



**THE OHIO STATE
UNIVERSITY**

JOHN GLENN COLLEGE
OF PUBLIC AFFAIRS

Strategic Plan

2021/22 – 2023/24

Table of Contents

Strategic Plan Introduction	2
Strategic Plan Overview	4
Ohio State Vision, Mission, Values, Goals.....	5
John Glenn College Mission, Vision, Values.....	6
Strategic Plan Goals, Objectives, Strategies, Indicators	7
Goal 1: Produce leading local, state, and national public and nonprofit sector professionals prepared for leadership roles and committed to diversity, equity, and justice.....	7
Goal 2: Create exceptional, interdisciplinary knowledge in public and nonprofit policy, management, and finance.....	12
Goal 3: Integrate and apply actionable knowledge that supports public and nonprofit decision-making and inspires citizenship across the State of Ohio, the nation, and the world	14
Goal 4: Cultivate an inclusive work and learning environment and promote respectful dialogue on pressing societal issues.....	16
Goal 5: Grow and steward resources and relationships to attract and retain diverse, excellent faculty, staff, students, and alumni in support of the College's education, knowledge creation, and engagement goals	17

Strategic Plan Introduction

Over the last two years, three pandemics have stunned Ohio, the nation, and the globe: COVID-19 has strained the health care delivery system, resulted in hundreds of thousands of deaths in the United States, and transformed the way we work, learn, and interact in the world; the murder of George Floyd by a Minneapolis police officer in May 2020 unleashed an awakening around race and social justice; and the Capitol riots of January 6, 2021 following the 2020 U.S. presidential election undermined election integrity and called into question the durability of democratic institutions.

One view of these events is that they've upended public affairs education, research and engagement by bringing new issues to the forefront. COVID-19 prevented traditional face-to-face instruction and demanded virtual delivery. The racial and social justice awakening centered diversity, equity, and inclusion (DEI) at the heart of public affairs education. The Capitol riots reminded the discipline of the foundational importance of civics education.

Another view is that these events accelerated trends that were already underway. Many public affairs programs had built online degree programs. The intensified focus on DEI is part of a growing movement in the field around justice and fairness for disadvantaged groups, notably communities of color. The integrity of election administration and the primacy of democratic institutions is part of the field's historical roots, with renewed attention following the contested presidential election of 2000.

Either as disrupters or accelerators, these parallel events have sharpened the focus on the inequities present in many public service delivery systems (and an accompanying lack of faith and trust in those systems), the primacy of democratic institutions, and the need to think innovatively about how scholars and students conduct research, deliver knowledge to diverse constituencies, and engage communities. These three events have also made planning and strategizing for the future more challenging as the environment is increasingly fluid, dynamic, and uncertain.

Just over five years ago, the Ohio State University's John Glenn College of Public Affairs launched its inaugural strategic plan for the College. A strategic scan identified five trends that informed planning.

Citizens have lost confidence and faith in government, but the current generation of college- and graduate-age students is highly civically engaged.

Public problems are increasingly complex and ignore geographic and sectoral boundaries requiring interdisciplinary, evidence-based solutions that can be developed for and communicated to Ohio's and the nation's public and nonprofit decision-makers.

The State of Ohio shares America's public challenges presenting Ohio State the opportunity to produce innovative public policy, management, and finance solutions to the next generation of public leaders.

Public discourse is increasingly rancorous and combative requiring that public universities provide forums to promote civil discourse and civic engagement.

The environment of public affairs education is increasingly competitive and uncertain demanding that public affairs programs be nimble, fiscally prudent, and focused on their core asset – their people.

Five years later, the triple pandemic has only heightened, not diminished, each one of them. As the College entered this most recent round of planning, these trends remain as anchors for strategizing.

At the same time, the Ohio State University has welcomed new leadership, notably the university's 16th president, Dr. Kristina M. Johnson, and a new provost, Dr. Melissa Gilliam. Throughout her first year, and cemented with her investiture in November of 2021, President Johnson has charted an ambitious agenda to make the Ohio State University the premiere land grant institution in the country. In her investiture she elevated five strategic priorities for the University.

- Promote diversity, equity, and inclusion across the university
- Increase access and affordability for students by creating pathways that reduce student's reliance on debt to finance their education
- Diversify and grow the faculty over the next ten years
- Enhance the university's research impact by doubling research expenditures over the next ten years
- Respond to the changing dynamics of higher education and expand the university's reach by increasing the number of students participating in online education.

