



Cleveland State University  
*engagedlearning*

## Recommendations of the Provost's Task Force on Excellence and Engagement

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## Recommendations of the Task Force on Excellence and Engagement

### OVERVIEW

Cleveland State, a comprehensive university in the heart of Cleveland, is responsive to **the needs** of our community. We provide the opportunity for quality higher education to our students; meet the needs of area employers for a continual stream of well prepared graduates ready to take their place in the economy of the region and the state, and address the intellectual needs of our faculty to pursue knowledge and collaborate with other researchers and professionals within and without the institution. We are engaged in a symbiotic relationship – the community energizes CSU and in turn, CSU energizes the community.

CSU is a vital member of the University System of Ohio. We recognize the differing roles that each institution plays, and diligently work to allow the system to function optimally. This report seeks to implement the Chancellor's 2008-2017 strategic plan with four specific recommendations:

1. Establish a Center of Excellence in Health
2. Establish a Center of Excellence in Civic Life and Community Engagement
3. Explore the expansion of the number of quality nationally recognized PhD programs
4. Examine the University's business and administrative practices including but not limited to financial, human resources and acquisitions to determine if those processes could be improved.
  - a. Increase the efficiency, economy and effectiveness of the hiring process.
  - b. Create a budget process that is connected to the strategic plans of the university and of the Chancellor.

The creation of the two centers of excellence will implement important aspects of the Chancellor's vision. The page references in the narrative below are to the *Strategic Plan for Higher Education 2008-2017, Submitted by Eric D. Fingerhut, Chancellor, Ohio Board of Regents*, available electronically at: <http://universitysystem.ohio.gov/strategic-plan/index.php> [accessed August 11, 2008].

- To be a comprehensive university, offering a high quality education and providing a comprehensive set of undergraduate and graduate degrees (p. 20, 38)
- To promote success in the global economy for our students and our community by fostering knowledge in a wide range of disciplines, including science, law, education, business, engineering, liberal arts, humanities, and fine arts (p.21)

- To build on our core expertise and focus our academic and research activities to foster areas of excellence (p. 39), and to develop those Centers of Excellence so that they become nationally recognized by capitalizing on our strengths, and in turn strengthening the region’s growing health care and biomedical economy. (p.38, 47-48)
  - We will promote health in its broadest sense—physical, mental, spiritual, emotional, environmental, economic (fiscal), and community. The Task Force recommends that Cleveland State University embrace Chancellor Eric Fingerhut’s call for CSU to be the Health University. Toward this end, we recommend the formation of a Center of Excellence in Health. (Recommendation 1. Center of Excellence in Health)
  - Cleveland State has a long standing commitment to Civic Life and Community Engagement. The Task Force recommends that Cleveland State University form a Center of Excellence in Civic Life and Community Engagement. According to the Strategic Plan for Higher Education 2008-2017, “Community engagement is the practice of collaborating with the larger community for the mutual benefit of the citizens and the university”(p.110). The Center of Excellence in Civic Life and Community Engagement would be charged with implementing the Carnegie Foundation Framework for Community Engagement. The Chancellor’s plan calls for measurement of an institution’s community engagement to be reported as part of the Ohio College Portrait (p. 110). (Recommendation 2. Center of Excellence in Civic Life and Community Engagement)

Cleveland State University is a comprehensive university. It would be possible to designate many more areas of excellence beyond the two designated above. We believe that to do so would be to diminish the institution as a whole. Listing specific centers would suggest that those areas not so designated are mediocre, unimportant or of poor quality. *The university community will continue to strive for excellence throughout the institution.* The diversity of our academic programs is one of our strengths. The Task Force recommends that the Provost and President communicate clearly to the university community and the larger community our continuing commitment to being a comprehensive institution. As we strive to strengthen our designated centers of excellence decisions to redirect resources must be made with a careful eye toward the importance of maintaining the diversity of programs necessary to a comprehensive university. Individual faculty, departments or colleges can often do great things with limited resources. We must take steps to insure that providing for a good and supportive work environment for all faculty members remains a priority of the institution.

The Task Force’s third recommendation is that the university study whether to add and/or enhance its PhD programs. This is part of our mission to remain a comprehensive university.

In order for the university to pursue excellence, the administrative processes of the institution must function smoothly. Process matters. Consequently, the Task Force's fourth recommendation is that the university look more generally at its business and administrative practices including but not limited to financial, human resources and acquisitions to determine if those processes could be improved. The Task Force has identified two specific areas in need of improvement: hiring and budget practices.

- a. Hiring – the Department of Human Resources Development and Labor Relations (HRDLR) is presently in the process of working with an outside consultant to overhaul hiring practices for professional and classified staff. The new procedure would allow for online tracking of the entire hiring process. It will be possible to identify where a candidate is in the process. Each unit with a role in the process will have ready access to a list of all pending hires awaiting their action. Each unit seeking to fill a position will be able to easily identify what approvals have occurred, which are pending and what concerns may be delaying a pending hire. The Task Force endorses the decision of HRDLR to move the hiring process to an electronic platform. We recommend that the faculty hiring process also be placed on an electronic platform and ask that academic units work with HRDLR to implement these changes. (Recommendation 4. a)
- b. Budget – We recommend that the Provost's Office institute an annual budgeting process at the College level to begin in fall of each year with resource allocation decisions to be made in spring. Budgets and strategic plans would be consistent with each other. Colleges would also provide five year plans to be updated annually as part of the budget process. (Recommendation 4. b)

## Recommendation 1. Center of Excellence in Health

### **PROPOSAL FOR THE ESTABLISHMENT OF A CLEVELAND STATE UNIVERSITY CENTER OF EXCELLENCE IN HEALTH**

“When health is absent, wisdom cannot reveal itself, art cannot become manifest, strength cannot fight, wealth becomes useless, and intelligence cannot be applied.”

Herophilus (350-280 BC), Physician to Alexander the Great

#### **Introduction**

Cleveland State University (CSU) has a long history of teaching, research, and service in health-related areas. All CSU Colleges have been active – directly or indirectly – in health care in different ways (please refer to the Appendix). Colleges, departments, or individual faculty members have collaborated with local and regional medical centers and industry, providing important service, training students and professionals, and attracting significant funding for research from national agencies and foundations. The Chancellor has formally recognized the University’s focus on health and biomedical sciences in his 10-year plan: “[*Cleveland State University*] is focused on contributing to the region’s growing health care and biomedical economy.”

Therefore, the Provost’s Task Force on Excellence and Engagement strongly believes that the establishment of an interdisciplinary Center of Excellence in Health is necessary.

#### **Objective**

This Center will coordinate the efforts of individual faculty, departments, and colleges, in a manner that will:

- (a) attract top-level national and international students and faculty;
- (b) assist in the development of new educational programs/tracks and, thus, provide new educational avenues to undergraduate and graduate students;
- (c) promote the development of new collaborations within CSU, as well as between CSU and other State, national, and international academic and research Institutions;
- (d) facilitate the development of collaborations with the health-related industry and motivate technology transfer and spin-off company formation;
- (e) advance health-related teaching, research, and service in the University and improve the visibility of CSU as a prime educational, research, and service institution in the local community, region, and State;
- (f) bring the University closer to the local community and provide the residents of the region and the State with access to knowledge about state-of-the-art diagnostic and therapeutic medical procedures;
- (g) help to increase academic productivity (number and quality of publications, citations, keynote speeches and invited lectures, number of research and educational

grants, national and international awards, honors or national boards or commissions);

## **Structure**

### Director:

The Director of the Center will be a tenured full-time CSU faculty appointed by the Provost. The Director will initiate and coordinate interdisciplinary teaching and research programs and coordinate collaborative, interdisciplinary initiatives with government agencies, non-governmental organizations, and foundations. The Director will work together with University faculty to help in the design, development and implementation of curricula, programs and courses and will promote and represent the Center at local, regional and national meetings and to regional business, health, and public communities.

## **Function**

The Center will:

- promote the establishment of joint courses and/or dual degree programs between units
- help identify opportunities for research collaborations between units
- advance internal and external collaborations among faculty members from different Colleges/units
- organize a series of research seminars (in coordination with existing seminars in different units), symposia, invited speaker lectures, and an annual conference
- help faculty draft proposals (in coordination with the Office of Sponsored Programs and Research)
- link faculty to the Tech Transfer/Innovations Office for product development and commercialization
- facilitate contact between faculty and local companies
- provide seed grants and student assistantships (in cooperation with the College of Graduate Studies and with the individual Colleges and departments)

### Advisory Board:

The Advisory Board of the Center will consist of full-time faculty members and administrators of the University appointed by the Provost. The Director of the Center will chair the board. The distribution of the board will reflect the degree of engagement of each unit in the Center. The board's responsibilities will be to:

- provide direction for the Center
- review proposed plans and policies
- work with the Colleges to develop the Center's program
- facilitate the establishment of joint programs among units within the University, as well as between CSU and other Institutions
- organize seminars and other informative sessions to bring faculty from different units together and lay the foundation for future collaborations
- regularly promote the achievement of the Center's objectives

### **Building on Extant Health Initiatives**

Currently, CSU is exceptionally active in Health at the departmental and college level. The following sections summarize some of the health-related areas of emphasis in CSU Colleges.

#### Nance College of Business Administration

The Mission of the Nance College of Business Administration includes driving the economic vitality and sustainability of the Northeast Ohio region through business education, research, innovation, leadership, and collaboration. The mission focuses on the specific economic needs of the regions and incorporates academic programming, research, and outreach to the healthcare professional community in the region and beyond. For over twenty years, the College has had a Health Care Administration MBA program, which prepares graduate students to serve as administrators in healthcare administration positions in hospitals, long-term care facilities, insurance companies, and other healthcare related organizations. Many students do internships in a variety of healthcare related organizations and many of these interns are hired by these organizations after completing their assignments. Plans in the College include a joint certificate in science entrepreneurship with the College of Science and Engineering. The College will explore an undergraduate major in healthcare administration. Outreach to the healthcare community includes the Beachwood Business Development Center, which has launched over twenty new businesses during its 4 years of operation. A number of entrepreneurs at the BBDC business accelerator are working on developing new healthcare related products and services. Graduate students in the Nance College of Business Administration work directly with entrepreneurs in assisting with challenges related to business planning, marketing, and product development. Faculty research in healthcare administration has a focus on elder abuse and neglect, medicare reform, as well as other healthcare access issues.

### College of Education and Human Services

The College of Education and Human Services defines its health focus broadly to incorporate health education, intervention, prevention, and preparation of healthcare professionals. Academic programs specific to health are: nursing, counseling, health education, and sport and physical education. All school educators are prepared to address the legal, instructional and family aspects of student disabilities, health, and exercise needs. The College is distinctive in its record of providing a workforce highly diverse in race, ethnicity, and gender.

In terms of Mental Health, the College offers a specialization in community and school counseling psychology as part of the Ph.D. in Urban Education. School counseling students are prepared in a creating safe and caring school climate, prevention of bullying and school violence, and addressing at-risk health factors. Counseling interns serve clients in major school systems, hospitals, prisons and other organizations as well as in the College Counseling Center on campus. In special education, faculty are researching autism and behavioral disorders of children and youth and educational strategies surrounding this topic. There are a new Chemical Dependency Certificate and a Early Childhood Mental Health Certificate, the only ones in Ohio; faculty are involved in developing Ohio standards in early childhood mental health with partners. Programs under development are coaching, expanded client services through the College Counseling Center, and expanded mental health programs for teachers and school leaders.

The School of Nursing developed the first Accelerated Nursing Program in Ohio with the support of the Cleveland Clinic. The College also offers a graduate certificate to school nurses that leads to Ohio licensure as well as newly developed certificate programs in Education and Gerontology for nurses who wish to update their credentials. The nursing program has over 400 nursing students and produces over 125 nurses per year; the fall 2008 entering class will be the largest ever. In the field, nursing students obtain clinical experience and provide service in many local hospitals and a wide range of community based settings. Enrollment in the on-line Master of Science in Nursing has significantly increased both in Ohio and out of state. An online RN to BSN program is also newly available. A specialty in nursing education is being developed in the Ph.D. in Urban Education. Faculty have obtained over a half million dollars of external funds for student scholarships and use of simulation models for nursing instruction.

The College is a major provider of physical and health educators for schools and the community. The Dance Program is a leader in the region in dance for the arts and health. The college provides sport management professionals for professional and minor league teams, recreation centers, facilities management, athletics administration and fitness centers. We also train master's degree level researchers in conjunction with the Cleveland Clinic in Exercise Science. A specialty in Urban Health Education being developed as part of the Ph.D. in Urban Education will provide leaders in health maintenance and prevention. These programs will complement and strengthen long standing programs like

Fitness for Life and the Adaptive Physical Education Lab, with a hope to develop a Research Center for Health Maintenance and Prevention.

