functional discussions on key strategic issues, the institution becomes stronger and, most importantly, works more effectively to benefit the students. To this end, CSU aims to maintain a delicate balance through the way it is organized. Problem-solving can sometimes take place in a vacuum, but with the appropriate guidance, either from within a discipline or department or from the University administration, relationships and their resulting decisions best serve the inter-organizational goals of the University.

**Faculty Involvement:** The Greenbook, or the Personnel Policies and Bylaws (http://mycsu.csuohio.edu/offices/hrd/policies_and_procedures.html), is a compendium of policies affecting all members of the University faculty. The Personnel Policies and Bylaws apply to members of the Bargaining Unit only insofar as they deal with areas not covered by the CSU-AAUP Bargaining Agreement
Centralized leadership activities and Vision Unlimited work only because they acknowledge that pivotal academic decisions are made by faculty members and, by extension, the chairs of each academic department in the University. These decisions include the proposals for new academic programs, support for one another’s teaching effectiveness, student assessment policy, promotion and tenure policy, recognition of scholarly activity, and primary recommendations for the hiring of new faculty. Such decisions are guided not only by the collective wisdom embedded in the culture of each department, but also by a carefully developed series of documents—the rules and procedures specified by University personnel policies, the bylaws of each College (and, if applicable, department), and increasingly by the strategies found in Vision Unlimited, which were greatly affected by faculty input.

The Faculty Senate (http://www.csuohio.edu/organizations/facultysenate/) serves as the main governance structure for the faculty’s “voice” in University governance. Its membership, functions, and organization are prescribed in the Bylaws of the Faculty Senate. The Faculty Senate normally meets once a month, September through May. Any faculty member may attend its meetings, and any faculty member is allowed to address the Senate. The Academic Steering Committee of the Faculty Senate may act on behalf of the entire body during times when the Faculty Senate does not meet (e.g., summer).

In addition to the Faculty Senate and the Academic Steering Committee, 15 other Standing Committees of the Faculty Senate, with representatives from across all six Colleges, work to address faculty responsibilities. All Senate Standing Committees report to the Faculty Senate. The Greenbook lists the faculty committees and their duties.

**Staff Involvement:** The staff of CSU has a significant role in the University’s governance. Individual staff members may be involved in one or more of the following: academic programs, athletic programs, facilities, day-to-day operations, or research. Staff involvement may impact the work of full-time and part-time faculty, full-time and part-time students, the Greater Cleveland community, and alumni. Regardless of the responsibilities of a given staff member, there is one ultimate goal underlying all of the work that is accomplished: to ensure that the CSU students are provided with an education that will create active and productive members in today’s global society. Staff has a deep level of commitment to fulfilling the mission of the University and assisting the students as they strive to learn.

To that end, a level of cooperation exists among CSU’s Departments and Colleges as they collaborate in offering programs for students, faculty and staff, as well as management training and skill enhancement. By virtue of the various staff placements within the organization of the University, a supportive spirit abounds to further the mission and vision of the University. As the University administration and individual departments encourage the staff to improve technical skills and strengthen management skills, it is not forgotten that the primary beneficiaries of these programs are the students.

**Student Involvement:** CSU’s Student Government Association (https://mycsu.csuohio.edu/studentlife/)


(studentorgs/sga.html) (SGA) consists of an elected body of students that is chosen by students to represent the students’ needs and interests to the University’s administrative body. The SGA’s purpose is multifaceted. It serves as the student body liaison with University administration and supports CSU’s student organizations through encouragement, collaboration and the allocation of funds for programs and activities that contribute to the overall welfare of the student body. Additionally, the SGA selects student representatives to serve on University committees and runs the SGA Print Shop located in Main Classroom 124. SGA exists as two branches, the executive and the legislative. The Senate (the legislative branch) is composed of more than 25 elected student delegates who collectively represent each class and College at Cleveland State. The Executive Branch consists of the president, vice president, treasurer, and secretary.

Core Component: 1e. The organization upholds and protects its integrity. Evidence that Core Component 1e. has been met.

