Cleveland State University

Vision Unlimited

BUILDING THE FUTURE THROUGH SHARED GOALS,

STUDENT SUCCESS,

AND THE ADVANCEMENT OF KNOWLEDGE

**REPORT AND RECOMMENDATIONS
OF THE
UNIVERSITY STRATEGIC PLANNING COMMITTEE**

Submitted to Faculty Senate and the Provost on August 31, 2006

TABLE OF CONTENTS

I.   **INTRODUCTORY COMMENTS**

The attached strategic plan '*Vision Unlimited*' is being submitted simultaneously to the Provost and to Faculty Senate for ratification as stipulated in the Faculty Senate Document passed in December 2004 (See Appendix A). The new strategic planning process at Cleveland State will be ongoing with a permanent planning committee of rotating membership. This is the first report on planning from the University Strategic Planning Committee (USPC). Once approved this plan will supplant the Vision 2009 document, and *Vision Unlimited* will become the guiding mechanism for the university for the next five years. The overall plan discussed herein is only the first step of the planning process. Once this plan is approved, units, departments, colleges, and divisions will then be able to develop their plans in line with the university plan.   This will allow for concerted action toward common goals. The USPC will continue to implement the plan, evaluate the progress of the plan, and revise the plan as situations in the university change. Each year in August the USPC will provide a report on the status of the plan to the Faculty Senate and the Provost.

Vision Unlimited became a reality through a unique process. The USPC was committed from the onset to developing a plan collaboratively that represented all of the constituencies of the university. We did not want a top-down plan but one that represented our *shared vision* for the future of Cleveland State University. The USPC deliberated long, hard, and carefully to develop these consensus recommendations. They are offered for your consideration in the same collegial spirit. Here are the six major goals that will be detailed in this document:

1.   Academic Excellence

2.   Solid Financial Foundation for Advancement

3.   Collaborative Organizational Culture

4.   Commitment to Student Success

5.   Valued Community Resource

6.   Distinctive Image with a Vibrant Environment

II.   **THE COMMITTEE AND ITS MISSION**

In 2002 the University Planning Steering Committee was appointed by the President to develop a strategic planning process for CSU. The committee was composed of faculty members and administrators and was supervised by the Provost's Office. The University Planning Steering Committee spent a year developing a planning process for the university. Their report was submitted to Faculty Senate in 2003. A compromise document was agreed to and passed by Faculty Senate in Spring 2005 (Appendix A). The Faculty Senate document provided the groundwork and principles upon which the University Strategic Planning Committee was formed and has operated.

In the Spring of 2005 the University Strategic Planning Committee was formed. The USPC membership is composed of 10 voting members--five faculty and five administrators. The five faculty members were selected by the Steering Committee of the Faculty Senate, and the five administrators were appointed by the President. Student Government elected the student representative to the committee. Gitanjali Kaul (Vice Provost, Office of Planning, Assessment, and Information Resource Management) has served as an ex-officio member of the committee, and Debra Sudy from that office has served as the committee's administrative coordinator.

Faculty Senate Representatives
- Susan Kogler Hill, USPC Chair (School of Communication, CLASS)
- Louis Barbato (Department of English, Chair, CLASS)
- Lawrence Keller (Department of Urban Studies, College of Urban Affairs)
- Edward Thomas (Department of Marketing, College of Business Administration)
- Cheryl McCahon (Undergraduate Program Director, School of Nursing, College of Education and Human Services) replaced Phyllis Crocker (College of Law)

Administrative Representatives
- Michael Droney (Vice President for Information Services, IS&T)
- Njeri Nuru-Holm (Vice President for Student Affairs and Minority Affairs)
- Brian Cook (Associate Vice President for Business Affairs, Finance and Controller)
- Robert Scherer (Dean, College of Business) replaced Mary Jane Saunders (Dean, College of Science)
- Richard Perloff (Director, School of Communication, CLASS)

Student Government Representative
- Adam Freck, Student Government Association

Support
- Gitanjali Kaul (Vice Provost for Planning, Assessment & Information Resource Management)
- Debra Sudy (Administrative Coordinator)

The USPC began meeting in the Spring of 2005 and has met continuously including summers to complete a plan for submission to the Provost and Faculty Senate by the beginning of the Fall Semester 2006.

The strategic planning process that resulted in the attached plan has indeed been unique and has incorporated the following elements.

- *An Ongoing Process*
  The USPC is a permanent committee of the university charged with the responsibility of developing, reviewing, and revising the strategic plan on an ongoing basis. Previous planning committees were temporary task forces and could not monitor the planning process as it went forward. The USPC built on past planning efforts by reviewing the history of planning at CSU including the Vision 2009 document (See www.csuohio.edu/uspc for planning history and Vision 2009). In addition, the committee studied strategic plans and processes at many other universities. The USPC developed a timetable for its first year and continuing years, and it established operating procedures including the process for replacement of its members. (See Appendix B for Planning Timetable). The continuous nature of the planning process guarantees that the university can go forward in an organized fashion, evaluating progress toward goals, making changes when necessary, and providing continuity in times of leadership change. We emphasize that strategic planning is a *process* – not a series of products or development of a particular plan that is fixed or invariant. Strategic planning is dynamic, flows from the core values of the university, and allows for change in priorities and objectives to accommodate macro social developments and new ideas generated at diverse levels of the university.

- *A Collaborative Strategic Planning Process*
  The USPC has followed a collaborative process from the beginning with the composition of the committee--faculty, administrators, and students. The USPC has carried forward its deliberations in this collaborative manner working to develop goals, strategies, and tactics that are good for the entire university. The USPC has also developed the plan with future collaboration in mind and offers suggestions to increase the collaborative culture in the university. The resultant plan is not a faculty plan nor is it an administrative plan…it is a university plan.

- *A Bottom-Up, Grass Roots Process*
  The development of the proposed strategic plan was not a top-down initiative or plan. The USPC began the process in the Fall of 2005 by asking all campus departments and units to involve their faculty and staff in visioning and planning for the future. (See Appendix C for Planning Session Guide). The USPC received over 75 of these departmental and unit reports. These reports were submitted both to the USPC directly as

well as to their respective Colleges or Divisions. A month later, the USPC received from Deans and Vice Presidents 16 reports synthesizing the ideas in the unit and departmental reports. The USPC analyzed all of these reports both at the unit and department level as well as at the college and division level. The ideas and suggestions in all of these campus-wide plans have formed the basis of this proposed strategic plan.

- *Conversations Across Levels*
  One of the main events in our planning process was the SPUR (Strategic Planning University Review) session in November of 2005. The leadership of the university from all areas (faculty, administration, trustees, student government) was 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.

- *Feedback from Stakeholders*
  Early in the process, the USPC assigned liaison roles to members of the committee so that stakeholders would be contacted and be able to provide feedback to the committee. Committee liaisons were assigned to: The Board of Trustees, Faculty Senate, Students, Academic and Non-Academic Administration, Budget Committee, Capital Planning Committee, Program Review Committees, Other University Committees, 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 our planning meetings, surveys were conducted on students and alumni, and special events were held like SPUR or the Community Breakfast. (See Appendix D for Feedback From Stakeholders).

- *An Open, Transparent Process*
  Immediately upon formation, the USPC formed a web page (**www.csuohio.edu/uspc**) and posted our activities and minutes for review and comment. In addition, we created an e-mail address (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 as well as Faculty Senate and Administration briefings.

The University Strategic Planning Committee believes that its approach to planning was unique and innovative. The dialogue that has already occurred among various elements of the university is an important outcome. The Plan highlights our institutional aspirations representing these various constituencies and what needs to be accomplished to achieve them.

III. **DEFINITIONS**

The shifting connotations of terms appearing in academic reports require this attempt to define significant terms as used in *Vision Unlimited*.

MISSION. An institution's *mission* represents the broadest expression of its reasons for being as well as the constituencies it serves and the goals it seeks to accomplish for them.

VISION. Vision statements are usually constructed using the future tense, as statements of what an institution aspires to become within the parameters established by its mission. Customarily more specific than mission statements, vision usually guides the process of strategic planning by outlining the more immediate objectives in an institution's growth.

GOAL. As used in this report, goals represent those ongoing objectives, which sustain and direct the institution and are crucial to fulfilling its vision. They are both ends and means, finite and dynamic expressions of essential qualities that define what we want to achieve and become.

STRATEGY. This term identifies specific initiatives that will begin the process of accomplishing goals.   These strategies are in turn supported by TACTICS.

TACTIC. This is a term that defines operational activities immediately applicable to achieving strategic results.

METRIC. This term refers to the means by which the success of implemented tactics will be measured both qualitatively and quantitatively.

STAKEHOLDER. This is an umbrella term that includes all individuals and groups who are members of the internal and external university community and share an expressed interest in its enterprise.

IV.   **CSU MISSION AND VISION STATEMENTS***

MISSION STATEMENT

Our mission is to encourage the development of human and humane knowledge in the arts, sciences, humanities and professions through scholarship, creative activity and research while providing an accessible and contemporary education to all individuals. We are here to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.

VISION STATEMENT

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

*The Mission and Vision Statements were approved by Faculty Senate in 2003

V.   **BUILDING ON OUR STRENGTHS AND RECOGNIZING OUR CHALLENGES**

Strengths. Cleveland State University is a pivotal institution of higher learning in Northeast Ohio. Its historical roots firmly set in the urban arena; Cleveland State has long situated academic values in the dynamic environment of a bustling, diverse American city. The university has numerous strengths, including:

- **A Dedicated Faculty.** CSU's professors are committed to providing students with a first-class education, one that challenges assumptions, opens vistas, and enhances knowledge of ideas, methodologies, and the contemporary world. The university's faculty is actively involved in research, professional service, and creative activities. Through research, creative productions and painstaking work in helping students critically approach their fields of study; the faculty unleashes new ideas, enriches the larger community and expands the economic base of Northeast Ohio.

- **Diversity of People.** Cleveland State takes great pride in the tapestry of people, cultures and perspectives that weave their way through the CSU campus. Individuals from richly different backgrounds and points of view interact, teach and learn from one another. Respect for diversity and tolerance of different ideas produce a pluralism of spirit that infuses the engagement among faculty, staff and students.

- **The Metropolitan Context.** Proclaiming "the city is our campus"; Cleveland State aptly calls attention to the bi-directional, dynamic relationship between the metropolitan area and the university. Each enriches the other. The city serves as a laboratory in which faculty explore ideas, test hypotheses, and harness artistic potential. It is the backdrop for teaching, as students apply knowledge gained in academic settings to the gritty world of everyday life. The city provides opportunities for gown and town to congregate and explore new points of view.