#### Fenn College of Engineering – Center of Excellence in Health

Biomedical Engineering has been one of the fastest growing disciplines nationally. The Fenn College of Engineering, in a timely fashion, made this discipline as one of its key disciplines in education and research. In 1997, the College established, jointly with the Cleveland Clinic's Lerner Research Institute, the Applied Biomedical Engineering (ABE) doctoral program. ABE was developed mainly as a response to the need for highly-educated bioengineering researchers and professionals in the expanding medical industry. The program emphasizes the implementation of new products and techniques in the clinical field, aligning itself with Cleveland State University's continuous philosophy in application. ABE has approximately 30 doctoral students, most of whom hold graduate research assistantships. Students are selected carefully from a number of extremely qualified applicants from all over the world, and they have a variety of backgrounds in engineering, science, and medicine. Graduates of the ABE program have careers in the biomedical industry, in medical research centers, and in academia. All classes and examinations are taken at CSU and the doctoral research is performed either at the Clinic or at CSU. The courses are taught by CSU faculty in association with adjunct faculty from the Cleveland Clinic. Classes include tours in clinical facilities and in local, world-leading biomedical companies. The program has more than 40 faculty members from CSU and the Cleveland Clinic who conduct their research in a variety of areas, including biomechanics, bioprocesses, cardiovascular disease, diabetes, medical devices, medical imaging, nanotechnology, orthopedics, and tissue engineering. Faculty and students of the ABE program publish their research work extensively in high impact factor scientific and medical journals and present their results at the most prestigious scientific meetings and conferences. External funding from national agencies such as the National Institutes of Health, the National Science Foundation, NASA, the Department of Energy, as well as medical associations, foundations, and the biomedical industry has been continuous. In addition to the ABE program, biomedical activities in the College continue to expand, as the Department of Chemical and Biomedical Engineering is in the process of establishing a new Master of Science program in Biomedical Engineering, in an effort to further strengthen the College's biomedical orientation and attract more domestic and international students.

#### Cleveland-Marshall College of Law

The College of Law has a robust and diverse array of health-related courses and programs. In the last few years, the curriculum has included a course in Psychiatry and the Law and seminars in Bioethics, Law and Medicine, and Genetics, Ethics and the Law. These courses are taught by faculty who has extensive academic and practical experience in these fields. Law students can also receive academic credit by participating in two health-related externships. Students can work with federal administrative law judges who decide Medicare and Medicaid appeals. They also can be externs at the juvenile court. In this externship, they work with court staff as advocates for juveniles who have learning disabilities and could use more help from their schools and other institutions.

Law students also publish the *Journal of Law and Health*. This journal, which contains articles from both scholars and practitioners, is published electronically, thereby enabling the journal to reach a wide audience in a cost-effective way. The student editors also organize an annual speaker series. These events routinely attract a large audience of health-care professionals and practicing lawyers.

While several law faculty members have health care expertise and have written extensively in the field, the College plans to enhance its curriculum, its academic reputation in the health law field, and its programs. This year, it seeks to hire a new faculty member with substantial expertise in health law. Ideally, that person will also have administrative experience, thereby enabling the College to develop a health law center or institute. The Dean has formed a special faculty committee within the College to develop additional programs. Initially, the committee will explore whether or not the Law School should create a health law clinic in which students, under the supervision of a clinical professor, would represent clients with health-related issues that cannot be resolved solely by health care providers. For example, the students might go to court to require a landlord to remove lead paint after that paint poisoned a child who was treated at a local hospital. The Dean has also begun to develop a list of practitioners who would be willing to serve on a health law advisory group. This group could assist the College in many ways, including helping to develop collaborative programs and partnerships with health care providers, law firms, and non-profit organizations and working with the planned health law center.

#### College of Liberal Arts & Social Sciences

Leading productive, responsible, and satisfying lives is foundational to physical and mental well being, which is *Webster's* first definition of health. The College of Liberal Arts & Social Sciences (CLASS) meets this goal in advancing human and humane knowledge. The college's mission is to provide stimulating educational programs and learning activities for its students, who are thus prepared both to understand a complex global society and to lead productive, responsible, and satisfying lives. As such, the college promotes individual and communal health in its broadest sense—physical, mental, spiritual, emotional, environmental, economic and community as described by the report of the Provost's Task Force on Excellence and Engagement.

Beyond this broad but absolutely crucial contribution to general health, the college also provides more specialized contributions in the fields of physical and mental health. Graduate and undergraduate Bioethics programs, housed in the Department of Philosophy, train students and health professionals to make well reasoned and well informed ethical decisions regarding ever more complex medical issues. Four philosophy faculty members have expertise in bioethics, and the department houses the CSU Bioethics Center, which is directly linked to the Bioethics Network of Ohio.

College faculty have expertise (and teach courses in) health communication, health economics, and medical sociology. In addition, the college contributes its expertise to the CSU certificate program in Culture, Communication, and Health as well as the university's program in Gerontology. Moreover, since the Center for Disease Control has

identified violence as a health issue, the Criminology program in the Department of Sociology is essentially directed at communal health. Finally, the Department of Music has a recently revived its undergraduate Music Therapy program, which is conducted in cooperation with Baldwin Wallace College.

The mission of the School of Social Work is essentially tied to individual and communal health issues. Social Work trains students to work in such areas as mental health, juvenile and adult criminal justice, domestic violence, foster care, adoption, children's services, mental retardation, chemical dependency, and hospice care—all of which are directly related to the health and well being of our community. Students regularly contribute service through approximately 250 community agencies, including the Cleveland Clinic and University Hospitals. Social Work faculty members conduct cutting-edge health-related research in local hospitals. Finally, several Social Work faculty research non-traditional methods of healing through the CSU Center for Healing Across Cultures.

#### College of Science

The College of Science prepares graduates for careers in a number of health care professions and as researchers addressing biomedical and health related questions. More than 2,000 students major in one of the programs offered by the College, and eighty-three percent of the undergraduates and fifty-five percent of graduate students obtain employment in Northeast Ohio. Graduates of the College become researchers, faculty, research technicians, science and mathematics teachers, occupational, physical, and speech therapists, entrepreneurs in biotech and healthcare, and fill other positions central to the healthcare and biotechnology industries locally and nationwide. These students pass national certification examinations at rates well above the national average.

The College offers a vast range of courses that are health related. It collaborates with Cuyahoga Community College to provide the only educational program in physician assisting in Northeast Ohio. The Masters of Occupational Therapy and the Masters in Medical Physics are also only available at CSU. The upcoming Bachelor's degree in Pharmaceutical Sciences will also be a regionally unique opportunity. The doctoral program in Clinical Chemistry is the only such accredited doctoral program in the country. Other health practitioner programs include: Doctor of Physical Therapy, Bachelor's and Master's degrees in Speech and Language Pathology, and a Bachelor's Degree in Medical Technology. In addition, the College offers a Bachelor of Science in Health Sciences, a MS in Medical Physics, pre-professional degrees such as a pre-pharmacy program and a very active pre-med program. Doctoral programs in Clinical-Analytical Chemistry and Regulatory Biology (with their accompanying specializations in Molecular Medicine and Clinical Chemistry) and the new Ph.D. (offered in collaboration with the University of Akron) in Adult Development and Aging educate the next generation of biomedical scientists. The Regulatory Biology and Clinical-Analytical Chemistry Ph.D. programs are offered with the collaboration of the world-renowned Cleveland Clinic.

The College of Science faculty is making numerous contributions in the field of health. It has recently inaugurated a Center for Gene Regulation in Health and Disease, a growing

interdisciplinary area that focuses on developing molecular and diagnostic tools to detect and treat a wide range of illnesses. Both the Molecular Medicine and Clinical Chemistry specializations have received grants from the U.S. Department of Education for doctoral fellowships to recruit the best and brightest students. Faculty members are active researchers, receiving grants from the National Institute of Health, American Heart Association, March of Dimes, and Department of Defense. Research funding has increased from virtually nothing to more than 1.5 million dollars per year. Over the past five years, the number of publications by the CSU biology and chemistry doctoral programs has increased at a ten per cent annual rate. Researchers, who work closely with students, have made important advances in identifying the molecular basis of heart disease, cancer, threat to the immune system, and blood diseases. This work has generated several patents. The faculty has created a startup company in the area of medical diagnostics. Both faculty and students have won awards for their work and have published in premier national and international journals.

#### Levin College of Urban Affairs

The Maxine Goodman Levin College of Urban Affairs supports a number of activities which respond to regional economic and social demand for the promotion of health in its broadest sense and in the development of industries and occupations related to the health care industry as a node of job development and investment within the state and Northeast Ohio.

The College's Master of Public Administration (MPA) program offers concentrations in Health Care Administration with the Nance College of Business. The MPA has concentrations both in Health Care Management and in Long Term Health Care Administration. The College's graduates work on community-based health initiatives and on issues that relate to health care access and the environmental impacts on health through a number of its other specializations as well. The College offers undergraduate and graduate degree in Nonprofit Administration and Leadership. Graduates from this program have assumed leadership roles in health related nonprofit organizations including settlement houses and community development organizations that focus on health and family wellness issues. The College's specializations in Environmental Policy and Urban Planning consider health impacts of urban living and urban regeneration in its training and public service activities. Many of the region's community organizers are graduates of the College's programs and health is a focal point of community activism in the region. For example, a graduate of the Levin College of Urban Affairs leads the partnership between the Cleveland Clinic Foundation and the Fairfax Renaissance Development Corporation.

The College's deepest investment in health, and an area where it strives for national thought leadership, is in the Urban Center. The Urban Center is the College's research, public service and outreach unit. The Urban Center has recently reorganized and in that reorganization the line item within the State of Ohio's Urban University Program (UUP) that finances research and activity that focuses on urban children has been given new direction. The Urban Center and the Center for Community Solutions, a Cleveland-based human services advocacy organization, have joined forces to establish an Urban Family

and Child Health Initiative. This initiative will be responsible for developing both regional and state-wide public health policy agendas for the Center for Community Solutions. In addition, the Initiative will incorporate the College's current grant-funded outreach and research activities in health equity. The Initiative will reach out across the university to catalyze public policy research in the area of public health policy.

The College has committed UUP funds that the Initiative will use to develop a unique database that will link neighborhood conditions and health outcomes based on transactions at health care facilities. The database will be developed with the Urban Center's Northern Ohio Information Data Center (NODIS) and it will be used to identify areas of policy development and intervention that are in keeping with evidence-based public policy development.

The third area of health care activity in the College is linked to the Urban Center's Center for Economic Development. The Center, along with faculty experts in economic development, is a frequent partner with the state's and region's economic development organizations in evaluating and measuring economic activity, and in providing data on the impact of economic development programs, policies and investments. Faculty and professional research staff from the College are active with JumpStart, BioEnterprise, and NorTech. All of these organizations are deeply involved in creating health and bio-products industries with an emphasis on medical devices. The emphasis on medical products was originally highlighted in a 1998 Urban Center report to the Greater Cleveland Growth Association and to Cleveland Tomorrow's technology initiative. The College has a track record of working with the state of Ohio's Third Frontier Program on policy development and its investment strategy. The College has also been deeply involved with the Ohio Department of Development in forming the state's current economic development strategy and has been a contract provider of analysis on the state's health care development strategy in partnership with Deloitte Consulting.

#### Student Life

The Department of Student Life at CSU is responsible for administration of all student activities, student clubs and organizations, and for relationships with over eighty community service related organizations. CSU students are actively engaged in community service. Many of these community service organizations where CSU students are engaged as volunteers serve the health and wellness needs of the Greater Cleveland Community. Student Life encourages and supports health related academic programs to create student organizations that support classroom learning activities, including health related and biomedical research student organizations.

#### Division of Continuing Education

CSU not only helps prepare individuals for careers in various health care fields, but also provides high quality continuing education (CE) programs that are required for license renewal and are essential to professionals who need to stay updated in the ever-changing healthcare environment. The Division of Continuing Education has been offering continuing education courses to meet the professional development and license renewal needs of nurses in the region for over thirty years. During the last twenty years,

continuing education programs have been added to meet the needs of other healthcare disciplines, including nurses, social workers, counselors, psychologists, nursing home administrators, dietitians, marriage/family therapists, and occupational and physical therapists. CSU obtains and maintain approvals or providerships from the respective boards/agencies required. The Division offers over one-hundred professional development CE courses each year for health professionals. Among those with national and regional reputations are the Nursing Refresher course and the Patient Advocacy Certificate Program. The Nursing Refresher course was developed and first offered by Cleveland State University in 1975. Planning this comprehensive course combined the expertise of many nurse educators and practitioners and the cooperation of area hospitals. The course has been provided twice each year since 1975 and boasts over two thousand graduates, which helps respond to the severe shortage of nurses. Over 50 nurses return to active practice annually as a result of the Nursing Refresher course. Content is continually updated to keep it aligned with current practices. The Patient Advocacy Certificate Program (PACP) is a national online program which is recommended by the Society for Healthcare Consumer Advocacy (SHCA), a sub-group of the American Hospital Association. It is composed of ten individual modules, each of which is based on one of the patient advocacy competencies identified by SHCA. Begun in the spring of 2004, there are over 400 students have taken at least one of the modules and almost 600 individuals on the waiting list, who have expressed an interest. The PACP enrolls professionals from Maine to Hawaii, including a handful of international students. Additionally, the Center for Emergency Preparedness, celebrating its 25<sup>th</sup> anniversary in 2009, provides hazardous materials and related safety training to first responders in all 88 counties in Ohio, thanks to more than \$600,000 of annual grant support from the Public Health Commission of Ohio and the Ohio Board of Regents. In addition to first responders, the Center trains a multitude of company and agency staff in Ohio and other states on topics ranging from Crisis Communications to National Incident Management System (NIMS) to confined space rescue. In total, the Center provided funding and other training to about 6,000 participants last year. A sampling of those the Center has recently trained includes the Cleveland Browns, PPG, Lorain County Public Health, and Wright Patterson Air Force Base. The Division regularly cosponsors many national, regional and state conferences for health care and safety professionals and has collaborated with a wide range of organizations. For example, the Center for Health Affairs co-sponsored an annual emergency preparedness Spring conference and provided \$50,000 in program support.

## Northeastern Ohio Universities Colleges of Medicine and Pharmacy

As recommended by the University System of Ohio's *Strategic Plan for Higher Education*, and subsequently enacted by Amended House Bill 562, the Northeastern Ohio Universities Colleges of Medicine and Pharmacy (NEOUCOM) and Cleveland State University (Cleveland State) have agreed to join forces to provide increased access to medical education for students in Northeast Ohio. Through this unique collaboration, medical students will be educated and trained as primary care physicians who work specifically with the highly diverse citizens who live in the poorest communities of Cleveland, Ohio. This emphasis on urban health care speaks directly to the serious dilemma faced by the medical community in how best to serve "individuals who are economically disadvantaged or from minority racial groups".

