

TO GO FAR, WE GO TOGETHER

2024 Accomplishments Report

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Table of Contents

Progress at a Glance	1
Introduction	4
Strategic Commitment: Differentiate on Student Success	
<hr/>	
Goal #1: Ensure all students experience a sense of engagement, wellbeing and belonging at CSU.	11
1.1. Establish Division of Student Belonging and Success.	11
1.2. Optimize campus health and wellness services to maximize accessibility for all students and integration across mental, physical and emotional health and wellbeing.	12
1.3. Expand scale, scope and integration of student mentoring, advising and coaching.	12
1.4. Finalize plans for student-focused, multi-use sports and entertainment facility; begin plan implementation.	12
1.5. Expand residential options for students.	13
1.6. Expand cost effective and on-campus dining options that reflect the cultural preferences of our campus community.	13
Goal #2: Increase undergraduate student year-over-year persistence and timely graduation rates.	15
2.1. Pilot and assess impact of “no record” grading policy for first year and transfer students.	15
2.2. Advance the redesign and restructure of undergraduate core curriculum (targeted for implementation in AY24-25).	15
2.3. Deepen faculty guidance and provide clear expectations to ensure teaching and learning environments support student success.	16
2.4. Grow our investments in evidence-based student success programs that directly increase persistence and retention.	16
2.5. Review, revise and optimize use of all tools deployed to monitor student persistence and academic progress. (Mid-level priority for FY24, higher priority for FY25)	16
Goal #3: Increase undergraduate and graduate student enrollment.	17
3.1. Fully implement brand marketing and communications plan for on-campus, online and CSU Global audiences.	17
3.2. Maximize philanthropic support and allocation model directed to student tuition and expenses.	17

- 3.3. Design and market combined degree programs focused on high demand fields (for launch in Fall 2024). 17
- 3.4. Strengthen and streamline transfer pathways with all regional community colleges. 18
- 3.5. Establish strategic enrollment targets for all graduate and online degree programs; implement program reductions where indicated or necessary. 19

Strategic Commitment: Achieve Distinction as a Leading Public Urban Research University

- Goal #4: Strengthen our faculty and staff community. 21**
- 4.1. Implement updated performance evaluation process for all non-bargaining staff. 21
- 4.2. Plan for and prepare to launch job satisfaction/engagement survey for faculty and staff. 21
- 4.3. Compile, analyze and publish annual report of faculty research, teaching and engagement activity (“faculty counts”). (Mid-level priority for FY24, higher priority for FY25) 21
- Goal #5: Strengthen our University's research enterprise. 22**
- 5.1. Establish success standards and quarterly performance metrics for CSU’s Strategic Research Centers. 22
- 5.2. Complete plans for addressing research space needs. 22
- 5.3. Create a comprehensive strategic research plan based on CSU’s strengths, research partnerships and expected state and federal research funding priorities. 22

Strategic Commitment: Ensure Financial Resilience and a Strong Campus Community

- Goal #6: Maximize CSU financial and operational stability and effectiveness. 24**
- 6.1. Continue enhancement of budget and financial structures and systems. 24
- 6.2. Determine philanthropic priorities for the University and invest appropriate resources to achieve. 24
- 6.3. Reinstate office of compliance and risk. 25
- Goal #7: Ensure all goals and actions are grounded in core principles of justice, equity, diversity and inclusion. 26**
- 7.1. Review, revise and re-affirm clear statement of diversity, equity, inclusion and justice principles for the campus community. 26





7.2.	Launch newly constituted President’s Equity Roundtable.	26
7.3.	Implement and/or strengthen Employee Resource Groups to support career development and growth for demographic affinity groups, particularly employees who identify as African-American, Latinx and LGBTQ+.	27
7.4.	Establish and launch new equity strategic plan guided by stated principles. (Mid-level priority for FY24, higher priority for FY25)	28
7.5.	Align and integrate annual Campus Climate Survey with Satisfaction and Engagement Survey. (Mid-level priority for FY24, higher priority for FY25)	28

Progress at a Glance







Status of 2023-24 Board-Approved Success Measures

(as of April 2024)

Goal 1: Ensure all students experience a sense of engagement, wellbeing and belonging at CSU







	Progress to Goal
All deliverables are completed.	 In Progress.
Establish reliable benchmarks for percentage of undergraduate students supported through success coaching, living-learning communities and/or structured mentorship programs (e.g., through Honors, Athletics, Choose Ohio First, TRIO, etc.); achieve 90% engagement over the next three years.	 In Progress. Established benchmark data for all students supported by these programs; working toward 90% engagement level.
On-campus student housing is at or above 90% occupancy.	 In Progress. Reached 88% average occupancy in Fall 2023.
Student favorable self-report of belonging reaches 75% by end of Academic Year 23-24.	 Not Achieved. Developing student survey to distribute in FY25.

Goal 2: Increase undergraduate student year-over-year persistence and timely graduation rates





All deliverables are completed.	 In Progress.
Degree maps are completed for each of our undergraduate majors by Fall 2025.	 Achieved. Looking ahead to develop dynamic degree maps to meet individual student needs.
Fall-to-spring retention rate reaches 92%; increase is comparable across all demographic groups.	 In Progress. Currently achieving a 90% fall-to-spring retention.
Fall 23 first year cohort is on track to reach 72% first year-to-second year retention rate. Increase is comparable across all demographic groups.	 In Progress. On track to reach 69% first-to-second-year retention, based on Fall 2023 first-year cohort persistence.
Six-year graduation rate (for Fall 18 cohort) reaches 49%, with a target of achieving at least 50% by 2024-25. Increase is comparable across all demographic groups.	 Achieved. On track to reach 49% six-year graduation rate.
Gender and race disparities in student persistence and completion rates decrease by 20% within and across degree programs.	 Not Achieved. Have not yet implemented intervention solutions to address disparities in student success.