These goals align with the Glenn College's mission and objectives. In undertaking this current strategic plan, the College explicitly sought pathways to connect college goals to university priorities.

To start, rather than only a stand-alone goal, DEI is explicitly embedded in the College's values and interwoven throughout the plan's teaching, research, and engagement goals. In addition, a complementary DEI plan accompanies the strategic plan.

The College is committed to increasing access and affordability for students by reducing barriers to participating in degree programs, providing support for student success, increasing paid internship opportunities, and generating more philanthropy for scholarships.

To diversify and grow the faculty, the College has entered into a partnership with the Kirwan Institute for the Study of Race and Ethnicity to support a post-doc that provides research opportunities around race and public policy, as well as preparation for a future faculty position. This serves as a precursor for establishing a post-doc to tenure-track pathway in the College. In addition, the College will partner with other academic partners to hire new interdisciplinary faculty through programs like RAISE.

To enhance the College's state and national research impact, the College will establish a faculty director for research position to identify and develop strategies and tactics needed to grow impactful and extramurally funded research. The College will also strengthen its presence in Washington DC through the creation of an academic research center to attract more faculty to serve in residence in the nation's capital, and build relationships with federal funding agencies.

To expand the university's online reach, the College will seek to accredit its new graduate online Master of Public Administration and Leadership, and work with university partners to increase enrollment in this degree and accompanying online academic and workforce certificates.

These activities are built on a foundational commitment to public affairs education, scholarship and engagement rooted in previous investments from prior strategic planning efforts. While the environment of public affairs education is more unstable, the College will continue many of the successful strategies that have propelled it to date.

Strategic Plan Overview

The John Glenn College of Public Affairs strategic planning effort began in 2007 with the creation of the John Glenn School of Public Affairs. At that time, 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 in spring of 2015 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, while upholding a culture of diversity, equity, and inclusion.

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. Because 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
- 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 and chief administrative officer lead the ongoing process of strategic planning in consultation with the college's alumni, Board of Distinguished Visitors, faculty, staff, students, 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.

From March through December 2021, the creation of this plan brought together dozens of the college's stakeholders in conversation about the goals and objectives of the college, the strategies used to achieve them, and the indicators measuring performance.

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 a three-year period, AY 2021-2022 through AY 2023-2024.

Ohio State Vision, Mission, Values, Goals

The fundamental values and goals we embrace nurture the growth of every student and define the quality and character of an Ohio State degree.¹

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 and Impact
- Diversity and Innovation
- Inclusion and Equity
- Care and Compassion
- Integrity and Respect

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.

¹ See [OAA Mission Vision Values Goals](#)

John Glenn College Mission, Vision, Values

COLLEGE MISSION & 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.

COLLEGE VALUES

Senator John Glenn devoted his life to the cause of others as a Marine, an astronaut, a Senator, and an educator. We actively follow his call to inspire citizenship and develop leadership in pursuit of an inclusive common good. These values guide our research, our teaching, and our engagement with the community.

Diversity and Pluralism

We seek different experiences, ideas, approaches, and perspectives.

Equity and Justice

We believe everyone deserves dignity and fair treatment.

Excellence and Integrity

We work honestly, transparently, and ethically.

Inclusion and Collaboration

We aspire to be a welcoming, cooperative, and supportive community.

Independence and Curiosity

We strive to be objective, reflective, and inquisitive.

Strategic Plan Goals, Objectives, Strategies, Indicators

Goal 1: Produce leading local, state, and national public and nonprofit sector professionals prepared for leadership roles and committed to diversity, equity, and justice

Goal 1.1 Diversify the student body to reflect the composition of the nation

- Strategy 1.1a Recruit and yield a pool of diverse students into Glenn College degree, experiential, and professional development programs, with a focus on racially and ethnically diverse students
- Strategy 1.1b Represent diverse student experiences and voices
- Strategy 1.1c Review application and admissions requirements and standards to eliminate unfair barriers to admission
- Strategy 1.1d Retain students by providing proactive support and access to resources recognizing individual student’s unique lived experiences
- Strategy 1.1e Recruit and retain diverse and highest quality doctoral students whose interests align with the research interests of Glenn College faculty