- **A Cultural Cornucopia.** Cleveland is the site of a world-class art museum, symphony and, of course, the Rock and Roll Hall of Fame and Museum. It also is a teeming melting pot of different ethnic groups, each with its own traditions. And it offers a stunning diversity of religions and belief systems. The university draws on this cultural heritage in its teaching and research missions.

- **Professional Orientation**. Cleveland State has the highest percentage of graduate and professional students among Ohio's public universities. CSU offers numerous professional degree programs that provide training in such areas as engineering, business, education, law, public administration, planning, and nursing. These programs provide new generations of

students skills to design products, expand businesses, champion the neglected and offer health care to the infirm.

- **Bustling Intellectual Energy.** Imagine for a moment if there were no university located at the edge of Playhouse Square, no place for students to become exposed to new ideas or faculty to explore new academic terrains. The region would lose a source of intellectual vitality. Cleveland State students are highly motivated and determined to broaden their potential through collaborative learning. There is a vibrant energy that suffuses the campus, one derived from the dynamic interplay of learning, teaching, and exploration of the human spirit.

Challenges. The next half-decade of the twenty-first century will present Cleveland State University graduates with unprecedented complexity. Advances in technology, communication, and information sciences within an expanding universe will combine with economic and geopolitical uncertainty to create a divided and unfamiliar world. To succeed in this environment, our students must be prepared to think in original ways, to understand multiple perspectives, and to establish communal pathways for divergent entities. As their collegial partners, we must accept the challenge of preparing them to achieve their success.

- **Sustain Academic Excellence and Student Success.** Excellence demands that we continue to hire superior faculty and staff who will recruit, retain, educate, and nurture to degree completion a diverse student population in challenging and responsive academic programs. Now we are challenged to maintain and enhance academic excellence and ensure student success while simultaneously introducing new programs in an era when knowledge is growing exponentially. This challenge includes the effective use of technology and a careful evaluation of the curricula's relevance, new fields of learning that provide opportunities for students, and where and when we teach and learn -- including evening and weekend courses, academic centers, distance learning, and programs at corporate and industrial sites. We must also continue to accept our responsibility to advance knowledge.

- **Maintain Economic Stability.** Diminishing federal and state support for higher education challenges us to use available resources judiciously, to discover alternate sources of funding, and to grow current revenue streams so as to neutralize an extended period of economic constraint. Increased tuition alone cannot withstand inflationary pressures; increased enrollment might. We must demonstrate the value of a Cleveland State education to more and better prepared students from the day they enter the first class of their first year. This display of committed excellence must be demonstrable in general education courses up through major programs and on to advanced graduate studies.

- **Create a Supportive Learning Community.** Despite their acknowledged hard work and best intentions, commuter students frequently find that family obligations, responsibilities to fulltime employment, even demands of church and community place debilitating constraints on their time in our classroom, libraries, and laboratories. These circumstances challenge us to work more efficiently and collaboratively in an open, supportive environment. We must determine and establish the best practices for daily operations and find ways to acknowledge that we are students' collegial partners in enhancing the rewarding experiences that define the university's enterprise. Transforming a metropolitan commuter institution into a student-centered learning community requires our constant attention to the quality of student services and to enriching co- and extra-curricular educational opportunities.

- **Respond to Community Needs**. If challenges can be said to create opportunities, we must acknowledge the opportunity to reach out to our neighbors in the greater Cleveland community. We are fulfilling our responsibility to meet the educational needs of area citizens, who form the backbone of the area workforce. But we are also strategically placed to continue research and economic development partnerships as well. We look forward to forming additional innovative collaborations that will enhance the quality of life for the greater Cleveland community.

- **Construct an Image of Enduring Quality.** The challenge for any family is to establish a comfortable and inviting home environment. Our university family must be housed in a physical environment that encourages productive work, recreation, and the opportunity to develop close-knit relationships. Finally, our success in overcoming these challenges will result in accomplishing perhaps the most daunting task of all: building a distinct, positive image that demonstrates the uniqueness of Cleveland State University.

VI.   **OVERVIEW OF GOALS**

Based on the strengths and challenges discussed above, the University Strategic Planning Committee has formulated six goals. These goals are a result of a bottom-up collaborative process taking into account the views of CSU's many stakeholders.

Goal 1: Academic Excellence

The strength of Cleveland State University lies in the quality and breadth of its academic programs at both the undergraduate and graduate levels. Yet both levels need to be improved and enhanced to achieve the most important goal of this strategic plan – academic excellence (Strategies A and B). New initiatives and signature programs also must be developed strategically to build upon the strength of existing programs and to reach new levels of academic achievement (Strategies C and D). The academic programs of the university absolutely must be supported with state-of-the-art facilities and new technology. Excellence is an orientation toward action that values quality and ethics in the achievement of the best possible outcomes. Excellence creates a culture sustaining such achievements and imbues all members of the institution with a concern for what and how we do all we do.

Goal 2: Solid Financial Foundation for Advancement

A solid financial foundation is necessary to achieve the goals outlined in this strategic plan. To make these dreams a reality requires resources to support all of the institution's operations and to protect its core academic programs. Sustaining high quality programs as well as maintaining affordability should be high priorities in the allocation of resources. CSU needs not only to manage enrollment (recruitment and retention) and budget effectively (Strategies A, B, and D) but also aggressively secure additional resources for growth and development through fundraising and new international recruitment initiatives (Strategies C and E).

Goal 3: Collaborative Organizational Culture

Money alone will not guarantee the achievement of goals. CSU must also nurture an open, supportive, and trusting climate where all constituencies work collaboratively. Open practices, effective communication, clear procedures, and participative decision-making must be nurtured to build a positive and collegial organizational culture. Development of ongoing best practices (Strategy A) and enhancement of communication opportunities (Strategy B) will create a collaborative culture to achieve CSU's mission.

Goal 4: Commitment to Student Success

CSU's strength comes from its many different types of students (e.g., full-time undergraduate, part-time undergraduate, degree completing, and graduate.) The needs of these different groups of students must be met to ensure the ultimate success of all students. CSU needs to provide rich academic and student life experiences (Strategies A and B) as well as exceptional services to all students (Strategy C). All members of the CSU community must take responsibility for building a strong learning community to ensure the success of all students.

Goal 5: Valued Community Resource

CSU must become known as the region's most valued academic resource and friend. To this end, we need to capitalize on our strategic location to increasingly engage businesses and other institutions in cooperative relationships (Strategy A). CSU will strengthen its niche in the community by providing services to help meet the educational and economic development needs of the region (Strategy B).

Goal 6: Distinctive Image with a Vibrant Environment

Changes in the physical campus must continue to reflect the mission and goals of the university as well as being a beautiful place to learn (Strategy A). The Campus Master Plan provides a detailed map of the future direction for campus buildings and spaces. Some of the tactics below reinforce aspects of the Master Plan and are mentioned here because they emerged as high priorities in many of our planning consultations with campus constituencies   In addition to a vibrant environment, CSU needs to build a unique and distinctive image that generates local and national recognition of the University and its quality programs (Strategy B).

VII.   **VISION UNLIMITED: BUILDING THE FUTURE THROUGH SHARED GOALS, STUDENT SUCCESS, AND THE ADVANCEMENT OF KNOWLEDGE**

The goals, strategies, and tactics of *Vision Unlimited* are not listed in priority order. For some units on campus certain tactics will be seen as the most important while other units will focus on others. Working together we can achieve all aspects of the plan. Appendix E: Elaboration of Selected Tactics provides additional commentary on selected tactics. These tactics are noted in the plan. In addition, the USPC has *italicized* the tactics that it sees as the most important for early implementation either due to their potential impact or their ease of adoption.

At the end of each goal, a section on metrics is included. This report suggests some metrics that could be used at the goal level. This section shows in a general sense how these tactics will be measured to evaluate progress. To ensure the success of the planning process, the institution will monitor various performance indicators associated with each goal identified in *Vision Unlimited*. Vital benchmarks in the form of metrics and indices will provide a framework for understanding CSU's existing levels of performance and create the conditions in which the University's competitive position can be enhanced. The plan for assessing institutional performance includes metrics at two levels: (1) summary results in the form of metrics associated with each of the 6 goals, and (2) metrics associated with each tactic used to implement the strategies accompanying various goals. This report suggests some metrics that could be used at the goal level. Measurements at the tactic level are to be made available at a later date.

Goal 1: ACADEMIC EXCELLENCE

Strategy A: Improve Undergraduate Education

Tactics
1. *Offer an exciting and distinctive General Education curriculum that is integral to critical thinking and a liberal arts education.*
2. *Engage full-time faculty and students in undergraduate education, particularly General Education.*
3. Recognize and reward teaching excellence in undergraduate courses.
4. Embed undergraduate research and engaged learning in the curriculum.
5. Investigate the development of an experiential learning requirement for all undergraduate students, e.g., internships, co-ops, undergraduate research or creative projects, learning communities, study abroad, service learning. (Appendix E, 1).
6. Create a sense of cohort and learning communities among all students.
7. Provide support and encouragement to enable academic programs to achieve and sustain the highest possible level of accreditation.
8. Create and support opportunities for seamless transition from undergraduate to graduate studies, e.g., BA/MA; combined bachelors/masters programs; dual admission programs.
9. Adopt and develop emerging technologies that enhance student-learning experience.
10. Expand and support a comprehensive Honors Program, including development of the University Scholars initiative.

Strategy B: Enhance Graduate Education and Research

Tactics
1. Increase support for existing and new doctoral programs that, using faculty from the several colleges, build on existing graduate strength or meet a viable new market.
2. *Develop new professional master's programs that respond to community and market needs.*
3. *Provide adequate support for graduate programs, particularly those that are growing.*
4. Develop research centers that combine teaching, research, and public service, including continuing education, to support graduate programs and to respond to external funding opportunities in a timely fashion.
5. Reward faculty for external fund raising.
6. Maintain and enhance research support functions such as libraries.
7. Fund students, particularly for scholarly participation in national conference and similar activities.
8. Continue to participate in the Economic Growth Challenge/Innovation Incentive

Program that has recently been initiated by the Ohio Board of Regents.
(Appendix E, 2)

Strategy C: Develop State-of-the-Art Teaching and Research Facilities

Tactics
1. *Conduct a study to determine long-range campus-wide academic department needs and classroom needs, including effectiveness and best physical use of satellite campuses.*
2. Enhance academic departmental cultures by meeting minimal standards and providing classroom space adjacent to faculty offices.
3. *Develop a faculty/administrative collaborative process to develop a long-term physical plan for academic buildings, space, and infrastructure focusing on maintenance, renovation and new construction.*
4. Involve faculty from the onset in renovation and construction of all projects involving classrooms, laboratory space and academic programs.
5. Build long-term and future-oriented technological capability into all renovations and new constructions.
6. Invest in technology to enhance delivery of courses and programs.
7. Develop a long-range plan to maintain and update laboratories, classrooms and media labs.

