

Assurance Argument
Cleveland State University - OH

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1.

Cleveland State University (CSU) was founded in 1964 as a public commuter university to serve local residents. The university quickly grew both in size and research stature. As a state public institution, it is governed by a nine-member Board of Trustees (BoT) appointed by the Governor of Ohio to staggered nine-year terms. The Board also includes a Secretary, two Faculty Representatives, and two Student Representatives. The BoT is allowed to appoint community members, who serve in an advisory capacity and cannot vote. The Board holds the power of final approval for any revisions to the University's Mission Statement to ensure that it is consistent with the University's commitment to serving the public good.

In 2016, CSU initiated the refining of its Mission and Vision Statements, part of a strategic planning initiative called Path to 2020. Employing a collaborative methodology, this effort involved a series of focus groups - students, faculty, staff, administration, and alumni. President Sands presented a final version of these Statements to the BoT, who approved them on January 17, 2019. The collaborative process that led to the development of a refined Mission Statement also focused on the Vision Statement and the articulation of the institution's Core Values.

Mission Statement: Empowering students. Creating knowledge. Engaging communities. Shaping our world.

Vision Statement: We will be a nationally recognized and student-focused public research institution that provides accessible, affordable, and Engaged Learning opportunities for all. We will be both:

An anchor institution for Northeast Ohio, recognized for cutting-edge research, creative activity, and innovative collaborations that drive economic development and enrich the lives of our students and citizens, and

A beacon institution whose vitality attracts diverse and talented students, faculty, and staff from within and outside the region, thereby enhancing our distinctive and inclusive living, learning, and working environments.

Core Values:

Relevance: Providing our students with the resources they need to persist and succeed in their career pathways, the community with active citizens, and the region with enriching scholarship and creative activity.

Community engagement: Connecting the university to the larger community through meaningful, mutually beneficial partnerships.

Accessibility and affordability: Providing high-quality, accessible, and affordable educational experiences to a wide spectrum of students.

Inclusive excellence: Ensuring that we are a diverse institution where the collaboration and involvement of all are encouraged, all voices are heard, and all are treated with dignity and respect.

Fiscal responsibility and responsiveness: Being good stewards of public and university resources and anticipating the best ways to deploy them.

Accountability: Being responsible for our words, our actions, and for their consequences.

Freedom of expression: Protecting and championing the right to freely communicate ideas without censorship and to study material as it is written, produced, or stated.

1.A.2.

The current Mission, Vision, and Values Statements received the final BoT approval in 2019. Since that time, two additional initiatives based on those statements demonstrate CSU's ongoing commitment to operationalizing them. First, Cleveland State is a founding member of the Higher Education Anchor Mission Initiative. In 2018, CSU prepared a report that highlights CSU's role as an Anchor Institution in Northeast Ohio and the various ways in which it has contributed to Greater Cleveland's growth and progress.

Upon arriving at CSU, President Sands embraced CSU's Mission and brought it to bear in his Statement of Strategic Priorities. This roadmap for CSU's future was shared with all campus constituents in a series of town hall meetings in 2018. The implementation of these priorities was overseen by the Strategic Priorities Steering Committee. In addition, President Sands began work on reassessing the University's future and launched CSU 2.0, a comprehensive look at the institution's operations with the goal to further refine our future strategic priorities, teaching and learning, as well as alignment of resources and investments. This work was divided among five taskforces (available in the following links: Academic, Administrative, Athletics, Diversity and Inclusion, as well as Growth and Innovation), whose reports were shared with the campus community in January 2021. The COVID-19 pandemic made these efforts more urgent and relevant. The existence of robust Mission and Vision statements, the Anchor Institution report, and President Sands' Statement of

Strategic Priorities have provided an important grounding for our work under these unforeseen circumstances.

1.A.3.

Focus group conversations about the Mission revealed a widespread sense that students are CSU's core. Thus the Mission Statement deliberately begins with commitment to **empowering students**. From there, the Statement moves out in concentric circles to embrace student experiences and the future for which they prepare. **Creating knowledge** animates the work that faculty do and the dialogue that they create between their research and/or creative activity and teaching students. As a public university, CSU is also intimately tied to its location. Much of the teaching and research applies to the communities beyond campus, thus committing to **engaging communities**. Finally, the work of faculty and the work that students do after they graduate are life- and community-changing, allowing CSU to actively **shape our world**. As a regional public institution, CSU has always served a broad cross-section of students, ranging from traditional-age freshmen to returning adult students. Though the proportion of various types of students has shifted over the years, as indicated by the building of dorms on campus that attracted more traditional-age students, CSU remained true to its core mission of serving a range of students.

As noted in more detail below, CSU offers degrees in a wide range of fields that are responsive to local needs/demand. Outreach efforts include internships and co-ops that enhance student experience and connect students with local employers. Through these opportunities, CSU students provide documentable benefits to the local economy well before they graduate. Various research centers across campus also benefit the local community and economy by providing faculty expertise and knowledge, and these in turn shape local decision-making and policy creation.

In 2016, CSU honored its commitment to the community through its Office of Sustainability, which works to create a greener campus and sustainable future. In 2020, CSU was recognized in *The Princeton Review Guide to Green Colleges*. *The Review* cited the University's availability of sustainability-focused degrees, a dedicated sustainability officer, a publicly available greenhouse gas emissions inventory, a car-sharing program, a carpool matching program, and reduced-price transit passes among our notable sustainability initiatives.

1.A.4.

Academic Programs: As a comprehensive university, CSU offers academic programs that create knowledge across disciplines and professions. The University has 175 academic programs across 10 colleges. Undergraduate students are empowered by a General Education program that exposes them to a breadth of disciplines. In their chosen majors, students have the opportunity to do advanced work with specialists in their fields. At the graduate level, students have access to 59 master's degree programs, three specialist degree programs, and 12 doctoral degree programs. Over 90% of the faculty hold the terminal degree in their field, based on which CSU can educate students with state-of-the-art knowledge and experience.

At the core of all of CSU's academic programs is a commitment to Engaged Learning based on a broad range of experiential learning opportunities for its students. These include co-ops, internships, clinical placements, field experiences, and practicum experiences. At the level of individual academic units, the Washkewicz College of Engineering and the College of Education and Human Services provide pertinent examples of discipline-specific application of experiential learning that connects theory and praxis and enhances CSU graduates' marketability and job/career preparedness.

Student Support Services: As an anchor institution in Cleveland and Northeast Ohio, CSU is committed to access, affordability, and support for social mobility by providing a combination of an excellent academic curriculum and professional development through Engaged Learning. CSU understands the importance of providing a clear path to a degree, and it embraces a student lifecycle model focused on every point along that path. As the institution recognizes the importance of consolidating these efforts under one umbrella, in 2019, CSU created the Division of Enrollment Services and Student Success (EMSS), composed of the Office of Admissions, Financial Aid, First-Year Advising, Graduation Coaches, First-Year Experience, Campus 411, Student Affairs, Institutional Research, and Career Services. CSU's commitment to supporting student success is a primary component of its mission and vision. Eliminating hurdles, creating effective and efficient business processes and policies, and ensuring that students receive the curricular and co-curricular support needed to be successful drive institutional work, as referenced under Criteria 3 and 5 in this Assurance Argument.

Enrollment Profile: CSU's enrollment profile is consistent with its access and affordability commitment. According to the Book of Trends 2019, in Fall 2018, CSU enrolled 12,248 undergraduate, 3,689 graduate, and 390 Law students, representing a total of 16,327. The largest number of undergraduate students was enrolled in the College of Sciences and Health Professions (23% of total), while the largest number of graduate students was in the College of Education and Human Services (25% of total). In Fall 2018, the largest percentages of White students per academic unit were in Law (77%) and Nursing (74%); while the largest percentages of African-American students were in Urban Affairs (24%), CLASS (21%), and Education (21%); Hispanic/Latinx students were located in CLASS and Nursing (7%), Asian students in Business and Engineering (5%), and non-resident aliens in Engineering (26%) and Business (5%). Given CSU's location, the profile of students reflects that of a university with a large percentage of part-time students. In that light, in Fall 2017, there were 11,330 full-time students and 5,280 part-time students. Recruitment and admissions efforts reflect a commitment to serving a broad student body and include outreach to the full range of CSU students in ways that ensure the success of each individual who chooses CSU by providing them with a full range of curricular and co-curricular resources.

1.A.5.

CSU publicizes its Mission, Vision, and Values statements both in print and Web-based formats. Various units on campus have developed mission statements that reflect the University's Mission Statement. For instance, the Mission Statement from the College of Education and Human Services reiterates teaching, research, and service in support of leadership, social justice, and partnerships in Cleveland and beyond. Similarly, the Mission Statement of the College of Sciences and Health Professions emphasizes research and scholarship in service of developing and applying new knowledge, intended to benefit the University and the diverse communities that surround/embrace it. On the co-curricular side, the Student Life Mission Statement brings to light the various ways in which students at CSU engage in experiential learning that bridges life on campus with life in their respective communities, thus developing and reinforcing the skills they need to become "responsible, engaged citizens of the campus community, Greater Cleveland, and the global society." As a relevant example from an administrative unit, the Mission Statement from Enrollment Services reflects the commitment of CSU's staff to ensure that students' "total experience," from enrollment to graduation, meets their varied expectations. Overall, the mission of the university is present, explicitly or implicitly, in CSU curricula; student support services; planning, implementation, and evaluation processes; as well as outreach and community engagement efforts/initiatives.

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1.

The University's Mission statement rests on the foundation of engagement with the larger community. The institution upholds its role as a beacon and anchor institution and the six affirmations in the Presidential Statement of Strategic Priorities for CSU articulate the link between its mission and commitment to the public good.

1. CSU seeks distinction as the premier public urban research university serving metropolitan Cleveland and Northeast Ohio.
2. CSU is committed to being a place of opportunity for new and returning students from all backgrounds, including graduates of the Cleveland Metropolitan School District (CMSD) and other school districts in Cuyahoga County, the region, and beyond. The Campus International School is an International Baccalaureate-accredited K-8 educational institution that represents “a unique, nationally-recognized partnership” between CMSD and CSU, and it serves more than 700 students. Its grade 9-12 Upper Campus, with over 200 students, is “a school for the entire city; a school for the entire world” built on the same long-standing strategic partnership. Moreover, the MC2 High School, whose 11th and 12th grades take place on the CSU campus, is intended to provide a “rigorous STEM education in a non-traditional environment through trans-disciplinary curricula, hands-on projects, and community partnerships.” The program prepares students from the majority Black (64.1%) and Hispanic/Latinx (16.3%) school district with skills relevant to the high-tech global economy by engaging them in dynamic learning experiences at the Great Lakes Science Center, General Electric Lighting at Nela Park, and through paid internships with NASA Glenn Research Center, Lockheed Martin, University Hospitals, the Cleveland Clinic, and other local companies and organizations. In a similar vein, Say Yes to Education Cleveland is a program designed to provide public and private funding via a consortium to “increase education levels of Cleveland residents; boost and retain population in the city of Cleveland; improve college access for middle- and low-income families in Cleveland; and spur economic growth and expansion in the region.” In this light, in 2019 CMSD became the fourth “Say Yes to Education” public school district in the country, making college virtually free to all of its graduates. To supplement the “last-dollar” scholarship, through a \$5 million gift from the Parker Hannifin Corporation, the Parker Hannifin Living Learning

Community was established to provide free room and board and wrap-around support services to a limited number of CMSD students through their first two years at CSU. Moreover, CSU is the only university in Ohio chartered to award professional development certification in Public Agency Management.

3. By further developing the signature program of Engaged Learning, CSU will serve as both an anchor institution — a transformational leader in educating and developing local talent for Cleveland’s workforce — and a beacon institution by drawing talented students, faculty, and staff who seek to be a part of a distinctive educational experience.

4. The University will support research and creativity across all disciplines offered, and it will strengthen its capacity to provide regional leaders with ideas that foster urban revitalization, economic development, and public health.

5. CSU will pursue these goals in partnership with area employers, civic leaders, community organizations, and educators.

6. The institution will foster an inclusive, collegial, socially engaged academic community of students, faculty, and staff that serves as a cultural and intellectual center of gravity for metropolitan Cleveland.

An example of commitment to the public good is evidenced by the 2017 Report of the Faculty Senate Ad Hoc Committee on General Education that recommends adding Civic Engagement as a skill area to complement the existing areas in which students have learning opportunities, thus allowing faculty and students to analyze and apply curricula to real-world situations representing the full range of civic engagement activities. Similar to all the other skill areas, Civic Engagement follows criteria set forth by faculty, by which inclusion of a course in the General Education program is coherent and follows the guidance of the program director, as detailed in Criterion 3.

Several relevant examples related to CSU’s support for programming focused on the public good come from the various programs fostering success and leadership, such as the Sullivan-Deckard Scholarship Opportunity program, the Helen Packer Scholarship program, the Mathilde Jane Gutow Endowed Scholarship program, and the LINK Scholars program. More specifically, the Sullivan-Deckard Scholarship Opportunity program, created in 2015 as a result of a gift of \$2.3 million to CSU, provides youth who are out of foster care with opportunities to pursue an undergraduate degree. There are seven components to the program: financial aid; year-round housing; academic coaching; on-campus employment; campus and community engagement with volunteers; peer-based assistance, mentoring, and support; and scaffolded planning for success during college and after graduation. The program’s Curriculum Guide provides an overview of its mission, core values, goals, objectives, outcomes, expectations, and programmatic features.

1.B.2.

The educational responsibilities of the University are protected and ensured by the governance structure. The Provost and Senior Vice President for Academic Affairs is the Chief Academic Officer, who oversees the University's ten academic units, the University Library, as well as the areas of Academic Planning and Faculty Affairs , related to recruitment, tenure and promotion, and professional development.

The shared governance structure of the University also ensures academic integrity by giving faculty a

voice in its academic mission. This work is overseen by the Faculty Senate, and it includes the governance structures of each academic unit (colleges, schools, and departments).

Ultimately, CSU is governed by its Board of Trustees, whose duties and powers are outlined here.

1.B.3.

The Division of University Engagement oversees outreach to external constituencies and communities of interest. The University has various partnership programs that include the Urban Health Fellows Program, Playhouse Square, the largest performing arts center in the U.S. outside of New York City, and the Cleveland Metropolitan School District, as detailed in Core Component 1.C.3 below. In 2015, the Carnegie Foundation recognized CSU's efforts in this area through a Community Engagement Classification.

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1

CSU is a comprehensive, 4-year, public urban research institution situated in downtown Cleveland, a city with 383,781 residents. Cleveland is the second largest and the most racially/ethnically diverse city in the state of Ohio. Cleveland's population is 51.4% Black, 45.1% White, 3.7% Asian, 3.4%, Other, 1.8%, American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander, and 12.3% Hispanic/Latino of any race (U.S. Census, 2018, ACS 1-Year Estimates). The University's students are the most diverse among Ohio's 14 public 4-year institutions. While CSU has alumni in states across the United States and around the globe, approximately 80% of them live and work in Northeast Ohio.

As an anchor institution of higher education, CSU embraces its role serving an urban population based on the strong connection between its mission and the diversity of its surrounding communities and the global society. Diversity and inclusion are vital characteristics of CSU in its role as an anchor institution; they are also core drivers of the welcoming environment the university strives to achieve and sustain for all stakeholders, as reflected in the aspirational qualities within its Vision Statement.

In addition to earning the distinguished Carnegie Foundation's Community Engagement Classification in 2015, CSU was also ranked 18th in the nation among public universities that provide social mobility for students and conduct vital research that benefits society by the Brookings Institution in 2017. The University was also named "Best in Class for Supplier Diversity" among large organizations (1,000 or more employees) by the Greater Cleveland Partnership, i.e., the Northeast Ohio Chamber of Commerce, in 2019.

CSU defines diversity broadly, as evidenced by its Diversity Statement in the 2019 - 2020 Diversity Report Action Plan, which states that "CSU celebrates diverse backgrounds, cultures, experiences and thought that embody inclusive excellence for our students and the community" (p. 3). The University recognizes diversity of race, ethnicity, gender, sexual orientation and identity, ability, socioeconomic class, religion, veteran status, and thought. The Diversity Action Plan was developed through the work of the 26-member Diversity Council of the President, the Deans' Diversity Councils, and administrative unit diversity councils across the University. For the first time, the 2019-2020 Diversity Action Plan provided baseline demographic data on students, faculty, and staff and benchmarks to guide the work and monitor the progress of the various initiatives, programs,

policies, and practices designed to enhance diversity and inclusion throughout the University. The President's Diversity Council, which is chaired by the Chief Diversity Officer (CDO), sets and refines the annual institutional diversity benchmarks. The eight Deans' Councils use these benchmarks to delineate the benchmarks for their respective colleges. Each college convenes a group of faculty and staff to identify a new diversity initiative, such as Confronting racial prejudice during COVID-19 - Perspective and experiences of the AAPI community in the College of Education and Human Services. Similarly, events hosted by the Diversity Council in the Maxine Levine Goodman College of Urban Affairs bring together faculty, staff, students, and community members. Moreover, past practice focused on disseminating such collaborative work via a conference toward the end of the academic year. The Office of Diversity was involved by creating a panel designed to select the three most creative and transformative initiatives. To ensure investment at the college levels, Deans would be responsible for convening working groups and providing a pathway to implement recommendations.

The CDO also chairs the Bias Incident Response Team (BIRT), which serves as the first responders to reports of bias incidents on campus. It is comprised of representatives from the Office of Institutional Equity, the Office of General Counsel, Student Affairs, Campus Police, the Counseling Center, Human Resources, Faculty Senate, Student Government, and Marketing. The BIRT coordinates the University's response to reports of bias by supporting those most impacted; promoting education, cultural understanding, and dialogue; affirming CSU's commitment to diversity, equity, and inclusion; and free speech and academic freedom.

The Office of Institutional Equity (OIE) oversees the University's compliance with federal and state laws, including Title VI, Title VII, Title IX and ADA, that prohibit discrimination and harassment based on race, sex, pregnancy, religion, color, age, national origin, veteran and/or military status, genetic information, disability, sexual orientation, gender identity or expression, marital status, or parental status. The OIE investigates complaints of discrimination, harassment, sexual violence and retaliation, and takes formal and informal measures to eliminate such conduct and its effects.

Taskforces are also convened as ad-hoc committees with subject matter expertise to work through mission-specific directives to achieve time-sensitive goals related to diversity. The Retention Roundtable and Student Success Committee are two such groups impaneled to identify critical areas in need of system improvement to ensure all students, particularly those from underrepresented, underserved, and traditionally marginalized backgrounds are able to succeed at CSU.

1.C.2.

As mentioned previously, CSU's Diversity Action Plan is aligned with the Strategic Priorities established by President Sands, working in collaboration with the Faculty Senate, the Provost, academic leadership, student government, and the various collective bargaining units on campus. While diversity, equity, and inclusion are implicit within several of the seven strategic priorities, they specifically relate to Themes 5 and 7. Strategic Theme 5, which is consistent with the Vision Statement, *Achieve Growth as a Beacon Institution*, views the demographic enrollment challenges confronting higher education institutions posed by the national decrease in traditional, 18-22-year-old student population, as a growth opportunity. In accordance with having the most diverse student body in the state and with national demographics in which Latinos are the largest minority group and fastest growing segment of the US population, and people of color projected to be the majority by 2044, CSU is embracing this opportunity to further diversify its campus with the development of a CSU Student Recruitment Plan.

Guided by the Statement of Strategic Priorities for CSU, the University seeks to leverage the diversity of its student population, and it acknowledges the areas in need of growth as articulated in Strategic Theme 7, which states, “we need to do a better job of enhancing the diversity of both our faculty and staff,” (p. 12). Faculty diversity is a particular area of need identified in the Diversity Action Plan. The full-time, tenure-track faculty does not reflect the type of diversity found among the student body, particularly for African Americans and Latinx. To address the dearth in faculty diversity, a rubric developed by the Office of Institutional Equity (OIE) and the Chief Diversity Officer (CDO) was introduced for advisory use by faculty search committees in the fall of 2018, as detailed below in 2.A.2. The diversity rubric, along with the inclusion of a diversity statement in the application materials, was implemented for standard use by faculty search committees beginning fall 2019. Preliminary data on the 69 external faculty (full- and part-time) searches conducted during this time period indicate the rubric was utilized in 96% (66) of the searches. Diverse candidates, i.e. racial/ethnic minorities, were selected for interviews in 50 (75%) of these searches, of which 25 were selected for hire or 38% of the searches in which the rubric was used. Data from the three years preceding the use of the rubric will be obtained and analyzed in order to measure more accurately the impact of the diversity rubric’s use. Notwithstanding this limitation, the preliminary data in the use of this instrument to help increase faculty diversity looks promising.

The CDO and OIE also developed an implicit bias training module incorporated into the mandatory training all faculty search committees must complete before initiating a search, also detailed below in 2.A.2. In addition, the Vice Provost for Faculty Affairs, with input from the CDO, revised the Faculty Search Handbook. Also, a Diversity Advertising and Recruitment Reference Guide was developed by Human Resources and the Division of Diversity and Inclusion. The reference guide is a tool to be used by search committees in targeting advertising outlets and professional associations to reach diverse pools of applicants. In addition to these efforts, CSU is one of 15 public universities participating in the inaugural cohort of the ASPIRE Institutional Change (IChange) Network initiative that began in 2019. ASPIRE IChange Network is a National Science Foundation-funded, Association of Public and Land Grant Universities (APLU)-led initiative designed to: prepare all STEM faculty to be inclusive and effective in their teaching, research mentoring, and advising; diversify faculty through effective recruitment, hiring, and retention of women and underrepresented groups in the STEM professorate; and fostering institutional cultures that recognize and value inclusivity and diversity broadly and with STEM. Although this initiative’s focus is primarily on increasing diversity in the STEM disciplines, its strategies representing best practices in diversity, equity, and inclusion are applicable across all disciplines, while being aligned with the other diversity, equity, and inclusion initiatives at CSU.

A campus self-study conducted as part of the ASPIRE IChange program revealed a considerable amount of turnover among STEM faculty in the 4-year observation period (2016 – 2019). There appeared to be an issue with faculty resignations in general, but it was more acute among African-American and Asian-American faculty. This includes non-renewal of contracts, non-promotions, and resignations. To help identify institutional and cultural factors that potentially contribute to faculty resignations, post-exit interviews are currently conducted with former faculty members. Additionally, the University enacted work-life balance policies and procedures to improve its ability to attract and retain talented faculty and promote greater gender equity. These family-friendly policies include tenure clock extension, temporarily modified duties, and needs or arrangements for faculty members’ partners. To further enhance student diversity, in 2019, the University entered a partnership with Shorelight Education Program to help recruit and retain top international students from across the globe and ensure their success as they progress through graduation. As a core component of the partnership, CSU and Shorelight work collaboratively with the City of Cleveland and local

businesses to build a strategic workforce pipeline connecting qualified international students who complete their studies at CSU with companies in Northeast Ohio eager to hire highly-skilled and talented students.

Differences in retention and graduation rates for students from these two historically underrepresented groups were identified by the Office of Institutional Research working in conjunction with the Retention Roundtable and Student Success Committee noted above and reported in the Diversity Action Plan. Accordingly, a number of University-wide initiatives have been undertaken since Fall 2018, specifically designed to increase faculty diversity, promote inclusive pedagogy in the classroom, and impact student outcomes.