In response to this national health care problem, the NEOUCOM/Cleveland State team will focus on recruiting a diverse group of future physicians with an expressed interest in providing primary care in urban and underserved areas, merging both institution's areas of expertise (NEOUCOM's history of producing primary care physicians and Cleveland State's strength in community-based engaged learning and urban health care curriculum). Particular efforts will be made to facilitate entry for adult, returning students through a direct-entry post-baccalaureate program, and to mentor high school students in urban areas to facilitate entry into the BS/MD program.

### Program Tracks

- 1) **Post-Baccalaureate Program:** Many older students, career changing adults, and other non-traditional students are prepared to make an informed commitment to primary care and to work in urban settings. A two year post-baccalaureate direct entry program for students who have bachelor's degrees in fields other than science or who need additional science to ensure their preparation for medical studies is being developed with these mature students in mind. Included in their preparation for entry to NEOUCOM, these students would complete not only the pre-medical science requirements, but also a structured curriculum in urban health offered through multiple departments and colleges at Cleveland State University. This would familiarize them with the sociological, cultural, and political considerations that affect healthcare service in urban and minority communities. A preparatory year will be designed for promising students requiring remediation based on their college academic performance.
- 2) **BS/MD Program:** Research evidence shows that one strategy for addressing the problems of urban health is racial concordance and/or improved cultural competency between provider and patient. It is intuitive that individuals who can grasp the full scope of a health problem in the context of the patient's beliefs and can negotiate interventions that are culturally acceptable will be better able to assist the patient in dealing with a health condition. A B.S./M.D. program with a strong emphasis on preparing and educating students from minority and disadvantaged backgrounds is being developed. This program will reach into area high schools to begin working with students as early as their sophomore year, to ensure that they reach the university

level with the skills in mathematics, science, communication, problem-solving, and work behaviors that are needed to succeed in medical school and in professional practice. The BS component of the program will include three years of activity at selected high schools to build a cadre of high school graduates from disadvantaged backgrounds whose preparation enhances their probability of success in a demanding six or seven year BS/MD program. These students would also receive additional support while at CSU to ensure strong preparation.

### **Matriculation Goals**

The goal is to admit the first post-baccalaureate class to CSU in August, 2010. Up to 20 students would be ready for entry to NEOUCOM in summer, 2012. At the same time, efforts will begin Fall 2008 to work with three pilot high schools in Northeast Ohio to prepare inner city students for admission to a BS/MD program. Up to 15 students would be ready to apply to begin their freshman year at CSU Fall 2012, to matriculate at NEOUCOM in either 2014 or 2015.

### **Resources**

The resources required to implement this initiative are significant, including faculty time, clinical training sites, and financial support for scholarships and other operational costs. Cleveland State has roughly 570 faculty; 110 are in the College of Science, with many holding appointments at the Cleveland Clinic. More than 50 basic medical sciences and community health sciences faculty teach and do research on the Rootstown campus. An additional 1,700 physician-faculty teach students in their offices and affiliated hospitals. Faculty from both institutions will provide teaching for the new NEOUCOM/Cleveland State collaboration. State subsidy for the increased class at NEOUCOM is essential.

In terms of clinical training sites, Cleveland and Northeast Ohio have rich resources for clinical experiences for students. Since research has long indicated that students most often choose to work in settings that are familiar to them, this is one more strategy for encouraging students to enter primary care in urban settings. Greater Cleveland hospitals and clinics (inner city and suburban) can enhance student experience in urban health care settings with large populations of minority in- and out-patients. Thus, the CSU/NEOUCOM partnership will dramatically expand the clerkship opportunities for all NEOUCOM students in the kinds of primary care essential to their preparation to work in urban healthcare settings.

Finally, scholarship and operational costs will round out the required resources for a fruitful collaboration. Due to the unique nature of the students who will be recruited (returning adults and urban high school students), the need for financial support will likely be strong. Moreover, in order to ensure that both programs are recruiting talented students and retaining qualified students for promotion to NEOUCOM, Cleveland State University must implement additional student and academic services support.

The region has significant challenges associated with provision of health care in an urban environment marked by substantial poverty. Cleveland State University and the Northeastern Ohio Universities Colleges of Medicine and Pharmacy are determined to make an impact on this problem, and with their first steps toward the development of a medical education focused on urban-based primary care physicians. CSU and

NEOUCOM are committed to changing the face of urban health in our region and becoming a national model for urban primary health care education and service.

## Recommendation 2. Center of Excellence in Civic Life and Community Engagement

### **PROPOSAL FOR THE ESTABLISHMENT OF A CLEVELAND STATE UNIVERSITY CENTER OF EXCELLENCE IN CIVIC LIFE & COMMUNITY ENGAGEMENT**

#### **Introduction**

Since its inception, Cleveland State University has played a vital role in the civic and communal life of the region, state, nation, and globe. Engaged learning, teaching, and research has differentiated CSU from older, less diverse, and less centrally-located universities, giving the university unusual vigor and import, especially in the Northeast Ohio region. Faculty, students, and staff have led and staffed institutions and organizations, transformed regional landscapes, increased our understanding of human society and culture, and extended the frontiers of scientific knowledge. The University's scholarship, collaboration, and community leadership has made CSU into a singularly vibrant part of the regional fabric—defining its economic well-being, social and political life, and Cleveland's character as a place.

#### **Defining Civic Life and Community Engagement**

Expanding the boundaries of and participation in Civic Life speaks to a fundamental principle of university education which asks faculty, staff, and students to view themselves as socially, intellectually, and morally responsible members of a broader civil society, seeking to make a difference in promoting the quality of life in a community, through both political and non-political processes. The Carnegie Foundation defines *community engagement* as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” Both Civic Life and Community Engagement speak to issues that cross domains of knowledge, including the social, political, arts, cultural, and scientific disciplines.

All of CSU's Colleges have been actively involved in developing the region's economic, social, political, arts and scientific infrastructure and in engaging the community in the process.

Colleges, Departments, or individual faculty members have developed strong collaborations with local and regional medical centers, providing important service, training students and professionals and attracting significant funding for research from national agencies and foundations. The University's focus on Civic Life and Community Engagement was captured by President Michael Schwartz in his inaugural address to the University community, “the city is our campus.”

## **Recommendations**

The Task Force recommends that CSU develop a Center of Excellence in Civic Life and Community Engagement. We believe that this center should be led by the Vice President for Research as Center Director. The Center Director will be advised by an executive committee of faculty with a structure parallel to that for the Center of Excellence in Health. The Center of Excellence in Civic Life and Community Engagement would be charged with implementing the Carnegie Foundation Framework for Community Engagement. The University would seek to obtain the “Community Engagement” status from the Carnegie Foundation, in terms of curriculum, outreach, and partnerships, in 2010.

Currently, a very high level of civic engagement exists within the various units of the University. By gathering evidence of already extant programs and activities in community engagement, the university will find that it meets most if not all the criteria listed. It is, therefore, logical to establish a Center which will coordinate the efforts of individual faculty, Departments, or Colleges in a manner that will:

- (a) Expand CSU’s role in the civic life of the region and the state through scholarship in the arts, humanities, social sciences, sciences, and professions;
- (b) increase the impact of CSU’s work at the front edge of university civic engagement, with special efforts to promote faculty research and engagement with students and the community;
- (c) enhance students’ engaged learning, providing a deeper experience for students, faculty, and the community;
- (d) facilitate the development of internal and external collaborations, as well as to deepen and to enrich existing collaborations;
- (e) bring the University closer to the local community.

## **Building on Extant Civic Life and Community Engagement Initiatives**

Currently, CSU is exceptionally active in Civic Life and Community Engagement at the departmental and college level. These programs involve hundreds of students and community partners, millions of dollars in grant-funded research, and commitments by departments and colleges.

### Nance College of Business Administration

As part of its mission, the Nance College of Business is focused on the economic vitality and sustainability of the Northeast Ohio region through business education, research, innovation, leadership, and collaboration. Graduate and undergraduate students routinely work on projects with small and medium-sized firms in the region as well as internationally. These projects not only assist to develop and to engage students in the critical issues related to economic and organizational development in the region, but also to assist these business organizations directly with real-world issues that they face. For examples students researched, analyzed, and produced a feasibility study to support the development of the wind power industry in Northeast Ohio. The Executive Development Center, Global Business Center, and Center for Real Estate Research are examples of how the Nance College of Business Administration links directly with the community.

The centers provide opportunities for students to network with business professionals to learn first-hand and participate in a variety of business organizations in the local community. Additionally, the centers provide training and development opportunities for mid-level and senior professionals in the areas of accountancy, human resource management, financial services, and global business. Much of the research conducted by faculty in the Nance College of Business Administration is applied in focus, examining problems and issues related to the Northeast Ohio business community. Studies have included such topics as real estate development, global business, and outsourcing products and services.

### College of Education and Human Services

The College of Education and Human Services values a collaborative culture that fosters: communities of learner-scholars; relationships with diverse populations; and partnerships with the urban community. The College promotes civic life and community engagement is the mainstay of its initiatives and successes. The College Annual Partnership Awards are given to community partners with whom we demonstrate long term, sustained, mutually beneficial relationships such as the First Ring Superintendent's Collaborative (FRLC), Cleveland Clinic Nursing Division, Martha Holden Jennings Foundation, and Greater Cleveland Education Development Center (GCEDC). These relationships have stimulated award winning academic programs, new centers, and growing funded research.

The College of Education and Human Services prepares teachers, school personnel, and health care professionals (nurses and counselors and health educators and exercise specialists) who embrace contemporary urban needs through working with diverse populations and building partnership with the community. Almost all academic programs require service learning activities in the community in the form of internships, practicum and student teaching or clinical experiences. Over fifty active partnerships exist within the College, with other colleges, other universities, and the community (schools, hospitals and agencies) spanning all the disciplines represented in the college. (See the College Community/School Partnership Directory <http://www.csuohio.edu/coehs/departments/community-partnerships.html>.) The partnerships feature professional preparation, research, and collaborative projects. Courses and internships provide students opportunities to serve children and clients in major school systems, hospitals, agencies, and other organizations in the local community. Yearly, the College attracts between 11 to 12 million in extramural funding with its many community partners.

In teacher and counselor education we offer on site preparation in over 30 public, private and charter Partnership Schools; the Master's in Urban Secondary Teaching (MUST) has won numerous Ohio and national awards. The College hosts the GCEDC which has provided quality in-service training to 7000 educators annually in 70 school systems and agencies since 1970. In school principal and leadership education the College partners with the FRLC to recruit, prepare, and retain exemplary principals and leaders for First Ring leadership vacancies in Cleveland. The success of that effort has resulted in the creation of the Center for Educational Leadership serving the all of Ohio. The Partnering

for Success, Ohio MSP Project is designed to provide continued professional development for science and mathematics teachers. We collaborate with the three other public universities in sponsoring the Northeast Ohio Center of Excellence in Mathematics and Science Education. The Cleveland Clinic Nursing Division supported the development of Ohio's first Accelerated Nursing Program which has been expanded to other hospital systems; undergraduate and graduate nursing students perform clinical rotations in all major area hospitals and in a multitude of community based facilities. The Ohio Reading First Center (its \$36 million dollar funding is a CSU record) aims to strengthen and enhance teacher preparation in effective K-3 reading instruction, and the Cleveland Book Fund provides books to all Cleveland elementary school children. The Confucius Institute, funded by Chinese government, prepares and supports teachers of Chinese foreign language and promotes economic development in Ohio through its agreements with Chinese institutions and exchange programs.

#### Fenn College of Engineering

The Fenn College of Engineering's priority for community engagement can easily be noticed from the number of activities directed to serve and help the region. Examples include but are not limited to: the offering of evening classes to accommodate professionals; local and State-wide industry support through, for instance, the Wright Center (a \$23.8 million center award to build a state-of-art Electronic Packaging & Testing Facility for the sensor related industry); providing training, education and research focused on highway construction safety (\$2 million funding from the Department of Transportation on highway work zone safety); the College's co-op program; and the Fenn Academy. The College has one of the oldest co-op programs in existence. It was established in 1923, highlighting its commitment to Community Engagement, which extends from the engineering classroom into the field. The program has served 88 companies in recent years.

The College also actively supports the regional scientific and engineering infrastructure, as well as the educational well-being of the K-12 community. Fenn Academy is an educational, workforce and economic development program which aims to increase the number of students pursuing and obtaining engineering degrees. In a partnership that includes 35 high schools, 8 corporations and government agencies, and CSU, talent and resources have been pooled to design a continuum of support beginning in high school and continuing through college graduation, with participating students called Fenn Scholars. This long-term partnership begins by reaching into partnering high schools in the region and connecting the high school students to university engineering students and faculty as well as industry partners through a customized pre-engineering program. From that point, qualified Fenn Scholars will be offered industry-supported scholarships, course credit transfer, and potentially industry internship opportunities as incentives to consider engineering as a career. Fenn Scholars who select to attend the University may be able to participate in peer mentoring, industrial internships, and research. Finally, upon graduation, efforts are made to connect Fenn Scholars to jobs at area companies.

In addition to direct engagement, faculty members from the College often engage in other forms of community involvement. Pairing with local institutions ensures that the region benefits from the efficiency and improvements made possible by continued research and development on campus. Increased environmental stewardship, energy independence, and cost-cutting strategies also arise from these pairings, making the regional environment safer and more sustainable. In the end, while local businesses work on the services and products that improve the community, Fenn College works on the knowledge and direction that make these services and products more profitable and advantageous. Fenn's commitment to Northeast Ohio also appears in the trickle down of improvement to federal policy and the national body of scientific knowledge. For example, when the Department of Energy provides a million dollars to a Fenn College professor for developing alternative energy best suited to the lakeshore, the citizens of Cleveland reap the early improvements of such power generation and economic improvement to the region follows. National recognition of such professional success, garnered through publication in scholarly journals and dissemination at national conferences, helps to attract even more scientific talent to the region.