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Undergrad, % racially/ethnically diverse	21.7%	> 20%	> 20%	> 20%
Graduate professional, % racially/ethnically diverse	19%	> 20%	> 20%	> 20%
PhD, % of first-year ² students who are members of a racial or ethnic minority group	29%	> 20%	> 20%	> 20%
PhD, % of first-year students receiving a University Diversity Enrichment Fellowship	14%	30%	30%	30%
PhD, % of first-year students who are first-generation ³	14%	10%	10%	10%
Professional Development, % racially/ethnically diverse	(new measure)	> 20%	> 20%	> 20%

Goal 1.2 Increase enrollment in Glenn College educational and professional development programs

- Strategy 1.2a Offer innovative, high quality educational and professional development programs
- Strategy 1.2b Integrate technology into educational and professional development programs
- Strategy 1.2c Grow distance learning programs and participation
- Strategy 1.2d Increase awareness of the discipline, college offerings, and outcomes
- Strategy 1.2e Increase awareness of Washington DC curricular programs

² First-year PhD program indicators are rolling three-year averages

³ For this indicator, first generation is defined as first in a student’s family to attend college.

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
BA/BS, # of applicants	165	180	200	215
MPA, # of applicants	206	210	220	230
MA, # of applicants	37	40	40	40
MPAL, # of applicants	70	90	95	105
Professional Development, # of LCERT applicants	134	136	138	140
BA/BS, yield %	44%	50%	50%	50%
MPA, yield %	63%	> 50%	> 50%	> 50%
MA, yield %	67%	90%	90%	90%
MPAL, yield %	97%	> 85%	> 85%	> 85%
Professional Development, LCERT yield %	72%	100%	100%	100%
BA, total students	386	415	435	450
BS, total students	136	145	155	175
MPA, total students	110	115	120	120
MA, total students	38	35	35	35
MPAL, total students	83	85	90	100
PhD, total students	25	25	25	25
Professional Development, # of MAPS students	1,248	1,280	1,344	1,411
Professional Development, # of LCERT students	80	100	120	120
Number of students enrolled in Washington DC curricular programs ⁴	72	72	95	100
Undergraduate, total credit hours ⁵	6,694	7,773	8,162	8,570
Graduate, total credit hours ⁵	5,437	5,864	6,333	6,840
Academic certificates, # of participants ⁶	30	40	45	50

Goal 1.3 Offer the highest quality educational and professional development programs for students, working professionals, and alumni, preparing them for lifelong careers in the public and non-profit sector that deliver value to employers

- Strategy 1.3a Secure and maintain external accreditation for relevant programs (e.g., MA, MPA, MPAL)
- Strategy 1.3b Provide training and professional development for college educators
- Strategy 1.3c Provide students with high quality services and structured experiential education opportunities that complement their educational program (e.g. advising, career services, alumni mentoring, and networking)
- Strategy 1.3d Assess core educational and professional development programs (e.g. MA, MPA, MPAL, BA, BS, PhD, certificates⁷) on curricular goals and employer needs
- Strategy 1.3e Develop and market new education and professional development programs aligned with the demands of prospective students and employers

⁴ These programs include the undergraduate Washington Academic Internship Program (WAIP), the graduate professional DC-MPA, and the graduate Federal Policy and Management Certificate.

⁵ Total credit hours include LCERT Workforce Development Certificate credit hours

⁶ This measure includes [academic certificates, but not workforce development certificates](#)

⁷ Includes [workforce development certificates and academic certificates](#)

Strategy 1.3f Position doctoral students for academic and analytical employment by facilitating research collaborations between doctoral students and Glenn College faculty with high likelihood to generate research in top-tier academic outlets

Strategy 1.3g Position doctoral students for academic and analytical employment by ensuring that every doctoral student has the required preparation and opportunity to teach or serve as a teaching assistant during their degree program

