

**THURSDAY, JUNE 7, 2018**  
**ACADEMIC AFFAIRS AND STUDENT LIFE COMMITTEE MEETING**

Clark C. Kellogg  
Cheryl L. Krueger  
Abigail S. Wexner  
Hiroyuki Fujita  
Alan A. Stockmeister  
Alan VanderMolen  
Janet Porter  
Richard K. Herrmann  
Michael J. Gasser (*ex officio*)

Location: Longaberger Alumni House  
Mount Leadership Room

Time: 12:15-2:00pm

*ITEMS FOR DISCUSSION*

1. *Creating Pathways to Access - Dr. Adams-Gaston, Ms. Pryor* 12:15-12:30pm
2. *Access, Affordability & Excellence - Dr. McPheron, Ms. Gjestvang, Ms. Roberts* 12:30-12:45pm
3. *Regional Campus Student Success - Dr. McPheron, Dr. Schmiesing* 12:45-1:00pm

*ITEMS FOR ACTION*

4. 2018-2020 Strategic Completion Plan - Dr. McPheron, Dr. Hume 1:00-1:10pm
5. Amendments to the *Rules of the University Faculty* - Dr. McPheron 1:10-1:30pm
6. Faculty Personnel Actions - Dr. McPheron
7. Amendment to the Clinical Faculty Appointment Cap - Dr. McPheron
8. Degrees and Certificates - Dr. McPheron
9. Establishment of a New Degree Program in the Glenn College - Dr. McPheron

Executive Session

1:30-2:00pm



# CREATING PATHWAYS TO ACCESS

**The Ohio State University continues to advance its commitment to students from low- and moderate-income backgrounds. Access, affordability and excellence are so important for student success that they comprise a pillar of the university's strategic plan to enable, empower and inspire Buckeyes now and in the years to come.**

Across the nation, many high-achieving, low-income students have historically been enrolled in school districts that do not have college admissions staff visiting their school and also lack access to after-school mentorship opportunities (Schwartz, 2004). We know that 23% of low-income students apply to college without assistance from the adults in their lives – at home, or in the school setting (Glynn, 2017). In terms of outcomes, only 14% of individuals in Appalachian Ohio have a 4-year degree, compared to 30% of the overall United States population, according to the iBELIEVE Foundation (2017). One critical component of creating pathways for students to access Ohio State is outreach to high school students living and learning in areas that research shows make it less likely to pursue higher education, two of which include urban and Appalachian communities.

Research finds that students of color and low-income students benefit from mentoring programs aimed at giving students access to more expansive social networks with information about higher education and the application process (Ahn, 2010). Additionally, mentors can provide students with emotional support needed to pursue a college degree. Mentors can provide information, guidance and encouragement that nurture students' college aspirations and also help them prepare for the transition from high school to college (Levine and Nidiffer 1996; Coles, 2011).

The Office of Student Life and the university as a whole have established partnerships and deliberately built a variety of initiatives to reach students in the post-secondary setting, in order to show them that the dream of being a Buckeye can be realized. Programs and partnerships are designed to serve this purpose, from one-day, high-impact exposure opportunities to long-term, evidence-based programs. Following is a sample of pathways, programs and partnerships that are paving the way for students to access Ohio State, as well as the general belief that a college education is indeed attainable.

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## ***Student Life Pathways to Access***

**Student Life Social Change** programs provide the community with resources, information and representation in order to demystify who can be successful in school and in college. Program themes include mentorship, literacy support, leadership development, the arts, masculinity, coping skills, STEM and more.

**Examples of resources provided include:**

- Human capital through mentorship
- Funding and planning for campus visits
- Sponsorship of events, such as the Restored Citizen Summit

**Day in the Life of a Buckeye** allows high school students from urban and Appalachian areas to attend Ohio State for an immersion day, gaining exposure to Ohio State and college in general. Undergraduate and graduate student ambassadors host high school students, bringing them to classes, meetings with faculty and staff, campus-area dining experiences, library and recreational facilities, student organization meetings and living spaces. Student ambassadors stress the importance of receiving a high school diploma and attending college, with the goal of advancing in a desirable career.



## *Pathways to Access Continued*

Annually, **Student Life Disability Services** hosts College Day for several hundred high school students and their families, along with teachers and counselors who work with college bound students with disabilities. Programming throughout the day covers:

- The transition from high school to college
- Finding the right college fit
- Documentation guidelines for students with disabilities entering the college environment

**Camp Recky** is a set of summer day camps hosted by Student Life's Recreational Sports. Each summer since 2004, Camp Recky welcomes approximately 2,500 children to campus, offering youth in the local community the opportunity to experience Ohio State's campus through extraordinary recreation programs, partnerships with colleges and units across the university, services, leadership and facilities. This year, Camp Recky is welcoming an incoming Ohio State student - who grew up attending camp, and chose Ohio State in part through her camp experiences - to be a camp counselor.

The **Buckeye Bus** program visits various locations throughout the state each summer, alongside President Drake's Ohio State Tour. Student ambassadors have the opportunity to bring Buckeye spirit to communities around the state, infusing Ohio State into those communities through hundreds of interpersonal interactions, engagement with alumni and potential students and through community service and philanthropy.

Student Life is proud to support local efforts of the **iBELIEVE Foundation**, an organization that provides year-round opportunities for Appalachian youth to develop 21st century skills such as leadership, communication and problem solving to increase collegiate attendance and retention in the Appalachian communities of Ohio, Pennsylvania and West Virginia (iBELIEVE Foundation, 2018).

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## *References*

Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development: Current theories and controversies. *Journal of the American Society for Information Science and Technology*, 62, 1435–1445

Coles, A. (2011). Research to practice brief: The role of mentoring in college access and success. Washington, DC: Institute for Higher Education Policy

Glynn, J. (2017). Opening Doors: How Selective Colleges and Universities are Expanding Access for High-Achieving, Low-Income Students. Jack Kent Cooke Foundation. Retrieved from [https://www.jkcf.org/assets/1/7/JKCF\\_Opening\\_Doors.pdf?utm\\_campaign=Opening\\_Doors&utm\\_source=all](https://www.jkcf.org/assets/1/7/JKCF_Opening_Doors.pdf?utm_campaign=Opening_Doors&utm_source=all)

iBELIEVE Foundation. (2018). Mission and History. Retrieved from <http://www.thebelievelfoundation.com/>

iBELIEVE Foundation. (2017). iBELIEVE Foundation Annual Report. Retrieved from [http://www.thebelievelfoundation.com/pdf/18\\_04\\_iBELIEVE\\_pamphlet\\_annual\\_report\\_FNL.pdf](http://www.thebelievelfoundation.com/pdf/18_04_iBELIEVE_pamphlet_annual_report_FNL.pdf)

Levine, A. & Nidiffer, J. (1996). *Beating the odds: How the poor get to college*. San Francisco: Jossey-Bass. 204 pages.

Schwartz, J. H. (2004). Development and Progress of the Appalachian Higher Education Network. Appalachian Regional Commission. Retrieved from <https://www.arc.gov/publications/DevelopmentandProgressoftheAHENetwork.asp>



# Affordable Learning Exchange

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# WHY TEXTBOOK AFFORDABILITY?



EXPENSES  
& SUPPLIES



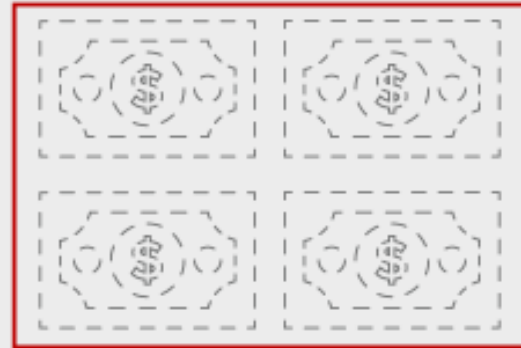
HOUSING  
& DINING



TUITION  
& FEES



COST OF ATTENDANCE



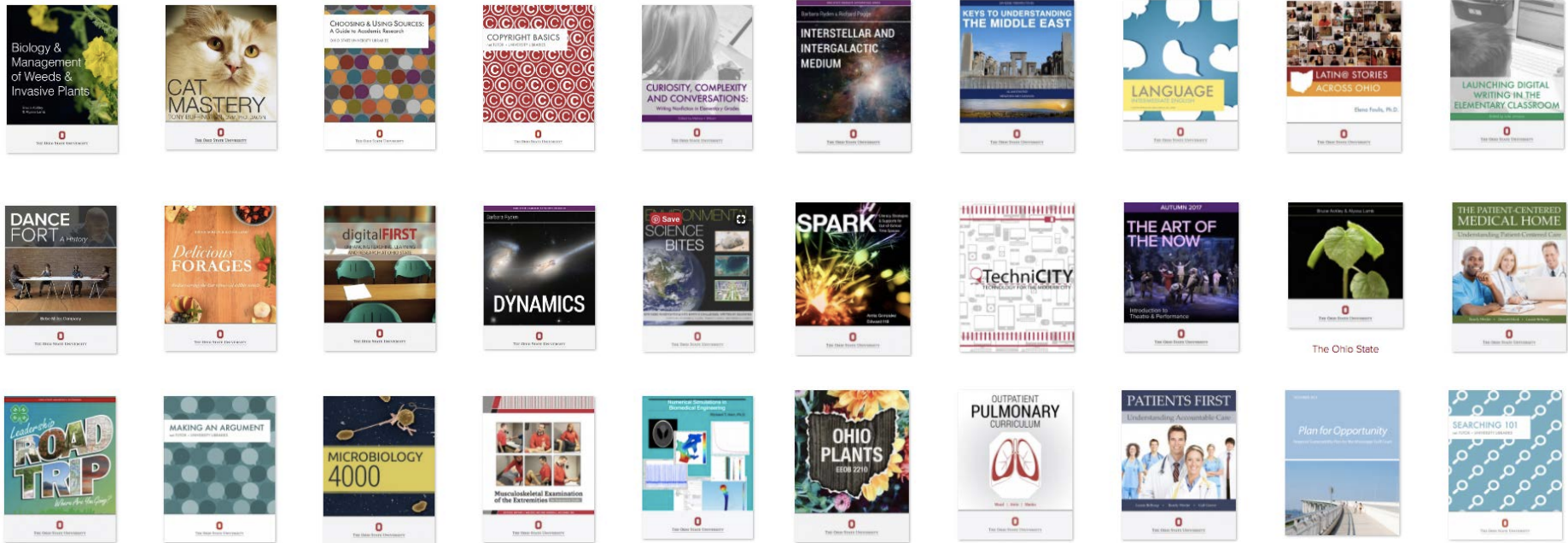
TOTAL FINANCIAL AID

Where is the  
rest coming  
from?

