

Criterion 1 – Mission - The institution’s mission is clear and articulated publicly; it guides the institution’s operations.

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.

1.A.1. - The mission was developed through a process suited to the context of the institution.

Cleveland State University (CSU) was founded in 1964 with the express purpose of creating a public commuter university to serve local residents. The university quickly grew both in size and research stature. It is currently counted among the Urban 13, a recognized group of public research universities serving urban areas.

As a state public institution, it is governed by a nine-member [Board of Trustees](#), all of whom are appointed by the Governor of Ohio to staggered nine-year terms. The Board also includes a Secretary, two Faculty Representatives, and two Student Representatives. Additionally, the Board is allowed to appoint community members, who serve in an advisory capacity and cannot vote. The Board of Trustees 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. The Board was closely involved in its most recent iteration (see below).

In keeping with an ethos of continuous improvement, the University has revised its Mission statement several times. In 2016, CSU initiated the revision of its existing Mission and Vision statements. The decision to do so was part of a strategic planning initiative called Path to 2020. One of the charters of that initiative was to revisit the University’s existing mission and vision statements.

Employing a collaborative methodology, the group leading this effort met with a series of focus groups - students, faculty, staff, administration, and alumni. The team leading the focus groups (Dr. Elizabeth A. Lehfeldt and Dr. John Holcomb) employed a modified version of this [exercise](#). Each of these groups contributed to a process by which draft statements were prepared. These results were then reviewed and collated by the Mission, Vision, and Values team (Dr. Lehfeldt, Dr. Holcomb, Dr. Nigamanth Sridhar, Dr. Marius Boboc, and James Bennett, who was then

serving as Chief of Staff for then-president Ronald Berkman). This group prepared final [Mission, Vision, and Values statements](#), which were in turn presented to the President's Executive Committee. The Board of Trustees engaged in an interactive dialogue with then-President Ronald Berkman about the draft statements and provided feedback. Ultimately, President Sands presented a final version of these to the CSU Board of Trustees, which 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 institutions' 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 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.

The Mission, Vision, and Values statements are current, having been recently developed starting in 2016 and receiving final Board of Trustees approval in 2019. Since that time, two additional initiatives have grown out of those statements and demonstrate CSU's ongoing commitment to operationalizing those statements.

First, [Cleveland State is a founding member of the Higher Education Anchor Mission Initiative](#). Joining with other urban universities, CSU realizes the goals of its Mission statement to engage communities and shape the world by deepening its ties to the northeast Ohio community. In 2018 CSU prepared a [report](#) that highlights CSU's role as an Anchor Institution in NE Ohio. This report highlighted the various ways in which CSU has contributed and continues to contribute to Greater Cleveland's growth and progress. The report also outlined ways in which to enhance and highlight this work further.

Upon arriving at CSU, President Harlan Sands embraced CSU's new Mission statement and brought it to bear on his [Statement of Strategic Priorities](#) document. 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 is 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 of 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 whose reports are available in the following links ([Academic](#), [Administrative](#), [Athletics](#), [Diversity & Inclusion](#), [Growth & Innovation](#)) whose reports were shared with the campus community in January 2021. The COVID-19 pandemic in turn made these efforts more urgent and relevant. The existence of a robust Mission and Vision statement, the Anchor Institution report, and President Sands' Statement of Strategic Priorities have provided an important grounding in our work under these unforeseen circumstances.

The process for developing the current Mission and Vision statements was highly collaborative and engaged the entire university community—staff, faculty, students, administration. As a consequence, it is a reflection of the various purposes that CSU serves in NE Ohio. As the above summary indicates, it has resulted in reports and statements that have invited further elaboration and articulation of CSU's role in NE Ohio.

