Proposal for The Ohio State University’s John Glenn School of Public Affairs to Obtain College Status

The Ohio State University
John Glenn School of Public Affairs
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Table of Contents

Introduction........................................................................................................................................2

Current Mission, Structure, Operation, and Programs of the Glenn School.........................4

The Rationale for College Status......................................................................................................9

The Glenn School’s Alignment with College Status Guidelines...............................................17

Summary..........................................................................................................................................24

Appendices....................................................................................................................................25
Introduction

The John Glenn School of Public Affairs at the Ohio State University was created on July 1, 2006, as a merger between the School of Public Policy and Management (founded in 1969 as The Ohio State University School of Public Administration) and the John Glenn Institute of Public Service and Public Policy (founded in 1998). Since its founding, the School has reported to the Office of Academic Affairs as a free-standing tenure-initiating and degree granting unit with transitional oversight from a University academic and budgetary guidance review committee.¹ In 2012 the Council on Academic Affairs determined that the transition was complete, and the oversight committee disbanded. As part of the university-wide strategic planning process that same year, the School announced its intention to seek college status. This current document represents the culmination of this multi-year process with the formal application for the John Glenn School of Public Affairs to become a college.

In direct alignment with the motto of The Ohio State University – “disciplina in civitatem” or “education for citizenship” – the mission of the John Glenn School of Public Affairs is to “inspire citizenship and develop leadership” in the public sector. The School fulfills this mission through a wide array of teaching, research, and outreach activities and programs. Due to the interdisciplinary nature of the challenges facing the public sector, the majority of these efforts are conducted in partnership with other academic and service units across campus. In becoming a college, the John Glenn School of Public Affairs seeks to perform the dual objectives of

- **integrating** education, research, and outreach activities from across The Ohio State University’s colleges and academic units around public management, policy, and finance issues; and

- **connecting** these integrated, interdisciplinary activities to external decision makers in the public sector at the local, state, federal, and international levels.

¹ The Academic and Budgetary Guidance and Review Committee was composed of a vice provost from the Office of Academic Affairs; the deans of the academic division of Social and Behavioral Sciences in the College of Arts and Sciences, the Fisher College of Business, and the College of Food, Agricultural, and Environmental Sciences; and three senior faculty members from across these colleges.
To fulfill the School’s mission and objectives and add value to The Ohio State University’s students, faculty, and staff, the Glenn School proposes to become a college. There are five rationales for this proposed structural change. College status will

1. Enhance the University’s land grant mission by providing the institutional foundation for integrating academic units across campus around public sector issues;

2. Create opportunities to connect the programs and activities of the School and the University to external decision makers at the local, state, federal and international levels;

3. Position the University as a leader among its peers in public affairs education, research, and outreach;

4. Solidify the platform for future growth of the School by boosting the School’s ability to recruit top tier students, attract high quality faculty, and secure external funding; and

5. Formalize the current structural and operational institutional arrangement.

This proposal is divided into three sections beyond this introduction. The first section provides background on the Glenn School by describing the School’s mission, current structure, operation, and programs. The second section elaborates on the five rationales for college status. The third section demonstrates how the School meets the criteria for college status by responding to the University’s “Guidelines for Determining College Status” (see Appendix 1). Much of the explanatory and supporting material is included in a series of referenced appendices.
Current Mission, Structure, Operation, and Programs of the Glenn School

Mission

The School’s overarching duty is to “inspire citizenship and develop leadership” in the public sector through pursuit of a five-fold mission:\(^2\)

- Foster the creation of knowledge of public affairs and to disseminate knowledge of public affairs to students, public affairs professionals, and citizens to enable them to make positive impacts on communities, states and regions, the nation, and the international community
- Promote excellence in education in public policy analysis and management in an interdisciplinary framework
- Engage faculty, staff, and students from throughout The Ohio State University in ongoing relationships with the public and non-profit sectors in order to impact the critical issues facing society
- Prepare leaders for service in the public and non-profit sectors by means of curricular and extra-curricular programs
- Engage public officials, representatives of public groups and citizens in dialog, deliberation, and action to improve the performance of democratic governance

Structure and Operation

The Glenn School operates as a *de facto* college within The Ohio State University. The chief administrative officer – the School’s Director – reports directly to the Executive Vice President and Provost rather than to the dean of a college. The School receives its budget directly from the Office of Academic Affairs and has its own senior fiscal officer. Along with the other colleges at The Ohio State University, the School participates in all University ceremonial activities, namely convocation and commencement, as an individual degree granting unit.

\(^2\) See Appendix 2 for the Glenn School’s Strategic Plan.
The School is a single tenure-initiating unit with seven functional divisions: curriculum; faculty development; advancement; admissions and student services; management development programs; Washington academic internship program; and administration. Each functional division is headed by an appointed faculty or staff member. The Associate Director for Curriculum – an appointed faculty member – oversees the School’s undergraduate, graduate professional, and doctoral degree programs. The Associate Director for Faculty Development – an appointed faculty member – oversees the School’s promotion and tenure process, faculty mentoring, and the recruitment and training of adjuncts and instructors. The other five functional divisions are led by staff directors. In addition to these seven functional divisions, the School is also home to the Battelle Center for Science and Technology Policy, and the Ohio Education Research Center.

Programs

The School offers four stand-alone undergraduate and graduate degrees, nine graduate dual degrees, one graduate joint degree, and one undergraduate minor (see Table 1 on page 7).

At the undergraduate level, the School offers the Bachelor of Arts in Public Affairs (created in 2010). This interdisciplinary degree integrates a liberal arts general education foundation; a core of public management, analysis, and finance courses (including required courses in Political Science and Economics); interdisciplinary specializations built on courses or minors from colleges around the University; and an applied analytical capstone. The School also offers the undergraduate Minor in Nonprofit Studies. The School currently has interdisciplinary specialization tracks in education policy, public management, and policy analysis under review and is developing a Bachelor of Science in Public Affairs and an interdisciplinary minor in Science, Engineering, and Public Policy. The School also runs a 12-credit internship program and course sequence in Washington, DC, for students from any of the University’s colleges, schools and departments.
At the **graduate professional** level, the School offers the Masters of Public Administration for pre-service students driven towards public service careers, and the In-Career Masters of Arts in Public Policy and Management for working professionals. These two degrees are accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). In conjunction with seven colleges around the University,³ the School offers nine formal dual degrees. The School also offers a joint degree in Arts Policy and Administration with the Department of Arts Administration, Education and Policy in the College of Arts and Sciences. Two graduate minors and a tenth graduate dual degree are currently under review at the Graduate School.⁴ The School is also developing additional dual degrees with the College of Education and Human Ecology⁵ and the College of Arts and Sciences.⁶

At the **doctoral** level, the School offers the Doctor of Philosophy in Public Policy and Management for students driven to pursue scholarly and analytical careers in academia, government agencies, and other research organizations.

³ Graduate dual degree college partners include: the Moritz College of Law, the Fisher College of Business, the College of Arts and Sciences, the College of Engineering, the College of Social Work, the College of Food, Agricultural, and Environmental Sciences, and the College of Public Health.

⁴ A graduate minor in Public Policy and Management, a graduate minor in Nonprofit Management, and a Dual MPA/MA in Latin American Studies are currently under review at the Graduate School.

⁵ Dual MPA/MA in Educational Administration and Dual MPA/MA in Dietetics.

⁶ Dual MPA/MA in Women, Gender and Sexuality Studies.
<table>
<thead>
<tr>
<th>Degree</th>
<th>Partner Departments and Schools</th>
<th>Partner Colleges</th>
</tr>
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<tbody>
<tr>
<td><strong>Undergraduate</strong></td>
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<tr>
<td>Bachelor of Arts in Public Affairs (BA)</td>
<td></td>
<td></td>
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<tr>
<td>Minor in Nonprofit Studies</td>
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<tr>
<td><strong>Graduate Professional</strong></td>
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<tr>
<td>Master of Public Administration (MPA)</td>
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<tr>
<td>In-Career Master of Arts in Public Policy and Management (MA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joint Master of Arts Policy Administration</td>
<td>Arts Administration, Education, and Policy</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Dual MA/Master of Arts in Slavic and East European Studies (MA/MA-SEES)</td>
<td>Slavic and East European Studies</td>
<td>College of Arts and Sciences</td>
</tr>
<tr>
<td>Dual MPA/Master of Business Administration (MPA/MBA)</td>
<td></td>
<td>Fisher College of Business</td>
</tr>
<tr>
<td>Dual MA/Master of City and Regional Planning (MA/MCRP)</td>
<td>Knowlton School of Architecture</td>
<td>College of Engineering</td>
</tr>
<tr>
<td>Dual MA/Master of Science in Environment and Natural Resources (MA/MS-ENR)</td>
<td>School of Environment and National Resources</td>
<td>College of Food, Agriculture, and Environmental Science</td>
</tr>
<tr>
<td>Dual MPA/Master of Science in Agricultural, Environmental and Development Economics (MPA/MS-AEDE)</td>
<td>Agricultural, Environmental &amp; Development Economics</td>
<td>College of Food, Agriculture, &amp; Environmental Science</td>
</tr>
<tr>
<td>Dual MPA/Master of Health Administration</td>
<td></td>
<td>College of Public Health</td>
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<tr>
<td>Dual MPA/Master of Public Health</td>
<td></td>
<td>College of Public Health</td>
</tr>
<tr>
<td>Dual MA/Juris Doctorate</td>
<td></td>
<td>Moritz College of Law</td>
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<tr>
<td>Dual MA/Master of Social Work</td>
<td></td>
<td>College of Social Work</td>
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<tr>
<td><strong>Doctoral</strong></td>
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<td></td>
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<tr>
<td>Doctor of Philosophy in Public Policy and Management</td>
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</tbody>
</table>
The School’s Management Development Program division runs professional development and training programs for public and nonprofit sector professionals at the federal, state, and local levels. Almost 50 local, state, federal, university, and nonprofit organizations have memberships in these training programs (see Appendix 3). From 2011 through 2014, 4,743 public and nonprofit sector professionals participated in training (see Appendix 4). This division also offers the Ohio Certified Public Manager program, a nationally accredited 18-month training program available to state and local government employees; this program has over 600 graduates employed throughout Ohio. To serve the professional needs of Ohio local governments, the School serves as the secretariat for the Ohio City/County Management Association. The division partners with the Ohio Department of Public Safety to run the Ohio Public Safety Leadership Academy for law enforcement professionals around the state. Since the program began in 2013, 63 law enforcement professionals from across Ohio have graduated from the program. The division runs training programs for public affairs professionals from foreign governments, including China and India. This division also coordinates the delivery of outreach and technical assistance to local, state, federal, university, and nonprofit organizations (see Appendix 5) and liaises with the University’s Office of Governmental Relations to participate in training for newly elected members of the Ohio General Assembly.

The School’s faculty members and students engage in both scholarly and applied research. Faculty members publish their research in highly regarded peer-reviewed outlets including academic presses and Social Science Citation Index-rated journals. Based on the productivity and reputation of the School’s faculty members, the School is currently ranked 29th among the almost 300 schools of public affairs, administration, management, and policy by the U.S. News and World Report and 16th in total scholarly publications among programs and departments ranked by Academic Analytics. Faculty members also seek to translate and apply their research to assist external public actors in policy and financial analysis, management and implementation, and decision-making. In recent years, faculty members have conducted applied research projects for the Ohio Office of Budget and Management, the Ohio Secretary of State, the Ohio Board of Regents, the U.S. Department of the Navy, and the Federal Reserve, to name a few.
The Rationale for Change in Status

This section elaborates on the five rationales for the proposed change in status from school to college.

1. College status will enhance the University’s land grant mission by providing the institutional foundation for integrating academic units across campus around public sector issues.

The Glenn School was created as an interdisciplinary education, research, and outreach unit to integrate diverse streams of knowledge and practice and then to apply that knowledge and practice to address challenges in the public sector. Since its founding in 2006 as a free-standing school, it has performed this integrative and connective function in partnership with colleges, departments and academic units across campus.

There are multiple integrative connections between the Glenn School and other units on campus, including the following:

- 31 students enrolled in dual or joint graduate degrees with colleges on campus this academic year;
- 666 alumni of undergraduate degree programs from nine Ohio State colleges that have completed or are currently pursuing graduate degrees at the Glenn School (see Appendix 6).
- 15 minors from five colleges that count towards the BA in Public Affairs specialization requirement;
- 31 units from six colleges with courses in the core or specializations of the BA in Public Affairs;
- 10 cross-listed courses with four colleges; and
- 272 students from seven colleges that have participated in the Glenn School’s Washington Academic Internship Program since 2008 (see Appendix 7 for a list of all internships).
On the research front, from 2011 to 2014, over half of the Glenn School’s faculty members have partnered with faculty members from colleges across the University. For example, Glenn School Professor Stephane Lavertu has partnered with faculty from the Department of Political Science to secure research funding for the Ohio State University Center for Democracy to conduct joint research. Glenn School Professor Jill Clark has partnered with faculty from the College of Food, Agriculture and Environmental Sciences to pursue joint research funded by the Ohio State University Food Innovation Center, the U.S. Department of Agriculture, and the North Central Regional Center for Rural Development. Glenn School Professor Josh Hawley serves as the Associate Director of the Center for Human Resource Research which has brought millions of dollars in research funding to the University to study workforce development and other related topics.

Making the Glenn School a college will solidify a hub on campus for integrating education, research, and outreach about public sector issues. No one unit on campus can house all the education, research, and outreach relevant to external decision makers in the public sector, but the Glenn School now spans the university to function as a powerful integrator and connector. As the Glenn School grows, it will continue to function in this integrative and connective manner and will make the whole greater than the sum of the independent parts across the university around critical public policy, finance, and management issues.

2. **College status will create opportunities to connect the programs and activities of the School and the University to external decision makers at the local, state, federal and international levels**

As a professional public affairs school at a public, land grant university, the Glenn School has an applied service and outreach orientation – a central objective of the School is to connect to external decision makers at the local, state, federal, and international levels. In addition to generating new knowledge, educating the next generation of public servants,
and providing technical assistance to public and nonprofit decision makers, the Glenn School translates the knowledge created at the School and across the university for these external audiences. The purpose of this external outreach is educate a variety of external constituencies about important public policy, financial and management issues that will have impact on the lives of Ohioans and the nation. From 2011 to 2014, the Glenn School conducted 62 public events with a total of 52 different co-sponsors from across the university and the community. These public events included the following:

- The annual Barbara K. Fergus Women in Leadership Lecture (with Women’s Book, the Women’s Fund of Central Ohio, Battelle for Kids, and Metro School);
- The Glenn Lecture on the Future of Space Exploration (with the College of Engineering);
- C-Span Election Bus (with the Moritz College of Law);
- The President of Somalia (with the Office of International Affairs, the Center for African Studies, the Mershon Center, and the Somali Student Association);
- The COMPAS Program: Consumer Goods Sustainability Measurement and Reporting in Practice (with the COMPAS Program, the OSU Food Innovation Center; and the College of Food, Agriculture and Environmental Science);
- State Food Policy Summit (with the College of Food, Agriculture and Environmental Science); and,
- The first policy speech of the Director of the Federal Communications Commission (with the Fisher College of Business and the College of Arts and Sciences).

This effort to share knowledge created at Ohio State across the state and the nation is buoyed by the School’s vast alumni network. The School has over four thousand alumni around the state and the nation. Many of these alumni serve in prominent public, private and nonprofit positions. Examples of these influential alums include:

- Sherrod Brown (MA ’81), U.S. Senator for Ohio;
• Anne Chasser (MA ’99), former Commissioner for Trademarks in the US Patent and Trademark Office;
• Dan Crippen (MA ’76, PhD ’81), Executive Director of the National Governors Association and former Director of the U.S. Congressional Budget Office;
• Tracy Plouck (MPA ’97), Director of the Ohio Department of Mental Health and Addiction Services;
• William Shkurti (MA ’74), former Ohio State Senior Vice President for Business and Finance and Director of the Ohio Office of Budget and Management;
• Julia Dorrian (MA ’97), Judge of Ohio’s Tenth District Court of Appeals;
• Guy Worley (MA ’91), President and CEO for the Columbus Downtown Development Corporation;
• Matt Habash (MA ’81), Executive Director of the Mid-Ohio Food Bank and former president of Columbus City Council;
• Michael White (MA ’74), former Mayor of the City of Cleveland;
• Glen Hahn Cope (PhD ’81), Provost and Chancellor for Academic Affairs, University of Missouri-St. Louis;
• Barton Wechsler (PhD ’85), Dean, Harry S. Truman School of Public Affairs, University of Missouri; and
• John Bartle (PhD ’90), Dean, College of Public Affairs and Community Service, University of Nebraska at Omaha.

The School’s advisory board also includes important and influential local, state, and national public figures, including but not limited to:

• Ohio’s two sitting federal senators;
• the former mayor of the City of Columbus;
• a federal judge;
• the former chairman of the Ohio Republican Party; and,
• the chairman of the Dispatch Printing Company and current vice chairman of the Columbus Partnership.
The combination of this influential alumni network and advisory board and the Glenn School’s outreach and event programming provides the capability to project knowledge created at the University into the public decision making process. Many research partnerships between Glenn School faculty members and faculty members from other units on campus have resulted in applied technical assistance to numerous local, state, federal, university, and non-profit organizations. For example, Glenn School faculty member Professor Stephanie Moulton works collaboratively with faculty members and graduate students from the Department of Economics and the Department of Statistics on research project funded by the MacArthur Foundation and the federal Department of Housing and Urban Development. Their research on mortgage financing has already delivered important policy insights for the Federal Reserve. On many occasions, external actors have come to the Glenn School looking to connect to the University for knowledge and expertise and the Glenn School has served as a referral agent by connecting these actors to other units and colleges on campus. For example, in 2009 the Ohio Commission on Local Government Reform and Collaboration approached the Glenn School about conducting an analysis of restructuring and combining local governments across the state of Ohio. The School connected the Commission to Glenn School Affiliated Professor Jennifer Evans-Cowley, Vice Provost for Capital Planning and Regional Campuses and faculty member in the College of Engineering to conduct the analysis. Moving forward, the university’s Discovery Theme efforts are a primary example of Ohio State’s commitment to translating the knowledge it creates for public decision makers. As many of the Discovery Theme panels move into the hiring phase, the Glenn School is currently in conversation with units across the campus on joint hires that add an important applied policy component. Appendix 8 provides letters of support for the Glenn School becoming a college from key public decision makers.

