

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

Inspiring Citizenship, Developing Leadership



Strategic Plan

John Glenn College of Public Affairs

The Ohio State University

2016/17 – 2020/21

Ohio State Mission/Vision Statement

VISION

The Ohio State University is the model 21st-century public, land grant, research, urban, community engaged institution.

MISSION

The University is dedicated to:

- Creating and discovering knowledge to improve the well-being of our state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

We understand that diversity and inclusion are essential components of our excellence.

VALUES

Shared values are the commitments made by the University community in how we conduct our work. At The Ohio State University we value:

- Excellence
- Diversity in people and of ideas
- Inclusion
- Access and affordability
- Innovation
- Collaboration and multidisciplinary endeavor
- Integrity, transparency, and trust

CORE GOALS

Four institution-wide goals are fundamental to the University's vision, mission and future success:

Teaching and Learning: to provide an unsurpassed, student-centered learning experience led by engaged world-class faculty and staff, and enhanced by a globally diverse student body.

Research and Innovation: to create distinctive and internationally recognized contributions to the advancement of fundamental knowledge and scholarship and toward solutions of the world's most pressing problems.

Outreach and Engagement: to advance a culture of engagement and collaboration involving the exchange of knowledge and resources in a context of reciprocity with the citizens and institutions of Ohio, the nation, and the world.

Resource Stewardship: to be an affordable public university, recognized for financial sustainability, unparalleled management of human and physical resources, and operational efficiency and effectiveness.

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Letter from the Dean

Dear John Glenn College of Public Affairs family and friends,

As an adolescent in the late 1930s, John Glenn sat transfixed in a high school civics classroom. His teacher, Hartford Steele, educated the sons and daughters of New Concord, Ohio on the virtues of democracy, the basic structure and operation of the American system of representative government, and the duties of citizenship. A few years later, with the world still reeling from a global financial crisis and in the throes of a multi-continent war, Glenn answered the call to serve the cause of liberty. His transformational classroom experience launched a life of service in which he became a decorated Marine fighter pilot in two wars, the first American to orbit the earth, a four-term U.S. Senator, and the oldest human being to travel in space.

When Glenn concluded his political career in the late 1990s, he devoted the next chapter of his life to creating a place of learning dedicated to “inspiring citizenship and developing leadership” – the foundational vision Hartford Steele had inspired in him 50 years earlier. Glenn’s commitment to public service and his combination of bravery, brain power, and civility inspired the creation of the John Glenn College of Public Affairs at The Ohio State University.

In the spirit of The Ohio State University’s land grant mission and motto of “education for citizenship” (*disciplina in civitatem*), the Board of Trustees formally created the John Glenn College of Public Affairs in the spring of 2015. The Board of Trustees’ goal was to create a college to serve as the University’s primary academic unit for:

- generating research on local, state, national, and global public affairs (i.e., public policy, public administration and management, and public budgeting and finance) challenges;
- educating the next generation of citizens and public and nonprofit leaders; and,
- providing evidence-based policy analysis and managerial solutions to public decision-makers across the nation and the State of Ohio.

This core mission is historically rooted in the founding of the Division of Public Administration, a precursor of the Glenn College, at Ohio State in 1969. The creation of the Glenn College over four decades later elevates this mission as one of the primary thrusts of the university.

Today the Glenn College is home to first-class, interdisciplinary scholars who conduct rigorous and impactful research on vexing public problems like climate change, economic and community development, education and workforce development, and the effective operation of public and nonprofit organizations, to name a few. The College’s doctoral, graduate professional, and undergraduate degrees, and professional development programs prepare a diverse group of students and working professionals to serve the public interest through employment in local, state, national, and international public, nonprofit, and civic organizations, as well as elected office. The College’s array of events serve as open forums for students, faculty, staff, alumni, and community members to engage in civil and nonpartisan dialogue around contentious issues that confront the state, the nation, and the globe.

This strategic plan is born of the College's tradition of public service and charts the course for the College's dynamic and impactful future. A distinguishing trait of the Glenn College is its collaborative culture. Faculty and staff work as partners to serve students, the campus community, alumni and external stakeholders. This strategic plan reflects that collaborative culture. It highlights the College's core mission and key goals while also integrating the breadth of the College's programming and activities.

As members of the Glenn College we are proud to serve the university's land grant mission of "education for citizenship".

Sincerely,

A handwritten signature in black ink, appearing to read "Trevor Brown", followed by a long horizontal line extending to the right.

Trevor Brown
Dean

Introduction to the Strategic Plan

The John Glenn College of Public Affairs strategic planning effort began in 2007 with the creation of the John Glenn School of Public Affairs and continued through the creation of the college in the spring of 2015. The school's creation established the core mission of the program as an interdisciplinary enterprise for research, teaching, and service around the core areas of public affairs – public policy analysis and evaluation, public and nonprofit management, administration and leadership, and public budgeting and finance. The elevation of the school to college-status solidified the core mission and emphasized the aspiration to serve the State of Ohio, become a distinguished national program, and serve as the integrator for public affairs scholarship and application across the university.

Given the college's continued upward trajectory, the strategic planning process has been iterative. The passage of each milestone (e.g. attaining college status) has been a step towards becoming a public affairs program with state and national impact. Since the field of public affairs is dynamic and competitive, the college's planning has focused on constant improvement rather than the achievement of a single goal. The primary impetus for strategizing emerges from within the college to serve its **primary stakeholders**:

- the graduate and undergraduate students that enroll in the college's degree granting programs;
- the public and nonprofit sector professionals and organizations that participate in the college's professional development programs;
- the alumni of the college's array of education and training programs;
- the scholars at other public affairs programs and related research enterprises that participate in scholarly inquiry around public policy, management, and finance questions;
- the individual and institutional donors that give generously to support the college's programs;
- the local, state, and national public and nonprofit decision makers who rely on the research created at the college and across the university to make informed decisions and run effective programs to serve the public interest; and
- the collaborators and partners across The Ohio State University who work with the Glenn College in pursuit of the University's land grant mission to serve the state and the nation.

The dean leads the ongoing process of strategic planning in consultation with the college's faculty, staff, students, alumni, Board of Distinguished Visitors, university leaders and partners, and other key stakeholders. The college's Budget and Strategic Planning Committee serves as the primary mechanism for assessing strategic planning proposals and incorporating them into the strategic plan. Individual academic and administrative units within the college are tasked with an annual work-planning and goal-setting process that aligns with the strategic plan. The College's strategic plan is also designed to align with the mission and goals of the University's Time and Change strategic plan. Given the ongoing nature of strategizing and planning, the current strategic plan is designed to propel ongoing conversations within and outside the college about the direction and programmatic activities of the college for the five year period of AY 2016-2017 through AY 2020-2021.