#### Cleveland-Marshall College of Law

For over 110 years, the Cleveland-Marshall College of Law has been engaged with the broader community. The College is the predecessor institution to two law schools – the Cleveland Law School and the John Marshall School of Law – both of which were created to serve part-time students who were taught by practicing lawyers. These law schools were among the first in the nation to admit women and minorities. This tradition of community engagement and engaged learning continues to the present day. In addition to training students who have become leaders throughout the State and nation, the law school faculty has produced scholarship that has generated insights useful at the local, state, national, and international levels. Many faculty and staff members actively participate in community activities.

The College offers its students the opportunity to learn and serve the community in five law clinics: the Employment Law Clinic, the Fair Housing Law Clinic (“FHLC”), the Environmental Law Clinic, the Law and Public Policy Law Clinic, and the Urban Development Law Clinic (“UDLC”). In these clinics, law students, under the supervision of clinical law professors, represent actual clients – including people who cannot afford a private attorney and non-profit organizations that are improving the regional community. For example, the UDLC provides legal advice to neighborhood-based non-profit organizations. The UDLC has been recognized by community and political leaders as being an important part of the comprehensive effort to revitalize the urban core at the center of Northeast Ohio. Similarly, in the FHLC, law students have the opportunity to assist homeowners and renters enforce their rights under a variety of federal, state, and local laws. This clinic, which operates out of the offices of a public-interest law firm, provides practical litigation experience to students. The Law School is considering the creation of a new Health Law Clinic.

Law students also have the opportunity to earn academic credit in approximately 20 different externships. These externship opportunities include clerking for state and

federal trial and appellate court judges, state and federal prosecutors, state and federal public defenders, and various other public interest law firms. The students also demonstrate their commitment to community engagement by donating approximately 10,000 hours of *pro bono* legal service each year. These volunteer services include working with the Legal Aid Society to assist clients at free legal advice clinics, traveling to New Orleans to assist with post-Katrina relief, and participating in a novel program created by the bar association to teach civics classes to Cleveland and East Cleveland Public Schools.

### College of Liberal Arts & Social Sciences

As a community of teachers, scholars, artists, and performers closely connected to the urban community, the College of Liberal Arts and Social Sciences (CLASS) provides essential services to the local community through its connections to dozens of local social and cultural institutions. CLASS students can connect to the community by means of roughly fifteen different internship programs.

The arts programs consistently provide the local community with a large selection of first-rate cultural offerings. The Art Gallery displays nationally-recognized art and also is a venue for Northeast Ohio artists to display their own creations. The Music Department includes performance faculty from the Cleveland Orchestra and provides dozens of superb faculty and student concerts each year. Several times a year, the faculty concerts are made available to the region via broadcasts on WCLV. The Theater Arts program runs its acclaimed summer program of repertory theater, Summer Stages, as well as its regular, academic year, series of exciting and innovative productions, including guest productions by local organizations, such as those by Y-Haven. The film program is inaugurating a new public film series. Our Center for Arts and Innovation provides administrative leadership for a large number of local arts organizations. Finally, our arts faculty members have participated in such large regional events as the annual Ingenuity Festival.

In the humanities, the Center for Public History and Digital Humanities has won more than \$5 million in federal grants, collaborated with dozens of regional schools, cultural institutions, and community organizations, including building the new website for the Cleveland Cultural Garden. Students and faculty worked with the community to develop the concept and the historical stories and materials for history kiosks that will be located at Euclid Corridor RTA stops. The History Department has also worked closely with local and regional museums to create a successful graduate history certificate in Museum Studies. The Initiative for the Study of Religion and Spirituality in the History of Africa and the Diaspora (RASHAD) studies African-American religious institutions of Northeast Ohio, including, the Wings over Jordan choir. The Creative Writing Program in English sponsors the long-running Imagination Writer's Workshop, which meets every summer to work with poets, fiction writers, and playwrights from the community.

College programs often have close ties with various ethnic groups in the local community. The Black Studies Program, for example, provides a large number of community-oriented activities, including the Black Aspirations program, the Images

radio program, the Tombouctou Book Club, and the Jazz Heritage Orchestra. Along with the School of Social Work, the Black Studies Program also sponsors the important Anna V. Brown Forum, which focuses on the concerns of the elderly in the African-American community. The CSU Center for Slovenian Studies was created specifically to serve the large local community of Slovenian Americans, which is the largest such community in America. Finally, our Program in Middle Eastern Studies has been created to serve the interests of the large Arab-American and Jewish Cleveland communities.

The School of Social Work is directly tied to serving the physical, communal, and mental health needs of Northeast Ohio. Students and faculty in the school contribute thousands of hours of service each year to the community. The School of Communication is actively involved in the community by means of internships and special assignments, such as reporting from election centers and contributed to the WKYC election night blog. The Women's Studies Program has a long-standing Outreach for Returning Women Program, which helps older women negotiate the difficult path back to the classroom. The Department of Sociology conducts important funded research in partnership with local police departments as well as with local drug treatment and correctional facilities. Finally, we have a program, initiated in the Department of Political Science, through which CSU students can participate in the Cleveland City Club Forum free of charge.

#### College of Science

In addition to its major role in the Center for Health, the College of Science builds its community engagement upon scholarly excellence. The College has strong pass rates on national certification examinations (OT, PT, SLP, School Psych.); and a strong and growing funding record with NIH, American Heart Association, March of Dimes, NASA. College faculty publish (often with students) in premier journals. College of Science students win awards: AHA, GSA, Hoover Foundation, and many others. They participate in internships in health and science. There are multiple independent study and research opportunities in faculty labs and through hundreds of research collaborations with organization and institutions throughout the community. The College offers an on-campus clinic in speech and hearing that involves over 200 active agreements with community facilities. College of Science faculty members participate in community-centered activities, such as science and health fairs, as well as in support of teacher professional development in science and math, including CSU's leadership in the STEM project. Finally through collaboration with area businesses and service organizations the College provides outstanding workforce preparation.

#### Levin College of Urban Affairs

The Maxine Goodman Levin College of Urban Affairs is one of Cleveland State University's most visible public service and engaged learning units. The College, its research and public service unit, the Urban Center, and its academic programs have earned a national reputation as a center for thought leadership in urban public policy and public management. This reputation has come about in no small part due to the College's record of engaged research and reflective public service.

The College's excellence in economic development is recognized state-wide and nationally through its network of nationally funded research centers, affiliations, and client list. The College is also the home of *Economic Development Quarterly* (EDQ). *EDQ* is an academic journal that bridges the gap between academic research and reflective practice and has become the nation's leading journal of US economic development research, policy and practice.

The College's Master in Public Administration degree is ranked second in the nation for expertise in urban public policy and city administration. This is the 10<sup>th</sup> year that the College has held that rank. This achievement recognizes the quality of academic research, the reputations of faculty and staff, and the impact of the urban public policy research of The Urban Center with the support of the state of Ohio's Urban University Program.

The College's fastest growing graduate degree program is in Urban Planning, Design and Development, with specializations in community development, housing, environmental planning, real estate development, and land use planning. One of the core competencies within the community development specialization is community organizing, which is the essence of engagement.

The Urban Center has been part of the College since its founding. The Urban Center is primarily staffed with full-time research professionals and is organized into several broad thematic areas: leadership & organizational development, public & nonprofit management, economic development, and planning & sustainability. The Center regularly works on over \$1 million in contract research from a wide variety of sources and the quality of its work is validated by the fact that it is a University Center of the U.S. Economic Development Administration (EDA) and an Environmental Finance Center supported by the U.S. Environmental Protection Agency (EPA). Both of these are competitive awards.

Each of the Center's Program areas is rooted in engagement. Leadership and Organizational Development is client driven in its training of both state and local public servants and elected officials. Public and Nonprofit Management is well integrated with the teaching programs of the College and is responsive to client demands through its extensive contract research activity. Economic Development services the city, state, and nation and maintains a formal relationship with the Metropolitan Policy Program of the Brookings Institution and the Center for Urban and Regional Development at the University of California at Berkeley. And the Planning and Sustainability group has a history of setting the housing and community development agendas not only for Cleveland and Northeast Ohio but for the state of Ohio. The Urban Family and Child Health Initiative was discussed in previous sections.

Special mention needs to be made of the Urban Center's data capacity—NODIS. The Northern Ohio Data and Information Service is a designated depository of the U.S. Census Bureau and its staff. NODIS and the Center for Community Solutions have been integrated into a well-functioning partnership for nearly 10 years, where they have

worked on both state-wide public finance and taxation issues and on human services research and advocacy. NODIS is the data and information backbone of all of the Urban Center's program activities, maintaining and developing a number of unique databases that respond to Northeast Ohio's and the state of Ohio's public policy demands. NODIS also has one of the state's largest Geographic Information System (GIS) capabilities, which serves not only the educational needs of the College's students but provides visual analytic tools for geographic based problem solving.

### Student Life

The Department of Student Life at CSU is responsible for the administration of all student activities, recognized student organizations, and relationships with over eighty community service related organizations in Northeast Ohio. Students engage the university and broader civic community through hands-on service activities, through over 150 recognized student organizations or through a myriad of community service organizations through which CSU students volunteer to understand and meet the needs of the Greater Cleveland Community.

### Division of Continuing Education

The Division of Continuing Education serves a total of over 10,000 adults annually with professional development and workforce training programs that generate over \$2 million in program revenue. Through selected programs, the Division also extends Cleveland State's educational resources to thousands of persons throughout Ohio as well as nationally and internationally who would otherwise have little awareness of the University. These programs include seminars, workshops, short courses, certificate programs, and conferences. The Division's major noncredit program areas are: business and management, computers and information technology, nursing and health/human services, emergency preparedness and hazardous materials, English as a Second Language, engineering and construction, and landscape horticulture. These programs and relationships with employers help to develop the region's economic infrastructure. The Division is engaged with a number of employers to provide custom training programs that help increase organizational productivity and effectiveness. Organizations that have partnered with Continuing Education for custom training include public sector agencies such as the Cleveland Municipal Court, Cuyahoga Support Enforcement Agency, the Regional Transit Authority, Cleveland Municipal School District, and DFAS. The Division has had a multi-year agreement with the City of Cleveland's Department of Public Utilities to provide technical training. Private sector organizations include Amresco, Alcan, PolyOne, Nestle, and Olympic Steel. The English as a Second Language program offers a noncredit Intensive English Language Program (IELP) that attracts 30-40 international students who study in Cleveland full-time each semester. Some are preparing to enter Cleveland State as credit-seeking students, while others return home after their intensive study. IELP students not only learn English, they also learn about Cleveland through cultural outings. The Center for eLearning, part of the Division, provides leadership to advance Cleveland State's elearning initiative. Its technical, administrative, and instructional design support helps academic units offer classes and programs online, thus broadening student access and contributing to the

region's workforce preparation. The Division's Cole Center serves as a venue for over 100 community educational and business events, bringing the University closer to the local community. For example, the model UN program, held at Cole Center by the Center for World Affairs in Cleveland, brings 500 high school students to campus twice a year.

### **Structure & Challenges**

CSU's Center of Excellence in Civic Life & Community Engagement would provide administrative coordination to support these activities across the University. The Center will be led by the Vice President for Research as Center Director. The Center Director will be advised by an executive committee of faculty with a structure parallel to that for the Center of Excellence in Health. The Center will have modest administrative personnel and facilities.

The Center will support Civic Life and Community Engagement in all its domains. In teaching, the Center will work to advance students' opportunities for engaged learning on campus. It will underscore the multiple innovations already happening in service learning, internships, externships, and courses that make use of Cleveland as a laboratory for learning. In research, the Center will encourage internal collaborations among faculty members and external collaborations among faculty members and the community. As a hub of activity around Civic Life and Community Engagement, the Center will provide key informational resources and support activities (such as program evaluation) for faculty who are writing grants, as well as for faculty who are implementing projects. Finally, in service, the Center will provide key resources for helping units to coordinate their work with the community, to create efficiencies, and to create a more systematic and higher profile for outreach activities on campus.

The process of defining the boundaries of the Center will become evident during its first and most important activity, obtaining "community engagement" status from the Carnegie Foundation. Successfully completing this process will involve developing the university-wide administrative infrastructure that will support a Center for Civic Life and Community Engagement. The Center will provide support that is a) systematic, b) visible, and c) connects the efforts across colleges (excluding recent efforts.) It will formalize and draw upon the experience from extant faculty and staff activities in Civic Life and Community Engagement. The university will extend its success at Community Engagement, obtaining additional external funding for that work, creating a university-wide accounting for such activities, assessing the effectiveness of various programs, and fostering a culture of Civic Engagement through a system of university-wide awards. Other roles for the Center will be to improve the efficient use of resources for community outreach; to serve as an information clearinghouse for past and present projects, thus creating better Community Engagement projects as well as fostering synergies between projects and across units; serving as a visible point of contact to the broader regional community, helping to extend, sustain, and deepen the impact of Community Engagement projects.