Representatives of the Student Success Committee, the Retention Roundtable, the Director of Institutional Research, and the Chief Diversity Officer gave presentations on this equity gap across campus to University leadership, the Faculty Senate, the eight colleges, and other stakeholder groups that created a sense of urgency in addressing this systemic problem. Accordingly, a Dean's Academic Equity Steering Committee (DAESC) was convened to develop and implement strategies that would address the factors contributing to significant disparities in the overall 2-year retention and 6-year graduation rates for African-American and Hispanic students, disparities that held even after controlling for ACT Scores.

Leveraging a keynote speech by Dr. Jennifer Eberhardt given at the Annual President's Diversity Council Awards Luncheon in spring 2019, the DAESC held two book discussions for deans and program chairs based on her book, *Biased: Uncovering the Hidden Prejudices that Influence What We Think, Say, and Do*. Her book was disseminated to help permeate the campus community with a common knowledge base in implicit bias and how it can adversely impact the campus, including a contribution to an equity gap for URM students in the classroom.

The DAESC also co-sponsored an inclusive pedagogy workshop in collaboration with a local Montessori school. More than 300 K-12 educators from local school districts along with CSU faculty from across campus attended a 4-hour workshop by Dr. Bettina Love on "Emancipatory Pedagogy." Individual colleges have also established their own internal equity data analysis working groups to examine the academic data within their respective colleges and disciplines and to identify and develop strategies that eradicate barriers and disparities.

The Division of University Engagement also organizes issue-specific forums on diversity to enhance cultural awareness, understanding, equity, and inclusion across the campus. Throughout the 2019-2020 academic year, CSU adopted the 400-year anniversary of the first Africans brought to the British North American Colonies in 1619 as a year-long, campus- and community-wide observation entitled, *Project 400: Our Lived Experience*. The University kicked off the initiative with a two-day conference featuring Dr. Henry Louis Gates as the keynote speaker; approximately 600 students, faculty, staff, and community members were in attendance. The conference examined both historical and contemporary manifestations of structural racism and their continued impact on the African-American population and other minoritized groups. Various aspects of the Black experience were incorporated into the CSU course curriculum by members of the faculty, engaging students across disciplines – the sciences, the humanities, and the arts – in research, scholarship, and creative activities on the experiences of African Americans. This initiative also provided a platform to address the inequities affecting other historically marginalized and social identity groups. It included the research and scholarly contributions of those from various cultural backgrounds to certain fields as well as the professoriate. This interdisciplinary approach was utilized to promote a broader cultural awareness and understanding among the various constituencies at CSU. It also served to foster an

appreciation of different disciplinary perspectives, methodologies, and challenges as they relate to diversity and inclusion within the institution and the academy.

All of these programs, initiatives, activities, and interventions are designed/aligned to build upon the existing infrastructure of diversity, equity, and inclusion-related administrative offices, academic programs, cultural/affinity group centers, and student, faculty, and staff organizations at CSU. There are more than 40 student cultural or affinity group organizations, associations, and clubs and 30 diversity, cultural, and affinity group-related offices, centers, and academic programs at the University. There are also currently four recognized Employee Resource Groups (ERG), with Human Resources and the Division of University Engagement working to develop six to eight more ERGs over the next two years. The list of student and employee cultural and affinity group organizations, while not exhaustive, provides a brief description of the various offices, organizations, programs, and centers at CSU that bring to life diversity, equity, and inclusion.

CSU was inducted into the Greater Cleveland Partnership (GCP) Commission on Economic Inclusion's Hall of Fame in 2015 after receiving the Best-In-Class Award for Senior Management Diversity for the third consecutive year. The GCP is one of the largest metropolitan chambers of commerce in the nation, representing more than 10,000 companies and organizations throughout Northeast Ohio. Its Equity and Inclusion Division, formerly known as the Commission on Economic Inclusion, has focused on closing racial disparities in terms of employment, income, and wealth since 2001.

CSU's 33% senior management diversity exceeds the 19% average among large organizations in the nonprofit/government category. CSU also received the Commission's Best-In-Class Supplier Diversity Award in 2019. In 2016, the University established a goal of purchasing 10 % of goods and services from state-certified Minority Business Enterprises (MBEs) each year and implemented a comprehensive campaign to make purchasing managers at CSU aware of goods and services offered by Cleveland-area MBEs and connect them with supplier and contracting opportunities at the University. This goal was exceeded in fiscal year 2017-2018, as CSU purchased 11 % of goods and services from MBEs.

1.C.3.

The 2017 CSU Campus Climate Survey results show that large majorities (81%) of students, faculty, and staff were satisfied at CSU and would recommend it to a family member or friend for academic study or employment. While most students (79%), faculty (74%), and staff (68%) also reported that the racial climate at CSU is a friendly and welcoming space, there are areas for continued growth, as Latinx faculty members (40%) reported that the racial climate is hostile and not welcoming. However, most students (66%), faculty (78%), and staff (47%) reported that the racial climate is improving, open, not tense, and not racist.

Most students (87%), faculty (95%), and staff (97%) also reported their exposure to different cultures at CSU, comfort with socializing, and ease in the ability to make friends with people of other racial or ethnic groups (students, 56%; faculty, 61%; and staff, 65%). Large majorities also reported feeling a part of the CSU community. In addition, large majorities of students (68%) agreed that their departments are willing to integrate racial/ethnic issues into their courses, and the top administrators in their departments (71%) and university administrators (73%) are genuinely committed to promoting respect for and understanding of group differences at CSU. Most students also agreed that faculty should promote interaction among students of different backgrounds in their courses (66%), that there are role models for them in their departments (72%), and that CSU is doing enough to

improve race relations on campus (62%).

The overwhelming majority of faculty (68%) and staff (53%) agreed that recruiting and hiring more minority group candidates would improve the climate for diversity on campus. Most also thought that encouraging faculty to incorporate research and perspectives on minorities would improve that climate (74%). A plurality (47%) of faculty and staff felt that more training in race relations should be undertaken.

Ten percent of students, 15% of faculty, and 16% of staff members said they had been harassed or discriminated against because of their race/ethnicity, while 9% of students, 20% of faculty, and 18% of staff reported gender harassment or discrimination. Three percent of students, 2% of staff members, and 3% of faculty members reported harassment or discrimination due to their sexual orientation. Six percent of faculty members, 3% of staff members, and 5% of students reported harassment or discrimination due to their national origin. No faculty members, 4% of staff members, and 2% of students reported harassment or discrimination due to a disability. Five percent of faculty members, 2% of staff members, and 5% of students reported harassment or discrimination due to their religion. No faculty members, 15% of staff members, and 16% of students reported being harassed or discriminated against due to their veteran status. Finally, 6% of faculty, 11% of staff, and 4% of students said they faced harassment or discrimination because of some other reason.

As further evidence of CSU's role as an urban anchor institution, the University works with the local non-profit, College Now Greater Cleveland. In 2017, this partnership was awarded a \$50,000 grant by the Association of Public and Land-grant Universities (APLU) and the Coalition of Urban Serving Universities (USU) to identify individuals who "stopped out of college" and help them address their financial and academic needs to return to school and complete their degrees. These Collaborative Opportunity Grants link student success with an institution's community engagement.

Designed to provide our diverse student population with invaluable, real-world experiential learning, CSU's Executive-in-residence Program brings industry leaders from fields such as business, engineering, education, nursing, and public affairs to the university and into the classroom. Professionals from corporations and agencies ranging from NASA and Progressive Insurance to State and U.S. Senators have lent their experience and expertise to CSU students as Executives-in-residence.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Cleveland State University (CSU) has been committed to serving the communities in the city of Cleveland, Northeast Ohio, and the state from its founding days. Over the years, CSU grew into an urban, public research university whose aspirations are referenced in its Mission and Vision, centered on being an anchor as well as a beacon institution of higher education. Both Mission and Vision Statements are displayed on the University website, and they are included in updates to the campus community via a range of official communication channels. Both Statements inform the ongoing collaborative work aimed at using continuous improvement to design a strategic path forward.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

2.A.1.

As a state institution of higher education, CSU is governed by a Board of Trustees (BoT) and must adhere to Chapters 3344 and 3345 of the Ohio Revised Code, the rules of the Ohio Department of Higher Education, the Ohio Ethics Commission, and its own internal policies and procedures. As the governing body, the BoT provides ultimate oversight and approval of the principles that frame CSU's goals, objectives and values. The Ohio Ethics Commission (OEC) requires that, as public officials, voting members of CSU's BoT must file annual financial disclosure statements (FDS). The FDS reports sources of income, investments, real estate holdings, and other financial interests and reminds public officials of those financial interests that might impair their judgment on behalf of the public or constitute a conflict of interest. CSU policies and Ohio Ethics Law require that Board members identified as having a conflict of interest abstain from all discussion and voting on that matter. In addition, pursuant to Governor Executive Order 2019-11d, Trustees must complete annual ethics training coordinated by CSU's Office of General Counsel. Ethics training is also a part of new employee orientation and is conducted periodically for the University's leadership team.

To further ensure that its operations are conducted with the highest degree of integrity and honesty, CSU has codes of conduct applicable to different constituent groups: BoT, faculty, staff, and students. These policies and procedures collectively ensure fair and ethical practices, including, but not limited to, policies on conflict of interest, drug-free workplace, safety, violence in the workplace, information technology, personal leave, disability/reasonable accommodations, and religious accommodations. Members of the CSU community must adhere to the highest standards of conduct in all university matters. CSU's Conflict of Interest Policy 3344-02-04 states that all "trustees, faculty and staff of Cleveland State University shall abide to Ohio's ethics laws and avoid any situation that creates a real or perceived conflict between their personal interests and interests of the university. This rule applies to all trustees, faculty and staff and is supplemented by other conflict of interest policies that address specific circumstances, such as sponsored research or procurement activities." This policy language is in alignment with ethics definitions for public officers set forth by Ohio Code of Ethics Law (Ohio Revised Code Chapter 102). As applications of the policy language to the daily operations of the Board of Trustees, the 2019-2020 Board Handbook, BOT Resolution

2019-14 (Board Self-Assessment Instrument and Process), and the CSU BoT Commitment and Responsibilities demonstrate the well-established guidelines and associated processes designed to ensure fair and ethical behavior on the part of the University's governing board.

2.A.2.

The administration of CSU's financial, academic, personnel, and auxiliary functions stem from the Board's general powers. The Board's bylaws delegate power to run the day-to-day operations of the University to the President. The website for the Office of the President lists the members of CSU's Senior Leadership Team.

Each division maintains its own policies and procedures to fulfill its primary functions and maintain fair and ethical practices. CSU's policies and procedures are written, approved, and implemented in a system of shared governance that respects the expertise, experience, and contributions of the BoT, the Senior Leadership Team, administration, staff, faculty, and students. All University policies and procedures are housed on the website of the Office of University Compliance, which serves as the institution's central repository. Board approved policies are filed with the OH Legislative Service Commission and found in Chapter 3344 of the Ohio Administrative Code.

Policy creation, review, and revision is governed by the University's Policy on the formulation of policies 3344-01. Based on this process, each policy has a designated "responsible official" who is charged with the implementation, training, and oversight of a particular policy that falls within the scope of the said official's assigned responsibilities, as well as that policy's revision approval, or in the case of a new policy, its development. The policy distinguishes between interim policies, academic policies, University policies, and procedures. All Board-approved University policies must be posted for a 30-day comment period on the policy website before filing with the Ohio Legislative Service Commission. This system of policy formulation, revision and maintenance is currently under review for process improvement, and current policies and procedures will be reviewed and updated as a part of this process.

Academic and Faculty Affairs: The Provost is the Chief Academic Officer for the University. In that capacity, he provides oversight to deans and their respective colleges. In keeping with the principle of shared governance, the faculty have authority over academic matters, as reflected in university policies, AAUP and AAUP Law collective bargaining agreements, and faculty personnel policies. The websites for the Provost's Office and the Faculty Senate Office provide valuable resources pertaining to academic honesty, conflict of interest, and rights and responsibilities related to teaching and research. The faculty collective bargaining agreement contains many of these provisions in contract form, including academic freedom, affirmative action, nondiscrimination, professional activities outside the University (conflicts of interest and commitment), tenure and promotion, disciplinary action, grievance and arbitration, faculty recruitment manual, faculty professional development (also see the wide range of workshops offered by the Center for Faculty Excellence), retirement/resignation notification process, principles for the performance-based merit system, faculty leave pay-out policies, administrator return to faculty policy, and faculty contract definitions, among others.

The Faculty Senate has the final say on all matters related to the University's curricula and instruction. The Senate initiates the educational and academic policies of the University; adopts rules to effectuate the educational and academic policies of the University; brings up for consideration proposals on matters pertaining to the general welfare of the University; makes recommendations to the Administration relative to buildings, budget priorities, and new proposals and developments; acts

upon all matters of routine faculty business, in pursuance of already established University policies, and elects members to the Equal Opportunity Hearing Panel. Moreover, Faculty Senate is the final approving body for all changes to courses and programs, and coordinating approval is run through a university tracking system called Curriculog. While proposals for change can be initiated by either faculty or administration, changes to any course, departmental or school program, and/or degree begin with review and approval by the originating department or school. The faculty who run these programs must describe and justify all changes, and only after their approval by the faculty committee and the chair or director are proposals uploaded to Curriculog.

College-level curriculum committees assess the purpose, need, and conformity of all proposals to University rules, as well as their impacts on other programs or degrees outside the originating department. Proposals then proceed through the Office of the Dean. Graduate courses or programs add additional steps through the Graduate Council and the Dean of the College of Graduate Studies. The next step in the approval process is a university-level review to provide objectivity and scrutiny of the impact such changes may have on programs or colleges across campus, which entails forwarding such proposals to affected units for their discussion and approval. Once assessed by the University Curriculum Committee, the latter's chair brings all proposals to the Steering Committee of the Faculty Senate for inclusion on the next Senate meeting agenda. Once approved by Faculty Senate, proposals move on to the Registrar's Office for appropriate changes within the University's undergraduate or graduate catalogs.

The process of course and program changes is fluid, occurring continuously throughout the year although deadlines set by the Registrar's Office must be met for inclusion in the catalog of the subsequent year. The process is similar whether the action is to create a new course from scratch to simple name changes to a deletion. General Education courses also must describe how they meet the additional sets of criteria.

Office of General Counsel: The Office of General Counsel (OGC) seeks to advance the mission of the University by providing legal advice and representation to the University, its constituent units and affiliated entities, and its trustees, officers, employees and student leaders who act on the University's behalf. Thus, the General Counsel's sole client is CSU itself. The primary client representatives are the President and the Board of Trustees, but include a broader constituency depending on the circumstances. University faculty, staff, and students may be included when they require legal services related to their functions on behalf of the University.

The materials on the OGC website address the structure of the Board of Trustees, legal services provided by that office to the university community, procedures for contracting with the University, records retention, FERPA, HIPAA, free speech on campus, gifts and giveaways, public records requests, and political and campaign activities. It also has oversight of the Office for Institutional Equity (OIE) and the Office of Internal Audit (Audit). OIE investigates allegations of discrimination, harassment, bias, and sexual assault. Ongoing training, support, resource materials, and reporting options are made available to students and university employees to increase awareness and accountability in these critical areas. CSU also has an Internal Auditor who manages CSU's Ethics Compliance Hotline. CSU contracts with an independent vendor to administer EthicsPoint, a toll-free hotline service available around the clock, that provides the University community a simple and anonymous way to report fraud, waste, and abuse; reports may be made via telephone or online. When a person goes to the online reporting site, he or she finds links to make a report, and the University follows up within a reasonable time period. The University receives a summary of incidents grouped by categories of incidents, which allows the appropriate actions to be identified and

implemented.

CSU's Office of Internal Audit is an independent and objective assurance and consulting function that assists the University in accomplishing its objectives by bringing a systematic and disciplined approach to evaluate and improve the effectiveness of the institution's governance, risk management, and internal control. CSU's Chief Audit Executive (CAE) reports functionally to the Financial Affairs Committee (and/or designated subcommittee) of the Board of Trustees, and administratively to the Office of General Counsel (Chief Compliance Officer or designate). At least annually, the CAE submits to senior management and the Financial Affairs Committee (and/or designated subcommittee) an internal audit plan for review and approval. The internal audit plan is developed based on a prioritization of the audit universe using a risk-based methodology. Included in the scope of Internal Audit's plan is evaluating the systems established to ensure compliance with University policies, plans, procedures, laws, ethics and regulations which could have a significant impact on the organization. The CAE is also the administrator of the University's independent and anonymous 3rd party ethics/hotline reporting system, EthicsPoint. The Chief Audit Executive will periodically report to senior management and the Financial Affairs Committee (and/or designated subcommittee) on internal audit's activities, including significant risk exposures and control issues, fraud risks, ethics and governance issues, and other matters needed or requested by senior management and the Board.

Department of Athletics: The Department of Athletics has a comprehensive website that covers guides to NCAA rules and regulations, eligibility, financial aid, and recruiting. The program has a dedicated Compliance Officer who provides coaches, staff, and student athletes with ongoing compliance education for the NCAA league and University rules, as outlined in the Student Athlete Handbook. The CSU Athletics program is administered with the highest level of integrity, respect, and regard for all rules and regulations that govern its operation. All athletics staff are required to attest to ethical conduct and certification of compliance. Everyone associated with the CSU Department of Athletics is responsible for maintaining full compliance with all NCAA, Horizon League, Mid-American Conference and institutional regulations. This includes prospective student-athletes, current student-athletes, coaches, staff members, and fans. It is expected that anyone associated with the aforementioned groups demonstrate:

1. Knowledge of NCAA and conference regulations and CSU policies including, but not limited to, recruiting, eligibility, amateur status, benefits, and conduct of sport.
2. Observance of all NCAA and conference regulations and CSU policies.
3. Self-reporting of all known violations to the CSU Athletics Compliance Office.
4. Full cooperation with the NCAA, conference, and CSU in all investigations and provision of any of these entities with truthful and complete information concerning involvement of any violation of NCAA and conference regulations.

Moreover, to enter a team or individual in an NCAA championship or for an individual to serve on an NCAA committee, the President and the Director of Athletics must attest annually that the obligations to control and monitor athletics programs have been met.

Finance and Administration: The Division of Business Affairs and Finance houses the Controller, Purchasing, Campus Police, Facilities Management, Campus Support Services, and the Budget Office. Collectively, they administer many policies and practices that maintain the ethics and

integrity of their operations and the University as a whole. Critical operations that the Division oversees include the CSU Student Center, Dining Services, Mail Services, Risk Management, Treasury Office, the Campus Bookstore, Residential Dormitories, and the Recreation Center.

The Controller's Office oversees the implementation of the University's financial policies (accounts payable, bursar, financial accounting and reporting, payroll, and restricted fund accounting [grants]). It also houses the Risk Management Department, which provides oversight of insurance and risk financing programs; damage protection for University assets; third-party claims resolution; control and mitigation of various activities (events planning, outdoor education, vehicle use, facilities use, field trips, and international travel); hazard identification and analysis; emergency response assistance; contract review and analysis; driver training for employees driving University vehicles; and annual inspection by insurance carriers.

Each year, the University undergoes an audit of its financial statements, conducted by a contracted external auditor approved by the Ohio State Auditor. The final report is presented to the BoT each year and is then filed with the Auditor of State. Final audits, including those that are available to the public, are published on the State Auditor's website. As part of the audit, the external auditor performs tests to ensure compliance with OMB Circular A133, which encompasses Student Financial Aid. The most recent, unqualified auditor report for the fiscal year ending June 30, 2019 noted no significant deficiencies or material weaknesses.

The Purchasing Office organizes and administers procurement for the University, in accordance with the responsibility and authority delegated by the President and the BoT. Pursuant to CSU's Purchasing Policy, the Office provides buying services to University offices, departments, and programs; administers purchasing agreements for materials, equipment, supplies, and designated services; executes leases and contracts for equipment, materials, services, repairs, and property; and conducts research to maintain the most effective purchasing practices and procedures.

The CSU Police Department is accredited by the Commission on Accreditation for Law Enforcement Agencies (CALEA) and consists of 24 sworn, full-time police officers. In addition, part-time officers are utilized for special event assignments. The Ohio Revised Code (ORC) empowers CSU Police Officers with full police authority on the property of Cleveland State University. This authority is expanded to an area surrounding CSU in accordance with ORC Section 3345.04 and a mutual aid agreement with the City of Cleveland. Every CSU Police Officer completes the state-mandated police academy training requirements and is certified as a Police Officer by the Ohio Peace Officers Training Council. The Department encourages its members to attain the highest levels of education and training. Most officers have received advanced OPOTA certification in areas such as criminal investigation, line supervision, and crime prevention. Virtually every officer has attended college. Many have completed baccalaureate degrees and several have achieved postgraduate degrees. Higher education enables the officers in their efficient and professional delivery of services to the CSU community.

Research & Innovation: The Office of the Vice President for Research and Innovation is leading CSU's evolution into a first-in-class research university by overseeing the management and growth of the research enterprise at CSU as well as education, outreach, and scholarship in health care and medical innovation. The office publishes and enforces several policies designed to encourage professional, ethical, and legal practices in research.

The University supports full research freedom for faculty and staff, with a corresponding obligation

to maintain the highest standards of professional ethics. When required on rare circumstances, the Office of Research oversees research misconduct inquiries and investigations. CSU's research misconduct policy is administered by the Office of Research and applies to all individuals engaged in academic research at CSU, including faculty members, professional staff, scientists, trainees, technicians and other staff members, students, fellows, volunteers, guest researchers, and collaborators. The Senior Vice President for Research and Innovation serves as the Research Integrity Officer for the University.

The Office of Sponsored Programs and Research Services (SPRS) oversees grant award fund expenditures, CSU's conflict of interest policy, and other related policies and procedures, such as supplemental pay policy and other financial compliance matters for research programs. To protect the integrity of the researcher, the institution, and the research enterprise, the University has a conflict-of-interest policy and reviews individual conflicts of interest in research. Safeguards are in place to protect the University from risks resulting from institutional conflicts of interest where the financial interests of the institution or an institutional official, acting within his or her authority on behalf of the institution, may affect or appear to affect research activities. The safety and welfare of human subjects will not be compromised by the existence or even the reasonable appearance of a conflict of interest.

The Office of Technology Transfer collaborates with the Office of General Counsel to manage patent policy, copyright policy, and export controls.

CSU is committed to producing ethical and relevant research. The Institutional Review Board (IRB) reviews all research protocols that include human subjects to ensure that researchers take appropriate steps to protect the rights and welfare of human participants. CSU provides free of charge, and highly encourages, all investigators and co-investigators to complete Responsible Conduct of Research (RCR) training through the Collaborative IRB Training Initiative (CITI).

CSU's Institutional Animal Care and Use Committee (IACUC) oversees all aspects of CSU's animal care and use programs for teaching and research. IACUC reviews all animal use protocols, ensures compliance with federal regulations, performs semi-annual internal inspections of all animal facilities and laboratories where animals are housed or utilized, and oversees training and educational programs. The Institutional Biosafety Committee (IBC) is the administrative and decision-making body responsible for review and approval of research involving recombinant or synthetic DNA.