Making the Glenn School a college will open a window for external decision makers across the state and the nation into the university. By cementing the School’s institutional status as a College, the School will continue to harness knowledge across

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campus and connect that knowledge to new external audiences across the state and the nation.

3. **College status will position the University as a leader among its peers in public affairs education, research, and outreach.**

Of Ohio State’s nine benchmark public universities, eight (8) six have colleges or free-standing schools of public affairs governed by a dean. Two of these universities are among the top-ten ranked public universities in the nation, and two others are among the top-fifteen. As Table 2 reports, three other public universities in the top-ten – the University of California-Berkeley, the University of Virginia, and the University of North Carolina – that have free-standing colleges or schools. 10

<table>
<thead>
<tr>
<th>University</th>
<th>US News Public University Ranking</th>
<th>Free-Standing Public Affairs College or School</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California-Berkeley</td>
<td>1st</td>
<td>Goldman School of Public Policy</td>
</tr>
<tr>
<td>University of California-Los Angeles</td>
<td>2nd</td>
<td>Luskin School of Public Affairs</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>2nd</td>
<td>Frank Batten School of Leadership and Public Policy</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>4th</td>
<td>Ford School of Public Policy</td>
</tr>
<tr>
<td>University of North Carolina</td>
<td>5th</td>
<td>School of Government</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>11th</td>
<td>College of Urban and Public Affairs</td>
</tr>
<tr>
<td>University of Washington</td>
<td>14th</td>
<td>Evans School of Public Affairs</td>
</tr>
</tbody>
</table>

The Ohio State University ranks behind all seven of these institutions at 18th.

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8 University of Arizona, University of California – Los Angeles, University of Florida, University of Illinois, University of Maryland, University of Michigan, University of Minnesota, University of Washington, and University of Wisconsin.

9 University of California – Los Angeles, University of Illinois, University of Maryland, University of Michigan, University of Minnesota, University of Washington.

10 Many of the other top 15 public universities are in the University of California system. Not all of the UC schools have public affairs programs.
These universities have elevated public affairs education, research, and outreach as a central component of their public mission. Free-standing college or school status provides public affairs programs at these universities the means to span their university’s academic programs and connect their university to public sector decision makers. Given the Glenn School’s steady growth in size, scope, productivity and impact, the School is poised to take on an expanded role at Ohio State similar to these programs. Making the Glenn School a college will signal to peer institutions that The Ohio State University is similarly committed to public affairs education, research, and outreach. As a central component of the University’s public mission, the School can contribute to the University’s rise among the top public institutions in the country.

4. **College status will solidify the platform for future growth of the School by boosting the School’s ability to recruit top tier students, attract high quality faculty, and secure external funding**

Functioning as a free-standing academic unit has provided the basis on which to attract and retain high-quality faculty and students to the Glenn School and the University. Since 2006, the Glenn School’s faculty has tripled in size. The number of students enrolled in the School’s graduate professional degree programs has tripled as well. The average GRE score of admitted students has become more competitive than the national average. The School established an undergraduate degree program in 2010 that has grown to 300 students. The number of students receiving financial aid during that period has quadrupled.

Armed with driven faculty and talented students, the School has generated impactful results. From 2011 to 2014, the School’s faculty members generated close to 150 peer-reviewed publications and 40 technical reports for public agencies at the local, state and federal levels. Since 2010, extramural sponsored research funding grew four-fold (see Appendix 9). Two of the School’s faculty members have recently been appointed to the National Academy of Public Administration, the field’s honorary society. In 2013, 96%
of students who graduated with a B.A. in Public Affairs and 95% of students who
graduated with a Master of Public Administration or a Master of Arts in Public Policy
and Management degree were employed or entering graduate school (see Appendix 10).

The trajectory for the School’s faculty and students is upward.

Providing the School college status will continue this upward trajectory by positively
contributing to faculty and student attraction and retention. College status will provide
existing and prospective faculty members with certainty about the University’s
commitment to public affairs education, research and outreach. College status will also
assure prospective undergraduate, graduate, and doctoral students access to high quality
degree programs that have demonstrated educational and career impacts.

5. **College status will formalize the current structural and operational institutional
arrangement.**

The Glenn School currently functions as college in almost every respect except name and
formal recognition. Since the Glenn School’s founding in 2006, the School has followed
a University-governed progression towards college status. From 2006 to 2012, the
School reported to the Office of Academic Affairs and provided annual updates on its
progress to a University-created Academic and Budgetary Guidance and Review
Committee. When the School’s transitional status ended in 2012, the oversight
committee was disbanded and the School’s director began to report directly to the
Executive Vice President and Provost. The School’s director now sits on the Council of
Deans and participates in University governance as a dean.

During the last eight years, the School has launched and grown new academic degree
programs, attracted and retained top tier faculty, generated external funding to support
research and teaching, provided training and technical assistance to local, state, federal
and international public and nonprofit sector actors, and partnered with other academic
units on campus on education, research, and outreach activities. In performing all of these activities, the School has successfully demonstrated the capability to govern and manage its curriculum, personnel, and finances within the University’s rules and procedures. The School has modeled its curricular review and implementation processes, personnel management and fiscal systems, and promotion and tenure practices on other colleges around the university (see Appendix 11).

Providing college status will formalize an academic unit that functions like a college.
The Glenn School’s Alignment with College Status Guidelines

This section shows how the Glenn School aligns with the University’s “Guidelines for Determining College Status” (Appendix 1). As the guidelines note, the guidelines are flexible rather than iron-clad rules: “It is deemed appropriate to view these as guidelines only and that no hard and fast rules can be written to cover all possible requests.” The School meets the spirit of all the guidelines and the letter of most. Fundamentally, the guidelines for college status focus on a) whether the School will benefit from the change in status; b) whether the University and its component units will benefit from the change in status; c) whether the School has the capacity to govern itself and operate within the University’s rules, procedures and processes.

A. Have a generally recognized academic subject matter containing one or more fairly discrete areas of academic concern

Public affairs education is both a well-established and fast-growing field of academic study domestically and internationally. There are around 300 schools of public affairs, administration, management and policy. The Glenn School is among the subset of these schools that are accredited by NASPAA. The field of public affairs and administration has over thirty journals abstracted in the Social Science Citation Index. Multiple professional and research associations fall under the broad umbrella of public affairs, including but not limited to the American Society of Public Administration, the International Association of Schools and Institutes of Administration, the Association of Public Policy Analysis and Management, the Public Management Research Association, and the Association for Budgeting and Financial Management. The field’s honorary society – the National Academy of Public Administration – honors individuals who have a profound impact on the study and practice of public administration.11 Appendix 8 provides letters of support from the deans of other schools of public affairs to demonstrate the status of public policy, management, finance, and administration at other major universities around the country.

11 Two Glenn School faculty members and one emeritus faculty member have been elected as National Academy Fellows.
B. Have a general area of subject matter that is significantly different from areas that are included within the purview of another school or college

The Glenn School offers degree programs at the undergraduate, graduate professional, and doctoral levels that are distinct from other degrees on campus. No other college, school, or department offers degree programs that provide comprehensive public management and administration, public policy analysis and evaluation, and public finance and budgeting education to aspiring or current public affairs professionals.

While the School’s degree programs are distinct, the School has crafted its curriculum and degrees so that they can easily connect to multiple other degree programs on campus. The general public management, policy analysis, and budgeting and finance knowledge and skills in the School’s degrees complement many specialized areas of knowledge and skill offered in degree programs across the university (see Table 1 on page 7).

C. Have substantive academic programs at professional or undergraduate levels and the graduate level and offer degrees in those programs

As noted throughout, the School offers the Bachelor of Arts in Public Affairs, the Master of Public Administration, the In-Career Master of Arts in Public Policy and Management, and the Doctor of Philosophy in Public Policy and Management degrees. The School jointly offers the Joint Degree in Arts Policy and Administration and nine graduate dual degrees.

D. Have a source of faculty members prepared to offer academic work in the academic areas concerned.

The School currently has faculty members in the core of public management, public budgeting and finance, and public policy analysis. It also has faculty members in many
specialty areas of public management, policy and finance (e.g. nonprofit management, food policy, energy policy, science and technology policy, intergovernmental finance).

Because of the applied professional nature of the field, the field’s accrediting body (NASPAA) requires that students be offered courses by experienced practitioners. The School complements its tenure-track faculty with an array of adjuncts and lecturers from the public and nonprofit sectors. These public sector professionals come with experience at the local, state, and federal levels. Around one-third of graduate professional courses and one-quarter of undergraduate courses are offered by public sector professionals serving as adjuncts or lecturers.

Separate from the application for college status, the Glenn School will submit a proposal to establish a clinical faculty line. This will create a generally recognized employment category (i.e. Clinical Professor) that offers more structure and permanency for practitioners who participate in the education, research and outreach activities of the School.

E. Undertake teaching, research, creative work, and public service in a manner which has the potential for developing national and international recognition. It is expected that some of the professors in the proposed college will have national and international reputations for their research and creative work at the time of attaining college status.

As noted earlier, based on the reputation of its faculty, the Glenn School is ranked 29th among schools of public affairs in the U.S. News and World Report rankings. Academic Analytics rates the Glenn School 16th in total publications, 14th in citations, and 10th in faculty with citations relative to other public affairs programs. Glenn School faculty members publish in top tier national and international peer reviewed outlets. Six faculty members currently serve as editors or co-editors of public affairs scholarly journals. Two current faculty members and one emeritus faculty member have been appointed as fellows in the National Academy of Public Administration, the field’s honorary society.
F. Enhance the academic programs of other units of the University and enhance the reputation of the University without decreasing the effectiveness of the mission of the college from which it is detached.

The first rationale for the Glenn School becoming a college is to enhance other academic units on campus – the Glenn School is designed and operates as a value-creator for other units on campus and the university as a whole (see pp. 9-10). The second rationale for the Glenn School becoming a college is to enhance the reputation of the University (see pp. 10-13).

The School was created in 2006 as a free-standing unit so currently there is no college from which to detach. One of the Glenn School’s constituent units, the former School of Public Policy and Management, was previously a part of what was then the College of Social and Behavioral Sciences (SBS). Since becoming a free-standing unit, the School has taken conscious steps to integrate with SBS units and Arts and Sciences. For example, the School currently has two dual graduate degrees with Arts and Sciences units; one of these dual degrees was created after the School became free-standing and a third dual degree with an Arts and Sciences unit is underway. The School’s undergraduate degree (created in 2010) includes courses in Political Science and Economics and specialization courses from seventeen academic units within Arts and Sciences. Since 2006, 241 students from Arts and Sciences have participated in the Glenn School’s Washington Academic Internship program. Students from sixteen different Arts and Sciences units have pursued dual bachelor’s degrees in Public Affairs and an Arts and Sciences degree.

At the same time that the School has added value to Arts and Sciences students, it has also expanded and created new connections with other colleges across campus. For example, the dual MPA/MBA with the Fisher College of Business and the dual MPA/MS-AEDE with the College of Food, Agriculture, and Environmental Sciences
were created after the School became independent. Furthermore, the School now has new joint faculty appointments with the College of Education and Human Ecology and the College of Engineering. The partnership with the College of Engineering has led to the development of the soon-to-be-proposed minor in Science, Engineering, and Public Policy. The number of students participating in the School’s Washington internship program from other colleges has increased since 2006, as have the number of research and technical assistance partnerships with faculty from other colleges on campus. Appendix 8 provides letters of support from deans of OSU colleges for the Glenn School becoming a college.

All of these integrated efforts add value to the School and the university as a whole. In an increasingly competitive market, having a first class public affairs college with degree programs, research efforts, and outreach programs that can connect with other units on campus makes The Ohio State University and its colleges far more attractive for high quality faculty and students.

G. A proposed administrative structure that meets the qualifications spelled out in Rules 3335-1-05(H), 3335-3-29, 3335-3-32, 3335-3-33 of the Administrative Code.

Under the oversight and guidance of the University’s governance bodies, the School has evolved into a de facto college. The administrative structure typical of a college is now in place, with a director and associate directors, etc., as shown in Appendix 12. All that is missing to satisfy the stated rules is for the administrative structure to receive the full approval that would be accorded to a college and for the director and associate director to take on the title of dean and associate deans.
H. Fifty regular FTE faculty spread through three academic ranks from assistant professor to professor. At least 50 percent of these shall have attained tenure.

In 2006, when the School was founded, there were seven tenure or tenure-track faculty members. The School currently has 21 faculty members. One of these faculty members have joint appointments in the College of Engineering and another in the College of Education and Human Ecology. A 22nd faculty member will join the School in the 2015-2016 academic year. Of the School’s faculty members, ten are assistant professors, eight are associate professors, and four are full professors. The School also has thirteen active courtesy faculty members. The School’s strategic plan anticipates future faculty growth in the coming years, focused in the near term around joint hires with other Colleges in the Discovery Theme areas.

Like all colleges around the University, the School is organized around what faculty members (and students and staff members) do rather than how many faculty members are on staff. The School has a critical mass of faculty members and staff members to perform the multiple and varied education, research, and outreach functions required to fulfill its mission and add value to the University. Several OSU colleges have fewer than 50 faculty members or did not have 50 faculty members when they came up for college status. Even without 50 faculty members, these colleges have successfully created value for the University through their education, research, and outreach programs. During the six year transitional review conducted by the University appointed oversight committee, the School demonstrated that it can effectively govern itself and adhere to the rules, processes and practices of the University. By leveraging partnerships, the School has also demonstrated that it can deliver value to students, external stakeholders, and other academic units on campus with fewer than 50 faculty members.
I. **An annual budget of at least $7,164,217 million (based on the CPI conversion noted in the guidelines)**

Appendix 13 contains budget information demonstrating that the School already exceeds this requirement. In FY 2014, the School’s budget amounted to $8,487,638, almost 20% above the required threshold.

J. **Graduate 100 professional or undergraduate students annually**

The School currently has 298 students enrolled in its undergraduate degree, 266 students in its graduate professional degrees, and 28 students enrolled in its doctoral degrees. In the 2013-2014 academic year, 152 students graduated across all of these programs.¹²

K. **At least three departments or academic faculties.**

Similar to several other colleges on campus (e.g. the College of Nursing, the Moritz College of Law, the College of Social Work), the Glenn School does not have departments or academic faculties. As an interdisciplinary program, the School made the strategic decision at its founding to forgo academic faculties. Many of the faculty members in the School come from similar interdisciplinary degree programs and their research and teaching span the School’s core academic areas (i.e. public management and administration, public policy analysis and evaluation, and public budgeting and finance). The School is committed to the pursuit of interdisciplinary education, research, and outreach within the School and across the university. Establishing administrative boundaries between these areas of study would create barriers to collaboration both inside and outside the School.

¹² 1 PhD, 46 MPA, 41 MA, and 54 BA
Summary
The John Glenn School of Public Affairs has demonstrated that it functions successfully as a college and adds value to the University and its component academic units. The School’s faculty and student body have grown substantially and stably in a short period of time. The School’s faculty members are active inside and outside the University in generating new knowledge, creating new degree programs, and connecting the University and its academic units to new opportunities with important external actors in the public sector. The School’s graduates go on to have impactful public sector careers many of which will return benefits to the University in the future. The transition to full college status is the next step in a systematic process that has been governed by the University since the School’s founding. The short run costs necessary to accomplish the transition are already fully incorporated into the School’s budget. In the longer run, the additional costs to grow and sustain the School and its programs are those associated with the growth in any program, and will be handled by the existing budget process of the University. By making the Glenn School a college, The Ohio State University affirms its public, land grant mission to serve the State of Ohio and the nation. The Glenn College will integrate units across campus and connect the University to external decision makers in the public sector.
APPENDICES
Appendix 1 – OSU Guidelines for Determining College Status

**FACULTY RULES GOVERNING THE UNIVERSITY ORGANIZATION**

<table>
<thead>
<tr>
<th>Rule</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3335-1-05</td>
<td>University organization</td>
</tr>
<tr>
<td>3335-3-25</td>
<td>Organization of the University</td>
</tr>
<tr>
<td>3335-3-26</td>
<td>Establishment of Colleges and Graduate School</td>
</tr>
<tr>
<td>3335-3-261</td>
<td>Establishment of Regional Campuses</td>
</tr>
<tr>
<td>3335-3-262</td>
<td>Coordinating Dean for Regional Campuses</td>
</tr>
<tr>
<td>3335-3-27</td>
<td>Organization of the Graduate School</td>
</tr>
<tr>
<td>3335-3-28</td>
<td>Organization of the Colleges of the Arts and Sciences</td>
</tr>
<tr>
<td>3335-3-34</td>
<td>Schools, departments, divisions, and sections; defined and located</td>
</tr>
<tr>
<td>3335-3-36</td>
<td>Academic Centers; defined</td>
</tr>
<tr>
<td>3335-5-14</td>
<td>Powers (college faculties)</td>
</tr>
<tr>
<td>3335-5-35</td>
<td>Powers and functions (Council on Research and Graduate Studies)</td>
</tr>
<tr>
<td>3335-5-41</td>
<td>Powers (University Senate)</td>
</tr>
</tbody>
</table>

**GUIDELINES FOR DETERMINING COLLEGE STATUS**

I. Assumptions.

A. It is deemed appropriate to view these as guidelines only and that no hard and fast rules can be written to cover all possible requests. A quick review of our existing college structure shows a wide range of reasons for granting college status. These guidelines will be needed to evaluate new proposals and not to restructure the University.