Glenn College Mission and Long Term Vision

The faculty, staff, students, and alumni of the Glenn College embrace the ideals of democratic citizenship and public leadership in our **mission** to:

- Prepare tomorrow's public and nonprofit leaders through education, training, and professional development;
- Help solve public problems and build knowledge in the field of public affairs through interdisciplinary research; and,
- Integrate knowledge from inside and outside the university and transfer that knowledge to external stakeholders in the public, nonprofit, and private sectors across Ohio, the nation, and the globe.

Our **long-term vision** is to serve as a model in public higher education for producing democratic citizens and public and nonprofit leaders, and creating, translating, and applying research that serves the public interest across the State of Ohio and the nation.

Glenn College Values

In carrying out our mission, we are committed to a core set of public values:

- Leadership – We serve as representatives of the Glenn College in our professional activities and strive to model the College's values to students, employees, university officials, and guests.
- Accountability and Excellence – We aspire to perform at the highest level and we take ownership and responsibility for our work, team accomplishments, and areas of improvement.
- Integrity – We work honestly and transparently to adhere to ethical, legal, and university standards and undertake actions that advance the College's goals.
- Collaboration and Support – We work together as citizens of the Glenn College and the University and we respect and encourage all members of the Glenn College in their successes and partner to overcome obstacles.
- Diversity and Inclusion – We create and nurture a diverse and inclusive environment for our students, faculty, staff, and guests that celebrates the fundamental value and dignity of everyone by recognizing differences and supporting individuality.

College Overview

The Glenn College has roots in two units that existed previously on campus – the degree-granting School of Public Policy and Management (previously the Division of Public Administration) and the outreach-oriented John Glenn Institute of Public Service and Public Policy. In 2007, the two units merged to create the Glenn School, the Glenn College’s forerunner.

The College offers several graduate degree programs – the Master of Public Administration (MPA), the In-Career Master of Arts (MA) in Public Policy and Management, the Ph.D. in Public Policy and Management, and a variety of dual and joint degree programs in collaboration with other Ohio State University colleges and departments. The College’s graduate professional programs are accredited by the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) every seven years and are ranked by the *U.S. News and World Report* every four years. In 2018, the Glenn College’s graduate professional programs were ranked in the top 20 overall, with rankings of 19th in public management, 20th in public policy analysis, 13th in nonprofit management, 19th in urban policy, and 26st in public budgeting and finance.

At the undergraduate level, the College offers the Bachelor of Arts (BA) in Public Management, Leadership and Policy and the Bachelor of Science (BS) in Public Policy Analysis. The College also offers undergraduate minors in Public Policy, Science, Engineering and Public Policy, and Nonprofit Studies.

The alumni of the Glenn College’s degree programs serve the nation and the state through employment in the public and nonprofit sectors. Glenn College graduates serve as appointed and elected officials and career civil servants at all levels of government across the country, with the vast majority serving in Ohio or in Washington, D.C. An increasing number of Glenn College graduates now launch their careers in nonprofit organizations or in private firms that work in an increasingly blended public sector.

The College’s interdisciplinary faculty produces research for peer-reviewed academic outlets and public decision makers. The College’s *U.S. News and World Report* ranking is in part a reflection of the high quality of the faculty’s research. The research portfolio of Glenn College faculty members typically includes a balance of scholarship on a core field of public affairs (i.e. public policy analysis and evaluation, public and nonprofit management, administration and leadership, and public budgeting and finance) and a specialized area of inquiry (e.g. education, energy, regional and community development, and contracting and privatization). The College is home to two applied research centers that enhance faculty research efforts – the Ohio Education Research Center and the Battelle Center for Science and Technology Policy. These centers help integrate scholarship within the college and across the campus in the areas of education policy and science and technology policy, respectively, and connect the research to public decision-makers.

The College also delivers training to professionals in the public and nonprofit sectors at the local, state, and federal levels primarily through its Management Development Programs (MDP) unit. This unit offers skills-based managerial and leadership programs to mid-career working professionals. MDP also offers custom training to the employees of state and local agencies across Ohio, including the ten-week residential Ohio Public Safety Leadership Academy offered in partnership with the State of Ohio’s

Department of Public Safety for law enforcement officers across the state. The College's education and training capacity now extends to prospective female candidates running for elected office through the college's New Leadership and Ready 2 Run programs. In the years to come, the College will continue to expand its training efforts through the creation of the State of Ohio Leadership Institute, a program funded by the State of Ohio to provide leadership development for Ohio State and local elected officials.

On campus, the Glenn College serves as the integrator for public affairs scholarship and application across the university. Through joint appointments (e.g. Discovery Theme hires), dual and joint degrees, interdisciplinary research, collaborative engagement projects, and campus and community events, the College helps bring together faculty, staff, and students from Ohio State's other colleges to discuss and address pressing public policy issues. The Glenn College also works closely with central administrative units like the Office of Government Affairs to connect the university to public decision-makers at the local, state, and federal levels.

The Glenn College aspires to be a model of diversity, inclusion and citizenship. The College is built upon a spirit of partnership and collaboration between faculty, staff and students from diverse backgrounds and with different beliefs and perspectives. The College is dedicated to creating a workforce and a student body reflective of the diversity of Ohio and the nation, as well as a workplace and educational environment that provides opportunities for the discussion of contentious topics in a civil and respectful manner.

Strategic Scan

The field of public affairs is dynamic, competitive, and politically charged. To survive and thrive among top-ranked schools of public affairs the Glenn College must consider important trends and features of the field as it charts its course. The College must also account for imperatives driven by the University's position as the State's flagship, land grant, residential institution located in the state capital. This section provides a brief sketch of the context for strategic planning.

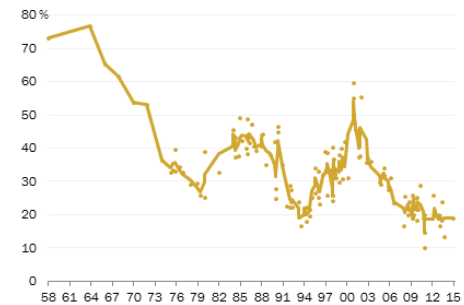
► *Citizens have lost confidence and faith in government...*

In the spring of 2015, the Glenn College asked a third party to conduct focus groups of current and prospective undergraduates about their interest in public affairs – the study and practice of public policy analysis, public and non-profit management, and public budgeting and finance. Participants were asked to identify a current “public hero” who had inspired them. The overwhelming response? They couldn't identify one.

