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Reappointment Review Self-Assessment
John Glenn College of Public Affairs, The Ohio State University
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I. Introduction

The signature achievement of the last four years is the Glenn School's ascendance to college status in the spring of 2015. While I served in the formal role of director and then dean¹, this was a collective accomplishment. The foundation for this transition were established by my predecessor, then Director Charles Wise, and the strategies and tactics executed to reach this milestone were rooted in the collaborative energy of faculty, staff, students, alumni, and University leaders. I highlight this teamwork as it is the core of the college's culture and it is the basis of my leadership. I have approached my role as director and now dean as a player-coach. Over the last four years I have been an active participant in many of the activities that have driven the College's growth, while also striving to create the conditions for others in and around the College to work together to advance the college's goals.

The first part of this document describes each of the College's eight goals, what we have accomplished to date, and the core strategies I recommend to advance these goals. The second part describes the approach I have taken to lead the Glenn College and how I intend to continue to develop as a leader in order to maximize our opportunities for achieving the College's goals.

II. Glenn College Strategic Goals and Future Opportunities

The Glenn College's strategic plan identifies the principal goals and activities that guide the College to fulfill Senator John Glenn's simple motto to "inspire citizenship and develop leadership" in the public sector. The strategic plan is an iterative document born of a planning process that commenced when the Glenn School was created. While the core mission remains the touchstone for College activities and programs, the plan is updated regularly as the landscape changes. This document should be read in conjunction with the College's strategic plan as that document provides specific tactics, targets and metrics for each of the goals described below.

Goal 1: Become a leading educator of public and nonprofit sector professionals prepared for leadership roles at local, state, and national levels

Activity and Accomplishments: As a professional program, a cornerstone of the College's mission is to educate and train the next and the current generation of public servants and leaders. Over the last four years, enrollment in the College's longstanding professional degree programs has fluctuated (e.g., enrollment in the College's in-career MA program has fallen-off steeply). In an effort to spread the knowledge we generate to new audiences, we added a new Bachelor of Science in Public Policy Analysis and restructured our Bachelor of Arts in Public Management, Leadership, and Policy. We have enhanced our recruiting efforts for these undergraduate programs by actively partnering with the University's undergraduate admissions office and by targeting prospective students while still in high school. We have also expanded our graduate

¹ I have served in a leadership role for four years: first as interim director of the Glenn School in AY13/14, then as director in AY14/15, and now as dean of the College since AY15/16. This year, AY17/18, is my fifth year.

dual degree offerings and created graduate minors. We have also evolved our professional development offerings by incorporating credit bearing opportunities into a leadership certificate we offer for law enforcement officials through the State of Ohio's Department of Public Safety, and creating a new certificate in Public and Nonprofit Leadership. As we launched these offerings, we committed to a high quality experience for participants by developing new pedagogical training resources, deploying hybrid course offerings to improve access for working professionals, and undertaking program assessment for all our programs. The results are demonstrable: total undergraduate and graduate credit hours continue to rise; evaluations of instruction remain high; and our graduate professional programs were successfully reaccredited.

Opportunities and Strategies:

In the next five years, increased competition in the Central Ohio region will continue to destabilize our offerings for working professionals. Through focus groups and other methods of inquiry we are well aware that working professionals seek knowledge and skills they can use on-the-job more quickly. In response we will continue to create certificate programs and develop a new online graduate professional degree program. We will also review our suite of professional training programs to identify opportunities to offer new dynamic content in ways that are more accessible. At the undergraduate level, we are excited about the possibility of citizenship and leadership as elements of the new general education requirements. We have also received \$5 million in funding from the State of Ohio to launch a training institute for state and local elected officials that will provide us the opportunity to reach a new audience.

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

Activity and Accomplishments: Since the creation of the Glenn School, the approach to recruiting and developing faculty has been to encourage and incentivize the generation of research in one of the core fields of public affairs (see the goal statement above), while also establishing a research reputation in a specialized field (e.g. social policy, contract management and privatization). As a whole the College's faculty members are remarkably productive and their research is highly valued by their colleagues in the various disciplines within the field. The College now ranks highly in reputational rankings (e.g. 25th overall in the *US News and World Report*) and in rankings that assess scholarship outputs and impacts (e.g. 19th globally in the Shanghai rankings). We have also encouraged faculty to seek extramural funding to support their research and graduate students and have invested in grant administration support. Close to 70% of the College's faculty secure research funding annually and research expenditures have grown from \$1 million in 2013-14 to well over \$2 million this past year.