**Challenges remain** in fostering the expansion of Community Engagement across the university. Notably, this is a broad category, and its definitions and possibilities, vary between colleges and units, as well as among departments within colleges. This diversity of approaches offers a great potential strength, although it must be better understood and planned for in order to be a great strength. Ideas, programs, and approaches for any university-wide redefinition must be pulled directly from college/departmental programs, especially as it regards specifics for assessments, budgets, and best practices. Currently, the following weaknesses exist and will be overcome with a new administrative structure listed above:

- 1 Lack of university-wide coordination, which results in not knowing exactly what we are doing and have done in the past, vis-à-vis engagement. It leads to inefficiencies and duplication. Coordination does not have to be regulatory (and probably should not be) but it should create possibilities and connections across units.
- 2 There have been significant budgetary allocations for community engagement, but there was nothing formal or systematic (it seemed to us, but we did not know) at the level of the university. In the past, there may have been efforts at university-wide funding, and clearly colleges engage in this sort of activity.
- 3 University-level community ties, liaisons with the community, and boards exist. These need to be enumerated and understood better. This is a great and existing strength that merely needs to be connected into the Carnegie proposal.
- 4 University-level assessment is sorely lacking. Few programs—only those driven by grants that require a program evaluation—have any means to test or report whether they were successful. The university should offer this support for projects!
- 5 A university-level system of rewards does not appear to exist. The best example of this is that there is no “community engagement” award for faculty similar to the university-wide teaching or research awards. The university should actively consider Community Engagement when evaluating the service component for tenure and promotion. Some departments already do this, and across the colleges there have been innovative approaches, vis-à-vis the tenure and promotion process, to fostering Community Engagement. These ideas need to percolate up to the university level and be shared across campus.

### Recommendation 3. Summary of Recommendations for Doctoral Programs

Ohio is endowed with top quality universities that offer a range of doctoral programs. Each university, consistent with its mission, varies in terms of its breadth and depth of doctoral offerings and scope of research endeavors. Although there are many doctoral programs, there seems to be a demand for new and unique programs for CSU. As expressed by the Deans and consistent with the Chancellor's strategic plan, CSU is well positioned in the region and has the potential to build excellence in a variety of Doctoral programs.

Consistent with the views expressed by the Deans, and capitalizing on its established excellence in research and nationally and internally recognized faculty, CSU should endeavor to achieve both regional and national reputation in doctoral programs in such disciplines as Health Care and related fields (for example, Urban Health Education) and Global Business, as well as maintain existing doctoral programs such as the Urban College. CSU should also explore inter-disciplinary doctoral programs and joint doctoral programs with other institutions that have earned national recognition in health care and other disciplines. Although this goal is consistent with CSU's mission, it requires resources and support to have the effects intended in raising the profile of CSU as a leading research university.

In light of the need for CSU to be an increasingly important research university for the region and the State, launching and sustaining new doctoral programs and supporting the existing ones is highly desirable. Given the ranking of CSU relative to other universities in the State as an institution for doctoral study, serious consideration should be given to the place and role of doctoral programs. With a continued commitment of resources and dedication to advancing its mission, CSU can achieve a distinct niche in doctoral education in the region and beyond.

The task force has produced an empirical survey of doctoral programs at every university in Ohio. This information is provided both by discipline and by university for future planning in determining where to add new or strengthen existing programs. These tables are included as appendices at the end of the Task Force report. The Committee has also asked the deans for their advice about possible future directions for growth of doctoral programs.

#### Recommendation 4. a). Hiring Procedure

The Department of Human Resources Development and Labor Relations (HRDLR) has been authorized to develop and implement an enhanced hiring process for the Cleveland State University community. A critical support for this initiative is the purchase of software applications to enable on-line applicant tracking, position descriptions and performance evaluations.

The implementation of this software system creates the opportunity for HRDLR to re-engineer those University business practices that currently impact the hiring processes. This will be done in an effort to increase efficiency, economy, and effectiveness. The system will create a paperless workflow process for hiring, position description creation/revision, job audits and reclassifications and performance review. Additionally, the electronic data migration to third-party advertising agencies will create efficiencies not currently experienced by the University.

Overall, the move to an online platform should result in a reduction in labor and materials costs within HRDLR and the University (associated with the elimination of paper forms, manual data entry, paper purchases, printing, copying and hard copy distribution of application materials) as well as greater efficiency and productivity (resulting in the shorter vacancy periods).

#### Recommendation 4. b). Budget Process Recommendations

Problem: For the university as a whole, the strategic plan is not connected to the budget. Decision making at the college and department level is hampered by lack of information on future resources and spending policies. New and replacement hiring decisions are not timely. Treatment of carry-forward funds varies from year to year. Slim non-personnel budgets are routinely raided to fund additional positions, pay equity adjustments or promotions.

1. There should be an annual budget process at the college level to begin in the fall of each year for the fiscal year beginning in the subsequent July with resource allocation decisions including hiring decisions to be made by April 1<sup>st</sup> each year.
2. The strategic plan of each college should be consistent with the budget for that unit. Portions of the strategic plan that require funding for which no funding has currently been identified should be labeled as aspirational.
3. The process should include the preparation of a detailed one year budget and a less detailed five year plan to be updated annually.
4. Department chairs should be consulted in the budget process during the preparation and also they should be made aware of what decisions were made with regard to the budget.
5. After review, out year budget plans should tie to a total budget that is consistent with likely resources available.
6. Factors to consider in budget allocation decisions:
  - a. Program review recommendations
  - b. Enrollment
  - c. Individual program and college accreditation
  - d. Importance to the university mission – (including how the budget relates to the university’s centers of excellence).
  - e. Importance to the college mission and strategic objectives
  - f. All enrollment forecasts and budget projections should fund a degree program which makes it possible for students to complete a four year degree in four years. For example, the senior capstone course must be offered annually. Required courses and their prerequisites must be offered such that the student who is successful in his or her course work can complete the degree in a reasonable period of time.
  - g. Allocation decisions should provide incentives for collaboration among colleges and departments in degree programs and courses offered.
  - h. Affect on the unit’s ability to generate revenues in excess of costs.

What are the objectives of instituting a budget process?

- 1) Getting to ‘no’ with clarity and speed.  
It is seldom possible to fund the growth plans for all units (colleges, departments or programs). One objective in instituting a budget process is to provide units with a clear sense of direction whether they are slated for growth or for potential

retrenchment. The budget process will solicit both one year and five year plans so that units slated for retrenchment will have the opportunity in subsequent years to provide documentation and arguments to support a change in policy. They will also have the opportunity to plan for retrenchment so that the deleterious effects of program contraction are minimized. For units slated for growth there will be the opportunity to plan for that growth over a multi-year horizon.

2) Permitting change in the nonpersonnel budget.

The present budgeting process does not provide a means for adapting the permanent budget to changing circumstances. For most units, non-personnel budgets have not been changed in many years.

3) Presently, the university has several planning processes including program review and strategic planning that are not clearly related to a budget process. The planning done for these processes can have only limited impact if it is unrelated to a unit's budget. A goal of creating the budgeting process is to make the other planning processes more effective.

4) Permitting central planning while allowing for college and department level implementation and innovation.

5) Routinizing new hiring decisions. Once a position is approved within the budget, hiring paperwork should become largely a clerical process of verifying that a proposed hire is funded in the budget.

Appendix 1. List of Doctoral Programs offered at Ohio Universities by University



**Cleveland State University**  
*engagedlearning*

## **Provost's Excellence and Engagement Task Force**

### **An Assessment of Doctoral Programs in the State Of Ohio:**

### **Identifying Opportunities For Cleveland State University**

August 2008

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**An Assessment of Doctoral Programs**  
**Appendix C**  
**An Assessment of Doctoral Programs in the State of Ohio**

The following list is based on the available information from each individual school's website. It should be noted that not all schools very clearly highlight all the concentrations offered in their doctoral programs. Collectively, however, the information presented in this report gives a comprehensive understanding of the doctoral programs.

**Private**

Andrews University

- Ph.D. in Counseling Psychology
- Ph.D. in Curriculum and Instruction
- Ph.D. in Educational and Developmental Psychology
- Ph.D. in Leadership
- Ph.D. in Religious Education

Ashland University

- Doctor of Education

Capital University

- Juris Doctorate (Law School)

Case Western Reserve University

- Ph.D. in Anthropology
- Ph.D. in Art History
- Ph.D. in Art History and Museum Studies
- Ph.D. in Astronomy
- Ph.D. in Biology
- Ph.D. in Chemistry
- Ph.D. in Communication Science
- Ph.D. in English
- Ph.D. in French/Modern Languages
- Ph.D. in Geological Sciences
- Ph.D. in History
- Ph.D. in Mathematics
- Ph.D. in Applied Mathematics
- DMA in Early Performance Music
- Ph.D. in Music Education
- Ph.D. in Musicology
- Ph.D. in Physics
- Ph.D. in Political Science
- Ph.D. in Psychology

- Ph.D. in Sociology
- Ph.D. in Statistics
- Ph.D. in Anatomy
- Ph.D. in Biochemistry
- Ph.D. in Bioethics
- Ph.D. in Biomedical Training Sciences
- Ph.D. in Cell Biology
- Ph.D. in Environmental Health Sciences
- Ph.D. in Epidemiology and Biostatistics
- Ph.D. in Genetics
- Ph.D. in Molecular Biology and Microbiology
- Ph.D. in Molecular Medicine
- Ph.D. in Molecular Virology
- Ph.D. in Neurosciences
- Ph.D. in Nutrition
- Ph.D. in Pathology
- Ph.D. in Pharmacology
- Ph.D. in Physiology and Biophysics
- Ph.D. in Aerospace Engineering
- Ph.D. in Biomedical Engineering
- Ph.D. in Chemical Engineering
- Ph.D. in Civil Engineering
- Ph.D. in Computer Engineering
- Ph.D. in Computer and Information Sciences
- Ph.D. in Electrical Engineering
- Ph.D. in Computing and Information Sciences
- Ph.D. in Electrical Engineering
- Ph.D. in Fluid and Thermal Engineering
- Ph.D. in Macromolecular Science
- Ph.D. in Materials Science and Engineering
- Ph.D. in Mechanical Engineering
- Ph.D. in Systems and Control Engineering
- Ph.D. in Management (with various concentrations)
- Ph.D. in Nursing
- Ph.D. in Social Welfare
- Juris Doctorate

College of Mount. St. Joseph

- Doctor of Physical Therapy

Union Institute and University

- Psy.D. in Clinical Psychology
- Ph.D. in Interdisciplinary Studies
- Ed.D. of Education

### University of Dayton

- Ph.D. in Biology
- Ph.D. in Theology
- Ph.D. in Education Leadership
- Ph.D. and D.E. in Aerospace Engineering
- Ph.D. and D.E. in Mechanical Engineering
- Ph.D. in Electrical Engineering
- Ph.D. in Electro-Optics
- Ph.D. in Materials Engineering
- Juris Doctorate

### Walsh University

- Doctor of Physical Therapy

### Wittenburg University

- Doctorate of Nursing

### Xavier University

- Doctor of Psychology

## **Public**

### Air Force Institute of Technology

- Ph.D. in Aeronautical Engineering
- Ph.D. in Materials Science
- Ph.D. in Astronautical Engineering
- Ph.D. in Computer Engineering
- Ph.D. in Electrical Engineering
- Ph.D. in Electro-Optics
- Ph.D. in Applied Physics
- Ph.D. in Nuclear Engineering
- Ph.D. in Applied Mathematics
- Ph.D. in Operations Research
- Ph.D. in Systems Engineering

### Bowling Green State University

- Ph.D. in American Culture Studies
- Ph.D. in Biological Sciences
- Ph.D. in Communication Disorders
- Ph.D. in Communication Studies
- Ph.D. in English (Rhetoric and Writing)
- Ph.D. in Higher Education Administration
- Ph.D. in History
- Ph.D. in Interdisciplinary Studies

- Ph.D. in Leadership Studies
- Ph.D. in Mathematics and Statistics
- Ph.D. in Musical Arts in Contemporary Music
- Ph.D. in Philosophy (Applied)
- Ph.D. in Photochemical Sciences
- Ph.D. in Psychology
- Ph.D. in Sociology
- Ph.D. in Technology Management
- Ph.D. in Theatre

#### Cleveland State University

- Ph.D. in Adult Development and Aging (Joint Program with Akron)
- Applied Biomedical Engineering
- D.B.A. in Finance
- D.B.A. in Global Business
- D.B.A. in Information Systems
- D.B.A. in Marketing
- D.B.A. in Operations Management
- Ph.D. in Clinical-Bioanalytical Chemistry
- Cellular and Molecular Medicine
- Podiatric Medicine (joint program with the Ohio College of Podiatric Medicine. BSHS level earned at CSU, while Doctoral level earned at OCPM)
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Industrial Engineering
- Mechanical Engineering
- Juris Doctorate
- Doctor of Physical Therapy
- Ph.D. in Regulatory Biology
- Ph.D. in Urban Education: Administration
- Ph.D. in Urban Education: Counseling
- Ph.D. in Urban Education: Counseling Psychology
- Ph.D. in Urban Education: Leadership and Lifelong Learning
- Ph.D. in Urban Education: Learning and Development
- Ph.D. in Urban Education: Policy Studies
- Ph.D. in Urban Studies and Public Affairs: Communication
- Ph.D. in Urban Studies and Public Affairs: Environmental Policy and Administration
- Ph.D. in Urban Studies and Public Affairs: Housing and Neighborhood Development
- Ph.D. in Urban Studies and Public Affairs: Public Administration
- Ph.D. in Urban Studies and Public Affairs: Urban Economic Development
- Ph.D. in Urban Studies and Public Affairs: Urban Human Services Administration