This inability to name an inspiring public leader is not surprising given the long-term decline in public trust in government and public institutions (e.g. legislatures, the courts, public departments and agencies). For over a half-century, one of the most reputable national polling organizations, the Pew Research Center, has been asking citizens about their trust in the federal government to do what is right “always” or “most of the time”. As the figure to the right shows, while there have been upticks – most notably the period immediately following the terrorist attacks of September 11, 2001 – trust and faith in government has declined steadily and precipitously. Only about one fifth of U.S. citizens trust the federal government to do what is right just about always or most of the time.

Public trust in government: 1958-2015

Trust the federal government to do what is right just about always/most of the time ...



Survey conducted Aug. 27-Oct. 4, 2015. Q15. Trend sources: Pew Research Center, National Election Studies, Gallup, ABC/Washington Post, CBS/New York Times, and CNN Polls. From 1976-2014 the trend line represents a three-survey moving average.

PEW RESEARCH CENTER

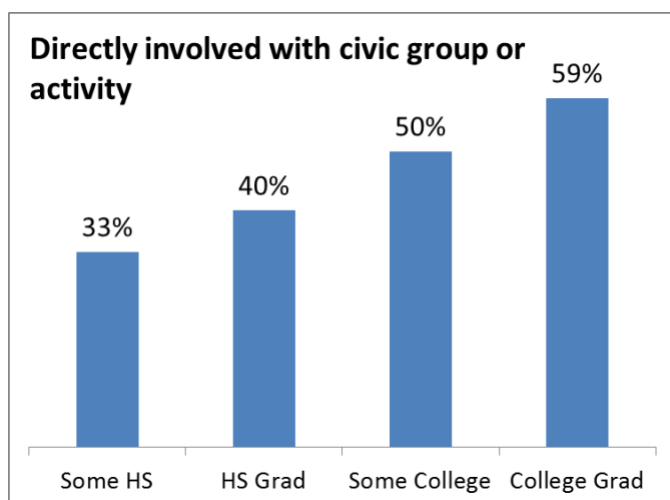
The lack of faith in government has had significant impacts on public affairs education. Most notably, while the number of U.S. academic institutions that grant the field's principal graduate professional degree – the Masters of Public Administration – has grown to around 300, applications and enrollments in the degree across the country have declined.

...but the current generation of college- and graduate-age students is highly civically engaged.

There are many causes of the deteriorating faith in government and declining enrollments in public affairs academic programs. Some of the causes are outside the control of public affairs programs

(e.g., the furloughs of the 2013 federal sequestration process inhibited the current generation of college- and graduate-age students from pursuing traditional public-sector careers). Other driving factors can be countered, however—most notably, a general lack of understanding about what the public sector is, how it operates, and how citizens working together can solve public problems.

One positive trend is that the current generation of college- and graduate-age students is highly service oriented. This generation has been unfairly characterized as primarily motivated by extrinsic rewards (e.g. pay and benefits) to the exclusion of community oriented pursuits. On the contrary, there is growing evidence of college- and graduate-age citizens engaging in social movements, volunteering, and voting in presidential elections (most notably in 2008 and 2012). The vast majority of Glenn College undergraduate and graduate students come with a demonstrated commitment to public service.



A noteworthy fact is the relationship between educational attainment and civic engagement and participation. Mirroring the impact of a high school civics class launching Senator Glenn’s life of public service, recent Pew Research Center data shows that the highest rates of direct involvement in civic activity are for those with a college degree (see the figure on the left).¹ Many universities, like The Ohio State University, are cultivators of civic-minded and politically active students.

Public affairs education and professional development can accelerate this commitment to public service. Glenn College peer competitors have demonstrated success in recruiting new undergraduate and graduate professional students to their programs. For example, Indiana University’s School of Public and Environmental Affairs (SPEA) is now the third largest undergraduate program on the Bloomington campus and boasts one of the largest Master of Public Administration programs in the country.

The Glenn College aspires to become among the very top public affairs programs, competitive with programs like SPEA, the University of Michigan, and Arizona State University at the graduate and undergraduate levels. The College’s goal is to become a leading producer of public and nonprofit sector professionals prepared for leadership roles at the local, state, and national levels.

¹ See <http://www.pewinternet.org/2013/04/25/civic-engagement-in-the-digital-age/> for full report.

► ***Public problems are increasingly complex and ignore geographic and sectoral boundaries...***

During the Great Society of the 1960s, U.S. 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 and NASA piloted the race to the moon). Starting in the 1970s, state and local governments vastly expanded their programs to deliver services to citizens, in part due to new responsibilities assigned to them by higher levels of government. Soon after, schools of public affairs blossomed to produce graduates to staff these programs and to generate public policies, managerial approaches, and financial innovations to inform policy making and implementation.

In many cases these new programs were assigned to individual bureaucracies that operated in silos apart from the activities of other public entities, as well as relevant nonprofit organizations and private firms. This approach has proven ineffective in addressing the multifaceted and complex public problems that face the nation and the world. Most problems spill over traditional jurisdictional, geographic, and sectoral boundaries. No individual public program administered by a lone public bureaucracy can tackle salient challenges like income inequality, food insecurity, energy scarcity, or educational inaccessibility.

...requiring interdisciplinary, evidence-based solutions that can be developed for and communicated to Ohio's and the nation's public and nonprofit decision-makers.

Today's public problems require solutions that bridge disciplines and link organizations across the public, nonprofit, and private sectors. For example, the availability of affordable housing is not simply the result of a public agency providing subsidized public housing. The market for low-income housing is also affected by the public policies and laws governing lending, the information available to consumers about various types of housing options and financing, and the actions of regulatory bodies, public and private lenders, land and real estate developers, and nonprofit credit counseling organizations, to name a few. Understanding the complex landscape of affordable housing, and countless other complex policy problems, necessitates rigorous, testable scholarship that draws upon knowledge in a diversity of fields (e.g. political science, economics, law, and sociology). In turn, the development of effective public policy, management, and finance solutions requires the translation of this scholarship for decision-makers in the public and nonprofit sectors.

The promise of public affairs scholarship is that it is informed by the intellectual traditions of disciplinary fields, the rigorous inquiry of cutting-edge research designs and empirical methods, and the accessible interpretation and translation of the findings to inform the practice of public policy making, management, and finance. With a decades-long tradition of action-oriented, rigorous, interdisciplinary research, a dynamic and growing group of enterprising scholars, and the capacity to deliver research findings to decision-makers, the Glenn College is designed to achieve the

expectations of contemporary scholarship and practice. The College's goal is to become a top-tier creator of academic research on public policy analysis and evaluation, public and nonprofit management and leadership, and public budgeting and finance, as well as a go-to translator of that knowledge for public and nonprofit decision makers and citizens across Ohio and the nation.