B. College status would enable faculty to carry out more effectively their responsibility for teaching, research, creative work and service than would be the case with the existing structure.

C. College status makes the faculty in that unit responsible for setting the goals, mission, objectives and general direction of the unit.

D. College status provides fiscal control to that unit and thereby (hopefully) improves the teaching, research, creative work, and service mission.

E. There is a "critical mass" necessary for an effective administration to function at the college level. A lack of flexibility or a lack of options resulting from size would not seem to be in the best long-run interests of the unit.

II. A college should:

A. Have a generally recognized, academic subject matter containing one or more fairly discrete areas of academic concern.

B. Have a general area of subject matter that is significantly different from areas that are included within the purview of another school or college.

C. Have substantive academic programs at professional or undergraduate levels and the graduate level and offer degrees in those programs.

D. Have a source of faculty members prepared to offer academic work in the academic areas concerned.

E. Undertake teaching, research, creative work, and public service in a manner which has the potential for developing national and international recognition. It is expected that some of the professors in the proposed college will have national and international reputations for their research and creative work at the time of attaining college status.
F. Enhance the academic programs of other units of the University and enhance the reputation of the University without decreasing the effectiveness of the mission of the college from which it is detached.

G. A proposed administrative structure that meets the qualifications spelled out in Rules 3335-1-05 (H), 3335-3-29, 3335-3-32, 3335-3-33 of the Administrative Code.

III. The organization wishing to attain college status shall have demonstrated or have adequate plans to be able to carry out the powers of college faculties as outlined in 3335-5-14 of the Administrative Code. See Below:

3335-5-14 Powers

The several college faculties shall have, subject only to the separate powers of the faculty of a school (see rule 3335-3-34 of the Administrative Code) and of the faculty of the arts and sciences (see rule 3335-5-27 of the Administrative Code), the following general powers:

(A) To adopt requirements for admission subject to the approval of the university senate and the board of trustees;

(B) To adopt, alter or abolish courses and curricula subject to the approval of the council on academic affairs and the president and the board of trustees (see rules 3335-5-48 and 3335-7-02 of the Administrative Code);

(C) To create and abolish schools, bureaus, and departments of instruction within the college subject to approval of the council on academic affairs, the university senate, the president and the board of trustees (see rules 3335-3-25 to 3335-3-28 and 3335-5-48 of the Administrative Code);

(D) To adopt and abolish academic degrees administered by them subject to approval of the council on academic affairs, the university senate, the president and board of trustees;

(E) To recommend to the faculty membership of the university senate and the board of trustees, candidates for degrees.

IV. In addition to the above criteria, an organization wishing to attain college status should meet the following minimum quantitative requirements unless persuasive academic reasons demonstrate the need for exceptions:

A. Fifty regular FTE faculty spread through the three academic ranks from assistant professor to professor. At least 50 percent of these shall have attained tenure.

B. An annual budget of at least three million dollars.*

C. Graduate 100 professional or undergraduate students annually.

D. At least three departments or academic faculties.

*In 2004 dollars, $3M is now $5.45M using the U.S. Consumer Price Index
Approved by the Council on Academic Affairs, 2/16/83.
Appendix 2 – Glenn School Strategic Plan 2011-2016
Strategic Plan
John Glenn School of Public Affairs
The Ohio State University
2011-2016
# Table of Contents

- Executive Summary ........................................................................................................ ii
- Introduction to the Strategic Plan .................................................................................. 4
- School Overview ........................................................................................................... 5
- Strategic Scan ................................................................................................................ 7
- Achieving Glenn School Objectives ........................................................................... 13
- Tracking Performance Against Glenn School Objectives ........................................ 24
Executive Summary

The vision of the John Glenn School of Public Affairs is to become a world-class school of public affairs research, education and service. Since its establishment in 2006, the School has achieved noteworthy growth in student enrollments, faculty, staff, and revenues. The School has added new dual degree programs in partnership with other OSU academic units and added a new undergraduate public affairs major. The School’s national reputation has also grown as signified by precipitous jumps in its ranking in the U.S. News and World Report rankings of Schools of Public Affairs and is now among the top 10% of all public affairs programs.

The Glenn School’s increasing capacity is timely for Ohio and the nation as demands for those educated in public affairs is growing as the baby boom generation that has been staffing the nation’s public and non-profit services retires in record numbers. In addition, the demands governments and non-profits are experiencing for more effective and efficient policies and services require increasing assistance for policy research, training, and technical assistance. The Glenn School has been expanding its activities to provide such assistance in all three areas. It will need to continue this expansion to meet the growing needs. The Glenn School’s strategy is to combine its faculty and staff efforts with those of other OSU academic units to devise the interdisciplinary approaches that are demanded in the increasingly complex public policy environment.

Among the School’s Learning objectives are:

- Increased enrollment in masters and undergraduate programs
- Creation of new program tracks at the graduate and undergraduate levels that align with University priorities in Food, Energy and Environment, and Health.
- Achieving College Status by 2016

Among the School’s Discovery objectives are:

- Increase the size of the faculty
- Continue to build faculty capacity in core areas of public management and public finance
- Build faculty capacity in Food, Energy and Environment, and Health
- Explore interdisciplinary food, energy and environment, and health policy initiatives with relevant OSU colleges, schools and departments
Among the School’s Engagement objectives are:

- Provide training and technical assistance services to strategic partners at state and/or local levels
- Create systematic means to distribute research findings to public affairs constituencies in accessible formats
- Increase alumni engagement in multiple School sectors
- Provide technical and training services at the Federal level

Supporting Goal

- Create a culture of success that rewards excellence, and supports inclusion, diversity and personal growth.
Introduction to the Strategic Plan

The Glenn School’s Strategic Planning Process was initiated in April 2007 when then Director Designate Charles Wise appointed a series of task groups composed of faculty, staff, students, and alumni to research and analyze the potential activities, programs, and services that were being offered to different stakeholders, and potentially could be offered, along with the benefits, costs, and potential revenues associated with them. A Strategic Planning Coordinating Committee turned the findings and recommendations from the task groups into a draft strategic plan that was presented to the School’s Advisory Board and the School’s faculty, staff, and student representatives. By the fall of 2008, the extensive and inclusive process resulted in a final strategic plan and a more detailed implementation. These documents have been updated annually and have served as the guide for the School’s activities for the past three years. The new strategic plan presented in this document is in part an extension of this comprehensive strategic planning process.

The current strategic plan was triggered by a request from the Office of Academic Affairs in the spring of 2011 to generate a new strategic plan by August of 2011 that aligns with the University’s new overarching goals. On the one hand, this call for a new strategic plan comes at a good time since the School has achieved or exceeded many of the goals and objectives it set out in 2008. However, in the absence of the span of time the School enjoyed in the first round of strategic planning, this new strategic plan is the result of a more targeted and abbreviated process. After the request for a new strategic plan, Director Wise convened a new Strategic Planning Coordinating Committee that once again included faculty, staff, alumni and students. Task groups were again created to research and analyze the costs and benefits of potential strategies to serve different stakeholders. The task groups delivered their findings and recommendations in late June after which an Executive Strategic Planning Committee crafted a draft of the new strategic plan in July. After the Office of Academic Affairs first review of all academic program strategic plan submissions in fall 2011, a series of new University metrics was developed and delivered to all OSU academic units including the Glenn School. These metrics were to be evaluated by the academic units and those deemed appropriate for the specific academic units were to be incorporated into the strategic plans. This process was undertaken in the Glenn School during the winter and spring quarters, and the revised strategic plan incorporates the appropriate metrics with the accompanying projections. This draft is designed to serve two purposes:

• To outline a preliminary set of goals, strategies, and objectives to meet the Office of Academic Affairs’ timetable for the University’s strategic planning process; and

• To propel ongoing conversations with the School’s various stakeholders about the direction and activities of the School.

In short, this document is a starting point rather than an ending point.
School Overview

The John Glenn School of Public Affairs at The Ohio State University was established in 2006, the result of a merger between the School of Public Policy and Management and the John Glenn Institute, to pursue a compelling vision: “inspire citizenship and develop leadership.” After a national search, the School hired its first director, Dr. Charles Wise, in 2007.

The School offers several graduate degree programs – a Master’s of Public Administration (MPA), a Master’s of Arts (MA), a Ph.D., along with a variety of dual and joint degree programs in collaboration with other Ohio State University colleges and departments. Since 2006, the School has added 3 new dual degrees including, the MPA-MBA, the MPA-MA in Agricultural, Environmental and Development Economics, and the MPA-MA in Slavic and East European studies. The ranking of the School's master's program by U.S. News and World Report, increased from 42 in 2006, to 36 in 2008, to 29 in 2012 out of 268 programs nationally. The rankings for specializations in 2012 were public management-12, public policy analysis-20, and public finance and budgeting-21.

For undergraduates, the School offers the Bachelors of Public Affairs, and the Non-Profit minor.

The School is accredited by the National Association of Schools of Public Affairs and Administration. From 2006 to 2011, student enrollment in the MPA increased 439%, in the MA 1,300% and in the PH.D. 35%. From the approval of the Bachelors in May, 2010 to May 2012, 200 majors have enrolled.

The School's continuing education programs offer management and leadership training for public and non-profit sector employees, and custom training and technical assistance for public and non-profit organizations. The School is also home to the Battelle Center for Science and Technology Policy, and the Parliamentary Development Project, a program funded since 1994 by the U.S. Agency for International Development that provides technical assistance to policy making institutions at the national and regional level in Ukraine. From 2006 to 2011 research funding has increased from $7,885 to $2,788,547 and technical assistance revenues increased from $272,928 in 2009 to $501,420 in 2011.

From 2006 to 2011, full-time faculty increased from 6 to 15. The School also has one joint faculty member with the College of Education and Human Ecology and 13 active courtesy faculty from across the University’s Colleges, Schools, and Departments. The School also has a professional and administrative staff of 25 to support knowledge creation, knowledge dissemination, and activities.
Mission

The School’s overarching duty is to “inspire citizenship and develop leadership” in the public sector through pursuit of a five-fold mission:

- Foster the creation of knowledge of public affairs and to disseminate knowledge of public affairs to students, public affairs professionals, and citizens to enable them to make positive impacts on communities, states and regions, the Nation, and the international community
- Promote excellence in education in public policy analysis and management in an interdisciplinary framework
- Engage faculty, staff, and students from throughout The Ohio State University in ongoing relationships with the public and non-profit sectors in order to impact the critical issues facing society
- Prepare leaders for the public and non-profit sectors by means of curricular and extra-curricular programs
- Engage public officials, representatives of public groups and citizens in dialog, deliberation, and action to improve the performance of democratic governance

Vision

Our vision is to become a comprehensive world-class school of public affairs research, education, and service.

Values

We are committed to

- Innovation
- Service
- Diversity
- Collaboration
Strategic Scan

The field of public affairs is dynamic and vibrant, marked by research, analysis, and practice in a politically charged environment under public scrutiny with competing demands. To survive and thrive among top ranked schools of public affairs the Glenn School must account for important trends and features of the field as it charts its course. The School must also account for imperatives driven by its position within the State of Ohio. This section provides a brief sketch of the context for strategic planning.

Growth in Demand for Public Affairs Education

The American public sector is entering perhaps the largest human capital transition since the New Deal of the 1930s brought thousands of new workers into government. In 2001, the Government Accountability Office declared “a human capital crisis” in the federal government largely driven by the aging federal workforce. Three quarters of federal supervisory staff and 60% of non-supervisory staff were eligible to retire between 2003 and 2007. By 2012, retirements at 23 large federal agencies will top 20 percent of their workforces. State and local governments face the same demographic pressures. According to the International City/County Management Association (ICMA), 44% of local government managers are 51 or older and will retire within a decade. Among state governments, Ohio and Rhode Island have the oldest workforces and face the most acute succession demands.

Schools of public affairs are perhaps best positioned to supply government with tomorrow’s public workforce. Many of the new hires, particularly in the managerial ranks, come armed with degrees in public affairs, public administration, public management, and public policy. The demand extends across graduate and undergraduate degrees. While some positions require a graduate degree, many will require undergraduate degrees that prepare students for positions in leadership and policy.

Public universities around the country are positioning themselves to meet this demand by establishing independent schools of public affairs or by adding resources, faculty and staff to existing ones. For example, new independent schools of public affairs were approved at Texas A&M in 2000, University of Georgia in 2001, the University of Virginia in 2008, the University of Arizona in 2011, and the University of Missouri in 2012. Existing schools such as the University of Washington and Arizona State University have increased their faculty complement.

The Glenn School must take similar bold steps to become a significant player in the public affairs academic market. The Glenn School is the highest ranked public affairs program in the State of Ohio – ranked 29 in the latest U.S. News and World Report rankings, ahead of Cleveland State University at 45, Ohio University at 104, Bowling Green State University at 121 (tie), Kent State University at 121 (tie), University of Akron at 121 (tie), University of Dayton at 149, University of Toledo at 166 (tie), Wright State University at 166 (tie). The Glenn School has
passed some other universities in the region, namely the University of Missouri at 33 (tie), University of Pittsburgh at 33 (tie), University of Illinois Chicago at 37, and Northwestern University at 59. The Glenn School trails some other universities in the region notably Indiana University at 2, University of Michigan at 12 (tie), University of Wisconsin-Madison at 12 (tie), the University of Minnesota at 16 (tie) and the University of Kentucky at 16 (tie). With the projected additions of faculty and programs included in this strategic plan, the School expects to continue its momentum in being accorded increased national recognition.

Public Problems Require Interdisciplinary Solutions

During the Great Society of the 1960s, government agencies and programs were organized to target discrete public problems (e.g. the Department of Health and Human Services anchored the war on poverty; NASA piloted the race to the moon). Starting in the 1970’s state and local governments vastly expanded their programs to deliver services to citizens, in part due to new responsibilities assigned to them in intergovernmental legislation adopted by the Federal government. In the late 1960s and early 1970s, schools of public affairs blossomed to produce graduates to populate the growth in public programs and services. However, very often in government, such new programs were assigned to individual bureaucracies that operated in their own silos apart from the activities of other institutions. In the last fifty years this approach has proven ineffective in addressing the multifaceted and complex public problems that face the nation and the world (e.g. cost and access to quality health care, food security, energy scarcity). Today’s public problems require solutions that bridge disciplines and link organizations. For example, energy scarcity is not simply an issue of alternatives to fossil fuels, but is also a function of economic behavior, social organization, and political decision making. Governments, non-profit organizations, and for-profit organizations that work with governments are linking their activities in multiple ways to meet the needs of these cross-cutting problems, and all these organizations increasingly need interdisciplinary educated professionals to make these linkages effective.

Public leaders need to be conversant in multiple disciplines and fields, as well as adept in bridging gaps between organizations. Public leaders cannot rely on simply operating effectively within their own organizations. Graduates need interdisciplinary training that enables them to solve the complex problems that confront today’s public service, and to forge effective linkages among diverse organizations.

To produce a corps of public leaders ready to tackle today’s and tomorrow’s public problems the Glenn School must become a preeminent center for interdisciplinary public affairs knowledge creation and dissemination. The Glenn School enjoys an advantage over many other schools of public affairs in that it calls The Ohio State University home, perhaps the nation’s most comprehensive research university, and one whose leadership has established a course for effective multi-disciplinary collaboration. The Glenn School is positioned at the center of the University as an independent academic unit that can partner with other schools and colleges to
harness OSU’s comprehensive expertise that is needed to address today’s complex public problems. The Ohio State University’s multiple centers of excellence across disciplines create the opportunity for the Glenn School to be a pioneer in multi-disciplinary, trans-institutional teaching and research.

The Ohio State University is the Flagship Public University in Ohio

The State of Ohio is one of the most important states in the nation due to its size, diversity, and political importance. It also suffers acutely from many of the challenges that face the nation, including a declining industrial base, persistent unemployment, aging and decreasing population, outmigration and environmental threats to name a few. According to Governing Magazine’s annual management report card, Ohio’s state government is on solid, but tenuous footing, earning a grade of B- in 2008. While the report highlighted the state’s long-term financial outlook and its intergovernmental coordination as strengths, the report singled out strategic workforce planning, hiring, and financial controls and management as weaknesses.

As the flagship public university located in the capital, The Ohio State University has a special responsibility to serve the needs of the state and its citizens in fulfilling the mandate of the land grant university. Senator John Glenn’s vision in helping to create the School was to inspire citizens at all ages to engage in the policy process, and provide guidance to policy makers and public servants. The Glenn School is demonstrating its competence to serve as the leading edge in delivering services, training, technical assistance and guidance to the state, as well as facilitating public participation and citizenship. In addition, Senator Glenn’s vision, mirrored in the aspirations of the University’s leadership to achieve national and global stature, was to deliver knowledge to public sector actors at all levels of government.

The School enjoys a variety of resources to help achieve this goal, including a first-rate faculty and staff; but given the size of the State of Ohio and the array of policy challenges before the State, the current capacity of the School to disseminate targeted knowledge to public sector actors and citizens must grow, particularly if the School is to achieve national and international preeminence as a center for excellence in public sector engagement and citizenship.