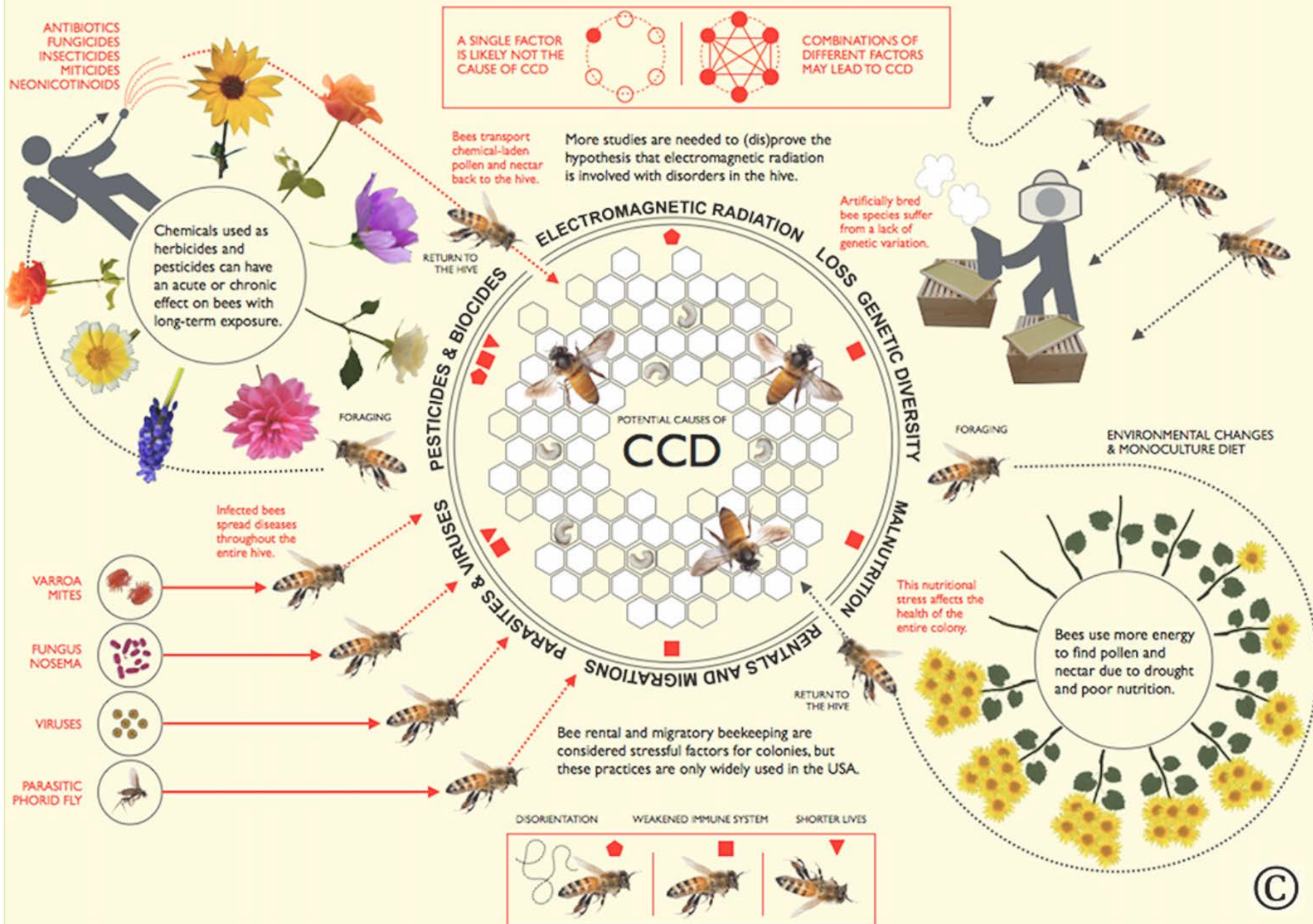
**\$10 Million  
by 2020**

- 50 grant winning teams
- \$3M savings in SP18
- \$5.5M projected by SP19

# DIGITAL PUBLISHING



# COLONY COLLAPSE DISORDER (CCD)





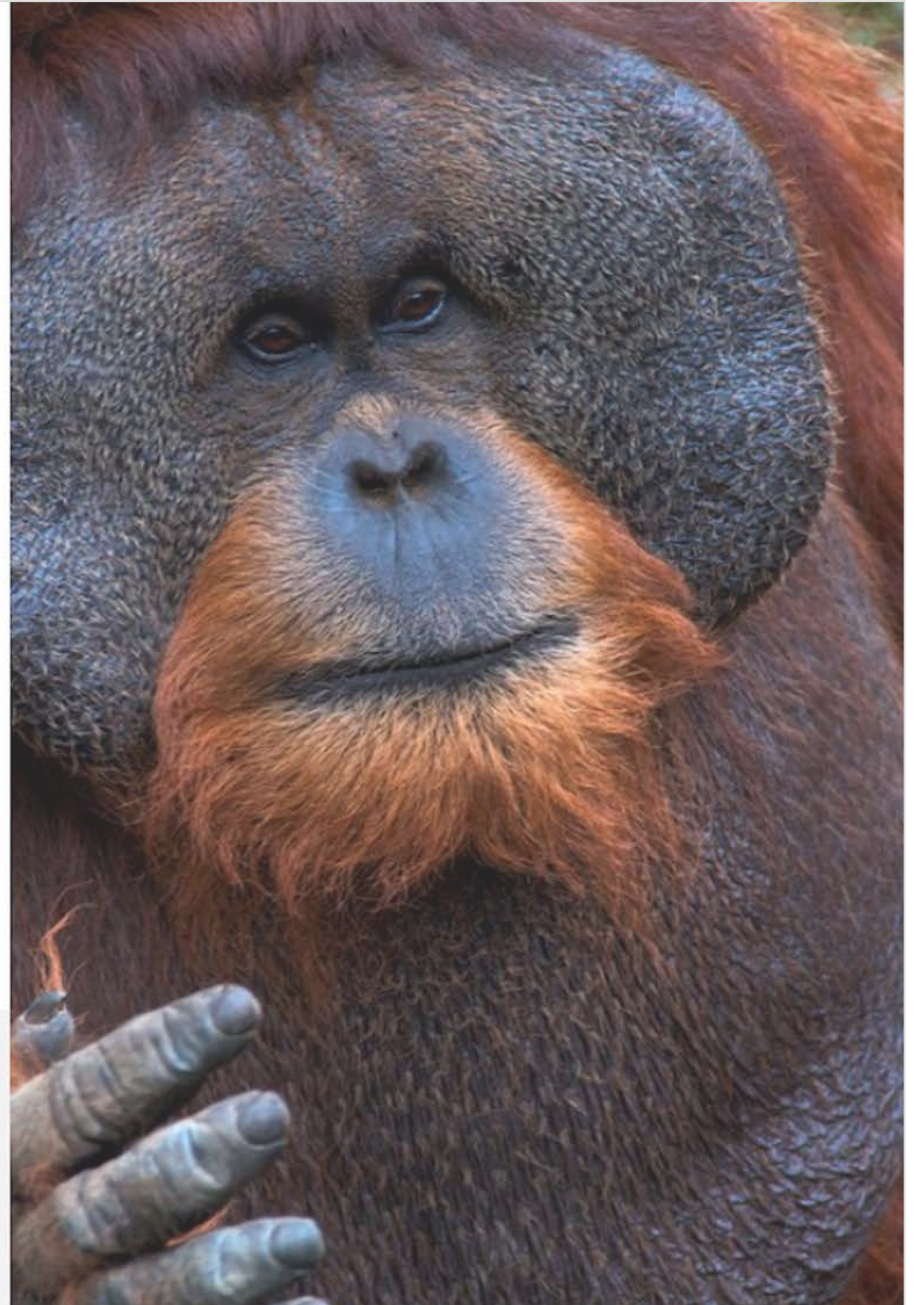
CHAYLI T. BUENGER

## HUNGER FOR RESOURCES LEAVES SUMATRA'S ORANGUTANS WITHOUT HOMES

Orangutans in Sumatra, Indonesia are losing their habitat due to deforestation from palm oil production. What is palm oil and why is its production causing deforestation? What efforts are being implemented to save the orangutan and combat deforestation?

*Figure 1. Orangutans face hardship because their habitat is being destroyed by deforestation.*

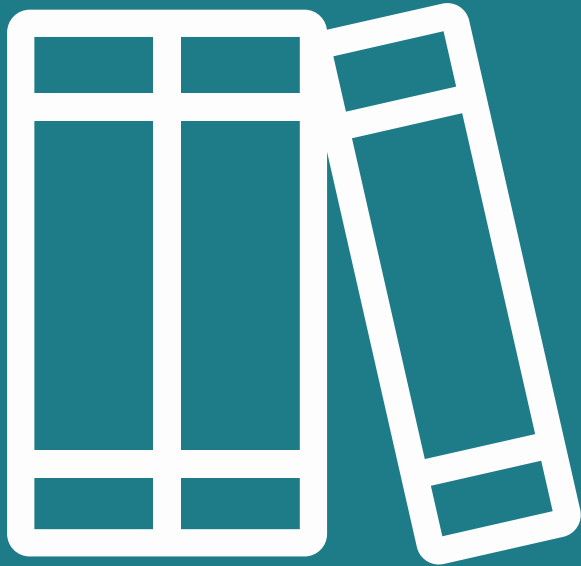
*Photograph by Java Bogor.<sup>11</sup>*





**Jasmine  
Roberts**





Unizin Engage platform



**APPROVAL OF THE  
2018-2020 STRATEGIC COMPLETION PLAN**

Synopsis: Approval of the 2018-2020 Strategic Completion Plan, is proposed.

WHEREAS the 2018-2020 Strategic Completion Plan has been reviewed and approved by the vice provost for Undergraduate Studies and dean of Undergraduate Education and all other appropriate individuals and committees:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the 2018-2020 Strategic Completion Plan.