► ***The State of Ohio shares America's public challenges...***

Ohio is America. Ohio is home to the 7th largest population in the country, is 14th among states in agricultural production, and has three of the United States' 40 largest metropolitan areas (only Texas and California have more major metro areas). Ohio's demography also mirrors the country's, making it the consummate political swing state. Indeed, the last candidate to win the U.S. presidency without carrying Ohio was John F. Kennedy in 1960.

Ohio also shares many of the nation's major challenges. Many of Ohio's urban areas and small towns are reeling from the transition from an industrial, manufacturing economy to a service, knowledge economy. Ohio is marked by negative social conditions, including inordinately high racial and socioeconomic segregation, infant mortality rates, juvenile obesity, and opiate addiction. Even with the advent of new energy sources like wind, solar, and shale oil, Ohio's energy production remains tied to coal. While water is plentiful in Ohio, many rivers and lakes are plagued by toxic algal blooms, often driven by runoff from large-scale agricultural production.

...presenting Ohio State the opportunity to produce innovative public policy, management and finance solutions and the next generation of public leaders.

The combination of Ohio's status as a representative state and the array of public challenges it faces presents an opportunity to devise solutions that can be used to inform public policy, administration and management, and finance across the US. The Glenn College has an advantage over many other public affairs programs because it is part of The Ohio State University – perhaps the nation's most comprehensive research university, and one which has established a framework for effective multi- and inter-disciplinary collaboration.

The Glenn College is positioned at the center of the university as an independent academic unit that can partner with other departments, schools, and colleges to harness OSU's comprehensive expertise. The Ohio State University's multiple centers of excellence across the arts and sciences, medical fields, and professional disciplines allow the Glenn College to be a pioneer in the multi-disciplinary, trans-institutional teaching and research needed to address today's complex public problems and to produce leaders who can tackle these problems. The Glenn College's goal is to become the integrator at Ohio State for public policy analysis and evaluation, public and nonprofit management, administration and leadership, and public budgeting and finance.

► ***Public discourse is increasingly rancorous and combative...***

The U.S. population is increasingly divided. According to the Economic Policy Institute, the upper 1% of the population captured at least half of all income growth between 2009 to 2013 in 24 states (Ohio ranked 32nd, with the top 1% earning around 18% more than the bottom 99%).² This income gap is reinforced residentially as data shows that people of similar socioeconomic backgrounds increasingly live in the same communities. Residential divisions are correlated with political identification and voting patterns – Democrats increasingly concentrate in urban centers and Republicans in rural communities.³

These divisions have contributed to an increasingly toxic political discourse. Politicians at all levels, sometimes reflecting the predispositions of their constituents and other times shaping their constituents' inclinations, are prone to personalize political campaigns and policy debates. Campaigns are increasingly “character” driven rather than “issue” focused. Personal attacks and vilification of alternative perspectives are now accepted as the norm. The ubiquity of social media creates echo chambers where strident commentary is rewarded with virtual applause in the form of views, forwards, and retweets. Some citizens and voters find such negative political rhetoric engrossing and titillating, while others find the current discourse disheartening and feel disengaged from public discussions about the major issues that confront the state and the nation.

...requiring that public universities provide forums to promote civil discourse and civic engagement.

Education has historically served as an equalizer by creating opportunities for people from all walks of life to become informed citizens and prepared for rewarding careers. The percentage of college educated adults has grown over the last decade but is still less than one-third of the U.S. population.⁴ As noted earlier, college graduates report higher levels of civic engagement.

Public affairs undergraduate and graduate education is grounded in a set of public values inclusive of dignity, respect, tolerance, and fairness. These values serve as the foundation for conducting dialogue about the challenges threatening the common good. Curricular and co-curricular programs at public affairs schools and colleges are designed to simultaneously challenge students to reflect on their perspective and biases on any given issue while attempting to respectfully understand the positions of alternative perspectives. Public affairs programs are designed to serve as forums for objective, issue-focused civil discourse while also encouraging faculty, students, staff, and alumni to engage in their communities. The goal of the Glenn College is to increase community engagement and outreach of faculty, staff, students and alumni by inspiring and promoting citizenship, and to grow a culture of inclusion, collaboration, and civil discourse.

² See <http://www.epi.org/publication/income-inequality-in-the-us/#epi-toc-3>

³ See <http://www-personal.umich.edu/~jowei/florida.pdf>

⁴ See <https://www.census.gov/content/dam/Census/library/publications/2016/demo/p20-578.pdf>

► ***The environment of public affairs education is increasingly competitive and uncertain...***

Funding for public higher education is increasingly volatile. Federally-backed loans for students are increasingly available, but direct public support to public higher education institutions has steadily declined. The rise in student loans and increases in tuition have raised student debt, particularly at the graduate level. National and state elected officials have identified student debt as an important public problem. In Ohio, elected legislative officials in particular have identified college costs as a problem and have demanded more efficient delivery of education.

The higher education market is highly competitive. The advent of online degree programs, in particular, has made it easier for regional programs to compete nationally. This is increasingly true in professional fields like public affairs. Many well-regarded universities have developed online graduate programs (e.g. Penn State University, Indiana University, Arizona State University, and University of North Carolina).

Competition for high quality faculty and staff members is also intense. For faculty in the field of public affairs, the competition is primarily national. Several of the top programs offer increasingly high salaries, particularly to newly minted Ph.Ds. For staff, the competition is primarily within the university, although for certain staff positions the market includes all of Central Ohio.

...demanding that public affairs programs be nimble, fiscally prudent, and focused on their core asset – their people.

Competition, cost growth, and an uncertain political funding environment put pressure on public affairs programs to be entrepreneurial and innovative in creating new degree programs. Students, whether they are undergraduates, graduates, or working professionals, increasingly want their education cheaper, faster, and more directly connected to dynamic employment opportunities. At the same time, public affairs programs need fiscal stability to continually deliver degree and certificate programs, and to generate high-quality research. Most degree programs still take between two and four years and many faculty research projects are multi-year.

In any given market there are a variety of pathways to success, but successful public affairs programs we have studied generally have two core components to their strategy. First, they have diversified their funding streams across a range of sources, including curricular revenue, individual and institutional giving, extramural research funding, contractual work, and partnerships with public and private organizations. Second, they have invested in their people. Success has not always been the result of hiring large numbers of faculty and staff, but rather building a committed and collaborative team of faculty and staff who demonstrate excellence in their work. The goal of the Glenn College is to attract and reward high performing faculty and staff, and to steward and grow resources to deliver value to stakeholders.