Goal 3: Increase undergraduate and graduate student enrollment




Progress to Goal

All deliverables are completed.	 In Progress.
Year-over-year first year undergraduate enrollment increases by 3% for FY25.	 Not Achieved. Will fall short of first-year undergraduate enrollment goal for Fall 2024 by 5-6%, based on projections.
All CID/JobsOhio AY 23-24 targets are met or on track to be met.	 Not Achieved. Will not meet target of 10% increase in enrollment in Innovation District-identified programs.
Year-over-year overall graduate student enrollment remains steady for FY24; increases by 3% for FY25.	 In Progress. Experienced a slight decrease (4%) in year-over-year enrollment; on track to achieve a 3% increase for FY25.
Each graduate degree program and all online degree programs set evidence-based enrollment targets for AY 24-25.	 Achieved. See 3.5 for further detail.
Year-over-year new transfer student enrollment remains steady for FY24; increases by 3% for FY25.	 In Progress. Achieved steady year-over-year enrollment for FY24; seeing increase for FY25, but not yet able to determine extent of the increase.

Goal 4: Strengthen our faculty and staff community

All deliverables are completed.	 In Progress.
Faculty and academic staff retention is comparable across all demographic groups.	 Achieved. Seeing retention above 90% for all demographic groups.
Faculty and staff report a high level of job satisfaction and engagement (benchmark data in 23-24).	 Not Achieved. Will survey faculty and staff when UKG platform is online next fiscal year.
Year-over-year percent of new faculty hired from demographic backgrounds underrepresented in their disciplinary field increases by 3%.	 In Progress. Reporting a consistent percentage of new faculty from underrepresented backgrounds (approx. 23%) from FY23 to FY24.


Goal 5: Strengthen the University's research enterprise

All deliverables are completed.	 Achieved.
Funding targets set by each Center of Research Excellence are met.	 Achieved. Exceeded the 5% target increase for centers with external funding.
Growth in research expenditure maintains at least the growth trend of the prior two years.	 Achieved. Exceeded annual goal of 5% increase.


Goal 5: Strengthen the University’s research enterprise (cont.)

Progress to Goal

Student research activity shows a positive year-over-year growth rate (benchmark increase in 2023-24).

 **Achieved.** Based on increases in grant-funded student research stipends, continuing to see positive growth in student research activity (27% from FY22 to FY23).

Research grant proposals show a positive year-over-year growth rate (benchmark increase in 2023-24).


 **Achieved.** Showing a positive year-over-year increase of over 10% in grant proposals submitted.

Goal 6: Maximize CSU financial and operational stability and effectiveness


All deliverables are completed.

 **In Progress.**


Ratio of administrative costs to direct service expenditures is reduced by 5% [benchmark in 2023-24].

 **In Progress.** Have set benchmark for future reductions.

Achieve fundraising target established by CSU Foundation.

 **In Progress.** On track to reach goal of \$22 million set by the CSU Foundation.

Structural operating deficit is eliminated.


 **In Progress.** Implementing budget-reduction and revenue-generating strategies as part of the plan for Organizational Resilience and Financial Stability (OR/FS).

Goal 7: Ensure all goals and actions are grounded in core principles of justice, equity, diversity and inclusion

All deliverables are completed.

 **In Progress.**

Two new Employee Resource Groups are launched.

 **In Progress.** Developing Veteran and Military Connected Faculty and Staff group for FY24; planning additional groups for FY25.

Demographic data across all relevant measures is disaggregated by gender, race, country of origin (see above).

 **In Progress.**

Introduction

“If you want to go fast, go alone. If you want to go far, go together.”

I shared this proverb in the summer of 2023 with an interdisciplinary planning group who was tasked with reviewing our financial status. I used this line to explain why the President’s Cabinet and I had formed this group and why we felt input, feedback and ideas from these individuals and others throughout Cleveland State University were essential to our success.

In truth, we must do both — go fast and go far — so that our University will be well positioned to thrive in today’s market. We must meet our students’ new needs and concerns, and we must also adapt to an era of declining enrollment and other challenges which colleges and universities across the country are now facing. The work of the above-mentioned planning group is one part of our progress toward Organizational Resilience and Financial Stability, which will continue beyond this year and will include the often uncomfortable and difficult process of self-examination and change.

As a timely reminder of the importance of this work, the year 2024 is an anniversary for CSU. We are commemorating 60 years as Cleveland’s public research-active university. This anniversary is giving us a great deal to celebrate, and it is also a unique motivator as we secure CSU’s future. We can learn from the past six decades of students, alumni, faculty, staff members and benefactors who contributed so much to affirm CSU’s position as a pillar of Northeast Ohio, even as we change and adapt to thrive long into the future.

We must go fast *and* go far.

This report includes detail on the many ways we are serving our students and advancing our University in alignment with the goals ratified by the Board of Trustees last spring. No accomplishment in this report is mine alone, and I offer my sincere thanks and gratitude to the members of the President’s Cabinet. These senior leaders have spearheaded critical efforts and provided counsel to me and each other along the way. I also express my appreciation for the many staff members and faculty who worked with Cabinet leaders on these initiatives.

Our Cabinet has seen some change this year, and each of our departing colleagues contributed to the following achievements and helped ensure smooth transitions for the new leaders in their areas. We have welcomed interim vice presidents Kelsie Gory Harkey (athletics) and Janet Stimple (enrollment management) as we begin national searches for permanent VPs in these areas. This year, we also welcomed Douglas Dykes, associate vice president of human resources, who is not new to CSU but whose inclusion on the Cabinet is essential for prioritizing our employees in key decisions. Finally, we were proud to

congratulate Dr. Tachelle Banks, formerly CSU's presidential faculty fellow, in her new senior leadership role as the inaugural vice president of student belonging and success.

Student Belonging and Success

At the start of this fall semester, I announced the formation of a new division within our University: Student Belonging and Success. This division was formed by realigning existing offices on campus (many of which were included in the former Division of Campus Engagement, Diversity, Equity and Inclusion) to address a single, overarching goal.