Opportunities and Strategies: Many College faculty members are still at the early stages of their careers so the outlook for future research productivity and impact is bright. The College will expand its support for knowledge creation by recruiting high quality doctoral students, providing central support for participation in national research conferences, and launching a seed grant funding program. The College's success in growing curricular programs and research funding has generated resources for continued faculty hiring. The College is currently searching for two

new faculty members through the University's Discovery Theme process. The College is on pace to add one to two tenure-track faculty per year for the coming years.

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

Activity and Accomplishments: A central impetus for the establishment of the Glenn College was the promise that the College would become a connector between the University and decision makers at the national, state and local levels. As an applied professional program the orientation of the College's faculty is to generate rigorous research for use by decision makers and implementers in the public and nonprofit sectors. Most of this activity has been undertaken by individual faculty members (e.g. analytical reports, committee testimony). In the last couple of years, these activities have been more institutionalized through research center activity (e.g. the Ohio Education Research Center) and partnerships between the College and public actors that involve multiple faculty and students (e.g. a recent MOU between the College, Franklin County and the City of Columbus to examine the causes of Central Ohio's rising eviction rate).

Opportunities and Strategies: The College will continue to encourage and incentive faculty to translate their analytical research for public decision makers. In addition, the College will invest in resources to make that process easier, notably the creation of College sponsored issue briefs and technical reports for external stakeholders. Based on relationships with Ohio state and local officials, the College will also expand its efforts to connect with candidates from both parties as they run for office (e.g. the College has now convened individual sessions on workforce and economic development for almost all of the declared gubernatorial candidates). Finally, the creation of the State of Ohio Leadership Institute provides the opportunity to connect the research of Glenn College faculty to state and local elected officials and their staffs.

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

Activity and Accomplishments: Another impetus for the creation of the College was to serve as an integrator on campus for research, teaching, and outreach in public affairs. Ohio State offers a wealth of assets in this space that have historically been disconnected. The Glenn College's interdisciplinary orientation is set-up to connect many of these assets. At the curricular level, we have been very active as a dual degree partner with programs across the other 14 colleges. Around 20% of the students enrolled in our graduate professional programs pursue a dual degree. The same is true at the undergraduate level – a considerable number of students in our BA and BS degrees pursue dual degrees or multiple minors from other units on campus. Our Washington Academic Internship Program has grown to around 60 students annually, of which half are typically in degree programs outside the Glenn College; this program provides a transformative educational and career preparation for Ohio State students. Our faculty members – in part through the Discovery Themes and joint hires – are increasingly partnering on collaborative research projects with faculty across the university. Finally, we have actively

sought out partners for many of our outreach programs (e.g. our Congressional Conversations speaker series is a partnership with the Moritz College of Law).

Opportunities and Strategies: The Discovery Themes continue to provide opportunities to integrate and collaborate across campus. We currently have two Discovery Theme hires and are in the midst of searching for two additional Discovery Theme hires (one in partnership with the College of Medicine). We will also continue to seek out research partnerships with other units on campus (e.g. we are on tap to search for a faculty member to support the Moritz College's Center for the Analysis of Drug Enforcement and Marijuana Policy). The College's centers also present the opportunity to forge new partnerships; notably the new director of the Battelle Center for Science and Technology Policy has created communities-of-practice around topics at the intersection of science and policy that attracts students from across campus.

Goal 5: Increase community engagement and outreach of Glenn College faculty, staff, students, and alumni by inspiring and promoting citizenship

Activity and Accomplishments: We embrace Senator Glenn's drive to promote an engaged citizenry, particularly among the young. Many of the College's faculty members are engaged in community-based research (e.g. Jill Clark convenes an annual state-wide food policy summit). Perhaps most importantly, because there are so many of them, the College's undergraduate, graduate professional, and doctoral students are actively engaged in community activities, often in conjunction with our alumni. The Glenn College's alumni have led the creation of two signature two activities that seek to engage the community – our annual Leadership Forum here in Ohio and our periodic Dialogue series (offered on campus and in Washington office).

