A lifetime commitment to civic engagement and public service.
In the time since Senator John H. Glenn passed in December of 2016, I have been asked a number of times whether I think there will ever be another Senator Glenn. If we mark his life by his accomplishments, the answer is most certainly “no”.

He served the nation as a combat pilot in World War II and the Korean War. He extended the United States’ reach into space by orbiting the earth in 1962 and returned to space on the shuttle in 1998. He proudly represented the citizens of Ohio through elected office as a U.S. Senator until retiring in 1999.

Throughout this service to the country and humanity, he attained some notable firsts that may never be achieved again. He was the first American to orbit the earth. He remains the oldest human to fly in space. Currently, he is the only U.S. Senator from Ohio to serve four successive terms — no elected state office holder since Senator Glenn has won all 88 of Ohio’s counties.

If, however, we mark his life by his unswerving commitment to the common good a democratic system of government, exploration, innovation and collaborative problem solving, then “yes” there will be other citizens of the United States who follow the path Senator Glenn blazed.

He was driven to explore, to learn and to give back. Upon announcing his donation of personal and Senate papers and other artifacts to The Ohio State University, he stated: “If there is one thing I’ve learned in my years on this planet, it’s that the happiest and most fulfilled people I’ve known are those who devoted themselves to something bigger and more profound than merely their own self-interest.”

The students, faculty, staff, alumni and friends of the John Glenn College of Public Affairs are driven to carry on his legacy of inspiring citizenship and developing leadership. Our mission is to ignite in young people the same passion Senator Glenn had to serve the public good.

In the pages that follow you will learn some of the history and the legacy of Senator Glenn. Through our academic programs and research we hope to cultivate the next generation of young women and men to devote their careers to something bigger and more profound than merely their own self-interest.

We will dearly miss John Glenn. He left an indelible mark on the earth by slipping its bonds, twice and returning to serve as a model of the consummate citizen and leader.
John Glenn embodied the Marine Corps spirit of Semper Fidelis—his ever faithful attitude was the cornerstone of his boundless reach. He never waited for the world to change; he made change possible. He was often asked about the root of his inspiration to serve for the greater good—he faithfully credited his high school civics teacher, Harford Steele, for sparking his dedication to public service. "he was a most excellent teacher," said Glenn. "He [Steele] had a way of making Civics come alive." The essence of Steele’s teaching style is depicted through an essay that he authored in 1921.

"The spirit of freedom should be released in our nation, which gives all people regardless of class, race or creed, the opportunity for self-realization and self-development. A mutual trust in each other as American citizens will

Never a person who thought small, John Glenn outlined in a 1997 letter to The Ohio State University president a proposal to create a new center to “stimulate knowledge and an appreciation for basic civic responsibility.” He described an institution that worked to dispel apathy and mistrust of the government by motivating its students and faculty to seek out solutions to public problems. The passion comprised in this letter continues to inspire at the John Glenn College of Public Affairs.

Story by DEIDRE WOODWARD

A LEGEND’S LEGACY
I’ll tell you when my interest in government and politics really got fired up. In high school I took a course called Civics, the study of government and politics. I had a teacher named Harford Steele, he was a wonderful teacher and made the whole thing come alive. — John Glenn

make for a larger understanding and more fruitful citizenship. To achieve this high spirit of cooperation for a better democracy, we need an increasing emphasis on the process of a more effective education system. …this will help us deal with eternal values and a sure foundation to hold the nation steady,” said Harford Steele. The themes of this passage were what Glenn listened to in the classroom— they proved to be the foundation for recognizing his purpose.

Four generations of the Steele family, who also served as educators, recently gathered together from cities across the state to visit the Glenn College. “Senator Glenn often talked about his relationship with Harford Steele,” said Dean Trevor Brown. “We are proud to carry on the tradition of starting a spark for public service in our classrooms.”

Glenn was an advocate of curriculum and instructional improvements for public education systems. During his tenure as committee chair for the National Commission on Mathematics and Science Teaching, Glenn expressed the urgency of improving core forms of knowledge to ensure that future generations would be prepared to solve unanticipated problems and set the stage to ‘dream the dreams that will define America’s future.’