Student Belonging and Success was developed to reflect a growing body of research indicating that a student's sense of personal connection and belonging to their college or university is a critical factor in their academic success. This sense of connection can take many forms, and all can provide support while a student is making progress toward their degree. Students may find these connections with their peers, student organizations, faculty mentors or staff members. Once students feel they belong, they are more likely to strive toward success in their coursework, more likely to persist semester to semester and more likely to graduate on time. These are the critical priorities of a well-grounded university.

With this new division, staff offices previously in disparate units of the University can better coordinate their efforts to foster belonging and can align their efforts when students appear to disengage socially or academically. As loneliness becomes a primary concern for this generation's students, CSU can now more effectively identify and assist students who may need this support.

Together, we are helping our students go far.

When we were in the initial planning phases of this division, I was grateful to see that Dr. Tachelle Banks was as passionate about this goal as I was. Dr. Banks' range of experience at CSU, from her role as professor of special education to her administrative duties as associate chief diversity officer and associate dean, positioned her well to lead this new division, bring together these offices and align efforts toward a shared goal. Dr. Banks' appointment to this role is a foundational milestone in establishing CSU as the university that puts the student at the center of all we do.

We must go together.

Organizational Resilience and Financial Stability

On July 25, 2023, we held our first forum to discuss the newly announced Organizational Resilience and Financial Stability (OR/FS) plan with CSU faculty and staff members. During the hour-long Zoom meeting, I was joined by Vice Presidents Jewell, Sridhar and Wehner to explain the national challenges to colleges and universities and provide concise data to

show how these challenges have impacted us at CSU. This town hall and the other OR/FS communications in July 2023 effectively launched OR/FS Phase I.

At this same time, we also assembled an interdisciplinary Planning Group of faculty, staff members and administrators to begin reviewing data related to expense and revenue sources. Co-led by Chief of Staff Patty Franklin, Vice President for Development Julie Rehm, and Dean of the College of Arts and Sciences Andy Kersten, this Planning Group met frequently throughout the summer to consider the two aspects of their charge, which was to recommend:

- cost-saving measures that would address our current and future budget deficits and
- ideas for growth in existing and/or new revenue streams.

In late September, I received the Planning Group’s report, which included detailed lists of recommendations for both parts of their charge. The Cabinet and I were appreciative that this group provided not just their ideas but also those of their colleagues. When we began Phase I, we created an online forum where faculty and staff members could share their own input into which areas we should examine as part of the OR/FS process. Many of these ideas were included in the final report. In total, the Planning Group submitted more than 60 recommendations, which were further sorted based on the timeframe for implementation and potential for savings.

As I shared during the October 2023 State of the University address, the Planning Group’s recommendations fit into categories for further consideration:

Categories for Cost Containment Recommendations	Categories for Revenue Generation Recommendations
Evaluate the academic structure	Refine enrollment strategies
Reduce university expenses	Evaluate the current state of CSU’s brand identity
Realign budget structures	Further support faculty success
Enhance fiscal responsibility and knowledge	Strengthen government and philanthropic relations
Assess workforce needs	Leverage campus assets
	Explore new and enhanced markets
	Find new opportunities for student success and experience

By December 2023, we announced the conclusion of Phase I and the kick-off of OR/FS Phase II. As part of Phase II, we knew we needed assistance in collecting and evaluating large swaths of institutional and market data. With this data available, we would then be able to evaluate the viability of the Planning Group’s recommendations and conduct a comprehensive review of strategies to grow revenue. To assist with this task, we partnered

with consultants from the firm EY-Parthenon, who have extensive experience in higher education.

To drive the work of Phase II, we created a Steering Committee, which includes members of both the President's Cabinet and the CSU Board of Trustees. The Steering Committee met six times from January to April 2024 with a focus on reviewing the data, information gathered from interviews, focus groups and other means of assessing the public's perception of our University, as well as extensive market research.

The OR/FS Phase II work with EY concluded with the receipt of their final report on April 23, 2024. We have now moved into the implementation phase, starting with achieving approximately \$11 million in cost reductions to present a balanced budget for FY25. The implementation work will continue over the next year to close the remaining \$24 million budget deficit and to start the revenue-generating activities that are also included as part of the final plan.

Government Relations

At this time last year, Caryn Candisky had recently joined CSU as our executive director of government affairs and special assistant to the president. With more than a year under her belt, Ms. Candisky has led efforts to re-establish our relationships with regional, state and federal legislators. As a result, we have raised awareness of CSU among key officials and organizations and advanced public policy initiatives, including our new Center for Computing Education and Instruction.

To strengthen these relationships with officials, CSU has participated in many visits to Columbus in the past year for key events, like the IUC Day at the Capital, when we brought CSU students to Columbus so that they could share their stories and accomplishments. In turn, we have also invited legislators to our campus, offered tours of our academic spaces and created opportunities for them to see students in action. Legislators who attended a roundtable discussion in early fall had the opportunity to visit our Center for Gene Regulation in Health and Disease (GRHD) labs. In addition, CSU was the proud host of an academic forum with Ukrainian Ambassador Oksana Markarova and former U.S. Senator Rob Portman.

Officials and the staff in their offices now see CSU as a resource on matters of higher education and other areas, and they appreciate our efforts to provide them with helpful information, such as the legislative district maps we have distributed thanks to the help of Dr. Mark Salling from the Maxine Goodman Levine School of Urban Affairs.

With these expanded efforts to build relationships, we have been able to secure funding for many programs, including our Sullivan-Deckard Scholars program, the CSU Center for the Advancement of Women in Public Service, merit scholarships and the Ohio College

Opportunity Grant (OCOG), to name a few. With these strengthened connections, we are well positioned to participate in critical conversations surrounding higher education in the state of Ohio. We have added our voice to discussions of Senate Bill 83 (Enact Ohio Higher Education Enhancement Act) and House Bill 164 (Establish Foster-to-College Scholarship Program), advocating for students and our University.