The Ohio State University and the Glenn School Constitute Important National and International Public Affairs Resources

While private businesses and non-profit organizations are involved, federal agencies too face increasing responsibilities for solving increasingly complex problems whether those involve provision of alternative sources of energy, expanding health care coverage and containing health care costs, supporting breakthroughs in science and technology, supplying safe and healthy food to an exploding world population, or supporting democratization and economic transition in allied nations and struggling states. They are undertaking these increasing responsibilities at a time when they are losing their most experienced managers and professionals due to retirement.
and in a context where budgets for in-house human resource development and policy analysis are severely constrained due to ballooning budget deficits. They require the provision of services that are multi-disciplinary in nature, integrated and cost-effective. The comprehensive expertise available within The Ohio State University and the Glenn School of Public Affairs can be brought to bear to help fulfill these needs if it is appropriately mobilized and organized. The Glenn School is positioned to be a convener and integrator for such an effort on behalf of The Ohio State University.

Similarly, governments around the world particularly in emerging democracies face demands for development that address the needs of increasingly demanding populations for more effective and less corrupt governance and for public programs that support robust economic development, increased levels of education including higher education, greater food security, and better health care. Such countries and the international institutions that support them (United Nations Development Agency, World Bank, International Monetary Fund, etc.) increasingly are turning to western institutions of higher education to assist them in developing the management, policy analysis, and educational capacity to meet these growing demands. The vision included in “A Strategic Plan for The Ohio State University states: The Ohio State University will be the World’s preeminent public comprehensive university, solving problems of world-wide significance.” The Glenn School’s vision, goals, and objectives are dedicated to contributing to the fulfillment of that vision and formulated so as to contribute to its attainment. The comprehensive expertise available within The Ohio State University and the Glenn School can potentially be brought to bear in partnership with other institutions to address these needs and to concomitantly extend the global reach of The Ohio State University. In doing so, faculty, staff, and students will extend their knowledge and expertise and apply it in various international contexts.

**Strengths**

- School offers a robust variety of programs and activities to enhance student and citizen engagement and knowledge in Central Ohio
- Benefitting from a forty year tradition of graduate education, the School provides a solid Master’s program centered around excellent classroom teaching
- Alumni well represented in Ohio state government which affords opportunities for faculty engagement and student placement
- Active training and long-standing programs for professionals in state government
- School offers a rapidly-growing undergraduate program
- Faculty research published in nationally respected journals
- World class physical facility
- Strong historical legacy and reputation in the field of public affairs
- The School’s institutional structure within OSU facilitates interdisciplinary initiatives and partnerships
Weaknesses
- Staff and faculty size relative to demand for public affairs education and technical assistance (e.g. the Glenn School has 15 full time faculty members; Cleveland State University has 33)
- Improving but inadequate financial assistance support for students
- Engagement activities scattered across various recipients rather than targeted at key stakeholders
- A fluctuating revenue stream for engagement activities

Opportunities
- Multiple centers of excellence at The Ohio State University and interdisciplinary expertise within the School create wealth of partnership opportunities to address University’s key discovery targets in: food security and production; energy, sustainability, and transportation; and health and wellness.
- Location in state capital provides array of opportunities for providing technical assistance and training to state and local governments, as well as internships for students
- Human resource needs at all levels of government present tremendous placement opportunities for graduates and undergraduates in public affairs

Threats and Challenges
- Declining state support for higher education as well as private giving
- Increased competition among schools in the public affairs field within Ohio and nationally
- Managing growth
GOALS

The School’s Strategic Planning Coordinating Committee has identified three primary goals that align with the University’s overarching learning, discovery, and engagement goals, and with the School’s activities and objectives. These goals derive in part from the extensive strategic planning process that commenced in 2007, as well as subsequent new discussions about where the School should move now that it has achieved many of its original goals. Below are the three primary goals in the target areas of learning, discovery, and engagement.

Learning
• Accelerate the Glenn School’s emergence as a top-tier undergraduate, graduate professional, and doctoral school of public affairs

Discovery
• Launch the Glenn School as a preeminent center of discovery in science and technology policy, energy and environmental policy, health policy, and food policy while further securing the Glenn School’s core knowledge creation competencies in public management and public budgeting and finance

Engagement
• Extend the reach of the Glenn School’s engagement with the community throughout and beyond Ohio

Supporting Goal
• Create a culture of success that rewards excellence and supports inclusion, diversity and growth
Achieving Glenn School Objectives

This section identifies the strategies the Strategic Planning Coordinating Committee proposes to achieve the three primary goals and one supporting goal. Strategies are presented for each of the goals, along with objectives for the next five years.

LEARNING

- Accelerate the Glenn School’s emergence as a top-tier undergraduate, graduate professional, and doctoral school of public affairs

Strategic Approach

The Glenn School succeeded in achieving its learning-related goals in the first phase of strategic planning by focusing on restructuring its student services operations around an already strong master’s professional program; adding new degree programs at the undergraduate and graduate level; reorganizing its doctoral program to focus on high quality academic preparation for the fields of public management and public budgeting and finance; and integrating high level faculty and staff involvement in student recruitment and curricular policy and implementation. The result has been the creation of a well-organized recruitment, advising, and career development operation around the School’s fast-growing new and existing academic programs, and incorporation of new faculty into the quality teaching culture of the School. One fruit of these successful efforts has been new revenue growth to hire additional faculty and staff to offer more and better quality curricular and co-curricular programs to students.

The basic focus of the School’s proposed learning strategy is three-fold: (1) to continue to invest in a strong student-services and curricular foundation for each of the School’s degree programs; (2) to continue to seek out new opportunities to serve students across the campus interested in public affairs education; and (3) to solidify the school’s position within the University by becoming a College.

The reinvestment strategy keys around first navigating each of the School’s undergraduate, graduate professional, and doctoral degree programs through the University’s semester conversion process. The School’s undergraduate and doctoral degree programs conversion to semester courses was relatively straightforward. The School’s faculty, staff, students and alumni used the semester conversion process as an opportunity to re-envision the curriculum to better match new accreditation standards and professional demands within the field. Upon completion of the semester conversion process, the focus shifts to managing continued growth in all the degree programs by adding and incorporating additional new faculty and staff into the curricular process while maintaining high quality teaching and the high caliber of the academic experience overall.
In order to best manage our growth and continually improve student learning gains, the Glenn School is committed to program and course-level assessment at the undergraduate and graduate levels. With highly trained and experienced faculty and staff in the areas of assessment and accreditation, the School is well-positioned to carry out effective, sustainable, and creative assessment plans that can serve as models and further solidify the culture of assessment and reporting within higher education. Before Autumn 2012, the School will have in place assessment plans for all four degree programs which include direct and indirect measures to document student learning gains.

The faculty and staff used the semester conversion process as an opportunity to create curricular maps on which to base decisions for each program. After creating and refining program- and course-level learning goals and objectives, the curriculum became better aligned, eliminating redundancies and adding content where necessary. This helps ensure that students will attain the skills, abilities, and perspectives to achieve set learning goals at high levels upon degree completion. This serves not only our NASPAA accreditation processes, but also the University accreditation process for the undergraduate baccalaureate program. This curriculum mapping process has already been identified by the assessment body (COPRA) within NASPAA as a potential model for other Public Affairs programs nationwide.

Curricular mapping and alignment will enable us to track learning gains longitudinally by identifying learning outcomes at key points in our common core curricula at various stages in students’ careers that can then be compared to the same learning outcomes in advanced and capstone courses. Faculty will be able to compare and make informed decisions not only within courses, but also within the curricula as a whole to make changes as needed. We look forward to implementing systematic sustainable methods for consistent programmatic improvement that will make for efficient and regular data collection, analysis, and reporting.

The innovation strategy focuses on adding specializations in the School’s new bachelor’s degree and creating minors and certificates at the graduate professional level. The School strategically designed the bachelor’s degree to be flexible in meeting the shifting interests of OSU’s large and diverse undergraduate student body. By leveraging partnerships with other departments, schools, and colleges around the University the School can continue to create new innovative specialization tracks for undergraduates. In particular, given the University’s focus in the areas of food, energy, and health, the Glenn School will create new undergraduate specialization tracks in each of these three areas. At the graduate professional level, the Graduate School’s push to create new professional masters’ degree programs creates an opportunity to engage in more partnerships to professionalize existing degree programs through minors and certificates, and perhaps through new dual and joint degree programs. As it does at the undergraduate level, the University’s focus on food, energy, and health creates opportunities to develop new graduate minors and possibly dual degrees in each of these three areas.
A result of both the reinvestment and innovation strategies is projected continued growth in student majors and credit hours. These plans have been discussed with the Vice-Provost of Enrollment Services and the School has been advised that the projections are fully compatible with and complement the University’s enrollment plan. Further, the assistance of the leadership and staff of the Office of Enrollment Services with regard to the implementation of these plans has been offered, and accepted.

Both the reinvestment and learning strategies require investments in supporting information technology assets and systems. Specifically, the School will increase the number of student-use computers in the classroom, add portable Huddleboards in classrooms to facilitate group work and presentations, and implement a LANDesk to track assets and manage resources throughout their lifecycle. The School will also promote the use of a successful learning tool, Turning Point audience response clickers, throughout various courses and degree programs, and will pursue options for lecture capture and online distribution.

The solidification strategy focuses on cementing the School’s efforts to become an essential part of curricular life within the Ohio State University. The School has successfully operated for the last several years in quasi-college status with a direct reporting line to the Office of Academic Affairs (OAA). This past year, an OAA review committee recommended continuing this status indefinitely. Given the sustained and rapid enrollment in the School’s expanded curricular programs at the undergraduate and graduate levels, and the significant growth in full-time tenured and tenure track faculty, the School can best continue to provide high quality degree programs to students by securing its status as a College. With College status the School can more easily recruit high quality faculty members to staff these growing curricular programs because the School can offer credible assurance about the overall governance of faculty life (e.g. promotion and tenure).

Elements of Strategic Approach

- Reinvestment Strategy – Solidify current academic programs as magnets for top-flight, diverse students by offering first-class student services and value-adding curricular programs

Undergraduate Programs

Key Objectives
- Increase enrollment to 500 majors in public affairs and 75 minors in Nonprofit studies within five years
- Target a four-year graduation rate at or above university mean of public affairs majors within five years
- Target 75% of graduates employed or pursuing graduate degrees within one year of completing the degree
Graduate Professional Degree Programs

*Key Objectives*
- Increase total enrollment in graduate professional degrees to 275 within five years
- Maintain or increase the quality and diversity of students enrolling across graduate professional degree programs
- Increase student diversity across graduate professional degree programs
- Increase the number of students receiving financial aid through state and local government assistantships to 16 within five years
- Increase the number of students on University fellowships to five within five years

Doctoral Program

*Key Objectives*
- Increase the quality and diversity of admitted and enrolled doctoral students
- Increase the number of students on University fellowships to two within five years
- Increase the percentage of students receiving financial assistance to 90% within five years
- Increase graduate placements in top academic programs
- Increase the percentage of doctoral students engaging in teaching before graduating to 50% within five years

- Innovation Strategy – Create new and innovative academic programs that respond to growing demand for public affairs education

Undergraduate Programs

*Key Objectives*
- Create new specialization tracks to match student interests and align with University priorities in food, energy and environment, and health
- Develop elective courses in public management and public finance
- Expand number of regular course offerings in nonprofit studies

Graduate Professional Degree Programs

*Key Objectives*
- Create Graduate Minor in Public Policy and secure 25 students within five years
- Create Graduate Minors in Food, Energy, and Health Policy within five years
- Create Graduate Certificate in Nonprofit Management and secure 25 students within five years

- Solidification Strategy – Establish the School as the John Glenn College of Public Affairs
Key Objectives

- Achieve College status by 2016

DISCOVERY

- Launch the Glenn School as a preeminent center of discovery in public policy while securing the Glenn School’s core knowledge creation competencies in public management and public budgeting and finance

Strategic Approach

The Glenn School succeeded in achieving its discovery-related goals in the first phase of strategic planning by building its research competencies in public management and public budgeting and finance, and beginning to selectively invest in policy areas, most notably science and technology policy. These two public affairs subfields of public management and public finance are the core pillars of successful public affairs programs around the country. The School succeeded in hiring multiple faculty members in both areas. These new hires have already been successful in publishing research in top-rated, peer reviewed outlets and securing external funding for their research. As the research program expands and the curricular program enrollment grows, the School must continue to expand its activities to provide information to the professional public affairs academic community, policymakers, and the public about the research achievements and growing capacity of the School’s Faculty.

To this end, the School also won a competition between other top public affairs schools to host the premiere bi-annual research conference in public management in 2009. This conference served as a venue to showcase the School’s new faculty and the School’s world-class facilities in Page Hall. The School has also proposed to host the national meeting of the National Association of Schools of Public Affairs and Administration. In the next phase, the Strategic Planning Coordinating Committee proposes to continue this approach of building the faculty in public management and public budgeting and finance – the core growth strategy – as this will solidify the School’s core competencies.

Now that the School has successfully built a foundation in public management and public budgeting and finance, the Coordinating Committee recommends taking steps to distinguish the School from other public affairs schools by continuing to target selective policy areas to hire faculty. In distinguishing itself from other schools of public affairs, the Coordinating Committee suggests investing in areas in which other public affairs schools have not established a preeminent position, but where the School can continue to build a distinctive reputation. The Coordinating Committee’s Distinction Strategy recommends continuing to invest in science and technology policy because (1) it is a key to economic development for the U.S. and other
nations; (2) it capitalizes on the strong science and technology programs in other colleges of The Ohio State University; (3) few other public affairs schools have faculty in this area, and no dominant player exists; (4) the Glenn School enjoys a branding advantage because of Senator Glenn’s life history. In addition, the School already has made investments in this area through the creation of the Battelle Center for Science and Technology Policy; and (5) it builds on the School’s foundation of involvement in Science and Technology Education Policy.

The Coordinating Committee also recommends leveraging other partnerships where the University already has considerable strengths. This Leveraging Strategy suggests linking to other OSU departments, schools, and colleges in the three University target discovery areas. Of the three, the School has already made working connections with other campus partners in the energy area, and is exploring partnerships in the other two areas. Over the course of the next three years, the School plans to recruit nine new faculty in these areas, three in food policy, three in energy policy, and three in health policy. The Coordinating Committee recommends that the funding for these faculty come from a mix of School resources, financial support from the University, and development funds (the attached budget details the proposed distribution). Over time, the expectation is that the recruitment of these faculty members will generate supporting resource streams from new degree programs (i.e. the new proposed minors in the Learning area) and grant research and technical assistance services undertaken by these new faculty members.

Elements of Strategic Approach

- **Core Growth Strategy** – Grow and retain a creative world-class interdisciplinary public affairs faculty with core strengths in public management and public budgeting and finance
  
  *Key Objectives*
  - Increase the size of the core faculty
  - Expand the number of senior faculty and increase participation in mentoring of junior faculty
  - Increase the School’s US News and World Report ranking from 29th to 22nd within five years

- **Distinction Strategy** – Cultivate the Glenn School’s assets in science and technology policy
  
  *Key Objectives*
  - Generate external funding for science and technology policy research through faculty research grants and technical assistance services
  - Involve external experts in Glenn School science and technology policy research programs
  - Explore potential joint-hires with other OSU departments and schools
Leveraging Strategy – Provide policy analysis capacity across the University in targeted discovery areas of energy, food, and health

*Key Objectives*
- Hire three faculty in energy policy over the next three years
- Hire three faculty in food policy over the next three years
- Hire three faculty in health policy over the next three years
- Generate external funding for energy, food, and/or health policy research through faculty research grants and technical assistance services
- Host a workshop on sustainable energy
- Host a major international conference on energy policy with broad participation from across OSU within three years
- Establish a post-doctoral program in energy policy research within three years
- Explore potential joint-hires in energy, food, and/or health policy with other OSU departments and schools
- Explore potential for joint degree in regulatory science with Health cluster colleges
- Explore interdisciplinary energy, food, and/or health policy initiatives with relevant colleges, schools, and departments

**ENGAGEMENT**

- Extend the reach of the Glenn School’s engagement with the community throughout and beyond Ohio

**Strategic Approach**

In the previous version of the School’s strategic plan, the basic engagement approach was to develop the capacity to provide technical assistance and training services to organizations around the state and to promote civic engagement among Ohio’s citizens through the creation of an undergraduate public affairs degree. This approach has been successful and a variety of state and local agencies in Ohio have been increasingly served by the School's technical assistance and training programs. The School proposes to build off these initial efforts. There will be an emphasis on the quality and impact of engagement.

The first proposed strategy – the Strategic Partnership Strategy – is to focus the School’s new research, service, and engagement at a limited number of key stakeholder agencies at the state and local levels. The School intends investing initially in a limited number of agencies, solidifying the relationship, and then expanding to other agencies over time. This will be done in addition to the current Management Advancement for the Public Service (MAPS) and other training programs which will continue to serve Ohio state and local governments.
The second proposed strategy – the Civic Engagement Strategy – is to both expand the reach of the School’s new undergraduate program by increasing enrollment and to develop a means to translate and transfer knowledge discovered at the School to Ohio’s general citizenry. The School has begun to explore how other public affairs schools and institutes cost effectively disseminate their discovery findings in order to emulate a successful model.

The third proposed strategy – the Alumni Involvement Strategy – is to build on the School’s investment in Alumni relations and the successful creation of an active Alumni board to involve alumni in more of the School’s activities. As the School continues to provide alumni with high-demand services and events, and meaningful volunteer opportunities, their sense of belonging and their commitment to the School will deepen. The School has a large alumni base at the federal, state and local level, and through increased alumni engagement in the day-to-day life of the School, the School can nurture strategic partnerships in targeted agencies (i.e. the strategic partnership strategy), and cultivate new donors, among other benefits.