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
MPA, accreditation status	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited
MA, accreditation status	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited
MPAL, accreditation status	Not Yet Accredited	Fully Accredited	Fully Accredited	Fully Accredited
BA/BS, graduation rate	95%	> 90%	> 90%	> 90%
MPA, two-year graduation rate	74%	> 75%	> 75%	> 75%
MA, two-year graduation rate	71%	> 70%	> 70%	> 70%
MPAL, two-year graduation rate	89%	> 70%	> 70%	> 70%
PhD, five-year graduation rate ⁸ (all students)	58%	65%	65%	65%
PhD, five-year graduation rate (post-candidacy students)	64%	75%	75%	75%
PhD, seven-year graduation rate (post-candidacy students)	64%	100%	100%	100%
PhD, average time to complete degree	5.7 years	5.0 years	5.0 years	5.0 years
PhD, % graduating with teaching/TA experience	100%	100%	100%	100%
PhD, % graduating with peer-reviewed publication	70%	90%	90%	90%
Graduate, % of courses taught by public sector professionals	35%	30-40%	30-40%	30-40%
Undergrad, % of courses taught by public sector professionals	26%	25-35%	25-35%	25-35%
Academic certificates, # of programs	3	4	5	6
Academic certificate, % of alumni improving their employment circumstances (promotion, raise, new job) within 12 months of completing the certificate	(new measure)	20%	20%	20%
Workforce development certificate, % of alumni improving their employment circumstances (promotion, raise, new job) within 12 months of completing the certificate	(new measure)	20%	20%	20%
BA/BS, placement rate	91%	> 85%	> 90%	> 90%
MPA, placement rate	95%	> 85%	> 90%	> 90%
BA graduates, employment sector distribution	Local 2% State 16% Federal 6% Nonprofit 26% Private 36%	Local 10% State 20% Federal 5% Nonprofit 25%	Local 10% State 20% Federal 5% Nonprofit 25%	Local 10% State 20% Federal 5% Nonprofit 25%

⁸ PhD graduation rates are three-year rolling averages

	Grad Sch. 14% (N=13)	Private 20% Grad Sch. 20%	Private 20% Grad Sch. 20%	Private 20% Grad Sch. 20%
BS graduates, employment sector distribution	Local 20% State 20% Federal 7% Nonprofit 26% Private 27% Grad Sch. 0% (N=6)	Local 10% State 15% Federal 10% Nonprofit 25% Private 20% Grad Sch. 20%	Local 10% State 15% Federal 10% Nonprofit 25% Private 20% Grad Sch. 20%	Local 10% State 15% Federal 10% Nonprofit 25% Private 20% Grad Sch. 20%
MPA graduates, employment sector distribution	Local 9% State 41% Federal 9% Nonprofit 18% Private 24%	Local 20% State 30% Federal 10% Nonprofit 20% Private 20%	Local 20% State 30% Federal 10% Nonprofit 20% Private 20%	Local 20% State 30% Federal 10% Nonprofit 20% Private 20%
PhD graduates, % employed within one year of graduation	90%	100%	100%	100%
PhD graduates, % graduating within last three years who have taken a tenure track job	40%	50%	50%	50%
Glenn College Alumni, % “agree/somewhat agree” with “My education in public affairs from the Ohio State University prepared me for my career”	(new measure)	> 80%	> 80%	> 80%
Average SEI, Faculty, Undergrad	4.2	4.5	4.5	4.5
Average SEI, Doctoral, Undergrad	4.5	4.4	4.4	4.4
Average SEI, Adjuncts, Undergrad	4.3	4.4	4.4	4.4
Average SEI, Faculty, Grad Prof	4.6	4.5	4.5	4.5
Average SEI, Adjuncts, Grad Prof	4.4	4.4	4.4	4.4
Average satisfaction ratings, Professional Development Instructors	4.7	> 4.5	> 4.5	> 4.5

Goal 1.4 Prepare students, working professionals, and alumni for leadership roles that promote equity and justice

Strategy 1.4a Recruit and retain diverse employees

Strategy 1.4b Prioritize diversity, equity, and inclusion throughout curricular and co-curricular activities

Strategy 1.4c Incorporate student and stakeholder assessment feedback into programming decisions

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Academic, % of courses with diverse content	(new measure)	> 80%	> 90%	> 90%
Professional Development, % of academic programs with diverse content	100%	100%	100%	100%

Professional Development, % of MAPS diversity courses	19%	20%	20%	20%
Undergrad, % of graduating students indicating they gained perspectives needed to “recognize and respect diversity” through their Glenn College curricular experience ⁹	(new measure)	95%	95%	95%

Goal 1.5 Make Glenn College educational and professional development programs affordable and accessible for students, working professionals, and alumni

- Strategy 1.5a Reduce student costs/debt burden by providing direct financial support
- Strategy 1.5b Identify and share university and external resources for financial support
- Strategy 1.5c Facilitate training and empowerment opportunities that help students search for and secure financial resources and education