Strategy D: Facilitate Signature Programs

Tactics
1. *Identify, fund, develop and aggressively promote highly visible Signature Programs that speak to core missions.*
2. Leverage initial programs to stimulate development of additional Signature Programs in the colleges.
3. Develop and nurture "incubator programs" designed to bridge academia and the community in creative ways. (Appendix E, 3)
4. Submit all Signature Program initiatives to the University governance process so as to promote and mobilize them as widely as possible.
5. Expand the definition and authority of a school, in line with other universities, to provide a more flexible administrative structure for highlighting programs, especially signature and those targeted for growth. (Appendix E, 4)

Strategy E: Explore New Initiatives

Tactics
1. Study the feasibility of establishing new Colleges. (Appendix E, 5)
2. *Create a team to study the feasibility of establishing a Center, School, or College of Fine and Performing Arts with faculty representatives from all departments and*

programs likely to be included in this structure to investigate the best means for linking the arts academic programs to the city's creative offerings. (Appendix E, 6)

3. Develop a Futures Think Tank to focus on future trends, new ideas, innovation, and risk taking where academicians, public officials, and business leaders can meet to share ideas and develop entrepreneurial activities. (Appendix E, 7)
4. Develop a university-wide Center on Leadership, including a clearinghouse on leadership research and teaching. (Appendix E, 8)
5. Expand the Executive Forum series and establish a CEO's Forum to bring corporate CEOs to campus to speak and receive awards. (Appendix E, 9)

Strategy F: Develop an Engaged CSU eLearning Community that Enhances the Academic Offerings of the University

Tactics
1. *Adopt eLearning technology when and where it best serves to enhance the quality of academic programs.*
2. *Identify the student demand for on-line, distance learning and/or other eLearning courses.*
3. Support the faculty of CSU with an experienced service staff of eLearning technology professionals in the development and maintenance of eLearning courses.
4. Provide a consistent internet eLearning experience to our students.
5. Develop methods for using e-Learning as the sole method for remedial course delivery.
6. Develop mechanisms to ensure that student outcomes from e-Learning match learning outcomes for traditional delivery methods.
7. Involve faculty in all curricular e-Learning activity.
8. Expand the use of the ePortfolio model university-wide.

Suggested Metrics
Indicators of academic excellence under this goal include increased proportion of students on campus with higher GPAs and ACT/SAT scores, greater number of students in the top of their high school class, a decline in number of students requiring remediation, and improved retention and graduation rates. Enhanced academic excellence among faculty is to result in greater proportion of full-time faculty, excellent faculty salary and benefits within the topmost range of CSU peers*,* an increase in national awards, including an increase in research awards, grants and expenditures. Further, an increase in the number and quality of signature programs and other best practices are to be tracked on campus.

GOAL 2: SOLID FINANCIAL FOUNDATION FOR ADVANCEMENT

Strategy A: Increase Enrollments

Tactics
1. *Develop a Council for Enrollment Services that would provide support and advice to the Office of Enrollment Services (Appendix E, 11)*
2. Focus recruitment efforts by emphasizing outstanding quality and standards.
3. *Develop enrollment targets by analyzing program capacity, program demand and accreditation guidelines, with appropriate marketing strategies.*
4. Revise marketing strategy to focus on expanding/changing markets we plan to serve.
5. *Segment market into target groups and then develop specialized strategies for marketing to each group, e.g., residential, non-traditional, transfer, and graduate.*
6. Conduct on-going evaluations of the effectiveness of the marketing, public relations, and campaign strategies and revise strategies accordingly
7. Establish student dual admissions programs linking our undergraduate programs with our graduate programs.
8. Decrease surcharges on out-of-state and international students.
9. Develop credit for lifelong learning/professional experience.
10. Develop systematic strategies to increase interest in Cleveland State on the part of enterprising high school students, e.g., camps or one/two-week sessions in certain academic areas for select students. (Appendix E, 12)
11. Adopt eLearning programs that increase new student enrollment and enhance CSU's competitive market position.
12. Continue to improve website and electronic marketing.
13. Investigate reasons, other than academics, for high number of non-returning students.

Strategy B: Focus on Retention and Student Success

Tactics
1. *Investigate feasibility of a Center for Student Retention Studies that focuses on student academic achievement and success, provides opportunities for faculty and student research and fosters best practices. (Appendix E, 13)*
2. Increase retention and graduation rates through strengthening programs and expanding student services.
3. Foster a closer relationship between students and faculty whereby faculty approve students for admission into a degree program, advise them throughout their academic careers, set reasonable standards for regular progress toward

degree completion. (Appendix E, 14)
4.   Establish the CSU "Accord" which would make assurances to students concerning their general education experience and would guarantee a certain level of tuition to those who graduate in four years. (Appendix E, 15)
5.   Develop programs and services for working adults and workers needing retraining.
6.   Investigate scheduling options to increase enrollments (e.g., block system, course credit hours, elimination of the common hour).

Strategy C: Increase Fundraising to Support New Initiatives

Tactics
1.   Increase monetary and in-kind individual and corporate gifts to support academic programs.
2.   *Develop a strategic plan for philanthropy and alumni development that includes a plan to initiate a $50 million capital campaign. (Appendix E, 16)*
3.   Investigate ways to involve faculty more directly in fundraising activities.
4.   Double dollar amount of sponsored grants and contracts within 5 years.

Strategy D: Maintain a Stable Budget Model to Provide Sufficient Funding for Programs and New Initiatives

Tactics
1.   *Use turnover in faculty and staff to shape future and build strength in specific targeted areas.*
2.   Reengineer enrollment and student services to enhance efficiency.
3.   Investigate economic viability and academic quality of all off-main campus programming and all eLearning.
4.   Build funding new initiatives into budget model.
5.   *Increase percentage of operating budget allotted to academic expenses. (Appendix E, 17)*
6.   Continue to implement and refine responsibility-centered management.
7.   Maximize the use of technology for enrollment management and student retention at the university.

Strategy E: Develop And Launch New Internationally Focused Initiatives
(Appendix E, 18)

Tactics
1.   *Set up CSU offices in selected countries that could engage in recruiting activities and speed up the process of getting applications approved and visas granted. (Appendix E, 19)*
2.   Establish a program whereby professors at selected international universities are

given adjunct appointments in selected departments at CSU. (Appendix E, 20)

3. Mount a direct mail marketing program to faculty and administrators in selected international colleges and universities that have channeled significant numbers of students to CSU in the past. (Appendix E, 21)

4. *Develop faculty/administrative structures within each college to be responsible for identifying opportunities in the international arena and to provide advice to the dean about strategies for expanding international programming and attracting more international students to the college.* (Appendix E, 22)

Suggested Metrics

Performance indicators associated with institutional finances include trends and changes in student headcount, numbers of applied/admitted/enrolled students, and an annual number of degree awards. Additional indicators include trends and ratios related to CSU revenues and expenditures, e.g. excess/deficit of current fund revenues over expenditures, changes in reserves, long-term debt as a proportion of total liabilities, market value of endowment per FTE student, and bond ratings. Gifts from individuals, organizations and proportion of alumni giving are also to be monitored as indices of CSU's financial health.

Goal 3: COLLABORATIVE ORGANIZATIONAL CULTURE

Strategy A: Create and Maintain Best Practices to Accomplish CSU's Mission

Tactics
1. *Integrate a collaborative and continuous decision-making process on important strategic issues with annual planning and periodic review of goals and new initiatives.*
2. *Monitor and annually report on environmental scanning trends, e.g., national enrollment trends in academic disciplines, long-range demographics of potential students, and competitive and peer institutions. (Appendix E, 23)*
3. *Increase salary competitiveness in recruiting and retaining high quality faculty and staff.*
4. Strategically replace large number of retirements by developing a recruitment plan that provides for sufficient resources to achieve the University's mission.
5. Create leadership and career development opportunities for faculty and staff.
6. Enhance incentives and recognition for high quality work of faculty and staff.
7. Create crisis management procedures to allow response to unforeseen events.
8. Develop general procedures and standards for privatization and/or outsourcing of buildings and facilities.
9. Hold an annual Strategic Planning University Review (SPUR) session involving university leadership to provide feedback for the ongoing strategic planning process.
10. Reduce overhead by automating manual administrative processes
11. Enhance the network data and voice infrastructure to support the total university environment.
12. Use program reviews to determine areas for growth investment and resource allocation.
13. Maintain current form of university governance, one which respects the role of Faculty as well as of the University Administration

Strategy B: Improve Communication among Students, Faculty, and Staff

Tactics
1. *Encourage and support greater student-faculty interaction both in and out of the classroom.*
2. *Create opportunities and spaces for informal faculty, staff, and administrative interaction, e.g., faculty-staff club, social events, family gatherings.*
3. Improve the quality of life on campus for faculty and staff by immediately providing a private faculty/staff lunchroom that will function until a faculty/staff club with dining facilities is provided. (Appendix E, 24)
4. *Collaboratively develop and formalize guidelines for improving downward and upward communication practices regarding decisions, policies, procedures, and plans.*

5. Establish ongoing communication procedures between standing university committees, e.g., strategic planning, capital planning, program review, and budget.
6. Form standing groups and cross functional teams to encourage lateral and horizontal communication, e.g., chairs, budget officers, asst/assoc deans, and academic areas.
7. Promote and expand interdisciplinary research collaborations.
8. Form interdisciplinary teaching alliances.

Suggested Metrics
The success of Goal 3 will be assessed by responses of students, faculty and staff to various national and locally developed surveys that measure organizational culture. Examples of national student surveys include the National Survey of Student Engagement (NSSE), Your First College Year (YFCY), and Co-operative Institutional Response Survey (CIRP). The comprehensive faculty survey of the Higher Education Research Initiative (HERI), a companion to the CIRP student survey, has been administered four times on the CSU campus since the 1990s. Finally, assessment of progress under this goal is to be determined by identifying targets for individual tactics, tracking process initiatives, and monitoring participation of faculty, staff and student in various initiatives until goal completion.