Finally, the fourth proposed strategy – the Capacity Development Strategy – is to expand provision of training and technical assistance services to other actors beyond state and local agencies, namely federal agencies, nonprofits, and for profit organizations. Of the three groups, the School is best positioned to offer services to federal agencies because of its Washington presence and connections through faculty research and the School’s Washington Academic Internship Program. However, because the focus in the near term of the School’s engagement efforts is at the state and local level, the plan is to create the capacity to deliver the services now and expand the delivery of these services in the future. The effort will seek to build on faculty research interests. They will also involve the School’s developing strengths in the use of technology reaching diverse audiences.

To support each of these engagement strategies the School will make important investments in information technology assets and systems. In particular, the School will consolidate its existing and disparate Customer Response Management software systems into a single system – Talisma – through partnership with the Fisher College of Business.

Elements of Strategic Approach

- Strategic Partnership Strategy – Target and grow the School’s service to state and local governments in Ohio

  
  Key Objectives
  
  - Provide extensive training and technical services to three strategic partner agencies at the state and/or local levels within one year
  - Expand the number of strategic partner agencies at the state and/or local levels to 12 within five years
• Increase the number of School sponsored internships in state and local governments to 16 within five years

• Civic Engagement Strategy – Enhance the School’s service to the citizens of Ohio

   Key Objectives
   o Hold speaking events in person and virtually on salient public affairs topics open to the general public each year
   o Expand the number of public affairs related courses that involve students from across OSU’s schools and departments
   o Create a systematic means to distribute research findings discovered at the School in forms that are accessible to the public

• Alumni Involvement Strategy – Integrate the School’s alumni throughout the School’s activities

   Key Objectives
   o Increase the number of alumni interacting with students
   o Establish and expand value-added programs, services, and events for alumni that increase alumni involvement in and affinity for School activities
   o Increase the number of alumni who make financial gifts to School programs
   o Continue to expand the use of the School’s growing social media capabilities to engage more alumni

• Capacity Development Strategy – Structure the Glenn School’s service to federal, non-profit, and for-profit organizations

   Key Objectives
   o Provide training and technical services to one strategic partner agency within the federal, non-profit, or for-profit sectors within one year
   o Expand the number of strategic partner agencies at the federal level to four within five years
   o Develop marketing plan for selected services to federal, non-profit, and for-profit organizations
   o Explore potential for providing policy process and policy analysis services to private firms
   o Secure three contracts or grants with federal, for-profit and/or non-profit organizations within five years
SUPPORTING GOAL

- Create a culture of success that rewards excellence and supports inclusion, diversity and growth

Strategic Approach

The School’s culture serves as the platform for all of the other strategies. A positive culture across the school will promote success in the pursuit of each of the other three strategic areas. In the first phase of the strategic plan, the School’s cultural efforts focused on merging the outreach and engagement culture of the former Glenn Institute with the academic culture of the former School of Public Policy and Management. Given the different missions of each unit, this was not an insignificant undertaking. The primary means of bridging the two cultures was on creating work groups that combined faculty and staff, and holding meetings in which faculty and staff members were equal participants. This approach succeeded in creating working relationships and partnerships between faculty and staff, rather than two separate cultures.

Concomitantly, a representative democracy requires that a diverse public affairs workforce and diverse groups within the citizenry be engaged in managing public affairs and formulating public policy. The School will continue to build on its activities to help the state and the Nation to meet that requirement.

With this first phase complete, the Coordinating Committee recommends four culture-oriented strategies listed below. These strategies are intended to be cross-cutting across the three strategic goals and accompanying primary strategies. As such, these strategies share the same metrics as these other goals.

Integration Strategy – Integrate new faculty and staff members in a culture of success

Over the last four years, the School has been highly successful in achieving its outcomes. Faculty, staff, and students have all worked hard to achieve a large amount (e.g. the creation of the undergraduate program, rapid growth in graduate professional degree programs, hiring of new faculty and staff members). The School’s faculty and staff members have set a high bar for achievement moving forward. As the School brings on new faculty and staff members in the future, the focus is on retaining this culture of success and promoting it to new entrants. This starts at the top with the Director actively communicating to new hires the importance of performing at a high level and regularly following up to continue to communicate the basic message. It also includes leaders of various components of the School (e.g. Student Services, Curriculum, Outreach and Engagement) promoting a similar message in their day-to-day communications with faculty and staff members.
Excellence Strategy – Develop clear performance metrics and reward high performance

As an accompaniment to the first strategy, the School needs to formalize clear performance metrics for faculty and staff members and find multiple ways to reward high performance. In the first phase, the School successfully changed its promotion and tenure standards for faculty to better reflect success in a school of public affairs rather than a more traditional department of social science. This effort has by and large been a success as junior faculty members report clarity about what the expectations are for advancement. At the moment, the School is undergoing a similar process for staff members with the development of a new set of performance standards for each position in the School. This new performance evaluation system will be the basis for merit increases and job reclassifications moving forward.

Inclusion and Growth Strategy – Support high standards with opportunities for dialogue and development

Clarity about the standards of success and rewards for meeting those standards need to be matched by possibilities for faculty and staff members to discuss the connection between those standards and the activities they engage in, as well as opportunities to invest in training and other self-improvement exercises. For faculty, the School has developed a mentoring system to help junior faculty members learn how best to balance their teaching, research, and service expectations. For staff, this means regular communication between unit directors and subordinates about goal setting and opportunities for training and education.

Diversity Promotion Strategy – Recruit, Hire and Retain a Diverse Faculty, Staff, and Student Body

A continual focus for the School has been to recruit, hire and retain diverse faculty and staff. To this end, the School will strongly encourage female and under-represented minority group candidates to apply for faculty and staff positions and post job listings for these positions in venues targeted at under-represented groups. As noted earlier, the School will continue its faculty mentoring program for all new hires in an effort to increase retention. The School will also continue to expand its activities in recruiting a diverse student body at both the graduate and undergraduate levels.
Tracking Performance against Glenn School Objectives

To track performance against the Glenn School’s objectives, the School has developed metrics that align with the specific strategies laid out in this plan. Many of these measures and objectives are explicitly linked to the strategies identified here and as such provide tracking guidance as the strategies are carried out. Additional measures provide a more global picture of the School’s health in achieving goals linked to the University’s larger goals and objectives. These measures are drawn from the University’s various scorecards.

**Glenn School Learning Metrics and Objectives**

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Metrics</th>
<th>2016 Objective</th>
<th>1-Year Goal</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># graduate professional students funded</td>
<td>25</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td></td>
<td># graduate professional students on fellowship</td>
<td>5</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Program Solidification</td>
<td># doctoral students on fellowship</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% doctoral students funded</td>
<td>90%</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>% doctoral students teaching before graduation</td>
<td>50%</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate Student Academic Quality Index</td>
<td>66.5</td>
<td>64</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Governance status within university</td>
<td>College status</td>
<td>School status</td>
<td></td>
</tr>
<tr>
<td>Program Growth</td>
<td>Undergraduate bachelor’s enrollment</td>
<td>500</td>
<td>300</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nonprofit studies minor enrollment</td>
<td>75</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduate professional enrollment</td>
<td>275</td>
<td>200</td>
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<tr>
<td>Student Outcomes</td>
<td>Four-year undergraduate graduation rate</td>
<td>At or above the university mean</td>
<td></td>
<td>Within 10% of university mean</td>
</tr>
<tr>
<td></td>
<td>% undergrads employed/grad school w/in 1 year</td>
<td>75%</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
### Program Innovation
- New undergraduate specialization tracks in homeland security policy, program evaluation and science & technology policy
- Elective courses in public management & finance
- Graduate minors in food, energy, and health policy
- Graduate minor in public policy and public management
- Graduate certificate in nonprofit studies

### Glenn School Discovery Metrics and Objectives

<table>
<thead>
<tr>
<th>Discovery Theme</th>
<th>Metrics</th>
<th>2016 Objective</th>
<th>1-Year Goal</th>
<th>Status</th>
</tr>
</thead>
</table>
| Core Growth and Distinction | • US News and World Report Ranking  
• Total John Glenn School of Public Affairs Research Expenditures | • 22nd  
• $2,350,000 | • 29th  
• $2,500,000 | |
| Leverage Partnerships (Energy, Food, & Health) | • National and/or international energy conferences  
• Energy policy post-doctoral program  
• # grants in each of the three discovery areas  
• # of new full time or joint faculty in each of the three areas | • Major international conference  
• Initiated and funded  
• 1 in each of the areas  
• 3 in each of the areas | • Major workshop  
• Proposal  
• 0  
• 1 in each of the areas | |
## Glenn School Engagement Metrics and Objectives

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Metrics</th>
<th>2016 Objective</th>
<th>1-Year Goal</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategic Partnerships</strong></td>
<td>On-going strategic partnerships with state &amp; local organizations</td>
<td>12</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td># Grad Student Interns @ State &amp; Local Agencies</td>
<td>16</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td><strong>Civic Engagement</strong></td>
<td>Systematic delivery of research to Ohio citizens</td>
<td>Initiated and Deployed</td>
<td></td>
<td>Planned</td>
</tr>
<tr>
<td><strong>Alumni Involvement</strong></td>
<td>% of alumni who feel very satisfied with the School for providing opportunities to stay or be involved</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>% of alumni who feel a strong connection to the School</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of alumni who donate annually to the School</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of alumni who attend School events</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td># of alumni who interact with students</td>
<td>TBD</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Capacity Development</strong></td>
<td>On-going strategic partnerships with federal organizations</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contracts with for profit and nonprofit organizations</td>
<td>3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Workplace Culture Index</td>
<td>TBD</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Fundraising Activity</td>
<td>$1,950,000</td>
<td>$975,000</td>
<td></td>
</tr>
</tbody>
</table>

### Notes
- **TBD** indicates a target that has not been determined.
- **Set baseline** indicates that a baseline has been set but not yet achieved.
Appendix 3 – Local, State, Federal, University and Nonprofit Memberships in Glenn School Professional Development Programs, 2011-2014

<table>
<thead>
<tr>
<th>State</th>
<th>County</th>
<th>Local</th>
<th>Federal</th>
<th>Ohio State</th>
<th>Nonprofit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditor of State of Ohio Office of the Ohio Consumers' Counsel</td>
<td>Columbus &amp; Franklin County Metro Parks Delaware County Dept of Job &amp; Family Services Franklin County Board of Commissioners (8 Divisions) Franklin County Public Health Miami County Commissioners</td>
<td>City of Delaware City of Gahanna City of Montgomery City of New Albany Upper Arlington Public Library</td>
<td>AFMETCAL-ENHRM Federal Highway Administration NASA Glenn Research Center</td>
<td>OSU Blackwell Inn at Fisher College OSU College of Medicine OSU Department of Psychology OSU Facilities Operations and Development OSU Knowlton School of Architecture OSU Office of Business &amp; Finance</td>
<td>Association for Developmental Disabilities (ADD) American Association of Retired People (AARP) Central Ohio Transit Authority (COTA) Solid Waste Authority of Central Ohio (SWACO) The Ohio Police &amp; Fire Pension Fund</td>
</tr>
</tbody>
</table>
Appendix 4 – Number of Local, State, Federal, University and Nonprofit Employees in Glenn School Professional Development Programs, 2011-2014
Appendix 5 – Glenn School Outreach and Technical Assistance to Local, State, Federal, University, and Nonprofit Organizations, 2012-2014

State

Ohio Office of Budget and Management/Ohio Department of Taxation
Dr. Jason Seligman works with the Ohio Office of Budget and Management and the Ohio Department of Taxation to improve the economic forecasting capacity of state agencies. His work supports the agencies in expanding their forecasting capacity. Dr. Seligman also worked with OBM regarding an analysis of state-employee pension funds to inform the work of the state agencies and to build their long term capacity to act.

Ohio Office of Budget and Management/Ohio Department of Medicaid
In FY 2014 Dr. Jason Seligman provided technical assistance to the Ohio Department of Medicaid and the Ohio Office of Budget and Management in constructing more robust modeling environments for forecasting Medicaid eligibility, costs, and cash flows impacting the State of Ohio. His work helped to develop the agencies’ expertise with data and to broaden and deepen the State’s labor pool with relevant skills.

Ohio Housing Finance Agency
Dr. Stephanie Moulton has an on-going relationship with the Ohio Housing Finance Agency to provide research and consultation services regarding housing programs. She also provides updates on critical issues and specialized analyses and consultation to staff for the design, implementation and evaluation of homebuyer education and counseling programs. Her work during the last three years has looked at the Hardest Hit Fund (Restoring Stability) and evaluation of MyMoneyPath for future OHFA first time homebuyers. The Glenn School has also provided strategic planning training and facilitation services to the agency culminating in a presentation of the draft plan to external partners/stakeholders at the Annual Plan Advisory Board meeting.

Ohio Auditor of State
During FY 2013 Dr. Anand Desai and Dr. Stéphane Lavertu provided the Auditor’s office with professional consulting services and strategic counsel in:
- Identifying and analyzing statistical sample data from student files to determine valid inferences regarding district and school attendance procedures;
- Identifying and analyzing performance and attendance data to determine schools and districts for investigatory focus and;
- Developing a document outlining protocols for analyzing school attendance and performance data and identifying districts and schools with problematic data reports.

Ohio Department of Public Safety
Via contract with the Ohio Department of Public Safety the Glenn School developed and implemented a ten week leadership development program for Ohio State Highway Patrol
lieutenants and those in parallel positions in other Ohio police agencies. Since 2013 over sixty students have graduated the Academy and have received 10 undergraduate credits for their work in this comprehensive leadership development program. Four Glenn School faculty currently teach in the Academy. The 2015 Academy is scheduled to begin March 16, 2015. Enrollment in this extended education program counts toward the Glenn School headcount for university budget allocation purposes.

Ohio Development Services Agency
Dr. David Landsbergen is providing technical assistance to enhance Ohio’s ability to research Open Data practices as a result of Amended Substitute House Bill 59. He has completed an in-depth to meet the requirements of section 701.30 (b) of the bill.

Federal

US Department of State
During FY 2013 the Glenn School hosted foreign journalists who were in the US to observe the election. Glenn School staff arranged for space and Dr. Wendy Smooth as a speaker.

US Agency for International Development
From FY2008 through FY 2013 the Glenn School served as the prime subcontractor on a US. Agency for International Development cooperative agreement that provided technical assistance to Ukraine’s national parliament and the parliament of the autonomous republic of Crimea.

Local

City of Columbus
The Glenn School is working with the City of Columbus Department of Public Utilities to manage and facilitate community outreach related to the City’s Blueprint Columbus project – an integrated plan using green infrastructure to address sanitary sewer overflows.

Dayton Development Coalition
During FYs 2012-14 the Glenn School worked with Florida State University to support the development of regional airspace for the integration of unmanned aerial vehicles (UAVs) for the Dayton Development Coalition. Staff provided facilitation on this project to support the vision for the region to be the destination of choice for UAV developers, manufacturers, suppliers, and training and education providers.

Nonprofit

United Way of Central Ohio
Dr. Josh Hawley and PhD candidate Julie Maurer are working to quantify the impact of the benefits cliff on low-income workers trying to transition off public benefits. They have
conducted a literature and policy review comparing Ohio’s benefits policies with those of other states and are working on a comprehensive model to illustrate the extent to which the benefits cliff exits for central Ohioans.

Ohio Association of Community Action Agencies
The Glenn School continues to support the Ohio’s Community Action agencies by identifying outstanding programs and promoting best practices to the network of agencies.

The Ohio State University

Center for Public Health Practice
MA graduate of the School Don Anderson and PhD student Lisa Frazier developed a course on “Leveraging Public Health Policy to Improve Lives” for inclusion in the Public Health Management and Leadership certificate program, 2013 Summer Program. Public health practitioners have a responsibility to formulate, advocate for, and implement public health policy that will improve people’s lives. The programs and policies they develop should be based on data and analysis that comes from sources that are credible and authoritative and should reflect the current trends in public health policy and be evidence-based. This course will help practitioners develop public health policy that meets those standards and give them the tools they need to advocate for and implement public policy.

Government Resource Center
During FY 2012-13 Glenn School staff conducted stakeholder focus groups for the Ohio Colleges of Medicine Government Resource Center to support the Scioto Paint Valley Mental Health System’s integrated care planning project and to support a project on making health care reform work for people with developmental disabilities sponsored by the Ohio Developmental Disabilities Council.

Ohio Manufacturing Institute
In FY 2013 Dr. Beth-Anne Schuelke-Leech received funding to conduct a manufacturing roundtable to facilitate conversation between policymakers and industry representatives.
## Appendix 6 – Number of OSU Alumni by College Enrolled in or Graduated from Glenn School Graduate Degrees

<table>
<thead>
<tr>
<th>College of The Arts</th>
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Appendix 7 – List of Washington Academic Internship Placements, 2011-2014

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<td>American Councils for International Education</td>
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<td>American Red Cross</td>
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<td>Bright Beginnings Inc.</td>
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<tr>
<td>Center for American Progress</td>
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<td>Center for Financial Services Innovation</td>
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<td>Center for Responsive Politics</td>
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<td>Center for Science in the Public Interest</td>
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<td>National Parks Foundation</td>
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<tr>
<td>Smithsonian Institution</td>
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<td>White House Internship- Office of the First Lady</td>
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</table>


Appendix 8 – Letters of Support
October 20, 2014

Dr. Joseph Steinmetz  
Executive Vice President and Provost  
Office of Academic Affairs  
190 North Oval Mall  
Columbus, OH 43210

Dear Joe,

The College of Engineering offers its support of the proposal from the John Glenn School of Public Affairs to become a college at the Ohio State University. The Glenn School has demonstrated the ability to function successfully as a college within the University’s governance system and has added value across the University. The School is poised for continued growth and impact and will enhance its own reputation and that of the university through college status. The College of Engineering and the Glenn School are embarking on partnerships that will enhance both units. For example, the Glenn School is developing an undergraduate minor in Science, Engineering and Public Policy that will be of benefit to many Engineering students and other students across the university. We also have a joint hire in place in energy policy and are developing another in aerospace policy.