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Undergrad, % of students receiving Glenn College financial support (scholarships, fellowships, hourly)	5%	5%	7%	9%
Graduate, % of MPA students receiving Glenn College/University financial support (scholarships, fellowships)	56%	50%	50%	50%
PhD, % of first-year students receiving a University Fellowship	21%	30%	30%	30%
PhD, % of students funded by faculty research projects	32%	35%	35%	35%
Professional Development, % of students receiving financial support, MAPS	88%	80%	80%	80%
Professional Development, % of students receiving financial support, LCERT	89%	95%	95%	95%
Undergraduate, Debt-to-Earnings ratio ¹⁰	0.696	<1	<1	<1
Graduate, Debt-to-Earnings ratio ¹¹	0.571	<1	<1	<1

Goal 1.6 Integrate and connect the Glenn College’s educational and professional development programs for students, working professionals, and alumni

- Strategy 1.6a Draw on existing curriculum to create programs for professional development audiences

⁹ Measured by a score of 4 or 5 on the annual graduation survey

¹⁰ The Ohio State University Public Administration Undergraduate Median Debt and Earnings reported by the [Wall Street Journal interactive tool](#). Undergraduate debt, \$25,000. Earnings, \$35,914. Ratio = 0.696

¹¹ The Ohio State University Public Administration Graduate Median Debt and Earnings reported by the [Wall Street Journal interactive tool](#). Graduate debt, \$30,000. Earnings, \$52,549. Ratio = 0.571

Strategy 1.6b Partner across teams to develop and implement a variety of training modalities

Strategy 1.6c Engage alumni in Glenn College educational and professional development programs

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Number of tenure-track and clinical faculty teaching in professional development programs	5	5	6	7
Conversion, # of students in academic certificates to Glenn College degree programs	TBD	TBD	TBD	TBD
Conversion, # of students in workforce development certificates to Glenn College degree programs	13	15	17	19
Glenn Alumni, # enrolled in Professional Development programs in the current year	TBD	TBD	TBD	TBD

Goal 2: Create exceptional, interdisciplinary knowledge in public and nonprofit policy, management, and finance

Goal 2.1 Strengthen the Glenn College as a nationally and internationally recognized research leader in core public affairs and specialty areas

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

Strategy 2.1b Recruit and retain well-trained faculty in specialty research areas that complement the College’s core areas of distinction

Strategy 2.1c Recruit and retain well-trained faculty to bolster the College’s growing academic strength in Washington DC

Strategy 2.1d Host the editorship of a mainstream public affairs journal (e.g., *Public Administration Review*, *Journal of Public Administration Research and Theory*, *Journal of Policy Analysis and Management*)

Strategy 2.1e Establish a post-doc program to support emergent scholars researching diversity, equity, inclusion, and justice issues

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Distribution of TIU faculty by rank	Full 35% Associate 45% Assistant 20%	Full 39% Associate 35% Assistant 26%	Full 43% Associate 35% Assistant 22%	Full 43% Associate 39% Assistant 18%
Shanghai Global Ranking, Public Administration	8 th	Top 10	Top 10	Top 10
US News & World Report Annual Ranking	13 th	Top 15	Top 15	Top 10
US News, Public Management	8 th	Top 10	Top 10	Top 10
US News, Public Policy Analysis	18 th	Top 20	Top 20	Top 15
US News, Nonprofit Management	17 th	Top 20	Top 20	Top 15

US News, Public Budgeting and Finance	31 st	Top 30	Top 30	Top 25
US News, Environmental Policy	13 th	Top 15	Top 15	Top 10
US News, Urban Policy	15 th	Top 15	Top 15	Top 10
US News, Local Government Management	18 th	Top 20	Top 20	Top 15
US News, Social Policy	22 nd	Top 25	Top 25	Top 20
Editorship of mainstream public affairs journal	None	None	Editorship	Editorship

Goal 2.2 Increase scholarship produced by the Glenn College in highly-ranked core public affairs and specialty area academic outlets

Strategy 2.2a Establish position of Faculty Director of Research to lead and coordinate Glenn College research efforts

Strategy 2.2b Mentor faculty to produce scholarship for submission to top-ranked, peer-reviewed public affairs and specialty outlets