After Glenn’s retirement from the Senate, he focused on generating a vital resource for scholars, students and citizens in an effort to “dispel apathy, mistrust and outright cynicism among our young people.” This push delivered an enduring legacy — the John Glenn College of Public Affairs at The Ohio State University. The Glenn College is a reflection of the aspirations found in his early writings to then Ohio State President E. Gordon Gee. His goal was to form a Midwest center of excellence that embraced the diverse fields of public service. “I want to help people understand and participate in the confluence of humanity, technology, government and society,” wrote Glenn. Rob Greenbaum, the associate dean for curriculum at the Glenn College, worked with Glenn during the development phase of the John Glenn School of Public Affairs. “When I joined the staff, we were the School of Public Policy and Management and just beginning our merger with the John Glenn Institute,” said Greenbaum. “He was very instrumental in helping push through the merger. The process took many years and he often said that despite all of the years he’d had in the Senate, university politics was something very new to him.”

Glenn put his relationship-building skills into practice—the school was officially formed in 2006 and became Ohio State’s 15th college in 2015. “It was his involvement and personal appeal to the university Senate that was very influential—it made all the difference,” said Greenbaum. The success of the merger brought together a wealth of interdisciplinary scholars with expertise in economic and community development, education and workforce development, effective nonprofit operational management and leaders in research efforts to improve quality of life.

Glenn’s unique ability to connect nurtured the homespun atmosphere felt by the Glenn College students, alumni, faculty and staff—often being referred to as the “Glenn Family.” This energy has brought comfort and clarity to many students. “Everyone here is very close knit and accessible,” said Anna Martinez, an undergraduate Public Affairs major. “It is an easy place to find what you are passionate about—even if you don’t know what it is yet.” Margaret Gearhart, who is also an undergraduate Public Affairs major, recalls when things came to life for her at the Glenn College. “My very first class was with Dr. Lavertu,” said Gearhart. “Dr. Lavertu had so much passion for what he was teaching us, and I’ve found this in every one of my professors here.”

John Glenn was not just a name on a building, he took an active role in the life of the college as chairman of the Board of Advisors and as an adjunct faculty member.

To me, there is no greater calling, if I can inspire young people to dedicate themselves to the good of mankind, I’ve accomplished something. — John Glenn
never losing sight of who I am, or where I am from, to always be kind, adventurous, brave, to love our families and to work toward advancing the condition of mankind. The Glenn College is a special place to learn, work and grow.”

Students of the Glenn College also have learning and networking opportunities outside of the classroom. The Washington Academic Internship Program (WAIP) invites students to apply to spend a semester in Washington, D.C. “I witness the incredible impact the Glenn College legacy has every single day,” said Katy Hogan, a Glenn College alum now working as the WAIP program manager. “For many, this is their first time in Washington and I see students undergo an incredible growth in confidence. To be a tiny part of that is an incredible honor—I can’t quite put it into words,” said Hogan. About 50 percent of the students who participate in WAIP have found their niche in Public Policy.

Greg Schultz, the former senior advisor to Vice President Joe Biden and special assistant to President Obama, participated in the WAIP program in 2003. “I was an education major and always had an interest in educational policy,” said Schultz. “My parents were both public school teachers and I saw how much public policy and politics came into play in their jobs. I interned for the American Association of Colleges for Teacher Education—the experience reinforced my passion for public service. WAIP was the ideal way to learn about political involvement and policy while working for a greater good. It was a great experience. I was very proud to be there representing the Midwest as a Buckeye and a John Glenn Fellow. Attending his memorial service was a surreal reminder of my roots and how far they’ve brought me,” said Schultz.

John Glenn will remain an unforgettable American hero — leaving a far-reaching legacy of lifelong learning. His inspiration and greater purpose came alive inside a classroom through the wisdom and passion of his high school teacher. The Glenn College upholds this tradition and continues his mission to inspire citizenship and develop leaders.

Those who help humanity the most, work to improve systems—this was John Glenn’s nature. He was a gifted man of connectedness who realized the duty that comes with citizenship. He built an environment at the Glenn College where empowerment, engagement and excitement are the driving forces. His legacy lives on through the students, faculty, staff and alumni of the Glenn College.

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JOHN GLENN’S LEGACY IN NUMBERS

The students, faculty, alumni, programs and research of the John Glenn College of Public Affairs are the living legacy of Sen. John Glenn. Here are some numbers to show the scope of that legacy.