Sincerely,

David B. Williams, PhD, ScD  
Monte Ahuja Endowed Dean's Chair  
Executive Dean of the Professional Colleges  
Dean of the College of Engineering
October 29, 2014

Trevor Brown  
Director  
John Glenn School of Public Affairs  
350C Page Hall | 1810 College Road, Columbus, OH 43210

Dear Trevor,

I would like to express my strong support for the proposed transition of the John Glenn School of Public Affairs to the status of College at The Ohio State University.

Without a doubt, there is a timely and vital need for a multi-disciplinary conversation focused on the global impact of public policy and public management on countless areas of our lives. The creation of a strong College of Public Affairs at Ohio State will certainly lead to successful collaborations of industry, government and academic leaders and the impact and influence of the College would be far-reaching.

The Fisher College of Business has several connections to the Glenn School, including a dual graduate degree. Several of our undergraduates participated in the Schools' Washington Academic Internship Program. There is a natural connection between the study of business and the study of public affairs and public administration and management. I fully support the Glenn School's proposed change from School to College and look forward to further collaborations. Please contact me if I can be of further assistance.

Sincerely,

Christine A. Poon  
Dean and John W. Berry, Sr. Chair in Business
October 15, 2014

Joseph E. Steinmetz
Executive Vice President & Provost
The Ohio State University
203 Bricker Hall
190 North Oval Mall
Columbus, Ohio 43210

Dear Provost Steinmetz:

I am writing in support of the Glenn School’s proposal to become a college. As you know, I am familiar with the Glenn School from my work with the Director search committee, and the ambition to elevate Glenn to college status was already apparent and appropriate. From the College of Law’s perspective, the Glenn School rivals the Fisher College of Business and the Department of Political Science as the unit with which we have the greatest integration. We have many students who receive a JD/Masters of Public Affairs and our faculties collaborate informally in many matters. As the College of Law has expanded our expertise and offerings in National Security Law, Glenn School faculty have proven to be an important asset. We also have faculty with courtesy appointments in Glenn.

In short, the John Glenn School of Public Affairs, which already operates as a college in many ways, has the College or Law’s full support in its proposal to move to college status.

Sincerely,

Alan C. Michaels
Dean and Edwin M. Coopperman Professor of Law
October 30, 2014

Dr. Trevor Brown, Director
John Glenn School of Public Affairs
350C Page Hall
1810 College Road
CAMPUS

Dear Trevor:

It is a pleasure to provide this letter in support of the John Glenn School of Public Affairs' proposal to become a College. The growth demonstrated over the last eight years since becoming a School has been impressive, with your efforts consistently contributing to the ongoing success and stature of The Ohio State University.

The opportunities for the John Glenn College of Public Affairs are immeasurable in the Ohio State intellectual climate. You are well-positioned to provide a leadership role in addressing critical societal needs, and the approaches inherent in your proposal will ensure success in strengthening the University’s mission areas of teaching, research, and outreach.

The College of Food, Agricultural, and Environmental Sciences values numerous existing partnerships with the Glenn School, and we look forward to expanding on those collaborations in close alignment with the University’s Discovery Theme Initiatives related to food systems and environmental policy issues.

I fully support the proposal and am confident that it will lead to fruitful and ongoing collaborations across Ohio State.

Sincerely,

Bruce A. McPherson
Vice President for Agricultural Administration and Dean
October 27, 2014

Trevor Brown, PhD
Director
John Glenn School of Public Affairs
350C Page Hall
1810 College Road
Columbus, OH 43210

Dear Dr. Brown,

I am very supportive of the John Glenn School of Public Affairs to proceed with a transition to an independent college at The Ohio State University. As you know, we work closely with the Glenn School in developing new educational and policy initiatives. You have been an invaluable partner to us. As I have said to many others, “If evidence-based public health research does not translate into effective changes in public policy, the research has virtually no value.” We need to have a strong and independent college of public affairs to have the broad community of OSU at the forefront of public affairs and public policy in education, research and service.

We have closely partnered in many educational venues including:

- Two dual graduate professional degrees (Dual MHA/Master of Health Administration; dual MPH/Master of Public Health);
- One undergraduate minor in Public Health that counts toward the specialization requirement of the Bachelor of Public Affairs degree;
- A handful of Public Health courses that count as specialization courses in the Bachelor of Public Health Affairs degree;
- One Public Health undergraduate degree program where students have pursued a dual degree with the Bachelor of Public Affairs degree;
- One Public Health undergraduate that has participated in the Glenn School’s Washington Academic Internship Program (we need to increase this number!); and
- One Public Health employee that has completed a graduate degree from the Glenn School.

As an independent college and with further growth, we would envision additional educational and research partnerships.

Public health and public affairs are inextricably linked to the core missions of OSU as a land grant university and our obligation to address the needs of the citizens of Ohio. We need better ways to facilitate communication across county, state and federal agencies that impact the daily lives and health of our residents. We value your partnership and your willingness to always be there at the table with us.

Sincerely,

William J. Martin II, MD
Dean and Professor
October 14, 2014

Joseph E. Steinmetz, PhD
Executive Vice President and Provost
203 Bricker Hall
190 North Oval Mall
CAMPUS MAIL

Dear Provost Steinmetz,

I write to offer the support of the College of Arts and Sciences for the proposal of the John Glenn School of Public Affairs to become a college at The Ohio State University. The Glenn School has been functioning as a college for a sufficient period of time to demonstrate that it adds value to the University.

Numerous connections between the Glenn School and the College of Arts and Sciences deliver benefits to students and faculty across the University. Becoming a college will enhance the Glenn School’s reputation and further contribute to the University’s public mission.

I offer my endorsement.

Sincerely,

David Manderscheid
Executive Dean and Vice Provost
October 31, 2014

Trevor Brown, PhD
Director
John Glenn School of Public Affairs
350C Page Hall
1810 College Road
Columbus, OH 43210

Dear Trevor,

I am writing to express my support for the proposed plan to award “college status” to the John Glenn School of Public Affairs at The Ohio State University.

My support for this proposal is based on the Glenn School’s current activities and programs that enhance the university’s external connections, in addition to the fact that the School is engaged in a number of significant educational, research and outreach endeavors with other colleges across campus.

As one of the largest land-grant universities in the nation, Ohio State’s numerous undergraduate, graduate and doctoral programs have many natural affinities that need to be successfully integrated for maximum impact and efficacy. The Glenn School contributes significantly to this goal through its dual degree programs and other approaches to collaborative educational experiences.

While its role within the university is expanding, the School’s reputation is being enhanced nationally as it creates knowledge that informs the decisions of leaders at the local, state and national levels, and as its successful alumni become leaders and decision makers in their own right.

I have seen a similar level of programmatic growth that was demonstrated by the Humphrey School of Public Affairs at the University of Minnesota. Their status as a school (college) afforded them significant opportunities and provided a degree of visibility that helped to ensure broad engagement across the entire campus. External to the university, they had a perceived level of stature equivalent to the other colleges and, therefore, they were valued at a high level in partnerships and collaborations with private and public sector groups.

As dean of the College of Dentistry, I fully support the Glenn School’s proposed transition to “college status” at The Ohio State University.

Sincerely,

Patrick M. Lloyd, DDS, MS
Professor and Dean
October 13, 2014

Trevor Brown, Director
John Glenn School of Public Affairs
1810 College Road
Columbus OH 43210

Dear Director Brown:

The purpose of this letter is to document my full support of the Glenn School’s proposal to become a free-standing college within The Ohio State University. I believe it has been successfully functioning as a college for an extended length of time, is growing in all three missions of the university, and serves the larger university community in its efforts. Dr. Brown and his faculty have proven their interest, commitment, and productivity in university-wide partnerships that will only prove more valuable as more become aware of the opportunities such partnerships offer.

The various programs offered to students, especially at the undergraduate level, are of great benefit to the campus.

With college status, I expect that its status will rise nationally and the increased recognition will add luster to Ohio State broadly speaking. In sum, I see only positive benefit from this proposed change and am in full support.

Sincerely,

Cheryl Antrim, Dean
College of Education and Human Ecology
October 13, 2014

Joseph E. Steinmetz, PhD
Executive Vice President and Provost
Bricker Hall
199 N. Oval Mall
CAMPUS MAIL

Dear Provost Steinmetz,

I am writing in support of the proposal for the John Glenn School of Public Affairs to attain college status within The Ohio State University.

While still a relatively young program, The John Glenn School of Public Affairs has fully met the university’s goals and objectives required for this transition to occur. They are providing integrated education, research, and outreach activities for students across the university. They are successfully partnering with other colleges here at the university to create dual degree programs at the undergraduate, graduate, and doctoral levels that will allow our students the opportunity to further their education and their careers. The national reputation of JGSPA is growing and granting them college status will affirm OSU’s belief in their contributions to the public sector.

In addition, the alumni of JGSPA have a rich history of successful and impactful contributions at the local, state, national and international levels. They are the policy makers now and will continue to be in the future.

As dean of the college of nursing, I wholeheartedly support this proposal.

Sincerely,

Bernadette Mcerley
Bernadette Mcerley, PhD, RN, CNM, PNP, FAAN
Associate Vice President for Health Promotion
University Chief Wellness Officer
Dean and Professor, College of Nursing
Professor of Pediatrics & Psychiatry, College of Medicine
October 10, 2014

Trevor Brown, PhD
Director
John Glenn School of Public Affairs
350C Page Hall
1910 College Road
Columbus, OH 43210

Dear Trevor:

I am writing to convey my support for the John Glenn School of Public Affairs proposal to move to college status. The proposal makes a compelling argument for a John Glenn College of Public Affairs. Approval will benefit your students and alumni, and provide a platform for the Public Affairs to grow even further under your leadership.

Your proposal describes considerable potential benefits of college status to Public Affairs and by extension to the university. It is my own experience status as a college provides a level of recognition and regard among peers that is reflected in rankings, prestige, and opportunities for national leadership for faculty. There is a high correlation in academic social work between college status and rankings, which appears to be the case in your area too.

As your proposal notes, Public Affairs already has the infrastructure in place, and has been functioning as a quasi-college for sometime. You have the administrative and support structure to initiate a college of your size, and you are organized in the most efficient manner for promoting interdisciplinary collaboration and effectively operating a smaller college unit. Transitioning to college status largely formalizes existing functions, and does so with many benefits.

As a fellow member of the Professional Dean’s cluster, I have had an opportunity to work closely with you. Your faculty are highly collaborative and engaged with many other units across campus. The College of Social Work and Glenn School also have long standing teaching collaborations. Our most popular dual degree is our MSW/MA and our list of shared alumni includes a number of very accomplished individuals.

Given the considerable benefits to so many, the presence of skilled leadership, and the history of an effective independently functioning unit, the creation of the John Glenn College of Public Affairs makes great sense at this time. Congratulations on a very effective proposal.

Sincerely,

[Signature]

Tam Gregoire, PhD
Dean
October 8, 2014

Trevor Brown
Director
John Glenn School of Public Affairs
350C Page Hall
1810 College Road
CAMPUS

VIA E-Mail: brown.2295@osu.edu

RE: John Glenn School of Public Affairs College Status Proposal

Dear Trevor:

Thank you for sending the draft of the proposal for the John Glenn School of Public Affairs to become a College. The School has become an important component of the mission of the University, has significantly matured as an academic entity and contributes to our achieving our broad institutional goals.

I wholeheartedly support the proposal for College status. I look forward to working with you and your colleagues and to a broader interaction between our programs. On behalf of the faculty of the College of Medicine I wish you every success in the continued evolution of the Glenn School of Public Affairs.

Sincerely,

Edmund Funai, M.D.
Interim Dean, College of Medicine
October 12, 2014

Trevor Brown, Director
John Glenn School of Public Affairs
350C Page Hall
1810 College Road
Columbus, OH 43210

RE: John Glenn School of Public Affairs College Status Proposal

Dear Trevor:

I’m pleased that you have requested a letter of support for College Status and must thank you for sending the draft proposal detailing this exciting change. The School’s accomplished and dedicated faculty have grown in breadth and depth, serving an ever-widening community of undergraduate and graduate students. We can proudly see our expanding family of alumni serving in positions at the local, state, national, and international levels, as well as leading nonprofits and private sector organizations.

It’s time to leverage the promise of our faculty, students, and alumni for the greater good. Let’s reach the fullest potential of John Glenn’s intent for the School by extending the scope of its commitment to the University, through the transition to College status.

On behalf of the John Glenn School Alumni Society Board, I extend full and enthusiastic support for the School’s new opportunity to serve the University and its stakeholders. I have no doubt that the reach and impact of the Glenn mission and vision will deepen and flourish with College status, and I look forward to fresh prospects for research collaboration, interdisciplinary leadership, classroom innovation, and public service commitment to come.

Sincerely,

[signature]

Kimberly Ratcliff, MPA
John Glenn School Alumni Society
President, 2014–16
October 13, 2014

Dr. Joseph Steinmetz
Provost
The Ohio State University

Dear Joe,

I write in support of the proposal to establish the John Glenn College of Public Affairs.

The decision to first create the John Glenn School of Public Affairs was appropriate for the initial stage of development of the unit, but that institutional position will no longer serve the public affairs mission of the unit or the University.

I would like to offer a few observations that I believe are pertinent to this important step in the growth of public affairs education at The Ohio State University.

First, public affairs educational activities have grown immensely at universities around the country and especially among top-tier universities. The scope of their educational programs, research and research funding, and outreach is demonstrably greater and more complex than previously, and our peer institutions have been moving aggressively to improve their competitive positions. They have recognized that units in public affairs can play major roles in developing and fulfilling the public affairs missions of the whole university, and have placed greater institutional priority on such units. Establishing the John Glenn College of Public Affairs will position The Ohio State University to compete for leadership in public affairs research, education, and impact on public service and public policy at the national and international level.

Second, this transition will create greater opportunities for the College and the University to work with policymakers at local, state, national, and international levels. The School has already established some relationships with other colleges within OSU to impact public policy, and this transition will greatly enhance the capability of all colleges within OSU to work collaboratively to have a greater impact on public policy.

Third, the University's land grant mission will be enhanced by providing a solid and enduring institutional foundation for integrating the activities of academic units across the campus in furtherance of public affairs education, research, and outreach.

Fourth, the University’s ability to attract and recruit top tier students dedicated to public affairs from around the nation and internationally will be greatly enhanced. Those students who are dedicated to public service will soon recognize that The Ohio State University has placed a top priority on public affairs education and possesses the comprehensive programs that will serve their needs.
October 13, 2014
Page 2

During my tenure as Founding Director of the John Glenn School, I was impressed and gratified by the cooperation of college leaders from across the university, as well as leaders in central administration, in building the breadth and depth of public affairs initiatives at The Ohio State University. This transition will constitute a testament to all their efforts and will facilitate Ohio State becoming a national leader in public affairs education.

Sincerely,

Charles R. Wise
Distinguished Visiting Professor
Arizona State University
November 18, 2014

Dr. Joseph E. Steinmetz  
Executive Vice President and Provost  
203 Bricker Hall  
190 North Oval Mall  
Columbus, Ohio 43210-1358

Dear Dr. Steinmetz,

As members of the Board of Advisors to the Glenn School, we write in support of the proposal for the John Glenn School of Public Affairs to obtain college status.

Since its inception, the Glenn School has developed a national reputation for its prominent faculty, impressive students, and alumni who are united around a common commitment to public service. In the classroom, professors teach students about public policy, public management, public sector economics, and decision support systems. Students then apply this knowledge beyond the classroom. From the Washington Academic Internship Program to the Civic Leadership Council, Glenn students have shown a dedication to making a difference in the greater community.

College status will enhance the Glenn School’s reputation and its ability to attract well-regarded faculty and talented students. Furthermore, college status will enable the Glenn School and the University as a whole to continue to promote civic engagement and public service.

Sincerely,

Senator Sherrod Brown

Senator Rob Portman
October 29, 2014

Trevor Brown, Ph.D., Director
John Glenn School of Public Affairs
350C Page Hall
1810 College Road
Columbus, Ohio 43210

Dear Dr. Brown:

I am writing to support the proposed change in status for the John Glenn School of Public Affairs to become a college at the Ohio State University.

A partnership exists between the Ohio Department of Administrative Services (DAS) and The Ohio State University’s John Glenn School of Public Affairs. Since 1970, DAS and the John Glenn School have offered Management Advancement for the Public Service (MAPS) program that has served the training needs of the public and non-profit organizations—including state government. The training seminars build management and leadership skills for top executives, mid-level managers, first-line supervisors and administrative support staff.

The John Glenn School also manages the Ohio Certified Project Manager’s (OCPM) program. The OCPM is a nationally accredited 18-month training program available to state and local government employees. The program has over 600 graduates employed throughout Ohio.

In addition, the John Glenn School undergraduate and graduate programs provide a pool of prospective employees for state government. The state of Ohio employs many graduates of the John Glenn School because of the quality of their work and leadership traits. The graduates enter state government prepared to make a difference—and they do, including Tracy Plouck (MPA ’97), the Director of the Ohio Department of Mental Health and Addiction Services.