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Number of peer reviewed manuscripts by Glenn College faculty in top ten public affairs journals by impact factor ¹²	21	> 15	> 20	> 25
Number of peer reviewed manuscripts by Glenn College faculty in all journals with impact factor > 1.5	55	> 55	> 60	> 65
Percent of faculty with a peer reviewed book manuscript	25%	25%	25%	25%
Percent of faculty with a peer reviewed journal manuscript	64%	> 75%	> 75%	> 75%

Goal 2.3 Grow research funding awarded to the Glenn College to conduct innovative and impactful scholarship

Strategy 2.3a Recognize faculty and research staff who secure funded research projects that result in peer-reviewed scholarship through promotion and tenure and Annual Merit Compensation Process

Strategy 2.3b Build administrative and research support infrastructure in the Glenn College to facilitate pursuit of funded research by Glenn College faculty and research staff

Strategy 2.3c Curate and diffuse college and university knowledge of IRB protocols, proposal resources and external funding best practices

Strategy 2.3d Connect Glenn College faculty and research staff with other OSU faculty and research centers to collaborate on funded research programs

Strategy 2.3e Connect Glenn College faculty and research staff with external stakeholders at federal, state and local levels to pursue funds to support research

Strategy 2.3f Build research support capability in Washington DC by establishing a Washington academic center

¹² 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.

Strategy 2.3g Increase the number of Glenn faculty in residence in DC through faculty fellows program

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Percent of faculty with externally funded research ¹³	60%	50%	55%	60%
Total research expenditures ¹⁴	\$2,037,835 ¹⁵	\$2,000,000	\$2,100,000	\$2,250,000
% of Glenn faculty with a federally sponsored research project	53.8%	50%	55%	60%

Goal 2.4 Enhance impact and use of academic scholarship produced by the Glenn College in core public affairs and specialty areas

- Strategy 2.4a Disseminate Glenn faculty research to faculty at peer institutions and relevant professional associations
- Strategy 2.4b Facilitate partnerships between Glenn faculty and research staff and campus research centers and collaborative research initiatives
- Strategy 2.4c Facilitate Glenn faculty, research staff and doctoral student involvement in academic research conferences and professional associations
- Strategy 2.4d Promote Glenn College and Glenn College faculty to peer institutions and relevant professional associations

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Percent of faculty with a research presentation at a targeted public affairs/nonprofit conference ¹⁶	81%	> 85%	> 85%	> 85%
Three-year average of total Web of Science citations of Glenn College faculty published research ¹⁷	51	> 45	> 50	> 55
Three-year average of total Google Scholar citations of Glenn College faculty published research ¹⁸	156.8	> 140	> 150	> 160

Goal 3: Integrate and apply actionable knowledge that supports public and nonprofit decision-making and inspires citizenship across the State of Ohio, the nation, and the world

Goal 3.1 Build capacity among public and nonprofit decision makers and institutions by increasing awareness and application of knowledge created by the Glenn College

- Strategy 3.1a Perform applied research and provide technical assistance to public and nonprofit decision makers

¹³ Reports the percentage of Glenn College faculty with funding reported in the Office of Sponsored Projects research funding portal annually

¹⁴ Reports the Glenn College’s yearend total FD520 uses as shown on the Workday Sources and Uses Variance Analysis Report.

¹⁵ Fiscal Year 2021 research expenditures reflect one-time COVID-19 related research awards

¹⁶ 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)

¹⁷ Average of the three previous calendar years

¹⁸ Average of the three previous calendar years

- Strategy 3.1b Provide technical skills training and professional development in the public and nonprofit sectors
- Strategy 3.1c Build and execute a research hub along with thought leadership and case study content to build awareness and audience engagement
- Strategy 3.1d Partner with community decision makers to provide experiential learning opportunities

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Number of research awards providing technical assistance ¹⁹ to local-level decision makers ²⁰	1	4	4	4
Number of research awards providing technical assistance to state-level decision makers	10	8	8	9
Number of research awards providing technical assistance to federal-level decision makers	11	7	5	5
Website Research Hub and Thought Leadership page views	(new measure)	600	630	660

Goal 3.2 Contribute our unique knowledge and expertise to Ohio State University endeavors and events

- Strategy 3.2a Work across the university to engage other units, centers, and institutes
- Strategy 3.2b Organize or participate in OSU opportunities to contribute our interdisciplinary expertise and foster a critical dialogue
- Strategy 3.2c Maintain OSU employment enrollment in Glenn College educational and professional development programs
- Strategy 3.2d Pursue joint faculty hires and facilitate collaborative faculty research projects
- Strategy 3.2e Increase the number of OSU faculty in residence in DC through faculty fellows program