Goal 4: COMMITMENT TO STUDENT SUCCESS

Strategy A: Promote a Culturally and Intellectually Rich Campus

Tactics
1. *Recruit and reward a diverse faculty engaged in teaching and enhancing student experience at all degree levels.*
2. Decrease the number of part-time faculty teaching general education course by increasing the number of tenure-track and/or term faculty.
3. Promote faculty-student engagement in co-curricular activities outside of the classroom as well as within.
4. Maintain and improve access to libraries and other sources of print and electronic information.
5. Equip faculty with technologies that improve faculty/student engagement.
6. Fund a Visiting Professorship Program for one semester each year to encourage interdisciplinary research and teaching as well as collaborations with regional institutions. (Appendix E, 25)
7. Establish an "Internal Visiting Professorship" program within the University to encourage and support interdisciplinary exchanges of faculty between programs and departments. (Appendix E, 26)

Strategy B: Improve Student Life on Campus

Tactics
1. *Develop a comprehensive plan to provide and promote campus activities for day, evening, residential, commuters, non-traditional and graduate students.*
2. Promote student engagement by becoming more of a 24/7 campus.
3. Support more active student participation in student organizations to enhance the academic environment.
4. Create exciting athletic programs that not only develop a culture of winning but also are tied to academic opportunity and excellence.
5. Explore methods to increase student involvement in university governance and decision-making.

Strategy C: Improve the Quality of Student Services

Tactics
1. *Create an advising task force that will comprehensively examine the many problems with student advising at Cleveland State, with the aim of developing concrete strategies for improvement. (Appendix E, 27)*
2. *Improve the access of all types of students to all university services*

3. Improve student services utilizing quality research on the needs of all types of students.
4. Identify the unique needs of graduate students and develop services to accommodate them.

Suggested Metrics

Indicators of performance under this goal are trends in undergraduate headcount among full-time, part-time, and transfer students. Student surveys and retention rates by program, department or key course sequences represent indicators of success for core communities of students. Student participation rates in targeted programs, degree-completion, and job placement for CSU students represent other metrics that are to be tracked. Under this goal indices associated with the institution as a whole are changes in tenure-track faculty teaching lower and upper division courses, and the ability of the University to attract external funding for programs such as the Honors program and programs for non-traditional students.   Lastly, utilization rates for various campus services provide evidence of nurturing student success.

Goal 5: VALUED COMMUNITY RESOURCE

Strategy A: Maintain and Expand Collaboration and Partnership Activities

Tactics
1. *Establish an Office of Community Partnerships to facilitate the creation of partnerships with major corporations and other organizations. (Appendix E, 28)*
2. Develop guidelines to take advantage of opportunities to partner with community businesses and organizations, e.g., research, community development, etc.
3. Cultivate relationships with alumni by creating alumni teams focusing on recruitment, guest lectures, mentoring, and career advice.
4. Link students and faculty to pursue neighborhood and regional economic development, e.g. service learning.
5. Encourage faculty and staff volunteer efforts in community and maintain a database to track connections.
6. *Form a campus-community task force to develop a "campus village" a pedestrian-friendly neighborhood for entertainment, dining, shopping and intellectual pursuits. (Appendix E, 29)*
7. Expand the number of feeder high schools and community colleges with which we have positive working relationships
8. Form a task force to bring education, business, foundation, and civic forces to increase high school graduation rates.
9. Become a significant player in joint ventures with regional colleges, universities, scientific and biomedical institutions, e.g., COS and the Clinic

Strategy B: Meet Community's Educational and Economic Development Needs

Tactics
1. *Develop new masters and specialist degree programs to meet community needs.*
2. *Enhance identity of the Division of Continuing Education as top state and regional choice for training and professional development.*
3. Integrate fine and performing arts into the world class Cleveland arts scene, e.g., develop graduate courses that contribute to cultural institutions, create short-term institutes, develop scholarly collaboration, and establish visiting professorships.
4. Provide strong, well-funded community outreach programs, e.g., conferences, distinguished speaker's series, and community institutes.
5. Develop and promote lifelong learning opportunities for various community populations.
6. Expand services and educational opportunities for alumni.
7. Establish a "Friends of the University Program" to encourage retiring and current professionals to share their skills with the campus community.
8. Create Executive Learning Spaces.
9. Develop a process by which faculty and students are involved in research,

planning, and execution of regionalism projects. (Appendix E, 30)

Suggested Metrics
Community partnerships will be assessed by tracking a number of initiatives, 2+2 programs, K-12 initiatives, counts of new agreements, and economic impact indices that include services offered, dollars spent, payroll and other auxiliary expenditures. Student, alumni and community participation rates in CSU sponsored community activities are to be used as indicators for assessing improvements under this goal.

Programs aimed at enhancing the community's educational needs will be assessed by tracking number and type of new programs, program enrollment, revenue, and increased market share for CSU's continuing education programs. Improved community service will be measured in the number of visiting professors, number of new graduate courses and participation rates for student with degrees who come back for further education.

Goal 6: DISTINCTIVE IMAGE WITH A VIBRANT ENVIRONMENT

Strategy A: Improve the Physical Environment of the Campus

Tactics
1. *Develop a collaborative process to revise the Master Plan and to initiate and prioritize new campus construction.*
2. Develop "green", energy efficient, and sustainability standards for renovations and new construction.
3. *Create student spaces in all new buildings and renovations to meet the needs of all different types of students, e.g., day, evening, and graduate.*
4. Continue to increase the "sense of campus" through beautification, e.g., creation of a University Commons as stated in the Master Plan, improved internal and external pathways, and potential closing of streets
5. Improve environment around campus by developing student-oriented businesses (food, service, entertainment).
6. Develop procedures for ongoing assessment of parking services for cost effectiveness, convenience, and safety
7. Increase the availability of affordable student housing

Strategy B: Build a Strong and Unique Image of CSU to Distinguish it from other Universities

Tactics
1. Determine academic niches or distinctive brands that should be cultivated.
2. Promote CSU as a strong regional research institution that serves students beyond graduation with professional and career development opportunities.
3. Focus campaign messages on CSU's value (We are the best value around).
4. Develop more name recognition in the business community.
5. *Evaluate name changes of university and programs (University of Cleveland, Urban, Continuing Ed).*
6. Establish a virtual presence in national advertising for signature and targeted programs
7. Enhance robust data and voice network infrastructure
8. Enhance CSU's image as a mobility institution providing career opportunities and increased earning potential for its students

Suggested Metrics
Success in enhancing CSU's physical environment will be gauged through surveys and participation rate in the campus planning process. Amounts, type and quality of space by FTE faculty, staff and student are to be tracked in fulfilling needs and meeting targets. Other metrics include evidence of incorporating "green" energy in Master

Plan, increasing physical connections between buildings crossing streets, and changes in student-oriented businesses. Assessment of parking spaces is to include space per FTE comparison to peer institutions.

Success in enhancing CSU's image is to be measured in increases in headcount, student credit hours, and applications from the various core groups. Improvements in image are to result in a market share of more and better-prepared students. The final measurement of the marketing plan's success is to be qualitative research measuring the movement of brand/image/reputation perceptions among various stakeholders.

VIII. STRATEGIC PLANNING AND OTHER INITIATIVES

Cleveland State University cannot stop moving forward while a committee engages in long-range planning. The USPC has been focused on long-term goals and values to provide an overarching structure to coordinate and focus campus activities.   While strategic planning was taking place, CSU continued to move forward and to address specific concerns or launch certain initiatives. The USPC recognizes the relationship of these ongoing activities to the university strategic planning process. Throughout its work, the USPC has tried to understand and inform these other initiatives to better integrate the pursuit of university goals. The strategic plan builds on these initiatives, elaborates on their implications for the university, and connects them to the larger values that undergird the academic mission.

Campus initiatives are already in progress to help in achieving the first goal of Academic Excellence. For example, three committees are hard at work investigating ways to improve CSU's Academic Excellence. The faculty committee on General Education has recommended significant changes in the general education curriculum. The faculty committee on Credit Hours has studied the pros and cons of three and four credit courses to better serve the needs of our students. The eLearning Committee has coordinated eLearning Market evaluation and for-profit analyses and proposed a new eLearning strategy for CSU.

The administration's current Student Value and University Enrollment Initiative is helping to achieve two of the major goals of the proposed strategic plan--the goals of student success and a solid financial foundation. The team included 25 CSU members, including the President, Provost, VP's, Vice Provost, Deans, Associate Deans and Directors divided into four teams (Student Pipeline & Markets, Retention, Student Value Proposition and Financial). Outside consultants (STAMATS and McKinsey) assisted this group. STAMATS conducted a review of enrollment services and performed a review of University Retention, and McKinsey & Company structured the project, guided the analysis and synthesized the recommendations. The outcome of this initiative is a "Roadmap for Enrollment Growth."

The ongoing Master Plan of the university also seeks to accomplish the Vibrant Environment described in Goal 6. Cleveland State University Master Plan establishes a framework for University and University-related development. It includes locations for new CSU facilities and it establishes a development zone at the periphery of the campus where private sector residential and commercial development can occur, in partnership with CSU. The new Cleveland State aims to be an integral part of downtown Cleveland. University and private sector development will transform CSU and the surrounding neighborhood into a vital, thriving downtown destination. Increasing the number of students, faculty, and staff who live on or near campus is a priority in the master plan. The plan

addresses quality of life issues to make the campus a safer, more appealing place, both for commuter students who comprise the majority of the current CSU community and for campus residents that the university plans to attract. Many of the initiatives within the Master Plan are highlighted in the Strategic Plan along with strong recommendations on how to move forward with the Master Plan in a collaborative manner (See www.csuohio.edu/campusmasterplan for complete Master Plan).

Vision 2009 was a planning initiative spearheaded by the administration in 2004. The current faculty-administrative collaborative planning process reviewed the Vision 2009 document during the early planning phases. After units were asked to "vision" about their futures, they were asked to comment on the features of Vision 2009. The current strategic plan contains those aspects of Vision 2009 that received support from the stakeholders.

These are just some examples of ongoing campus initiatives that relate or inform the strategic planning process. Against the backdrop of these multiple planning-related initiatives, the USPC completed its work, recognizing the dynamic environment of our campus and the community. Once the plan is put into place, campus initiatives will be better coordinated in their pursuit of the university's goals.

IX. **CONCLUDING REMARKS: VISION UNLIMITED**

As the University Strategic Planning Committee looks back on the past year and a half, we remember many positive aspects of this planning process. Departments and units on campus took the early planning sessions last fall very seriously and presented comprehensive and detailed planning documents. The Strategic Planning University Review session among campus leadership was well-attended and provided very exciting dialogue and ideas. *Vision Unlimited* recommends an annual SPUR session where campus leadership can interact face-to-face to build a better university. Another positive aspect was that both current students and alumni were very positive about CSU in their survey comments. In addition, the leaders at the Community Breakfast provided significant insight into CSU's image and future.