CSU can only achieve its mission of encouraging excellence, diversity, and engaged learning by conducting all of its affairs with a commitment to integrity. The University places high priority on ensuring that divisional/departmental policies and guidelines provide the appropriate levels of responsibility and accountability for administrators, faculty, staff, and students. The University is cognizant of and responsive to its responsibility to safeguard its integrity and reputation in the following principal areas:

– Ethical Behavior
– Academic Affairs

– Intellectual Affairs
– Fiscal Affairs and Management of Operations
– Legal and Governmental Affairs

CSU is serious about operating the University in an ethically responsible manner. Every year, staff and faculty of the University attend a mandatory training session on the State of Ohio Ethics Laws. This training is presented by the Ohio Ethics Commission and serves as an example of how the University places an emphasis on faculty and staff awareness of the important role they play as both educators and keepers of the public trust.

The University subscribes to the National Association of College and University Business Officers’ Code of Ethics, (http://www.csuohio.edu/offices/controllers/policies/ethics.pdf).

State Oversight

Established in August 2007, The University System of Ohio (http://uso.edu/) (USO) consists of 14 universities, 24 branch campuses, 23 community colleges, 100+ adult literacy centers, as a multitude of adult workforce centers, as described in the USO Strategic Plan (http://uso.edu/strategicplan/handbook/aboutReport.php).

Chancellor Eric D. Fingerhut presented a 10-year strategic plan for higher education to Governor Ted Strickland and the Ohio General Assembly that details strategies to meet the Governor’s goal of enrolling 230,000 more students while keeping more graduates in Ohio and attracting more talent to the state. The plan promises to raise the overall educational attainment of the State of Ohio.

This plan directed each institution to define its distinctive mission and to establish “Centers of Excellence.” CSU’s response is found earlier in
this chapter, yet Mission Differentiation remains to be seen and the impact of these Centers and the University’s overarching Signature Themes will have on the University and other higher education institutions in the immediate and distant future, also. The creation of the Centers will allow CSU to make great strides in becoming an economic engine for the Northeast Ohio region.

**Academic Integrity**

CSU upholds the principles of academic integrity by hiring quality faculty who work in various committees to ensure rigorous and relevant curricula and programs and also ensure that faculty sustain a high level of academic status in their fields of expertise and promote the best possible learning environment and opportunities for our highly diverse student population. The duties and responsibilities of the University Faculty Senate are listed at their website [http://www.csuohio.edu/organizations/facultysenate/](http://www.csuohio.edu/organizations/facultysenate/).

**Financial Management**

CSU currently operates in an environment of uncertain levels of state subsidies for higher education, corresponding tuition and fee increases subject to a state-imposed limits or “caps,” and competition among public and private universities for student credit hours. Each of these circumstances is a factor in how much revenue is available to finance programs for achieving its academic goals and supporting the University’s overhead. On the expenditure side, CSU must manage the increases in employee salaries, fringe benefits, and energy costs within the limits of its revenue base. The goal of CSU’s budgeting process is to fashion a financial plan for the fiscal year (July 1 – June 30). Expenditures are estimated for each of the following major areas of the University:

- Academic Units – the University’s seven colleges.
- Academic Support Units – Units under the Provost, such as the Library, Academic Affairs, Planning, Assessment & Institutional Research, etc.
- Non-academic Support Units – administrative Units such as Administration, Human Resources, Finance, Student Affairs, etc. under the direction of the various Vice Presidents.

The process also estimates total University revenue from instructional fee tuition, state subsidy, the technology fee, investment income, indirect cost recoveries, departmental income, and other income. (Note that the General Fee Budget process is separate from the Operating Budget process, although both budgets are prepared simultaneously. The student General Fee finances student activities and programs, intramurals, and inter-collegiate athletics, and is not a source of revenue for the Operating Budget.) For more information regarding the annual budget decisions, the University Operating Budget, and decision-making processes, visit the Self Study website, [http://mycsu.csuohio.edu/committees/selfstudy2010/documents/1e Annual budget decisions.pdf](http://mycsu.csuohio.edu/committees/selfstudy2010/documents/1e Annual budget decisions.pdf).

**Internal Audits**

The primary objectives of the Department of Audits [http://www.csuohio.edu/offices/audits/](http://www.csuohio.edu/offices/audits/) are to assist management in all levels of the University and members of the Board of Trustees in the effective discharge of their duties and to bring a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance procedures. When consulted, the Department of Audits provides an independent internal control device through which University management is assured of the extent to which its:
Operational plans and budgets are carried out efficiently and effectively,
Policies and procedures are observed,
Standards of performance are effective, and
Records and reports are reliable (data integrity).

To this end, internal auditing furnishes management with analyses, recommendations, counsel, and information concerning the activities reviewed.