#### Kent State University

- Ph.D. in Applied Geology
- Ph.D. in Botany
- Ph.D. in Cell Biology
- Ph.D. in Ecology / Evolutionary Biology
- Ph.D. in Physiology
- Ph.D. in Biological Anthropology
- Ph.D. in Behavioral Medicine
- Ph.D. in Biomedical Mathematics
- Ph.D. in Cellular and Molecular Biology
- Ph.D. in Neurosciences
- Ph.D. in Pharmacology
- Ph.D. in Physiology
- Ph.D. in Accounting
- Ph.D. in Finance
- Ph.D. in Management Systems
- Ph.D. in Marketing
- Ph.D. in Chemical Physics
- Ph.D. in Chemistry
- Ph.D. in Communication Studies
- Ph.D. in Computer Science
- Ph.D. in Curriculum and Instruction
- Ph.D. in Counseling and Human Development Services
- Ph.D. in Cultural Foundations
- Ph.D. in Educational Administration – K – 12 Leadership
- Ph.D. in Educational Administration – Higher Education Administration and Student Personnel
- Ph.D. in Educational Psychology
- Ph.D. in Evaluation and Measurement
- Ph.D. in Exercise Physiology
- Ph.D. in Health and Education Promotion
- Ph.D. in Special Education
- Ph.D. in School Psychology
- Ph.D. in Literature, Cultural Theory, and Social Practice
- Ph.D. in Literacy, Rhetoric and Social Practice
- Ph.D. in Geography
- Ph.D. in History
- Ph.D. in Applied Mathematics
- Ph.D. in Pure Mathematics
- Ph.D. in Translation Studies
- Ph.D. in Music Education
- Ph.D. in Musicology – Ethnomusicology
- Ph.D. in Theory – Composition (Music)
- Ph.D. in Nursing
- Ph.D. in Physics

- Ph.D. in Political Science
- Ph.D. in Clinical Psychology
- Ph.D. in Experimental Psychology
- Ph.D. in Sociology
- Ph.D. in Audiology
- Ph.D. in Speech Language Pathology

#### Medical College of Ohio

- Ph.D. in Biomedical Sciences
- MD / Ph.D.
- Doctor of Physical Therapy

#### Miami University

- Ph.D. in Botany
- Ph.D. in Chemistry
- Ph.D. in Education
- Doctorate in Education
- Doctorate in Educational Leadership
- Ph.D. in Educational Leadership
- Ph.D. in English / Composition and Rhetoric
- Ph.D. in English / Literature
- Ph.D. in Geology
- Doctorate in Social Gerontology
- Ph.D. in History
- Ph.D. in Microbiology
- Ph.D. in Political Science
- Ph.D. in Psychology
- Ph.D. in Zoology

#### Northeastern Ohio Universities College of Medicine

- Doctor of Medicine
- Doctor of Pharmacy

#### The Ohio State University

- Ph.D. in City and Regional Planning (M.C.R.P. / Ph.D.)
- Ph.D. in Human and Community Re. Dev. (M.Ed. / Ph.D.)
- Ph.D. in Music (M.M. / D.M.A.)
- Ph.D. in Philosophy
- Ph.D. in Art Education
- Ph.D. in Comparative Studies
- Ph.D. in East Asian Languages and Literatures
- Ph.D. in Education / Physical Activity and Educational Services
- Ph.D. in Education / Policy and Leadership
- Ph.D. in Education / Teaching and Learning

- Ph.D. in English
- Ph.D. in French
- Ph.D. in Geography
- Ph.D. in Germanic Languages and Literatures
- Ph.D. in Greek and Latin
- Ph.D. in History of Art
- Ph.D. in Journalism and Communication
- Ph.D. in Music
- Ph.D. in Near Eastern Languages and Literatures
- Ph.D. in Slavic and East European Languages and Literatures
- Ph.D. in Sociology
- Ph.D. in Spanish and Portuguese
- Ph.D. in Speech and Hearing Science
- Ph.D. in Theatre
- Ph.D. in Women's Studies
- Ph.D. in Ag, Environmental, and Development Econ
- Ph.D. in Aeronautical and Astronautical Engineering
- Ph.D. in Allied Medical Professions
- Ph.D. in Anatomy
- Ph.D. in Animal Sciences
- Ph.D. in Astronomy
- Ph.D. in Atmospheric Sciences
- Ph.D. in Biomedical Engineering
- Ph.D. in Biophysics
- Ph.D. in Chemical Engineering
- Ph.D. in Civil Engineering
- Ph.D. in Computer and Information Science
- Ph.D. in Electrical and Computer Engineering
- Ph.D. in Entomology
- Ph.D. in Environmental Science
- Ph.D. in Evolution, Ecology, and Organismal Biology
- Ph.D. in Food, Agricultural and Biological Engineering
- Ph.D. in Food Science and Surveying
- Ph.D. in Geodetic Science and Surveying
- Ph.D. in Geological Sciences
- Ph.D. in Horticulture and Crop Science
- Ph.D. in Human and Community Resource Development
- Ph.D. in Human Ecology/Family Resource Management
- Ph.D. in Human Ecology/Human Development and Family Science
- Ph.D. in Human Ecology/Hospitality Management
- Ph.D. in Human Ecology/Textiles and Clothing
- Ph.D. in Industrial and Systems Engineering
- Ph.D. in Materials Science and Engineering
- Ph.D. in Mathematics

- Ph.D. in Mechanical Engineering
- Ph.D. in Natural Resources
- Ph.D. in Nuclear Engineering
- Ph.D. in Nursing
- Ph.D. in Pharmacy
- Ph.D. in Plant Cellular and Molecular Biology
- Ph.D. in Plant Pathology
- Ph.D. in Public Health
- Ph.D. in Rural Sociology
- Ph.D. in Soil Science
- Ph.D. in Statistics
- Ph.D. in Veterinary Biosciences
- Ph.D. in Veterinary Clinical Sciences
- Ph.D. in Veterinary Preventive Medicine
- Ph.D. in Vision Science
- Ph.D. in Welding Engineering
- Doctor of Speech and Hearing Science
- Ph.D. in Accounting and Management Information Systems
- Ph.D. in Ohio State Biochemistry Program
- Ph.D. in Biostatistics
- Ph.D. in Business Administration
- Ph.D. in Chemical Physics
- Ph.D. in Chemistry
- Ph.D. in Economics
- Ph.D. in Communication (Journalism and Communication)
- Ph.D. in Health and Rehabilitation Sciences
- Ph.D. in History
- Ph.D. in Integrated Biomedical Science
- Ph.D. in Labor and Human Resources
- Ph.D. in Linguistics
- Ph.D. in Microbiology
- Ph.D. in Molecular, Cellular, and Development Biology
- Ph.D. in Molecular Genetics
- Ph.D. in Neuroscience Graduate Studies Program
- Ph.D. in Nursing
- Ph.D. in Ohio State University Nutrition Program
- Ph.D. in Oral Biology
- Ph.D. in Philosophy
- Ph.D. in Physics
- Ph.D. in Political Science
- Ph.D. in Psychology
- Ph.D. in Public Policy and Management
- Ph.D. in Social Work
- Doctor of Physical Therapy (Allied Medical Professions)

## Ohio University

- Ph.D. in Biological Sciences
- Ph.D. in MCB/Biology
- Ph.D. in Neuroscience
- Ph.D. in Environmental and Plant Biology
- Ph.D. in MCB/Environmental and Plant Biology
- Ph.D. in Chemistry
- Ph.D. in MCB/Chemistry
- Ph.D. in English Language and Literature
- Ph.D. in History
- Ph.D. in Mathematics
- Ph.D. in Physics and Astronomy
- Ph.D. in Clinical Psychology
- Ph.D. in Experimental Psychology
- Ph.D. in Industrial/Organizational Psychology
- Ph.D. in Curriculum and Instruction
- Ph.D. in Mathematics Education
- Ph.D. in Middle Childhood Education
- Ph.D. in Reading/Language Arts Education
- Ph.D. in Science Education
- Ph.D. in social Studies Education
- Ph.D. in Special Education
- Ph.D. in Cultural Studies
- E.D. in Educational Administration
- Ph.D. in Educational Research and Evaluation
- Ph.D. in Instructional Technology
- Ph.D. in Counselor Education
- Ph.D. in Higher Education
- Ph.D. in Interdisciplinary Arts
- Au.D./Ph.D. in Audiology
- Ph.D. in Speech-Language Science
- Doctor of Physical Therapy
- Doctor of Osteopathic Medicine
- Ph.D. in Chemical Engineering
- Ph.D. in Integrated Engineering
- Ph.D. in Electrical Engineering
- Ph.D. in Electrical Engineering with a concentration in computer science
- Ph.D. in Integrated Engineering
- Ph.D. in Mass Communication/Telecommunications
- Ph.D. in Mass Communication
- Ph.D. in Health Communication
- Ph.D. in Relating and Organizing
- Ph.D. in Rhetoric and Public Culture

### University of Akron

- Ph.D. in Integrated Bioscience
- Ph.D. in Chemistry
- Ph.D. in History
- Ph.D. in Couns. Psychology – M.A./Ph.D. (Collab. Program)
- Ph.D. in Psychology – Industrial/Organizational
- Ph.D. in Psychology – Industrial/Gerontological
- Ph.D. in Psychology – Adult Development and Aging
- Ph.D. in Sociology
- Ph.D. in Urban Studies and Public Affairs
- Ph.D. in Engineering – Applied Mathematics
- Ph.D. in Counseling Psychology (Collaborate Program)
- Ph.D. in Educational Leadership
- Ph.D. in Elementary Education
- Ph.D. in Counselor Education and Supervision
- Ph.D. in Secondary Education
- Ph.D. in Engineering
- Ph.D. in Engineering – Applied Mathematics
- Ph.D. in Engineering – MD/Ph.D.
- Ph.D. in Chemical Engineering
- Ph.D. in Civil Engineering
- Ph.D. in Electrical Engineering
- Ph.D. in Computer Engineering
- Ph.D. in Mechanical Engineering
- Ph.D. in Biomedical Engineering
- Doctor of Audiology
- Ph.D. in Nursing
- Ph.D. in Polymer Engineering
- Ph.D. in Polymer Science

### University of Cincinnati

- Ph.D. in Aerospace Engineering
- Doctor of Audiology
- D.M.A. (Bassoon)
- Ph.D. in Biological Sciences
- Ph.D. in Biomedical Engineering
- Ph.D. in Biostatistics
- Ph.D. in Business Administration
- Ph.D. in Cell and Molecular Biology
- Ph.D. in Chemical Engineering
- Ph.D. in Chemistry
- Ph.D. in Civil Engineering
- D.M.A. (Clarinet)

- Ph.D. in Classics
- Ph.D. in Communication Sciences and Disorders
- D.M.A. in Composition
- D.M.A. in Conducting, Choral Emphasis
- D.M.A. in Conducting, Orchestral Emphasis
- D.M.A. in Conducting, Wind Emphasis
- Ed.D. in Counselor Education
- Ph.D. in Criminal Justice
- Ed.D. in Curriculum and Instruction
- D.M.A. in Double Bass
- Ph.D. in Educational Studies
- Ph.D. in Electrical Engineering
- Ph.D. in Engineering Mechanics
- Ph.D. in English and Comparative Literature
- Ph.D. in Environmental Engineering
- Ph.D. in Environmental Science
- Ph.D. in Epidemiology (Environmental Health)
- D.M.A. in Euphonium
- D.M.A. in Flute
- Ph.D. in Geography
- Ph.D. in Geology
- Ph.D. in Germanic Languages and Literature
- D.M.A. in Harp
- D.M.A. in Harpsichord
- Ph.D. in Health Education
- Ph.D. in History
- D.M.A. in Horn
- Ph.D. in Immunobiology
- Ph.D. in Industrial Hygiene (Environmental Health)
- Ed.D. in Literacy
- Ph.D. in Materials Science
- Ph.D. in Mathematical Sciences
- Ph.D. in Mechanical Engineering
- Ph.D. in Metallurgic Engineering
- Ph.D. in Molecular and Development Biology
- Ph.D. in Molecular Genetics, Biochemistry and Microbiology
- Ph.D. in Molecular, Cellular and Biochemical Pharmacology
- Ph.D. in Music (Musicology Emphasis)
- Ph.D. in Music (Theory Emphasis)
- D.M.E. in Music Education
- Ph.D. in Neuroscience/Medical Science Scholars Interdisciplinary
- Ph.D. in Nuclear and Radiological Engineering
- Ph.D. in Nursing
- D.M.A. in Oboe

- Ph.D. in Occupational Safety and Ergonomics
- D.M.A. in Organ
- Ph.D. in Pathobiology and Molecular Medicine
- D.M.A in Percussion
- Ph.D. in Pharmaceutical Sciences
- Pharm.D. in Pharmacy Practice
- Ph.D. in Philosophy
- Doctor of Physical Therapy
- Ph.D. in Physics
- D.M.A. in Piano
- Ph.D. in Political Science
- Ph.D. in Psychology
- Ph.D. in Regional Development Planning
- Ph.D. in Romance Languages and Literatures
- D.M.A. in Saxophone
- Ph.D. in School Psychology
- Ph.D. in Sociology
- Ed.D. in Special Education
- Ph.D. in Systems Biology and Physiology
- Ph.D. in Theory
- Ph.D. in Toxicology (Environmental Health)
- D.M.A. in Trombone
- D.M.A. in Trumpet
- D.M.A. in Tuba
- Ed.D. in Urban Educational Leadership
- D.M.A. in Viola
- D.M.A. in Violin
- D.M.A. in Vioncello
- D.M.A. in Voice
- Juris Doctorate

#### University of Toledo

- D.E. in Curriculum and Instruction (Elementary, Educational Media, Gifted and Talented, Secondary, Special Education)
- D.E. in Educational Administration and Supervision
- D.E. Foundations of Education (Education Psychology, Education Sociology, History of Education, Philosophy of Education, Educational Research and Measurements)
- D.M.C. (Doctor of Medicinal Chemistry)
- D.N.P. (Doctor of Nursing Practice)
- O.T.D. (Occupational therapy Doctorate)
- Ph.D. in Biology (Cell Molecular, Ecology)
- Ph.D. in Biomedical Engineering
- Ph.D. in Biomedical Sciences (Cancer Biology, Cardiovascular and Metabolic Diseases, Infection, Immunity and Transplantation, Neurosciences and Neurological Disorders)