Enrollment Management and Student Success: All Student Affairs matters come under the umbrella of Enrollment Management and Student Success. This office provides extensive materials and guidance for students, staff, faculty, and parents on the website of the Division of Student Affairs. The latter handles student-focused administrative procedures, including grade disputes. Fairness in grading and academic review is outlined in faculty policies. Students may challenge a grading decision according to CSU's grievance process, as outlined in the 3344-21-01 policy on grade dispute. The process for handling non-grade-related grievances starts with an informal process that moves to voluntary mediation; if desired, the student can pursue a formal hearing and the University Ombudsperson may also be involved. A recent procedural recommendation to address student academic-related complaints (excluding grade disputes) demonstrates how the Office of Academic Affairs is involved in student-focused processes intended to enhance the student experience at CSU. Additionally, the Division of Enrollment Management and Student Success oversees the administration of the University's admission policies, which are established by the Faculty Senate. Similarly, the Division monitors the implementation of the Student

Conduct Code and the proper functioning of the Office of Judicial Affairs, thus demonstrating CSU's ethical principles that govern a wide range of issues affecting the student community.

Human Resources: Human Resources (HR) administers CSU's collective bargaining units, including the American Association of University Professors (AAUP and AAUP Law), the Service Employees International Union (SEIU), AFL-CIO, FOP, FOP Dispatch, IATSE, and IATSE Treasurers and Ticket Sellers. HR also handles employment actions, benefits, and training. Training is centralized and involves new employee orientation, annual training, and special training assigned to provide professional development or respond to employee discipline. For instance, new employee orientation is structured in a manner designed to maximize deploying human capital as an asset central to fulfilling the University's mission. During that program, employees are reminded of and provided a copy of the Ohio Ethics Law. New employees are also reminded that, as a state institution, CSU must hold itself to the highest ethical standards. Similarly, performance evaluation is developed along employee-centered principles that support a positive and productive workplace. CSU utilizes Blackboard as its online learning management platform and either develops the content in-house or uses commercial training content. In terms of faculty searches, the Office of Faculty Affairs, one component of the Provost's portfolio, offers guidance related to the proper design and implementation of the process.

Equity and Diversity: The deeply held values of equity and diversity belong to all members of the CSU community. The Director of the former Office of Equity and Diversity was elevated to a Cabinet-level position to strengthen the presence and practice of equity and diversity at the University.

With guidance from that office, CSU has taken a definitive stand against racism and discrimination on the basis of sex, including sexual harassment, sexual violence, and/or retaliation. In June 2020, the University issued a statement expressing its institutional position in response to the widespread civil unrest that followed high-profile cases of police brutality. It also implemented a five-step action plan to address the concerns at both a university and community level. The Chief Diversity and Inclusion Officer monitors CSU's compliance with federal and state equal opportunity and nondiscrimination laws and regulations. This includes monitoring institutional employment practices and procedures, as well as investigating and resolving discrimination and harassment complaints. CSU's policies that cover equity, discrimination, civil rights, anti-harassment, anti-violence, and equal educational opportunity are housed on the University Policies website. Both the Office of Institutional Diversity and OIE conduct training programs and presentations on affirmative action, sexual and racial harassment, and a wide range of diversity programs and workshops to assure the most wholesome and productive learning and working environment for students, faculty, and staff. The 2019 - 2020 Diversity Action Plan relies on an earlier document (Pursuing Inclusive Excellence) issued in 2016, aimed at enhancing the impact diversity has on both the campus community as well as the larger community served by CSU. The University's Diversity Statement defines Engaged Learning as based on a common understanding of inclusive excellence, which allows for the full range of academic programming, community service, and outreach initiatives to be developed and implemented effectively.

A recent example of CSU's commitment to the promotion of diversity, equity, and inclusion across campus stems from a comprehensive review of the practices, policies, and procedures employed by the Police Department. Prompted by the killing of George Floyd and the ensuing protests across the country, President Sands set up a special task force to review the Department's "use of force and bias-free policing." Co-chaired by the Interim Chief Diversity and Inclusion Officer and the Dean of the

Cleveland-Marshall College of Law, the Task Force issued a report that made recommendations based on four areas of interest, as follows: a) use of force policies and training, b) community engagement and oversight, c) critical incident encounters, and d) data analysis to drive decision making.

Yet another relevant example relates to work undertaken by the Interim Chief Diversity and Inclusion Officer, based on strengthening the principles of diversity, equity, and inclusion in faculty searches. To that effect, all academic deans received highlights from the CSU Faculty Diversity Plan, coupled with the CSU Diversity Rubric for Search Committees, a facilitation guide focused on how to interrupt bias in faculty searches, and faculty and student diversity data from the College of Education and Human Services.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

2.B.1.

The University provides comprehensive information to its students and their families, alumni, faculty, staff, and the general public. The CSU homepage provides easily accessible information that allows interested parties to access extensive information and resources regarding the academic matters, student services, institutional resources, faculty and staff information, accreditation information, and financial costs and aid for students. CSU at a Glance includes information related to institutional history, campus map, community partnerships, news, academic organizations and programs, athletics, student organizations, and student demographic information. The variety of links featured on the University website is helpful to individuals who are new to the University, as well as to returning students and CSU personnel.

Admissions Requirements: Information for potential students, specifically admissions requirements, is easily accessed by using the Admission tab located on the CSU homepage. Information regarding admission requirements for undergraduate, graduate, honors, law school, transfers, international students, student orientation, scholarship information, and tuition and fees is presented and linked to individual pathways for further information. Specific college admission requirements are available on the individual websites for each college or at the second-level pages located off the Admissions tab on the University homepage. The pathway design allows for individuals seeking necessary information and requirements for admission to the University and individual programs to access such information with a simple click on the designated link. The information regarding admissions is continually updated to reflect the most recent programs and processes for admission to CSU.

Academic Programs and Requirements: CSU presents itself clearly and with earnest integrity to the public, prospective students, and the CSU community through the information presented in the University Catalog. The website represents a repository of information related to academic policies, programs, majors, minors, certificates, degree requirements, course descriptions, university and college core requirements, special programs, accreditation information, financial aid, and student services. The Undergraduate and Graduate Catalogs are easily available for preview to the public and students. Current undergraduate and graduate catalogs, as well as archived catalogs, are available for easy referral to all students, transfers, and members of the public. In addition to the requirements and programs listed previously, University regulations, the academic calendar, diversity and inclusion, University engagement information, and student affairs information are presented for internal and external access. The catalogs provide a comprehensive description of programs and

requirements as well as the academic and support services offered at CSU.

Student Support Programs: The motto of the Division of Student Affairs is “Students first.” Student support resources offered include: the Maryjoyce Green Women’s Center, the LGBTQ+ Student Services, Fraternity and Sorority organizations, the Center for Student Involvement Organization, the Community Standards and Advocacy Office, and leadership training. Student Affairs is dedicated to the wellness of students through its programs such as the Health and Wellness Center, Counseling Center, and the Lift Up Vikes program. Enrollment Services includes a one-stop centralized office, Campus 411, designed to assist students with questions about admission, records, financial aid, registration, student accounts, and referrals for additional concerns and questions.

The academic calendar is easily accessible on the Registrar’s website. Staff members in the Office of the Registrar maintain and monitor the calendar. Included in the calendar are important dates for registration, financial payments, observed holidays, late add and withdrawal dates for courses, and final examination dates. Specific calendar information for each area also can be obtained by using the search tool located on the homepage. The academic calendar allows students to access information that assists them in planning for the academic year, which is particularly helpful to students who work while attending classes.

Financial Information: The Office of Financial Aid presents policies, practices, and assistance in searching for various types of aid and scholarships. On its website, information regarding cost of attendance, eligibility, verification processes, federal financial code compliance and CARES Act Emergency Funds is described, and appropriate links to financial issues are provided. Within the Office of Financial Aid link are secondary pathways that facilitate easy navigation focused on issues regarding grants, scholarships, and other funding sources.

CSU Organization - Faculty and Staff: The organizational structure is readily available starting with the Board of Trustees link. In the same vein, the website of the Provost’s Office lists all ten academic units as well as a wide range of policies, procedures, initiatives and any other pertinent information. CSU utilizes its website to share information about its faculty and staff with the public as well as the campus community. The CSU website contains a directory listed under the A-Z index tab. Academic colleges, programs, departments, and schools also maintain and publish pertinent information regarding their faculty and staff. The Faculty Expertise Database is located under the Research tab on the CSU homepage. This alphabetized database is readily accessible and includes faculty profiles that contain degrees earned, specializations, research interests, and publications. One may also simply use a faculty member’s name in the search tab for information in addition to that located in the faculty profiles link.

Information regarding specific University and college committees is regularly updated and posted on the college websites, such as the Standing Committees in the Washkewicz College of Engineering, the Board of Visitors in the Cleveland-Marshall College of Law, the Visiting Committee in the College of Sciences and Health Professions, the Faculty Senate, and individual offices, such as the Diversity Councils featured by the Division of Inclusion and Community Engagement. The committee descriptions and current members facilitate an understanding of how CSU conducts its processes and procedures to ensure a high level of integrity as a higher learning institution. Additional information about setting up visiting committees and relevant examples of such committees is included in Criteria 2 and 4 below.

University Regulations: The public as well as the University community may access the full range of documents outlining the procedures and policies that support the various aspects of the University’s

daily operations. These guiding documents are updated regularly. Policies regarding academic and faculty-related issues, business and finance compliance, governance, human resources, student life, and health and safety are pathways provided on the website. Information regarding the public comment process, misconduct actions, and conflict of interest policies and procedures are located on the Office of University Compliance website.

Financial Operations: CSU's fiscal and operational oversight is implemented and monitored by the Division of Business Affairs and Finance. The Guiding Values of this unit relate to serving as "financial stewards of the University's resources." Moreover, the Division relies on "the principles of integrity and respect" and functions with the principle that "our business and operational activities strive to provide superior value to our students." The Division includes Finance and Budget, Controller, Facilities Services, the Office of the CFO, Police, and Campus Services. Details about CSU's financial operations are included in Criterion 5.

Accreditation: As a valuable ensemble of external sets of quality assurance structures, CSU is committed to accreditation processes, based on which we strive to engage in continuous improvement. Accreditation information is presented on the Academic Planning website, as well as individual college websites, such as that of the Monte Ahuja College of Business or the College of Education and Human Services.

2.B.2.

CSU uses various processes to ensure that the full range of public and private constituent groups have access to accurate information pertaining to the educational experiences the University offers in research, community engagement, experiential learning, religious or spiritual purpose, and economic development. To that end, University Marketing has processes and guidelines in place to maximize coherence and consistency in terms of messaging. Central and unit-specific websites publicize information that details processes, policies, and structures used to bring to life the various aspects of CSU's daily operations. As case in point, the University Registrar follows a well-established process by which the academic catalogs undergo annual revisions. Similarly, the Division of Business Affairs and Finance engages in regular budget-building processes that are clearly and promptly communicated to leaders and budget managers at the unit level so that data-driven decision-making processes can ensue, as documented in Criterion 5. Every academic unit across campus maintains websites and marketing materials that detail their respective curricula, internal structure, research, service components, as well as community engagement initiatives/programming that contribute to CSU's mission of commitment to the public good. The Office of Institutional Research is the main administrative unit on campus that verifies the accuracy of all institutional data for various reporting purposes; the Book of Trends serves as one relevant example of such. This document, published yearly and available to the public, represents historical and current data on a wide range of aspects relating to institutional organization and operation. The Office of Research maintains the primary repository of specialized rules, regulations, processes, policies, and achievements that undergird CSU's emerging profile as a public research university in Northeast Ohio. The Division of University Engagement lists all the structures, initiatives, and events that support the University's commitment to diversity, equity, and inclusion. Finally, the Division of Student Affairs provides accurate information to all students related to processes, policies, and events that support them from the moment they enroll at CSU through graduation. Graduates of CSU also have access to a wealth of relevant information, maintained by the Division of Alumni Affairs, that allows them to engage with the University in a manner that allows them to give back and pay forward.

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

2.C.1.

Chapter 3345 of the Ohio Revised Code outlines the general powers of public universities in the state and includes authorizations and restrictions on the following activities: expenditure of tuition, fees, and other funds; provision of housing and dining facilities; building and maintenance of auxiliary and education facilities; establishment of competitive bidding procedures; purchase, grant, or transfer of land; creation and function of an investment committee; allocation of rights and interests in inventions and patents; suspension and dismissal of students; administration of faculty improvement programs; declaration of financial exigency; and the hiring and evaluation of the President. Chapter 3344 is the statutory authority establishing CSU and sets forth the powers of its Board of Trustees. One of the key responsibilities of the BoT is to review the institution's Mission and Vision Statements. The CSU BoT is comprised of nine voting members and two non-voting student trustees, all of whom are appointed by the Governor of the State of Ohio with the advice and consent of the State Senate pursuant to Ohio Revised Code §3344.01. Voting Trustees are appointed for a nine-year term, but may be appointed for a shorter term if filling a vacancy on the Board. The student trustees are appointed for two-year staggered terms and are not permitted to vote or attend executive sessions of the Board. Students are vetted through an application process that is governed by the Office of Student Affairs, in partnership with the Office of the Board of Trustees. The process includes an application and an interview, as well as an internal review procedure to ensure that applicants meet the requirements to serve as a student trustee. The applicants are ranked and interviewed, after which the top five students are sent to the Governor's office for final selection and appointment. Pursuant to §3344-1-01(N) (1) of the Board's bylaws, the Faculty Senate is permitted to name its president and one other faculty member to sit on the Board of Trustees in an advisory capacity; however, these faculty representatives are non-voting members and do not attend executive sessions. Per Bylaw §3344-1-01(N) (3), the Chair may appoint other community members as non-voting advisers to serve on the Board as well as standing or special committees of the Board. Community members may attend executive sessions at the discretion of the Chair. Per Bylaw §3344-1-01 (N) (5), the Chair of the University's Foundation Board serves on the Board of Trustees as a non-voting member for the

duration of his or her tenure as Chair.

Pursuant to the governing statutes, the CSU BoT is responsible for employing, fixing the compensation of, and removing the President and such number of professors, instructors, and other employees, as may be deemed necessary. The Board is charged with doing all things necessary for the creation, proper maintenance, and successful and continuous operation of the University. The Board may accept donations of lands and moneys for the purposes of such University. The BoT is also empowered to receive and hold in trust, for the use and benefit of the University, any grant for devise of land, and any donation or bequest of money or other personal property, to be applied to the general or special use of the University, unless otherwise directed in the donation or bequest. The Board may also make and enter into all contracts and agreements necessary or incidental to the operation of the University.

The Board holds five regular meetings annually, in addition to special meetings as needed. To provide for engagement and effective governance, the Board has four standing committees: Academic Affairs and Student Success; Athletics; Financial Affairs; and Governance. These committees meet prior to the regularly scheduled Board meetings and present recommendations and resolutions for approval by the full Board. The Chair may appoint ad hoc committees and the Board officers may meet and act on behalf of the Board, provided that any action taken by the Board's officers is published in the minutes of the next regular Board meeting. Regular, special, and committee meetings of the Board are all held pursuant to Ohio's Open Meetings Act after proper public notice has been disseminated.

2.C.2.

The deliberative processes of matters pertinent to the institution's internal and external constituencies are reflected in the Board's minutes. Board agendas are approved by the Board or Committee Chair and are set after receiving materials for review and approval by the University administration and other stakeholders from various sectors across the campus. The University is committed to the shared governance model of inclusive decision-making, which relies in large part on input and proposed actions by various constituencies, including the Faculty Senate. Per Board By-law 3344-1-04, the University faculty may delegate any or all of its authority to a representative Faculty Senate in accordance with bylaws adopted by the University faculty and approved by the Board.

2.C.3.

As noted previously, the Faculty Senate appoints two faculty members (one being the Faculty Senate President) to serve on the Board of Trustees as non-voting members. The faculty representatives contribute valuable perspective and insight during Board deliberations. Similarly, the Governor-appointed student trustees are often asked to weigh in and comment on matters before the Board for decision or approval. Students are often asked to present to the Board on their courses of study, programs, and organizational activities. Of equal importance is the fact that the Chair of the CSU Foundation is a permanent, not statutory, member of the Board.

Each college and school within the University has a visiting committees comprised of external parties who advise and support the activities and programs of their respective colleges or schools. Oversight of the visiting committees generally falls to the Board, with which the Board engages to further its understanding of issues in the various colleges. The annual reports these committees submit to the Board provide an open channel for communication, and the process allows the BoT to fulfill its

oversight responsibilities.

Under the Policy on the formulation of policies 3344-01, as Board-approved policies are filed with the Ohio Legislative Services Commission and published in the Ohio Administrative Code, each policy is posted for a public comment period of 30 days prior to submission for Board approval. This process provides for internal and external constituents to comment on important governance policies, rules, and regulations.

2.C.4.

The Board sets the tone for ethical behavior and transaction of business at the University. In 2014, BoT passed a conflict of interest policy that is based on the Ohio Ethics Chapter 102 and Sections 2921.42 and 2921.43 of the Ohio Revised Code, to which all Trustees and University employees must adhere. Board members receive ethics training each year by the University General Counsel, acting as the University's Chief Ethics Officer under gubernatorial executive orders, who certifies such training with the Governor's chief legal counsel, as illustrated by confirmation documents for 2016, 2017, 2018, and 2019. In 2019, the Board received its initial virtual training from the Ohio Ethics Commission, which provides sessions throughout the year to ensure that all members have an opportunity to receive such training. The Board By-laws require that members act with integrity and ethics to avoid even the appearance of impropriety. In 2019, the Board approved the CSU BoT Commitment and Responsibilities, which reinforces the ethical tone at the top required of Board members and recognizes that, as the ultimate fiduciaries of the University, Board members must oversee its strategies, policies and programs in good faith and with reasonable care. The Statement also creates a commitment to a culture of respect and collaboration in carrying out their responsibilities. The Board also approved a self-assessment tool in 2019 as a valuable best practice. An orientation is held for each new Trustee and the Governance Committee developed a comprehensive Board Handbook for all new Trustees; the handbook offers updates for continuing Trustees as well.

2.C.5.

Pursuant to Board Bylaw §3344-1-03, the Board designates the University President as the Chief Executive Officer, thus delegating responsibility for regular operation and administration of the University, based on policies and procedures established by the Board. The Provost is the Chief Academic Officer for the University and provides oversight to the deans and colleges within the University. In keeping with the principle of shared governance, the faculty has authority over academic matters as reflected in University policies AAUP and AAUP Law collective bargaining agreements and faculty personnel policies.

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D.

The CSU Viking Creed both sets and reflects a tone on campus whereas members of the CSU community respect the freedom of opinion and expression of others. Similarly, the faculty personnel policies contain extensive provisions guaranteeing academic freedom for faculty, as demonstrated by the following selections:

1. In Policy 3344-11-03, “Standards and procedure for faculty appointments, continuation, promotion and tenure,” Section (D) on Tenure notes that: “Tenure is the university’s most effective guarantee of academic freedom and embraces the reciprocal obligation of the faculty member to maintain the highest standards of the profession.”
2. Article 12 of the Collective Bargaining Units and 3344-11-03, “Standards and procedure for faculty appointments, continuation, promotion and tenure” describes diverse faculty appointment types, information on notification, hearing, joint appointments, and divided recommendations. “Any candidate who believes that the denial of promotion and/or tenure in their case was: arbitrary, discriminatory, or based on an inadequate consideration of their qualifications; in violation or disregard of the established standards for promotion or tenure; or in violation of their academic freedom, may request a hearing after January fifteenth from the formal hearing committee as provided in the bylaws of the faculty senate. In such hearings the burden of proof rests on the faculty member. The formal hearing committee shall forward its report and recommendations to the provost.”
3. Both bargaining agreements and 3344-11-05 discuss academic freedom. “Cleveland State University subscribes to the 1940 ‘Statement of Principles on Academic Freedom and Tenure’ of the American Association of University Professors and the Association of American Colleges as stated in rule 3344-11-13 of the Administrative Code.” The rights granted by this provision specifically include: the right to demonstrate and protest on university property; institutional due process protections from arbitrary or discriminatory treatment; and freedom to address any matter of institutional policy or action, whether or not that faculty member is or can be considered a member of any agency of institutional governance without fear of punishment.
4. These documents also explicitly endorse the 1940 statement of principles on academic freedom and tenure as well as Attachment B to Chapter 3344-11 of the Administrative Code, a statement on professional ethics and academic responsibility.
5. Paragraph 3344-12-02 stipulates protections of the academic freedom of instructors without tenure. “Tenure status is not conferred upon any persons who have special faculty status, i.e., those designated in paragraph (A)(1) to (A)(5) of rule 3344-12-01 and rule 3344-12-06 of the

Administrative Code. They shall, nevertheless, be entitled to full academic freedom in such teaching and research as they may be doing under the aegis of the university.

6. Paragraph 3344-13-03, Section G, establishes a CSU Faculty Senate standing committee responsible to study, evaluate and make recommendations to the Faculty Senate or the AAUP on all policies related to academic freedom [paragraph 2(e)].
7. Article 8 of the Collective Bargaining Agreement and paragraph 3344-11-15 contain Attachment C to Chapter 3344-11 of the Administrative Code-1958, a statement on procedural standards in faculty dismissal proceedings. They supplement the 1940 American Association of University Professors' statement of principles on academic freedom and tenure by providing a formulation of the "academic due process" that should be observed in dismissal proceedings.

Freedom of expression and pursuit of truth are furthermore protected by the CSU Chapter of the American Association of University Professors (AAUP). More specifically, here are some relevant details:

1. The constitution of the CSU Chapter of the AAUP establishes a standing committee on academic freedom and tenure charged with continuously studying matters relating to the academic freedom of the faculty and to the tenure and professional ethics of the faculty members.
2. Article 10 of the Agreement Between CSU and the CSU Chapter of the AAUP, which is about Academic Freedom, ensures that faculty members have academic freedom in research, publication, and teaching. It also provides guarantees that they should be free from institutional censorship or discipline when speaking, writing, or communicating as citizens outside their University roles.
3. Article 11 of the Agreement Between CSU and the CSU Chapter of the AAUP, which is about Academic Rights and Responsibilities, in paragraph 11.2, on Professional Ethics, stipulates, "The primary responsibility of the faculty is to their subject and to seeking and stating the truth."

Numerous other official and readily available documents testify to the CSU community's commitment to freedom of expression and the pursuit of truth in teaching and learning. These include:

1. The joint faculty-administrative commitment to freedom of expression and the pursuit of truth in teaching and learning is evident in the 2019 Joint Faculty Senate and Administrative Resolution on Free Speech.
2. The Foundation for Individual Rights in Education (FIRE), a group whose mission is to defend and sustain the individual rights of students and faculty members at America's colleges and universities, awarded CSU the speech code rating Green. Green light institutions are those colleges and universities whose policies nominally protect free speech. FIRE also awarded CSU the rating of Green for the Policy against Discrimination, Sexual Violence and Retaliation, Residence Hall Policy on Harassment, and Acceptable Use Policy.
3. In 2017, a CSU Bias Incident Response Team was created partially to ensure that institutional responses to bias incidents, including speech, are fair, reasonable, and carefully considered both

in terms of the dignity and free speech rights of all members of the CSU community.

4. CSU sponsors events that provide opportunities for diverse ideas and divergent views on free speech to be expressed on campus. For example, in 2019, two former CSU Presidents and the General Council for the ACLU of Ohio spoke about campus free speech at a Forum on Deliberative Democracy and Campus Free Speech in the Maxine Goodman Levin College of Urban Affairs.

5. CSU has an Expressive Activity Policy designed for purposes clarifying and safeguarding the free speech rights afforded to its students, faculty, employees, customers, and visitors under the First Amendment.