600
Undergraduate, graduate and doctoral students currently enrolled at the Glenn College. Also, the number of students who have gone through the Washington Academic Internship Program since it was founded by the John Glenn Institute for Public Service and Public Policy.

4000+
Number of alumni since 1969 when the Division of Public Administration began.

25
The Glenn College is ranked best in Ohio and 25th among the 272 Public Affairs graduate schools in the United States.

4
The number of student programs that began at the John Glenn Institute for Public Service and Public Policy.
• High School Internship Program
• Civic Leadership Community
• Civic Leadership Council
• Washington Academic Internship Program

95% 98%
Glenn College MPA and Dual Degree graduates who are employed or attending graduate school within six months of graduation. Glenn College undergraduates who are employed or attending graduate school within six months of graduation.

TOP 10%
Four of the Glenn College’s graduate specialities have been placed among the nation’s best.

23
Number of faculty members

#NINE
Glenn College’s worldwide ranking of university public administration scholarship. SOURCE: 2017 CWUR
What are some initiatives in the works?  

The Battelle Center for Science and Technology marries the scientific and technical with the public policy sector—there are so many approach angles to space program policy making. My primary focus will be enriching understanding about how things “play out” in the real world. There are several activities being designed help to students pivot from a student stance to a more professional footing.

Is there one activity reaching the forefront?  

We will be organizing a bilateral conference between America and China—the first of its kind—to promote Sino-American cooperation in outer space. The vision is for us to alternately host the conference annually. It will offer training workshops for students and young professionals to foster holistic approaches to shared challenges. This is all in an effort to promote cultural appreciation and improve communication skills.

This seems like an ideal way to promote international cooperation.  

Yes, space programs are a set of interesting communities. Even though there are strong geopolitical forces at play between countries, space cooperation offers an area where all of these forces intersect. It is the perfect “space” where different countries and organizations can work together to improve the quality of life—it’s a very unique domain.

What are the motivating factors launching these new initiatives?  

Battelle’s philosophy is moving toward more tangible commitments between business and policy. People need to understand, even more so, the connections between business and policy. I think it’s valuable to understand working on teams with different disciplines involved—an accountant, engineer, writer and scholar all working together figuring out how to manage the project. This gives a true picture of how all the pieces fit and can bring new appreciation for individual time lines. An example could be that the person handling the money may have greater or equal importance to the engineer with the idea. This builds trust and understanding and what this means in a professional environment—it opens an appreciation for everyone and their individual contributions.  

The motion picture, “Hidden Figures,” uncovered the major role women had in sending John Glenn into orbit. Is there a recent push for discovery teaching to engage young women in science and technology policy?  

We want to do a specific policy course, but still have to go through those mechanisms. They key is exposure—reiterating that it is perfectly normal for women to do these jobs and that there is really no gender identification in the process of who is best qualified. What we present as normal becomes normal. When people judge on inborn attributes as opposed to merit or skill is where problems arise. We want to promote the idea—for any gender—not to accept constraints that are arbitrary.

Do you have any personal reflections to share related to Senator Glenn’s passing?  

The space program has been a lifelong presence for me. I was initially drawn to it because of its geopolitical international policy aspect. But later, I discovered I wanted to have that technical literacy to combine for complete understanding. I continue to be captivated because it is where science and technology truly meets policy. The interface is endlessly fascinating to me—that was reignited with Senator Glenn’s passing. There are fewer and fewer people from that era in the space program. But, I think what that means is that we have to find a way to ignite passion in the younger generation and bring an understanding that it is a different ball game than Sen. Glenn faced. Back then, it was almost a moral compulsion because of the national security implications. These days, it has aspects of this, but now it’s more about how do we make our lives better. We have to engage people that are dedicated to improving the quality of life of others. People need to understand, even more so, the connections between business and policy.

What do you think are the core skills students will be taking away from this experience?  

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The project’s sophisticated research designs are able to identify the negative causal impact. “This is very exciting because the research designs that we use are unlike any others in Public Affairs education — what we are focusing on is clear causal impact so we are not wasting time.”

The initial phase of the study was done to see statewide impact. The second phase spanning across 20 states and collected highly specialized data over a 15 year period. Some of the results identified the constraints superintendents face with long-term planning and the effects on student achievement and the morale of their workforce.