The Department of Audits performs three types of audits:

- Monthly University-wide Travel, Petty Cash, and Purchasing Card Audits,
- Annually scheduled Departmental and College Audits, and
- Various Management Requests.

For external audits, the University uses the services of Plante & Moran, which has a five-year contract with CSU and the State of Ohio. The most recent external audit was conducted in 2010; there is no audit pending.

As a result of these audits, the University has experienced cost savings through identified efficiencies, mitigation of risk of loss by ensuring the safeguarding of assets and compliance with governmental agency regulations, and an overall increased awareness of University Policies and Standards.

**Treasurer and Controller**

The Office of Business Affairs and Finance supervises Treasury Services and the Controller’s Office as well as Audits, Campus Resource Services, Human Resource Development and Labor Relations, Facilities Operations, Campus Safety, and Capital Planning. (See organization chart.)

The Office of Treasury Services includes the Cashier’s Office that helps students with all monetary transactions. Each semester, the Director posts a letter containing important information and updates for students regarding loans, financial aid, student accounts, and deadlines.

The Controller’s Office at CSU is responsible for eight functional areas: general accounting, grant accounting, payroll, purchasing, accounts payable, receiving, property control, and mail distribution.

All policies, forms, and schedules are readily available at the Controller’s Office website.

**Purchasing**

The mission of the Purchasing Services Department.
purchasing/) is to serve and support the educational mission of the University by facilitating the effective and efficient acquisition of goods and services and disbursement of funds in accordance with laws and policies governing the University for the academic, student, and administrative campus community.

The Office of General Counsel (http://www.csuohio.edu/offices/generalcounsel/)

The Office of General Counsel seeks to advance the mission of the University by providing legal advice and representation to the University, its constituent units and affiliated entities, and to its trustees, officers, employees and student leaders who are acting on the University’s behalf. Thus, the General Counsel’s sole client is Cleveland State University itself. The primary client representatives are the President and the Board of Trustees, but could include a broader constituency depending on the circumstances. University faculty, staff, and students may be included when they require legal services related to their functions on behalf of the University. The Office does not provide legal advice to faculty, staff or students on personal matters.

Because the Ohio Attorney General (AG) is the chief statutory counsel for all public entities, including the public universities, the attorneys in the General Counsel’s Office are also designated Assistant Attorneys General. The Office of the General Counsel works closely with the AG’s Office, which handles all litigation filed against the University, with the exception of certain federal and administrative cases for which the AG may assign to special, outside counsel. The Office is staffed by four attorneys, one records retention manager and one administrative secretary. Within the past five years, the Office installed a docket system to track litigation and other matters, and to ensure that timelines and due dates are met. The Office also launched a website to explain its function and to provide access to key University policies and procedures. The website is regularly updated, and the Office plans to expand the various links and other information available on the site.

The variety of legal services provided by the Office of General Counsel are primarily intended to assure compliance with applicable laws and to prevent violation of those laws. Such services include, but are not limited to:

– Managing all litigation and administrative proceedings on behalf of the University, including representing the University in student disciplinary and statutory proceedings, as well as faculty and staff internal appeals. The presence of General Counsel staff and participation in proceedings is intended to protect the integrity of the process and to ensure that parties are afforded due process under the law.

– Handling and giving advice with respect to property and construction matters; labor relations and personnel; academic and student organization issues, as well as student privacy issues; insurance and risk management; immigration, tax, business, finance and purchasing matters; and patent, trademark and copyright issues.

– Negotiating, drafting, reviewing, and enforcing contracts, internal policies and procedures, licenses, and permits. All new contracts, policies and regulations must receive review of the General Counsel’s Office before execution or implementation to ensure compliance with applicable laws and to make sure that they do not contain unethical or illegal provisions.
Advising University departments during audits, investigations, and other compliance reviews. Often, departments unsure of the legal requirements pertaining to their work, grants or contracts will consult the General Counsel's Office for an explanation of the legal requirements and/or a review of pertinent documents or reports to ensure that the requirements are met. Such matters typically involve adherence to the Higher Education Act of 1965, as amended and the Higher Education Reconciliation Act of 2005.

Overseeing and enforcing the University's records retention policy, which was developed and implemented as required under the Ohio Public Records Act. The records retention manager, housed in the Office of General Counsel, prepares and monitors all records retention policies for the various University colleges and departments, and makes certain that no public records are destroyed unless permitted under the policy. This is an important compliance function and aids in the avoidance of fines, particularly with the advent of e-discovery in litigation and the attendant federal rules amendments that impose fines for failure to produce electronic records. The University’s records retention policy can be found at: http://www.csuohio.edu/offices/recordsretention/.