6. CSU's Research Misconduct Policy is evidence of the community's commitment to the pursuit of truth in teaching and learning. It begins, "Cleveland State University endorses the principal that its faculty and staff are entitled to full freedom in research and to full freedom in the publication of the results of those research endeavors. Corresponding with this principle of full freedom in research is the obligation to maintain the highest standards of professional ethics. Membership in the academic community imposes on faculty, staff, and students the commitment to foster and to defend intellectual honesty in research and scholarship. The primary responsibility of the faculty is to their subject and to seeking and stating the truth."

7. In 2019, the Faculty Senate passed a Resolution on Freedom of Expression and Tenure.

In summary, CSU's commitment to freedom of expression and the pursuit of truth in teaching and learning is unwavering, and it serves as a bedrock foundation for our work. Several examples of training/workshops for faculty, staff, and students focused on teaching/learning/working at CSU come from Conference Services and are based on records of attendance for events organized by the Office of Diversity and Multicultural Affairs, the Office of Inclusion and Multicultural Engagement, Student Life, Student Affairs, the College of Liberal Arts and Social Sciences (CLASS), Human Resources, University Engagement, and the History Department in CLASS. A similar record going back to 2012 shows the wide spectrum of workshops offered by the Center for Faculty Excellence. These workshops demonstrate the Center's commitment to supporting full- and part-time instructors in refining student-centered pedagogical and technology-enhanced skills for the classroom. The Division of Student Affairs maintains a Student Conduct Code emphasizing that CSU "seeks to advance knowledge, promote scholarship and create an environment conducive to the intellectual and personal growth of all its students" (p. 3), allowing students the full ability to exercise their rights to nondiscrimination, freedom of expression, freedom of assembly, due process, participation, and redress of grievances. One example provided by the Office of Institutional Equity relates to CSU's commitment to student groups' right to free speech applied to an outside speaker invited to campus. In response to a hate speech incident on campus in Fall 2017, the President's Office, in collaboration with the Office of University Engagement, held a series of events initiated by a panel discussion on applying the First Amendment to combat bias and discrimination, leading to a campus-wide event on the topic. That event was built on a series of preliminary planning meetings inclusive of student participation. Finally, a recent example from the College of Education and Human Services focuses on the wide range of topics proposed for consideration by faculty and staff as part of a Waking Up to Issues of Diversity, Equity, and Inclusion workshop series to be offered during the Spring 2021 semester.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

2.E.1. & 2.E.2.

Academic honesty and integrity at CSU are central to the enterprise and provide protection of human and animal subjects in research activities, and the sanctity of knowledge generated by faculty and students. Equally important is the dedicated support for active, funded research for faculty and students. The Sponsored Programs and Research Services' (SPRS) goal is to promote and advance the research, scholarship, and creative activity of faculty, staff, and students by helping to obtain external funding and forming internal and external partnerships that further the scholarly mission. SPRS maintains an expansive online grants database encompassing government, industry, and philanthropic sources. The unit circulates a respected newsletter that showcases faculty, student and center research, in addition to highlighting possible cross-disciplinary collaboration opportunities. A key tool for the unit is hosting events that network faculty across various disciplines. SPRS also provides assistance with proposal preparation and submission. Sponsored research is also encouraged through the CSU Research Corporation (CSURC), which supports the University by advancing research, technology transfer and commercialization activities. A primary purpose of CSURC is to assist industry that needs faculty expertise. The CSURC serves as a single point of contact for industrial partners seeking promising technologies and research projects from CSU.

The Office of Research and its sub-division, Sponsored Programs and Research, provide readily accessible rules and regulations to faculty, students, postdoctoral fellows, and staff at our applied research centers to ensure that research is conducted in an ethical manner. CSU IRB actions are based on the Belmont Report and in compliance with the Revised Common Rule, enacted January 21, 2019, as well as all applicable Ohio laws. The CSU IRB process is managed online. The primary investigator completes the proposal application and submits it, along with consent forms, attachments, and letters of permission. The IRB administrative coordinator processes the submission and assigns it to staff reviewer(s). A determination is then made regarding which type of review (exempt, expedited, or regular) is most appropriate. The reviewer(s) typically responds within 10 business days with a preliminary/final decision on the submission. If it is determined by the preliminary reviewer(s) that a regular (full Board) review is required, the submission will be placed on the schedule for the next regularly scheduled (monthly) meeting. Research, classified by the reviewers as involving protected populations as participants or that includes activities deemed to have

greater than minimal risk, are subsequently scheduled for a full Board (regular) review.

The Institutional Animal Care and Use Committee (IACUC) oversees all aspects of CSU's animal care and use programs for teaching and research. The IACUC serves as a resource for faculty, investigators, technicians, students, staff, and administrators by providing scientific, humane, and ethical guidance for conduct in animal use in research. The committee, composed of animal husbandry experts, reviews all animal-use protocols, certifies compliance with federal regulations, performs semi-annual internal inspections of all animal facilities and laboratories where animals are housed, and oversees training and educational programs.

2.E.3. & 2.E.4.

Matters of student academic dishonesty, such as (but not limited to) plagiarism, falsification of research data, and falsely claiming work are covered under CSU's Policy on academic misconduct. Any member of the University community can bring a charge of academic misconduct, and such a charge is first handled by the instructor of record, if the infraction is connected to the classroom. The department chair, then dean, and a University-wide committee can be included as part of an escalating chain that reviews a misconduct charge, depending on the how far the student wishes to appeal.

Academic misconduct, or sanctioning a faculty member, occurs when there is evidence of the following:

- (a) professional incompetence;
- (b) substantial, willful, and persistent neglect, without justification or excuse, of an essential institutional duty, validly prescribed by the university;
- (c) conviction of a crime involving moral turpitude;
- (d) fraudulent credentials;
- (e) violation of proscribed behavior under rule 3344-11-14 of the Administrative Code.

Specific definition and reference to faculty misconduct can be found in the faculty personnel policies manual under sections 3344-11-01 through 3344-16-13. The Chief Academic Officer initiates a sanctioning procedure through written notification of cause. Based on the nature of cause, the matter can be resolved informally (without a formal hearing) or the complaint can be adjudicated through a formal hearing "following which the appropriateness of a sanction shall be determined by the chief academic officer with the advice and consent of the university faculty affairs committee" (3344-11-06-2). If dismissal is recommended, the faculty member can engage in a series of appeals. The burden of proof, i.e., that dismissal is warranted, rests with the University.

Incoming students receive substantial exposure to the rules governing academic misconduct through the Introduction to University Life course. The University's Writing Center offers a helpful guide to students on what constitutes plagiarism and offers periodic workshops on the subject. To the same end, the Michael Schwartz Library regularly offers an online plagiarism workshop for students. The workshop is offered asynchronously through Blackboard and can be easily integrated into any course at an instructor's request, or students can self-enroll. After completing the workshop, students should be able to demonstrate an understanding of what constitutes plagiarism, so they may avoid accidentally plagiarizing and cite sources correctly in MLA or APA style. This workshop has been

offered every semester since 2015. Pre- and post-test scores have consistently demonstrated that students improve their understanding of this topic after successfully completing the workshop. The workshop is open to all, but participants commonly come from the First-Year Writing Program and 100- to 200-level courses. In 2019, the Center for International Students and Programs (CISP) adopted the workshop as part of their orientation for new international students. The Library collaborated with CISP to modify the existing workshop to better meet the needs of international students. The data collected show improvements (by percentage points) for international students who participated in the orientation workshop by 13.65% (64.61% as average post-test score, compared to 50.94% as average pre-test score) for Fall 2019/Spring 2020; 10% (62.50% as average post-test score, compared to 52.50% as average pre-test score) for Summer 2020; and 20% (56% as average post-test score compared to 36% as average pre-test score) for Fall 2020. Additionally, librarians frequently address plagiarism and sound practices for citing sources during in-person/virtual information literacy instruction sessions. Via the Library website, students have access to several research guides that specifically address plagiarism and explore the use of various citation tools: Citation Management Software @ CSU; Citing Sources and Avoiding Plagiarism; Don't Be a Copycat: Avoiding Plagiarism Workshop; EndNote Basic; Mendeley: A Quick Guide; MLA Citation Tutorial; and Zotero. Librarians also work closely with faculty from various academic units to refine the meaning and applications of plagiarism within individual disciplines, such as Social Work or Psychology. The syllabus template posted on the Faculty Senate's website includes language pertaining to course policies on plagiarism, as such policies can be elaborated upon by individual faculty members, in accordance with their pedagogical practices.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Cleveland State University (CSU) demonstrates integrity in its regular functions, which rely on well-established and regularly-monitored policies, practices, and structures that involve all campus community members, based on the various roles they play. CSU is led by a governor-appointed Board of Trustees, which provides oversight while delegating day-to-day responsibilities to the University administration. Ethics, academic freedom, freedom of expression, research integrity, conflict of interest, professional and responsible behavior, protection of privacy, academic honesty/rigor, and complaint collection and review rely on clear policies and procedures that are made public on various specialized University websites. Decision-making is consistently supported by data and a shared governance structure that brings together voices of internal and external constituents as a coherent, cohesive, and constant attempt to improve the University.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1.

Cleveland State University's (CSU) curricula are current, and they are the result of faculty ownership, as course content is an expression of faculty's professional expertise. In this light, all programs offered by CSU are adequately described in the Catalog, in compliance with regulations set forth by relevant specialized federal and state agencies, such as the Ohio Department of Higher Education (ODHE), and under constant monitoring by internal administrative offices, such as the Registrar.

Faculty, as content area experts, manage the curricula they teach. CSU relies on shared governance to develop, review, and approve curricular updates/changes that are intended to ensure the relevance and currency of what students learn in preparation for career and life. To that end, CSU uses Curriculog as its Web-based curriculum management system. There are user guides and training sessions available to faculty as they prepare any curricular change proposals. Additionally, a description of the curriculum approval processes includes procedural information pertaining to both undergraduate and graduate curricular changes. Any curricular change, be it a new course, sequence of courses, or an entire degree or certificate program, has to secure approval beginning with the academic department where the originating faculty resides, followed by the curriculum committee (either at the undergraduate or graduate level) within the college or stand-alone school where the originating department is located, the Office of the Dean, the College of Graduate Studies (only for graduate-level curricular changes), the University Curriculum Committee (as a standing committee of the Faculty Senate), the Faculty Senate, the Provost, the President, and the CSU Board of Trustees, followed by external review notification and/or approval from ODHE and HLC. New academic programs must include a section related to labor market analyses based on which to determine the feasibility of a given proposed curriculum and identify the investment needs the university must take into account, as demonstrated by the proposals for the DNP and the MA in Music Therapy programs, as referenced in Criterion 5.

Individual courses at CSU have been approved as part of the state's Ohio Transfer Module (OTM) and Transfer Assurance Guide (TAG) programs, which indicates that these courses are current and require appropriate levels of student performance. The OTM is a version of a general education program that can be transferred between state universities and many CSU General Education courses have been approved to be part of this program. TAG is a similar program for introductory courses for major programs, and again, multiple courses have been approved for TAG. To be part of either program, a course must meet set learning outcomes and undergo review and approval by a panel of faculty drawn from across the state. Relevant information about institutional transfer, acceptance and application of transfer and articulated credit, Transfer Module, Transfer Assurance Guides, Career-Technical Assurance Guides, Military Transfer Assurance Guides, Advanced Placement exams, conditions of transfer admission, responsibilities of students, and a description of the appeals process for transfer students are available on a specialized website containing catalog language related to the Transfer Module.

A set of complex quality assurance criteria set forth by external professional accreditation applies to many CSU academic programs. CSU faculty are committed to continuous improvement, as documented by feedback from their respective accrediting agencies, leading to changes to enhance the curricula, student learning, and community engagement, as illustrated by the 2017 CAEP Accreditation Action Report for CSU's College of Education and Human Services as an Educator Preparation Provider.

One more set of internal quality assurance criteria relates to the process by which academic programs receive regular review. Further detailed in Criterion 4, Core Component 4.A, academic program review engages faculty in self-assessment focused on their respective curricula, with an eye toward determining currency of content, student performance, and how the two come together to best prepare our graduates for fulfilling professional and personal lives.

3.A.2.

The University articulates learning goals embedded in its varied undergraduate and graduate programs that lead to degrees and/or certificates, thus aligning with instructional expectations for student performance and guided by discipline-specific content areas represented by faculty. These programs are offered by the 10 colleges at CSU. Specific information about the full range of academic offerings is found on the Registrar's website. Undergraduate, graduate, transfer, and international student admission requirements take into account the degree maps that spell out curricular connections within as well as across academic disciplines. Similar correlations represent the foundation for college-level admission requirements. As content area experts, faculty in the various academic programs and departments across campus express their authority over the curriculum by establishing course level student learning outcomes that support the development of engaging learning opportunities for all students. The recommended syllabus template provides curricular details, applicable university/college policies, relevant student performance expectations, and an overview of student support services. At the same time, faculty include specific information that relates to their discipline and associated pedagogical considerations, as illustrated by a range of course syllabi from across campus. Additionally, faculty qualifications are taken into account in terms of graduate instruction, as detailed in Core Component 3.C below.

3.A3.

CSU has a dual admissions program with Cuyahoga Community College and partnership programs with Lakeland Community College and Lorain Community College. Community College partnership

websites include information about student services/resources, financial aid, transfer guides, etc., all intended to provide students with the necessary information to make informed decisions about an academic career at CSU. Students in the partnership programs may complete selected CSU majors with a combination of courses from the community college and CSU courses, offered online and on campus, at the partnership location. The courses offered at the partnership schools are identical to those taught on the CSU campus. As a matter of fact, many of the courses offered at the partnership schools are taught concurrently with courses on the CSU campus using Interactive Video Distance Learning technology. This guarantees consistency in learning goals and program quality at the different locations.

CSU participates in Ohio's College Credit Plus (CCP) dual enrollment program as per the requirements outlined by the ODHE. The information provided to students, parents/guardians, and school counselors regarding CCP at CSU represents a commitment to support qualifying students who want to benefit from college-level courses. The vast majority of CCP students take regularly scheduled classes on CSU's campus with CSU faculty. An average of five courses per semester take place at select high schools where a CCP partnership is established via a Memorandum of Understanding. CSU faculty and departments have control over content, syllabi, and instructor training and evaluation, thus providing consistency in learning goals and program quality.

In terms of instruction delivery modality, CSU offers most of its courses in a traditional, face-to-face fashion, while allowing students flexibility with hybrid and entirely online learning settings as well. The curricula, instructional staffing practices, student and faculty support services, and performance evaluation procedures are consistent across all delivery modalities. The Center for e-Learning has been instrumental in making sure that all CSU faculty have access to a full range of support services as they design, implement, and evaluate their curricula and pedagogical content knowledge. The range of training available to faculty includes the Faculty Online Teaching and Design Course, Blackboard self-paced online training, vendor webinars, tutorials, March for Best Practices, Keep Teaching Speaker Series, and online sessions featuring Faculty Champions recognized for their outstanding teaching during the COVID-19 crisis. The Center also offers a full range of internal and external resources for faculty who have to retool their pedagogical strategies for the pandemic. The team of instructional designers from the Center of e-Learning works closely with faculty across campus to ensure high-quality learning environments. Relying on various accessibility and test proctoring resources, pedagogy and technology tools, they use the Quality Matters design standards in their work with faculty who are interested in developing hybrid and online classes. As referenced in the narrative for Criterion 2, e-Learning policies demonstrate compliance with ethical practice expectations. In this light, the Faculty Senate's Electronic Learning Committee collaborated with the Center for eLearning to "establish campus-wide guidelines on academic integrity and quality of e-Learning courses as well as to articulate the responsibilities of all parties" in the Required Procedures and Recommended Practices to Address Security and Quality of eLearning Courses.

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

3.B.1.

In keeping with the University's mission, and as stated on the program webpage, CSU's General Education program seeks to **Empower Students** by "providing all undergraduates with the knowledge and skills they need to build successful careers, act as responsible members of our society, and lead fulfilling lives." Many departments from across the University contribute courses to the program, many of which also fulfill requirements for individual majors and minors. Each major must include at least one General Education Writing Across the Curriculum (WAC) course that develops the writing skills that are appropriate for that specific field of study. Course offerings in the program range from 100 and 200-level introductory courses in various subjects and disciplines to 400-level Capstone courses.

While the General Education program has been in place since 2008, the University recently (2019) updated the criteria for Capstone courses. The program webpage plays a primary role in articulating its purposes, content, and structure by including a description of the program, a link to a summary table of requirements, links to lists of courses in each of the required areas, an overview of assessment in General Education, and a link to additional resources for faculty. The faculty resources include downloadable versions of Criteria Sheets for courses in each area in the program. Proposals for new General Education courses must address how they meet the relevant criteria, and they are reviewed by the University Curriculum Committee together with the Director of General Education.

CSU's Quality Initiative, a project on assessment in General Education, was structured through participation in the HLC's Assessment Academy. A focus for this project has been developing goals and objectives for student learning, along with rubrics for assessing them, for each area in the General Education program. This work has taken place in summer workshops:

- In summer 2017, approximately 30 department chairs and faculty members were involved in developing goals, objectives, and rubrics for the Arts & Humanities, Natural Sciences, and Social Sciences.
- In summer 2018, approximately 20 faculty members participated in doing this work for AALAME, US Diversity, and African-American Experience courses.
- In summer 2019, 17 faculty members met to do this work for WAC and Writing Skills courses.
- We had planned to convene an additional 12 faculty members to do this work for Information Literacy and Quantitative Literacy in summer 2020, but had to put that project on hold due to the COVID-19 pandemic.

Future work includes rubric development workshops for Critical Thinking, Group Work, and Oral Communication/Speaking Across the Curriculum (SPAC).

The draft rubrics for the Arts & Humanities, Natural Sciences, Social Sciences, AALAME, U.S. Diversity, and African-American Experience courses have been shared with additional faculty members for feedback and revision. For WAC and Writing Skills courses, this process was cut short because of the COVID-19 pandemic; however, it is scheduled to resume during the Spring 2021 semester. The revised rubrics for Arts & Humanities, Natural Sciences, and Social Sciences have also been shared with the University Curriculum Committee and were further revised based on their feedback. All existing draft rubrics are available on a page dedicated to General Education assessment. All the changes and initiatives undertaken as a result of CSU's participation in HLC's Assessment Academy have been documented in the regular reports (as evidenced by the most recent submissions, one from June 2020 and the other from Fall 2020) as well as in the feedback received from the HLC mentor and scholar assigned to work with CSU (as illustrated by the Quality Initiative Report – Panel Review and Recommendation following the submission of the final report from the University).

3.B.2.

CSU's current General Education program was implemented in 2008, based on the work of a task force active from 2004 to 2007. The report written by that task force grounds the structure of the program in the work of the Association of American College and Universities (AAC&U). Based on that premise, the program places its focus on intellectual and practical skills and on diversity and inclusion. In 2017, an Ad Hoc Committee on General Education issued a series of recommendations, among which was one focused on Civic Engagement. Through collaborative, faculty-driven work, the latter became the most recent Skill Area addition to the program.

The program is structured into:

- **Breadth of Knowledge areas:** For Arts & Humanities, Natural Sciences, and Social Sciences, students take two courses in each area. For the first and third areas, the courses must be from different disciplines, while for Natural Sciences, courses must have a lab component.
- **Social Diversity Areas:** For U.S. Diversity, African-American Experience, and AALAME (a course in either the Arts & Humanities or Social Sciences focused Africa, Asia, Latin America, and/or the Middle East), students take one course in each area.
- **Skill Areas:** Civic Engagement, Critical Thinking, Group Work, Information Literacy, Oral Communication, Quantitative Literacy, and Writing.

All courses approved for the Breadth of Knowledge and Social Diversity areas must also be approved as promoting at least two skill areas. The lists of courses available on the General Education program

website identify which skill areas each course promotes.

Special emphasis is placed on quantitative skills and skills in writing. Students take either two Math courses or one Math course and one approved Quantitative Literacy course. Additionally, students take two courses in English Composition and three Writing Across the Curriculum (WAC) courses. Faculty members from across the University teach WAC courses that emphasize how writing works in their specific areas of expertise. Students can substitute a Speaking Across the Curriculum (SPAC) course for one WAC course.

The program begins with a seminar for entering first-year students entitled Introduction to University Life, part of CSU's First-Year Experience program. Each major culminates in a Capstone course that is also a General Education course. These courses require students to integrate, synthesize, and/or apply knowledge and skills already gained across multiple courses, including both courses for the major and General Education courses, and to demonstrate mastery of at least three of the General Education skill areas.

The program's structure is also necessarily congruent with that of the Ohio Transfer Module (OTM). The OTM is a version of a general education program that a student can pursue at any State of Ohio institution and then transfer, as a whole or in part, to any other such institution. Individual institutions, however, may have additional general education requirements that go beyond the requirements of the OTM. The OTM requires one course (three semester credit hours) in English composition, one course in mathematics, statistics, and logic, two courses (six semester credit hours) in the arts and humanities, two courses in the social and behavioral sciences, and two courses in the natural sciences. Interdisciplinary courses and courses in oral communication can be used as electives in the OTM. CSU's integration of OTM requirements into its General Education program goes beyond the state minimum mandate, as it requires two courses each in English composition and mathematics and the AALAME, US Diversity, and African-American Experience courses. There has been some discussion of revising the OTM in the past few years, and CSU has advocated for adding some form of a diversity requirement to that program.

3.B.3.

Diversity and inclusion are a focus in CSU's General Education program. All students take one course focused on a culture or cultures in Africa, Asia, Latin America, and/or the Middle East (AALAME), as well as one course on African-American experiences and one on another form of diversity within the United States (including disability status, ethnicity, gender, sexuality, and social class). General Education courses that promote Group Work as a Skill Area give students the opportunity to learn how to work productively with others. The composition of our student body, with a significant number of first-generation students, minority students, and international students, means that these groups are likely to be diverse in composition.

The new Civic Engagement Skill Area in the program extends this focus outside of the classroom and into the community and so provides students with additional growth opportunities and a model for ongoing, productive engagement with our diverse society. Courses approved to promote this Skill Area must meet the following criteria:

1. Designate that at least 15% of the student's grade in the course is based on an evaluation of Civic Engagement.
2. Include at least one experiential learning opportunity that takes place outside of a traditional classroom setting; involves collaboration among students, faculty, partnering community

organizations, and/or members of the larger community; and serves the common good for all participants.

3. Develop students' skills in at least two of the following areas: leadership and communication, ethical decision making, building respectful relationships with individuals and groups of various backgrounds, and/or integrating academic concepts into real-world projects.

CSU's commitment to diversity and inclusion extends beyond the General Education program and into major, minor, certificate, and graduate programs. The College of Liberal Arts and Social Sciences offers interdisciplinary major and minor programs in Black Studies and Women's and Gender Studies, as well as minors in Asian Studies, Middle Eastern Studies, and International Film Studies. The College's Department of World Languages, Literatures, and Cultures offers majors and minors in Arabic, French, and Spanish, as well as a master's program in Spanish. Courses in Chinese are offered through the University's Confucius Institute and the Center for Slovenian Studies offers courses in Slovenian language. The Department of Political Science offers a major program in International Relations. The University's Monte Ahuja College of Business offers an undergraduate certificate in Global Business, a major and minor in International Business, a concentration in International Business within the Master of Business Administration (MBA) program, and a specialization in Global Business within the Doctor of Business Administration (DBA) program. Finally, the College of Sciences and Health Professions offers undergraduate and graduate certificates in Culture, Communication, and Health Care.