Also, we have submitted our Board of Trustees-approved appointees to serve on the Advisory Council for our new Center for Civics, Culture and Society. Per the requirement of the legislation establishing this center, the Board of Trustees submitted their list of appointees to the Ohio Senate in December 2023 and then provided an updated list in April 2024.

Proposed Advisory Council Members for the Center for Civics, Culture and Society

Christina Bambrick, PhD
Assistant Professor of Political Science
University of Notre Dame

Dana Harsell, PhD
Professor of Political Science and
Public Administration
University of North Dakota

Ronald Berkman, PhD
President Emeritus
Cleveland State University

Saltanat Liebert, PhD
Associate Professor of Public Administration
Virginia Commonwealth University

Jonathan Entin, JD
Professor Emeritus of Law
Case Western Reserve University

Jerry Sue Thornton
President Emerita
Cuyahoga Community College

David Forte
Professor Emeritus of Law
Cleveland State University

At this time, the Senate Workforce and Higher Education Committee has not announced the date when the committee will consider the list for approval.

An Anniversary Year

On February 1, 2024, we officially unveiled the exhibit “Protest to Progress” on the ground floor of Berkman Hall. “Protest to Progress” served as the first commemoration of CSU’s 60th anniversary — the first of several events this calendar year. The exhibit also marked the beginning of Black History Month nationwide and on our campus. Its position in Berkman Hall meant that many students, faculty, staff members and guests would come across it easily on their walks around campus, and we hoped that this would create curiosity and the desire to learn more.

Assembled by our University Marketing Office with assistance from the Department of Africana Studies, “Protest to Progress” covered key events and people in the 60-year history that CSU and the Civil Rights Act share. When studying our University’s history, it’s nearly impossible not to consider the change that the City of Cleveland was undergoing as the Civil Rights Act was newly enacted. As a university *in* and *of* Cleveland, CSU was growing as a university while also reacting to significant cultural shifts.

Later this year, we will host more celebrations of our legacy. There will be more events that remind us of how CSU began and where we are today — the programs, departments, experiences and classes of alumni that were only a dream in 1964. We will see how far we have come and how fast we have moved together.



Strategic Commitment

Differentiate on Student Success

- Goal #1** Ensure all students experience a sense of engagement, wellbeing and belonging at CSU.
- Goal #2** Increase undergraduate student year-over-year persistence and timely graduation rates.
- Goal #3** Increase undergraduate and graduate student enrollment.

Goal #1: Ensure all students experience a sense of engagement, wellbeing and belonging at CSU.

1.1. Establish Division of Student Belonging and Success.

As mentioned in this report’s introduction, the Division of Student Belonging and Success was formally launched at the start of the Fall 2023 term.

Components of the Division of Student Belonging and Success

Campus Engagement	LGBTQ+ Student Services
CARE Management	Lift Up Vikes! Resource Center and Food Pantry
Career Development and Exploration	LINK Program
Community Standards and Advocacy	Living Learning Communities
Counseling Center	The Mareyjoyce Green Women's Center
Dean of Students Office	The Pratt Center
Disability and Testing Services	Summer@CSU
Graduation Success Coaching	Sullivan-Deckard Scholarship Program
Health and Wellness Services	TRIO/SSS
Inclusion and Multicultural Engagement	Veteran and Military Success Center

The formal process of reorganizing these offices into one division continues, and we are also looking at how best to situate these offices physically on campus. Ultimately, many of these offices will have spaces near each other or within close proximity to provide the greatest ease of access for our students.

As part of the work in establishing this division, it was imperative that we establish reliable benchmark data for many of the structured mentorship programs that are now included in Student Belonging and Success. Thanks to the staff in our Enrollment Management offices, we are tracking these student groups more closely with the goal to achieve an engagement rate of 90% by 2026.

1.2. Optimize campus health and wellness services to maximize accessibility for all students and integration across mental, physical and emotional health and wellbeing.

In February, we announced our partnership with MetroHealth to bring their services to our campus for students, faculty and staff. MetroHealth professionals will operate out of our clinic in the College of Health, providing a familiar name and level of service to our community members who need medical attention not warranting a trip to the emergency room. MetroHealth's services will also include testing for COVID-19 and immunizations.

In the coming year, we will explore options to expand and deepen cost-effective, responsive and high-quality healthcare for the entire campus community.

1.3. Expand scale, scope and integration of student mentoring, advising and coaching.

Our model for Graduation Success Coaching for small cohorts of students has proven successful in getting students the resources and guidance they need to manage their time at CSU. Given this success, we have looked at ways to disseminate this model into other Student Belonging and Success offices. This year, our CARE, TRIO and Disability and Testing Services programs began integrating Graduation Success Coaching best practices into their regular processes so that these students have an extra layer of support and a personal connection to a staff member. This approach is the theme of the Division of Student Belonging and Success, which we believe will lead to lasting and impactful connections during a student's time at CSU.

A top priority in the coming year will be to more fully align success coaching with academic coaching.

1.4. Finalize plans for student-focused, multi-use sports and entertainment facility; begin plan implementation.

As part of the campus master plan, we are seeking to develop a Student Residential Experience District north of Chester Avenue, between 18th Street and I-90. As proposed, this area would encompass some of the campus's residence halls as well as a new multi-purpose arena.

This new arena would be a better fit for the current attendee size that we see for athletic and entertainment events. With a capacity of approximately 5,000, compared to the Wolstein Center's 13,000, a new arena would be a suitable facility for CSU basketball games and outside events like concerts, sporting events and family shows.

In the past year, we have made considerable progress, refining our understanding of potential public-private partnerships, costs, schedules, and funding and financing options. In June, we reached out to the marketplace via a request for qualifications (RFQ) to solicit interest from the private sector. Seven teams expressed interest, and four of those teams were short-listed to receive a request for proposals (RFP). In the end, three teams merged into one, and the fourth decided not to submit.

