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 tasks 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
- Hold speaking events in-person and virtually on salient public affairs topics open to the general public each year
- Expand the number of public affairs related courses that involve students from across OSU’s schools and departments
- 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
- Increase the number of alumni interacting with students
- Establish and expand value-added programs, services, and events for alumni that increase alumni involvement in and affinity for School activities
- Increase the number of alumni who make financial gifts to School programs
- 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
- Provide training and technical services to one strategic partner agency within the federal, non-profit, or for-profit sectors within one year
- Expand the number of strategic partner agencies at the federal level to four within five years
- Develop marketing plan for selected services to federal, non-profit, and for-profit organizations
- Explore potential for providing policy process and policy analysis services to private firms
- 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>Program Solidification</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></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>
<td></td>
</tr>
<tr>
<td>Student Outcomes</td>
<td>• Four-year undergraduate graduation rate</td>
<td>At or above the university mean</td>
<td>Within 10% of university mean</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• % undergrads employed/grad school w/in 1 year</td>
<td>75%</td>
<td>N/A</td>
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</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>
<tbody>
<tr>
<td>Core Growth and Distinction</td>
<td>• US News and World Report Ranking&lt;br&gt; • Total John Glenn School of Public Affairs Research Expenditures</td>
<td>22nd&lt;br&gt;$2,350,000</td>
<td>29th&lt;br&gt;$2,500,000</td>
<td>Approved</td>
</tr>
<tr>
<td>Leverage Partnerships (Energy, Food, &amp; Health)</td>
<td>• National and/or international energy conferences&lt;br&gt; • Energy policy post-doctoral program&lt;br&gt; • # grants in each of the three discovery areas&lt;br&gt; • # of new full time or joint faculty in each of the three areas</td>
<td>Major international conference&lt;br&gt; • Initiated and funded&lt;br&gt; • 1 in each of the areas&lt;br&gt; • 3 in each of the areas</td>
<td>Major workshop&lt;br&gt; • Proposal&lt;br&gt; • 0&lt;br&gt; • 1 in each of the areas</td>
<td>Proposed&lt;br&gt; • Developed&lt;br&gt; • Proposed&lt;br&gt; • Developed</td>
</tr>
</tbody>
</table>
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>Strategic Partnerships</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>Civic Engagement</td>
<td>• Systematic delivery of research to Ohio citizens</td>
<td>• Initiated and Deployed</td>
<td></td>
<td>Planned</td>
</tr>
<tr>
<td>Alumni Involvement</td>
<td>• % of alumni who feel very satisfied with the School for providing opportunities to stay or be involved</td>
<td>• TBD</td>
<td>• TBD</td>
<td>Set baseline</td>
</tr>
<tr>
<td></td>
<td>• % of alumni who feel a strong connection to the School</td>
<td>• TBD</td>
<td>• TBD</td>
<td>Set baseline</td>
</tr>
<tr>
<td></td>
<td>• # of alumni who donate annually to the School</td>
<td>• TBD</td>
<td>• TBD</td>
<td>Set baseline</td>
</tr>
<tr>
<td></td>
<td>• # of alumni who attend School events</td>
<td>• TBD</td>
<td>• TBD</td>
<td>Set baseline</td>
</tr>
<tr>
<td></td>
<td>• # of alumni who interact with students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capacity Development</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>• 71.5</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>