A sudden shift in revenue that was unanticipated uncovered a marked increase in teacher attrition and turnover and decline in student achievement.

“We are able to see that it is not related to how much a district spends — it is related to any district experiencing fluctuations. People generally think about what they can get if they spend a certain amount, but what they really don’t think about is how the impact is much greater and has a long lasting effect. In fact, none of the effects are driven by the decline of spending.”

The Glenn College also has its fingerprint on a career search, or a person that is mid-career looking for their next career path, or a parent that is watching their child’s career development and implementation. Sophistication of these methods provides better answers to the decision makers.

— Paolo DeMaria, Superintendent of Public Instruction at the Ohio Department of Education and Glenn College alumnus.

Data analytics are hugely valuable to policy development and implementation. Sophistication of these methods provides better answers to the decision makers.

The success of the dashboard expedited the development stage of the project. Recently, OERC program administrators presented the progress report during the governor’s executive workforce board meeting with enhancement and updated design recommendations. “Our goal is to make the dashboard more interactive and user-friendly; so we have started to do some field testing with more county level administrators,” said Joyce. “We want to see how the model behaves when pulling higher frequency data.” Planning efforts are underway to determine resource allocation for the next phases of the project.

Another dimension of the Glenn College education policy research and analyses involves investigating the cultural sensitivities that affect academic achievement among ethnic minority and poor families. Assistant Professor Katie Vinopal is conducting research centering on the well-being and development of these vulnerable families. “I’ve always been interested in the ways policy can address the causes and symptoms of poverty and inequality in our society,” said Vinopal.

Vinopal examines the effects of concentrated neighborhood poverty on children’s academic outcomes. “Place-based intervention programs — especially those related to high-quality early childhood care and education programs. Research has shown that these programs are essential to student and family engagement and increases future academic motivation,” said Vinopal.

Research also indicates that, for minority students, having a teacher of the same race can result in better outcomes, including higher test scores, increased motivation,” said Vinopal.

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“The key audiences used for building the dashboard included state policy leaders, county policy leaders, program administrators, and taxpayers. “This tool is of value to a young person — their management style and understanding how more racial and ethnic diversity in the teacher workforce might help close these gaps.”
Amanda Girth’s article “Incentives in Third-Party Governance: Management Practices and Accountability Implications” was published in Public Administration Review.

She has a forthcoming article co-authored with Glenn College alum Adam Eckerd (Virginia Tech) in the Journal of Supply Chain Management titled “Designing the Buyer-Supplier Contract for Risk Management: Assessing Complexity and Mission Criticality.”

Girth and and Dean Trevor Brown were awarded a research grant from the Naval Postgraduate School’s Acquisition Research Program to study the impact of current policies governing procurement on the competitiveness of mid-sized suppliers in the federal procurement market.

Russell Hassan’s article, “The Role of Employee Task Performance and Learning Effort in Determining Empowering Managerial Practices,” has been named the Best Article Published in 2016 for the Review of Public Personnel Administration.

She and her coauthors have several new publications that are soon to be published including:

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“I’VE ALWAYS IDENTIFIED WITH
a quote I read ‘the only thing worse than
kids giving up on schools is us giving up on
them,’” said DaVonti’ Haynes, BA, ’16. “I went to two of the worst urban high schools in Detroit and Cleveland and struggled and also watched many others around me struggle and lose. I was determined to find a way to carry a message of hope and encouragement.” Haynes believes that persistence is what helps students, even those enduring unimaginable hardships, consider picking up opportunity. “A lot of students in these situations are capable and they just feel disconnected. If we could address these feelings, through adding more support services, we could learn more about their real capability and provide resources they could tap into.”

Letting determination lead the way, during his undergraduate studies at the Glenn College, Haynes introduced the idea for new educational outreach programming — A Day in the Life of a Buckeye and the Mentor-A-Buckeye — which are now coordinated through the office of Student Life and Academic Affairs at The Ohio State University. The programs are dedicated to motivating and mentoring Ohio’s high school students from the Appalachian and inner-city areas. Both programs help these students recognize their potential for attending a four-year college or university.