Collaboration was the theme of this strategic planning process, and all members of the USPC (faculty, administrators, staff, and student) worked collaboratively and tirelessly. The attendance at our meetings during the academic year and throughout both summers included the entire membership. When you build a bottom-up process, you have much information to digest and integrate. It was a huge task. We could not have done it without support from the staff from the Provost Office and IS&T who provided valuable assistance in keeping track of our meetings and communicating our efforts to the CSU community.   Each member represented their constituents well but also put the future of CSU in the forefront. Against this backdrop we submit *Vision Unlimited* to you for ratification.

APPENDICES

APPENDIX A
FACULTY SENATE REPORT

November 23, 2004

MEMORANDUM

TO: FACULTY SENATE

FROM: UNIVERSITY FACULTY AFFAIRS COMMITTEE

SUBJECT: STRATEGIC PLANNING

Attached is our final report on the strategic planning process. It represents the combined efforts of the <u>ad hoc</u> University Steering Planning Committee (USPC), which submitted its final report on April 21, 2003, the University Faculty Affairs Committee (UFAC), which reviewed the document during the 2003-2004 academic year, the Faculty Senate, which remanded the revised report back to committee at the end of the 2004 academic year, and a joint committee of the USPC and UFAC convened by the Senate President.

We believe that CSU can best accomplish the strategic planning process through the mechanisms we have devised. A Strategic Planning Committee (SPC) is envisioned as the central structure in the process. It will receive reports from a number of units, and will incorporate all of these documents into a single report, which will be delivered to both the Faculty Senate and the Provost every August. After the Senate and Provost ratify the document, it may then serve as a guide by which administrative decisions at all levels may be made.

The revised process is different from the USPC process envisioned in its final report in that there is no longer a subcommittee structure, but instead a process incorporating a number of different sources of information that the SPC will need to use during the process of producing its annual report.

GENERAL PRINCIPLES

1. Faculty participation and representation in the process is essential. The main instrument of faculty representation is Faculty Senate, which must be central to the process of strategic planning.

2. In order to ensure support throughout the university, any plan must also be approved by the CSU administration.

3. The planning process should make few changes in the existing structure of university governance, and should not replace already-existing committees and structures.

4. The Strategic Planning Committee shall seek information from other existing committees, as appropriate.

SPECIFIC RECOMMENDATIONS

The Strategic Planning Committee (SPC) will be an 11-member committee consisting of 5 faculty, 5 administrators and one student (non-voting).

The five faculty appointed to the SPC should be "at-large" nominations from the University Steering Committee, rather than the representatives of subordinate committees, as it appears in the original planning document. This avoids the problem of faculty with multiple committee assignments, and reduces the possibility of individuals representing individual pieces of "turf" in the review process. The Steering

Committee is the appropriate body for the staffing of committees, and can fashion an SPC that collectively represents faculty interests and expertise in the planning process.

The student representative to the SPC should be selected according to established procedures in the Student Government Association (SGA).

The President and Provost should prepare the list of administrative appointees to the SPC.

Decisions coming from the SPC should reflect a consensus of that body. At minimum, the annual report of the SPC (to be produced in August of each year) must receive the support of not less than seven (7) voting members of the committee.

The SPC should function as the coordinator of the planning process, receiving and soliciting information from the other bodies mentioned in this document, and from individual colleges as well. Most importantly, the SPC annual report must be delivered to both the Faculty Senate and the Provost. Both Faculty Senate and the Provost must formally approve the report before it is implemented.

Administrative and Academic Program Review will be carried out by separate processes. Academic program reviews will be carried out by the established process, which is currently under review. Whatever process is finally approved, the results of the review will be reported to the UCC, which should, in turn, report those findings, along with relevant comments, to the SPC. Administrative review should be developed by the administration, and the results of any such reviews will be forwarded, along with relevant comments, to the SPC.

There has been some concern about the developing academic program review process, because currently the reports are received by the UCC but do not seem to receive any further attention. We believe the information produced by any academic review should be sent to SPC to inform its judgments.

We strongly believe that there should be a comprehensive review of the administrative structures of the university, but we do not presume to understand that process, and would leave the details to the administration. However, whatever review(s) they do conduct must also be sent to the SPC for consideration and integration into the planning process.

Capital Planning is currently conducted by a small, relatively informal group of administrators. We propose that the committee be expanded to include 3 faculty members and one student, thereby removing the need to create a new or parallel capital planning structure. At least one of the faculty members should come from the Classroom Space Committee of the Senate. The Capital Planning Committee must also report to the SPC any information it has regarding funding from the capital budget plus any other plans for the campus involving the demolition or construction of buildings on campus.

Budgetary Matters are currently handled in the recently-developed Planning and Budget Advisory Committee (PBAC). PBAC should report, when appropriate, to the SPC, especially when the SPC needs information on budgetary matters to make its annual report.

College Strategic Planning is expected to continue throughout the various colleges of the university. Given the new budget model, there may be a greater divergence in priorities among the various colleges. There is a paradox inherent in the simultaneous promotion of budget decentralization and strategic planning, which implies a centralized set of norms for the various units to follow. The strategic planning process will have to cope with this divergence. We emphasize the need for coordination between the SPC and individual colleges.

Timetables are minimized in this particular document. While the original USPC report contained a number of timetables for action, we believe that those timetables should be established by the SPC once that committee gets a good idea of when the various reports are likely to be available. It should be emphasized that reports are likely to be sporadic, with some sources (e.g., academic program review) producing a few reports per year, while others (e.g. capital planning) may not have any reports at any given

time. We believe that all timetables need to be geared toward the production of the SPC annual report in August.

Ratification needs to be a part of the overall process. We envision a ratification process in which SPC reports are delivered to Faculty Senate and to the Provost's office at the beginning of each academic year. Both the Faculty Senate and the Provost should then review the document, and either (1) approve the document, or (2) send the document back to the SPC with suggestions for specific revisions. In the latter case, the SPC would produce a revised document, and resubmit it to both bodies for approval. Once both Senate and the Provost's office approve the document, it should become the guide for decision-making during the academic year and until a subsequent SPC document supersedes it. The key to the success of the process is the securing of the support of both administration and faculty.

**SOURCES OF REPORTING TO THE
STRATEGIC PLANNING COMMITTEE**
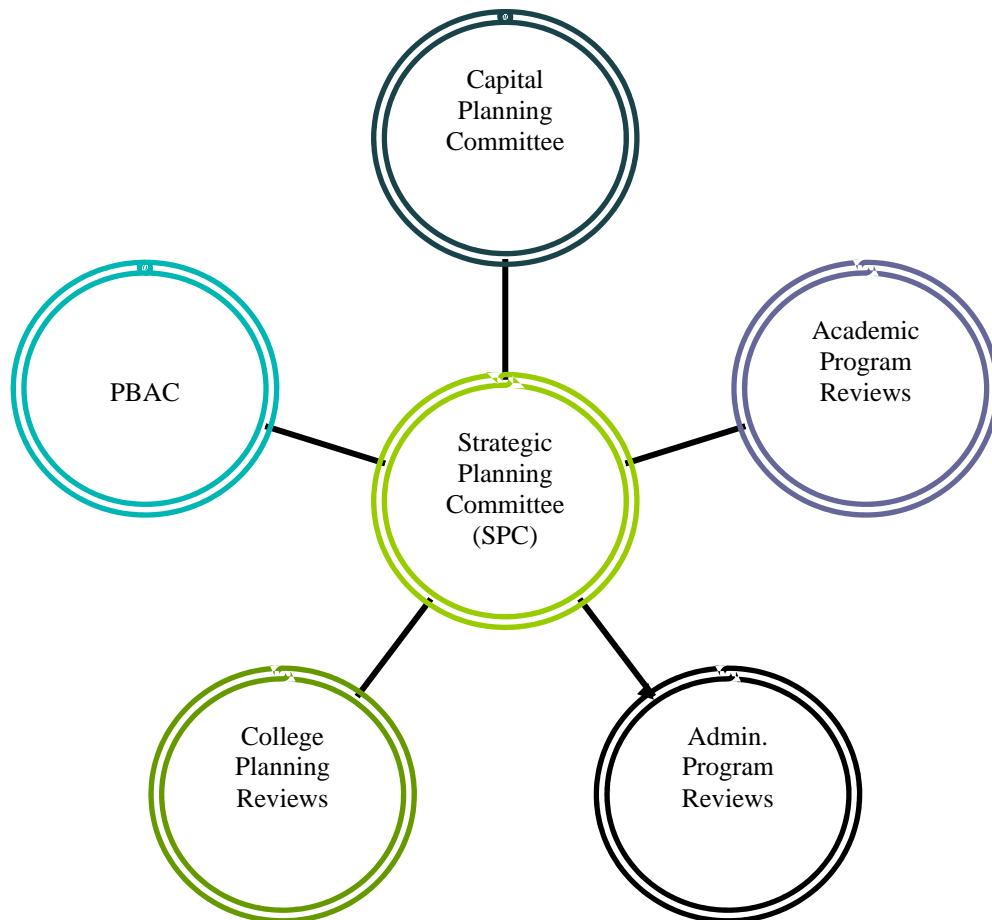
RATIFICATION OF SPC REPORTS

Faculty Senate

Strategic Planning
Committee (SPC)

Provost
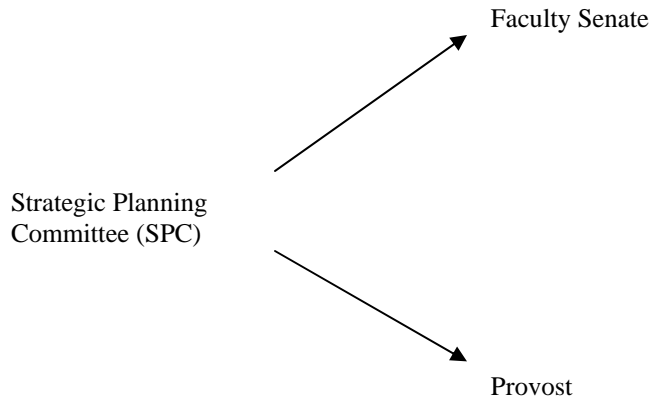
APPENDIX B
USPC STRATEGIC PLANNING TIMETABLE

Summer 2005:   **USPC formation**
- Historical review of CSU's planning initiatives
- Review of external strategic planning reports from other universities
- Review of internal data that relates to strategic planning
- Development of planning timetable and process
- Assignment of liaisons for stakeholders and committees