Glenn College 2020 Vision

Our five-year vision is to become a premier national public affairs program that serves the university, the state, and the nation with impactful, evidence-based research and value-driven public and nonprofit leaders and citizens. From academic year 2016-2017 through academic year 2020-2021, we will pursue eight goals:

- Goal 1: Become a leading educator of public and nonprofit sector professionals prepared for leadership roles at local, state, and national levels
- Goal 2: Become a top-tier creator of academic research on public policy analysis and evaluation, public and nonprofit management, administration and leadership, and public budgeting and finance
- Goal 3: Become a go-to producer and translator of actionable knowledge for public and nonprofit sector decision makers and citizens across the State of Ohio and the nation
- Goal 4: Become the integrator at Ohio State for public policy analysis and evaluation, public and nonprofit management, administration and leadership, and public budgeting and finance
- Goal 5: Increase community engagement and outreach of Glenn College faculty, staff, students, and alumni by inspiring and promoting citizenship
- Goal 6: Grow a culture of inclusion, collaboration, and civil discourse
- Goal 7: Attract and reward high performing faculty and staff
- Goal 8: Steward and grow college resources to deliver value to stakeholders

These goals fundamentally align with the University's Time and Change strategic planning goals, particularly goals I, II, III, and V:

- Goal I: Ohio State will be an exemplar of the best teaching, demonstrating leadership by adopting innovative, at-scale approaches to teaching and learning to improve student outcomes.
- Goal II: Ohio State will further our position as a leading public university offering an excellent, affordable education and promoting economic diversity.
- Goal III: Ohio State will enhance our position among the top national and international public universities in research and creative expression, both across the institution and in targeted fields -- driving significant advances for critical societal challenges.
- Goal V: Ohio State will be an exemplar of best practices in resource stewardship, operational effectiveness, and efficiency and innovation.

Goal 1 Become a Leading Educator of Public and Nonprofit Sector Professionals Prepared for Leadership Roles at Local, State, and National Levels

Goal 1.1 Increase enrollment in Glenn College educational and professional development programs

Strategy 1.1a Offer high quality educational and professional development programs staffed by well-trained instructors

Strategy 1.1b Integrate technology into educational and professional development programs to enhance quality and increase flexibility for instructors and students

Strategy 1.1c Develop and market new education and professional development programs (e.g. a Bachelor of Science degree, professional certificates) aligned with the demands of prospective students and employers

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
# of applicants, MPA	199	177	185	200
# of applicants, MA	44	66	40	30
# of applicants, MPAL	n/a	n/a	40	80
# of applicants, BA/BS	110	129	165	220
yield %, MPA	37%	49%	50%	50%
yield %, MA	89%	85%	90%	90%
yield %, MPAL	n/a	n/a	75%	90%
yield %, BA/BS	67%	56%	60%	60%
Total students, MPA	90	99	100	110
Total students, MA	99	103	85	50
Total students, MPAL	n/a	n/a	25	70
Total students, BA	370	357	435	500
Total students, BS	0	95	115	140
Total credit hours, undergraduate	4735	6830	7376	8445
Total credit hours, graduate	3856	4587	4630	5000
# of participants, continuing ed	1657	1875	1875	2000
# of agencies, continuing ed	217	220	220	250
# of participants, certificates	34	66	66	85
# of certificates	1	2	2	5
# of online/blended courses	4	12	12	30

Goal 1.2 Diversify the student body to reflect the composition of the nation

Strategy 1.2a Recruit and retain diverse instructors for core and elective courses

Strategy 1.2b Incorporate diversity issues into existing and new curricular and co-curricular offerings

Strategy 1.2c Reduce costs/debt burden of students through financial support

Strategy 1.2d Implement strategies and tactics proposed by the College’s Diversity and Inclusion Committee

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
%/# courses with diverse content, graduate professional	N/A	N/A	TBD	TBD
%/# courses with diverse content, undergraduate	N/A	N/A	TBD	TBD
% female undergraduate students	50%	55%	51%	51%
% racially/ethnically diverse undergraduate students	19%	25%	25%	25%
% female graduate professional students ⁵	57%	58%	50-60%	50-60%
% racially/ethnically diverse graduate professional students	18%	25%	25%	25%
% of undergraduates receiving Glenn College financial support (scholarships, fellowships,)	5%	5%	5%	5%
% of incoming graduate professional students receiving Glenn College/University financial support (scholarships, fellowships)	55%	55%	62%	65%
# of underrepresented students nominated for Graduate Enrichment Fellowships	2	8	10	12
# of students who won Graduate Enrichment Fellowships	2	4	5	8
% yield from Graduate Enrichment Fellowship	50%	100%	75%	75%

⁵ Autumn 2015 baseline

winners				
% of graduating undergraduates who indicate that they gained perspectives needed to “recognize and respect diversity” through their Glenn College curricular experience ⁶ (score of 4 or 5 on annual graduation survey)	96%	89%	95%	95%

⁶ Score of 4 or 5 on annual university graduate survey; university average = 85.5%

Goal 1.3 Offer the highest quality educational and professional development programs that prepare students, working professionals, and alumni for leadership roles in a rapidly changing public sector workforce.

Strategy 1.3a Secure and maintain external accreditation for relevant programs (e.g., MA, MPA)

Strategy 1.3b Assess core educational and professional development programs (e.g. MA, MPA, BA, BS, certificates) on curricular goals and employer needs

Strategy 1.3c Provide training and professional development for all instructors (i.e. faculty, doctoral students, adjuncts and lecturers)

Strategy 1.3d Provide students with high quality services that complement their educational program (e.g. advising, career services, alumni mentoring and networking)

Strategy 1.3e Offer educational and professional development opportunities and programs for Glenn College alumni and/or public service practitioners

Strategy 1.3f Reward faculty and staff for development of high-quality, revenue generating educational and professional development programs

Strategy 1.3g Engage alumni in the delivery of Glenn College educational and professional development programs

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
Accreditation Status MPA	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited
Accreditation Status MA	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited
Two Year Graduation Rate, MPA	76%	75%	80%	80%
Two Year Graduation Rate, MA	66%	65%	65%	70%
Graduation Rate, BA	100%	90%	90-100%	90-100%
Graduation Rate, BS	N/A	100%	90-100%	90-100%
Average SEI, Faculty, Grad Prof ⁷	4.4	4.5	4.5	4.5
Average SEI, Adjuncts, Grad Prof	4.1	4.3	4.5	4.5
Average SEI, Faculty, Undergrad	4.5	4.6	4.5	4.5
Average SEI, Doctoral,	4.5	4.6	4.5	4.5