The University's Center for International Students and Programs both promotes and facilitates study abroad opportunities for domestic students and provides guides and services for international students studying at Cleveland State. Study abroad opportunities range from short-term programs led by Cleveland State faculty members to semester- and year-long programs through affiliate and reciprocal exchange relationships. Programs led by CSU faculty have included International Business programs in Spain, China, Dubai and the UAE, Israel, England, Morocco, Munich and Amsterdam, and South Africa, as well as a French language and culture program in Rouen and Paris offered regularly by the Department of World Languages, Literatures, and Cultures. The University has scholarship and grant programs available to support students who wish to study abroad. The University's new CSU Global program for international students provides them with a structured introduction to the University and the city, with additional academic support as needed. This program should significantly increase the number of international students on campus, and so further diversify our campus community to the benefit of all CSU students.

Finally, CSU's emphasis on diversity and inclusion extends beyond the curriculum and into the co-curriculum, in the form of multiple student organizations, such as: the Arab Law Student Association, the Association of Latin Professionals for America, Black Law Students Association, Black Student Union, Campus Bible Fellowship, Chinese Students and Scholars Association, Cleveland State Chapter of the Coalition of Occupational Therapy Advocates for Diversity, Cleveland State Sikh Association, Cleveland State University Best Buddies, Delight Ministries at CSU, Emerging Org: Latinos Unidos, Emerging Org: Arab Student Association, Emerging Org: Queer Student Association, Emerging Org: Scientista Foundation, etc.

3.B.4.

CSU is among the 135 universities within the Carnegie Classifications of "higher research activity," or R2. Research and development expenditures for CSU amounted to more than \$80 million in fiscal year 2020. CSU currently has 209 awards that support activities in research, student services, instruction, and public service. CSU consistently ranks among the nation's top universities

for Fulbright scholars and has sent 28 faculty overseas during the past decade as Fulbright faculty scholars. All departmental promotion and tenure documents for tenured and tenure-track faculty include research, scholarship, and creative activity as a significant aspect of the evaluation process.

Some of CSU's showcase research centers include the Center for Gene Regulation in Health and Disease (GRHD), a state-funded Center of Research Excellence. The GRHD includes 15 faculty members who engage in strongly interdisciplinary, biomedical research. Publication, citation, and grant funding data place the Center among the 10 most productive nationally in its field. CSU's collaboration with the Lerner Research Center at the Cleveland Clinic ranks prominently among the research partnerships with faculty and students from CSU, both in the College of Sciences and Health Professions and the Jack, Joseph and Morton Mandel Honors College. Another CSU research center, the Center for Human-Machine Systems (CHMS), has as its goal the improvement of human-machine systems, achieved by combining the unique capabilities of engineered and natural subsystems. The research centers in the College of Urban Studies conduct research and provide services in city and public management, community development, demographic analysis, economic development, energy policy, environmental policy, health policy, and nonprofit management. The same college has an interactive Engaged Scholarship interface that represents a repository of faculty publications from this academic unit.

The CSU Research Corporation (CSURC) was established in 2006 to facilitate CSU's research, technology transfer, and commercialization activities. A primary purpose of the CSURC is to assist industrial clients who need the services of expert faculty in a timely and efficient manner. CSURC attracts industry to partner with faculty to perform sponsored research at CSU and provides an efficient mechanism for the commercialization of intellectual property. CSURC enjoys strong relationships with the Parker Hannifin Corporation, Colgate Palmolive, Akron Children's Hospital, Cleveland Indians Baseball, and others.

The CSU Innovation Portal streamlines access to innovation by CSU faculty, students, and partners. The portal focuses on technology transfer, educational opportunities, and collaboration, both internal and external. The portal highlights partners and resources in Northeast Ohio to promote economic engagement within the region. Partners include the Ohio Federal Research Network (OFRN), the Council of Smaller Enterprises (COSE), the Manufacturing Advocacy and Growth Network (MAGNET), Cleveland Clinic Innovations (CCI), JumpStart, the Great Lakes Innovation and Development Enterprise (GLIDE), and others. Notable aspects of CSU's innovation activities include the MakerSpace, a 6,400-square-foot, state-of-the-art, prototyping, design, and fabrication facility; the Internet-of-Things Collaborative (IOTC), a partnership with Case Western Reserve University with primary funding from the Cleveland Foundation; and Startup Vikes, an initiative that provides the opportunity for CSU's Northeast Ohio community partners to create a business and obtain funding in a single weekend. CSU has a number of Research Centers designed to promote the dissemination of knowledge that benefits various communities and constituent groups served by the University, ranging from the Bernie Moreno Center for Sales Excellence to the Center for Advancements in Renewable Energy (CARE), to the Center for Community Planning and Development, and the Center for Refugee and Immigrant Success, just to name a few. Additionally, faculty can create a Selected Works Profile that highlights their research, scholarship, and/or creative activities that contribute to the University's overall research profile.

CSU also supports scholarship, research, and creative works through undergraduate research opportunities. Approximately 100 undergraduate students receive financial support each summer to conduct research with faculty as part of the Undergraduate Summer Research Award

(USRA) program. This program culminates each year with a showcase poster session where undergraduates come together to disseminate their scholarly findings through presentations, posters, and demonstrations.

CSU sponsors a number of programs that engage specific groups of students in research and scholarly endeavors, including the Ronald McNair Scholars Program, the Choose Ohio First Scholarship Program, and the Louis Stokes Alliance for Minority Participation Program. Specific information pertaining to graduate student research is hosted on a specialized website that outlines funding programs, graduate assistantships, research journals, and the Graduate Student Resource Center.

Creative activity at CSU also includes a wide variety of performing arts. The Theater and Dance Department presents dance events and theatrical shows for audiences in Northeast Ohio. The [Galleries](#) at CSU is an art gallery that educates, edifies, and involves diverse audiences, as it presents exhibitions and programs that promote the understanding of art and its relationship to society. The Galleries also serves as an academic laboratory for the study, contemplation, and critical analysis of works of art and their contexts. The School of Film and Media Arts, also referenced in Core Component C4, has a state-of-the-art studio where faculty and students write, direct, produce, film, edit, and act.

CSU offers competitive, internal funding programs for student and faculty research:

- The Graduate Student Research Award (GSRA) Program is for students who are pursuing doctoral dissertation or master's thesis research.
- The Faculty Scholarship Initiative (FSI) was established to facilitate faculty scholarship and creative activity in areas that are traditionally underfunded from external sources.
- The Faculty Research and Development (FRD) Program provides seed funding for research that aims to increase federal and industrial grants received by CSU.
- The Undergraduate Research Award (URA) Program provides funding to undergraduate students to offset the costs associated with doing research in CSU courses, such as independent study courses and honor's thesis courses.

In addition to these programs, CSU regularly offers one-time funding opportunities for special circumstances, such as the following:

- The Internet of Things (IOT) Program was offered in 2019 to fund University-wide research related to IOT, and to better align CSU's research priorities with the mission of the CSU-Case Western Reserve University IOT Collaborative.
- The COVID-19 Rapid Response Research Grant (CR3) Program was offered in 2020 to fund CSU investigations into the impact of the COVID-19 pandemic and the local, statewide, national, and international response to COVID-19.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

3C1.

According to the U.S. Census Bureau, the population of the city of Cleveland was 381,009 as of July 1, 2019. Of that total, most inhabitants were Black/African American (48.8%) and White (33.8%), while 11.9% were Hispanic/Latino and 2.6% Asian. In terms of gender distribution, 51.9% of inhabitants were women. By comparison, CSU faculty in Fall 2017 demonstrated the following breakdown: 54% male, 46% female, 73% White, 5% Black/African American, 2% Hispanic/Latino, and 13% Asian (CSU's Diversity Report and Action Plan 2019-2020, Table 1, p. 5). Concurrently, CSU staff members are more diverse than faculty, as demonstrated by the fact that 28% of this employee group is Black/African American, compared to 5% of the faculty in the same racial group. The latter figure is also connected to a much lower student-faculty ratio for the Black/African American group (86-1) versus the corresponding ratio for the White group (26-1). By contrast, CSU benefits from one of the most racially and ethnically diverse student populations among universities in the state of Ohio. The 2019 - 2020 Diversity Report Action Plan and the Book of Trends document details related to student diversity along the lines of race, gender, ethnicity, religion, sexual orientation/identity, veteran status, and special needs. Moving forward, student performance data are used to monitor diversity, equity, and inclusion goals that are expected to:

- a) Improve institutional diversity.
- b) Establish common understanding of what diversity is within each CSU unit (academic, student support, and/or administrative).

- c) Create curricular connections to diversity and community engagement.
- d) Model how an institution of higher education can implement diversity, equity, and inclusion through various policies, programming, and outreach initiatives.
- e) Enhance the physical space of the CSU campus to reflect the institutional commitment to diversity, equity, and inclusion.
- f) Ensure student success by putting in place structures, mechanisms, and guidelines intended to increase completion and graduation rates for all students, with a particular focus on underrepresented minorities.

3.C.2.

As documented in the 2018 Book of Trends, full-time faculty ranged from 511 in 2013 to 541 in 2017 (Table 7.2, p. 152). In terms of continuity, 59% of the 541 faculty were at the associate and full professor ranks in 2017 (Table 7.5, p. 159). CSU has secured adequate instructional capacity to carry out its mission, in alignment with Policy 3344-16-5, approved by the Board of Trustees in 2014, according to which faculty-student ratios are established. As mentioned in Criterion 2, faculty have authority over academic matters as reflected in University policies AAUP and AAUP Law collective bargaining agreements, and faculty personnel policies. These policies spell out standards and procedures for faculty appointments based on appropriate credentialing, continuation as well as promotion and tenure. As an example, the College of Graduate Studies articulates the necessary elements to grant Graduate Faculty membership based on its set criteria and supporting guidelines. A Graduate faculty status application follows said guidelines. Each college has its own set of Graduate Faculty membership criteria, as approved by Graduate Council, to be the final gatekeeper for supporting policies and processes. The websites for the Provost's office and the Faculty Senate office provide valuable resources pertaining to tenure and promotion, academic honesty, conflict of interest, and the rights and responsibilities related to teaching and research. The faculty collective bargaining agreement contains many of these provisions in contract form, including academic freedom, affirmative action, nondiscrimination, professional activities outside the University (conflicts of interest and commitment), tenure and promotion, disciplinary action, grievance and arbitration, the faculty recruitment manual, faculty professional development (also see the wide range of workshops offered by the Center for Faculty Excellence), retirement/resignation notification process, principles for the performance-based merit system, faculty leave pay-out policies, administrator return to faculty policy, and faculty contract definitions.

In terms of curriculum oversight, as referenced earlier in 3.A.1, CSU faculty, as content area experts, manage the curricula that they teach. CSU relies on shared governance to develop, review, and approve curricular updates/changes that are intended to ensure the relevance and recency of what students learn. CSU faculty are the owners and creators of their respective curricula based on their discipline-specific, pedagogical-content expertise, and expectations for student performance are detailed in course syllabi. A syllabus template, along with religious accommodations and health and safety specifications, are linked to the Faculty Senate website.

In terms of the assessment of student learning, the Office of Student Learning Assessment (OSLA) provides information that academic programs can use in their required annual reports. In addition, program coordinators/chairs consult with the OSLA regarding collecting evidence of student learning and writing a report of their findings. Summative data are provided by the OSLA Director to the Assessment Council every semester. Program coordinators employ various means to collect student

learning data, and these may include surveys, interviews, focus groups, etc. Assessment reports are submitted to the OSLA by May 31 each year. Annual assessment report guidelines are posted on a specialized website. During the summer, new peer reviewers attend a two-hour course on the process used at CSU. A calendar guides the cycle of assessment; according to which, programs must provide their reports by May 31 of the year (with the exception of 2020, when report submissions were delayed due to the COVID-19 pandemic's effect on the University's activities). Program reports come from all colleges, as well as student support services representing cocurricular areas, such as the Counseling Center, University Library, the Health and Wellness Center, and First-Year Experience, as illustrated by the following examples: Ph. D. Urban Education (2017), MSN Nursing (2018), BS - BA Math (2019), MBA (2020), BA English (2019), and University Library (2020). The Director provides comments from September to December and sends the evaluations to program directors. Assessment Council meetings are held twice, in the Fall and in the Spring semesters (Assessment Council minutes - Fall 2017, Fall 2018, Spring 2019, Fall 2019, Spring 2020, and Fall 2020). Further details about how the assessment culture at CSU plays out are included in 4.B.

The assessment process has strong support from the campus community. There is strong interest from faculty and staff to serve as peer reviewers as well as consistency in the submission of reports. For the selection of peer reviewers, an initial notice is distributed to all faculty and staff asking if they would like to train as a peer reviewer during the upcoming summer. Reviewers include faculty and staff. The number of applicants for peer reviewer were 54 (2017), 57 (2018), 94 (2019), and 26 (2020). The number of reviewers for 2020 was lower than preceding years, as reviews took place in Fall 2020 due to the COVID-19 pandemic delaying report submissions.

3.C.3.

The qualifications criteria for full-time instructional faculty are established by Article 12 of the contract between the University and AAUP, AAUP Law, and by University policy. In general, an earned doctorate is required, with exceptions for fields in which the doctorate is not the standard terminal degree, for exceptional circumstances, and for appointment at the rank of instructor, which requires a master's degree (Article 12.10). Appointment as a Clinical Faculty member requires a master's degree and professional experience; appointment as a Professor of Practice requires an appropriate graduate degree and at least 10 years of relevant professional experience (Article 12.3.C and 12.5.B). A master's degree is also the standard qualification for appointment as a part-time single term instructor. Moreover, current personnel policies guide the determination of qualifications and procedures for appointing visiting faculty and adjunct professors. A small number of courses in the CCP program are taught by high school teachers who must also meet the University's requirements for appointment, including a master's degree, and who are vetted by the relevant academic department at CSU. Regular faculty members may apply for appointment to the Graduate Faculty. The criteria for appointment are set by the colleges and differentiate into three levels of appointment, as referenced in 3.C.2 above. The criteria for Levels I and II typically require a terminal degree and a record of publication, while Level III requires an appropriate graduate degree and professional experience. CSU's faculty profiles outline their expertise areas and how these areas connect to the mission of the University: to serve the public good through research, teaching, and service. Sample curricula vitae are available in the Virtual Resource Room accompanying CSU's Assurance Argument.

3.C.4.

The Personnel Policies and Bylaws language includes references to faculty appointment, promotion, tenure, and review procedures. More specifically, Policy 3344-16-02 focuses on classroom and

related responsibilities, according to which the Faculty Senate has oversight for determining the instruments used in each college to collect student feedback related to their class(es) and/or instructor(s). The Office of Faculty Affairs, a component of the Provost's portfolio, provides guidance related to tenure, promotion, faculty reappointment, an e-Dossier to document faculty's fulfillment of professional performance expectations, as well as COVID-19 faculty extensions applicable to tenure and reappointment processes. The Student Evaluation Policy outlines the governing principles, administration of the instrument, reporting of data to faculty and campus at large, Student Evaluation Instrument (SEI) data collection inclusion and exclusion rationales, and recommendations for alternative methods of evaluating teaching effectiveness for low-enrollment classes. The SEI is administered online, and it includes a standardized set of questions as well as a section asking students to offer detailed narrative comments. Survey data are benchmarked against university-wide, departmental, and course-level scores. The Office of Institutional Research developed a faculty interactive dashboard focused on a course evaluation timeline. Moreover, the Student Government Association, in close collaboration with the Faculty Senate and the Provost's office, helped create a searchable instructor database, aimed to bring transparency to students with SEI data from multiple semesters, the first and only one of its kind in the State of Ohio.

As part of their professional responsibilities, faculty engage in a continuous professional development process. This includes annual activities reporting and development plans related to teaching, research, and service. In an attempt to facilitate communication with faculty across campus regarding a course evaluation timeline per academic term, the Office of Institutional Research developed an interactive dashboard that allows users to identify start/end dates, reminder dates, and course enrollment data.

3.C.5.

The University supports the professional development of the faculty in multiple ways. In the fall semester, full-time faculty members prepare professional development plans that they share with their department chairs and, toward the end of the Spring semester, they report on their year's activities through the EFAAR system. As outlined in Article 20 of the AAUP contract, tenured full-time faculty are eligible for Professional Leave of Absence (PLOA or sabbatical) after seven years of service, a time period established by the Ohio legislature. The program allows for either a one-semester leave at full salary or a two-semester leave at 66.67% salary. Faculty members must apply for leave by submitting a plan for the work to be accomplished during the leave period. Applications are reviewed by the faculty member's department and college and by the Provost and President and must be approved by the Board of Trustees. Article 26 of the same AAUP contract specifies that CSU will reimburse faculty for travel expenses incurred while engaging in the dissemination of research/scholarship/creative activities and/or in faculty development programs. The University recognizes outstanding faculty achievement through annual Distinguished Faculty awards in the areas of research, teaching, and service.

The Center for Faculty Excellence supports the faculty in their development as teachers and in their other roles. The Center offers workshops, book discussion groups, and faculty learning communities on topics ranging from dossier development to student support services, to engaging students in online learning. The Center also offers orientations for new faculty members and new department chairs. It promotes excellence in teaching through the Teaching Enhancement Award program, the annual Provost's Teaching Summit, and the newly established University Teaching Council. A newly formed Cleveland Teaching Collaborative is a faculty-driven platform that uses case studies from supporters and collaborators to explore pedagogical innovation prompted by curricular changes and

the COVID-19 pandemic. The Center for e-Learning also supports faculty development in their teaching roles by offering workshops on Blackboard and other technology tools, and courses on online course design and online teaching. The Health and Wellness Center provides suicide prevention (Question, Persuade, Refer) training to faculty and staff to ensure that they are aware of the warning signs that indicate possible suicide crises.

3.C.6.

Faculty Personnel Policies state that faculty shall maintain regular office hours and availability to students by appointment outside of those hours. According to the policy, office hours are to be posted and listed in the syllabus, and many faculty members have chosen to list their office hours in Starfish as well, which allows students to schedule appointments with faculty within that system. The Faculty Senate syllabus template also requires that office hours be included in the syllabus along with contact information for the instructor, such as telephone number, office location, and email address.

3.C.7.

In addition to faculty, CSU relies on its staff members to bring to life the various components of the University's daily operations, such as tutoring, advising in the various colleges (such as the College of Education and Human Services, the Washkewicz College of Engineering, the Jack, Joseph and Morton Mandel Honors College, the College of Liberal Arts and Social Sciences, the Maxine Goodman Levin College of Urban Affairs, the College of Sciences and Health Professions, the School of Nursing), or the full range of services provided by Student Life. The Department of Human Resources (HR) is committed to "developing and retaining a diverse, talented, and engaged workforce" intended to support CSU in fulfilling its mission. In this light, HR uses PeopleAdmin as the online recruitment system that features several components, as follows: a) applicant tracking system; b) position management; c) employee records; and d) CSU performance portal. The hiring process relies on clear communication on duties, expectations, and qualifications for every single job at the University. Screening/search committees work closely with hiring managers and the Office of Institutional Equity to ensure that search processes are transparent and in compliance with set rules and regulations. New Employee Orientation is designed to streamline the onboarding process. As an example, the Supervisor Checklist provides a tool to maximize the outcomes of the process by which new employees join the University. Collective bargaining agreements and relevant HR policies and procedures guide how CSU creates a work environment for its employees. Concurrently, training and organizational development are offered both on regular and on-demand bases. Staff development program guidelines outline eligibility, enrollment, and tax requirements for participating staff. Additionally, the Division of Continuing and Extended Education offers a wide range of professional development opportunities that address the varied needs of employees across campus.

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

3.D.1.

To meet the needs of our diverse student populations, CSU provides a wide range of support services. These include academic and personal support services available to all students, as well as services for specific groups of students. The University's primary source of academic support services for all students is the Tutoring & Academic Success Center (TASC). This unit offers tutoring in a wide range of subjects, supplemental instruction for introductory courses in biology, chemistry, physics, and psychology, structured learning assistance for courses in English composition and math, success skills workshops on topics such as time management, note-taking, and test-taking, as well as one-on-one peer success coaching. Additional academic support is available from the Math Learning Center and the Writing Center. Electronic tutoring and writing assistance are also available for students outside of traditional business hours and all academic support services have been available online since the campus closure in the Spring and Summer semesters of 2020, due to the COVID-19 pandemic.

The Counseling Center is the primary provider of personal support services to students. The unit offers group therapy, individual and couples counseling, psychiatric services, case management, and outreach programs including informational presentations during orientation and in classes. In addition, the Counseling and Academic Success Clinic (CASC), staffed by graduate-student interns, provides counseling, coaching, and support groups to assist students with academic barriers, anxiety and depression management, career concerns, goal setting, relationship difficulties, and stress management. Health and Wellness Services provides students with access to medical care, including primary care, health counseling, some pharmacy and lab services, and shots and immunizations. Student Health and Wellness provides peer wellness coaching and peer education on topics including alcohol and drug use, sexual violence and sexual health, and suicide prevention. Lift Up Vikes provides a food pantry, kitchen, laundry facilities, lockers, and workshops on financial planning and other topics.

Additional support services are available for specific groups of students and students with specific needs:

- The Office of Disability Services provides support for students with a wide variety of disabilities and coordinates accommodations as appropriate.
- Graduation Coaches provide additional support, encouragement, and guidance to first-generation students.
- The Key Bank Scholars Program provides support for graduates of the Cleveland Metropolitan School District.
- LGBTQ+ Student Services provides resources, support, and programming for lesbian, gay, bisexual, transgender, queer, and questioning (+) students and their allies.
- The MaryJoyce Green Women’s Center provides support for all students, with an emphasis on women, student parents, and returning/adult learners.
- The McNair Scholars Program prepares undergraduate students from disadvantaged backgrounds for doctoral studies.
- The Sullivan-Deckard Scholarship Opportunity Program provides support for students transitioning out of foster care.
- TRIO Student Support Services provides support for first-generation and/or low-income students.
- Viking Vets provides support for students who are veterans and members of the Reserve and the National Guard.
- The University Ombudsperson ensures that the “interests and rights of all members of the Cleveland State University community” are protected by using a fair and impartial process, implemented by a trustworthy representative of the University, in all attempts to resolve conflict.
- The Division of Student Affairs offers a wide range of campus-wide programs aimed at student engagement and well-being. It supports the entire spectrum of needs that CSU students may have. For instance, there are various opportunities for students to participate in events and groups intended to enhance their learning experiences outside the classroom.

In order to help connect students with resources, faculty, staff, and other students can make referrals to the Community Assessment Response and Evaluation (CARE) Team. The team consists of Care Managers who meet regularly with representatives from offices across campus to share information and promote the safety and well-being of the campus community. The Care Managers also work with individual students to develop plans for their specific needs, to connect them with the appropriate resources both on and off campus, and to help them navigate University policies and procedures.

3.D.2.

Student experiences at CSU begin with orientation, which is available for incoming freshmen, transfer students, graduate students, and international students. As part of orientation, entering freshmen meet with academic advisers to discuss their plans of study and register for classes. Entering freshman and transfer students who have not completed the English Composition and Math/Quantitative Literacy General Education courses are placed in appropriate courses in these areas based on ACT/SAT scores and/or on placement tests. Entering freshmen with lower test scores, those who place into ENG 100 or MTH 87, have the option of completing those courses as part of a summer transition program. Placement tests are also available for foreign languages.

The English Composition or First-Year Writing program consists of three courses: students take either ENG 100 or ENG 101, depending on their placement tests, and then progress to ENG 102. ENG 100 is an intensive version of ENG 101; while both are three credit-hour courses, ENG 100 has four contact hours per week and includes supplemental instruction in the form of a tutorial delivered

by the Writing Center. Optional supplemental instruction is also available for students in ENG 101 and ENG 102 through ENG 105, and the Writing Center provides additional support for all students. English as a Second Language instruction is also available in non-credit courses.