In addition, cultural attitudes and behaviors that may prevent students from completing their education are addressed through combining efforts with other social services programming on campus. “People have a very narrow-minded view and just assume that everyone is just like them, they cannot see beyond where they are. It’s a challenge for these kids to recognize their own potential, but another, possibly greater challenge, is decreasing the shock that happens when they do make it to college. That is where things really start to break down because they don’t know how to make it work in this new environment, this leads to them feeling like an outsider and returning to the circumstances they were trying to get out of and continuing the cycle.”

This is where the Mentor-A-Buckeye and the A Day in the Life of a Buckeye programs step in to prevent these types of cycles. Where the A Day in the Life of a Buckeye is a one-day program where urban and Appalachian area high school students experience life at Ohio State University, and college in general, the Mentor-A-Buckeye program pairs ninth graders from Columbus City Schools with a community leader and an Ohio State University undergraduate student mentor. Each mentor-protégé family remain together throughout the protégé’s high school career.

Haynes participated in several internships while attending the Glenn College. He spent time with the superintendent of Columbus City Schools and the Ohio Department of Higher Education assessing and exploring various issues of education and social policy. “I was able to see the real-life consequences of policies and funding practices that don’t work. The more I worked with these programs, the more I realized that just assuming others have something to offer.”

“Participating changed my perspective and shaped my desire to make a difference for future generations.” Ward now attends Ohio State and has become a program mentor. “The most valuable part of this experience to me is being able to show the younger people in my community that it really is possible to be successful and attend a distinguished university like Ohio State. That is a place where they can fit in and that they have something to offer.”

Haynes said he often reflects about this experience to me is being able to show the young people in my community that it really is possible to be successful and attend a distinguished university like Ohio State. That is a place where they can fit in and that they have something to offer.”

Ward also attended Vinton County High School and participated in the A Day in the Life of a Buckeye program, an experience that opened his mind to life beyond southern Ohio. “Going to a high school where most students didn’t even consider going to college because of the cost, family situations and the lack of exposure to people with different backgrounds made beginning my search overwhelming,” said Ward.

So often, it is the littlest thing that moves a student toward continuing their education, like being a part of that kind of momentum. “Participating changed my perspective and shaped my desire to make a difference for future generations.” Ward now attends Ohio State and has become a program mentor. “The most valuable part of this experience to me is being able to show the younger people in my community that it really is possible to be successful and attend a distinguished university like Ohio State. That is a place where they can fit in and that they have something to offer.”

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The Alumni & Friends section of Public Address is where Glenn College alumni and the participants in its student programs keep their classmates and the university current about their career, activities and whereabouts. Please send updates and photos to: John Glenn College of Public Affairs, Attn. Lisa Frericks, 150P Page Hall, 1810 College Road South, Columbus, OH, 43210 or email Lisa at frericks.12@osu.edu.

1980
Nellie Martin, Dual MSW, is now a MSW, LSW Social Worker with Kindred Healthcare, Inc.

1990
Chris Wrobleski, MPA ‘90, serves as the Senior Vice President at Marsh - Japan Client Services, Inc.

1993
Tony Mastracci, MPA, is now the Chief Operating Officer for the Community Foundation of Utah.

1996
Lisa Patt McDaniel, MPA, has accepted new position as CEO for the Workforce Development Board of Central Ohio.

2000
Jorge Caraballo, WAIP, is now a Treasury Analyst at Embry-Riddle Aeronautical University.
Tracy Najera, MPA, successfully defended her dissertation and earned her Ph.D. in Education Administration from the Education Policy and Leadership program at The Ohio State University.

2003
Scott Hockenbery, WAIP, is now the HS Program Coordinator and Instructor at Tolleth Tech.

2005
Yvonne Lesicko, MPA, has been promoted to Vice President, Public Policy for the Ohio Farm Bureau Federation.

2006
Christopher Detwiler, MPA, is now working in the Dominican Republic as the PEPFAR (U.S. President’s Emergency Plan for AIDS Relief) County Coordinator.
Ahmad Hassan, MPA, is now a Human Resource Generalist at The Ohio State University.

2007
Melissa Harts, MPA, works at the US Immigration & Customs Enforcement as a Deputy Budget Director.

2009
Lynn Slawsky, MPA, is now the Director of Community Relations for ANAD – National Association of Anorexia Nervosa and Associated Disorders.