Opportunities and Strategies: Given Senator Glenn's insight that political engagement starts at an early age, we continue to view the expansion of our undergraduate programming as the principal way to inspire citizenship. We intend to offer our high school internship program every semester (currently offered only once a year) in an effort to engage students earlier. We also intend to expand our electoral candidate recruitment and training programs for women through our residential New Leadership program and our workshop-based Ready-to-Run program.

Goal 6: Grow a culture of inclusion, collaboration, and civil discourse

Activity and Accomplishments: As noted in the introduction, the College is built on a collaborative culture of inclusion and civil discourse. This commitment is explicitly designed into our curricular programs and outreach offerings (e.g. the Dialogue series is designed to model civil discourse around contentious topics), as well as our recruitment strategies for students, faculty and staff. We believe this commitment starts inside Page Hall where we are deliberate about creating an environment that embraces diversity (inclusive of traditional categories like race, ethnicity and gender, but also political ideology), celebrates collaboration (e.g. two years ago we created a Rewards and Recognition program to celebrate faculty and staff that go above and beyond for the common good), and models civil discourse. The results of the University's culture surveys indicate that the College has a high level of cohesion and collegiality.

Opportunities and Strategies: We have succeeded in creating a collaborative culture and have made notably advances in the gender composition of the College, but we have a considerable distance to go in recruiting and retaining a more racially, ethnically, and ideologically diverse faculty, staff and student body. In the last three years we have been much more systematic about our diversity and inclusion efforts inside and outside the classroom. We intend to continue to make diversity a cornerstone of our recruitment efforts and to explore innovative ways to integrate diverse content into the curriculum.

Goal 7: Attract and reward high performing faculty and staff

Activity and Accomplishments: The Glenn College is small relative to other colleges on campus, but it has grown rapidly. When I joined the University in 2001, I was the ninth faculty member. There are now 20 tenure track faculty with the College as their tenure home (including myself), two additional joint-appointed faculty with their tenure line in other colleges, and at least two faculty searches underway this year. We are also on the threshold of hiring our first clinical faculty, and are poised to enter into longer term contracts with many of our most successful adjuncts. The number of staff has grown as the College's scope of activities has grown. In the last four years we have developed a performance management system that has better aligned individual staff performance with the College's goals.

Opportunities and Strategies: The College's faculty and staff is on track to continue to grow as new programs come onboard (e.g. the State of Ohio Leadership Institute), but growth can also upend the dual commitment to collaboration and high performance that characterize the culture of the College. We continue will continue to evaluate our system of rewards and accountability, while also promoting collaboration to encourage excellence and partnership.

Goal 8: Steward and grow college resources to deliver value to stakeholders

Activity and Accomplishments: Growth has brought new resources. The College's PBA has steadily grown over the last five years from just over \$4 million in 2013 to \$5.6 million this last year (we are on track to eclipse \$6 million this current fiscal year). Development revenues have also climbed – the College considerably exceeded its “But For” campaign goals. The College's budget is small relative to other units on campus, but we have been highly efficient in delivering a wide array of programs at a very high level with limited resources.

Opportunities and Strategies: We anticipate continued steady growth in the College's PBA given our investment in curricular and research programs. We are also working collaboratively across the university to develop proposals and programs that we anticipate will result in sizable gifts in the next development campaign. All of the activities and programs described in the previous goals are linked to revenue generation strategies.

III. Opportunities for Growth as a Leader

It was a remarkable privilege to serve Senator Glenn as the director of the Glenn School and the dean of the Glenn College as he was the model of humility and collaboration. I have approached my leadership by trying to model the behaviors and values that I think serve the College's interests, while establishing the conditions for others to excel. I am thankful that the College has attracted and retained such a remarkably motivated and mission-driven cadre of faculty and staff.

As the school evolved into the college, I focused my efforts on internal college and university issues. I emphasized my role as player as much as coach (e.g. I have continued to design and offer online and hybrid courses). In the years ahead, I need to become more of a coach and less of a player. The opportunities and the threats on the horizon are significant, and the College now has a core leadership team of faculty and staff that are solidly positioned to take on many of the internal tasks and functions that I have performed. To succeed in this transition, I will need to focus more on their development as leaders and ensure that I remain consistent and clear in my communication, while holding everyone accountable for their individual and our collective performance. The challenge for me will be delegating tasks and responsibility while improving my ability to connect and engage external stakeholders. To do so I intend to draw upon the beneficial coaching that has been provided by the University and through mentors in the field.