We convened a committee of trustees, administrators, faculty, staff members and students to review the RFP. Estimated costs for the arena and training facility stood at \$130 million, with various financing options proposed. To help assess the viability of the proposal, the committee identified alternative development scenarios, including a scenario in which we would develop a new arena ourselves and potential renovation options for the Wolstein Center. With changes to collegiate athletics likely being implemented by the NCAA, which would impact CSU Athletics and Division I athletic programs, we are waiting to see what these changes may bring before further exploring a new arena.

1.5. Expand residential options for students.

By the start of the Fall 2023 semester, CSU acquired additional residential properties The Edge and The Langston. Once these options were online for residential students, the University had a capacity of 2,200 beds, meeting the projected need from students looking to live on our downtown campus.

This past year, we also completed conceptual planning efforts for Rhodes Tower, looking to transform this iconic part of the city's skyline from academic and office spaces into a student residence hall. By converting this space, we would bring more energy to the center of campus on nights and weekends and give students unique housing and an incredible view. We have received grant funding for this project and will continue the extensive planning needed to relocate offices and departments currently in the tower.

1.6. Expand cost effective and on-campus dining options that reflect the cultural preferences of our campus community.

With more residential students on our campus in need of dining options, Viking Food Co. added roughly 400 more seats in the expansion of the Viking Marketplace, our Student Center dining hall. The expansion included a variety of seating options, like large community tables, to raise capacity to more than 680 seats. The expansion also increased the number of meal stations, from eight to 12, which offer diverse options for our students, as well as faculty, staff and others who may be eating on campus.

Viking Food Co.'s rotating menus feature vegan, vegetarian and plant-forward selections daily. Whenever possible, we incorporate meat alternate substitutions at dining locations,

and Viking Food Co. will be creating a Food Road Map to guide guests to locations with vegan, vegetarian, and gluten-free options.

To provide more options outside of our primary dining hall, Viking Food Co. added five new dining venues to campus. Our Student Center now includes a full-service Starbucks and a Chick-fil-A restaurant. Berkman Hall now features a Barrio Tacos location, and the Parker-Hannifin Administration Center's first floor includes the new Viking Public House. In addition, the Market on Euclid is the campus's first smart store, allowing patrons to purchase their food and other items without the need to check out at a register.

In response to student feedback and usage data, we have revised the dining and meal plan program to emphasize the importance of nutrition, dining options and community-building. New meal plan options will increase personalization while providing plans at varying price points.

Goal #2: Increase undergraduate student year-over-year persistence and timely graduation rates.

2.1. Pilot and assess impact of “no record” grading policy for first year and transfer students.

Staff in our Office of Enrollment Management, in collaboration with staff members from the Provost’s Office, are exploring a no record (NR) grading policy for select groups of students, primarily focused on first-year and new transfer students. The NR policy would prevent grades of D or F from being included on a student’s transcript, and any grades at a level of C or above would be included as usual. This policy would support students who are handling both their academic courses and adjusting to CSU simultaneously.

We plan to pilot this NR policy in the next academic year, and in our initial impact analysis, we have found that students pursuing changes of their major would also benefit from this policy. The Faculty Senate Committee of Admissions and Standards reviewed this proposal, and the Faculty Senate passed it unanimously at their April 4 meeting.

2.2. Advance the redesign and restructure of undergraduate core curriculum (targeted for implementation in AY24-25).

Our progress toward a redesign of the core curriculum made great strides this year, and we are on track for implementation in Fall 2025. This process began in Fall 2022, when Provost Sridhar convened an Ad Hoc Committee on the Core Curriculum, in collaboration with the Faculty Senate, to design a new core curriculum. The resulting work is the Inquiry Core Curriculum, which aims to develop inquiring minds, spark curiosity and build professional presence.

This year, the Faculty Senate approved the framework for the Inquiry Core, and faculty have begun adapting their courses and submitting them through our curricular approval processes. Through the approval process, we are looking to reduce the total number of courses that are classified as Core courses, which will allow students to be more focused in their course selections. As part of the implementation, we will also have a transition period, during which continuing students can seamlessly move from the previous GenEd08 Core to the new Inquiry Core.

A key feature of the new core will be thematic Inquiry Pathways to give students a deeper understanding of a chosen topic or issue. This summer, groups of faculty will develop five or six pathways that will launch simultaneously with the Inquiry Core. Students will also be able

to earn microcredentials, such as badges or certificates, when completing a pathway. For instance, if a student completes a sequence of courses on transformative leadership as part of the Inquiry Core, they can earn a certificate while completing their undergraduate degree.

2.3. Deepen faculty guidance and provide clear expectations to ensure teaching and learning environments support student success.

Under the direction of our department chairs, our faculty are regularly reviewing high rates of failing grades or withdrawals in their classes. In conversation with their chairs, these faculty are examining where our students are faltering most often, why this may be the case, and how they can adapt their curriculum or teaching style to better promote the success of their students.

Events like Viking Teach Week, which took place in early April, provide opportunities for faculty members to visit each other's classrooms and share best practices. During this year's Viking Teach Week, 25 faculty members volunteered to open their classes to visitors, and 74 visitors (including faculty as well as staff members, administrators and graduate students) sat in on classes to gain an understanding of other teaching methods and discussions happening in our classrooms.

2.4. Grow our investments in evidence-based student success programs that directly increase persistence and retention.

We have had great success this year in obtaining philanthropic gifts to grow student support programs. Existing partners, like Parker Hannifin, continue to provide for students in the Parker Hannifin Living Learning Community, and their renewed commitment will focus on engineering students who need the benefits of this student cohort.

Sherwin-Williams established three learning communities this year through JobsOhio. Students in business, engineering and chemistry will soon benefit from specialized mentoring and career connections. Individual donors also made substantial gifts to benefit students in our law and business programs, providing the additional resources they need to succeed in the classroom.