**THE OHIO STATE UNIVERSITY**

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# **Completion Plan**

**Updated 2018**

**Prepared by the Office of Undergraduate Education**

**[undergraduate@osu.edu](mailto:undergraduate@osu.edu)**

# The Ohio State University Completion Plan

## Updated 2018

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## UNIVERSITY MISSION AND PROFILE

### Mission

Ohio State is a comprehensive public university founded in 1870. Its largest campus, 1,665-acres, is in Columbus, with regional campuses in Marion, Newark, Lima, and Mansfield. It also has a research campus in Wooster — the Agricultural Technical Institute (ATI)<sup>1</sup> — for a total of 16,145 acres. The university's mission is to attain international distinction in education, scholarship, and public service. As the state's leading university focused on teaching and research, Ohio State combines a responsibility for the advancement and dissemination of knowledge with a land-grant heritage of public service. It offers an extensive range of academic programs in the liberal arts, sciences, and the professions. Guided by a strategic vision of access, affordability, and excellence,<sup>2</sup> Ohio State provides accessible, high quality, undergraduate and graduate education for academically qualified students who can benefit from a scholarly environment in which research inspires and informs teaching.

Ohio State celebrates and learns from diversity and values individual differences. Academic freedom is defended within a community of civility, tolerance, and mutual respect. In the area of teaching and learning, the goal is to provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body.

### Profile

The university's total autumn 2017 enrollment<sup>3</sup> was 66,444 students, with 59,837 on the Columbus campus. Of the Columbus students, 45,946 were undergraduates. The average age of an undergraduate Ohio State student is 21, with 93% of students under 25. The number of new first year students (NFYS) enrolled in 2017 was 7,136, 95% of whom were in the top quartile of their graduating class. Another 1,568 students of Rank 1 or 2 (2,634 total transfer students) transferred to the university from two- and four-year colleges. In addition, 1,348 students, called campus-change students, moved from the regional campuses to the Columbus campus. The overall student body on all campuses was nearly an equal mix of male and female (194 more males); 75.2% were residents of Ohio and 9.47% were international students; 67.4% were white/non-Hispanic; 19.7% were minority students, with 6.0% African American/black, 4.1% Hispanic, 6.1% Asian, and 3.3% identified as multi-racial. 866 students were active duty military or veterans.

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<sup>1</sup> ATI is the associate-degree-granting unit of The Ohio State University College of Food, Agricultural and Environmental Sciences.

<sup>2</sup> [president.osu.edu/strategicplan/](http://president.osu.edu/strategicplan/).

<sup>3</sup> All data from 2017 Enrollment Services reports; some program descriptions are compiled from unit websites and/or promotional material.

Additionally, 257 students were engaged in the Reserve Officer's Training Corps (ROTC).

For Columbus campus students, the average ACT score is currently 29.2, and 65% of the NFYS cohort graduated in the top 10% of their high school class. 85% of NFYS arrive with accepted credit (75% was from test credit, such as Advanced Placement, International Baccalaureate, College Level Examination Program, or language proficiency); 32% arrive with dual enrollment credit; 25% of NFYS arrive with 30 or more college credits earned while still in high school, and this percentage has increased over the past few years (up from 22% in 2015.) The September 2017 report from Enrollment Services shows an overall first to second year retention rate of 94.2%, and a second year to third year rate of 91.1%.

For the 2016-17 academic year, Ohio State awarded 16,752 degrees and certificates: 1073 associate degrees at the regional campuses and ATI, 818 doctorate degrees, 2,830 master's degrees, and 11,244 bachelor's degrees. The average time to a bachelor's degree was 4.22 years. The four-year graduation rate for bachelor's degree recipients was 62.4%, and 82.5% completed a degree in six years (2.7% completed a degree in three years or fewer.)

Ohio State's regional campus profile differs from that of the Columbus campus. The four regional campuses and ATI serve many students who prefer to start their college experience at a smaller university campus and then change to the Columbus campus or transfer to another institution of higher learning. Other students receive their two-year associate degree and enter the workforce, while still others choose to complete their entire bachelor's degree on one of the smaller campuses. The regional campuses serve those who are returning to college to prepare for another career or who are seeking advancement in their present career. The regional campuses also differ from the Columbus campus in that they have an open enrollment policy, while Columbus has selective enrollment. Ohio residents who apply to the Columbus campus but are not admitted may be given the option to start at a regional campus, changing to Columbus after the successful completion of 30 credit hours (one year of full-time study).

The autumn 2017 enrollment at the regional campuses was 6,571, of which 2,842 were new first-year students. For this population, 15.6 % were part time; 51.7% were female; 83.6% were 18 to 24 years old; and the majority of these students commuted to their campus. The average ACT score for NFYS on the regional campuses was 22.2. Further, approximately 37.9% of the incoming regional campus students were Pell-

eligible<sup>4</sup> (Columbus campus= 16.9%) and 34.3% of the students were in need of remediation in math and/or English (Columbus campus= 1.5%). The year-one to year-two retention rate on the regional campuses (collectively, excluding ATI) was 67.7% and the six-year graduation rate for those pursuing a baccalaureate was 39.0%. For Pell-eligible and first-generation students, the retention numbers were slightly lower: for Pell-eligible students, first-year retention was 59.3% and six-year graduation rate was 28.1% (compared to 90.2% and 74.4%, respectively, for the Columbus campus.) For first-generation students, the rates were 63.9% and 30.2%, respectively (compared to 91.2% and 75.1% on the Columbus campus.) As mentioned above, 1,348 students moved from a regional campus to the Columbus campus. The six-year graduation rate for those changing to Columbus within the first two years was 71.4%.

Ohio State's strong commitment to teaching and learning has earned the university national recognition. In its 2018 "Best Colleges" guidebook, *U.S. News & World Report* lists the university among those with an unusually strong commitment to undergraduate teaching. Ohio State was ranked 8th among public universities and 17th nationally for best undergraduate teaching.

The September 2018 *U.S. News & World Report* named Ohio State the state's best public university, and one of the nation's top public institutions. The university ranked 17th among the top 50 public national universities (54th overall) in the magazine's special edition "America's Best Colleges." The publication has considered Ohio State the best public university in Ohio for more than a decade. Moreover, Ohio State's Fisher College of Business was ranked 21st, and its logistics program was ranked third nationally. The College of Engineering was ranked 30th among colleges whose highest degree is a PhD.

*U.S. News & World Report's* "Best Colleges" guidebook evaluated Ohio State's performance in the predicted versus actual 2016 undergraduate graduation rate as one of the best in the nation. The measure, which uses characteristics of the incoming class to predict a six-year graduation rate, gives credit to schools that have a higher-than-expected rate. Ohio State's six-year graduation rate of 84% exceeded the predicted rate of 78%.

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<sup>4</sup> Students eligible for Pell Grants meet federal guidelines for low and moderate incomes. Pell eligibility is used to measure financial need in student populations.

Ohio State was also listed as one of the top military-friendly schools in the nation on CollegeRecon.com, a college choice and ranking tool designed specifically to target the military and veterans. In addition, Ohio State was ranked the best 4-year college or university in the nation for veterans in the 2017 and 2018 *College Factual* guide. Their data take into account the quality of teaching, graduation and retention rates, student loan default rates, and graduate earnings.

## **BARRIERS TO PERSISTENCE AND COMPLETION**

Students with lower rates of retention and graduation typically come from one or more of the following under-served populations: first-generation, Pell-eligible, transfer/campus-change. As noted below, male students also have slightly lower rates.

First-generation students are retained (from first year to second year) at a lower rate than other NFYS (compared to a 94.2% rate for all students). Of the 1,540 first-generation students enrolled in autumn 2016, 1,404 (or 91.2%) returned for their second year (compared to 94.2% for all students). Of the 1,510 first-generation students enrolled in autumn 2015, 1,312 (or 86.9%) returned for the third year (compared to 91.1% for all students). The four-year and six-year graduation rates for this group are 53.9% and 75.1%, respectively (compared to 62.4% and 82.5%, respectively).

Many lower income students (they are categorized for data purposes as Pell Grant recipients) are in our NFYS cohort at Ohio State. These students are also retained at lower rates – 90.2% (94.2% for all students) from first to second year, 88.1% from second to third year (91.1% for all students) – than the broader category of students. They also take longer to complete their degree – 52.5% complete in four years (62.4% for all students) and 74.4% complete in six years (82.5% for all students).

Students transfer to the Ohio State Columbus campus from various schools, including other four-year institutions, and community and junior colleges. Students also change to the Columbus campus from our regional campuses and ATI. Of the 1,160 Rank 2 transfer students who started at Columbus campus in autumn 2013, 69.9% completed in spring 2017 (four-year rate), compared to 62.4% of all students, and of the 1,181 transfer students in 2011, 74.3% completed in 2017 (six-year rate), compared to 82.5% of all students. Of the Rank 3 students who transferred to the Columbus campus, 675 students transferred in 2015 and 72% completed in 2017 (four-year rate), compared to 62.4% of all students, and of the 659 who transferred in 2013, 72.7% completed in 2017 (six-year rate), compared to 82.5% of all students.

Completion rates also appear to vary by gender in that male NFYS students are retained at a slightly lower rate than females: 93.6% vs. 94.8% for year 1 to year 2, and 90.0% vs. 92.1% for year two to year three. The data also suggest that males take longer to graduate: 53.8% vs. 71.1% complete in four years, and 78.4% vs. 86.7% complete in six years. (The four-year graduation rate for males may be influenced by a larger number of males in engineering, a degree that tends to take longer to complete because of its accreditation requirements.)

Although the Columbus campus has been deemed remediation-free by the Ohio Department of Higher Education (ODHE), acting according to Section 3345- 061(H) of the Ohio Revised Code, Ohio State still has students who are in need of extra support through remedial intervention, particularly in math and English composition. Of the 7,136 NFYS enrolled on campus in 2017, 105 (1.5%) students were recommended for remedial courses through the university placement exams administered during orientation (23 students needed remediation in composition, and 93 in math).

## **PROGRESS TOWARD GOALS FOR 2016-2018 COMPLETION PLAN**

The following were goals for the 2016 plan. Progress for each is provided.

- **Goal 1:** Increase overall year-1 to year-2 retention from 93.8% to 95% by 2020.  
**Progress:** Ohio State moved the first-year retention rate from 93.8% to 94.2%, for a .4% increase over the two-year period, on track to achieve the goal of a 95% retention rate by 2020.
- **Goal 2:** *Increase the overall number of degrees completed in four years by 1% each year.*  
**Progress:** The four-year graduation rate increased on Columbus campus from 58.5% in 2013 to 62.4% in 2017, an increase of 3.9% over four years.
- **Goal 3:** Continue implementation of the ODHE recommendations and requirements for three-year degree pathways, Prior Learning Assessment and College Credit Plus.  
**Progress:** All activities related to this goal continue.