2010
Justin Pinsker, MPA, has accepted a new position with the Ohio Department of Administrative Services as a Senior Budget Analyst.
Josh Vittie, MPA, serves as principal at Rogue Rabbit Limited, providing customized training on an array of disaster/emergency preparedness tools.

2012
Alice Hutzel-Bateson, MA, joined the Alber Enterprise Center at The Ohio State University at Marion as the Center’s new Communications and Marketing Coordinator.
Donnecia Cummings, WAIP, works for Morgan Stanley as a Security Management Analyst and Corporate Actions Specialist.
Melissa Lindajo, MA, is now a Fiscal/Economic Analyst at TischlerBise, Inc.

2013
Aaron Clapper, BA, has accepted a position at the Illinois Partners for Human Service.
Stephanie Dominick-Stuck, MPA, is a senior Assistant Director of Admissions and Coordinator of Enrollment Services at the College of Wooster.
Patrick Manley, MPA, is now a senior associate at PwC in Washington, DC.
David Meadows, MPA, is now working for the City of Westerville as an Economic Specialist.
Lindsay Shanahan, MA/ JD, is now an Associate at ice Miller LLP.
Andy White, MPA, has accepted a new position as Policy Analyst in the Governor’s Office of Budget and Policy Priorities.

2014
Kenneth D. Blacks, MPA, has a new job at the Federal Transit Administration as a Transportation Program Specialist.

2015
Ashley Bowman, MPA, is now an Administrative Officer at the Department of Veterans Affairs.
Alex Fuellerton, MPA, is now an Associate at Goldman Sachs.

2016
Neelam Azmat, BA, accepted a job at Basecamp Pakistan, working as a Program Manager in Peshawar, Pakistan.
Beth Brink, MPA, works for the Ohio Office of Budget and Management as a Budget/Management Analyst.

2017
Megan Howard, MPA, is now a Health Policy Fellow for the Senate Committee on Health, Education, Labor and Pensions.
Matt Stephens-Rich, MPA, is a Project Manager at Clean Fuels Ohio and recently was recognized as a “Person to Know in Energy” by Columbus Business First.

2018
Ortega-Pacheco is currently the director of the Center for Public Policy Development and faculty member of the Life Science College at ESPOL (Superior Polytechnic School of Litoral) in his home country Ecuador. In 2015 he was appointed Minister of Environment where he focused on mobilizing youth around sustainability values. During his administration, Daniel created the first marine sanctuary for hammerhead sharks in the Galapagos Islands and promoted Guayaquil’s waterway - Estero Salado - clean-up process. He also established a national strategy to achieve net zero deforestation by 2020.

2019
Laubert has been Ohio’s State Long-term Care Ombudsman since 1994. Her office includes 12 regional ombudsman programs, 80 staff members and 350 volunteers. She led the development of Ohio’s Long-Term Care Consumer Guide and earned the Governor’s Award for Employee Excellence in 2012 for her leadership in developing nursing home quality incentives for Medicaid reimbursement.

2020
Appointed to a new position with the Ohio Coalition for the Homeless.

2021
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**New Initiative**

## Career Investment

The Glenn College has created a new Certificate in Public & Nonprofit Leadership to answer the demand for more leadership training opportunities.

### FOR PUBLIC AND NONPROFIT SECTOR PROFESSIONALS

Looking to develop and enhance their management and leadership skills, the Glenn College now offers a Certificate in Public & Nonprofit Leadership to provide the knowledge needed for them to excel in their careers. The program is structured to be completed in 14 weeks over a 9-to-12 month period. Course sessions are held at Page Hall two Fridays of every month. Upon completion of the program, participants earn certificates as well as six college credit hours.

“After participants would finish a Glenn College Management Advancement for the Public Service (MAPS) seminar, we would often be asked, ‘What if I want more?’,” said Maria Mone, director of Management Development Programs at the Glenn College. “This became the foundation for the development of the leadership certificate. Participants will now be exposed to various topics, learn with a cohort and be able to pursue a bachelor’s or a master’s degree if they wish,” said Mone.

“The inaugural class has 17 participants and began during the spring semester,” said Program Manager Natalie Gintert. “They are a mix of public sector and nonprofit professionals with wide educational backgrounds. There will be two cohorts a year. The next class starts in January 2018.”