Maintaining the University’s on-line e-policy index, found at: http://library.csuohio.edu/policies/csul/. The on-line e-policy index is a compilation of all University policies from the Board level down to the department level of the University. All policies or amendments must be reviewed by the Office of General Counsel before they are implemented or posted on the on-line index as a compliance measure.

Responding to public records requests, subpoenas, and requests for student records. Protecting student privacy rights under FERPA is a daily function of the Office of the General Counsel, and all responses to requests for documents are handled through the Office to make certain that student record information is not improperly released. Likewise, all subpoenas and court orders are forwarded to the Office for handling.

Providing regular training through seminars, presentations and educational materials to various constituencies on campus on the following subject areas: Ohio’s Public Records Act and Open Meetings Act, Ohio’s Ethics Law, FERPA and HIPPA. Training is key to the Office’s compliance function. Often, the General Counsel’s Office will partner with another department to offer a webinar on a select topic.

Assists the Department of Campus Safety in complying with the Campus Security Act and the Cleary Act through review of statutes and University processes and documentation created in adherence to those Acts. The Office of General Counsel also supports the University’s Threat Assessment team in analyzing potential threats to the health and safety of campus and developing a responsive strategy. The Office works closely with campus police in the event that any student, faculty or staff person is arrested for committing a certain enumerated crime of violence in order to adhere to the strict statutory time frame for holding a suspension hearing under Ohio Revised Code Section 3345.22.
The Cleveland State University Foundation

The Cleveland State University Foundation, Inc. (the “Foundation”) was established in 1969 to raise funds and manage endowments in support of CSU and its programs. The Foundation is a legally separate, not-for-profit corporation and is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code.

Endowment assets are invested in accordance with an Investment Policy adopted by the Foundation’s Board of Directors. Funds available to spend each year equal five percent of a rolling three-year average of market value. The following table presents the market value of endowment assets for the past five years, and the value on March 31, 2010 (the most recent data available).

### Market Value
June 2005 – March 2010

<table>
<thead>
<tr>
<th>Date</th>
<th>Market Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30, 2005</td>
<td>$33,948,000</td>
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<tr>
<td>June 30, 2006</td>
<td>$37,804,000</td>
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<tr>
<td>June 30, 2007</td>
<td>$43,831,000</td>
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<tr>
<td>June 30, 2008</td>
<td>$41,772,000</td>
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<tr>
<td>June 30, 2009</td>
<td>$37,335,000</td>
</tr>
<tr>
<td>March 31, 2010</td>
<td>$47,776,000</td>
</tr>
</tbody>
</table>

Conflict, Dispute, and Harassment Resolution

The University provides various avenues for students, faculty, and staff to resolve concerns. Below are descriptions for each of these.

Students, Faculty, and Staff

Each academic college, Undergraduate Affairs, and Graduate Affairs offers students, faculty, and staff an official who acts as a reliable, comprehensive source of information about University rules and procedures at all levels, in order to assure that all members of the institution have full knowledge of, and access to, all appropriate conflict-resolution processes. Achieving informal resolutions depends substantially on aiding disputants to appreciate the various factors that affect their situation and to understand the options available to them.

Faculty can consult with their Faculty Affairs representative for non-contractual issues (contractual issues are to be addressed with the department chair and, possibly, the union). Each academic college has a Faculty Affairs council.

The Office of General Counsel (http://www.csuohio.edu/offices/generalcounsel/) provides advice on ethical matters on a regular as-needed basis and also facilitates ethics training for new employees and trustees.

Judicial Affairs Officer

CSU seeks to foster a campus community that provides students with the opportunity to reach their educational goals and that protects the health, safety, property and human rights of its faculty, staff, and students. The Judicial Affairs Officer (https://mycsu.csuohio.edu/studentlife/jaffairs/index.html) helps to maintain a safe and secure campus community through administration of the Student Conduct Code. To help carry out the mission of the University, the Judicial Affairs Officer promulgates and enforces the appropriate rules, regulations and policies and takes action when violations of these rules, regulations, and policies occur.
When violations of the Student Conduct Code (https://mycsu.csuohio.edu/studentlife/StudentCodeOfConduct.pdf) occur, the accused student is offered a choice of hearing procedures. The student can request an Administrative Hearing that is conducted by the Student Conduct Officer appointed by the Provost, or a University Judicial Board Hearing, conducted by a board of students elected by the student body and faculty appointed by the Faculty Senate. The University Judicial Board is comprised of seven student members and two faculty members. The Student Judicial Officer maintains a non-threatening environment where confidentiality is honored, which helps to facilitate honest and truthful disclosure and leads to a more efficient resolution of student issues.