1.A.3. - The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

In the focus groups and conversations about the mission statement there was a widespread sense that students were at the heart of everything we do. Thus the Mission statement deliberately and consciously begins without commitment to **Empowering students**. The University's guiding purpose is to educate, prepare, and empower students. From there, the statement moves out in concentric circles to embrace the student experience and the future for which we hope to prepare them. **Creating knowledge** animates the work that faculty do and the dialogue that they create between their research and creative activity and teaching students. As a public comprehensive urban university, CSU is also intimately tied to its location. Much of our teaching and research has applicability to communities beyond our campus and thus we are committed to **Engaging Communities**. Finally, the work of our faculty and the work that our students do after the graduate are life- and community-changing. We are thus also always actively **Shaping Our World**. This Mission statement animates and energizes the work that CSU does with a variety of constituents. Students are at the core of our mission. As a regional, public institution we have 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, which attracted more traditional-age students, we have remained true to our core mission of serving a range of students.

As noted in more detail below, we are able to offer degrees in a wide range of fields that are responsive to local need and demand. We are not, however, limited by the classroom. Our outreach efforts include internships and co-ops that enhance the student experience and connect our 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.

Finally, 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 priced transit passes among our notable sustainability initiatives.

1.A.4. - The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Academic Programs

As a comprehensive university, CSU offers a rich array of academic programs that create knowledge across disciplines and professions. The university has 175 academic programs across ten colleges. For undergraduates, students are empowered through a combination of a solid General Education program that grounds all students in exposure to a breadth of disciplines (insert link). In their chosen major, students have the opportunity to do advanced work with

specialists in their fields. At the graduate level, students work with experts in their field; there are 59 Master's degree programs, 3 Specialist degree programs, and 12 doctoral degree programs. Over 90% of the faculty hold the terminal degree in their field and the presence of such accomplished instructors allows us to educate students with state of the art knowledge and experience.

At the core of all of Cleveland State's academic programs is a commitment to Engaged Learning. Whether through internships, co-ops, clinicals, practicums, field placements, project-based learning in the community, all of the academic programs share a commitment to providing students with experiential learning opportunities. These opportunities in turn allow students to engage with communities in northeast Ohio and beyond. Students regularly contribute their knowledge, experience, and talents to the local community. 80% of Cleveland State graduates live and work in northeast Ohio. In this way they carry their academic experiences into the larger world. Both as current students and as graduates, our students shape the larger world.

Cleveland State is committed to providing 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 as a way to connect theory and praxis to enhance CSU's graduates' marketability and job/career preparedness.

Student Support Services

As an anchor institution in Cleveland and Northeast Ohio, CSU is committed to access and affordability and to supporting social mobility by providing an excellent education. The CSU experience combines an excellent academic curriculum with professional experience and professional development through engaged learning. CSU is committed to helping students find the right next step, the right fit, to a college degree. At CSU, we understand the importance of providing a clear path to a degree, and have embraced a student lifecycle model, understanding that we must focus our attention at every point along that path. In recognition of the importance of consolidating these efforts under one umbrella, in 2019 CSU created the [Division of Enrollment Management and Student Success](#) (EMSS) so that many of the critical areas charged with supporting student success are found under one umbrella. This has streamlined how students are able to access and benefit from a range of student support services. EMSS is 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 our 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 our work, as referenced under Criteria 3 and 5 in this Assurance Argument.

Enrollment Profile

We take great pride in providing an education for many students who might not otherwise have options. Our enrollment profile is consistent with our access and affordability mission. 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 were 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). Also in Fall 2018, the largest percentage of White students per academic unit was in Law (77%) and Nursing (74%), while the largest percentage of African American students was in Urban Affairs (24%) and CLASS as well as Education (21%) Hispanic/Latinx in CLASS and Nursing (7%), Asian in Business and Engineering (5%), and non-resident alien in Engineering (26%) and Business (5%). Given CSU's location in the center of a major metropolitan area, the profile of our students is indicative of that of a university with a larger percentage of part-time students. In that light, in Fall 2017, there were 11,330 full-time students and 5,280 part-time students. Additional information related to the profile of our student body as well as enrollment trends is provided in the [CSU Book of Trends](#). Our recruitment and admissions efforts reflect our commitment to serving a broad student body and include outreach to [undergraduate, transfer, graduate, and international 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, which are described in subsequent Criteria and Core Components in this Assurance Argument.