Students with lower math test scores have placed into MTH 87: Basic Algebra; and they have gone on from there to take math courses that carry college credit, either MTH 116: Foundations of Quantitative Literacy, or another course if required for their major. However, following from the Ohio Department of Higher Education Bridges to Success and Strong Start to Finish programs, CSU is moving to a corequisite model for remediation in math and is developing intensive versions of introductory math courses, similar to ENG 100 as described above. These intensive courses include MTH 116: Intensive Foundations of Quantitative Literacy, MTH: 165 Intensive Precalculus I, and STA 145: Intensive Statistical Concepts with Applications. TASC provides structured learning assistance for MTH 87, MTH 167: Precalculus I, MTH 168: Precalculus II, MTH 181: Calculus I, and MTH 182: Calculus II. Additional assistance with math is provided by the Math Learning Center.

The College of Education and Human Services and the College of Engineering both have enhanced entrance requirements for undergraduate students, which are intended to ensure that students are adequately prepared for those programs of study. Students intending to enter the College of Education begin as pre-Education majors and must apply for admission into the College. Similarly, students intending to enter the BSN program in the School of Nursing start as pre-Nursing students and must complete a group of prerequisite courses, then apply for entrance into the program. Students with lower test scores and GPAs may begin as pre-Engineering students their first year. Entrance into the School of Music requires an audition and an additional application. Graduate programs have individualized admissions requirements and application procedures that are listed in the catalog.

3.D.3.

CSU operates under a shared advising model, and students are advised based on their needs by the programmatic advising offices (i.e., TRIO, Athletic and Honors advising), centralized offices (i.e., First-Year Advising, Exploratory Advising, College Credit Plus [dual admission advising], Transfer Advising), and college advising offices, such as the specialized offices in the Monte Ahuja College of Business, the Washkewicz College of Engineering, College of Sciences and Health Professions, or the Maxine Goodman Levin College of Urban Affairs. An advising coalition made up of representatives from all areas serves as the vehicle to keep advisers informed on academic, business, and program changes in the colleges and the University at large. The group also provides all advising areas the opportunity to learn from each other's best practices as well as streamline and standardize advising protocols.

An automated adviser assignment process based on major/group and various other criteria was implemented in the student information system in 2014. Students need not spend much time seeking support, as they can identify their assigned advisers in their Student Success Network, Starfish, CSU's early alert, note-taking, and appointment system.

The First-Year Advising Office (FYA) was created in the 2012-13 academic year as part of the recommendations from the Faculty Student Success Committee and as a means to enhance student support, success, and retention. Since then, it has evolved and grown, from serving students with developmental course needs to all students with less than 24 credit hours (both transfer and first time in college) to assist them with their transition to the University. The six, full-time, professional staff

advisers in First-Year Advising function on an appreciative advising model and provide students developmental, wholistic, and relational advising while closely monitoring the progress and goals of their students. Outreach and interventions are based on CSU's early alert system (Starfish) as well as referrals from faculty and other support services offices. Caseloads are continually monitored, and over the academic year, average closely to NACADA's recommended caseload number of 250 students per adviser. First-Year Advisers work closely with other student support offices (e.g., Tutoring, Success Coaching, Career Services, First-Year Experience, college advising offices and counseling) to assure holistic student support. Advising services are associated with learning outcomes for students, and these outcomes are measured and assessed via ongoing student experience and knowledge surveys.

After completing 24 credit hours in good academic standing and declaring a major, students are handed off to the decentralized college advising offices. The electronic advising note system (housed in Starfish) allows students' new advisers to seamlessly continue assisting their needs. Once in the colleges, students continue to receive help from a professional, full-time staff adviser while also receiving assignment of a faculty member who can provide a deeper understanding of a major's curricula and give mentorship support.

CSU also provides specialized advising support for specific groups of students:

- College Credit Plus: One full-time adviser is assigned to an average of 200 dually admitted students from high schools. CCP is a state-mandated program that allows qualified students to earn college credit while in high school. The adviser for the program assures compliance with state rules, coordinates CCP family/student orientation, works with high school counselors to select appropriate course options and educational plans, and refers students to any needed university resources.
- Exploratory Advising: One full-time, professional staff adviser serves an average of 200 students (with 24+ credit hours) who do not yet qualify for their chosen major, or who are still undecided in their choice of major. Advisers use a strong knowledge of all University majors, collaboration with Career Services, and training in tools that can help with career and major decisions to help students find their path. Advisers receive training in having difficult conversations about changing course if a student's academic qualifications don't warrant admission to the selected major.
- TRIO Student Support Services Advising: The federally funded TRIO SSS program at CSU is structured to contain academic advising for the duration of the entire student's undergraduate career. TRIO advisers are well-versed in all curricula of the University, and they also serve as success coaches, mentors, and cheerleaders for their students. TRIO just celebrated its 50th anniversary at CSU – a testament to its successful student support services.
- Pre-Professional Advising: Two professional staff members serve as secondary advisers assigned to all students with an interest in the health professions. They assist with mock-interviews, test preparation, and course selection to ensure that all prerequisites for their future academic programs are met. They also meet with prospective students.
- Transfer Center: Staff in the transfer center assist Partnership students (students at CSU's community college partner institutions) with their pre-CSU advising needs. They also advise prospective transfer students by providing unofficial transcript credit evaluations and help transfer students choose their preferred major at CSU preadmission.
- Athletic Advising: The professional staff advisers in athletics act as students' primary adviser throughout their entire undergraduate degree. They closely monitor practice and game schedules to best arrange the athlete's coursework; they also monitor course progress.

- Honors and Scholars Advising: Staff members act as students' primary adviser throughout their undergraduate degree. As with all programmatic advising at CSU, they make referrals to needed services, select courses from the plethora of available programs, monitor progress, and closely collaborate with all college advising areas.

3.D.4.

CSU's infrastructure for teaching and learning begins with our classroom spaces. The University is currently in the second stage of a project to update our main classroom building, Berkman Hall, which includes updates to classroom technology. Over 400 of our classroom spaces are enhanced with a projector and screen, DVD/VHS players, audio system, and Internet connectivity. Many of these rooms have additional technology, including dedicated computers, document cameras, and Smart Boards. This equipment is maintained by the Center for Instructional Technology and Distance Learning, which also provides equipment for circulation in classrooms, audio and video production facilities, and ten interactive, video distance-learning classrooms. Cleveland State also makes use of Zoom video conferencing, which became especially important during the COVID-19 pandemic in 2020.

Blackboard, the University's learning management system, is used to support both in-person and online courses. Within Blackboard, faculty and students have access to a wide range of tools that include Blackboard Collaborate Ultra video conferencing, Panopto Lecture Capture, Respondus Lockdown Browser and Monitor for tests, Turnitin and SafeAssign for written assignments, and Voice Thread for collaboration. Blackboard is supported by the Center for e-Learning, which provides professional development and support for faculty, as well as support for students who use the technology. The University has multiple computer labs available for students to use. These include general purpose labs and labs with specialized software for programs including engineering, math, and the sciences. An adaptive technology lab is available for students with special needs.

CSU is also in the midst of a project to renovate the University's scientific laboratories. Chemistry laboratories were renovated in 2010 and laboratories for the Biological, Geological, and Environmental Sciences were updated in 2018. The remaining work is to renovate the additional laboratories for Chemistry and Biology, including Organic, Analytical, Physical and possibly Pharmaceutical labs, and research labs used by the Center for Gene Regulation in Health and Disease.

The University is establishing an arts campus adjacent to the main campus in Playhouse Square, which is the largest performing arts center in the U.S. outside of New York City. University Theater and Dance performances take place in the Allen Theater Complex; performance venues include Allen Theatre Mainstage, the Outcalt Theater, and the Helen Rosenfeld Lewis Bialosky Lab Theatre. The University is currently creating facilities for the new School of Film and Media Arts located in the Idea Center, which also houses Cleveland's PBS and NPR stations. The Galleries @CSU, located on Euclid Avenue, exhibits the work of students, faculty, and local, national, and international artists, and students participate in the work of the gallery as interns, volunteers, and student employees. The departments of Art and Design and Theater and Dance also have teaching spaces in the Middough Building. Art and Design facilities there include two computer labs, a darkroom for photography, a printmaking studio, and light-filled studios for drawing and painting. Additional art facilities in the Magnet Building include spaces for working in clay, metal, and wood. Theatre and Dance students have access to state-of-the-art spaces, including two dance studios with sprung floors, an acting studio, a Black Box performance space, costume shop, scene shop, bodywork lab and computer lab/design room.

The University also has specialized spaces used by other programs:

- Engineering has a machine shop, polymer 3-D printing lab, electronic printing lab, and makerspace.
- Health Sciences has a Gross Human Anatomy Lab with cadavers, and Motion Analysis Lab, and a Speech and Hearing Clinic.
- The Law School building includes a moot court and trial courtroom.
- Physical Therapy has mobilization tables, skeleton and joint models, a Motion Analysis Lab, and a Motor Behavior Lab.
- Physics has a Light Scattering Spectroscopy Lab, Scanning Probe Microscopy Lab, a supercomputer cluster, and additional equipment and resources.
- School of Music facilities include seven practice rooms, two studio spaces, and two performance spaces, i.e., Drinko Recital Hall and Waetjen Auditorium.
- The Department of Health and Human Performance in the College of Education and Human Services has a state-of-the-art Human Performance Laboratory, including an environmental chamber, for conducting exercise tests, EKG, EMG, biochemical indices, bone density, and body composition analysis. It also has the capability to test a diverse spectrum of individuals. The testing that faculty members do is applicable across a wide age range, from children through older adults. The faculty active in the lab also have testing/expertise appropriate for the general population, athletes, and special populations (e.g., individuals with diabetes or neurological impairments).
- The School of Nursing Resource Laboratory and Simulation Center provides a realistic, safe, learning environment for nursing students to learn and practice nursing skills, including interprofessional collaboration and communication. It is designed to replicate patient care settings and specialty practice areas through the use of high, medium, and low fidelity human simulator technology, as well as audio-visual technology. It provides a safe learning environment where nursing students are able to use clinical judgement, clinical reasoning, and critical thinking through simulation-based learning activities while also refining fundamental and advanced nursing skills through skill-based learning.

CSU's library resources are located in the Michael Schwartz Library and the Law Library. The Michael Schwartz Library offers students a rich array of learning resources. The collection of online materials features 353,343 e-books, 59,978 electronic journal titles, 151,707 digital media holdings, and more than 259 research databases that can be accessed anytime, from anywhere. The onsite collection includes more than 631,740 print volumes, sound recordings, video recordings, DVDs, and microforms. Over 356 Research Guides provide easy access to the most relevant information resources for each area of study at the University. As a member of OhioLINK, a consortium of 117 member libraries, students can request books from a statewide collection of over 46 million books and other library materials, over 24 million electronic journal articles, over 100,000 e-books, and over 85,000 rare, scholarly, and historical records. Interlibrary Loan gives access to an unlimited number of library books and journals owned by other libraries throughout the world. Electronic Course Reserves conveniently brings together thousands of items that faculty select each semester to supplement courses. The Textbook Center offers a selection of required print textbooks. Special Collections focuses on primary research materials related to Cleveland, Northeast Ohio, and the Great Lakes region. For assistance with selecting and using information resources, students may schedule a one-on-one consultation with a subject specialist librarian through the Ask Your Personal Librarian service. During these sessions, students learn to use the library's learning resources for research, academic work, and personal enrichment.

The Reference Center in the Library Learning Commons is staffed with librarians who offer walk-in research help. The area provides 130 computer workstations for students with Internet connectivity and access to printers. In addition to being equipped with MS Office software, these PCs provide access to many specialized, course-specific software programs. The campus wireless network is available throughout the library. Two instruction rooms are also located near the Reference Center. These labs contain an additional 60 computers. Quiet Study spaces can be found on the second and third floors of the library. There are 55 silent study rooms available to students. The fourth floor offers space for group study and features rolling whiteboards and study tables with electrical outlets for charging laptops and other portable devices. Rentable, locked study carrels on the second and fourth floors of the library are available to students and faculty.

Five group study rooms are located in the Virginia McFrederick Group Study Center near the User Services Desk on the library's first floor. Each room contains whiteboards, tables, and flexible seating. Five smaller, technology-enhanced group project rooms can accommodate groups of four.

The Digital Design Studio (DDS) features both PCs and Macintosh computers, scanners for text or images, as well as a wide range of software for editing audio and video files, designing multimedia projects, creating graphics and PowerPoint presentations, listening to music (for a class), watching a video or a webcast, and taking media-based tests. The DDS also circulates a limited number of digital video and still cameras, mp3 recorders, and other production equipment for use in producing media-rich assignments. This area also offers several special-purpose library spaces available to students: Presentation Practice Room, Student Collaboration Room, Skype Room, Viewing Room, and the Writers' Lab.

The library offers specialized services for faculty in support of teaching and research, including information literacy instruction sessions for undergraduate and graduate classes and instruction rooms equipped with laptops connected to the campus wireless network, a VCR/DVD player, Smart Board, and instructor's station. Moreover, the library houses the Math Emporium, a state-of-the-art learning center where students can interact with adaptive MyMathLab Plus software and a highly skilled instructional team, and the Assistive Technology Lab, a lab equipped with adaptive technology for students and faculty with visual, physical, or learning disabilities.

CSU prides itself in the high quality of its curricula and the strong connections they have to workforce requirements. Preparing students for a productive life in their chosen profession relies on specialized support services and resources that are offered both centrally by Career Services, and locally at the level of individual academic units, such as the Monte Ahuja College of Business, the Washkewicz College of Engineering, the Maxine Goodman Levin College of Urban Affairs, or the College of Education and Human Services. These examples underscore a well-developed infrastructure that correlates with Strategic Theme 3: Enhance Engaged Learning included in President Sands' Strategic Priorities, upon which to increase the integration of experiential learning in curricula and associated pedagogies.

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Cleveland State University (CSU) provides high quality education irrespective of modality of instruction delivery. Faculty members own their respective curricula, based on which they engage in regular curriculum development processes guided by a shared governance structure. In this light, the General Education program is designed to prepare students for their major programs by way of "engaged learning" opportunities with clear applications to real-life situations that connect classrooms with the communities served by the University. As a way to support the total student experience at CSU, facilities and technological solutions are continuously updated. Indicative of the same commitment to students, CSU offers a full range of support services. In the same vein, the University ensures that it has highly qualified instructional staff to deliver its curricula. In the spirit of commitment to continuous improvement and support, CSU offers a rich array of instructional, technical, and professional development support services to all its staff members, as applicable.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1.

The responsibility to ensure that CSU continues to offer quality programs in all academic areas is reflected in many of the academic policies and governance structures in place for many years. The Office of Academic Planning implements a regular cycle of program review that has undergone several consecutive refinements over the past six years, leading to stronger connections between process outcomes and data-driven decisions intended to advance the goals and objectives of programs in a sustainable manner. Information on Academic Program Review is included in a specialized website that provides details on the roles and responsibilities for involved parties, the cyclical schedule in place, as well as guidance on writing a self-study and a review report. Similar to the annual assessment process, academic program review relies on a peer system. More specifically, faculty in programs/departments under review nominate peers to serve as external consultants whose feedback is intended to help CSU maintain and grow its curricula. Internal peers complement the review team by providing context, based upon which it is possible to identify viable, implementable recommendations that support the University's commitment to continuous improvement. Examples of academic program review documents that illustrate the data-driven decision-making process at

CSU are included under Core Component 4.B.2 below.

As part of the process by which we review curricula and implement changes to our programs, CSU seeks advice from external stakeholders, such as alumni, advisory boards and visiting committees. Such committees exist in each academic unit, as illustrated by the Maxine Goodman Levin College of Urban Affairs or the Monte Ahuja College of Business. Faculty use these external stakeholders as a resource to make curricular changes based on the University's academic policies and governed by the Faculty Green Book (or faculty personnel policies), as detailed previously in Core Component 3.A.1.

4.A.2. & 4.A.3.

Transfer students are guided by clear policies that make the process easy for students to attend CSU. The University uses a College Source product called TES to facilitate most transfer credit reviews, at least those that can be done from a course description (TES maintains a comprehensive database of course descriptions from both US and international schools). The public facing instance of TES is called Transferology, and all transfer credit equivalencies determined through TES automatically display and can be obtained by students in Transferology. CSU also maintains transfer guides and a number of 2+2 pathways. The primary focus relates to articulation agreements with the three two-year colleges that account for a significant number of CSU transfer students: Cuyahoga Community College, Lakeland Community College, and Lorain County Community College. Students have access to transfer guides from each of these institutions. In recent years, these agreements were further formalized into the Degree Link, CSU Bound, and UPEXpress CSU, respectively. A key part to these agreements is the dual admission being offered to qualified students. There are admission policies that assist international students, at both graduate and undergraduate levels. The Center for International Services and Programs is the conduit for international students affairs.

Transfer credit is particularly important because of an increased focus on experiential learning. The Alternative Credit section of the Undergraduate Catalog contains the policies on Advanced Placement, CLEP and International Baccalaureate. It also includes policies on credit for Military Training and Experience and the Maxine Goodman Levine College of Urban Affairs' AAPLE (Assessment and Accreditation of Prior Learning Experience) program. The latter references a portfolio review, which is the closest thing CSU has to a formal Prior Learning Assessment arrangement, in addition to information about the transfer credit appeal process. The Grading section of the catalog contains the policy on transferring in C- grades. The Admissions section of the catalog contains information on the requirements for transfer applicants, including the need for official transcripts from all regionally accredited schools attended. This section also links to CSU's version of the ODHE-mandated Ohio Transfer Module and information on other state initiatives (e.g., treatment of D grades). Information on transfer policies and experiential learning can be found in the academic catalogs. Also, per state law, each institution of higher education has to follow the Transfer Articulation Guidelines (TAGs). This allows the seamless transfer of a set of courses among institutions. Transfer students are provided a range of resources (there is a Transfer Center in operation). All this information is easily accessible to students through academic catalogs, which are updated on an annual basis. All students are provided catalog rights the year they join CSU.

4.A.4.

As mentioned in Core Component 3.A, faculty, as content area experts, manage the curricula they teach. In that capacity, they ensure that course pre-requisites, student learning outcomes, and expectations for student performance align with standards set forth within their academic discipline. Student support services and instructional resources are also included in the syllabi. To that end, and

as an example, the Michael Schwartz Library offers students a rich array of learning resources, detailed previously in Core Component 3.D.4. Over 356 Research Guides provide easy access to the most relevant information resources for each area of study at the university. As a member of OhioLINK, a consortium of 117 member libraries, students can request books from a statewide collection of over 46 million books and other library materials, over 24 million electronic journal articles, over 100,000 ebooks, and over 85,000 rare, scholarly, and historical records. Interlibrary Loan gives access to an unlimited number of library books and journals owned by other libraries throughout the world. Electronic Course Reserves conveniently brings together thousands of items that faculty select each semester to supplement their courses. The Textbook Center offers a selection of required print textbooks. Special Collections focuses on primary research materials for the study of the economic, cultural, social, and political history of Cleveland, Northeast Ohio, and the Great Lakes region. For assistance with selecting and using information resources, students may schedule a one-on-one consultation with a subject specialist librarian through the Ask Your Personal Librarian service. Walk-in assistance is available at the Reference Center. Instruction librarians provide group or class instruction for many undergraduate and graduate classes. During these sessions, students learn to use the library's learning resources for research, academic work, and personal enrichment.

The Law Library has a strong tradition of service designed to meet the research and instructional needs of students and faculty. The Law Library's service mission is supported by a collection of over 500,000 volumes, a federal government document depository, 3,100 print and electronic periodicals, and an array of online research tools, including numerous legal and general databases, the OhioLINK catalog and databases, subscriptions, and Internet resources.

All students have access to the Tutoring and Academic Success Center (TASC). This specialized support unit offers (e)tutoring, success coaching, and software coaching. The primary focus for TASC staff members is to help students achieve their academic goals and graduate. Other instructional resources that contribute to student success include TRIO, The Writing Center, Academic Advising, the Counseling Center and the Counseling and Academic Success Clinic. CSU follows clear state guidelines on dual credit policies. In the state of Ohio, this program is called College Credit Plus, documented in Core Component 3.A.3.

The quality of programs is impacted by the faculty we hire. The institution has clear personnel policies for faculty, particularly in regard to hiring, retention, and continuous review of full-time faculty. The Provost's office publishes a faculty hiring handbook that establishes a clear protocol on the hiring process, which is updated annually. The document includes guidelines on establishing search committees, the appropriate language to be used in the various search processes, ways to attract more diverse faculty, etc. Once a hiring decision is made, there are various ways in which faculty are mentored from the moment they come to campus to the ongoing support provided through the Center for Faculty Excellence and individual departments and colleges. Each college has clear promotion and retention documents that focus on continuous improvement and regular feedback, as illustrated by the Monte Ahuja College of Business. The process involves review at multiple levels with final approval from the Board of Trustees. Faculty are also required to meet certain graduate faculty criteria for work at the graduate level, including teaching graduate courses and serving on committees and/or leading doctoral dissertation work. Adjunct faculty teaching graduate courses also need to meet graduate faculty criteria. Each college has clear workload guidelines approved by faculty, as demonstrated by the College of Liberal Arts and Social Sciences Workload Policy and Procedures.

4A5.

As mentioned in Criterion 2, CSU uses specialized accreditation as a valuable ensemble of external sets of quality assurance structures. Based on these, the University engages in continuous improvement. Accreditation information is presented on the Academic Planning website as well as individual college websites, such as that of the Monte Ahuja College of Business for AACSB accreditation, the Cleveland-Marshall College of Law for ABA accreditation or the College of Education and Human Services for CAEP accreditation. The Academic Planning website includes links to accrediting agencies that provide professional guidance to both academic units and student support services, such as the Counseling Center (accredited by the International Accreditation of Counseling Services) or the Health and Wellness Center (certified by the Accreditation Association for Ambulatory Health Care). As an example, the School of Nursing's Continuous Improvement Progress Report to The Commission on Collegiate Nursing Education documents how this CSU academic unit enacts in self-reflective practice and generates recommendations for improvement to fulfill its mission. All externally accredited programs at CSU are in good standing with their respective governing agencies.

Licensure or certification represents another set of external quality assurance measures. As an example, the State of Ohio requires teachers to pass Assessment of Professional Knowledge (APK) content tests in each content area to be taught. Early childhood, middle childhood, and intervention specialists must also pass a Foundations of Reading examination. In this light, CSU reports the overall pass rate, as calculated by Title II, for the most recent academic-year completers from the College of Education and Human Services. In terms of the Ohio Bar exam, the Cleveland-Marshall College of Law has consistently published its pass rates for first-time takers. In 2017, it had an 80% pass rate; while in 2018, it had the highest pass rate in the state (93%). Similarly, the School of Social Work receives pass rates for its graduates from the Association of Social Work Boards, as was the case for 2018 and 2019 data included in this document.

4.A.6.