2.5. Review, revise and optimize use of all tools deployed to monitor student persistence and academic progress. (Mid-level priority for FY24, higher priority for FY25)

As highlighted in our OR/FS investment priorities, this coming year, we will prioritize a much-needed upgrade in student advising software to better enable cross-departmental alignment, communication and coordination.

Goal #3: Increase undergraduate and graduate student enrollment.

3.1. Fully implement brand marketing and communications plan for on-campus, online and CSU Global audiences.

This fall, we utilized the new branding that was initially launched in January 2023 to create a stronger presence in the market. Starting in October, we led our marketing with messaging that emphasized financial aid opportunities available to incoming students. We are using the “We are CSU” brand to reach out to all student segments to bolster enrollment across all programs and colleges.

Branding campaigns require regular refreshing with different approaches, and soon we will shift to emphasize the value proposition of our innovative academic programs (see 3.3) and the opportunities afforded to students due to our downtown location. Earlier this spring, our Marketing team conducted focus groups to gather student insights about our approach, and these insights will prove invaluable as we begin to market our dual-degree programs later this year.

As an extension of this goal, we are completing a substantial upgrade to our website, which serves as the first impression we give to many prospective students and parents. In addition to an aesthetic refresh, the upgraded webpage will include new content and improve ease of use. Efforts have been underway behind the scenes for some time, and visitors to the site will begin to see changes this summer.

3.2. Maximize philanthropic support and allocation model directed to student tuition and expenses.

In October 2023, the University identified \$1 million in funds from the CSU Foundation that could be transferred to our scholarship budget line. With these funds, we have been able to continue to support students at a historically strong level while reducing expenditures in this area. (For additional information on FY24 fundraising, see 6.2.)

3.3. Design and market combined degree programs focused on high demand fields (for launch in Fall 2024).

Another of our major curricular initiatives, our new integrated degree programs have progressed beyond the initial planning phase. Designed with input from employees and students, these integrated degrees are undergraduate programs that bring together two different disciplines to provide students the ability to learn about interdisciplinary connections and develop expertise in two disparate areas. We have thus far submitted 14

integrated degree programs to the Ohio Department of Higher Education and the Higher Learning Commission for review and approval.

Proposed Bachelor of Arts Integrated Degrees	Proposed Bachelor of Science Integrated Degrees
Criminology + Journalism	Computer Science + Electrical Engineering
Economics + Mathematics	Computer Science + Physics
English + Computer Science	Design + Computer Science
Psychology + Design	Mechanical Engineering + Electrical Engineering
Sociology + Journalism	Mechanical Engineering + Physics
	Music + Computer Science
	Psychology + Criminology
	Engineering Tech + Technical Selling

While we await approval on this initial slate of programs, University Marketing is working with Academic Affairs to develop a marketing campaign to clearly demonstrate the appeal of these programs to current and prospective students and employees.

3.4. Strengthen and streamline transfer pathways with all regional community colleges.

We are continuing to develop stronger relationships with all community colleges in our region to develop pipelines that benefit students who may choose to begin their post-secondary education in a community college but wish to ultimately complete a baccalaureate degree. In January, we invited senior leaders from Lorain County Community College to campus to discuss additional opportunities to partner more deeply. Both institutions are looking at how we can expand our work in in-demand fields, like Information Systems and Accounting, and grow a pathway for Lorain students to participate in our Pathways to Practice program, which supports first-generation, low-income and other disadvantaged students who seek to attend medical school.

In October, we launched a new micro-scholarship program for Tri-C students, which provides additional financial resources to Tri-C students who transfer, as well as incentivizes specific actions that research suggests will smooth the transition from community college to a bachelor’s program. The micro-scholarship rewards students for achieving academic excellence as well as participating in activities that lead to improved transfer outcomes, such as meeting with an advisor, completing the FAFSA and visiting campus.

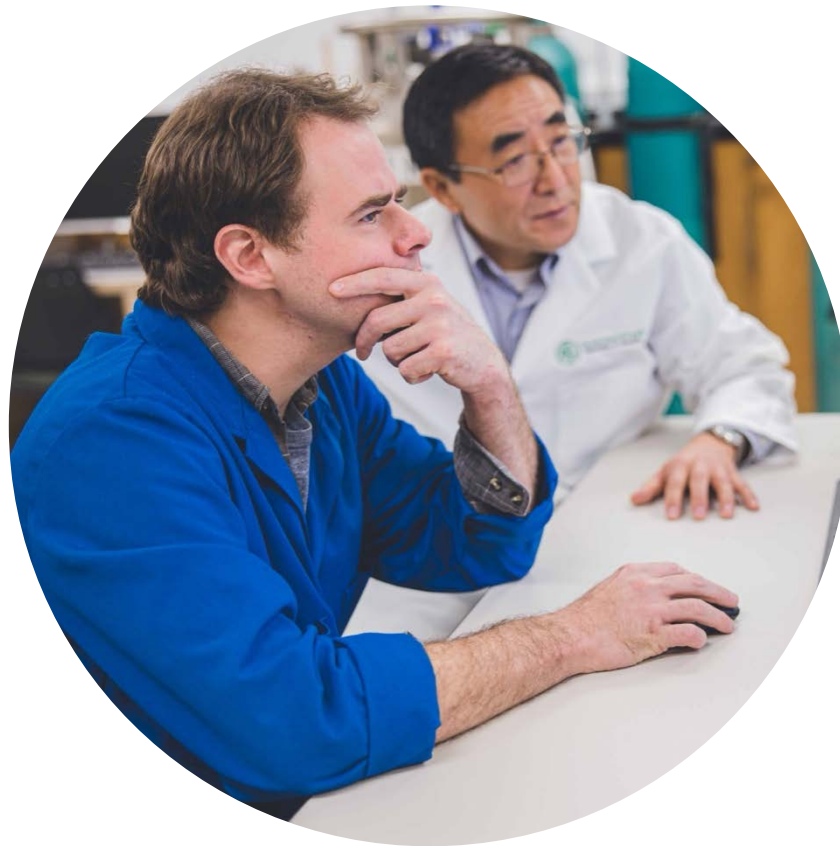
3.5. Establish strategic enrollment targets for all graduate and online degree programs; implement program reductions where indicated or necessary.