- Ph.D. in Chemistry
- Ph.D. in Counselor of Education
- Ph.D. in Curriculum and Instruction
- Ph.D. in Exercise Science
- Ph.D. in Foundations of Education
- Ph.D. in Health Education
- Ph.D. in Higher Education
- Ph.D. in History
- Ph.D. in Mathematics
- Ph.D. in Physics
- Ph.D. in Psychology
- Ph.D. in Bioengineering
- Ph.D. in Chemical Engineering
- Ph.D. in Civil Engineering
- Ph.D. in Electrical Engineering
- Ph.D. in Industrial Engineering
- Ph.D. in Mechanical Engineering
- D.M.E. (Ph.D. in Manufacturing Management and Engineering)
- Doctor of Physical Therapy
- Juris Doctorate

#### Wright State University

- Ph.D. in Biomedical Sciences
- Ph.D. in Computer Science and Engineering
- Ph.D. in Engineering
- Ph.D. in Environmental Sciences
- Ph.D. in Psychology
- Doctor of Medicine
- Doctor of Psychology

#### Youngstown State University

- Doctor of Education

Appendix 2. List of Doctoral Programs offered at Ohio Universities by Discipline

Table 1:

<u>Functional Areas/Colleges</u>	<u>Doctoral Program Concentrations</u>	<u>Does CSU Offer This Doctoral Concentration?</u>	<u>Number of Doctoral Degree Programs in Ohio</u>	<u>Universities Offering the Doctoral Program</u>	
Business	Accounting	no	3	Case Western Reserve U., Kent S.U., Ohio S.U. (Accounting and Management Information Systems)	
	Computer & Information Science	no	3	Case Western Reserve U., Kent S.U., Ohio S.U.	
	DBA / Ph.D.	yes	3	U. of Cincinnati, Cleveland S.U., Ohio S.U.	
	Finance	yes	3	Cleveland S.U., Kent S.U., Ohio S.U.	
	Health Care Administration	no	0	-	
	Information Systems & Technology	yes	3	Case Western Reserve U., Kent S.U. (paired w/ Accounting), Cleveland S.U.	
	Global Business	yes	1	(Cleveland S.U. Launching in 2009)	
	Management & Labor Relations	no	2	Case Western Reserve U., Ohio S.U.	
	Marketing	yes	4	Case Western Reserve U., Cleveland S.U., Kent S.U., Ohio S.U.	
	Operations Management & Business Statistics	yes	2	Case Western Reserve U., Cleveland S.U.	
	<b>Concentrations not offered by CSU</b>				
	Entrepreneurship	no	1	Case Western Reserve U.	
	Executive Doctor of Management	no	1	Case Western Reserve U.	
	Organizational Behavior	no	1	Case Western Reserve U.	
	Logistics	no	1	Ohio S.U.	
Management Science	no	1	Ohio S.U.		
College of Education & Human Services	Community Health Education	no	1	Ohio S.U. (Public Health)	
	Counseling: Community	no	0	-	
	Counseling: School	no	0	(similar to Educational Specialist in Counseling)	
	Education - Early Childhood	no	1	U. of Akron (Elementary Education)	
	Education - Early Childhood: Language Arts	no	1	Ohio U. (General, not particularly for Early Childhood)	
	Education - Early Childhood: Mathematics	no	0	-	
	Education - Middle Childhood	no	1	Ohio U.	
	Education - Middle Childhood: Science	no	0	-	
	Education - Middle Childhood: Social Studies	no	1	Ohio U. (General Social Studies)	
	Education - Secondary	no	1	U. of Akron	
	Education - Special	no	4	Kent S.U., Ohio U., U. of Cincinnati, U. of Toledo	
	Education Specialist in Counseling	no	4	Ohio U., U. of Akron, U. of Cincinnati, U. of Toledo	
	Education Specialist in School Administration	no	5	Bowling Green S.U., Kent S.U. (2 programs), Ohio U., U. of Toledo	
Educational Administration	no	0	(this similar to concentration above)		

<u>Functional Areas/Colleges</u>	<u>Doctoral Program Concentrations</u>	<u>Does CSU Offer This Doctoral Concentration?</u>	<u>Number of Doctoral Degree Programs in Ohio</u>	<u>Universities Offering the Doctoral Program</u>
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College of Education & Human Services (Continued)	Educational Nursing	no	0	-
	Educational Research	no	2	Ohio U., U. of Toledo
	Educational Technology	no	1	Ohio U. (Instructional Technology)
	Exercise/Fitness	no	2	Kent S.U., U. of Toledo
	Gerontological Studies	no	2	Miami U., U of Akron
	Gifted & Talented Learners	no	1	U of Toledo
	Health & Physical Education: Human Performance	no	0	-
	Health & Physical Education: School Health Education	no	0	-
	Health & Physical Education: Sport & Exercise Psychology	no	0	-
	Health Education - Multi-Age	no	4	Kent S.U., Ohio U., U. of Cincinnati, U. of Toledo
	Learning & Development - Adult	no	0	-
	Literacy Development & Instruction	no	1	U. of Cincinnati
	Middle Childhood Mathematics	no	0	-
	Middle Childhood Science	no	0	-
	Nursing	no	7	Case Western Reserve U., Wittenburg U., Kent S.U., Ohio S.U., U. of Akron, U. of Cincinnati, U. of Toledo
	Organizational Leadership	no	0	-
	Physical Education - Multi-Age	no	1	Ohio S.U.
	Population Health: Clinical Nurse Leader	no	0	-
	Population Health: Forensics	no	0	-
	Population Health: Specialized Populations	no	0	-
	Sports Management	no	0	-
	Supervision	no	0	-
	Urban Education in Administration	yes	1	Cleveland S.U.
	Urban Education in Counseling	yes	1	Cleveland S.U.
	Urban Education in Counseling Psychology	yes	1	Cleveland S.U.
	Urban Education in Leadership & Life-Long Learning	yes	2	Cleveland S.U., U of Cincinnati
	Urban Education in Learning & Development	yes	1	Cleveland S.U.
	Urban Education in Policy Studies	yes	1	Cleveland S.U.
	Urban Secondary Teaching	no	0	-

<u>Functional Areas/Colleges</u>	<u>Doctoral Program Concentrations</u>	<u>Does CSU Offer This Doctoral Concentration?</u>	<u>Number of Doctoral Degree Programs in Ohio</u>	<u>Universities Offering the Doctoral Program</u>
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College of Education & Human Services (Continued)	<b><u>Concentrations not offered by CSU</u></b>			
	Curriculum & Instruction	no	5	Andrews U., Kent S.U., Ohio U., U of Cincinnati, U. of Toledo
	Education (general)	no	7	Ashland U., Union Institute and U., Miami U. (2), Ohio S.U., U. of Cincinnati, Youngstown S.U.
	Leadership/Educational Leadership	no	7	Andrews U., U. of Dayton, Bowling Green S.U., Miami U (2), Ohio S.U., U. of Akron
	Psychology - School/Educational/Development	no	5	Andrews U., Kent S.U. (1 Educational, 1 School), U. of Cincinnati, U. of Toledo

Engineering	Engineering - Applied Biomedical	yes	6	Case Western Reserve U., Cleveland S.U., Ohio S.U., U. of Akron, U. of Cincinnati, U. of Toledo	
	Engineering - Chemical	yes	7	Case Western Reserve U., Cleveland S.U., Ohio S.U., Ohio U., U. of Akron, U. of Cincinnati, U. of Toledo	
	Engineering - Civil	yes	6	Case Western Reserve U., Cleveland S.U., Ohio S.U., U. of Akron, U. of Cincinnati, U. of Toledo	
	Engineering - Computer	no	4	Case Western Reserve U., Air Force Institute of Technology, Ohio S.U. (Merged with Electrical Engineering), U. of Akron	
	Engineering - Electrical	yes	8	Case Western Reserve U., U. of Dayton, Air Force Institute of Technology, Cleveland S.U., Ohio U., U. of Akron, U. of Cincinnati, U. of Toledo	
	Engineering - Environmental	no	1	U. of Cincinnati	
	Engineering - Industrial	yes	3	Cleveland S.U., Ohio S.U., U. of Toledo	
	Engineering - Mechanical	yes	7	Case Western Reserve U., U. of Dayton, Cleveland S.U., Ohio S.U., U. of Akron, U. of Cincinnati, U. of Toledo	
	Engineering - Mechanics	no	1	U. of Cincinnati	
	Engineering - Software	no	0	-	
	<b><u>Concentrations not offered by CSU</u></b>				
	Computational Design & Optimization	no	1	Wright S.U.	
	Electro-Optics	no	2	U. of Dayton, Airforce Institute of Technology	
	Engineering - Aero/Astronautical	no	3	Airforce Institute of Technology (1 Aero, 1 Astro program), Ohio S.U.	
	Engineering - Aerospace	no	3	Case Western Reserve U., U. of Dayton, U. of Cincinnati	
	Engineering - Applied Mathematics	no	1	U. of Akron	
	Engineering - Computer Science &	no	1	Wright S.U.	
	Engineering - Controls & Robotics	no	1	Wright S.U.	
	Engineering - Electronics, Microwave, VLSI, and Nanotechnology	no	1	Wright S.U.	

<u>Functional Areas/Colleges</u>	<u>Doctoral Program Concentrations</u>	<u>Does CSU Offer This Doctoral Concentration?</u>	<u>Number of Doctoral Degree Programs in Ohio</u>	<u>Universities Offering the Doctoral Program</u>
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Engineering (Continued)	Engineering - Fluid & Thermal	no	1	Case Western Reserve U.
	Engineering - Integrated	no	1	Ohio U.
	Engineering - Manufacturing Management	no	1	U. of Toledo
	Engineering - Metallurgic	no	1	U. of Cincinnati
	Engineering - Nuclear	no	3	Airforce Institute of Technology, Ohio S.U., U. of Cincinnati (Nuclear & Radiological Engineering)
	Engineering - Polymer	no	1	U. of Akron
	Engineering - Welding	no	1	Ohio S.U.
	Industrial & Human Systems	no	1	Wright S.U.
	Materials & Nanotechnology	no	1	Wright S.U.
	Materials Science/Engineering	no	5	Case Western Reserve U., U. of Dayton, Air Force Institute of Technology, Ohio S.U., U. of Cincinnati
	Operations Research	no	1	Airforce Institute of Technology
	Systems/Control Engineering	no	2	Case Western Reserve U., Air Force Institute of Technology
	Technology Management	no	1	Bowling Green S.U.

Liberal Arts & Social Sciences	American Studies	no	1	Bowling Green S.U.
	Anthropology	no	2	Case Western Reserve U., Kent S.U. (Biological Anthropology)
	Applied Communication Technology: Interpersonal Communication	no	0	-
	Applied Communication Theory & Methodology: Communication Technology	no	0	-
	Applied Communication Theory & Methodology: Mass Communication	no	0	-
	Applied Communication Theory & Methodology: Organizational Communication	no	0	-
	Art	no	1	Ohio S.U. (Art Education)
	Art History	no	2	Case Western Reserve U., Ohio S.U.
	Asian Studies	no	1	Ohio S.U. (East Asian Languages & Literature)
	Black Studies	no	0	-
	Classical & Medieval Studies	no	0	-
	Communication	no	9	Case Western Reserve U., Bowling Green S.U. (1 Comm, 1 Comm Disorders), Kent S.U., Ohio S.U. (Comm & Journalism), Ohio U. (1 Mass Comm, 1 Telecomm), U. of Cincinnati (Comm Sciences & Disorders)

<u>Functional Areas/Colleges</u>	<u>Doctoral Program Concentrations</u>	<u>Does CSU Offer This Doctoral Concentration?</u>	<u>Number of Doctoral Degree Programs in Ohio</u>	<u>Universities Offering the Doctoral Program</u>
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Liberal Arts & Social Sciences (Continued)	Communication Management	no	0	-
	Creative Writing	no	0	-
	Criminal Justice	no	1	U. of Cincinnati
	Criminology	no	0	-
	Dramatic Arts	no	0	-
	Economics	no	1	Ohio S.U.
	English	no	7	Case Western Reserve U., Bowling Green S.U. (Rhetoric & Writing), Miami U. (1 Composition & Rhetoric, 1 Literature), Ohio S.U., Ohio U, U. of Cincinnati (Comparative Literature)
	Film & Digital Media	no	0	-
	French	no	2	Case Western Reserve U. (French/Modern Languages), Ohio S.U.
	History	no	9	Case Western Reserve U., Bowling Green S.U., Kent S.U., Miami S.U., Ohio S.U., Ohio U., U. of Akron, U. of Cincinnati, U. of Toledo
	International Relations	no	0	-
	Journalism & Promotional Communication	no	0	(covered in Communication)
	Liberal Studies	no	0	-
	Linguistics	no	1	Ohio S.U.
	Middle Eastern Studies	no	0	-
	Museum Studies	no	1	Case Western Reserve U.
	Music - Composition	no	2	Kent S.U., U. of Cincinnati
	Music - Education	no	3	Case Western Reserve U., Kent S.U., U. of Cincinnati
	Music - Performance	no	2	Case Western Reserve U., Ohio S.U. (22 concentrations)
	Native American Studies	no	0	-
	Philosophy	no	3	Bowling Green S.U., Ohio S.U., U. of Cincinnati
	Political Science	no	5	Case Western Reserve U., Kent S.U., Miami U., Ohio S.U., U. of Cincinnati
	Religious Studies	no	1	Andrews U.
Social Science	no	0	-	
Social Studies	no	1	Ohio U.	
Social Work	no	2	Case Western Reserve U. (Social Welfare), Ohio S.U.	
Sociology	no	7	Case Western Reserve U., Bowling Green S.U., Kent S.U., Ohio S.U. (1 Sociology, 1 Rural Sociology), U. of Akron, U. of Cincinnati,	
Spanish	no	1	Ohio S.U. (Spanish & Portuguese)	
Women's Studies	no	1	Ohio S.U.	