1.A.5. - The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

CSU publicizes its Mission, Vision, and Values statements both in print and Web-based formats. Moreover, various units on campus have developed mission statements that reflect the University's statement. For instance, the [College of Education and Human Services' Mission Statement](#) reiterates the interplay among teaching, research, and service that support leadership, social justice, and partnership in the increasingly complex milieu of metro 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](#) 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 needed 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, Goals, and Values](#) publicized by Enrollment Services reflect 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, as shown in subsequent Criteria and Core Components in this Assurance Argument.

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.

1.B.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.

The University's Mission statement rests on the foundation of engagement with the larger community. We uphold our role as a beacon and anchor institution and the six affirmations in the [President's Statement of Strategic Priorities for Cleveland State University](#) articulate well the link between our mission and our commitment to the public good.

1. CSU seeks distinction as the premier public urban research university serving metropolitan Cleveland and Northeast Ohio.
2. We are 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, our region, and those who seek to join us from outside of Ohio because of our unique variety and quality of academic offerings. As relevant examples, the [Campus International School](#) is a K-8 educational institution that represents “a unique, nationally-recognized partnership” between CMSD and CSU, and it serves more than 700 students. Its grades 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, and 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. One final example of how CSU's role serves the public relates to the institution being the only university in Ohio chartered to award professional development certification in public agency management.

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

4. We will support research and creativity across all disciplines we offer, and we will strengthen our capacity to provide regional leaders with ideas that foster urban revitalization, economic development, and public health.

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

6. We 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 provided by the [2017 Report of the Faculty Senate Ad Hoc Committee on General Education](#) [\[VRR link\]](#) that recommends adding Civic Engagement as a skill area to complement the existing areas students have learning opportunities in, such as Critical Thinking, Group Work, Information Literacy, Oral Communication, Quantitative Literacy, and Writing. As a way to illustrate the university's support and dedication to Engaged Learning, the new skill area will allow faculty and students to analyze and apply curricula to real-world situations that represent the full range of civic engagement activities. Similar to all the other skill area, Civic Engagement follows [criteria](#) [\[VRR link\]](#) set forth by faculty, by which the inclusion of a particular course in the General Education program is coherent and consistent with existing practices monitored and reinforced by the program Director.

Several relevant examples related to CSU's support for programming focused on the public good comes 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 from college. The program's [Curriculum Guide](#) provides an overview of its mission, core values, goals, objectives, outcomes, expectations, and programmatic features.

1.B.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.

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 Provost is also responsible for a broad portfolio of responsibilities that include the [University Library](#), [Academic Planning](#), and [faculty affairs](#) - recruitment, tenure, and promotion and professional development.

The shared governance structure of the University also ensures academic integrity by giving faculty a voice in the university's 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 institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

The University's [Division of University Engagement](#) and the Office of Community Engagement direct and oversee 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](#), detailed in Core Component 1.C.3 below. In 2015 Cleveland State's efforts in this area were recognized with Carnegie Foundation recognition of a Community Engagement Classification.

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.

1.C.1 - The institution encourages curricular or co-curricular activities that prepare students for informed citizenship and workplace success.

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% Some other race, 1.8% American Indian/Alaskan Native, 0.2%

Native Hawaiian/Pacific Islander, and 12.3% Hispanic/Latino, which may be of any race (US Census, 2018, ACS 1-Year Estimates). The University's 17,250 undergraduate and graduate students are the most diverse student population among Ohio's 14 public 4-year institutions. While the University has alumni in states across the United States and around the globe, approximately 80 percent of them live and work in Northeast Ohio.

As an anchor institution of higher education, CSU understands, values, and embraces its role serving an urban population and the connection between its mission and the diversity of its surrounding communities, and our global society, as reflected in our mission statement, as follows: "Empowering students. Creating knowledge. Engaging communities. Shaping our world." Diversity and inclusion are vital characteristics of CSU in its role as an anchor institution and core drivers of the welcoming environment the university strives to achieve and sustain for all stakeholders, as reflected in the aspirational qualities described in its vision statement.

"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."