### Retention and Graduation Rates- Columbus Campus\*

	2017	2015
First Year Retention - All Students	94.2%	93.8%
Second Year Retention - All Students	91.1%	89.7%
Four-Year Graduation - All Students	62.4%	58.5%
Six-Year Graduation - All Students	82.5%	83.1%
First Year Retention – First-Generation	91.2%	90.1%
Second Year Retention - First-Generation	86.9%	84.5%
Four-Year Graduation - First-Generation	53.9%	49.2%
Six-Year Graduation - First-Generation	75.1%	74.6%
First Year Retention - Pell-Eligible	90.2%	90.1%
Second Year Retention - Pell-Eligible	88.1%	83.7%
Four-Year Graduation - Pell-Eligible	52.5%	48.9%
Six-Year Graduation - Pell-Eligible	74.4%	74.3%

*\* First year retention rates are based on 2014 and 2016 NFYS. Second year retention rates are based on 2013 and 2015 NFYS. Four-year graduation rates are based on 2010 and 2013 NFYS. Six-year graduation rates are based on 2009 and 2011 NFYS, respectively.*

## UPDATED COMPLETION GOALS

Ohio State's updated goals continue to aim at increasing the retention and graduation rates of all students. In addition, and consistent with the strategic plan *Time and Change*, the university will increase its efforts to enhance the college experience for under-served populations.

**Goal 1:** Increase overall year-1 to year-2 retention from 94.2 to 95% by 2020.

**Goal 2:** Increase the overall number of degrees completed in four years by 1% each year.

**Goal 3:** Continue to increase the completion and retention rates of under-served populations, including first-generation, Pell-eligible, transfer/campus-change, and African-American/black students.

**Goal 4:** Enhance college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

These goals will be achieved by capitalizing on current effective completion strategies (see below), in addition to continuing to:

- Raise awareness of all constituencies to completion barriers.
- Nurture a culture of student success.
- Remove institutional retention/completion barriers.
- Study and analyze current policies, procedures, data, and best practices in order to enhance Ohio State students' academic journey from first point of contact to alumni status.

## CURRENT AND ONGOING COMPLETION STRATEGIES AND ACTIVITIES

### Orientation Activities

A comprehensive orientation for NFYS, transfer students, and special populations (for example, veterans) is important for students (and families) so that they can begin to focus on college life and experiences and start the transition to life as an Ohio State student. Ohio State's student orientation sessions have proven to provide an effective transition, and contribute to a good first-year retention rate, by providing an opportunity for students to:

- Learn about resources and expectations both inside and outside of the classroom.
- Meet their assigned First Year Experience (FYE) Peer Leader, engage in success coaching and ongoing support (NOTE: An FYE Peer Leader is an

upper-class student assigned for the entirety of the first year to each new first-year student who participates in a two-day orientation in preparation for enrollment in autumn semester).

- Meet one-on-one with academic advisors to learn about academic areas of study.
- Schedule classes.
- Complete university business (e.g., consult with financial aid).
- Complete any necessary placement testing.

### **First Year Experience**

Ohio State places special emphasis on each student's first year on campus. Through research as well as observations and experiences, the university knows that foundations built during this year are key to a student's academic success. To that end, the university's FYE programs are designed to help students become acclimated to campus, connect with resources and the university community, and to start to think of Ohio State as their second home.

First Year Experience utilizes data-informed outreach to provide programming and services to under-served students who may be less likely to persist at the university. The entire FYE team, including professional staff and undergraduate students (i.e., FYE Peer Leaders), engage in synergistic efforts, and contribute to the development of solutions to ensure that resources are aligned with strategic priorities. Needs-assessment, and data collection, and data analysis ensure the continual improvement of FYE's success strategies.

New students attend innovative **First-Year Success Series** sessions as a requirement of the university survey course taught within the colleges by academic advising staff. The one-credit hour survey course is designed as an extended introduction to the university, different majors and/or colleges, how to schedule classes, intentional degree planning, how to conduct other Ohio State business, and resources such as the library system or other academic and personal services. The Success Series sessions reinforce content provided in the survey course and focus on helping students overcome common challenges during the transition to college.

### **Second Year Engagement**

Ohio State's **Second-year Transformational Experience Program (STEP)** targets more intensive interactions with faculty outside of the classroom, and a living experience that integrates academic achievement, self-awareness, and the development of life and leadership skills. The program offers individual development modules with applications for career growth and global citizenry, increased faculty engagement and mentorship, and a stipend program to increase student participation in experiential education opportunities. Additionally, the program contains a financial



wellness mandate, addressing both the need for financial education and financial planning during a student's experience.

STEP is designed to focus on students' success and development and allows them the opportunity to participate in activities that are pointed to their individual interests and academic needs. Through their interaction with faculty, students can develop tools for life and build essential network connections.

### **Learning Communities**

A learning community is a group of students who live together on a residence hall floor with common major, career, and/or personal interests. Through partnerships with a variety of academic departments, faculty, and staff, students have exclusive access to activities that tie directly into their academic success at Ohio State. Each Learning Community is unique in the goals and events offered, but all have:

- A direct connection to the classroom experience.
- Intentional events and opportunities for participants.
- Dedicated staff members to ensure the success of the students within the community.

Ohio State has a wide variety of learning communities, including 18 programs coordinated with Student Life<sup>5</sup> and 17 that are affiliated with the university Honors and Scholars Center.<sup>6</sup>

### **Advising Community**

High-quality academic advising is critical to supporting the academic success of students. Advisors help students devise optimal academic plans, suited to each individual's goals in seeking an education. They guide students in their transitions into and out of the university and connect them to appropriate university resources to help them stay on track along the way.

Undergraduate academic advising at Ohio State's Columbus campus is provided by the colleges and/or the departments that offer the pathway to the degree, the major, and/or the minor a student is pursuing. Where a student goes to seek academic advice will vary by student and by academic program. The Columbus campus does not have a central academic advising office for students to seek advice (this centralization does exist on the regional campuses). These distributed advising activities are coordinated

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<sup>5</sup> Examples include: Business Honors, Engineering House, Exploration, First Year Collegian, Future Health Professionals, Global Business, Nursing and Wellness Innovations, Visual and Performing Arts, and Women in Engineering.

<sup>6</sup> Examples include: Arts, Biological Sciences, Sport and Wellness, Environment and Natural Resources, Green Engineering, Humanitarian Engineering International Affairs, Health Sciences, and Innovation, Creativity and Entrepreneurship.

through the Office of Undergraduate Education (UE), which promotes training and sharing of information through an active community of advising professionals.

The academic advisors also coordinate and teach the **University Survey course**, in which first-year students are encouraged to set goals, to complete two- and four-year curricular plans, and to delineate courses that must be taken sequentially to complete the degree on time. One of the most important tools students and advisors use in this degree planning process is the *Degree Audit Reporting System (DARS)*, which also includes the Transfer Credit Report. Students can use the Student Information System to initiate and evaluate a DARS report that shows which requirements they have completed and those they still need to complete to graduate.

Advisory committees comprised of academic advisors from across the university, including the regional campuses and non-academic support services, meet regularly to provide input to the Undergraduate Dean and to help coordinate advising processes. Other groups also address concerns related to academic advising, including the Advising Administrators, a University Survey committee, the Student Retention and Success Committee, and staff looking at the research and application of predictive analytics in advising. Additionally, an Advising Resource Consultant in UE oversees the development and deployment of emerging technology to be used to advance the goals and reach of advising.

Our most recent technology-centered tool, *OnCourse*, a product of the Education Advisory Board (EAB), allows documentation of student/advisor sessions to be communicated to advisors across different academic programs and campuses, serves as a communication tool for advisor-advisor and advisor-student interactions, provides input for university business functions (financial aid, registrar, and student advocacy, for example), and serves as a portal for scheduling advising appointments. This tool has also:

- Increased the use of student data, to help advisors efficiently prepare for intentional conversations during student appointments.
- Added self-service reporting for advising administrators, to help inform decisions on student services, staffing needs and student programs.
- Added self-service reporting for academic advisors, so they know who they are serving, when, and for what reason(s).
- Increased filtering and functionality for student rosters, so advisors can enhance proactive outreach.

Using *OnCourse*, advisors can reach out, for example, to students starting to display a negative academic pattern before those students reach a critical point that can impact their progress (a practice known as “intentional” or “engaged” advising).

UE also is expanding advising training for academic advisors on campus. The goals of this effort are to:

- Provide general training for all academic advisors on topics that complement specific college/department training programs.
- Introduce new advisors to both the profession of advising and advising at Ohio State.
- Provide experiences for advisors who wish to participate in opportunities for professional development.
- Foster collaboration and exchange of information among advisors, students, and staff, and support offices across campus.
- Create connections to other training and professional development opportunities being offered across campus.

### **External University Partnerships**

The **University Innovation Alliance (UIA)** is a partnership program involving 11 large public research universities to develop and share innovative ideas to help make college more affordable and to help college students succeed. The Alliance includes Ohio State, the University of Kansas, University of Texas at Austin, University of Central Florida, University of California Riverside, Iowa State, Michigan State, Arizona State, Georgia State, Oregon State, and Purdue.

These large public research universities are working to accelerate and coordinate a first-of-its-kind collaboration to improve the educational attainment and the economic prospects of students who have traditionally struggled to complete their degrees particularly minorities and low-income Americans. Members of the UIA are working together to develop innovative approaches to help low-income students stay in college, advance at an appropriate pace, and graduate on time. UIA members have developed new models for scaling innovations from one campus to others, breaking down barriers that often prevent good ideas from being implemented more broadly.

In addition to the UIA common goal of improving outcomes for low-income students, each institution has set goals appropriate to its state and region, focusing on issues of retention and graduation.

**First in the World (FITW)** is a federal grant program of the U.S. Department of Education, Fund for the Improvement of Postsecondary Education. The FITW program is designed to support the development, replication, and dissemination of innovative solutions and evidence for what works in addressing persistent and widespread challenges in postsecondary education for students who are

predicted neither to persist in nor to complete postsecondary programs, including, but not limited to, adult learners, working students, part-time students, students from low-income backgrounds, students of color, students with disabilities, and first-generation students. The program is designed to “validate” interventions that have been shown by previous research to be effective in helping these traditionally under-served student populations succeed in college. Both the study proposed for the grant and the study on which it is based must meet federal “What Works Clearinghouse” standards, meaning that the study must be conducted using a randomized control trial and meet other standards for research rigor.