Fall 2005:   **USPC gathers input and feedback from campus units**
- September: Department/unit strategic planning sessions (75 reports)
- October: College/division strategic planning sessions (16 reports)
- October: USPC synthesized Strategies and Tactics (1 report)
- November: SPUR--Strategic Planning University Review (Student Representatives, Faculty Senators, Board of Trustee Officers, Deans, Senior Administrators, USPC)
  1. To involve leadership in an institutional-wide conversation about CSU's future
  2. To provide an update on the state of the strategic planning process
  3. To discuss the strategies and tactics suggested by the bottom-up planning process
  4. To begin the process of setting planning priorities

Spring 2006:   **USPC gathers more input and revises planning goals**
- Surveys Students, Alumni, Visiting Committees, Campus Committees
- Hosts Community Leader Breakfast
- Gathers information from Budget, Capital Planning, and Program Review
- Develops planning process procedures
- Revises strategies and tactics based upon feedback from stakeholders
- Presents interim report to Senate and Senior Team

Summer 2006:   **USPC finalizes planning report**
- Integrates Additional Stakeholder Data
- Analyzes challenges and conflicts
- Develops priorities and greatest opportunities
- Assigns measures and metrics for evaluation
- Writes planning report

Fall 2006:   **USPC sends report to Senate and Provost for ratification**
Once approved the University will begin to implement plan

Spring 2007:   **USPC evaluates and modifies plan**
- Collects Data
- Determines strategic issues to address as ways to implement goals
- Evaluates the process in terms of short and long term goals
- Ongoing process of feedback, review, and modification

APPENDIX C
PLANNING SESSION GUIDE

I. INPUT FROM STRATEGIC UNITS

    A.   **What is your unit's Vision for 2010? Please answer the following questions.**

        1.   **Ideally what will your unit be like in 2010?**

        2.   **How does your unit today differ from the idealistic unit you envision for the future?**

        3.   **What are the internal and external drivers (challenges, concerns, pressures) that will affect your unit's ability to realize your Vision? (e.g., size/quality, teaching/research, tuition/state funding, graduate/undergraduate, globalization, technology, academic/non-academic pressures, regional economy, etc.)**

        4.   **List and prioritize the specific goals that your unit needs to pursue to close the gap between the ideal vision of the future and real unit of today?**

    B.   **What is your unit's perspectives regarding CSU in the future: Please answer the following questions.**

        1.   **What does your unit feel are the most important global, national, regional trends that will likely impact CSU in the next few years?**

        2.   **What are the most highly valued characteristics and the most important elements of the University that should be retained as it moves into the future?**

        3.   **What are the top priorities for the University in the next few years?**

    C.   **What are your unit's suggestions for CSU? Please answer the following questions:**

        1.   **What new approaches, ideas, ventures, or programs should CSU and/or your unit pursue to prepare for 2010?**

        2.   **What strategic issues need to be addressed and studied further as CSU moves forward in strategic planning?**

II. FEEDBACK FROM STRATEGIC UNITS

    A.   **Please have your unit review CSU's Vision 2009 and answer the following questions:**

        1.   **What aspects of Vision 2009 do you agree with? Disagree with?**

        2.   **Which aspects of Vision 2009 are most applicable to your unit?**

        3.   **Which aspects of Vision 2009 seem inconsistent?**

        4.   **Are there any parts of Vision 2009 that you would like to see changed? Additions? Deletions?**

    B.   **If your unit has any other information that you would like to include in the strategic planning process, please include it here.**

APPENDIX D
FEEDBACK FROM STAKEHOLDERS

Students (Nuru-Holm, Freck):

Adam Freck was selected by the Student Government Association to serve on the University Strategic Planning Committee. He served very capably in this role working with others as well as taking leadership in communication with SGA, student survey development and analysis, and focus group facilitation. The major accomplishment was keeping the SGA informed as well as conducting and analyzing the student survey (February 28-March 16). A count of 282 students responded to the web-based USPC Student Survey. The questions were:

1. What characteristics do you like about CSU that you think should be retained in the future?
2. What are the top priorities and/or new ideas and programs that CSU should pursue to prepare for 2110 and beyond?
3. What is one thing that could be changed to make the overall college experience better at CSU?

The top characteristics the students liked were the campus improvements, professors, faculty-student ratio, quality education and diversity. Their top priorities for the future are new programs and curriculum changes, better student life, more technology and e-learning options. The things that ranked highest for change included improving campus life and community, better parking and parking costs, and improved course scheduling. Most notably, students were very complimentary regarding the faculty: "The teachers are accessible, whether by e-mail or office hours, they are approachable and understanding as well." "Professors with degrees from ivy league schools and small classrooms" "Each faculty member that I've had at CSU seems like they are very knowledgeable in their field" "I like the professors professional way of teaching. I feel as if they really take their material and class seriously and do not teach the same way over and over." Students responding to the survey were entered into a drawing for one of several prizes donated by IS&T courtesy of USPC member VP Mike Droney, who assisted with implementation of this project.

Alumni (Nuru-Holm):

Njeri Nuru-Holm recruited the assistance of Carolyn Champion-Sloan, Director of Alumni Affairs, and Sam Thomas, President of the CSU Alumni Association, in order to involve alumni in the strategic planning process. Their work resulted in a Nuru-Holm presentation about USPC and the strategic planning process at a meeting of the CSUAA Steering Committee and discussion and recommendations for communication and involvement processes with alumni. The major project was the USPC Alumni Survey which was modeled after the student survey and incorporated input from the CSUAA Steering Committee. The USPC Alumni Survey is posted on the USPC website, with links from the CSU homepage, CSU Alumni website and Career Services website. The questions were:

1. What are the most highly valued characteristics and the most important elements of the University that should be retained in the future?
2. What are the top priorities and/or new ideas and programs that CSU should pursue to prepare for 2110 and beyond?
3. What one thing could have made your overall college experience at CSU better?
4. What one thing could changed to make your after graduation experience with CSU better?
5. Other comments?

Alumni responding to the survey were entered into a drawing for two prizes of a piece of CSU embroidered luggage on wheels, courtesy of CSU Alumni Affairs. Additionally, information about the web-based survey was included in an electronic CSU alumni newsletter. Carolyn Champion-Sloan and Sam Thomas were involved in the review and analysis of the survey results.

Board of Trustees (Thomas):

As Faculty Representative to the Board of Trustees and a member of the USPC, I attended the Board's Planning Retreat in October 2005. A dinner meeting on October 19, involving the various college deans, the Provost, and other administrators, was followed by a discussion about what the University represents and why it exists. The full-day planning session on October 20 involved the Board Members, the President, the Provost, the Vice President for Business Affairs and Finance, and associated staff members. The major result of that meeting was a decision to reorganize the Board committees to reflect policy issues and strategic initiatives needs rather than administrative issues. Subsequently, at its meeting of January 20, 2006, the Board revised its by-laws to establish a new committee structure calling for the following committees: Academic Excellence, Competitiveness and Diversity Committee; Committee on External Engagement; Financial Affairs Committee; Honorary Degrees, Citations and Recognitions Committee; and Audit Committee. In addition to members of the Board of Trustees, the Committee on Academic Excellence, Competitiveness and Diversity is to include the Director of the Honors Program and the Chairperson of the University Curriculum Committee. The Committee on External Engagement includes several non-voting community members, the Dean of the College of Science, the Special Advisor to the President for Government Relations, and the Vice President for Economic Development.

Visiting Committees (Thomas):

As liaison to the Board of Trustees, I attended the Annual Breakfast Meeting of the Board Committee on Visiting Committees on September 15, 2005. In attendance were the deans of the various colleges and members of their visiting committees. I was on the agenda to briefly describe the University's strategic planning process and invite the visiting committees to provide input to the USPC. The visiting committees were asked to provide answers to the following list of questions:

1. What do you feel are the most important global, national, and regional trends that will likely impact CSU in the next few years?
2. What are the most highly valued characteristics and the most important elements of the University that should be retained as it moves into the future?
3. What are the top priorities for the University in the next few years?

Input was subsequently received from the visiting committees of the Nance College of Business Administration, the College of Education and Human Services, the Cleveland-Marshall College of Law, the College of Liberal Arts and Social Sciences, and the Division of Continuing Education.

Community (Thomas):

In order to receive input from community representatives, the USPC organized a Community Breakfast to which we invited leaders from a number of community, business, non-profit and charitable organizations, and representatives of the media. The event was held on April 5, 2006, at the Wolstein Center. In attendance were leaders from 16 different organizations as well as President Schwartz and members of the USPC. The attendees were organized into small discussion groups and asked to respond to the same questions that the visiting committees had addressed. A summary of the responses was prepared and the results analyzed.

Senate (Barbato):

As Faculty Senate liaison, I worked closely with USPC members Larry Keller and Ed Thomas, who were members of the Academic Steering Committee of Senate. With their help, I was able to keep abreast of the senate's meeting dates and agendas as well as the possibility of additional meetings. I monitored Faculty Senate minutes and committee reports for items of interest for USPC's review and discussion. I facilitated the invitation and assignment of senators for the campus-wide Strategic Planning University Review in November. I also engaged in productive conversations with Senate President Gelman about the timing, scope, and parameters of the USPC's preliminary report to Senate in May.

Capital Planning (Crocker):

As the liaison from the USPC to the Capital Planning Advisory Committee, I met with Jack Boyle on July 19, 2005 and attended one committee meeting on August 17, 2006. I was unable to attend the August 11, 2005 meeting. The concern of CPAC in August was the Capital Plan Biennium request for OBOR, due September 1, 2005. Every other year, CSU must submit a two-year plan as well as a six-year plan. For the first time, the six-year plan had to include all campus improvement projects, including non-State funded items. At the August 17th meeting we were presented with the Six-year Capital Plan listing Capital Projects and Basic Renovation Projects. The six-year plan was developed through a series of events: every year the Colleges and Vice Presidents submit Capital Planning Requests to the President; the Senior Team prioritizes these requests; the CPAC reviews the prioritization.

USPC was informed about lack of faculty consultation regarding the loss of lecture halls in renovations on campus. In light of these concerns, during the spring, Vice President Jack Boyle met with the USPC and later Sue Hill met with Vice President Boyle to discuss the relationship between the USPC and the CPAC. Based on these consultations, the USPC recommended the following: renovation projects need to include consultation with future as well as current users of the space; new buildings and renovations need to take into account the needs of all student populations including evening and graduate students; new buildings and renovations need to create academic cultures with faculty offices located in close proximity to classrooms; when major building/renovation projects are completed, the university should engage in a post-review process to identify what went well and how future projects may be improved; by September 15th of each year the CPAC will submit a report the Faculty Senate, the USPC, and the Board of Trustees that summarizes all capital and renovation projects from those in the early planning stages to active construction; and, by April 1 of each year the CPAC will submit a update report to the USPC. In addition we recommend that when the Senior Team decides to change the Master Plan (the comprehensive plan for the physical development of CSU); any proposed changes will be submitted to the USPC before submission to the Board of Trustees.