The University and individual colleges and departments do regular surveys of their graduates. At the University level, this is primarily done through The Office of Career Services, which uses National Association of Colleges and Employers' (NACE) First-Destination Survey to obtain graduate outcome data. NACE's First-Destination Survey captures information regarding how new college graduates fare in their careers within six months of graduation. The annual initiative provides clear, concise, and consistent data on the outcomes associated with a college education on a national scale. Outcomes include 1) types of employment – full- or part-time, contract, freelance, and so forth; 2) additional education, e.g., accepted to graduate or professional school; 3) still seeking either employment or further education; 4) and starting salary for those employed full-time. In addition to providing outcomes for individual classes, the First-Destination Survey is designed “to provide trends data over time to inform the discussion about the value of higher education.” CSU sends the First-Destination Survey through Handshake, which automates the process. Scheduled emails are sent to students to complete the instrument and omit those who have already completed it. Students are offered a chance to win a \$250 Amazon gift card for students who complete the survey. The survey was sent to 1,240 Fall 2020 graduates. So far, 362 have completed the survey (29.2% response rate). Of those who completed the survey, 58% (210) indicated that they are currently working (this includes working, continuing education, joining the military, or volunteering for a program like Peace Corps). The survey is still in process, and it is expected that the response rate should increase. The Alumni Association's database contains employment information that allows for tracking of graduates' progress as they advance past initial employment, which is then captured by NACE.

The Office of Career Services has collaborated with the Maxine Goodman Levin College of Urban Affairs' Center for Economic Development to harvest CSU graduate employment data provided by the Ohio Department of Job and Family Services (ODJFS). Information from ODJFS is used to backfill the First Destination Survey for students who did not complete the instrument. Ideally, by using the First Destination Survey and ODJFS information, CSU has a complete picture of the employment outcomes for its graduates.

Individual colleges also obtain employment data through other means. The College of Education and Human Services obtains hiring data on all teachers employed in Public and Community Schools from the Ohio Department of Education. The college also receives aggregate data on the performance of graduates, as it is expected to submit data to the Ohio Department of Higher Education that publishes the Ohio Educator Preparation Performance Reports. Also, for accreditation purposes, CSU periodically keeps track of impact measures, such as impact on P-12 learning, indicators of teaching effectiveness, satisfaction of employers and employment measures, and satisfaction of completers. These reports are examples of how the various programs help to meet this standard.

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

4.B.1. & 4.B.2. & 4.B.3.

The Office of Student Learning Assessment (OSLA) has information for programs to use in their annual reports. In addition, program coordinators/chairs consult with OSLA regarding acquiring evidence of student learning and writing a report of their findings. Updates are provided to the Assessment Council every semester by OSLA's Director. Program coordinators employ various means to collect student learning data, and these may include surveys, interviews, focus groups, et al. Programs determine what data collection methods to use, but they are urged to use both quantitative and qualitative data collection methods. Direct and indirect data collection methods are also described in the summer workshop for new peer reviewers and discussed in program reviews. Assessment reports are submitted to the OSLA by May 31 each year. During the summer, new peer reviewers attend a two-hour course on the process used at CSU. Course documents are provided to first-time reviewers. Thereafter, teams of peer reviewers that include faculty and staff evaluate the assessment reports and submit their evaluations to OSLA. The Director reviews the reports and also offers comments on them. Suggestions from peer reviewers and the OSLA Director are then forwarded to the program coordinators/chairs, asking them to address such recommendations in the following year's assessment report. Program reports come from all colleges as well as student support services representing co-curricular areas, such as the Counseling Center, University Library, the Health and Wellness Center, and First-Year Experience, as illustrated by the following examples: Ph. D. Urban Education (2017), MS Nursing (2018), BS - BA Math (2019), MBA (2020), BA English (2019), and University Library (2020). The Director provides comments from September to December and sends the evaluations to program directors. Assessment Council meetings are held twice per semester, and minutes from some of those meetings are included in Sub-component 3.C.2. It should also be noted that the Director of Assessment assists programs with the assessment process throughout the year.

As student learning outcome assessment varies by program, each program learns from the data it collects and also from the peer review comments. In this way, program faculty, staff, and administrators make adjustments to their programs, which are described in the following year's report, as demonstrated by the aforementioned examples from Urban Education, Nursing, English, Math, MBA, University Library, as well as the 2020 PhD Urban Education Report and Reviews. Data from the regular, cyclical assessment process are used to inform the academic program review, as

illustrated by the Curriculum and Instruction - Teacher Licensure Final Report and Memorandum of Implementation; MLRHR Self-Study, Final Report, and Memorandum of Implementation; Black Studies Final Report and Memorandum of Implementation; Electrical Engineering and Computer Science Department Self-study; and Mandel Honors College special emphasis Self-study.

An important aspect of student learning outcomes assessment at CSU is that it is driven by faculty, staff, and students. There is extensive, broad-based collaboration within the process. Data collection depends on decisions made by program faculty and may include quantitative and qualitative assessments, such as surveys, questionnaires, interviews, and focus groups. We have a good mixture of senior and junior faculty and staff who participate in our annual assessment of student learning outcomes, which indicates wide support from the campus community regarding the assessment culture. There is strong interest in the peer reviewer role, as well as consistency in the submission of reports. To identify peer reviewers, a notice is sent to all faculty and staff asking if they would like to train as a peer reviewer during the upcoming summer break. Reviewers include both faculty and staff. The number of applicants for peer reviewer were 54 (2017), 57 (2018), 94 (2019), and 26 (2020). The OLSA Director ensures that review teams include at least one experienced reviewer. For new reviewers, there is a 90-minute workshop with materials describing the entire process that is guided by the HLC guidelines. All reviewers are paid a stipend. Reviews generally occur for 3-4 days over three months in the summer. Reviewers attend at least one of those days, which typically last 5-6 hours. The submission rate of program reports is consistently high. For 2017, 91 of 102 programs submitted (submission rate of 89%), for 2018, 93 of 102 programs submitted (submission rate 91%); in 2019, 89 of 98 programs submitted (submission rate of 91%); and in 2020, 82 out of 96 programs submitted (submission rate of 85%). The submission rate for 2020 was lower due to the COVID-19 pandemic affecting the completion of reports.

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

4.C.1.

In Ohio, House Bill 59 called for each public college and university to submit a campus completion plan, approved by their boards of trustees, to the Chancellor by June 30, 2014. The legislation further stated that these plans are to be updated every two years. Completion plans provide a continuous improvement framework that allow institutions to identify and implement strategies that increase the number and percentage of students earning meaningful postsecondary credentials. CSU has provided its completion plans to the Chancellor, as required by law. The Retention Taskforce works closely with data produced by the Office of Institutional Research. The goals listed in these plans relate very closely to the specific needs of students. CSU provided a campus completion plan in 2014, 2016, 2018 and 2020. Overall, the College Completion Plan is developed through a joint effort, led by the Provost's Office and in collaboration with both University administration and faculty. The Academic Affairs and Student Success Committee reviews the plan and makes a recommendation to the Board of Trustees. Final approval of the plan rests with the Board. The Completion Plan outlines student characteristics and institutional barriers that impede progress towards timely degree completion, it defines goals for retention, persistence, and completion, and it describes targeted interventions, while tracking progress. The plan is updated and approved every two years. Continuous review ensures that it aligns with CSU's mission and supports the needs of the student population. However, monitoring the implementation and effectiveness of these initiatives as well as progress towards meeting retention, persistence, and completion goals is a reiterative process carried out at all levels of the University. A comparison of the plans from 2014, 2016, 2018, and 2020 shows steady progress towards reaching or exceeding the defined goals and fully realizing many of the student success strategies that were implemented to address barriers to completion.

4.C.2.

The Office of Institutional Research and Analysis (IR) serves as a comprehensive source for

information about the University. IR's primary goal is to collect, analyze, and report data pertaining to a range of operational activities at CSU. IR assists in the analysis and interpretation of these data to explain past patterns of performance and predict future trends. IR is also invested in the systematic review and evaluation of educational programs, educational support services, administrative processes, and financial resources to assist in identifying the strengths and weakness of the institution. Moreover, the office provides coordination and support functions to academic and non-instructional departments regarding the assessment of student outcomes occurring throughout the University. Although annual print publication of the Book of Trends ceased in 2019, the most popular tables and charts are publicly available online. Additional data tables can be requested by contacting IR, as well as Common Data Sets and Enrollment Tables, along with data visualizations created with Tableau: Administrative Dashboard, First-Year IPEDS Cohort Dashboard, and Interactive Score Card. Daily enrollment reports, surveys, and other data are available to authorized staff through a login. College-level advisers have access to an interactive dashboard that allows them to generate a "Cohort Graduation Tracking Report." This dashboard has a data export option that allows users to export spreadsheets with the desired data. In collaboration with the Retention Roundtable, which included members of the Faculty Student Success Committee and Faculty Senate, IR is in the process of refining its Retention Dashboard, an interactive tool that allows the user to filter the report by student type, cohort, and outcome measure and compare graduation rates over multiple years.

CSU identifies its at-risk students via the analysis of historical retention and graduation data by special cohorts (e.g., first generation, race, gender, student type) as well as course outcomes (for instance, gateway courses). A student's belonging in any of these cohorts will trigger outreach and support. The faculty early-alert system provides real-time information to identify students at risk and in need of support. As we further integrate data systems, Starfish will also generate real-time student success scores, which will be used to target specific students with resources.

CSU also takes into account students' feedback as relates to their experiences. As an example, the comparative analysis of the National Survey of Student Engagement (NSSE) data from 2018 and 2020 indicate advising as an area for which CSU students have expressed appreciation, including the support that students received from their academic advisers, faculty, and staff assigned to work with them. Similarly, colleges and schools administer graduate and alumni surveys that are intended to provide guidance in terms of refining curricula, student support services, and experiential learning opportunities.

4.C.3.

Empowering students is a core component of CSU's Mission. As a student-focused, public institution, the University strives to empower students by providing the resources, services, and support they need to persist and succeed in their career pathways. To address CSU's retention and graduation problem, the Faculty Student Success Committee was formed in 2011, and after some research, it laid out several recommendations to increase the 6-year graduation rate. The committee's recommendations included faculty- and student-focused areas:

- Reaffirm institutional commitment to excellence in undergraduate education.
- Nurture improvement in teaching across levels and disciplines.
- Support part-time faculty preparation.
- Empower faculty to be more effective advisers by enabling all faculty to view student academic records.
- Adopt intrusive advising.

- Enable greater student responsibility for progress towards graduation, by means of clear, easy-to-use academic self-monitoring tools, such as Graduation Plans and enhanced Degree Audit software.
- Implement or enhance retention programs aimed at specific subsets of the student body.

Plans to establish this committee as a standing committee, which will include redefining its charge and membership, are currently underway. The new Undergraduate Student Success Committee will consist of one faculty member from each college (excluding the College of Graduate Studies and Cleveland-Marshall College of Law), two undergraduate students, and non-voting ex officio members, or their designees: Vice Provost of Academic Programs and Vice President of Enrollment Management and Student Success. These recommendations are the core of the CSU College Completion Plan.

The University's original College Completion Plan (2014) noted that the institution had been working for several years to address the problems that have historically led to low retention and completion rates. The plan described initiatives already in place and others planned for the immediate future. These initiatives were intended to address well-understood barriers to completion, as follows:

- Overcoming the negative consequences of developmental coursework (low success rates, low numbers of college credits earned after the first year).
- Providing support for students whose high school preparation for college is weak.
- Providing careful oversight for students who are at risk of going off track and who lack access to sources of advice and support.
- Easing the transition of transfer students as they enter a new institution.
- Identifying, supporting, and encouraging pedagogical approaches that match the needs of students.
- Addressing the problem of student financial need.

The various initiatives implemented prior to and during the period covered by the original plan have resulted in significant improvements in retention and completion rates at CSU. For example, the current 6-year graduation rate (entering class of Fall 2014) is 48.3%, up from 40.9% for the class of Fall 2010; the established goal is 47% (IPEDS cohort). Fall-to-Fall retention rates for students entering in Fall 2019 rose to an historic rate of 76.8%. Over the past 10 years, we have increased first-year retention by nearly 11 points – from 65.9% in 2010 to 76.8% in 2019. Fall-to-Fall retention, based on the IPEDS cohort, is 74%. These documents also evidence the University's commitment to its students. Some goals are more challenging. For example, Fall 2016 to Fall 2017 retention for transfer students with less than 30 credit hours rose from 60.8% to the target goal of 65%, but fell 62.4% for transfer students who started in Fall 2019 (IPEDS goal 65%).

Some of the completed or ongoing strategies used to address barriers to completion are summarized below. Completion plans provide full details for each initiative and its progress. These documents offer insight on modifications to the initiatives over time in response to data analysis.

Strategy: Increase Success in Developmental and First-Year Mathematics Course

- Operation STEM program offers a summer bridge program that includes mathematics review, study-skill training, campus orientation, and STEM career information.
- Math Emporium Model allows students to work through the curriculum at their own pace.

Strategy: Implement Intrusive Advising for First-Year Students with Early Warning System/Student Retention Software

- Implemented a proactive, developmental, holistic and relational advising model for all first-year students to provide close monitoring as they transition to the University and progress through their first year. CSU acquired Starfish, an early alert and retention software system, to support this strategy.

Strategy: Provide Support for Academic Success in Entry-level Courses

- Expand academic tutoring on campus by increasing the range of subjects offered by the Tutoring and Academic Success Center, the Math Learning Center, and the Writing Center.
- Offer supplemental instruction (SI) and mandatory structured learning assistance (SLA) for low success rate courses.
- Link tutoring to Starfish, enabling students to make online appointments with advisers and faculty to track student participation.
- Referenced in Core Component 3.D, the Graduation Coaches program, which has noted remarkable results over a short period of time, uses regular meetings and hands-on interactions with a diverse cohort of first-generation students in a holistic approach to their academic success and personal well-being.

Strategy: Establish Transfer Center and Hire a Coordinator

- The Transfer Center opened in January 2015 to assist and support prospective and enrolled transfer students as they transition to CSU. Transfer Champions provide individualized guidance for each student.

Strategy: Implement a Student-Centered Scheduling Model

- To provide registration options, support student academic needs, and remove barriers to degree completion, CSU has implemented: multi-term registration; course waitlists; and time grid course scheduling policy to prevent situations in which the scheduling of courses prevented students from maintaining progress towards a degree.

Strategy: The Lift Up Vikes! Fowler Emergency Fund

- This initiative began in August 2019 and supports students experiencing an unforeseen expense that, if not resolved quickly, could lead to a student's departure from the college and loss of momentum toward completion. Between August 2019-April 2020, Lift Up Vikes distributed \$147,682 in emergency aid via 158 grants to students.

Strategy: "Project Restart" Debt Forgiveness Pilot

- Students in good academic standing who meet academic and financial thresholds, but with an unpaid balance owed to the University, may re-enroll and have a portion of their delinquent balance forgiven.

Strategy: Identify Pedagogical Methods that Promise to Improve Student Success in High Enrollment, "Gatekeeper" Courses.

- The Center for Faculty Excellence (CFE) offers small teaching enhancement grants (Teaching

Enhancement Awards) to faculty teaching high enrollment/low success rate courses. Successful proposals identify innovative teaching practices that promise to improve success rates in those courses.

- CFE conducts regular workshops demonstrating innovative teaching methods that can be used in undergraduate classes.
- Develop faculty training in inclusive teaching strategies.

Strategy: Provide faculty with training in cultural competency and inclusive teaching strategies, and high impact practices.

- Retention Roundtable will collaborate with the Diversity Council and the Center for Faculty Excellence to design a program to train all faculty in cultural competency.

In recognition of the breadth of its initiatives, and the measurable success that resulted, CSU received an Excellence and Innovation Award in the Student Success and College Completion category from the American Association of State Colleges and Universities (AASCU) in Fall 2015. CSU also was a finalist for the Association of Public and Land-Grant Universities' (APLU) Project Degree Completion Award in 2016 and was selected to participate in AASCU's Reimagining the First Year project, which has supported a number of the first-year reforms described in this plan.

Although much progress has been made, much work remains to be done. In recognition of this reality, CSU has added a number of new initiatives to the ongoing work described in the previous plan to respond to ongoing and newly identified barriers revealed through data analysis and interpretation, and the effectiveness of interventions as revealed by the evaluation process. For example, recognizing the siloed nature of its student success initiatives, CSU reorganized enrollment services in 2019 to create a division of Enrollment Management and Student Success Services. The Division seeks to align institutional resources dedicated to student success and student support under one banner, and includes admissions, financial aid, First-Year Advising, academic advising, graduation/success coaching, tutoring, health and wellness, disability services and student affairs. The provision of effective student success services is essential to holistically address student characteristics and institutional barriers that disrupt a student's journey to degree completion.

4.C.4.

The Office of Institutional Research (IR) extracts enrollment, demographic, and course detail data from the University's enterprise system (PeopleSoft) using a series of Microsoft Access queries on the fifteenth day of each term (the "census" file). Thirty days after the end of each term IR extracts degree completion data along with final GPAs for each term's degree completers (the "degree completions" file). These data extracts are cleaned and loaded into a large (roughly 20 year) longitudinal SQL server database. IR uses this database to report and track Fall-to-Fall retention; 4-, 5-, and 6-year graduation rates; and degree completion trends. Along with standard IPEDS reporting, IR conducts analyses for internal tracking and improvement purposes. These include examinations of populations beyond the traditional first-time, first year student (e.g., transfers and graduate students). All such work is differentiated by traditional demographic categories such as race and gender, as well as a number of mission-specific demographic categories such as first-generation students, veterans, and Pell recipients.

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Cleveland State University (CSU) constantly monitors the quality of its educational programming by way of annual assessment reporting, cyclical academic program reviews, and accreditation-related compliance. Quality control related to curricula and student support services involves faculty and staff members who provide specialized services to students. Well-established and regularly-monitored policies, practices, and structures representing shared governance enable campus constituent groups to engage in regular monitoring and evaluation aimed at continuous improvement. Under these circumstances, CSU's constant focus on the best ways to improve retention, persistence, and completion goals are documented in the various strategic initiatives pursued over the recent years, some of which gained national attention and praise. Institutional commitment to serving under-represented minority students is front and center in several initiatives that connect CSU to the city of Cleveland, the region, and the state as a way to ensure their academic, professional, and personal success.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

5.A.1.

The structures, policies, and procedures in place at CSU empower its leadership, as they promote collaboration in planning and decision-making with a range of internal constituent groups that work to fulfill CSU's mission to be distinctive, urban research university. The administration of CSU's financial, academic, personnel, and auxiliary functions originate from the Board's general powers, as referenced in Criterion 2. The Board's Bylaws delegate the power to run the University's day-to-day operations to the President. The website for the Office of the President names the members of CSU's Senior Leadership Team.

Previously mentioned in Criterion 2, CSU's Board of Trustees (BoT) is composed of 9 voting members and 2 non-voting Student Trustees, all of whom are appointed by the Governor of the State of Ohio with the advice and consent of the State Senate pursuant to Ohio Revised Code §3344.01. Pursuant to the governing statutes, the CSU BoT is responsible for the creation, proper maintenance, and successful and continuous operation of the University. To provide for engagement and effective governance, the Board has four standing committees: Academic Affairs and Student Success, Athletics, Financial Affairs, and Governance. These committees meet prior to the regularly scheduled Board meetings and present recommendations and resolutions for approval by the full Board. The University is committed to the shared governance model of inclusive decision making that relies in large part on input and proposed actions by various constituencies, including Faculty Senate. Per Board By-law 3344-1-04, the University faculty may delegate any or all of its authority to a representative Faculty Senate in accordance with bylaws adopted by the University faculty and approved by the Board. As referenced in Core Component 2.A, the administration of all aspects of CSU's financial, academic, personnel, and auxiliary functions derives from the authority of the Board

of Trustees. The delegation of authority to engage in the full spectrum of daily University operations relies on the following structures: the President of the University works closely with members of his Executive team that includes representatives from the major functional areas of the institution; the Division of Business Affairs and Finance includes the Chief Financial Officer and the respective direct reports; similarly, Academic Affairs, the Division of Enrollment Management and Student Success and the Department of Human Resources outline the reporting lines that bring to life the components of each administrative portfolio.

Shared governance at CSU follows the principle of faculty authority over academic matters, as reflected in various University policies, collective bargaining agreements (such as AAUP and AAUP Law) and faculty personnel policies referenced in the narrative for Criterion 2. The faculty collective bargaining agreements contain many of these provisions in contract form, including academic freedom, affirmative action, nondiscrimination, professional activities outside the University (conflicts of interest and commitment), tenure and promotion, disciplinary action, grievance and arbitration, faculty recruitment manual, faculty professional development (also see the wide range of workshops offered by the Center for Faculty Excellence), retirement/resignation notification process, principles for the performance-based merit system, faculty leave pay-out policies, administrator return to faculty policy, and faculty contract definitions. The University's Policy on the formulation of policies 3344-01 explains how policies are created, reviewed, and revised.

Per Board By-law §3344-1-04, the University faculty may delegate any or all of its authority to a representative Faculty Senate in accordance with bylaws adopted by the University faculty and approved by the Board. As a very recent example of collaborative decision-making in action, CSU 2.0 is “a coordinated and inclusive approach to the future success of CSU,” intended to demonstrate “our commitment to supporting our core academic and research missions, serving our students, and giving back to our community.” As the process is still under way, the recommendations proposed by the five Task Forces set up to focus on Academic, Administration, Diversity and Inclusion, Athletics, and Growth and Innovation will be presented to the campus community to identify priorities, strategies, and metrics that will support CSU's next iteration of strategic planning. On March 26th, 2021, the campus community was updated on the latest status of the planning process via a report that outlines the blueprint for CSU's emergence from the pandemic supported by strategic themes and associated priorities.

5.A.2.

In terms of data-driven decision making, there are various pertinent sources of information that are regularly used to determine the direction in which the institution should go. As one of the primary administrative offices in charge of collecting, analyzing, and disseminating data, the Office of Institutional Research (IR) extracts enrollment, demographic, and course detail data from the university's enterprise system (PeopleSoft) using a series of Microsoft Access queries on the fifteenth day of each term. Thirty days after the end of each term, IR extracts degree completion data along with final GPAs for each term's degree completers. IR uses this database to report and track fall-to-fall retention; 4-, 5-, and 6-year graduation rates; and degree completion trends. Along with standard IPEDS reporting, IR conducts analyses for internal tracking and improvement purposes. These include examinations of populations beyond the traditional first-time, first-year students (e.g., transfers and graduate students). All this work is differentiated by such traditional demographic categories as race and gender, as well as a number of mission-specific demographic categories such as first-generation students, veterans, and Pell recipients. Internal reporting is generated for dissemination to various constituent groups across campus, ranging from the Board of Trustees to the

Faculty Senate to college-wide meetings and to special-request meetings aimed at supporting data-driven decision-making processes.

CSU uses a formal process for IT Governance to ensure that prioritization and the allocation of resources are linked to campus strategic need. A committee of stakeholders from across campus, representing both administrative and academic units, meets monthly to review IT priorities and ensure strategic alignment. IT operations refers to that guidance when prioritizing efforts and assigning resources.

During the COVID-19 pandemic, CSU has been highly focused on using data from various internal and external sources in guiding our decision-making process. Data from both the CDC and the state health department were used in setting up our seven layers of pandemic protection. After establishing the necessary standards, data from our campus space allocation system were used in a detailed analysis to determine which spaces could be used for socially distanced classrooms. Because of this approach, CSU remained open in a hybrid model throughout most of the Fall 2020 semester without spread of the virus in our classrooms.

5.A.3.