Ohio State is a partner in this funded research endeavor, which our collaborative research team calls **MAAPS: Monitoring Advising Analytics to Promote Success** and is the FITW project of the University Innovation Alliance. Funded at \$8.9M, the project is tracking the impact of a series of analytics-informed proactive interventions on 10,000 low-income and/or first-generation students across the 11 UIA universities; current funding is available through September 2019. For our part, the focus at Ohio State is on a longitudinal study monitoring the value of predictive analytics in the academic success, retention, and completion of students who are first-generation and/or Pell-eligible, regardless of whether they began at Columbus or a regional campus.

**The American Talent Initiative** is a collaborative effort to enroll an additional 50,000 highly talented, low- and moderate-income students at top colleges and universities across the United States. The initiative is a partnership between Bloomberg Philanthropies, the Aspen Institute, Ithaka S+R, and a diverse array of public and private member institutions working to enhance access and support, share innovative best practices, and contribute to research that will help expand opportunity. Ohio State is a founding member of the initiative, which has grown to 100 schools (and counting) since its launch, with President Michael V. Drake serving on the steering committee.

**Bridging the Gap from Education to Employment (BGEE)** is a Strada Education Network-funded college-to-career project implemented by the UIA. This effort is being led by the Office of Student Life’s Buckeye Careers. It is a three-year program that goes through December 2020 and has three primary goals:

- To reimagine how graduates communicate marketable job skills.
- To capture best practices for building and maintaining strategic University-employer partnerships.
- To enhance campus career services to meet unique needs of all students.

Additionally, Strada sponsors research that offers insights to inform higher education and workforce development policies and practices. Its groundbreaking partnership with Gallup will deliver a stream of survey research results, offering the perspectives of hundreds of thousands of higher education consumers. Since 2014, Strada Education has advanced its mission of post-secondary program completion. For more information, see [stradaeducation.org/news/strada-education-network-launches-to-improve-college-career-connection/](http://stradaeducation.org/news/strada-education-network-launches-to-improve-college-career-connection/).

**Ohio Strong Start to Finish (OhioSSF)** is a collaboration between the Ohio Department of Higher Education (ODHE), the Inter-University Council (IUC), the Ohio Association of Community Colleges (OACC), and the 18 community colleges and 12 universities in Ohio that have committed to the project. The goal of OhioSSF is to significantly increase the number of students completing gateway mathematics and English courses as part of a guided pathway within their first academic year. Currently, slightly more than 20,000 (33%) first-time students at participating colleges and universities complete college-level mathematics and English in their first year; OhioSSF is committed to increasing that number to just over 31,000 (50%) by 2021. OhioSSF is also committed to reducing equity gaps for economically disadvantaged students (48% by 2021), students of color (51% by 2021), rural students (51% by 2021), and students over age 25 (37% by 2021).<sup>7</sup>

### **Curriculum Reform**

The university has invested in the redesign of several key science, technology, engineering, and mathematics (STEM) courses that have proven to be historically difficult courses for undergraduates. Ohio State is in the process of modifying five of these “stumbling block” courses offered in the general education curriculum and adding resources that will reduce the need for not-for-credit remediation. After completing these revisions, similar problems will be addressed with four other high-enrollment courses.

For example, the Department of Mathematics is redesigning the calculus sequence Math 1151–1152 to increase the quality of learning, the success rate of students, and retention in STEM disciplines. Their approach includes:

- Enhanced training of instructional staff.
- The development of a data analysis plan.
- The incorporation of methods of active learning.

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<sup>7</sup> Data provided by ODHE Strong Start to Finish.

Further, the **Center for Life Sciences Education (CLSE)** is engaged in the redesign of Biology 1113, Biological Sciences: Energy Transfer and Development. This is an introductory course for students majoring in the natural sciences and fulfills a general education requirement in the Natural Sciences category. The center also will look at:

- Flipped classrooms.
- Active learning strategies.
- Instructor training.
- The use of **Peer-Led Team Learning (PLTL)**, which has long been used to support student learning, especially among traditionally under-served populations.

### **Expanded Use of Emerging Technology**

The Office of Distance Education and eLearning (ODEE) and the Office of the Chief Information Officer (OCIO) have several strategic technology initiatives that contribute to successful degree completion. Some examples of these efforts are:

- The integration of a **new Learning Management System**, powered by Instructure's Canvas. Ohio State is taking advantage of this to provide instructors and students with the best possible design, performance, support, mobile access, and data analytics. Canvas is available on a mobile app, and the calendar tool helps students stay organized by displaying assignments and due dates across all active courses.
- The university's **Affordable Learning Exchange (ALX)** continues to create and expand digital resources to help offset textbook prices for students, which have risen at three times the level of inflation over the past three decades. ALX has selected more than 20 grant recipients that will complete projects during the 2017-2018 academic year. The projects cover a wide range of academic areas and include a variety of tools aimed at providing an affordable experience for students. These projects are projected to save students between \$900,000 and \$1,200,000 annually.
- In October 2017, Ohio State, in collaboration with Apple, launched **Digital Flagship**. It is a comprehensive, university-wide digital learning initiative that will support educational innovation to benefit students and economic development opportunities for campus and the broader community. It includes:
  - A **student success initiative** to integrate learning technology throughout the university experience — both inside and outside the classroom — and help provide universal access to a common set of learning technologies.

- **An iOS design laboratory** offering technological training and certification to faculty, staff, students, and members of the community interested in developing apps in Swift, the Apple programming language.
  - **University-wide training for students to learn coding skills** that will help enhance their career-readiness in the app economy.
  - **Apps Designed for Ohio State** developed in collaboration with the Apple Enterprise Design Lab. A new app to connect students with university resources and share personalized orientation materials will be released in May 2018.
- We are bolstering the **academic integrity toolkit** through the addition of resources like *Proctorio* and an improved integration with *Turnitin*.
  - Getting to class is one of the key components of student success, and the Ohio State **Mobile App** has been redesigned to take advantage of new technology in helping students navigate their campus experience. From live bus route information to up-to-the-minute parking availability, we are working to help students efficiently navigate campus.
  - With the dramatic increase of wireless devices on campus and the need to teach and learn anywhere, **indoor and outdoor wireless networking will be expanded** to meet student expectations for their campus experience and to enable student success and enhanced learning.

## Online Learning

Distance Education has enhanced the access and affordability of an Ohio State education.

- The university met its goal of 25 approved online programs in Academic Year 17-18 and is on pace to meet its goal of 35 approved programs by 2020. All students pay in-state tuition and do not pay many campus-based associated fees, thus reducing the total cost-to-credential, which is made available at: [online.osu.edu/tuition-and-fees](https://online.osu.edu/tuition-and-fees).
- Ohio State connected expert faculty with online instructional designers to redesign 34 popular GE courses. These courses were redesigned to meet expectations of our students and to support access to our College Credit Plus students. These offerings provide students with an exemplary learning experience and add flexibility in the path to a degree.
- As students from outside of the geographic area enroll in Ohio State programs, ODEE staff are partnering with academic and administrative units to ensure that the university infrastructure serves these nontraditional students effectively.

- Further, studies around student persistence and time to degree will include delivery mode as part of the analysis.

### **University Institute for Teaching and Learning**

In his March 2015 investiture address, President Michael Drake asked that The Ohio State University "be as highly regarded for world-class teaching and learning as we already are for world-class research." This goal aligns clearly with the national-level conversation on student learning outcomes, retention, persistence, and timely graduation. In May, the President and Provost's Teaching and Learning Summit, led by the Office of Academic Affairs, brought together a group of faculty members from across the institution to discuss ideas for improving the quality of teaching and learning at the university. The discussion at the summit clearly demonstrated that Ohio State has many outstanding and highly committed teachers, who have a desire to:

- Regularly engage in productive conversations about teaching and learning.
- Learn about and share effective, innovative, evidence-based pedagogy.
- Improve their teaching practices.
- Support students in achieving academic success.
- Develop and implement a research agenda on the characteristics and effectiveness of teaching.

Participants in the summit helped shape the formation of a University Institute for Teaching and Learning as a way to help achieve the president's goal. The institute will help coordinate and lead efforts to improve the learning experience for students and position the university to lead on a topic central to the ongoing national dialogue on accountability.

### **Learning Support Services**

The **Dennis Learning Center**, located in the Younkin Success Center, was established to provide academic learning services and support to Ohio State students through courses, workshops, appointments, and online student resources. Center affiliates assist in the development of study skills, time management, test-taking strategies, learning from texts, note-taking, and self-regulation strategies. Additionally, they collaborate with Ohio State academic departments, other institutions, and the scholarly community on research and practice that promote post-secondary student success. They provide an online resource with videos and materials related to note-taking, test-taking, procrastination, cognitive learning, and self-assessment resources for students.

Also in the Younkin Success Center are the Ohio State **Counseling and Consultation Service (CCS)**, **Student-Athlete Support Services Office (SASSO)**, and the **University Center for the Advancement of Teaching (UCAT)**. The CCS provides comprehensive mental health services to students to promote personal well-being and



academic success, with a culturally diverse professional staff of licensed psychologists, social workers, counselors, and psychiatrists available for students. SASSO serves more than 1,000 student-athletes on 37 NCAA teams, providing Ohio State student-athletes with assistance in academic, athletic, personal, and professional development, such as advising, tutoring, and study tables. Counselors and other staff help foster growth in decision-making, planning, and the fulfillment of academic, career, and life goals for all student-athletes, so that they can meet their individual degree completion goals. UCAT exists to assist all those who teach at Ohio State to excel in teaching and to support student learning and progress. They promote a university culture that puts student success first by valuing a scholarly approach to teaching and learning, and focuses on faculty success by providing information, consultation, and events related to successful teaching strategies.

The **Mathematics and Statistics Learning Center (MSLC)** is a resource center for students and instructors in mathematics and statistics courses at Ohio State. The center's goal is to create and implement an efficient and effective model of support services for student learning in mathematics and statistics and to provide training and support to tutors and instructors of lower-division mathematics and statistics courses. The center provides trained tutors available to help students with difficulties they are experiencing in class or with homework. In addition, it provides online resources, practice exams and workshops to help a student progress through the challenging quantitative courses, which often are "stumbling block" courses that impact student completion.