Achieving college status position will formalize the current structural and operational arrangement. It will increase the University’s stature as a leader among its peers in public affairs education. It will solidify the platform for future growth and allow the School to recruit top talent.

As the Director of the Ohio Department of Administrative Services, I support the proposal for the Ohio State University’s John Glenn School of Public Affairs to obtain college status.

Sincerely,

Bob Blair
Director
Ohio Department of Administrative Service
October 24, 2014

Joseph E. Steinmetz, PhD
Executive Vice President and Provost
Bricker Hall
190 N. Oval Mall
The Ohio State University
Columbus, OH 43210

Dear Provost Steinmetz,

I am writing to lend my support to the John Glenn School of Public Affairs proposal to become a college at the Ohio State University.

The Glenn School has been an active partner of the City of Columbus since its creation in 2006. A diverse group of students have interned in various offices throughout City departments, and many graduates of the Glenn School’s undergraduate and graduate degree programs are employed throughout the City.

In addition to helping supply the City of Columbus with exceptional talent, the Glenn School has also partnered with the City on many critical initiatives. The school is currently working with the Department of Public Utilities to manage and facilitate a community outreach effort related to the City’s Blueprint Columbus project. Blueprint Columbus is an integrated plan that is using green infrastructure to address sanitary sewer overflows throughout the city’s neighborhoods. The City is grateful to have the expertise and contributions from Glenn School students and staff on this initiative as well as others, as they provide great value to the city and its residents.

By providing the Glenn School college status, the University will demonstrate its continued commitment to training a new cadre of public servants that will effectively serve the City of Columbus, its residents, and our surrounding community.

I wholeheartedly endorse this proposal and welcome the opportunity to further express my support.

Sincerely,

Michael B. Coleman
Mayor
November 24, 2014

Dr. Joseph Steinmetz
Executive Vice President and Provost
Office of Academic Affairs
Bricker Hall, Oval
The Ohio State University
Columbus, OH 43210

Dear Dr. Steinmetz:

I am pleased to offer my enthusiastic support of the proposal to make the John Glenn School of Public Affairs an independent college at the Ohio State University. I write both as the Dean of a peer institution that underwent a similar transformation and as an Ohio State alumnus.

The Glenn School has made enormous strides in recent years, achieving critical mass in faculty, students, and program and regaining its strong national reputation and ranking. Becoming an independent college represents the next step in its evolution. With this new status, the Glenn School will not only be better positioned to contribute to campus initiatives, but will also gain increased stature in the public affairs community.

Drawing on my experience at Missouri, where the Truman School became an independent college in 2012, I anticipate that the benefits to the Glenn School and to Ohio State will exceed your highest expectations.

Please feel free to contact me if you have any questions or need further information.

Sincerely,

Barton Wechsler, Ph.D.
Dean and Professor of Public Affairs
October 28, 2014

Joseph E. Steinmetz, PhD
Executive Vice President and Provost
Bricker Hall
190 N. Oval Mall
The Ohio State University
Columbus, OH 43210

Dear Provost Steinmetz,

I am pleased to write in support of the request of the John Glenn School of Public Affairs to become a college at The Ohio State University. I do so based on my experience as the Dean of the College of Public Programs at Arizona State University.

The field of public affairs and administration is dynamic and growing. Arizona State University has committed to public affairs education, research and outreach. The College of Public Programs that I oversee produces leaders in the field of public affairs. Many of our graduates go on to work in public and nonprofit positions throughout the state and across the nation. The College’s faculty produce impactful research that addresses important public policy problems. One of the principal ways Arizona State University adds value to the community, the state and the nation is through the College of Public Programs.

The Glenn School plays a similar role. It produces public servants who make an impact in the community, the state and the nation. It is also home to some of the best young scholars in the field. Ohio State has a long tradition of supporting public affairs education, research and outreach. The precursor to the Glenn School – the School of Public Administration – was one of the first schools of public administration in the country. Over the years, the School has produced scholars that have gone on to lead highly ranked programs at other universities. Some of those scholars are now here at the College of Public Programs. The School has also been a longstanding member of the National Association of Schools of Public Affairs and Administration. The field will be strengthened by Ohio State’s continued commitment to public affairs education.

Sincerely,

[Signature]

Jonathan G.S. Koppell
Dean
October 30, 2014

Dr. Joseph Steinmetz
Executive Vice President and Provost
Office of Academic Affairs
Bricker Hall, Oval
The Ohio State University
Columbus, OH 43210

Dear Dr. Steinmetz,

I am pleased to write a letter in support of the proposal for the John Glenn School of Public Affairs to become a college at the Ohio State University. Becoming a college is an important step in securing and demonstrating the University’s commitment to prepare the next generation of public servants and contribute to solving key public policy issues.

The Glenn School has a strong national reputation among public affairs schools. However, in an increasingly competitive market, having a first class public affairs college with degree programs, research efforts, and outreach programs that connect with other units on campus will make OSU and its colleges far more attractive for high-quality faculty and students. The School has been on an upward trajectory and will be able to continue this positive movement by enhanced recruitment and retention of faculty and students. Making the Glenn School a college will bolster its institutional status and connections to external decision makers as well. It reflects the University’s commitment to elevating public affairs education, in addition to generating and translating knowledge to decision makers at local, state, federal, and international levels.

Currently, the Glenn School already functions similar to a college at OSU, academically, organizationally, and operationally. It offers multiple degrees at the undergraduate, graduate, and doctoral levels, as well as internships and training programs in the public and nonprofit sectors. Formally making the Glenn School a college will enrich existing interdisciplinary education, scholarly research, and outreach, making the college a hub on campus for integrating public affairs issues. The School has also successfully demonstrated a capability to govern and manage curriculum, personnel, and finances.

Given that the School has shown it can effectively operate, leverage partnerships, and deliver value to students, external stakeholders, and other academic units on campus, I strongly support the proposal to make the Glenn School a college at the Ohio State University.

Sincerely,

[Signature]

Jack H. Knott
Appendix 9 – Glenn School Research Expenditures

The John Glenn School of Public Affairs
OSURF/OSP Expenditures FY 2010 - FY 2015

<table>
<thead>
<tr>
<th>Year</th>
<th>Non-PDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>$268,180</td>
</tr>
<tr>
<td>2011</td>
<td>$657,373</td>
</tr>
<tr>
<td>2012</td>
<td>$490,009</td>
</tr>
<tr>
<td>2013</td>
<td>$666,591</td>
</tr>
<tr>
<td>2014</td>
<td>$915,017</td>
</tr>
<tr>
<td>2015</td>
<td>$1,074,335</td>
</tr>
</tbody>
</table>

**Note:** This excludes research expenditures where the initial award was won at a separate institution and then transferred in to OSU. Notably, this chart excludes a subcontract with Indiana University from 2008-2013 for the Glenn School’s work in Ukraine. That award was secured at Indiana University in 2003 and brought over five years later. The figure above reflects research awards that have been secured here at OSU.
Appendix 10 – Glenn School Career Placement Rates

2012-2013 BA Career Outcomes
96% employed or in graduate school
- 7% Private Research/Consulting
- 13% Private Non-research/consulting
- 15% State
- 22% Obtaining further education
- 35% Nonprofit-domestic
- 2% Local
- 6% Federal

2012-2013 MPA Career Outcomes
95% employed or in graduate school
- 5% Private Research/Consulting
- 9% Federal
- 18% Nonprofit-domestic
- 27% State
- 5% Obtaining further education
Appendix 11 – Pattern of Administration of the John Glenn School of Public Affairs
Pattern of Administration

Procedures for the
John Glenn School of Public Affairs (JGSPA)

Director: Trevor Brown

Date: October 2014
# TABLE OF CONTENTS

1. **PREAMBLE** ...................................................................................................................3  
2. **SCHOOL MISSION** .......................................................................................................3  
3. **ADMINISTRATION AND DECISION-MAKING** .......................................................3  
   3.1. **School Organization** ..........................................................................................3  
   3.1.1. **School Director** ..........................................................................................3  
   3.1.2. **School Faculty** ..........................................................................................4  
   3.1.3. **Faculty Associate Directors** .......................................................................5  
   3.1.4. **Board of Advisors** ......................................................................................5  
   3.2. **Decision-Making** ...............................................................................................5  
   3.2.1. **School Meetings** .......................................................................................5  
   3.2.2. **School Committees** .....................................................................................6  
      3.2.2.1. **Graduate/Professional Curriculum Committee** ..................................6  
      3.2.2.2. **Doctoral Curriculum Committee** ..........................................................7  
      3.2.2.3. **Undergraduate Curriculum Committee** ...............................................8  
      3.2.2.4. **Promotion and Tenure Committee** .......................................................9  
      3.2.2.5. **Teaching Schedules** ............................................................................9  
      3.2.2.6. **Ad Hoc Committees** ..........................................................................9  
4. **TEACHING LOAD POLICY** .......................................................................................10  
5. **FACULTY DUTIES AND RESPONSIBILITIES** .......................................................10  
   5.1. **Associated Faculty** ..........................................................................................11  
6. **ALLOCATION OF DEPARTMENT RESOURCES** ..................................................11  
7. **LEAVES AND ABSENCES** .......................................................................................12
7.1. Discretionary Absence ................................................................. 12
7.2. Absence for Medical Reasons .................................................. 12
7.3. Parental Modification of Duties .................................................. 12
7.4. Unpaid Leaves of Absence ....................................................... 13
7.5. Special Research Assignments .................................................. 13
7.6. Faculty Professional Leave ...................................................... 13

8. SUPPLEMENTAL COMPENSATION AND PAID EXTERNAL
CONSULTING POLICY ........................................................................ 13

9. FINANCIAL CONFLICTS OF INTEREST ........................................ 14

10. GRIEVANCE PROCEDURES ............................................................ 14
    10.1. Salary Grievances ................................................................. 14
    10.2. Faculty Misconduct ............................................................. 14
    10.3. Faculty Promotion and Tenure Appeals ................................. 14
    10.4. Sexual Harassment ............................................................. 14
    10.5. Student Complaints ............................................................. 14
1. Preamble

This document sets forth the pattern of administration for the John Glenn School of Public Affairs at The Ohio State University, as required by Faculty Rule 3335-47-02 and Faculty Rule 3335-3-35. The School’s pattern of administration supplements and is superseded by the statutes, bylaws, rules, policies, procedures, and guidelines to which the School and its faculty are subject and which are published in documents such as Statutes Applying to the University, Bylaws of the Board of Trustees, Rules of the University Faculty, and Office of Academic Affairs Policies and Procedures Handbook http://oaa.ohio-state.edu/handbook/tc.html. This pattern of administration is subject to continuing revision. It must be reviewed and either revised or reaffirmed upon the appointment or reappointment of the School’s Director. However, revisions may be made at any time. Changes, which will be made in consultation with the School’s faculty, will be disseminated to School faculty in memos until sufficient changes have accumulated to warrant printing and distributing a complete new document.

2. School Mission

The mission of the John Glenn School of Public Affairs is to:

- Foster the creation of knowledge of public affairs and disseminate knowledge of public affairs to students, public affairs professionals, and citizens to enable them to make positive impacts on communities, states and regions, nations, and the international community
- Promote excellence in education in public policy analysis and management in an interdisciplinary framework
- Engage faculty, staff, and students from throughout The Ohio State University in ongoing relationships with the public and non-profit sector in order to impact the critical issues facing society
- Prepare leaders for the public and non-profit sectors by means of curricular and extra-curricular programs
- Engage public officials, representatives of public groups and citizens in dialog, deliberation, and action to improve the performance of democratic governance

3. Administration and Decision-Making

3.1. School Organization

3.1.1. School Director

The Director of the School is appointed by the Provost following consultation with the School’s faculty and professional staff. The Director’s responsibilities are delineated in the Rules of the University [3335-3-35(C)]. In addition to general administrative responsibility, these duties
include maintaining an environment in which faculty, staff, and students can work productively; developing a pattern of administration; scheduling courses; establishing a teaching load for each faculty member; recruiting new faculty; evaluating faculty for reappointment, tenure, promotion, salary increases, and professional leave; and making recommendations to the Provost regarding these and other matters concerning the School.

The Director is also responsible for conducting School meetings (inclusive of faculty and staff) and ensuring that minutes of these meetings are maintained; appointing committees; allocating resources; preparing annual budget recommendations; ensuring compliance with University policies; serving as the School’s representative to the Council of Deans and Council of Professional Deans; transmitting to the School information from the Office of Academic Affairs; hiring staff members and ensuring their adequate supervision; organizing the services provided by the School; establishing and maintaining relationships with alumni and other supporters of the School; authorizing School expenditures; ensuring that School records are maintained; and preparing an annual report. In addition to these duties, the Director is also responsible (in cooperation with the University’s Office of Development and designated development staff) for identifying and pursuing external funding opportunities that can contribute to the School’s development.

3.1.2. School Faculty

The faculty of the School consists of core, joint, regular research track, auxiliary, and emeritus faculty members, as defined in Faculty Rule 3335-5-19. As noted below, core faculty and jointly appointed faculty with voting rights constitute the regular faculty of the School. Faculty are encouraged and expected to participate fully in faculty meetings and other discussions concerning issues of importance to the School. However, voting on governance matters is limited to tenured or tenure-track faculty members with at least a 0.40 FTE appointment in the School, and whose appointments carry the titles of professor, associate professor, assistant professor, and instructor. Such joint appointments and core appointments constitute what hereafter is referred to as “regular faculty”. Faculty holding adjunct, clinical, associated, and courtesy appointments will be consulted as appropriate to their areas of contribution to the School, but they may not vote on matters of governance. Finally, retired members of the School’s faculty may be designated as emeritus faculty in recognition of their service to the School and to the University. While the input of emeritus faculty is always welcomed, any continued active involvement with the School must be negotiated with and approved by the School’s Director. University rules do not permit emeritus faculty to vote on matters of School governance.

A detailed description of guidelines for faculty searches, appointments, annual reviews, promotion and tenure, and associated information is presented in a separate document entitled: Appointments, Promotions, and Tenure: Criteria and Procedures for the John Glenn School of Public Affairs.

3.1.3. Faculty Associate Directors

The School has two faculty associate directors: the Associate Director for Curriculum and the Associate Director for Faculty Development. Each Associate Director is appointed by the
director. The Associate Director for Curriculum and the Associate Director for Faculty Development are appointed by the Director. The initial term of appointment shall be two years, and reappointment may occur on a year-to-year basis following completion of the initial term. The Associate Director for Curriculum oversees and coordinates the management, oversight, and delivery of undergraduate and graduate curricular programs, curricular development and review, and evaluation and reporting. The Associate Director for Faculty Development provides leadership to the faculty of the School by assisting the Director in the areas of tenure and promotion, faculty mentoring, instructor assignments for courses, and lecturer recruitment and development.

3.1.4. Board of Advisors

The School has a Board of Advisors composed of distinguished persons with experience in the broad field of Public Affairs. A separate document describes the rules governing the organization and operation of the Board of Advisors. The Board of Advisors convenes periodically to provide advice and counsel on the strategic direction of the School to the School’s Director.

3.2. Decision-Making

The Director in consultation with the faculty, professional staff and student representatives makes decisions concerning policies and programs of the School. Matters of greatest general importance should receive the widest possible consultation and should be discussed at a meeting of the faculty, professional staff and student representatives whenever feasible. Open discussions, both formal and informal, constitute the primary means of reaching consensus on decisions of central importance. Decisions on matters of less general importance should, whenever feasible, involve consultation with those most directly affected by the decision. The School recognizes in principle the presumption favoring majority faculty rule as indicated by Faculty Rule 3335-3-35 (C) (2) (d). Finally, the School’s standing committees are designated as decision-making bodies in the administration of specific programs of the School and are expected to recommend to the Director any programmatic or policy changes that may improve the School.

3.2.1. School Meetings

School meetings (inclusive of faculty, professional staff and student representatives) shall be scheduled at least once each semester, with the exception of summer semester. Additional meetings will be called at the Director’s discretion.

School meetings are open to anyone who may wish to attend, with the exception of meetings or portions of meetings that involve confidential academic records or sensitive personnel matters, in which case the Director may decide to restrict attendance as appropriate to each particular issue. The Director prepares the agenda for each School meeting, in consultation with faculty, professional staff, and student representatives and provides an opportunity for those individuals to suggest agenda items prior to School meetings. Regular (voting) faculty, all professional staff, and student representatives are expected to attend all School meetings. After consultation with
the School’s student organizations, the Director shall be responsible for appointing at least one student representative from the Masters’ programs, one from the doctoral program, and one from the undergraduate program, but may appoint other student representatives as well. The presence of at least 50 percent of the regular (voting) faculty constitutes a quorum. Voting shall be by voice vote or show of hands as determined by the Director. Special policies pertain to voting on personnel matters, which limit voting to some set of the regular faculty, and these are set forth in the School’s Appointments, Promotion, and Tenure document.

The School accepts the fundamental importance of full and free discussion but also recognizes that such discussion can only be achieved in an atmosphere of mutual respect and civility. Normally, School meetings will be conducted with no more formality than is needed to attain the goals of full and free discussion and the orderly conduct of business. However, Roberts Rules of Order will be invoked when more formality is needed to serve these goals. Majority rule will prevail in all matters requiring a vote. Majority in this context implies fifty percent of the number of the attending, plus one. Academic matters such as curriculum or faculty appointments will require a vote of the majority of the faculty only.