⁷ Autumn and Spring Semesters

Undergrad				
Average SEI, Adjuncts, Undergrad	4.3	4.4	4.5	4.5
% courses taught by public sector professionals, Grad Prof ⁸	36%	35%	35%	35%
% courses taught by public sector professionals, Undergrad	32%	33%	33%	33%
Average Satisfaction Ratings, Instructors, continuing ed ⁹	4.8	4.8	4.5	4.5-5
Placement Rate, MPA ¹⁰	97%	100%	95%	95%
Placement Rate, BA	88%	97%	95%	95%
Placement Rate, BS	N/A	100%	95%	95%
Employment Sector Distribution, MPA Graduates ¹¹	Local 6% State 48% Federal 6% Nonprofit 15% Private 21% Grad. Sch. 4%	Local 23% State 28% Federal 3% Nonprofit 28% Private 18% Grad. Sch. 0%	Local 20% State 35% Federal 5% Nonprofit 25% Private 10% Grad. Sch. 5%	Local 20% State 35% Federal 5% Nonprofit 25% Private 10% Grad. Sch. 5%
Employment Sector Distribution, MA Graduates	Local 10% State 68% Federal 4% Nonprofit 7% Private 7% Grad. Sch. 4%	Local 18% State 27% Federal 9% Nonprofit 23% Private 23% Grad. Sch. 4%	Local 15% State 40% Federal 5% Nonprofit 25% Private 15%	Local 15% State 40% Federal 5% Nonprofit 25% Private 15%
Employment Sector Distribution, BA Graduates	Local 5% State 13% Federal 2% Nonprofit 30% Private 25% Grad. Sch. 25%	Local 2% State 10% Federal 12% Nonprofit 17% Private 31% Grad. Sch. 7%	Local 10% State 20% Federal 5% Nonprofit 25% Private 20% Grad. Sch. 20%	Local 10% State 20% Federal 5% Nonprofit 25% Private 20% Grad. Sch. 20%
Employment Sector Distribution, BS Graduates	N/A	Local 0% State 0% Federal 25% Nonprofit 0% Private 50% Grad. Sch. 25%	Local 10% State 20% Federal 5% Nonprofit 25% Private 20% Grad. Sch. 20%	Local 10% State 20% Federal 5% Nonprofit 25% Private 20% Grad. Sch. 20%
Employer Satisfaction, MPA	N/A	N/A	TBD	TBD
Employer Satisfaction, MA	N/A	N/A	TBD	TBD

⁸ Includes core MPA and MA courses and skills courses.

⁹ 5 point Likert scale.

¹⁰ Employed or in graduate school within six months of graduation

¹¹ Employment distribution data become available in November.

Employer Satisfaction, BA	N/A	N/A	TBD	TBD
Employer Satisfaction, BS	N/A	N/A	TBD	TBD
% of Undergraduate Glenn College alumni “agree/somewhat agree” that “My education in public affairs from the Ohio State University prepared me for my career” ¹²	77%	81%	81%	80%
% of Graduate Glenn College alumni “agree/somewhat agree” that “My education in public affairs from the Ohio State University prepared me for my career” ¹³	77%	75%	75%	80%

¹² Alumni survey conducted every three years

¹³ Alumni survey conducted every three years

Goal 2 Become a top-tier creator of academic research on public policy analysis and evaluation, public and nonprofit management, administration and leadership, and public budgeting and finance

Goal 2.1 Increase scholarship produced by Glenn College faculty in top-ranked public affairs academic outlets

Strategy 2.1a Recruit and retain well-trained faculty in research areas that build strength in Glenn College’s core of public policy analysis and evaluation, public and nonprofit management, administration and leadership, and public budgeting and finance, and relevant specialty areas

Strategy 2.1b Mentor faculty to produce scholarship for submission to top-ranked, peer-reviewed public affairs and specialty outlets

Key Indicators and Goals

Indicator	AY 15-16		AY 17-18		AY 18-19		AY 20-21	
	Baseline		Actual		Goal		Goal	
Distribution of TIU faculty by rank	Full	32%	Full	35%	Full	35%	Full	33.3%
	Assoc.	32%	Assoc.	35%	Assoc.	35%	Assoc.	33.3%
	Assist.	36%	Assist.	30%	Assist.	30%	Assist.	33.3%
% of faculty with a peer reviewed manuscript/book	N/A		96%		100%		TBD	
# of peer reviewed manuscripts by Glenn College faculty in top ten public affairs journals by impact factor ¹⁴	N/A		10		10		TBD	
# of peer reviewed manuscripts by Glenn College faculty in all journals with impact factor > 1.5 ¹⁵	N/A		18		18		TBD	

¹⁴ Includes the total number of peer reviewed manuscripts published in a calendar year in the top ten “public administration” journals listed in the Web of Science’s Journal Citation Reports by impact factor.

¹⁵ Includes the total number of peer reviewed manuscripts published in a calendar year in any journal (public affairs, disciplinary, etc.) with an impact factor greater than 1.5 in the previous year.

Goal 2.2 Grow research funding awarded to Glenn College faculty to conduct innovative and impactful scholarship

Strategy 2.2a Reward faculty who secure funded research projects that results in peer-reviewed scholarship through promotion and tenure and Annual Merit Compensation Process

Strategy 2.2b Provide Glenn College and university administrative and research support to faculty who pursue funded research

Strategy 2.2c Connect Glenn College faculty with other OSU faculty and research centers to collaborate on funded research programs

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
% of faculty with externally funded research ¹⁶	70%	60%	70%	75%
Total research expenditures ¹⁷	\$2,393,790	\$2,229,920	\$2,750,00	\$3,750,000
# of Glenn College students funded by faculty research projects	14	14	14	15

Goal 2.3 Enhance impact and use of academic scholarship produced by Glenn College faculty in core public affairs and specialty areas

Strategy 2.3a Disseminate Glenn faculty research to faculty at peer institutions and relevant professional associations

Strategy 2.3b Facilitate partnerships between Glenn faculty and campus research centers and collaborative research initiatives

Strategy 2.3c Facilitate Glenn faculty involvement in academic research conferences and professional associations

Strategy 2.3d Promote Glenn College and Glenn College faculty to peer institutions and relevant professional associations

¹⁶ Reports the percentage of Glenn College faculty with funding reported in the Office of Sponsored Projects research funding portal annually.

¹⁷ Reports the total amount of external research spending as reported in the Office of Sponsored Projects research funding portal annually.