“The Certificate in Public & Nonprofit Leadership operates on a philosophy of experiential learning,” said Gintert. “There is some theoretical and a lot of applied course work. Students learn how theoretical lenses can be applied to better understand real world situations and how that knowledge can be applied on-the-job when faced with leadership challenges.”

“Response to the program has been very strong,” said Gintert. “We have had a lot of request for information and the next cohort is filling up.”

![MAPS Program Director Maria Mone leads a discussion during a Certificate in Public & Nonprofit Leadership class.](image)

### ‘Hidden Figures’ Screening

The Glenn College hosted a screening of the award-winning motion picture “Hidden Figures.” Following the screening, Dr. Elizabeth Newton, director of the Battelle Center for Science and Technology Policy, moderated a Facebook Live panel discussion on race, gender, leadership and the importance of diversity and gender equity in the private and public sectors. Panelists included: Natalie Higdon, president of Women in Aviation at The Ohio State University and a Public Affairs major; Dr. Tashia Bradley, senior vice president for Student Engagement, Enrollment and Success at Wilberforce University; and Keena Smith, deputy county administrator of Franklin County and president of the National Forum, Central Ohio Chapter of Black Public Administrators.

![‘Hidden Figures’ Screening](image)

### NASPAA at Page Hall

The Network of Schools of Public Policy, Affairs and Administration (NASPAA) held its annual conference in Columbus and the participants had a chance to visit the Glenn College for a reception. NASPAA’s two-fold mission is to ensure excellence in education and training for public service and to promote the ideal of public service.

![NASPAA at Page Hall](image)

Learn more about the Certificate in Public & Nonprofit Leadership at: [glenn.osu.edu/training/leadership-certificate](http://glenn.osu.edu/training/leadership-certificate)
New student group builds diversity and awareness

Public Affairs Multicultural Student Organization (PAMSO) is a new diversity-oriented student group at the Glenn College that brings together students of all ages, races, gender, religions, disabilities and backgrounds to create a welcoming community that enables and encourages collaboration among peers on topics related to diversity and inclusion.

The idea for PAMSO was sparked by Brittany Miller, a Glenn College staff member and a MPA student. “I wanted to create that safe place within a community that builds others up – regardless of race, ethnicity, background, socio-economic status or gender,” said Miller. “I wanted to create a platform, in which students from different backgrounds and students with diverse ideas could collaborate, encourage and support one another. This organization is open to individuals who are not only multicultural, but also students who are interested in cultural affairs, diversity and inclusion and diversity in research thinking and backgrounds.”

With the support from the college, Miller was able to send out a short survey to Glenn College students to gauge interest in the creation of PAMSO. “About 50 students filled out the survey and almost every student provided written feedback in the comments section and every single comment was positive feedback,” said Miller.

After the survey results, students stepped up for leadership positions and an executive board was established. PAMSO has sponsored a gift drive for Huckleberry House, a safe place for young runaways. Its members have also volunteered at the Cambodian Mutual Assistance Association and the Glenn College Day of Service.

Learn more about PAMSO at: glenn.osu.edu/programs/pamso

Day of Service

For the second year, Glenn College students, faculty, staff and alumni volunteered at OSU Star House during the Glenn College Gives Back Day of Service. Glenn College volunteers organized donated clothing and supplies, prepared meals and cleaned and organized the activity rooms at OSU Star House — a drop-in center for homeless youth in Central Ohio. The Glenn College Gives Back Day of Service was sponsored by the Glenn College Alumni Society, Young Alumni Club, Public Affairs Student Association, Public Affairs Multicultural Student Organization, Civic Leadership Council and Learning Community.

The Glenn College Leadership Forum is the state’s premier conference designed for individuals working in the public sector. Through breakout sessions and keynote talks, experts in the public policy arena provide insight into emerging trends in policy, administration and leadership that will enhance your career.

Registration begins July 2017

Learn more about the Glenn College Leadership Forum at: glenn.osu.edu/leadership-forum
In the News

Members of the Harvard Institute of Politics talked with Glenn College students about their views on politics, fake news, the media, President Trump’s policies, personal attitudes toward politics and public service for a national Millennial Poll. National Public Radio reporter Vanessa Romo was on hand to produce a story on Millennials discussing their attitudes towards the Trump presidency that aired on All Things Considered.