Budget (Cook):

I attended all PBAC meetings. Members of PBAC were aware of my role, and I kept them informed about the USPC's activities, as appropriate. I reported back to the USPC on the activities of PBAC. In the future, I expect that an important part of this role will be to ensure that PBAC is using the strategic plan as a guide while building the University's budget.

Administrative/Academic Program Review (Perloff):

The University Strategic Planning Committee seriously examined the question of program review. The issue first emerged at planning sessions in the summer, and at this time the committee considered what the university's regularly-scheduled reviews of academic and non-academic programs imply for the more general mission of strategic planning. Assigned to shepherd the committee through this matter, I wrestled with the nature of the relationship between program

review and strategic planning. I shared with the committee perspectives offered by Gitanjali Kaul, Vice Provost for Planning, Assessment, and Information Resource Management, who sits on USPC, and Jack Boyle, Vice President for Business Affairs and Finance. The program review issue came up at USPC meetings on several occasions. The committee first discussed ways in which academic program reviews should be integrated with the activities of USPC. Discussion centered on ways in which strategic planning could benefit program reviews, not by offering concrete, policy-oriented directives but, rather, by suggesting larger, macro perspectives that could inform specific academic programs in their quest to more adequately reach their own objectives. The committee recognized that it was not its purview to make judgments on program reviews – a structure for this already exists. Instead, committee members noted that by incorporating program reviews into the strategic planning process, if only in a non-directive fashion, the committee could provide more informed strategic suggestions that in turn could be fed back to the university community for consideration and deliberation.

A second focus was non-academic administrative program review. Guided by the existing process used to review academic programs, Jack Boyle developed a series of specific ideas for how administrative program review should proceed. His proposal emphasized a self-study, review by external consultants, completion of a written report, completion of an implementation agreement, and coordination by the Human Resources Department.

In these ways, USPC facilitated discussion of methods by which academic and non-academic program review could be usefully integrated with strategic planning.

University Committees (Kaul):

The role of a USPC liaison to CSU committees involves engaging in two main tasks: (1) creating and maintaining a comprehensive list of currently active committees with a significant campus-wide charge, and (2) organizing and synthesizing feedback from various committees for USPC. Creating this list has resulted in identifying the following committees:

> Ad Hoc Committee on Credit Hours
> Admissions and Standards
> Advising Consortium
> Advising Council on Equal Access and Opportunity
> Assessment Council
> Capital Planning
> E-Learning Committee
> Enrollment Management Committee
> General Education Task Force
> Global Learning Advisory Committee
> Honors Committee
> Institutional Research Board
> Off Campus and Summer Management Team
> Planning and Budget Advisory Committee
> President's Commission on the Conduct of Searches
> President's Commission on the Future of Computing
> President's Commission on the Learning Environment (PCLE)
> President's Commission on the Role and Status of Women
> Program Review (Academic)
> Program Review (non-academic)
> Research Council
> Student Government Association
> Student Service Coordination Team
> University Curriculum Committee
> University Graduate Council
> University Retention Steering Committee

The committee liaison coordinates the interface between the committees listed above and the day-to-day workings of the USPC. Input from these committees was gathered in the form of responses to the following four questions:

1. What do you want the USPC to know about your Committee?
   - What is the charge of your committee?
   - What committee actions, findings, priorities and/or recommendations does your committee want to share with the USPC?
2. How would you like to interface with USPC?
   - What information will you be sharing?
   - How often will you be sharing this information?
3. What do you see as your committee's role in strategic planning, and how can your committee help the University in successfully implementing its strategic plan?

4. Does your committee have any feedback for the USPC in terms of the preliminary planning strategies and tactics provided in the attached document?

Provost's Office (Kaul):

I am available to USPC members as a representative of the Provost with responsibility for coordinating Strategic Planning, Institutional Research, Program Review and Outcomes Assessment. I assist with scanning for best practices related to planning, identifying internal and external key indicators and trends, and I am available to facilitate in-depth analysis of campus issues that require institutional data. My office also provides secretarial support, monitoring of USPC budget and the coordination needed for organizing campus events.

Non-Academic and Academic Administration (Droney/Saunders):

The Committee members were actively engaged in outreach to Chairs, Directors, Deans and upper administration in designing retreats and sessions that facilitated the writing of the Department/Unit strategic plans (75 reports) and the subsequent College/Division strategic plans (16 reports) in fall 2005. Some College/Divisions modified their Vision 2009 to reflect input from Department/Units plans. Committee members collated and edited the 91 individual plans into drafts of the University level strategic plan. Updates on the planning process were provided at biweekly Dean's meetings with the Provost/President. Attendance at the SPUR session by Deans and upper administrators was excellent and they had the opportunity for meaningful dialogue with committee members, students, Trustees and faculty senators. SPUR discussions were captured in a later draft of the University Strategic Plan.

APPENDIX E
ELABORATION OF SELECTED TACTICS

As the Committee sifted through information from numerous sources, some ideas seemed to stand out as particularly interesting, and the Committee decided to earmark these ideas for further elaboration in an appendix to the plan. Some of the selected tactics made the list because their scope is such that they could make a significant contribution to the achievement of the goals in the strategic plan. Others were included because they have long-term implications or require further study. Still others just seemed like good ideas that needed to be included.

The highlighted ideas came from a number of sources: initial input from academic departments and administrative units; survey responses from students; notes of the discussions at the SPUR Session held in November of 2005; and responses from various groups such as the college Visiting Committees and representatives of community organizations and the media who attended the Community Breakfast. Ideas were also gleaned from the strategic plans of other universities.

More than 40 items were included in the original listing along with a suggestion as to where each idea would fit within the draft strategic plan. As the Long Range Planning Committee considered each item in turn, some were eliminated from the list as being too costly or time consuming to achieve. Others were determined to be unrealistic because of political or other considerations. Finally, some ideas were combined with each other or with previously identified goals or tactics.

Presented below are elaborations or additional commentary on the tactics selected by the USPC as having the potential for high impact or otherwise deserving special attention. Also included is a reference to the specific location of the tactic within the strategic plan. The items have been numbered to make it easier to refer to each idea. Notations have also been made within the body of the planning document to cross reference the selected items to the explanations in the following list.

Goal 1: Academic Excellence as a University

1. Investigate the development of an experiential learning requirement for all undergraduate students, e.g., co-ops, internships, undergraduate research or creative projects, learning communities, study abroad, service learning. This would build on CSU's heritage and successful Fenn Co-op Model to enhance student learning by incorporating curricular experiences outside of the classroom focused on critical local, state, national and global needs. Perhaps an office in the academic sector could be created to coordinate these experiential opportunities and the placement of students within them. Students who are currently employed full-time in an area closely related to their major might be exempted, but all others would probably benefit greatly from the experience. **(Goal 1, Strategy A, Tactic 5)**

2. Continue to participate in the Economic Growth Challenge/Innovation Incentive Program that has recently been initiated by the Ohio Board of Regents. Beginning in July of 2006, Ohio's research universities are expected to reallocate 1.5 percent – every year for ten years for a total of 15 percent – of the state funding they each receive for doctoral programs offered on their campuses. The state will then match those qualifying reallocated funds through the Economic Growth Challenge/Innovation Incentive Program. At Cleveland State University, the doctoral programs selected for enhancement under the Economic Growth Challenge/Innovation Incentive funding program are the Ph.D. in Regulatory Biology, the Ph.D. in Clinical-Bioanalytical Chemistry, and the Doctor of Engineering degree for tracks related to Instrumentation, Control and Electronics (ICE), Power and Biomedical Engineering. Other doctoral degree programs that are in the designated areas of Biomedical, ICE and Power may be eligible for similar enhancement in future rounds. **(Goal 1, Strategy B, Tactic 8).**

3. Develop and nurture "incubator programs" designed to bridge academia and the community in creative ways (e.g., educational programs in the arts and research-based strategies for improved health care that are developed at CSU and exported to the larger community when their pro-social potential looks promising). **(Goal 1, Strategy D, Tactic 3)**

4. Design flexible structures for schools and institutes that allows them to more easily enter into partnerships and take advantage of external funding opportunities. At most universities, a school is an academic unit housed within a college and is usually identified with a professional program. The school structure permits the unit to engage in administrative functions otherwise not delegated to a department. The administrative functions within a school are complex, requiring significant collaboration and coordination to facilitate multi-setting scheduling, develop contract and affiliation agreements, support accreditation requirements, and facilitate the hiring and managing of numerous part-time faculty. Schools require leadership to be involved in significant professional and community outreach activities and partnerships. The designated administrators within the school function as the logical liaisons between the university and the professional/community partners. Administrative personnel in schools are in place for on-going periods and not subject to term limits as are chairpersons of departments. In addition, more flexible school structures afford additional opportunities to secure external funding. At CSU, there are now a number of designated schools, but none have thus far achieved the autonomy necessary to operate in the same way as their national counterparts. At CSU, each school functions somewhat differently from the others and differently from a department. At this juncture in the life of the university, it is important that the structure and roles of the school designation be reviewed and adjusted where appropriate. CSU is positioned to grow in strategic areas and the growth is dependent upon the ability of the various units to fulfill their multiple responsibilities, both within and outside the University.
(Goal 1, Strategy D, Tactic 5)

5. Study the feasibility of establishing new Colleges, e.g., Health Sciences and Nursing, Communication. Just as the University needs to study the structure and operations of schools (see Elaboration #4 above), it also should consider whether or not new colleges should be formed in certain program areas to facilitate the further development of the University. As we provide an Unlimited Vision for CSU, it would be in our best interest to reflect upon a CSU academic structure which considers the directions in which new initiatives may take us. A feasibility study with alternative configurations should help settle the questions which always arise regarding additional college designations.   **(Goal 1, Strategy E, Tactic 1)**

6. Create a team to study the feasibility of establishing a Center, School, or College of Fine and Performing Arts with faculty representatives from all departments and programs likely to be included in this structure to investigate the best means for linking the arts academic programs to the city's creative offerings. This idea surfaced a number of times as the USPC analyzed input from various groups. Thus it deserves special study and consideration. **(Goal 1, Strategy E, Tactic 2)**

7. Continue efforts to develop an innovation center that involves the collaboration of university faculty members, scientists, and business and government representatives in a joint effort to gain external funding for research to solve problems facing Ohio industries. The current CSU-led initiative to develop the Wright Center for Sensor Systems Engineering involves more than 30 collaborating partner organizations and has been named one of three finalists in the running for Ohio Third Frontier funding from the State of Ohio. Such an innovation center should ultimately result in attracting additional funding from membership dues, consulting fees, and the licensing of intellectual property. **(Goal 1, Strategy E, Tactic 3)**