### 3.2.2. School Committees

The School has four standing committees, as described below:

- Graduate/Professional Curriculum Committee
- Doctoral Curriculum Committee
- Undergraduate Curriculum Committee
- Promotion and Tenure Committee

#### 3.2.2.1. Graduate/Professional Curriculum Committee

This committee is responsible for recommending to the Director, the Associate Director for Curriculum, the faculty, and the Graduate School all policies and procedures governing the School’s graduate degree programs (except the Ph.D program); overseeing their implementation and ensuring that University policies and procedures are followed; and conducting periodic assessments of these programs. This committee’s work includes but is not limited to:

- admissions standards and decisions;
- review of applicants for admission and financial support
- degree requirements;
- certification for graduation;
- compliance with Graduate School policies and procedures
- curriculum design and course development;
- teaching assignments;
- exceptions to policies and procedures; and
- trends in the broader professional and educational context of the School’s graduate degree programs.

The committee is chaired by the Director of Graduate Professional Programs. The Director of Graduate Professional Programs and at least two faculty members of the Graduate/Professional
Curriculum Committee shall be selected from the tenured or tenure-track faculty by the Director upon consultation with the faculty. The Director of Graduate Professional Program’s initial term of appointment shall be two years, and reappointment may occur on a year-to-year basis following completion of the initial term. The Associate Director for Curriculum and the Director of Admissions and Student Services shall be *ex-officio* members of this committee. A student member will also be appointed by the Associate Director for Curriculum, in consultation with the students in the School. Like the voting faculty members, the student representative may vote and may participate in all general policy and procedural matters coming before the Committee *except* (1) those matters involving the confidential academic records of other students or applicants, and (2) any other matters in which student participation and/or voting is disallowed under University rules or deemed inadvisable or inappropriate by the Associate Director for Curriculum or the committee chair.

3.2.2.2 Doctoral Curriculum Committee

This committee is responsible for recommending to the Director, the Associate Director for Curriculum, the faculty, and the Graduate School all policies and procedures governing the School’s Ph.D. degree program; overseeing its implementation and ensuring that Graduate School policies and procedures are followed; and conducting periodic assessments of the program. This committee’s work includes but is not limited to:

- admissions standards and decisions;
- review of applicants for admission and financial support;
- degree requirements;
- annual review and recommendations concerning students’ progress;
- certification for graduation;
- compliance with Graduate School policies and procedures;
- curriculum design and course development;
- teaching assignments;
- exceptions to policies and procedures; and
- trends in the research, academic, and educational context of the doctoral program.

The committee is chaired by the Director of Doctoral Studies. The Director of Doctoral Studies and at least two faculty members of this subcommittee shall be selected from the tenured or tenure-track faculty by the Director upon consultation with the faculty. The normal term of appointment for the Director of Doctoral Studies shall be two years and reappointment may occur on a year-to-year basis following completion of the initial term. The Associate Director for Curriculum shall be an *ex-officio* member of this committee and shall assign such staff support as may be required to assist the committee in carrying out its work. A student member will also be appointed by the Director, in consultation with doctoral students in the School. Like the voting faculty members, the student representative may vote and may participate in all general policy and procedural matters coming before the committee except (1) those matters involving the confidential academic records of other students or applicants, and (2) any other matters in which student participation and/or voting is disallowed under University rules or
deemed inadvisable or inappropriate by the Associate Director for Curriculum or the Director of Doctoral Studies.

3.2.2.3 Undergraduate Curriculum Committee

This committee is responsible for recommending to the Director, the Associate Director for Curriculum, the faculty, and the University’s Council on Academic Affairs all policies and procedures governing the School’s undergraduate degree programs; overseeing its implementation and ensuring that University policies and procedures are followed; and conducting periodic assessments of the program. This committee’s work includes but is not limited to:

- admissions standards and decisions;
- degree requirements;
- annual review and recommendations concerning students’ progress;
- certification for graduation;
- compliance with University policies and procedures;
- curriculum design and course development;
- teaching assignments;
- exceptions to policies and procedures; and
- trends in the research, academic, and educational context of the School’s undergraduate programs.

The committee is chaired by the Director of Undergraduate Studies. The Director of Undergraduate Studies and at least two faculty members of this committee shall be selected from the tenured or tenure-track faculty by the Director upon consultation with the faculty. The normal term of appointment for the Director of Undergraduate Studies shall be two years and reappointment may occur on a year-to-year basis following completion of the initial term. The Director of Admissions and Students Services and the Associate Director of Curriculum shall be ex-officio members of this committee and shall assign such staff support as may be required to assist the committee in carrying out its work. A student member will also be appointed by the Director, in consultation with undergraduate students in the School. Like the voting faculty members, the student representative may vote and may participate in all general policy and procedural matters coming before the committee except (1) those matters involving the confidential academic records of other students or applicants, and (2) any other matters in which student participation and/or voting is disallowed under University rules or deemed inadvisable or inappropriate by the Associate Director for Curriculum or the Director of Undergraduate Studies.

3.2.2.4. Promotion and Tenure Committee

The School’s Promotion and Tenure Committee as a committee of the relevant tenured faculty advises the Director on matters involving faculty personnel, including:

- new appointments;
- ad hoc committee for appointments;
• annual reviews of probationary tenure-track faculty; and
• promotion and tenure reviews.

The Promotion and Tenure Committee’s membership consists of all tenured associate professors and professors who also hold a tenured appointment and whose appointment gives them eligibility to vote in the School. The Associate Director for Faculty Development chairs the committee. The Director is an ex-officio, non-voting member of the Promotion and Tenure Committee. When occasion requires (e.g., insufficient faculty at the appropriate level of review), the Director may appoint regular faculty members from other units to augment the committee. A sub-set of the Promotion and Tenure Committee is constituted by the Director in each case to gather relevant facts and organize the file in specific promotion and tenure cases and fourth year reviews, and to report accordingly to the Director and to the Promotion and Tenure Committee. In consultation with the Associate Director for Faculty Development, the Director will appoint each subcommittee’s chair and membership. Such subcommittees, henceforth, will be referenced as Reading Subcommittees. In the instance that the Director may not participate in the review (e.g., the Director is not a full professor), the Provost or the Provost’s representative will assume the duties of the Director. The Provost will appoint the Reading Subcommittee and oversee the review process.

3.2.2.5. Teaching Schedules

The Director, in consultation with the the Associate Director for Faculty Development, determines the teaching schedules for each faculty member. While individual faculty preferences regarding courses and the scheduling of class times will be taken into account, the needs of the School, as determined by the Director or his or her designate, shall prevail in making all assignments.

3.2.2.6. Ad Hoc Committees

Ad hoc committees will be appointed by the Director as the need arises. In appointing the members of ad hoc committees, the Director will take into account the specific issue to be addressed, the expertise required to address the issue, differential workload, and any issues of diversity that may be relevant to the specific issue to be addressed.

4. Teaching Load Policy

The duties of all faculty members include the teaching of courses for University credit for the School. The normal teaching assignment for a faculty member is four courses per academic year. The preference is that the School’s regular faculty members teach core courses in the School’s curriculum. Incoming faculty may have adjusted teaching loads. Teaching assignments above or below the four-course norm may be made by the Director based on factors such as differential faculty research productivity and the teaching and service requirements of the School or the University. The decision about awarding the reduction or increase is the Director’s. The Director’s Guidelines for Adjustments to Faculty Workload – provides guidance on what factors will be taken into account in making these determinations.
In addition to formal course instruction, faculty members are expected to provide other knowledge dissemination support, which may include: directing doctoral dissertations (where qualified according to Graduate School rules); serving on Ph.D. dissertation committees; serving on Ph.D. and Masters’ examination committees; directing individual studies projects (except assistant professors); advising students and student organizations; developing curricular materials; undertaking and publishing research with students; and supervising and coordinating graduate associates. The Director will take these activities into account in determining the formal course assignments for each faculty member on an annual basis. Faculty members may "buy-out" of courses per the School’s course buy-out policy. A separate document – Course Release (Course Buy-Out) Policy – specifies the rules.

5. Faculty Duties and Responsibilities

Faculty members are expected to perform over a full range of knowledge dissemination (teaching), knowledge creation (research), and service responsibilities. All faculty members are expected to be actively involved in knowledge creation and scholarship and to share advising and School service responsibilities. Formal course assignments, made by the Director in consultation with the faculty, may vary to reflect the differential levels of knowledge creation and service activity of each faculty member. A separate document – Director’s Guidelines for Adjustments to Faculty Workload – provides guidance on what factors will be taken into account in making these determinations.

During on-duty periods, faculty members are expected to be available for interaction with students, research, and departmental meetings and events even if they have no formal course assignment. On-duty faculty members should not be away from campus for extended periods of time unless on an approved leave (see section 7) or on approved travel. A scheduled course that does not attract the minimum number of students required by Faculty Rule 3335-8-17 (http://trustees.osu.edu/rules/university-rules.html) will normally be cancelled and the faculty member scheduled to teach that course will be assigned to another course for that or a subsequent semester.

5.1 Associated Faculty

Compensated associated faculty members are expected to contribute to the university’s mission via teaching or research depending on the terms of their individual appointments.

Faculty members with regular titles and appointments <50% FTE will have reduced expectations based on their appointment level.

Expectations for full-time visiting faculty members will be based on the terms of their appointment and are comparable to that of regular tenure track faculty members who have no service obligations.
In accord with Faculty Rule 3335-5-19, lecturers’ and senior lecturers’ responsibilities are limited to formal course instruction. The standard teaching assignment for full-time lecturers is eight courses per academic year.

6. Allocation of Department Resources

The School Director is responsible for the fiscal and academic health of the School and for assuring that all resources – fiscal, human, and physical – are allocated in a manner that will optimize achievement of School goals.

The Director will discuss the School budget annually with the faculty and attempt to achieve consensus regarding the use of funds across general categories. However, final decisions on budgetary matters rest with the Director.

The allocation of salary funds (e.g., merit pay) is discussed in the Appointments, Promotion and Tenure document. The allocation of research funds is discussed in the Individual spending Account (ISA) Policy. A separate document – Individual Spending Accounts Policy – describes the rules governing faculty ISAs.

Resource allocations for visiting scholars are described in a separate document – Visiting Faculty/Visiting Scholars Policy.

Office space, computers, and other resources required for grant-funded research must be provided by grant funds.

7. Leaves and Absences

The University’s policies and procedures with respect to leaves and absences are set forth in the Office of Academic Affairs Policies and Procedures Handbook (www.oaa.osu.edu/handbook/) and Office of Human Resources Policies and Procedures website (www.hr.osu.edu/policy/policyhome.htm).

7.1. Discretionary Absence

Faculty are expected to complete an Application for Leave form well in advance of a planned absence to provide time for its consideration and approval and time to assure that instructional and other commitments are covered. Discretionary absence from duty is not a right and the Director retains the authority to disapprove a proposed absence when it will interfere with instructional or other comparable commitments. Such an occurrence is most likely when the number of absences in a particular semester is substantial. Rules of the University Faculty require that the Office of Academic Affairs approve any discretionary absence of ten or more days and must be requested at https://eleave.osu.edu/.
7.2. Absence for Medical Reasons

When absences for medical reasons are anticipated, faculty members are expected to complete an Application for Leave form as early as possible. When such absences are unexpected, the faculty member, or someone speaking for the faculty member, should let the Associate Director for Faculty Development know promptly so that instructional and other commitments can be managed. Faculty members are always expected to use sick leave for any absence covered by sick leave (personal illness, illness of family members, medical appointments). Sick leave is a benefit to be used – not banked. For additional details see OHR Policy 6.27 (www.hr.osu.edu/policy/index.aspx).

7.3 Parental Modification of Duties

The Glenn School strives to be a family-friendly unit in its efforts to recruit and retain high quality faculty members. To this end, the department is committed to adhering to the University’s guidelines on parental modification of duties to provide its faculty members flexibility in meeting work responsibilities within the first year of childbirth/adoption.

The faculty member requesting the modification of duties for childbirth/adoption and the department chair should be creative and flexible in developing a solution that is fair to both the individual and the unit while addressing the needs of the university. Expectations must be spelled out in an MOU that is approved by the Director.

7.4. Unpaid Leaves of Absence

The University’s policies with respect to unpaid leaves of absence and entrepreneurial leaves of absence are set forth in the Office of Academic Affairs Policies and Procedures Handbook (www.oaa.osu.edu/OAAP_PHandbook.php).

7.5. Special Research Assignments


Reasonable efforts will be made to award Special Research Assignment (SRA) opportunities to all other faculty members subject to the quality of faculty proposals, including their potential benefit to the department or university, and the need to assure that sufficient faculty are always present to carry out department work. The Associate Director for Faculty Development will evaluate all SRA proposals and make recommendations to the chair. The chair's recommendation to the dean regarding an SRA proposal will be based on the quality of the proposal and its potential benefit to the department or university and to the faculty member as well as the ability of the department to accommodate the SRA at the time requested.
7.6. Faculty Professional Leave

Information on special research assignments for Faculty Professional Leave (FPL) is presented in Book 2 of the Office of Academic Affairs Policies and Procedures Handbook (www.oaa.osu.edu/OAAP_PHandbook.php).

The Director’s decision about a FPL proposal will be based on the quality of the proposal and its potential benefit to the School and to the faculty member as well as the ability of the School to accommodate the leave at the time requested. A maximum of 10% of the core faculty may be on FPL at the same time.

8. Supplemental Compensation and Paid External Consulting Policy

The University’s policies with respect to supplemental compensation and paid external consulting are set forth in the Office of Academic Affairs Policies and Procedures Handbook (www.oaa.osu.edu/OAAP_PHandbook.php).

The School adheres to these policies in every respect. In particular, the School expects faculty members to carry out the duties associated with their primary appointment with the University at a high level of competence before seeking other income-enhancing opportunities. All activities providing supplemental compensation must be approved by the Director regardless of the source of compensation. External consulting must also be approved. Approval will be contingent on the extent to which a faculty member is carrying out regular duties at an acceptable level, the extent to which the extra income activity appears likely to interfere with regular duties, and the academic value of the proposed consulting activity to the school. In addition, it is University policy that faculty may not spend more than one business day per week on supplemental compensation activities and external consulting combined.

Faculty members who fail to adhere to the University’s policies on these matters, including seeking approval for external consulting, will be subject to disciplinary action.

9. Financial Conflicts of Interest

The University’s policy with respect to financial conflicts of interest is set forth in the Office of Academic Affairs Policies and Procedures Handbook (www.oaa.osu.edu/OAAP_PHandbook.php). A conflict of interest exists if financial interests or other opportunities for tangible personal benefit may exert a substantial and improper influence upon a faculty member or administrator’s professional judgment in exercising any University duty or responsibility, including designing, conducting or reporting research.

Faculty members with external funding or otherwise required by university policy are required to file conflict of interest screening forms annually and more often if prospective new activities
pose the possibility of financial conflicts of interest. Faculty who fail to file such forms or to cooperate with University officials in the avoidance or management of potential conflicts will be subject to disciplinary action.

10. Grievance Procedures

Members of the School with grievances should discuss them with the Director who will review the matter as appropriate and either seek resolution or explain why resolution is not possible. Content below describes procedures for the review of specific types of complaints and grievances

10.1. Salary Grievances

A faculty or staff member who believes that his or her salary is inappropriately low should discuss the matter with the Director. The faculty or staff member should provide documentation to support the complaint. Faculty members who are not satisfied with the outcome of the discussion with the Director and wish to pursue the matter may be eligible to file a more formal salary appeal (the Office of Academic Affairs Policies and Procedures Handbook, http://oaa.osu.edu/OAAP_PHandbook.php).

Staff members who are not satisfied with the outcome of the discussion with the Director and wish to pursue the matter should contact Consulting Services in the Office of Human Resources (www.hr.osu.edu/).

10.2. Faculty Misconduct

Complaints alleging faculty misconduct or incompetence should follow the procedures set forth in Faculty Rule 3335-5-04 (www.trustees.osu.edu/ChapIndex/index.php).

10.3. Faculty Promotion and Tenure Appeals

Promotion and tenure appeals procedures are set forth in Faculty Rule 3335-5-05 (www.trustees.osu.edu/ChapIndex/index.php).

10.4. Sexual Harassment

The University's policy and procedures related to sexual harassment are set forth in OHR Policy 1.15 (www.hr.osu.edu/policy/index.aspx).

10.5. Student Complaints

Normally student complaints about courses, grades, and related matters are brought to the attention of individual faculty members. In receiving such complaints, faculty should treat students with respect regardless of the apparent merit of the complaint and provide a considered response. When students bring complaints about courses and instructors to the Associate
Director for Curriculum, the Associate Director will first ascertain whether or not the students require confidentiality. If confidentiality is not required, the Associate Director will investigate the matter as fully and fairly as possible and provide a response to both the students and any affected faculty.

If confidentiality is required, the Director will explain that it is not possible to fully investigate a complaint in such circumstances and will advise the student(s) on options to pursue without prejudice as to whether the complaint is valid or not.

Faculty complaints regarding students must always be handled strictly in accordance with University rules and policies. Faculty should seek the advice and assistance of the Director and others with appropriate knowledge of policies and procedures when problematic situations arise. In particular, evidence of academic misconduct must be brought to the attention of the Committee on Academic Misconduct (see www.oaa.osu.edu/coam/home.html and www.senate.osu.edu/COAMDuties.pdf). The Code of Student Conduct is Chapter 3335-23 (www.trustees.osu.edu/Rules23/index.html).
### Appendix 13 – JGSPA Budget FY 2013-2015

#### John Glenn School of Public Affairs

Statement of Sources and Uses

FY 2013 - 2015

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>2013 Actual</th>
<th>2014 Actual</th>
<th>2015 Budget</th>
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<tbody>
<tr>
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