<u>Functional Areas/Colleges</u>	<u>Doctoral Program Concentrations</u>	<u>Does CSU Offer This Doctoral Concentration?</u>	<u>Number of Doctoral Degree Programs in Ohio</u>	<u>Universities Offering the Doctoral Program</u>
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Liberal Arts & Social Sciences (Continued)	<u>Concentrations not offered by CSU</u>			
	Classics	no	1	U. of Cincinnati
	Comparative Studies	no	1	Ohio S.U.
	Cultural Foundations/Studies	no	2	Kent S.U., Ohio U.
	Education - Foundations	no	1	U. of Toledo
	Education - Higher	no	2	Ohio U., U. of Toledo
	Education - History	no	1	U. of Toledo
	Education - Philosophy of	no	1	U. of Toledo
	Education - Science	no	1	Ohio U.
	Education - Sociology	no	1	U. of Toledo
	Germanic Languages & Literature	no	2	Ohio S.U., Cincinnati
	Greek & Latin	no	1	Ohio S.U.
	Interdisciplinary Studies	no	3	Union Institute & University, Bowling Green S.U., Ohio U.
	Literacy, Rhetoric & Social Practice	no	1	Kent S.U.
	Literature, Theory & Social Practice	no	1	Kent S.U.
	Music - Theory	no	1	U. of Cincinnati
	Musical Arts in Contemporary Music	no	1	Bowling Green S.U.
	Musicology	no	4	Case Western Reserve U., Kent S.U., Ohio S.U., U. of Cincinnati
	Near Eastern Languages & Literature	no	1	Ohio S.U.
	Relating & Organizing	no	1	Ohio U.
	Rhetoric & Public Culture	no	1	Ohio U.
	Romance Languages & Literature	no	1	U. of Cincinnati
	Slavic & East European Languages & Literature	no	1	Ohio S.U.
	Theatre	no	2	Bowling Green S.U., Ohio S.U.
	Theology	no	1	U. of Dayton
	Theory	no	1	U. of Cincinnati
	Translation Studies	no	1	Kent S.U.

Science	<i>Adult Development &amp; Aging (joint w/Akron)</i>	yes	2	U. of Akron, Cleveland S.U.
	Bioethics	no	1	Case Western Reserve U.
	Biology	no	3	Case Western Reserve U., U. of Dayton, Ohio U. (several other concentrations listed at end of this section)
	Biology - Medical Technology	no	0	-
	Biology - Regulatory	yes	1	Cleveland S.U.
	Chemistry - Clinical/Bioanalytical	yes	1	Cleveland S.U.
	Culture, Communication & Health Care	no	0	-

<u>Functional Areas/Colleges</u>	<u>Doctoral Program Concentrations</u>	<u>Does CSU Offer This Doctoral Concentration?</u>	<u>Number of Doctoral Degree Programs in Ohio</u>	<u>Universities Offering the Doctoral Program</u>
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Science (Continued)	Ergonomics/Human Factors	no	1	U. of Cincinnati, (Occupational Safety & Ergonomics)	
	Health Care Administration	no	0	-	
	Mathematics	no	12	Case Western Reserve U. (1 Mathematics, 1 Applied Mathematics), Air Force Institute of Technology, Bowling Green S.U., Kent S.U. (Biomedical, Applied & Pure Mathematics), Ohio S.U., Ohio U. (1 Mathematics, 1 Mathematics Education), U. of Cincinnati, U. of Toledo	
	Medicine - Podiatric	yes	1	Cleveland S.U. (This is a joint program with the Ohio College of Podiatric Medicine. BSHS level earned at CSU, while Doctoral level earned at OCPM)	
	Medicine - Molecular	yes	3	Case Western Reserve U., Cleveland S.U. (links resources from Regulatory Biology, Clinical-Bioanalytical Chemistry, and Applied Biomedical Engineering programs), U. of Cincinnati (Pathobiology & Molecular Medicine)	
	Physical Therapy	yes	8	College of Mount Saint Joseph, Walsh U., Cleveland S.U., Medical College of Ohio, Ohio S.U., Ohio U, U. of Cincinnati, U. of Toledo,	
	Physics	no	9	Case Western Reserve U., Air Force Institute of Technology, Kent S.U. (1 Chemical Physics, & Physics), Ohio S.U. (Chemical Physics & Physics), Ohio U. (Physics & Astronomy), U. of Cincinnati,	
	Psychology	no	9	Case Western Reserve U., Xavier U., Bowling Green S.U., Miami U., Ohio S.U., U. of Cincinnati, Wright S.U. (Ph.D. & Doctorate), U. of Toledo	
	Public Health	no	0	-	
	Science - Environmental	no	4	Case Western Reserve U., Ohio S.U., U. of Cincinnati, Wright S.U.	
	Sciences - Geological	no	5	Case Western Reserve U., Kent S.U., Miami U., Ohio S.U., U. of Cincinnati	
	Sciences - Health	no	1	Ohio S.U.	
	Speech & Hearing	no	3	Kent S.U., Ohio S.U., Ohio U.	
	Speech Pathology & Audiology	no	4	Kent S.U., Ohio U., U. of Cincinnati, U. of Akron	
	Sport Management, Physical Education & Exercise Science	no	0	-	
	<b><u>Concentrations not offered by CSU</u></b>				
	Agriculture	no	1	Ohio S.U.	
	Allied Medical Professions	no	1	Ohio S.U.	
	Anatomy	no	2	Case Western Reserve U., Ohio S.U.	
	Astronomy	no	2	Case Western Reserve U., Ohio S.U.	
Biochemistry	no	3	Case Western Reserve U., Ohio S.U., U. of Cincinnati (Molecular Genetics, Biochemistry & Microbiology)		
Bioengineering	no	1	U. of Toledo		

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Science (Continued)	Biology - Cell	no	2	Case Western Reserve U., Kent S.U.
	Biology - Environmental & Plant	no	1	Ohio U.
	Biology - Molecular	no	4	Case Western Reserve U. (Molecular Biology & Microbiology), Kent S.U. (Cellular & Molecular Biology), Ohio S.U. (Plant, Cellular & Molecular Biology), U. of Cincinnati (Cell & Molecular Biology)
	Biology - Molecular & Development	no	1	U. of Cincinnati
	Biology - Molecular, Cellular & Development	no	1	Ohio S.U.
	Biology - Oral	no	1	Ohio S.U.
	Biophysics	no	1	Ohio S.U.
	Bioscience - Integrated	no	1	U. of Akron
	Biostatistics	no	2	Ohio S.U., U. of Cincinnati
	Botany	no	2	Kent S.U., Miami U.
	Chemistry	no	7	Case Western Reserve U., Kent S.U., Miami U., Ohio S.U., Ohio U., U. of Akron, U. of Cincinnati, U. of Toledo
	Chemistry - Medicinal	no	1	U. of Toledo
	Counseling & Human Development Services	no	1	Kent S.U.
	Doctor of Medicine	no	3	Medical College of Ohio, Northeastern Ohio Universities College of Medicine, Wright State University
	Ecology	no	7	Kent S.U. (Ecology/Evolutionary Biology), (Evolution, Ecology, & Organismal Biology), Ohio S.U. (Human Ecology - Family Resource Management/Human Development & Family Science/Hospitality Management/Textiles & Clothing), U. of Toledo (Biology in Cell, Molecular & Ecology)
	Engineering - Food, Agricultural & Biomedical	no	1	Ohio S.U.
	Entomology	no	1	Ohio S.U.
	Environmental Health	no	2	U. of Cincinnati (1 Industrial Hygiene, 1 Toxicology)
	Epidemiology	no	2	Case Western Reserve U. (Epidemiology & Biostatistics), U. of Cincinnati
	Evaluation & Measurement	no	1	Kent S.U.
	Food Science & Surveying	no	1	Ohio S.U.
	Genetics	no	2	Case Western Reserve U., Ohio S.U. (Molecular Genetics)
	Geography	no	3	Kent S.U., Ohio S.U., Cincinnati U.
	Immunobiology	no	1	U. of Cincinnati
	Management Systems	no	1	Kent S.U.
	Medical & Biological Systems	no	1	Wright S.U.
Medicine - Behavioral	no	1	Kent S.U.	
Medicine - Osteopathic	no	1	Ohio U.	

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Science (Continued)	Microbiology	no	2	Miami U., Ohio S.U.
	Molecular Virology	no	1	Case Western Reserve U.
	Natural Resources	no	1	Ohio S.U.
	Neurosciences	no	5	Case Western Reserve U., Kent S.U., Ohio S.U., Ohio U., U. of Cincinnati
	Nutrition	no	2	Case Western Reserve U., Ohio S.U.
	Pathology	no	2	Case Western Reserve U., Ohio S.U. (Plant Pathology)
	Pharmacy Studies	no	7	Case Western Reserve U., Kent S.U., Northeastern Ohio Universities College of Medicine, Ohio S.U., U. of Cincinnati (3 Programs - Molecular, Cellular & Biochemical Pharmacology, Pharmaceutical Sciences, Pharmacy Practice)
	Physiology	no	3	Case Western Reserve U. (Physiology & Biophysics), Kent S.U., U. of Cincinnati (Systems Biology & Physiology)
	Psychology - Clinical	no	3	Union Institute & University, Kent S.U., Ohio U.
	Psychology - Counseling	no	2	Andrews U., U. of Akron (Collaborative Program)
	Psychology - Experimental	no	2	Kent S.U., Ohio U.
	Psychology - Industrial/Organizational	no	2	Ohio U., U. of Akron
	Science - Geodetic	no	1	Ohio S.U.
	Science - Horticulture & Crop	no	1	Ohio S.U.
	Science - Macromolecular	no	1	Case Western Reserve U.
	Science - Polymer	no	1	U. of Akron
	Science - Soil	no	1	Ohio S.U.
	Sciences - Animal	no	1	Ohio S.U.
	Sciences - Atmospheric	no	1	Ohio S.U.
	Sciences - Biological	no	3	Bowling Green S.U., Ohio U., U. of Cincinnati
	Sciences - Biomedical	no	5	Case Western Reserve U., Medical College of Ohio, Ohio S.U., U. of Toledo (various sub concentrations), Wright S.U.
	Sciences - Photochemical	no	1	Bowling Green S.U.
	Sensor Signal & Image Processing	no	1	Wright S.U.
	Statistics	no	2	Case Western Reserve U., Ohio S.U.
	Therapy - Occupational	no	1	U. of Toledo
	Veterinary Biosciences	no	1	Ohio S.U.
	Veterinary Clinical Sciences	no	1	Ohio S.U.
	Veterinary Preventative Medicine	no	1	Ohio S.U.
Vision Science	no	1	Ohio S.U.	
Zoology	no	1	Miami U.	

Urban Affairs	Earth Science	no	0	-
	Emergency Preparedness/Homeland& Security	no	0	-

<u>Functional Areas/Colleges</u>	<u>Doctoral Program Concentrations</u>	<u>Does CSU Offer This Doctoral Concentration?</u>	<u>Number of Doctoral Degree Programs in Ohio</u>	<u>Universities Offering the Doctoral Program</u>
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Urban Affairs (Continued)	Environmental Management	no	0	-
	Environmental Policy & Management	no	0	-
	Environmental Planning	no	0	-
	Geographic Information Systems	no	0	-
	Historic Preservation	no	0	-
	Law & Public Policy	no	0	-
	Life Science	no	0	-
	Management/Criminal Justice	no	0	-
	Policy Administration in Environmental Planning	no	0	-
	Policy Administration in Environmental Nonprofit Management	no	0	-
	Public Administration in Health Care Administration	no	0	-
	Urban Management	no	0	-
	Urban Planning	no	0	-
	Urban Planning, Design & Development in Environmental Sustainability	no	0	-
	Urban Planning, Design & Development in Historic Preservation	no	0	-
	Urban Planning, Design & Development in Housing & Neighborhood Development	no	0	-
	Urban Planning, Design & Development in Housing & Neighborhood Development in Economic Development	no	0	-
	Urban Planning, Design & Development in Real Estate Development & Finance	no	0	-
	Urban Planning, Design & Development in Urban Geographic Information Systems	no	0	-
	Urban Policy Analysis	no	0	-
Urban Studies & Public Affairs: Communication	yes	1	Cleveland S.U.	
Urban Studies & Public Affairs: Environmental Policy & Administration	yes	1	Cleveland S.U.	

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Urban Affairs (Continued)	Urban Studies & Public Affairs: Housing & Neighborhood Development	yes	1	Cleveland S.U.	
	Urban Studies & Public Affairs: Public Administration	yes	1	Cleveland S.U.	
	Urban Studies & Public Affairs: Urban Economic Development	yes	1	Cleveland S.U.	
	Urban Studies & Public Affairs: Urban Human Resources Administration	yes	1	Cleveland S.U.	
	Urban Services Administration	no	1	U. of Akron (Urban Studies & Public Affairs)	
	<b><u>Concentrations not offered by CSU</u></b>				
	Human & Community Resource Development	no	1	Ohio S.U.	
	Regional Planning	no	2	Ohio S.U., U. of Cincinnati	
Law	Juris Doctorate	yes	6	Capital U., Case Western Reserve U., Cleveland S.U., U. of Cincinnati, U. of Dayton, U. of Toledo	