As we develop stronger processes for projecting and managing enrollment, we have begun the process of establishing enrollment targets for each individual graduate academic program. The targets are developed in close collaboration between the College of Graduate Studies, CSU Online, Enrollment Management and the particular colleges and academic departments. These targets include our in-person program offerings as well as online offerings.

College	Predicted New Admitted Students, 2024-25
College of Arts and Sciences	113
College of Health	573
CSU College of Law	199
Levin College of Public Affairs and Education	319
Monte Ahuja College of Business	677
Washkewicz College of Engineering	764

Each program target is based on market analysis as well as instructional capacity analysis (data now available with the tools we implemented this year with Gray Digital Intelligence).

As part of our OR/FS plan and priorities related to simplifying career-oriented degree pathways, staff in Academic Affairs have been working closely with all of our colleges to determine where we can reduce our current program offerings based on enrollments, market analysis and instructional capacity. The goal of these modifications is to continuously improve our portfolio of programs to ensure that our students have the best opportunities. Over the course of this academic year, we have sunset 20 programs. In addition, we have identified 22 more programs to which we will not admit new students in 2024-25. This suspension of admission will allow us to conduct the analysis needed to plan for the future. Some of these programs will be deactivated, while some others may be transformed to be more attractive in the market.



Strategic Commitment

Achieve Distinction as a Leading Public Urban Research University

Goal #4 Strengthen our faculty and staff community.

Goal #5 Strengthen our University's research enterprise.

Goal #4: Strengthen our faculty and staff community.

In the coming several months, we will undoubtedly experience tension across campus as we navigate the challenging and delicate process of rightsizing our staff and faculty ranks. We are preparing for this with a careful focus on clear communications, firm but empathetic separation practices and relentless focus on our mission and purpose. We will emerge from the rightsizing process with a renewed emphasis on rebuilding employee morale and shared commitment to our students and each other.

4.1. Implement updated performance evaluation process for all non-bargaining staff.

Although not yet implemented, we have formed a committee to develop a performance evaluation process. Already, this committee has agreed on core competencies at the University, rating levels as part of the performance evaluation and a standardized form for evaluations. Supervisors will need necessary training on this new process, and we will begin a structured cycle of performance management in FY25.

4.2. Plan for and prepare to launch job satisfaction/engagement survey for faculty and staff.

With the implementation of a new HR and workforce management software, UKG, we will be able to efficiently and effectively conduct a job satisfaction survey of our employees. Once the software is in place (beginning December 2024), we will see further progress on this goal.

4.3. Compile, analyze and publish annual report of faculty research, teaching and engagement activity (“faculty counts”). (Mid-level priority for FY24, higher priority for FY25)

We have not yet published this report, but it will be a higher priority next year as planned.

Goal #5: Strengthen our University's research enterprise.

5.1. Establish success standards and quarterly performance metrics for CSU's Strategic Research Centers.

Directors of our Strategic Research Centers are in the process of developing performance metrics and the reporting mechanisms that they will use for assessing growth in subsequent years. In addition, the Center Directors have been tasked with developing universal criteria that would apply to all of the Strategic Research Centers in assessing their progress.

5.2. Complete plans for addressing research space needs.

We have identified a need for slightly expanded and substantially renovated research space, particularly for our biomedical discovery work. To understand where and how we might grow, we have hired an engineering firm to assess several on-campus buildings by the end of Spring 2024. Once we have this report in hand, we will better be able to utilize the state funding (\$16-25 million) we received for this purpose.

At the same time, we are leveraging the availability of this state funding to secure philanthropic support for enhanced research space that will create interdisciplinary biomedical discovery opportunities for undergraduate, graduate and post-doctoral student researchers. Ultimately, we will plan a newly reimagined Biomedical Discovery Complex that consists of refurbished and upgraded interdisciplinary lab spaces as well as updated seminar spaces designed within the campus footprint of our existing science labs.

5.3. Create a comprehensive strategic research plan based on CSU's strengths, research partnerships and expected state and federal research funding priorities.

The Office of Research has drafted a comprehensive strategic plan to guide these efforts over the next five years. Currently, internal stakeholders are reviewing the plan and providing feedback.

Once finalized, this plan will be woven together with our next campuswide strategic plan.



Strategic Commitment

Ensure Financial Resilience and a Strong Campus Community

- Goal #6** Maximize CSU financial and operational stability and effectiveness.
- Goal #7** Ensure all goals and actions are grounded in core principles of justice, equity, diversity and inclusion.

Goal #6: Maximize CSU financial and operational stability and effectiveness.

6.1. Continue enhancement of budget and financial structures and systems.

This year, we rolled out a campus-wide financial reporting system on our intranet. Faculty and staff budget managers now have quick and easy access to annual and quarterly budget statements, a key tool in more closely managing expenses for each office and department.

6.2. Determine philanthropic priorities for the University and invest appropriate resources to achieve.

We continue to experience success in our fundraising efforts. February 29, in addition to being Leap Day, was also our Giving Day — a day when we encourage as many gifts to the University as possible to support the programs that matter most to the donor. This year's Giving Day was the most successful in our University's history. We saw an increase of 25% in total funds raised over last year, bringing in \$820,000 in 24 hours. We also saw a 10% increase in donor engagement on Giving Day, receiving gifts from over 3,200 individuals. To address this increase in donor engagement, staff in the Advancement Office are sending additional communications in the forms of hand-written notes, emails and text messages to thank them for their support. We are grateful to everyone who participated and spread the word of Giving Day online.