The **Center for the Study and Teaching of Writing (CSTW)** is an interdisciplinary support and research unit in Ohio State's College of Arts and Sciences. CSTW was established to provide resources to students and faculty who might have needs related to negotiating the complex rhetorical demands of writing in a variety of settings and media. Two programs in CSTW, the Writing Center and Writing Across the Curriculum, provide assistance to students with writing related issues and have a direct impact on student completion. The Writing Center offers free student support, including face-to-face and online tutorials, to help with writing at any stage of the process, including research papers and lab reports. The Writing Across the Curriculum program works with instructors to develop and assess writing activities, and to design and develop these activities to meet student and curricular needs.

### **The Office of Student Life Disability Services**

The Office of Student Life Disability Services (SLDS) partners with students, faculty, and staff to design accessible environments and to provide academic accommodations and support services. The Office recognizes that "disability" is a broad term that

includes, but is not limited to, mental health conditions, chronic health conditions, temporary injuries, physical/learning disabilities, and ADHD. Students register with SLDS to be approved for accommodations, and the office reviews their documentation. Registration is confidential. When students' documents are approved, students work with an Access Specialist to discuss academic barriers to success and accommodations. Students notify their instructors about accommodations only if they want to utilize them in that instructor's course. SLDS also provides coaching and disability awareness to instructors, as well as captioning, transcription, and American Sign Language (ASL) interpretation for eligible students in their classes, or at events around campus where those services are needed.

### **Office of Military and Veterans Services**

Ohio State's Office of Military and Veterans Services provides assistance for military-connected students with academic and educational support resources. Part of UE, the office focuses on building trust from day one and shepherding these students to academic success and graduation. The office provides military and veteran orientations; focused academic advising, counseling, and tutoring; VA education benefit navigation; peer mentoring; tailored support services; and the education of faculty and staff on military student issues. It also provides long-term continuity for the Tri-Service ROTC units and collaborates with the Office of Government Affairs on any local, state, or federal legislation and policies concerning this cohort. The Office of Military and Veterans Services has been rated the top program for veterans in higher education for the last two years by *USA Today* and *College Factual*. Other Ohio State resources include a student-veteran housing option for veterans, active-duty, reserves or National Guard; three student-veteran organizations; and comprehensive programming and services that assist the Buckeye Military Family in securing internships and post-graduation employment.

### **Access and Success Initiatives: Admissions and First Year Experience**

Undergraduate Admissions works to bring college preparation information to low-income and first-generation college students. (This effort was formerly referred to as the Economic Access Initiative.) Admissions staff and a team of student Diversity Ambassadors engage faculty, staff, and students in outreach to college-bound students to provide awareness and directions to resources that might result in a smoother pathway to college for low-income and under-served groups. First Year Experience then provides streamlined support to enrolled first-generation and low-income students through opportunities like early arrival and pre-enrollment programs, Peer Leader outreach and success coaching, and First Year Success Series sessions tailored to meet their unique needs.

First Year Experience oversees the **Land Grant Opportunity Scholarship (LGOS)** program that provides financial assistance covering the full cost of attendance for up to four years of college for selected Ohio residents who demonstrate both academic merit and financial need. The office of First Year Experience oversees the selection of recipients and communication of the awards, and then provides streamlined support to the LGOS recipients through opportunities like early arrival programs, Peer Leader outreach and success coaching, and First Year Success Series sessions tailored to meet their unique needs.

### **Student Wellness Services**

The Student Life Student Wellness Center (SWC) serves as a resource for information on various wellness topics, provides online and in-person programs and services to individuals and groups, and contributes to the development of a more healthy and supportive campus community. The SWC embraces a holistic approach to well-being, utilizing *9 Dimensions of Wellness*<sup>8</sup> as the foundation for programs and services, understanding that wellness is interconnected. The SWC complements and supports the academic mission of the university by assisting students in obtaining optimal levels of health, growth, and well-being. All services are provided free of charge to currently enrolled Ohio State Students. Examples of activities in the SWC that contribute to retention and completion are as follows:

- **Alcohol and Other Drug Prevention Services**

The Alcohol and Other Drug (AOD) Prevention area within the Student Life Student Wellness Center supports the goals of improving student wellness and reducing risky student behavior as it relates to alcohol and other drugs. To do so the AOD Prevention area provides one-on-one and group educational intervention services (BASICS / CASICS, and Freedom From Smoking), online Screening, Brief Intervention, and Referral to Treatment (SBIRT) services (ScreenU), and educational outreach to students, via emails, presentations, and workshops (21st Birthday Emails, Standards of Excellence presentations, etc.).

- **Collegiate Recovery Community**

The Collegiate Recovery Community (CRC) allows individuals in or seeking recovery to achieve academic success while simultaneously receiving peer support to maintain their recovery. The program operates in two locations, a student drop in center (1230 Lincoln Tower) as well as a 28-bed recovery residence hall (Pennsylvania Place). The program also focuses on student leadership development, professional development, and service to the

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<sup>8</sup> The 9 Dimensions of Wellness model encompasses the following categories: Emotional, Career, Social, Spiritual, Physical, Financial, Intellectual, Creative, and Environmental.

community. Scholarships for students in recovery are also awarded each semester.

- **Financial Education**

As a leader in collegiate financial well-being, the Financial Wellness (FW) team at Ohio State seeks to help students with their financial knowledge, stress, and self-efficacy. The Scarlet and Gray Financial (SGF) program reaches over 7,500 students via one-on-one financial coaching, on and off campus presentations/seminars, and online financial literacy programming and resources. In addition, the FW team leads the national conversation around financial well-being by co-hosting an annual national conference about Collegiate Financial Well-Being with NASPA,<sup>9</sup> and by actively engaging in the previously mentioned national financial wellness study.

- **Nutrition Education**

Nutrition education within the Student Wellness Center consists of: (1) Nutrition Coaching, which is available and free of charge to all currently enrolled Ohio State students. Initial sessions are 60 minutes and entail a nutrition assessment, education and goal setting; follow-up appointments are 30 minutes without a session limit and (2) Body Image and Eating Disorder Initiatives, including the *Eating Disorder Treatment Team* (EDTT), comprised of therapists from Counseling and Consultation Service, physicians from Student Health Services, and a dietitian from the Student Wellness Center; the *Body Image and Health Task Force*, comprised of students, faculty and staff who provide outreach events throughout the year; and *The Body Project*, an evidence-based peer-led program designed to challenge the “thin ideal” and improve body satisfaction and acceptance.

- **Safer Sex Initiatives**

Safer Sex Initiatives serve to support student success and the promotion of healthy lifestyles by providing education, resources, and skills necessary to practice safe and healthy sexual behaviors. The Safer Sex Initiatives in the SWC consists of three main programs: HIV/STI testing (provided free of charge to Ohio State students), the Condom Club (which exists to provide barriers to Ohio State students at a discounted rate), and Safer Sex Outreach Initiatives, (via presentations and campus events).

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<sup>9</sup> [naspa.org/events/2018scfwb](https://www.naspa.org/events/2018scfwb)

- **Wellness Ambassadors**

Wellness Ambassadors serve to educate the Ohio State student body on wellness resources, how to live healthy lifestyles, and ways to achieve their goals through educational presentations and campus events. Wellness Ambassadors are undergraduate student volunteers who commit three hours per week to developing and implementing wellness programs. As Wellness Ambassadors, students have the opportunity to specialize in one of the following topic areas: alcohol education, nutrition, safer sex, other drugs, stress, sleep, and career wellness. The Wellness Ambassador program serves as the main outreach branch of the Student Wellness Center.

- **Wellness Coaching**

Wellness Coaching provides opportunities for undergraduate, graduate and professional students to increase their capacity to create the life they want to live, both now and in the future. Wellness coaching takes a positive approach to personal development, focusing on strengths and using a holistic wellness model as a framework for generating individual goals that are meaningful to the student. By engaging with students in this manner, coaching supports students' ability to flourish through enhancing capacities for resilience and self-acceptance while promoting happiness, health, and success. The three main elements of Wellness Coaching include: (1) Individual Wellness Coaching, which are one-on-one sessions offered for students to explore holistic wellness, personal strengths, and goal setting; (2) Group Wellness Coaching, an initiative that partners with pre-existing cohorts, classes, organizations, or groups that have relationships with one another with the goal of creating a culture of care where students learn to take care of themselves and each other; and (3) Outreach and Presentations for students faculty, and staff across the university on topics including holistic student success, positive psychology, resiliency, coaching techniques, etc.

## **UPDATED COMPLETION STRATEGIES**

### **Academic Advising**

During the summer and autumn of 2017, as part of Ohio State's Enterprise Project to transform its business practices while implementing a new enterprise system, a group of representative advisors and other staff who help to support student success worked with consultants from Accenture to redesign the processes associated with academic advising and to address problems identified in the President's 2016 summit on academic advising. The recommendations of that group are now being incorporated into a project plan, with timelines and estimates of the work involved (yet to be presented for

approval by university leadership). Although some of those recommendations will not be realized until the university goes live with *Workday*, a new, more integrated student information system, they have informed our discussions with Workday as it continues to build its student system.

Our broad goals in all of this are to provide students a clearer, more consistent and streamlined experience in navigating what can seem to them to be a tangled administrative web. Under these redesigned processes, supported by better technology, students will find it easier, to, for example, declare or change major, initiate requests for exceptions, know when they will be eligible to graduate, etc. An interactive online academic plan, which all students will be required to create, will help students to stay on track and notify a student's advisor when that student departs from the plan in ways that will compromise time to degree. A detailed compilation of the courses students plan to take with the semesters in which they plan to take them will also better enable departments to plan to meet demand for their courses.

### **Predictive Analytics**

Ohio State has implemented an enterprise-level predictive analytics system, called *OnCourse*, powered by **EAB's Student Success Collaborative Campus** platform (EAB-SSC). This approach provides a way to mine the large stores of data that exist related to student learning and to use it to impact student success.

The EAB SSC system provides tools and dashboards that allow advisors to:

- Use class performance or profile data to identify traditionally under-served students for the purposes of providing proactive advising or coaching engagement to improve retention, student performance, and success.
- Use data from these large data stores to make evidence-based modifications to teaching/learning techniques, policies, curriculum, etc.