University Ombudsperson
(http://www.csuohio.edu/offices/ombudsperson/)

The University Ombudsperson has the official role of protecting the interests and rights of all members of the University community by being an impartial, trustworthy person to oversee conflict-resolution procedures and assure due process for all parties involved in a conflict. The ombudsperson strives to achieve informal resolutions of disputes; provides informal, confidential mediation; advises complainants of their rights; identifies the correct bodies to which petitions and requests should be addressed; helps complainants prepare supporting paperwork in clear and concise form; and offers an avenue through which persons with grievances can express their concerns and develop a constructive perspective on their situation.

Faculty and Staff Grievance.
The collective bargaining agreement (http://www.csuohio.edu/organizations/aaup/contract/0609contract/) that governs all faculty, except law faculty, administrative faculty and other part-time faculty, contains specified grievance procedures. The Faculty Personnel Policies (http://www.csuohio.edu/offices/hrd/labor_relations.html), which govern all non-bargaining faculty and those with special positions, also contain specified grievance procedures.

The collective bargaining agreements that govern the police, professional staff and classified workers, respectively, contain specified grievance procedures. The Professional Staff Personnel Policies (http://www.csuohio.edu/offices/hrd/labor_relations.html) that govern non-bargaining staff also contain specified grievance procedures.

Compliance with State and Federal Policies/Campus Safety

All staff are charged with knowledge of the law in their particular area of responsibility. The Office of General Counsel (http://www.csuohio.edu/offices/generalcounsel/) provides advice, analysis and training to those departments as needed on applicable local, state and federal laws. The Office of General Counsel (http://www.csuohio.edu/offices/generalcounsel/) ensures that through its drafting, negotiation and review of contracts that the provisions therein are not contrary to the law. It also ensures that University policies and the implementation of those policies adhere to applicable law. The Department of Internal Audits regularly tests Departments within the University to ensure compliance with the law.

The University recently participated in the Northeast Ohio Universities Collaboration and Studies Commission (http://www.noche.org/media/1/SC_July19_Admin.pdf). One of the recommendations of this collaborative was that the nine
universities merge their purchasing operations into one efficient system that will benefit from group purchasing discounts.

Institutional Review Board
Even though a project may qualify as “exempt” according to Federal regulations, it is the policy of CSU and the Office of Research (http://www.csuohio.edu/research/) that all research conducted through an affiliation with CSU be determined to be of a design adequate to answer the questions posed. The Federal regulations are clear in their stipulation that as Institutional Review Board (http://www.csuohio.edu/offices/spr/irb/index.html) (IRB) members are considering whether a research proposal meets the guidelines for treatment of its subjects, the Board must also take into account the soundness of the research design. If a research project is structured in such a way that the project will not yield valid, usable data that can contribute to the body of knowledge in the discipline, then the IRB cannot approve the project.

Animal Care and Use
CSU gives assurance that it will comply with the Public Health Service Policy on Humane Care and Use of Laboratory Animals, hereinafter referred to as the PHS Policy. This assurance is applicable to all research, research training, experimentation, biological testing, and related activities, hereinafter referred to as activities, involving live, vertebrate animals supported by the Public Health Service (PHS) and conducted at CSU or at another institution, as a consequence of the sub-granting or subcontracting of a PHS-conducted or supported activity by the University. CSU complies with all applicable provisions of the Animal Welfare Act and other Federal Statutes and regulations relating to animals.

The University has established and will maintain a program for activities involving animals in accordance with the Guide for the Care and Use of Laboratory Animals (http://www.csuohio.edu/offices/spr/policies/iaclaboratoryanimalpolicy/index.html).

Radiation and Bio-safety
The Department of Environmental Health and Safety (EHS) at CSU is responsible for facilitating University compliance with applicable federal, state and local legislation pertaining to environmental health and occupational safety on campus. EHS is organizationally part of the Division of Campus Safety, along with the Departments of Fire Prevention and Security and Public Safety (http://www.csuohio.edu/offices/police/) (Campus Police). EHS collaborates with Facilities Operations and the University Architect’s Office to ensure maintenance, renovation and construction projects and activities are performed in a safe and compliant manner. EHS also works in close cooperation with all safety and security personnel and the University Administration to develop policies and procedures to promote a safe and healthy workplace while encouraging proactive stewardship on behalf of our environment.