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
% of faculty with a research presentation at a targeted public affairs/nonprofit conference ¹⁸	N/A	82%	82%	TBD
Three year average of total Web of Science citations of Glenn College faculty published research ¹⁹	N/A	21	21	TBD
Three year average of total Google Scholar citations of Glenn College faculty published research ²⁰	N/A	49	49	TBD
US News & World Report Ranking ²¹	25 th	18 th	Top 20	Top 15
US News, Public Management	14 th	19 th	Top 15	Top 10
US News, Public Policy Analysis	16 th	20 th	Top 15	Top 10
US News, Nonprofit Management	17 th	13 th	Top 15	Top 10
US News, Public Budgeting and Finance	21 st	26 st	Top 25	Top 20

Goal 2.4 Launch the careers of the next generation of public affairs scholars in top-tier academic and analytic institutions

Strategy 2.4a Recruit and retain highest quality doctoral students that align with the research interests of highly productive Glenn College faculty

Strategy 2.4b Structure doctoral degree program to optimize high quality training and efficient time-to-degree completion

¹⁸ Target public affairs/nonprofit conferences include Association of Public Policy Analysis and Management (APPAM), Public Management Research Association Conference (PMRA), American Society of Public Administration (ASPA), American Political Science Association Meetings (APSA), Midwest Political Science Association Meetings (MWPSA), Association for Research on Nonprofit and Voluntary Associations Meetings (ARNOVA), Academy of Management (Public and Nonprofit division) Meetings (AOM)

¹⁹ Counts the total number of citations of research published by Glenn College faculty on Web of Science over the previous three years.

²⁰ Counts the total number of citations of research published by Glenn College faculty on Google Scholar over the previous three years.

²¹ US News & World Report Rankings moves to an annual ranking in AY17-18.

Strategy 2.4c Facilitate research collaborations between doctoral students and Glenn College faculty with high likelihood to generate research in top-tier academic outlets

Strategy 2.4d Ensure that every doctoral student has the required preparation and opportunity to teach or serve as a teaching assistant during their degree program

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
% of doctoral students funded ²²	100%	100%	100%	100%
% of 1 st year doctoral students on university fellowship	50%	33%	50%	50%
% of doctoral students funded by faculty research projects ²³	35%	38%	35%	35%
Five Year Graduation Rate, PhD	59%	42%	40%	65%
Average Time to Complete, PhD ²⁴	5.15 years	5.67 years	5.0 years	5.0 years
% graduating doctoral students with teaching/TA experience ²⁵	100%	100%	100%	100%
% graduating doctoral students with peer-reviewed publication ²⁶	70%	70%	80%	100%
% doctoral students achieving “satisfactory” on candidacy exam ²⁷	70%	87%	80%	75%
% post-candidacy doctoral students achieving “satisfactory” on dissertation defense ²⁸	100%	100%	100%	100%
Employment Sector Distribution, PhD Graduates ²⁹	Ten.Track 40% Analytic 40% Teaching 10% Other 10%	Ten.Track 44% Analytic 28% Teaching 22% Other 6%	Ten.Track 50% Analytic 40% Teaching 10% Other 10%	Ten.Track 50% Analytic 40% Teaching 10% Other 10%

²² Funding covers first four years of doctoral study

²³ Five year average (e.g. average from 2011-2016 for AY 2015-2016 baseline)

²⁴ Five year average (e.g. average from 2011-2016 for AY 2015-2016 baseline)

²⁵ Five year average (e.g. average from 2011-2016 for AY 2015-2016 baseline)

²⁶ Five year average (e.g. average from 2011-2016 for AY 2015-2016 baseline)

²⁷ Five year average (e.g. average from 2011-2016 for AY 2015-2016 baseline)

²⁸ Five year average (e.g. average from 2011-2016 for AY 2015-2016 baseline)

²⁹ Five year average (e.g. average from 2011-2016 for AY 2015-2016 baseline)

Goal 3 Become a Go-To Translator of Actionable Knowledge for Public and Nonprofit Sector Decision Makers and Citizens across the State of Ohio and the nation

Goal 3.1 Increase awareness and use by public and nonprofit decision makers and citizens of knowledge created by Glenn College

Strategy 3.1a Offer events targeted at public and nonprofit decision makers and citizens that feature knowledge created by Glenn College and the University

Strategy 3.1b Systematically market knowledge created at the Glenn College to public and nonprofit decision makers and targeted media outlets

Strategy 3.1c Increase production by Glenn College and affiliated research centers of technical reports on important policy issues

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
# technical reports/issue briefs produced by Glenn College faculty	9	9	10	15
# Glenn College events targeted for public/nonprofit decision makers and citizens	20	18	20	20
# of instances of legislative testimony by Glenn College faculty	2	8	10	10
# of media citations of Glenn College faculty, staff and/or students	N/A	85	100	150

Goal 3.2 Deepen existing and grow new partnerships between Glenn College and public, nonprofit and private partners

Strategy 3.2a Facilitate partnerships between Glenn faculty, staff and students with public and nonprofit decision makers

Strategy 3.2b Expand curricular and co-curricular opportunities for Glenn College students to conduct research for public and nonprofit decision makers

Strategy 3.2c Market standard (e.g. MAPS) and custom professional development training for public agencies and nonprofit organizations

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
# of Glenn-terns	13	13	13	16
# of formal partnerships between public, private, and nonprofit organizations with Glenn College faculty, staff, and/or students ³⁰	N/A	N/A	TBD	TBD

³⁰ “Formal relationship” is defined as a relationship in which there is an exchange of something of value/deliverable such as a capstone report, sponsorship or exchange of \$, contract for services, or grant.

Goal 4: Become the integrator at Ohio State for public policy analysis and evaluation, public and nonprofit management, administration and leadership, and public budgeting and finance

Goal 4.1 Increase cross-campus partnerships around research aligned with public and nonprofit policy, management and finance

Strategy 4.1a Pursue joint faculty hires (e.g. Discovery Themes) with other colleges that align with the Glenn College’s core and specialty areas

Strategy 4.1b Utilize Glenn College centers (e.g. OERC, Battelle) to spur research and technical assistance projects that involve faculty from other colleges

Strategy 4.1c Facilitate pursuit and administration of funded research projects where Glenn College faculty collaborate with faculty from other colleges

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
# of joint faculty appointments	3	4	5	5
# Discovery Theme faculty	1	2	4	4
# of funded Glenn College research or technical assistance projects with cross-college collaboration	14	40	45	50

Goal 4.2 Deepen and expand curricular partnerships across academic units on campus

Strategy 4.2a Systematically market existing dual and joint graduate degrees and minors to partner units

Strategy 4.2b Create new graduate educational programs with other academic units on campus

Strategy 4.2c Systematically market undergraduate degrees and minors to students, advisors, and faculty in other academic units on campus

Strategy 4.2d Systematically market Washington Academic Internship Program to students, advisors, and faculty in other academic units on campus

Strategy 4.2e Maintain OSU employee enrollment in Glenn College educational and professional development programs

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
# of graduate dual degree students	42	45	48	55
# of graduate minor students	8	28	35	45
# of undergraduate students in dual degrees and double majors	37	81	83	85
# of non-Glenn College undergraduate students graduating with a Glenn College minor	68	147	155	175
# of non-Glenn College WAIP students	30	35	30	30