Looking ahead, we expect that our latest student-focused innovations, including the new integrated degrees, updates to our core curriculum, and aligned advising and career coaching models will present a unique opportunity for philanthropic efforts. We anticipate many donors will be excited to learn more about these initiatives and provide support for them. In addition, we will continue to leverage state capital funds to entice philanthropy in support of a reimagined Biomedical Discovery Complex (see 5.2 for more detail).

Finally, we are seeking an increased level of endowed (and thus ongoing) support for some of our student programs that have proven particularly strong and successful, like our Sullivan-Deckard Scholars program supporting students who have aged out of foster care. Most of these programs currently operate on annual philanthropic support. Two endowment prospects are currently in the design and negotiation phase with donors. We have high hopes that we'll be announcing these soon.

6.3. Reinstate office of compliance and risk.

Since 2020, CSU has not had a staff member serving full-time in a compliance officer and risk manager role. In the past four years, those duties have been assumed by our Office of General Counsel. The staff in this office have done an admirable job with policy development, management training, ethics training, and oversight and assessment of risk management.

However, in recent years, we have identified a need for a reinstated Office of Compliance and Risk. Starting this fall, we developed a new position description for a compliance officer and risk manager, and we filled this role on a trial basis with Associate General Counsel Brittany Barron. Brittany is a suitable fit for this role, given her prior experience as assistant legal counsel and risk manager at the Cuyahoga County Metropolitan Housing Authority. Later this year, we will determine how best to fill this position on a permanent basis.

Goal #7: Ensure all goals and actions are grounded in core principles of justice, equity, diversity and inclusion.

7.1. Review, revise and re-affirm clear statement of diversity, equity, inclusion and justice principles for the campus community.

Given this year’s Supreme Court ruling on affirmative action as well as state of Ohio restrictions on considering gender identity or race in campus practices, we have prioritized work to ensure inclusion across campus and paused our focus on ratifying a specific statement. Once we have greater clarity on state guidelines and restrictions related to DEI priorities, we will turn back to this specific effort.

7.2. Launch newly constituted President’s Equity Roundtable.

In the fall of 2023, I established the new President’s Equity Roundtable with 18 members who are serving for terms of two or three years each. Among these members, we have three students, five faculty, four staff members, and six members of the Senior Leadership Team.

President’s Equity Roundtable

Tachelle Banks, Ph.D.
Vice President, Student Belonging and Success

Caitlin Hawkins, MSSA, MNO
Director, DEI Training

Laura Bloomberg, Ph.D.
President

Amirhassan Javadi
Student, Levin College of Public Affairs and Education

Sharilyn Clark
Student, CSU College of Law

Aimee Dupree-Michael
Assistant Athletics Director, Administration

Lili Dong, Ph.D.
Professor, Electrical Engineering and Computer Science, Washkewicz College of Engineering

Emily Morales
Student, College of Arts and Sciences

Ronnie Dunn, Ph.D.
*Executive Director, Diversity Institute
Associate Professor, Urban Studies
Levin College of Urban Affairs and Education*

Angel Reyes-Rodriguez, Ph.D.
*Director, McNair Scholars Program
College of Arts and Sciences*

Douglas Dykes, EMBA
Associate Vice President, Human Resources

Nigamanth Sridhar, Ph.D.
Provost/Senior Vice President, Academic Affairs

Crystal Franklin, MEd
Director, K-12 Computer Science Education
Levin College of Public Affairs and Education

Anne Wells
Career Services Specialist, CSU College of Law

Patty Franklin, J.D.
Chief of Staff

Brigette Wilson, MA CCC-SLP
Clinical Associate Professor, Communication
Sciences and Disorders, College of Health

Aycan Grossman
Associate College Lecturer, Economics
Monte Ahuja College of Business

Sonali Wilson, JD
Vice President of Legal Affairs and Compliance,
General Counsel and Board Secretary

As a group, we cover a wide range of institutional responsibilities and represent many university constituencies.

I have charged this group with providing guidance in the following areas:

- building, maintaining, and improving an inclusive campus climate to broaden appreciation of and respect for diverse perspectives and backgrounds, as well as multiple and intersectional identities;
- operational structures that support inclusive decision-making across CSU; and
- a respectful and equitable learning environment to nurture a sense of belonging for all members of the CSU community: students, staff, and faculty alike.

In our initial meeting, we spent considerable time discussing how we felt equity was represented and expressed at CSU. With an understanding of our current status, we will develop new equity practices and establish metrics to monitor our success.

In February, I chose to highlight the promise of this Roundtable and its engaged members in our CSU Matters video series. Members Dr. Angel Reyes-Rodriguez, director of the McNair Scholars Program, and Sharilyn Clark, student in our College of Law, spoke eloquently about their ideas and insights into what it takes to create an equitable environment for all.

7.3. Implement and/or strengthen Employee Resource Groups to support career development and growth for demographic affinity groups, particularly employees who identify as African-American, Latinx and LGBTQ+.

Currently, CSU has five active Employee Resource Groups: the Black Faculty/Staff Organization, the Chinese American Faculty/Staff Organization, the Latino Networking Organization, the LGBTQ+ Faculty and Staff Organization, and the Women's Employee Resource Group. We are in the process of introducing a Veteran and Military-Connected Faculty and Staff group this year, and in the following year, we plan to introduce groups for

disabled and neurodivergent individuals, parents and caregivers, men, retirees and young adults.

7.4. Establish and launch new equity strategic plan guided by stated principles. (Mid-level priority for FY24, higher priority for FY25)

We have not yet completed a new equity strategic plan, but this will be a focus during FY25. Similar to the strategic research plan (noted in 5.3), I expect that this work will be woven into a new comprehensive strategic plan in the coming year.

7.5. Align and integrate annual Campus Climate Survey with Satisfaction and Engagement Survey. (Mid-level priority for FY24, higher priority for FY25)

This too will be a part of a new strategic planning process established in FY25.