Setting academic requirements, policy, and processes at CSU relies on collaborative practices that are governed by principles of shared governance. As far as curricula are concerned, there are several recent examples of new programs proposed by faculty, as content area experts, intended to enhance the relevance of what students at CSU learn to be equipped for the demands of a career in the 21st century. The Faculty Senate's standing committees represent the structure faculty use to interface with University administration and participate in shared governance. Faculty, as content area experts, manage the curricula they teach. To that end, CSU uses Curriculog to streamline the approval process from the point of origin (always a faculty member in one of the academic units across campus) through the shared governance-based approval process and to the University Registrar's office, which oversees the entire system. In terms of labor market data to inform needs analyses supporting new curricular proposals, the Doctor of Nursing Practice (DNP) program proposal documented student interest and demand; institutional, local, regional, national/societal demand; employment opportunities; and intellectual development and advancement of discipline as rationale for the approval of the new program. Similarly, the new graduate program in Music Therapy proposal documents the labor market needs and the efforts to recruit and retain underrepresented minority students into the program and by extension, into the profession.

Students play a central role in determining how CSU programs can best serve their educational and personal growth needs. Officers of the Student Government Association (SGA) and the Graduate and Professional Student Association sit on the Faculty Senate and on the Academic Steering Committee. Student representatives have seats on permanent University committees that formulate policy: there is one undergraduate student and one graduate student on the Admissions and Standards Committee, the University Curriculum Committee, the Library Committee, the Academic Technology Committee, the Committee on Academic Space, the Diversity and Inclusion Committee, the Electronic Learning Committee, and the Campus Support Services Advisory Committee; and there are two undergraduate students and one graduate student on the Committee on Athletics, three undergraduates and one graduate student on the Graduation, Convocation, and Assembly Committee; and four undergraduates and one graduate student on the Student Life Committee. The 2020 decision to move to pass/fail (in response to the COVID-19 crisis) was initiated by both the Student Government Association and the Committee on Curriculum and Instruction. SGA representatives

have also been collaborating closely with the Faculty Senate on an Inclusive Access program designed to lower the cost of textbooks for students by providing access to instructional materials for participating courses on the first day of class (and delivered digitally, whenever possible). Moreover, the Inclusive Access program, coordinated by Follett, CSU's bookstore managing company, in close collaboration with the Director of Campus Support Services, ensures that the cost of instructional materials is the lowest possible for any particular selection included in the program.

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

5.B.1.

As mentioned in Criterion 3, the 2018 Book of Trends outlines the range of full-time faculty at CSU, from 511 in 2013 to 541 in 2017 (Table 7.2, p. 152). The University has the adequate instructional capacity to carry out its mission, in alignment with Policy 3344-16-5 approved by the Board of Trustees in 2014, according to which faculty-student ratios are established. Faculty personnel policies spell out standards and procedures for faculty appointments based on appropriate credentialing, continuation, as well as promotion and tenure. More specifically, the College of Graduate Studies specifies the criteria used to grant Graduate Faculty membership based on set criteria and supporting guidelines. A Graduate faculty status application follows said guidelines. Each college has its own set of Graduate Faculty membership criteria approved by Graduate Council as the final gatekeeper of supporting policies and processes.

Also referenced in Criterion 3, CSU relies on its staff members to bring to life the various components of the University's daily operations, such as tutoring, advising in the various colleges (such as the College of Education and Human Services, the Washkewicz College of Engineering, the Jack, Joseph and Morton Mandel Honors College, the College of Liberal Arts and Social Sciences, the Maxine Goodman Levin College of Urban Affairs, the College of Sciences and Health Professions, the School of Nursing, or the full range of services provided by Student Life. The Department of Human Resources (HR) is committed to "developing and retaining a diverse, talented, and engaged workforce" intended to support CSU in fulfilling its mission. The hiring process relies on clear communication of duties, expectations, and qualifications for every single job at the University. Screening/search committees work closely with hiring managers and the Office of Institutional Equity to ensure that search processes are transparent and in compliance with set rules and regulations. New Employee Orientation is designed to streamline the onboarding process. As an example, the Supervisor Checklist provides a tool to maximize the outcomes of the process by which new employees join the University. Collective bargaining agreements and relevant HR policies and procedures guide how CSU creates a work environment for its employees. Concurrently, training and organizational development are offered both on regular and on-demand bases. Staff development program guidelines outline eligibility, enrollment, and tax requirements for participating staff. Additionally, the Division of Continuing and Extended Education offers a wide range of professional

development opportunities that address the varied needs of employees from across campus.

5.B.2.

CSU's Mission supports the various programs, initiatives, and outreach efforts undertaken by CSU as it engages with a variety of constituents. Referenced in Criterion 1, students are central to the Mission. As a regional, public institution, CSU has always served a broad cross-section of students, ranging from traditional-age freshmen to returning adult students, to the large number of veterans enrolled, and with access to a range of specialized services. Though the proportion of various types of students has shifted over the years, the University has remained true to its core mission of serving a range of students.

CSU's organization and resources allow it to offer degrees in a broad array of fields that are responsive to local need and demand, thus balancing the strong foundation that students receive in the liberal arts and sciences with preparation for professional fields. In a constant effort to render curricula relevant and engaging to students, employers, and communities at large, CSU's outreach efforts include internships and co-ops that enhance the student experience and connect students with local employers. Through these opportunities, CSU students provide documentable benefits to the local economy well before they graduate. Various research centers across campus also benefit the local community and economy by providing the benefit of faculty expertise and knowledge, and these in turn shape local decision-making and policy creation.

5.B.3.

CSU's budget planning and policies ensure that the institution's financial resources are judiciously monitored and allocated to allow for regular high-quality operations. Because CSU must rely less and less upon support from the State of Ohio, which can fund only a diminishing percentage of the budget, the University has been consistent in its just management of funding that supports its mission as an anchor institution of higher learning. In that light, there have been several prioritizing efforts aimed at balancing capacity with demand for academic programming, and community outreach.

An outline of the institutional budgeting process illustrates how CSU manages its financial resources to ensure that the institution fulfills its mission according to expectations, as referenced in several parts of this Assurance Argument. CSU's budgeting and monitoring processes reflect its values through mindfulness of the need to provide high-quality, accessible, and affordable educational experiences; the responsibility to be good stewards of state and University resources; the optimization of resource deployment in achieving our mission; accountability for the resource allocations; and the need for careful monitoring of financial performance outcomes. CSU's processes for budgeting and planning are linked to the State of Ohio's budget process and calendar. The University works collaboratively within the Ohio Inter-University Council and its various subcommittees as well as the Ohio Department of Higher Education to anticipate state funding through the State Share of Instruction (SSI) program. Additionally, CSU works with the state to coordinate the funding of capital expenditures and new programs.

The responsibility for managing the budget process belongs to the Division of Business Affairs and Finance. The emphasis of CSU's centralized annual budget process is unrestricted operating funds, which include instructional tuition and fees, (SSI) funds, general fees, auxiliary sales, and services. In FY20, unrestricted funds constituted approximately 79% of our total revenue. Planning for restricted awards, which, including Pell grants, are approximately 17% of CSU's annual revenue, is managed carefully through our Office of Sponsored Programs and Research, in coordination with the

individual departments and student financial aid.

Planning for philanthropy resources, approximately 4% of total revenues, is coordinated between CSU and the CSU Foundation. These funds include gifts and endowed funds that are restricted to purpose based on donor intent. The CSU Foundation transfers spendable funds to CSU. These transfers are managed in specific accounts for purposes such as scholarships, endowed chairs, and/or research funding.

CSU's annual budget process for unrestricted funds is undertaken each year in the period between February and June. In February, the Budget Office collects input on key budget assumptions from the State of Ohio and senior administrative and faculty leadership. These assumptions concern:

- State Share of Instruction (SSI)
- Tuition rates
- Enrollment projections
- Salary and fringe benefit assumptions
- Current budget allocations
- Evaluation of new initiatives to be included in budget

The Budget Office uses an enterprise resource planning system (ERP) called PeopleSoft, which links data between the budget process to position control/payroll and general ledger transactions to integrate budget planning, controls, and management reporting. Budget assumptions are discussed with the senior leadership team and the Planning & Budget Advisory Committee (PBAC), which is a standing committee of the Faculty Senate. Feedback is obtained from these groups relative to what assumptions will be used to build the budget.

Prior year budgeted and actual expenditures are reviewed. In addition, each of CSU's colleges and departments receives incremental budget requests, which are evaluated based upon strategic priorities. From this information, the Budget Office prepares different budget scenarios. These are a combination of revenue projections based on enrollment, tuition increases, and salary and fringe benefit estimates. These scenarios are then reviewed by the VP for Finance, the senior leadership team, and PBAC. In April, the Budget Office provides preliminary budgets to individual departments for their input and changes. The same office then reviews and consolidates the individual department budgets for an institutional view of the unrestricted fund revenue and expenses. The consolidated budget is reviewed with the senior leadership team and is then presented for approval to the Board of Trustees in May or June.

Budget monitoring is both a college and administrative department responsibility, as well as an institutional responsibility. Each academic and administrative unit has an individual who is responsible for that unit's budget processes. Some of the responsibilities are budget building, monitoring expenses of the unit's budget, and preparing budget transfers. Throughout the year, the institutional Budget Office works closely with these individuals to assist them if unplanned needs occur, or if they need to transfer funds between accounts.

Academic and administrative units have access to budget reports to assist with their area of responsibility. Access in PeopleSoft is given to individuals for the following reports/queries:

- Statement of Operations
- Transaction Register
- Open PO Report

- Purchasing/AP general query
- Gift and Grant Report
- Grant Summary
- GL data extract
- PeopleSoft HR queries

In addition, the Budget Office prepares a budget monitoring report each month. This report includes the budget, actuals, encumbrances, and current, month-end balance.

At the institutional level, the Board of Trustees receives an update on the operating budget on a periodic basis throughout the year. The Division of Business Affairs prepares a forecast report of the unrestricted funds to monitor financial performance. This report anticipates year-end performance by combining year-to-date actual revenues and expenses with estimates for the remainder of the year. This forecast is compared to the budget approved by the Board of Trustees and any prior forecasts with explanations of significant variances. The forecast process provides an early warning system of potential issues, thus enabling CSU to take proactive measures if needed. The Board of Trustees also receives specialized reports from independent auditors that provide an overview of the financial stability of the institution based on net position, revenues, expenses, and changes in net position, cash flows, and retirement plan and other post-employment benefits plan data. Moreover, the Board receives reports on the status of unrestricted budgets, as well as the status of gifts and grants (including an individual list of certain gifts and grants that are significant due to their nature, source, or amount).

The forecast process has been vital during the pandemic. It has enabled CSU to plan responses in a manner that prioritize the health and safety of students, faculty, and staff while ensuring that investments to support core educational processes were maintained.

Based on the budget-building process described earlier, financial allocations are carefully monitored and executed to ensure that none of the components of CSU's daily operations would ever be at risk from a lack of resources. To that effect, our educational purposes have been CSU's top priority for allocating resources. Direct educational expenses (instruction, academic support, student services, and scholarships and fellowships) as a proportion of total CSU expenses have increased from 57% in FY10 to 64% in FY20. The amount of direct educational expense per enrolled student has risen from \$8,780 per student in FY10 to \$11,050 in FY19, representing an increase of nearly 26%. The Success Coaches program was developed to support CSU students who may need assistance with test preparation, time management, study skills, online learning, note-taking, presenting, or beginning the semester on the right foot. The investment made by the University was intended to maximize the positive impact on student success early in the academic career at CSU. A similar initiative focused on student success is the Graduation Coaches program, detailed in Criterion 4.

5.B.4.

CSU serves a diverse population of undergraduate students, including many who face economic challenges. Annually, over a third of CSU students receive Pell grants, with the majority receiving the maximum Pell award. CSU also serves a high number of transfer student and other non-traditional students. Student success at CSU, as documented in the narratives for Criteria 3 and 4, requires a thoughtful commitment of services to ensure academic success and retention. Some of these services include creating a Division of Enrollment Management and Student Success. This office focuses on aligning institutional resources under one division including Admissions, Financial Aid, Advising, graduation/success coaching and tutoring, Health and Wellness, Disability Services,

Bursar, and Student Affairs.

CSU has made significant investments to improve student retention and success. In April 2014, CSU's Board of Trustees approved the 2014-2016 College Completion Plan. The plan included a number of actions that have since been implemented. These efforts were recognized by the American Association of State Colleges & Universities (AASCU), as CSU was awarded the prestigious Excellence and Innovation Award for Student Success and College Completion. The subsequent Campus Completion plan approved by the Board of Trustees on November 19, 2020 outlines the barriers to persistence and completion, while pointing to the progress made toward the 2018-2020 Completion Goals, such as a 48.3% six-year graduation rate for the entering class of Fall 2014, compared to 40.9% for the entering class of Fall 2013. Similarly, Fall-to-Fall retention rose to a historic rate of 76.8% in Fall 2019 compared to 65.9% nine years earlier.

The CSU Foundation has the net assets to provide significant support for student scholarships and other programs. The Foundation works strategically with CSU leadership and the Board of Trustees to engage in philanthropic fund development. The value of endowment and gift funds has grown from \$47.7 million in FY10 to \$110.2 million at present. In addition to a variety of scholarship programs, the Foundation has supported programs such as Lift-Up Vikes (LUV) and the 2-for-1 tuition program. LUV, which is accredited by the Cleveland Food Bank, allows any CSU student enrolled for at least one credit hour to receive free food and personal items. The 2-for-1 tuition program is designed to retain freshmen between Fall and Spring semesters. The program provides funds to fill the gap between tuition and student aid for the Spring semester for students who achieve a minimum 2.75 GPA. The CSU Foundation also sponsors an annual event called Radiance which has raised nearly \$2 million per year. A significant portion of these funds has been used for Last-Mile Scholarships, available to students who have only one or two semesters to complete but have exhausted their scholarships or other financial aid.

Over the past 10 years, CSU has made significant investments in facilities and technology. In FY2011, CSU commissioned a Campus Master Plan, finalized in 2014. This document serves as the reference point for these investments. Current capital projects capture CSU's commitment to enhancing the teaching and learning opportunities students and faculty have across campus, with significant contribution from the State of Ohio through its biennial capital budget. One of the five current projects is continued upgrades to Berkman Hall, CSU's main classroom building, by reconfiguring existing space, upgrading instructional technology and safety systems, assuring code compliance, maintaining an infrastructure network, as well as improving classroom-adjacent restroom facilities. The SI/SR lab renovations relate to CSU's sustained commitment to the Center for Gene Regulation in Health and Disease; they serve to accommodate centralized, cross-discipline labs designed to include shared equipment, instrumentation, and imaging.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

5.C.1.

CSU's allocation of resources follows the well-established process by which daily operations are supported in a cohesive and coherent manner, taking into account strategic priorities designed to promote the University's mission and to serve the communities of Northeast Ohio. In 2015, CSU embarked on a multi-year planning process known as Path to 2020. Like other higher education institutions in Ohio and across the country, CSU was confronted with a financial predicament: current and forecast levels of revenue were not keeping pace with expenses. Specifically, CSU was challenged with changing student demographics that affected enrollment, state-mandated limits and freezes on tuition, and increased costs of operation.

CSU's leadership recognized that the traditional approach of confronting these challenges through the annual budget process was insufficient. Rather, the solution required a longer-term foundational plan that anticipated the changing environment and strategically aligned resources with priorities, as described below:

1. Leverage the advances in undergraduate student success, i.e., achieving a 50% graduation rate, as documented in the Campus Completion Plan 2020-2022, thus sustaining recognition as one of the best US urban universities in student retention practices.
2. Continue to strengthen CSU's academic offerings, building on a renewed General Education curriculum, enhancing the size and credentials of the full-time faculty in high-priority programs, and strengthening continuing education.
3. Drive recruitment across all student segments by sustaining freshman class momentum, strengthening the intake of transfers, and reversing the decline of graduate students – supported by a growing base of international enrollees.
4. Reenergize graduate education to make it a significant contributor to the University's growth and reputation.
5. Sustain steady growth in the number of research proposals submitted by CSU, building on

current STEM capabilities and strong programs in the Arts, Humanities and Social Sciences by investing in industry partnerships and further encouraging a supportive research culture.

6. Steadily increase the University's importance as an anchor institution for the Greater Cleveland area with an emphasis on 5-10 high-impact partnerships.

In addition, four organizational capacity requirements were identified:

1. Maintain a set of University-level processes that effectively integrate organizational entities and bring both collaboration and a CSU perspective to strategic and operational decision making and execution.
2. Migrate CSU's information technology plan to a cloud-based ERP.
3. Maintain the University's current physical infrastructure in good condition and judiciously implement elements of the Campus Master Plan, as resources permit.
4. Continue to improve fundraising effectiveness and results grounded on the growing impact of a "culture of giving."

CSU has made progress on many of these initiatives. While this progress has allowed CSU to thrive in the last few years, the operating environment for higher education has further shifted. Economic conditions, changing demographics, and evolving demand for talent will require CSU to revisit its priorities.

In 2018, President Sands presented a Statement of Strategic Priorities for CSU, followed by the 2019 State of the University Address and the 2020 State of the University Address. Seven strategic themes were identified, according to which the University will:

1. Seek distinction as a leading public urban research institution
2. Differentiate itself on student success
3. Enhance engaged learning
4. Strengthen anchor mission
5. Achieve growth as a beacon institution
6. Build financial strength
7. Strengthen the campus community

These themes are guiding an ongoing planning effort called CSU 2.0, which is described in the 2020 State of the University Address. This initiative, which engages a broad group of faculty and staff, will provide the roadmap that will guide CSU's allocation of resources in the future.

5.C.2.

CSU demonstrates continuous improvement through a variety of processes and supporting guidelines that engage the campus community and representatives of the larger communities that the University serves. In terms of the academic core of the institution, assessment of student learning relies on a very solid foundation, as it follows an internal tradition of a peer reviewer model to analyze annual reports, as referenced in Criterion 4. Additionally, program review as a process of quality assurance has been updated over the past three years. There has been a focus on using external content area experts, as nominated by program/departmental faculty, to help CSU position itself well for the demands of the labor market through relevant curricula and experiential learning opportunities for students, as documented in Criterion 3.

5.C.3.

CSU 2.0, referenced earlier in this Criterion, is the latest iteration of a broad-based planning process intended to engage a variety of stakeholders in determining how to strike an optimal balance between institutional capacity and the need for future academic programming, community outreach, and constituent engagement. Academic units across campus rely on visiting committees, such as the ones in the Monte Ahuja College of Business or the Maxine Goodman Levin College of Urban Affairs, to inform “positive change initiatives to strengthen the College’s agenda for relevance, excellence, vitality and success within the University and the broader community.” Administrative units undergo audits that are used to indicate areas of interest that would benefit from judicious address, so as to ensure high-quality operations. As an example, the Division of Continuing and Extended Education has undergone a redesign of its Mission and Strategic Plan in light of findings from an internal audit. The components of this Strategic Plan relate to workforce development, lifelong learning, and new knowledge and engagement, all of which derive from CSU’s commitment to serve the greater good.

5.C.4. & 5.C.5. & 5.C.6.

In addition to the wide range of internal constituent groups involved in various phases of planning processes, there are various opportunities for external stakeholders to provide feedback and guidance to the University as it determines how to use its resources most effectively to fulfill its mission. CSU has successfully navigated the past 10 years with an acute appreciation of its capacity and by anticipating and mitigating fluctuations in revenue and enrollment. This is evidenced by trends in CSU’s financial performance. CSU’s revenue has fluctuated fairly significantly over the past 10 years. Net Tuition and Fees and State Share of Instruction (SSI) funds comprise 71% of CSU’s revenues in FY20 and are the majority contributor in revenue trends. Trends in State Share of Instruction funds (SSI) show a substantial decrease in FY11, when federal stimulus funds were discontinued. Funds gradually increased until FY20, when the state reduced funds for education in response to the economic conditions associated with the COVID-19 pandemic. Even with these changes, the growth in SSI funds has not kept pace with either the higher education price index (HEPI) or the consumer price index (CPI).

Prior to FY2015, the SSI distribution was based upon enrollment. The Ohio Department of Higher Education (ODHE) changed its methodology for allocating funds to state universities and community colleges to a performance-based system that distributes a pool of funds, designated by the State of Ohio’s biennium budget, across the state’s 14 baccalaureate colleges and universities. The performance-based methodology allocates 50% of the funds based upon degree completion, 30% based upon course completion, and 20% for doctoral and medical programs.

Net tuition and fees were growing steadily between FY10 and FY14, which corresponded to growth in enrollment; but since that time, enrollment has declined, leading to declining tuition revenue. In addition, CSU did not increase in-state undergraduate tuition from FY16-19, due to a state mandate. Following that period, the state allowed an increase in tuition for incoming freshmen with no authorization to raise tuition for the remainder of the students’ attendance at the University, representing a “tuition guarantee.” It is also important to note that even with declining enrollment and the corresponding decrease in tuition revenue, CSU has nonetheless increased its support for students with scholarships and fellowships.

Despite fluctuations in the amount of money coming from the sources that provide 71% of its revenue, CSU has maintained robust financial performance by anticipating and nimbly responding to these trends. This is highly evident from the State of Ohio Composite Financial Index (CFI) trends. The CFI uses financial data from CSU’s audited financial statements. These data have been adjusted to exclude accounting transactions associated with Governmental Accounting Standards Board

(GASB) rules (GASB 68 and 75), which are intended to reflect transactions associated with the State of Ohio Employee Pension plan. However, while this reporting is required by GASB, it is less relevant in the State of Ohio than in many other states. The CFI has three components: the viability ratio, the primary reserve ratio, and the net income ratio. Each component is given a value of 0 through 5, based on the results of the organization. The scores are then weighted (30% for viability ratio, 20% for net income ratio, and 50% for primary reserve ratio) to calculate the composite financial index.

The viability score is a measure of leverage; it assesses the institution's ability to meet its debt obligations. CSU improved this ratio from 44.7% in FY15 to 77.3% in FY19. CSU has improved its ranking in viability among Ohio's state colleges and universities, rising from twelfth to eighth between FY15 and FY19. The net income ratio measures operating performance by assessing how well an organization manages its yearly expenses within yearly revenues; CSU has improved this ratio from 2.8% in FY15 to 3.8% in FY19. Compared to other Ohio state colleges and universities, CSU's ranking declined from sixth to 11th between FY15 and FY18 but has since improved to a rank of seventh out of 14th. The primary reserve ratio measures the ability of the organization to sustain operations using expendable net assets; CSU improved this ratio from 35.4% in FY15 to 51.6% in FY19. Compared to other Ohio state colleges and universities, CSU has improved from a rank of eighth to sixth out of 14 schools. CSU's overall composite index based on these three metrics has steadily improved from 3.2 in FY15 to 4.2 in FY19. Compared to other Ohio state colleges and universities, CSU has improved from a rank of ninth to fifth out of 14 schools.

Additional evidence of CSU's ability to manage well operationally and financially despite revenue fluctuations is provided by the opinion of external credit rating agencies. Both S&P and Moody's have recognized CSU's financial strength with sustained credit ratings of A+ (S&P) and A1 (Moody's).

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Cleveland State University (CSU) has the resources, structures, and processes needed to fulfill its Mission by way of the various educational offerings and related student support services. The institution has a long history of engaging in careful, purposeful, and methodical processes aimed at ensuring the quality needed to offer its programming to the communities it serves. References to changes in curriculum, assessment/evaluation procedures, student support services, outreach efforts, and improvements to its physical and technological infrastructure included in previous criteria encapsulate CSU's commitment to continuous improvement. Processes involving a wide range of constituent groups with a vested interest in CSU's continuing success story are designed to benefit the communities served, thus bringing to life what CSU is about.