Goal 5: Increase Community Engagement and Outreach of Glenn College

- Strategy 5.1a Provide and promote community engagement and civics education through undergraduate and graduate curricular and co-curricular programs
- Strategy 5.1b Offer public events that provide fora to present research and discuss issues that impact the public interest (e.g. Dialogue)
- Strategy 5.1c Broaden and deepen alumni engagement in the life of the Glenn College and Ohio State

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
# of public events open to Ohio citizens	17	16	16	20
Attendee ratings of Glenn College events ³¹	72%	73%	75%	75%
# of non-Glenn students in General Education Courses	156	325	385	500
Glenn College Alumni Society annual recognition level by OSU Alumni Relations	Scarlett Status	Scarlett Status	Scarlett Status	Scarlett Status
% of Glenn College alumni who report that the Glenn College provides opportunities for involvement ³²	77%	77%	77%	80%

³¹ Net Promoter Score on 100 point scale; University average = 60% (<https://www.netpromoter.com/know/>)

³² Alumni survey conducted every three years

Goal 6 Grow a Culture of Inclusion, Collaboration, and Civil Discourse of Glenn College faculty, staff, students, and alumni by inspiring and promoting citizenship

- Strategy 6.1a Implement strategies and tactics proposed by College’s Diversity and Inclusion committee
- Strategy 6.1b Establish and embed governance practices in which faculty, staff and students participate as partners
- Strategy 6.1c Create opportunities for faculty, staff and students to engage in activities to celebrate and socialize which promote wellness
- Strategy 6.1d Regularly evaluate office assignment and building layout to promote collaboration and social interaction
- Strategy 6.1e Hold public and co-curricular events for faculty, students, alumni and community members that promote civil discourse and community services
- Strategy 6.1f Undertake instructor training to facilitate civil discourse in the College’s educational offerings

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
Climate collegiality rating, staff ³³	1.56	2.14	1.75	1.5
Climate collegiality rating, faculty	1.78	2.07	1.75	1.5
Climate cohesiveness rating, staff ³⁴	2.28	2.60	2.0	2.0
Climate cohesiveness rating, faculty	3.11	3.43	3.0	2.5

³³ Annual Glenn College culture survey with 1 = collegial and 7 = contentious; not run in AY 16-17 because of planned university implementation of survey.

³⁴ Annual Glenn College culture survey with 1 = cohesive and 7 = fragmented

Goal 7 Attract and Reward High Performing and Diverse Faculty and Staff

- Strategy 7.1a Recruit and retain high-quality and diverse faculty in research areas that build strength in Glenn College’s core and specialty areas
- Strategy 7.1b Recruit and retain high quality and diverse staff
- Strategy 7.1c Reward faculty excellence in teaching, research, and service through promotion and tenure and Annual Merit Compensation processes
- Strategy 7.1d Reward staff excellence in performance of duties through Annual Merit Compensation Process
- Strategy 7.1e Provide staff with opportunities to perform new meaningful and impactful tasks and duties within their job classification

Key Indicators and Goals

Indicator	AY 15-16 Baseline		AY 17-18 Actual		AY 18-19 Goal		AY 20-21 Goal	
% female faculty ³⁵	33%		40%		40%		45%	
% racially/ethnically diverse faculty	14%		15%		22%		25%	
% female staff	62%		76%		70%		50-70%	
% racially/ethnically diverse staff	8%		17%		20%		25%	
% female academic/administrative leadership ³⁶	45%		46%		50%		50%	
% staff receiving rating of “successful”/”exceptional” in annual performance evaluations	100%		94%		95%		90-100%	
% faculty within 25 th internal mean by rank ³⁷	Full	100%	Full	100%	Full	100%	Full	100%
	Assoc.	83%	Assoc.	86%	Assoc.	90%	Assoc.	100%
	Assist.	100%	Assist.	80%	Assist.	90%	Assist.	100%
% faculty above 50 th percentile AAU external market benchmark ³⁸	Full	100%	Full	100%	Full	100%	Full	100%
	Assoc.	83%	Assoc.	100%	Assoc.	100%	Assoc.	100%
	Assist.	100%	Assist.	80%	Assist.	90%	Assist.	100%

³⁵ Includes joint appointments and clinical faculty

³⁶ Includes Dean and Associate Dean positions, unit heads, standing committee chairs

³⁷ Based on 9-month faculty appointments. % are same with mean and median as benchmark.

³⁸ Based on 9-month faculty appointments. Comparisons based on 14 AAU public universities with public affairs, administration, or policy programs. Incorporates cost-of-living adjustment based on an average of four ratings.

Goal 8 Steward and Grow College Resources to Deliver Value to Stakeholders

- Strategy 8.1a Grow endowment to fund student scholarships, faculty research, programmatic activities, and building enhancements and additions
- Strategy 8.1b Increase amount of student scholarship awards to increase accessibility and lower debt
- Strategy 8.1c Create a culture of philanthropy among Glenn College alumni and friends
- Strategy 8.1d Manage college’s financial resources to promote long-term growth and stability
- Strategy 8.1e Generate new streams of stable income to create a more diversified financial portfolio
- Strategy 8.1f Invest in College’s information technology and undertake enhancements to College’s physical plant to ensure faculty, students and staff can effectively perform required duties and tasks
- Strategy 8.1g Maintain integrity of Page Hall by coordinating with University support units (e.g. FOD, OAA)
- Strategy 8.1h Pursue efficiency savings in Glenn College operations to support faculty merit and equity salary increases through AMCP

Key Indicators and Goals

Indicator	AY 15-16 Baseline	AY 17-18 Actual	AY 18-19 Goal	AY 20-21 Goal
Present Budget Allocation (\$) ³⁹	\$5,543,593	\$6,005,983	\$6,306,282	\$7,000,000
PBA annualized rate of growth	11%	6%	5%	5%
Annual Efficiency Savings	\$0	\$92,000	\$92,000	\$92,000
General Fund Carry-Forward (% of PBA)	28%	31%	25%	20%
Indirect cost recovery (%)	20%	32%	30%	30%
Total indirect cost revenues	\$307,950	\$368,680	\$400,000	\$575,000
Total endowment (\$)	\$7,449,195	\$8,323,518	\$8,750,000	\$10,000,000
Annual development fundraising average (\$)	\$4,600,00	\$1,000,000	\$3,500,000	\$4,400,000
# of Glenn students awarded Glenn College scholarships	32	36	37	40

³⁹ Assumes no PBA rebasing and an annualized one percentage point increase each year in rate of growth (e.g. 2% increase from AY16-17 to AY17-18; 3% increase from AY17-18 to AY 18-19).

Glenn College annual scholarship funding (total cash to students)	\$188,100	\$249,330	\$300,000	\$400,000
% of alumni giving	5.1%	7.8%	7.5%	7.5%
IT help desk response rate	1 business day	<1 business day	1 business day	1 business day