Chemwatch (http://www.csuohio.edu/offices/ehs/chemwatch/) is a database acquired for campus use as a laboratory/chemical safety tool in providing access to information for thousands of Material Safety Data Sheets (MSDS) for chemicals. EHS is responsible for monitoring the University’s chemical procurement, use, and disposal policies, including the disposal of hazardous waste.
Campus Health and Safety Policy
(http://www.csuohio.edu/offices/ehs/fpp/hs_policy.pdf)

CSU is committed to the health and safety of its employees and students. The University fosters the development and maintenance of programs to prevent safety hazards and promote health on campus. The programs developed are compliant with, but not limited to, all federal, state and local regulations applicable to safety, health and the environment. All University-related facilities, activities, and programs are designed, conducted, and operated in a manner which reasonably protects human health and safety.

Responsibilities. The Department of Environmental Health and Safety (http://csunew.csuohio.edu/offices/ehs/) (DEHS) has the responsibility of developing and implementing appropriate environmental, health and safety programs, and activities associated with such programs. DEHS, in conjunction and consultation with the University’s Office of Legal Counsel, is also responsible for ensuring that the University maintains compliance with federal, state and local legislation that affects the campus environment and the safety and health of all students, faculty, staff and visitors.

Employees and students are responsible for knowing and adhering to health and safety policies and practices applicable to the instruction, research and work environments in which they participate.

Strengths, Challenges, and Self-Recommendations for Progress toward Continuous Improvement

The following section identifies the strengths of the University regarding Mission and Integrity, and areas that need institutional attention or “challenges.” Finally, self-recommendations for progress toward continuous improvement are listed. These strengths, challenges, and self recommendations are based on the evidence described in this chapter.

NOTE:
In preparation for the Self Study Report, scholars in the Levin College of Urban Affairs identified societal and economic trends affecting CSU and Northeast Ohio. (These are listed in Appendix 4.4.) Many of the areas identified in the “Strengths, Challenges, and Self-Recommendations for Progress toward Continuous Improvement” sections at the end of this and the next four chapters are in response to these trends. For instance, the first two challenges and first self-recommendation listed below are related to the section in Appendix 4.4 regarding Changing Economic Realities (e.g., loss of manufacturing in region).

=================================================================================================================

From Appendix 4.3 Societal and Economic Trends that Impact CSU:
Current economic crisis...and the impact on communities...Including the dramatic loss of investments of the university, and among people and organizations that donate to the university.

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Strengths:
– The University is cognizant of the diverse population of Cleveland and Northeast Ohio, and embraces the challenges of educating all sectors of the community. It is a “school of excellence and opportunity.”
– CSU’s Mission and Vision Statements, coupled with the University-wide and College Strategic Plans, provide guidance for meeting its mission of providing a quality education to the region.

– The University’s governance is widely shared, with a plethora of committees and opportunities for students, faculty, and staff to participate in the operation of the institution as well as the direction it takes to meet its mission.

– CSU is a relevant university that graduates problem solvers needed for the 21st century economy and society.

**Challenges**
(Evidence that demonstrates Mission and Integrity need institutional attention):

– The economic conditions in Cleveland and Northeast Ohio will test the University in providing quality educational opportunities for its diverse population of constituents.

– The economic challenges of the region and Ohio will force CSU to find alternative sources of revenue to meet its mission.

– The University needs to build upon what it knows it stands for (e.g., Signature Themes, a “school of opportunity”) and communicate this to the region and the nation—to “tell its story.”

**Self-Recommendations for Progress toward Continuous Improvement:**

– Continue to share governance with internal constituents so as to collaboratively work toward unified solutions to the economic challenges facing the University.

– Monitor the success of *Vision Unlimited* ([http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf](http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf)) through frequent campus surveys (e.g., Key Performance Indicators).

– Continue to examine all possibilities to increase student degree completion; make this a priority.

– Use *Vision Unlimited* ([http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf](http://www.csuohio.edu/offices/planning/documents/VisionUnlimited.pdf)) as a tool to increase quality of service, thereby enhancing the University’s prestige, to make CSU a “school of choice.”