Exemplifying CSU's role as an anchor institution and connection to the surrounding community and region, the university earned the distinguished Carnegie Foundation "Community Engagement Classification" in 2015, and was ranked 18th in the nation among public universities that provide social mobility for their 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 the Diversity Statement in the [2019-2020 Diversity Action Plan](#) that states, "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 President's Diversity Council, 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: Perspectives 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 represent a wide range of pertinent topics that 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 3 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). The BIRT 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. 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. – The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

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 and academic leadership, student government, and the eight 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 as it seeks to *Achieve Growth as a Beacon Institution*, views the demographic enrollment challenges confronting higher education institutions posed by the national decrease in the traditional 18-22-year-old, college student-age 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, it acknowledges the areas in need of growth as articulated in

the seventh strategic theme, 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 Latinos. 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, were 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 that was 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. And 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 which 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 professoriate; 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 represent best practices in diverse, equity, and inclusion, are applicable across all disciplines, and is 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 four-year observation period (2016 – 2019). There appears to be an issue with faculty resignations in general, but it is 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 being conducted with former faculty members. Additionally, the university enacted work-life balance policies and procedures to improve the 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, Shorelight and the university work collaboratively with the City of Cleveland and local businesses to build a strategic workforce pipeline to connect qualified international students that 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 on 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, the Retention Roundtable, the director of Institutional Research, and the Chief Diversity Officer gave presentations on this equity gap across campus to the university leadership, the Faculty Senate, the eight colleges, and other stakeholder groups, which created a sense of urgency to address this systemic problem. Accordingly, a Dean's Academic Equity Steering Committee (DAESC) was convened to develop and implement strategies to address the factors that contribute to the significant disparities in the overall 2-year retention and 6-year graduation rates for undergraduate African American and Hispanic students, which held even after controlling for ACT Scores.

Leveraging a keynote speech by Dr. Jennifer Eberhardt, Stanford Professor of social psychology and winner of a McArthur Fellowship 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." More than 250 copies of her book had been given away to those in attendance at the Awards Luncheon in order to help permeate the campus-community with a common base-of-knowledge of Implicit Bias and how it can adversely impact the campus, including contributing to the equity gap for URM students in the classroom. Twenty academic leaders (deans, vice provosts, department and program chairs) attended the book discussion sessions, which were facilitated by the recently retired Chief Diversity Officer from Case Western Reserve University.

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 the university attended a 4-hour workshop by educational specialist, Dr. Bettina Love, on "Emancipatory Pedagogy." And 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 identify and develop strategies to eradicate any barriers and disparities found.

The Division of Diversity, Inclusion, and 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 which featured Dr. Henry Louis Gates, renowned Harvard Professor, literary and African-American History scholar, as the keynote speaker and approximately 600 students, faculty, staff and community members 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 course curriculum by some faculty, engaging students across disciplines – the sciences, the humanities, to the arts – in research, scholarship, and creative activities on the experiences of African Americans, while providing a platform to address the inequities affecting other historically marginalized and social identity groups as well. This includes the research and scholarly contributions of members of different cultural backgrounds to certain fields, and the professoriate. This interdisciplinary approach was utilized to promote a broader cultural awareness and understanding among the various constituencies at CSU and an appreciation of different disciplinary perspectives, methodologies, and challenges relative to diversity and inclusion within the institution and the academy.

All of these programs, initiatives, activities, and interventions are designed and being aligned to build upon the infrastructure of diversity, equity, and inclusion related administrative offices, academic programs, cultural/affinity group centers, and student, faculty and staff organizations at Cleveland State. There are more than 40-student cultural or affinity group organizations, associations, or clubs and 30 diversity, cultural, and affinity group related offices, centers, and academic programs at CSU. There are also currently four recognized Employee Resource Groups (ERG) at the university, with Human Resources and the Division of Diversity, Inclusion, and 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, it 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. 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 senior management diversity of 33 % exceeded 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 institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas and perspectives.

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 friendly and a welcoming space, there are areas for continued growth, as Latinx/Hispanic 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 being exposed to different cultures at CSU, being comfortable socializing, and easily able to make friends with people of other racial or ethnic groups (students: 56%; faculty: 61%; 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 that 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%) members 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% 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 members, 11% of staff members, 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, working 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 Coalition of Urban Serving Universities (USU) to identify individuals who “stopped out of college” and help them address their financial and academic needs so they can 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 experiences, 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.