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Number of research awards involving cross-college collaboration	28	> 25	> 28	> 30
Faculty, # of cross-college administrative partnerships	17	> 15	> 15	> 15
Staff, # of cross-college administrative partnerships	(new measure)	TBD	TBD	TBD
Undergrad, # of students for whom JGC is a second major	70	75	85	95
Graduate, # of dual and joint degree students	38	40	45	50
Undergrad, # of students enrolled in a Glenn College minor	165	185	215	230
Graduate, # of students enrolled in a Glenn College minor	50	> 55	> 60	> 65

¹⁹ Technical Assistance conducted by John Glenn College research centers, Battelle Center and Ohio Education Research Center

²⁰ Differences between FY21 Benchmarks and subsequent goals reflect shifts in the distribution of local, state, and federal-level technical assistance projects

Number of Gen Ed course sections offered	13	14	14	15
Number of non-Glenn students in General Education courses	316	330	345	350
Number of non-Glenn College WAIP students	18	> 23	> 28	> 30
Number of OSU employees enrolled in Professional Development programs	298	300	315	331
Number of joint faculty hires	5	5	6	6

Goal 3.3 Advance engagement and collaboration by exchanging knowledge with the citizens and institutions of Ohio, the nation, and the world

- Strategy 3.3a Offer public events that encourage community engagement, share research findings, and examine and discuss issues that impact the public interest
- Strategy 3.3b Strategically promote knowledge created by the Glenn College and engagement opportunities

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Number of attendees at Glenn College public events ²¹	2,650 ²²	2,600	2,800	3,000
Number of unique attendees at Glenn College public events	2,082	2,000	2,200	2,400
Share of voice, media citations ²³	278	250	265	275
Number of instances of legislative testimony by Glenn College faculty	5	10	10	10

Goal 4: Cultivate an inclusive work and learning environment and promote respectful dialogue on pressing societal issues

- Strategy 4a Form and maintain teams of individuals representing diverse identities
- Strategy 4b Implement practices proposed by the John Glenn College Diversity, Equity, and Inclusion Committee
- Strategy 4c Maintain governance and advisory practices that empower alumni, faculty, staff, and students to participate as partners
- Strategy 4d Establish an employee resource group to build community among faculty and staff

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Staff, % representing racial or ethnic diversity	25%	> 20%	> 25%	> 30%
Faculty, % representing racial or ethnic diversity	10%	> 10%	> 15%	> 20%

²¹ This measure may include those who attended more than one event

²² FY21 Benchmark reflects increased attendance at virtual events

²³ The share of voice metric shows awareness of Glenn College expertise by measuring mentions of the Glenn College within news articles, and interviews of college subject matter experts by members of the media

Adjunct instructors, % representing racial or ethnic diversity	16.7%	> 15%	> 20%	> 25%
Professional Development, % of instructors representing racial or ethnic diversity	(new measure)	> 10%	> 15%	> 20%
Employee satisfaction with College inclusiveness	(new measure)	> 3.5	> 3.5	> 3.5
Undergrad, % racially/ethnically diverse	21.7%	> 20%	> 20%	> 20%
Graduate professional, % racially/ethnically diverse	19%	> 20%	> 20%	> 20%
PhD, % of first-year students who are members of a racial or ethnic minority group	29%	> 20%	> 20%	> 20%
PhD, % of first year students receiving a University Diversity Enrichment Fellowship	14%	30%	30%	30%
PhD, % of first-year students who are first-generation ²⁴	14%	10%	10%	10%
Professional Development, % racially/ethnically diverse	(new measure)	> 20%	> 20%	> 20%
Academic, % of courses with diverse content	(new measure)	> 80%	> 90%	> 90%
Professional Development, % of academic programs with diverse content	100%	100%	100%	100%
Professional Development, % of MAPS diversity courses	19%	20%	20%	20%
Undergrad, % of graduating students indicating they gained perspectives needed to “recognize and respect diversity” through their Glenn College curricular experience ²⁵	(new measure)	95%	95%	95%

Goal 5: Grow and steward resources and relationships to attract and retain diverse, excellent faculty, staff, students, and alumni in support of the College's education, knowledge creation, and engagement goals