8. Develop a university-wide Center on Leadership, including a clearinghouse on leadership research and teaching. Virtually every college in the University has or could have programs related to leadership in the disciplines represented in that college. The College of Education and Human Services, for example, already has programs in educational leadership, and the Nance College of Business, in conjunction with several other colleges, departments and programs on campus, offers a number of cross-disciplinary leadership and management certificate programs, such as the one in Arts Management, which is designed to help bridge the gap between fine arts leadership and business leadership. A Center on Leadership would be a centralized resource for information on leadership and would act as a catalyst for the development of new programs and for collaborative initiatives in teaching, research, and service across disciplines. **(Goal 1, Strategy E, Tactic 4)**

9. Establish a CEO's Forum to bring corporate CEOs to campus to speak and receive awards. This could be an expansion of the Executive Forum series that has been offered for the last two years. The participants are alumni who have job titles of president or CEO. An expanded program could include "name" guest speakers from business and industry, government, the arts, and education. **(Goal 1, Strategy E, Tactic 5)**

10. Develop methods for using e-Learning for remedial courses. For example, one staff member in IS&T is developing a gaming medium for courses. Potentially, math and English could be taught using computer games. **(Goal 1, Strategy F, Tactic 5)**

Goal 2: Solid Financial Foundation for Advancement

11. Develop a Council for Enrollment Services that would provide support and advice to the Office of Enrollment Services. Council members would be faculty and staff members representing the various colleges and who have a direct role in recruiting and/or advising students. There could also be college-level councils to provide similar advice to the college recruiting/advising offices. **(Goal 2, Strategy A, Tactic 1)**

12. Develop systematic strategies to increase interest in Cleveland State on the part of enterprising high school students. One way to do this is to sponsor "camps" or one/two-week sessions in certain academic areas for select students. Such programs could be in "sexy" areas like contemporary music, marketing, film, urban problems, computer gaming, etc. Another possibility is to offer shortened versions of some of the Honors Program courses. For example, the University of Akron offers subjects such as law, "creating a business plan," color photography, polymer science, and broadcast journalism to high school students. **(Goal 2, Strategy A, Tactic 10)**

13. Create a Center for Student Retention Studies. Such a center would focus on research on student retention issues and would provide facilities and support for faculty who are interested in research in this area. **(Goal 2, Strategy B, Tactic 1)**

14. Foster a closer relationship between students and faculty whereby faculty approve students for admission into degree programs, advise them through their academic careers, and set reasonable standards for regular progress toward degree completion. To create a culture focused on student success, it is imperative that faculty members play a major role in helping students position themselves for success. **(Goal 2, Strategy B, Tactic 3)**

15, Establish the Cleveland State University "Accord", which would make assurances to students concerning their general education experience and would guarantee a certain level of tuition to those who graduate in four years or less. The "Accord" could be patterned after Virginia Commonwealth University's Compact, which is a guarantee to new students and their families that VCU's students are given the "foundations necessary for lifelong success." The VCU Compact focuses on engagement as well as academic success. An important feature of the Compact is a freshman-year two-course sequence that targets a small number of specific skill areas determined by the faculty to be critical to student success. In addition, the CSU Accord would establish a tuition level that would not change if the student made sufficient academic progress toward graduation. **(Goal 2, Strategy B, Tactic 4)**

16. Develop a strategic plan for philanthropy and alumni development that includes provisions for the initiation of a $50 million capital campaign. The plan should include appropriate activities to assess the readiness of the University to launch a capital campaign and strategies to assure that the University reaches its fundraising goals within a reasonable time frame. **(Goal 2, Strategy C, Tactic 2)**

17. Use turnover in faculty and staff to shape the future and build strength in specific targeted areas. Studies of the aging of the faculty and staff reveal that a significant number of faculty and staff members will be eligible for retirement during the next ten years or so. As decisions about replacements are made, the effort should be to direct resources at those areas that will significantly aid the University in achieving its stated goals. **(Goal 2, Strategy D, Tactic 5)**

18. Develop and launch new internationally focused recruitment and relationship-building initiatives in areas where CSU may have competitive advantages. For example, the Nance College of Business has recently reactivated its undergraduate major in international business to take advantage of an increased interest in this area of study. The College has also established ongoing relationships with universities in Germany, France, Spain, India, and Chile and has involved a number of students in exchange programs with these institutions. The Nance College already has in place a "bridge" program to help in recruiting graduate students from India

who have three-year bachelor's degrees in commerce from Indian universities and who are not yet prepared for 600-level coursework. Perhaps similar bridge programs would be helpful in other colleges, such as the College of Science. Another useful tactic might be to increase CSU's presence at college fairs in selected countries where the potential for attracting students to CSU appears to be high. According to the Director of the CSU Center for International Services and Programs, CSU has significant numbers of alumni in China, Indonesia, Korea, Taiwan, and Thailand, and these alumni could be involved in helping us recruit students from these countries. Eastern Europe also offers great potential for building relationships and recruiting students. Poland and Bulgaria typically send the most undergraduate students to the U.S., and Russia and Romania send graduate students. Bugaria and Romania are scheduled to join the EU in 2007, which should help improve their economies and open up opportunities for even more students to study abroad.
Many faculty members at CSU have contacts among the faculty at international institutions, and these contacts may provide the access necessary for CSU recruiters to visit those schools to recruit students. **(Goal 2, Strategy E)**

19. Set up CSU offices in selected countries that could engage in recruiting activities and speed up the process of getting applications approved so that students could get their student visas in a more timely fashion. These offices would be especially helpful in recruiting students for the business and engineering colleges. Staffing might be on a part-time basis, augmented by visits from CSU faculty and administrators from time to time. **(Goal 2, Strategy E, Tactic 1)**

20. Establish a program whereby professors at selected foreign universities are given adjunct appointments in selected departments at CSU. These professors could be invited to visit CSU every third or fourth summer session to teach one or two courses (for pay) and to develop research/teaching relationships with CSU faculty. They could be provided office space and given an e-mail account. They would then become unofficial recruiters for CSU back at their home institutions. **(Goal 2, Strategy E, Tactic 2)**

21. Mount a direct e-mail marketing program to professors, department chairs, and deans in selected foreign colleges and universities that have channeled significant numbers of students to CSU in the past. This might take the form of messages from our alumni office followed by messages from the deans of appropriate colleges. We could routinely send them newsy messages about CSU events, programs, and opportunities and make it easy for them to get answers to questions they or their students might have about CSU. **(Goal 2, Strategy E, Tactic 3)**

22. Develop faculty/administrative structures within each college to be responsible for identifying opportunities in the international arena and to provide advice to the dean about strategies for expanding international programming and attracting more international students to the college. Such committees, offices, or other structures would, for example, develop a strategic plan for attracting more international students to the college, help identify new opportunities for collaboration with programs and schools in other countries, initiate needed curricular or other changes, maintain a liaison function with the University Office of International Programs, and monitor and evaluate progress toward the college's internationalization goals. **(Goal 2, Strategy E, Tactic 4)**

Goal 3: Collaborative Organizational Culture

23. Charge an office with the responsibility for on-going environmental scanning to assess CSU's constraints and opportunities stemming from its financial, political, demographic, social/cultural, economic and physical environments. Implementing this initiative would involve coordinating input from various internal groups and external agencies, and could culminate in an annual CSU Environmental Scan Conference. Topics addressed through this project could include such things as "Boomer Impact," a study of how the aging of the Boomer Generation will affect the university in the years ahead. **(Goal 3, Strategy A, Tactic 2)**

24. Immediately provide a private faculty/staff lunch room that will function until a faculty/staff club with dining facilities is provided. More than 20 years ago, several faculty and staff members contributed to a fund that had the purpose of establishing a faculty/staff club in Howe Mansion. While more than $100,000 was raised by the Friends of Howe Mansion, the faculty/staff facility never materialized. However, it is a subject that still generates much discussion, and the USPC feels that some progress needs to be made on that front.

Establishing a private lunch room for faculty and staff would be a good start. **(Goal 3, Strategy B, Tactic 3)**

Goal 4: Commitment to Student Success

25. Fund a Visiting Professorship program for one semester each year to encourage interdisciplinary research and teaching and collaborations with regional institutions. The Visiting Professor should have a record of having engaged in interdisciplinary research and teaching, and she or he should be prepared to mentor CSU faculty who want to establish such programs both internally and with colleagues from other institutions. **(Goal 4, Strategy A, Tactic 6)**

26. Establish an "Internal Visiting Professorship" program within the University to encourage and support interdisciplinary exchanges of faculty between programs and departments. The idea is that participating faculty would get released time or some other form of incentive to learn about and become involved in teaching or research in another discipline. **(Goal 4, Strategy A, Tactic 7)**

27. Develop the first-ever university-wide advising task force to thoroughly study the many facets of student advising problems at the university. Advising has long been a problem at Cleveland State, but its underpinnings have never been systematically examined. A task force composed of faculty, administrators, staff, and students will study advising at the university, report on processes and components of the problem, examine research-based strategies for improvement, and outline specific remedies to the university community. In this way, we can thoughtfully tackle and ameliorate a chronic problem that has serious implications for pedagogy and retention. **(Goal 4, Strategy C, Tactic 1)**

Goal 5: Valued Community Resource

28. Establish an Office of Community Partnerships, directed by a faculty member on an administrative contract, to establish CSU as a model for university-community cooperation and to facilitate the creation of partnerships with major corporations and other organizations. In conjunction with the Office of Community Partnerships, establish a Council on Arts and Culture that would take the lead in developing relationships with area arts and cultural institutions. **(Goal 5, Strategy A, Tactic 1)**

29. Form a campus-community task force to develop a "campus village", a pedestrian-friendly neighborhood for entertainment, dining, shopping, and intellectual pursuits. This would help create a culture that encourages CSU and the surrounding community to become a more inviting and supportive place within which to live, work, study, and visit. For example, we could develop a campus or university village, funded by public/private partnerships, that would provide an exciting atmosphere for living and learning. Such a village might have accommodations for students as well as faculty and staff. **(Goal 5, Strategy A, Tactic 7)**

30. Develop a process by which faculty and students are involved in research, planning, and execution of regionalism projects. This would help insure that CSU is included in the discussions going on in the area concerning "regionalism." There are many ways in which faculty and students might be involved in background research as the concept is studied and in the planning and execution of "regionalism." **(Goal 5, Strategy B,   Tactic 9)**

Goal 6: Distinctive Image with a Vibrant Environment

No elaborations for this goal section.