We have also established the Student Analytics Network, which consists of approximately 50 data professionals, innovative faculty, eLearning personnel, teaching/learning experts, and university administrators to evaluate Ohio State's status with regard to the integration of this promising technology advancement, and to oversee implementation of relevant toolsets. A smaller group, the *Analytics in Advising* group, will look at how we might take advantage of rich data to impact the advising process. Part of the goal of this group is to conduct student analytics and retention research, which will look at a student retention analytics initiative to create a predictive model of a student "risk" profile, supported by research and assessment. Approaches to the use of analytics will be shared with advisors and faculty in order to track students more closely.

Ohio State has convened a standing committee on Student Success and Retention to identify strategies and tactics for addressing the objectives related to student progress

toward completion. The committee is made up of representatives from the Office of Undergraduate Education, Office of Student Life, Office of Diversity and Inclusion, Enrollment Services, Office of Distance Education and eLearning, and various support units, such as institutional research, advising, wellness, marketing and communications, and the Dennis Learning Center. Faculty, students, and administrators representing the colleges are also involved.

In addition, a **Student Success Intervention Team (SSIT)** has been proposed that will be comprised of front-line staff who will coordinate the outreach and intervention efforts for supporting traditionally under-served students, who are identified and contacted through the newly installed EAB-SSC system. Centrally trained and coordinated peer mentors will then engage in sustained outreach, coaching and referral through the University Survey Course and Supplemental Instruction (see below). A strategic communication plan for student success, especially early in the first year will be mounted, focusing on pre-enrollment messaging to traditionally under-served students and campus marketing campaigns to promote successful behaviors/programs related to this effort.

To follow up on this extended communication, additional pre-enrollment and early arrival programs are being created to increase participation of traditionally under-served student populations in pre-enrollment and residential early arrival programs in the Office of Student Life's Residential Learning Communities. Ohio State will waive normal pre-enrollment program and early arrival fees and offer travel grants for Pell-eligible out-of-state students. In addition, Ohio State has created **Summer Bridge** programs focused on this population of students.

### **Academic Intervention Efforts**

**Supplemental Instruction (SI)** is an academic assistance program that utilizes regularly scheduled, informal review sessions in which students compare notes, discuss readings, develop organizational tools, and predict test items. We have implemented this strategy in sections of Biology 1113 and 1114, and will consider doing it in other critical STEM courses. Some other intervention efforts we are piloting include the following:

- Early-semester grade initiative: This involves conducting early-graded assessments in select “stumbling block” or historically difficult courses, or for specific groups of students. Early performance information is currently being collected and utilized for approximately 1,000 students on all campuses as part of our participation in the First in the World project, and for all students on the Newark campus.

- Coordinated enrollment window outreach: Our First-Year Experience office contacts students who have missed their course enrollment window, determines the cause, and helps to remedy the situation, if that is possible. We are currently doing this for first-year students and plan, as we continue to enhance academic advising, to do it for all students.
- Identify registration blocks: these include, for example, holds for non-payment (bursar holds), to intervene with resources that can keep a student progressing on a path to completing a degree. The office of Student Financial Aid is currently connecting with students who are within a term or two of completion, have a GPA at or above a 2.0, and have registered and paid most of their bill, but still have a moderate outstanding balance (more than \$100 and less than \$1,000) that would otherwise result in their being dropped for non-payment.
- Provide additional aid packages: starting this autumn, Ohio State will ensure that all new and continuing in-state students who qualify for Pell grants and are enrolled full time on the Columbus campus receive an aid package that covers the full cost of tuition and mandatory fees. The university will provide institutional aid to close any gap that remains after Pell grants, Ohio College Opportunity grants and other gift aid awarded to qualified students.

**Coordinated Course Availability:** Departments and the Office of Enrollment Services Analysis and Reporting work to ensure that courses are available to meet projected demand, so that students stay on track in course sequencing requirements, especially in STEM areas. A new student information system (in 2022) will better enable Ohio State to project course demand further in advance.

### **Academically Dismissed Students**

One population of students being targeted for intervention consists of students on University Probation or Special Action Probation at the end of their first term. Unless their performance significantly improves, these students are at risk of academic dismissal at the end of the academic year. “**Spring Forward**,” a program piloted last year and continuing this year, engages these students during the spring and summer. Students in the program are required to take a seven-week academic recovery course as part of their spring enrollment (the university pays for the cost of the book) and must live on campus. They are required to take two courses during an eight-week session in summer, when they must again live on campus, check in with their instructors at mid-term, and attend weekly academic coaching sessions. The program also provides a few recreational events. During the summer, the university pays for their tuition and fees, books, housing, and meals.



We continue to review the effects of policies and policy changes that might impact first-year retention, and coordinate messaging about policy changes using relevant channels and outreach.

Parallel with our review of Ohio State's general education program, we are coordinating course content, instruction, and delivery methods in the university survey course, to ensure that we are effectively informing new students of policies and procedures, along with providing advice on study skills, curriculum planning, and choice of a major.

## **WORKFORCE DEVELOPMENT PRIORITIES**

According to data from the 2016-2017 Graduation Survey, 71.3% of last year's graduating seniors plan to move to a job either full- or part-time, 1% plan for military or volunteer service, and 24.7% plan to go on to graduate school. The Center for the Study of Student Life annually administers a survey to Ohio State students who are graduating with a baccalaureate degree. The survey asks about career goals and about how their experience at Ohio State may contribute to those goals. The population included all students who received an undergraduate degree summer, autumn or spring 2016-2017.

In the survey results, 96.0% of respondents reported that they were either employed or accepted to graduate/professional school. Compared with previous graduates, a higher percentage of 2016-2017 graduates reported that they were enrolled in graduate/professional school (24.7% compared to 24.3%). In contrast, a lower percentage of 2016-2017 graduates were employed (71.3% compared to 71.7%). Of those who reported that they were employed, 70.8% said that their current position was related to the chosen major (and/or minor) and 71.8% said that they were currently employed in Ohio.

The top five occupation categories that the respondents said best described their current position were education, business and financial/accounting, sports industries, retail, and marketing and sales. 76% of respondents reported that they were satisfied with the direction of their career, compared with 66% of previous respondents. 83% said they would use the services of an alumni career services offices. When asked, "How well do you think The Ohio State University prepared you for the job market?" 77.3% of the respondents responded "Generally well" or "Very Well."

Based on results from the 2015 Ohio State Alumni Survey in partnership with Gallup, fully 90% of recent Ohio State graduates (i.e., those who received their bachelor's degrees between 2010 and 2014) who aim to work full time are doing so. Of these graduates who were seeking employment immediately upon graduation, 77% report that they obtained not just a job, but a "good job" within six months, including 49% who say this job was waiting for them.

Over 61% of respondents agreed that they had an internship or job that allowed them to apply what they learned in the classroom while attending Ohio State, and 72% agreed that Ohio State had provided them with the necessary skills and training to obtain a good job after completing their undergraduate education. Just over 67% of recent Ohio State graduates reported that they held an executive, professional, or managerial position. Another 11% are office workers, and 8% work in sales and services. 92% said that they were satisfied with their personal lives, and 82% see their career as a way to contribute to society.

### **Lightweight Innovations For Tomorrow**

Lightweight Innovations For Tomorrow (LIFT) is a public-private partnership that began in 2014 to develop and deploy advanced lightweight materials manufacturing technologies and programs to prepare the workforce. The LIFT region includes five states: Michigan, Ohio, Indiana, Kentucky, and Tennessee. LIFT is operated by the American Lightweight Materials Manufacturing Innovation Institute (ALMMII) and was selected through a competitive process led by the U.S. Department of Defense under the Lightweight and Modern Metals Manufacturing Innovation (LM3I) solicitation issued by the U.S. Navy's Office of Naval Research.

ALMMII was founded by Ohio-based manufacturing technology non-profit EWI, the University of Michigan, and The Ohio State University. LIFT is one of the founding institutes in the National Network for Manufacturing Innovation, a federal initiative to create regional hubs to accelerate the development and adoption of cutting-edge manufacturing technologies.

### **Ohio Means Internships and Co-ops JobReady Program**

#### **OMIC**

Ohio State partnered with several other institutions in a program sponsored by the Ohio Department of Higher Education under the Ohio Means Internships and Co-ops (OMIC) program to offer paid internships to students to work with local and regional companies in key employment areas defined by state needs. The first round of the program, which began in 2012, was a two-year program, called JobReady Internships and Co-Ops for Ohio Industry (JobReady). It was a multi-institution collaboration of The Ohio State University (Columbus, Lima, Mansfield, Newark, and Wooster campuses), Columbus State Community College, and North Central State College. The consortium worked to attract 54 Ohio employers in four Ohio workforce development industry areas of key importance to the state: energy, automotive, food processing, and financial services. Approximately 150 new, meaningful internships/co-ops for students in academic programs at varied levels (certificate, two-year, and four-year degrees) were created. Benefits included stronger workplace preparation for students, and the ability to earn stipends while attending school – both of which are documented as contributing to

higher rates of college completion. For industry, the internships result in higher engagement in achieving a JobReady workforce in JobsOhio areas. Internships/co-ops were paid positions that were transcribed for zero credit, or for a varied number of academic credit hours, dependent on academic program requirements and student choice. In-demand jobs connected with the OMIC program can be found at [omj.ohio.gov/omjresources/masterlist\\_education.stm](http://omj.ohio.gov/omjresources/masterlist_education.stm).

## OMIC 2

The two-year OMIC JobReady program was extended under a new program, OMIC 2, for an additional two years, ending in June 2016. Under the new program, Ohio State and its partners worked to institutionalize the internship program in order to sustain the progress started under OMIC. In addition to more internships and co-ops in key JobsOhio areas, the extended program:

- Ensured **relevance** through delivery of *JobReady* online education modules to students and employers. In the previous OMIC funded program, the team worked with employers, faculty, and Moresteam, Inc. to identify necessary skills and to develop and deliver a collection of online modules (to match these skills) from which employers could choose, depending on the background of the intern. A key element in ensuring relevance across all industries, these modules address a central concern of employers — the skills gap between what is learned in the classroom and what is required in the workplace. These modules included:
  - Soft skills, such as communication, problem solving, leadership through influence (some developed by Columbus State’s Twenty-First Century Skills program funded by OBOR);
  - Industry-specific skills, such as project management, design of experiments, and voice-of-the-customer analysis (Yellow Belt Six Sigma).
- Ensured **relevance** by supporting and expanding faculty/industry partnerships and relationships:
  - Provided academic input to industry activities;
  - In addition to our campuses’ existing industry/academic partnerships (for example: CSCC’s partnership with Central Ohio Regional Logistics Council, ATI’s Key Advisory Committee, Ohio State’s Data Analytics partnership), we encouraged faculty/employer partnerships that influence academic curricular decisions.