Goal 5.1 Attract, grow, and steward faculty and staff talent

- Strategy 5.1a Craft and implement College-specific practices and leverage University resources to recruit diverse, excellent faculty and staff
- Strategy 5.1b Retain and prepare diverse, excellent faculty and staff by fostering an inclusive and flexible culture, encouraging professional development, and recognizing and rewarding exceptional contributions and demonstration of college values
- Strategy 5.1c Grow philanthropic resources and increasing endowed funding for distinguished professorships and chair positions to attract and retain diverse and excellent faculty
- Strategy 5.1d Broaden and deepen alumni and donor engagement in and affinity for the Glenn College
- Strategy 5.1e Recognize and honor public leaders for professional achievement and service
- Strategy 5.1f Establish a post-doc to tenure-track program to support emergent scholars

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
------------	-------------------	--------------	--------------	--------------

²⁴ For this indicator, first generation is defined as first in a student’s family to attend college.

²⁵ Measured by a score of 4 or 5 on the annual graduation survey

Percent of racial or ethnic diversity of candidates applying for College positions ²⁶	(new measure)	> 25%	> 30%	> 35%
Percent of racial or ethnic diversity among applicants in the final candidate pool	(new measure)	> 30%	> 35%	> 40%
Percent of offers made to candidates representing racial or ethnic diversity	(new measure)	> 40%	> 40%	> 40%
Percent of racial or ethnic diversity among hires ²⁷	(new measure)	> 35%	> 35%	> 35%
Equity of compensation as measured by % of staff above the Career Roadmap benchmark	78.5%	> 75%	> 80%	> 85%
Equity of compensation as measured by % of faculty above the University-determined benchmark	62%	> 65%	> 70%	> 75%
Staff, # of annual awards given in recognition of exemplary performance	10	10	10	10
OSU Alumni Association recognition of Glenn College Alumni Society	Scarlet Society	Scarlet Society	Scarlet Society	Scarlet Society

Goal 5.2 Cultivate relationships that create a welcoming, cooperative, and supportive community and enhance knowledge creation and education

Strategy 5.2a Initiate opportunities for alumni, faculty, staff, and students to engage in social and celebratory activities that promote connection and wellness

Strategy 5.2b Create opportunities for alumni, faculty, staff, and students to take part in activities that promote community engagement and civil discourse

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Alumni lifetime engagement	11%	12%	13%	14%
Percent of faculty and staff with a flexible work arrangement	95%	> 90%	> 90%	> 90%

Goal 5.3 Grow and steward the College’s financial resources

Strategy 5.3a Create a culture of philanthropy among Glenn College alumni and friends

Strategy 5.3b Sustain student scholarship awards, paid internships, and graduate associate appointments to increase accessibility and lower student debt

Strategy 5.3c Pursue new opportunities to grow and diversify College revenue sources

Strategy 5.3d Pursue efficiency savings to promote long-term growth

Indicators	2020/21 Benchmark	2021/22 Goal	2022/23 Goal	2023/24 Goal
Progress toward Time and Change campaign goal	41%	> 40%	> 60%	> 80%
Total annual Glenn College scholarship funds awarded	\$284,289	> \$290,000	> \$295,000	> \$300,000

²⁶ Positions included are unclassified staff, classified civil service, and tenure, research, and clinical track faculty

²⁷ Considers hires made during the current fiscal year

Paid student internships in DC (WAIP, FEDPM, MPA-DC)	(new measure)	50%	55%	60%
Student funding awarded from research grants ²⁸	\$378,765	> \$375,000	> \$380,000	> \$390,000
PhD, % of students funded for at least four years	100%	100%	100%	100%
Annual Present Budget Allocation growth rate	N/A ²⁹	N/A ²⁹	4%	4.5%
Annual Present Budget Allocation	\$6,135,369	\$7,550,000	\$7,852,000	\$8,205,000
General Fund Carry-Forward (% of PBA)	15.8%	18%	19%	20%
Indirect cost recovery %	38.7%	> 30%	> 30%	> 30%
Indirect cost recovery total revenues	\$641,771 ³⁰	\$550,000	\$575,000	\$600,000

²⁸ Includes Office of Sponsored Programs and Non-OSP Research

²⁹ A growth rate measure for this year is not applicable due to the FY21 suspension of the Ohio State University budget model.

³⁰ This FY21 actual includes one-time awards related to COVID-19 research, accounting for the difference between FY21 benchmark and subsequent goals.