- Ensured **sustainability** by expanding/creating “a culture of internships” (34.5% of all students currently participate in an internship or co-op) on our campuses through:
  - Expanding Ohio State’s Buckeye Careers Network to all regional campuses;
  - Working with students, staff, and faculty to educate them on the value of student internships, through messaging and events;
  - Partnering with units across our campuses (Orientation, First-Year Experience, Second-Year Transformational Experience Program, Office of Diversity and Inclusion, Office of Military and Veterans Services, etc.) to create and deliver messages about the value of internships from the first day students step on campus to when they leave for their first internship.

## **OMIC 2.5**

Manufacturing is the largest sector of Ohio’s economy at 18% GDP, producing more than \$52 billion in products sent to 216 countries. Approximately 97% of Ohio manufacturing firms employ fewer than 500 workers, and almost 50% of firms only have 1-4 employees. At the same time, demand for workers in manufacturing is at record levels. Manufacturing employers posted over 275,000 online ads for workers in Ohio during 2014 alone. The need for skilled workers in advanced and lightweight manufacturing is expected to grow exponentially. In response to the need for more on-the-job and work-based learning, the Ohio Department of Higher Education funded OMIC 2.5, the LIFT Ohio Means Internships & Co-ops 2.5 Program (LIFT OMIC).

OMIC 2.5 is a partnership between The Ohio State University and its academic and industry partners to build a co-located internship program that trains students for in-demand lightweight manufacturing technologies. The goal is to bolster a workforce proficient in the application of advanced lightweight metal alloys, manufacturing technologies, and design methods important to advanced manufacturing. LIFT and Ohio State assembled a team to develop this novel educational approach to manufacturing education involving real-world industry projects with close involvement by faculty and students. LIFT OMIC is headed by The Ohio State University. Other academic, industry, and technology partners include Columbus State Community College, Tolles Career and Technical Center, C-TEC Career & Technology Education Centers of Licking County, Tri-Rivers Career Center, Marion Technical College, Metro High School, Columbus School for Girls, Honda, and Whirlpool, JobsOhio, Ohio Manufacturers’ Association, and EWI.

## **Ohio State Choose Ohio First Scholarship Programs**

Choose Ohio First is a program of the University System of Ohio (USO). **Choose Ohio First Scholarships** are awarded to students studying in the fields of science, technology, engineering, math and medicine (STEMM) with the objective of increasing graduates in these fields and retaining them within the Buckeye state.

Choose Ohio First scholarship opportunities at Ohio State are offered through various departments, programs, and campuses. Eligible applicants include students majoring in Middle Childhood STEM Education at Ohio State's regional campuses in Lima, Mansfield, Marion, and Newark and active participants in Ohio's STEM Ability Alliance (OSAA). The Future Scientists of Ohio (FSO) COF Scholarship is particularly designed to encourage community college students to transfer to Ohio State to complete their four-year STEM degrees. The Ohio House of Science and Engineering (OHSE) COF Scholarship is open to STEM majors on the Ohio State Columbus campus. The COF for Bioinformatics scholarship supports students interested in the application of computation to biological, chemical, environmental, mathematical, and health sciences, biomedical engineering, and science education. The Bachelor of Science in Pharmaceutical Science (BSPS) COF program supports students interested in a career in pharmacy or any of the areas in the health sciences.

## **Center for Design and Manufacturing Excellence**

Established in 2014 and launched in late 2015, the Center for Design and Manufacturing Excellence (CDME) operates within the College of Engineering and the Office of Research. CDME was established to provide manufacturing industry access to the resources of the university by establishing an applied engineering collaborative working space staffed by industry-experienced leadership and support staff. The Center is housed in a west campus 100,000 square-foot, mixed-use design and manufacturing building with facilities and equipment supporting rapid prototyping capabilities for electrical and mechanical systems including integrated power systems, electronic controllers, systems, packaging, circuit board design, board fabrication, stamping, injection molding, casting, additive manufacturing, milling, welding, and other relevant manufacturing capabilities. CDME also has the latest digital mechanical and electrical design and simulation software packages to seamlessly hand off designs to prototyping and manufacturing teams. Since its launch, CDME has successfully completed over 158 projects with value in excess of \$17.8 million.

In 2016, CDME was chosen by the Ohio Development Services Agency (ODSA) to support the National Institute of Standards and Technology's (NIST) Manufacturing Extension Partnership (MEP). This program is a logical extension of university's land grant mission and provides support and access to resources for the small and medium-

sized manufacturing entities within the Central and Southeastern portions of the Ohio. The MEP program is a national program that CDME leverages to fully understand and address the needs of manufacturing clients of the center. Since the center's inception, student engagement and workforce development of future and incumbent workforce has been a driving motivator of the center. The MEP program allowed CDME to solidify these motivations in an industry-student-workforce engagement and training model. Students receive the benefit of paid employment to work on real world industry projects under the mentorship and direction of CDME's experienced engineering and business staff. Clients of the center receive the benefit of a pool of highly skilled students to recruit upon graduation. As the center has grown, CDME has begun to develop certification programs for equipment and processes that will positively impact the center's student employees. These certifications will be open to Ohio incumbent workforce for additional professional development allowing these programs to serve a dual purpose. CDME is currently working with partners such as National Instruments, Lincoln Electric, FANUC, Haas, Rockwell Automation, ABB, and others.

In 2017, with a goal of significantly impacting student experiential learning at Ohio State, CDME launched the **Experiential Entrepreneurship Education (E3) Program**. This program, enabled by the generosity of the Claugus family and bequest of Ed Claugus, an Ohio State College of Engineering alumnus, is the first in the nation to combine state-of-the-art educational programs in product design, manufacturing, commercialization, and business modeling with advanced on-site prototyping capabilities and real-time, industry-sponsored research and development projects. This includes a Student Innovation Lab with design, rapid prototyping, and light manufacturing capabilities. The Experiential Entrepreneurship Educational (E3) Program prepares students to be future business leaders and high achievers, in industry or start-ups, while having direct interaction and collaboration with other students and colleges from a diverse set of majors. The program has the initial goal of employing over 150 student "Claugus Scholars" at CDME while implementing additional programs that positively impact over 1,000 students annually. Dr. S. Michael Camp, an award-winning faculty member at Ohio State, was engaged by CDME to lead this one-of-a-kind program.

### **The Office of Economic and Corporate Engagement and the Technology Commercialization Office**

- **Corporate Engagement Office**

Corporate Engagement facilitates strategic, mutually beneficial relationships between the university and outside businesses and organizations through four main functions: strategic partnerships, technology commercialization, economic development, and smart cities. The university established Corporate Engagement to streamline its external business relations to make the process

simpler for corporate partners and university researchers to work together through the university's greatest assets: talent, knowledge, and brand. The office provides best-in-class customer service to clients through a central point of coordination to access the right subject matter experts throughout the university.

- **Strategic Partnerships**

The office serves as both connector and translator to facilitate collaborative partnerships that benefit the university and businesses alike. The strategic partnerships team serves as the single point of contact, connecting industry to subject matter experts throughout the university. The team supports faculty, staff, and students as well as our corporate partners across several domains, including research and innovation, student recruitment, philanthropy, sponsorship, affinity groups, technology transfer, and executive education.

- **Technology Commercialization**

The office advances the university's research by translating innovations into business opportunities and startups in the global marketplace. The technology commercialization team is the first resource for disclosing innovations at the university. The team engages with faculty and staff to build a pipeline of innovation to help evaluate, protect, and ultimately find the right market for intellectual property. The impact Ohio State inventions have in the marketplace can further drive research and discovery at the university through continued investment in research.

- **Economic Development**

The office collaborates with local economic development partners to show the immense value Ohio State brings to the central Ohio region. It works with these local agencies to bring businesses to the area, demonstrating how relationships with Ohio State can enhance their organizations, which can ultimately benefit the university through innovative partnerships.

- **Smart Cities**

The office also works with the collaborative Smart Cities team, comprised of numerous government and business entities to coordinate Ohio State's role in transforming central Ohio into the nation's premier transportation innovation region. Ohio State is the primary research partner for the Smart City grant, a \$40 million award that aims to reinvent mobility in Columbus.

## Central Ohio Compact

Ohio State is participating, along with other regional postsecondary institutions, in the Central Ohio Compact. The Compact is a partnership comprised of school districts, adult career-technical centers, colleges and universities, and area business and civic leaders “who are united in their support for developing the region’s enormous talent pool into a globally competitive workforce – one that will position Central Ohio for future growth and prosperity.” The Compact partners are working together on issues related to public policy and affordability of higher education, community awareness and communications, and workforce alignment and employment placement strategies. (Ohio State also is involved in the Higher Education Compact of Greater Cleveland, which has similar goals for that region of the state.)

## Discovery Themes

The Discovery Themes were launched in 2012 to leverage Ohio State’s special strengths to address the technological, social, and environmental stresses that define today’s global world. As one of the nation’s largest and most comprehensive public university, Ohio State can focus an unmatched breadth of expertise on the issues of Health and Wellness, Energy and Environment, Food Production and Security, and Humanities and the Arts. Over the next ten years, Ohio State’s investment in the Discovery Themes will provide the basis for attracting about 200 research- and teaching-active, tenured/tenure-track faculty working in Discovery Themes areas. These will be individual scholars, as well as groups or clusters of faculty in critical areas. Their work will complement the research, teaching, and outreach of our existing faculty. Thus, they will spur transformational breakthroughs in solving problems critical to Ohio and the world. Starting in 2013, the inaugural request for proposals created a focus around data analytics, the outcomes of which included the Data Analytics Collaborative, and the Data Analytics interdisciplinary undergraduate major, the first of its kind in the nation.

In 2017, following the success of the data analytics focus, the university proposed an inclusive, campus-wide process to develop a framework for the delivery of **environmental and sustainability education**, a much-needed effort considering the essential need for educated citizenry with the tools to tackle modern local, state, regional, and global sustainability challenges. This new focus will allow for the coordination and communication of content and programs related to sustainability; the exploration of new sustainability science modules, courses, and programs that integrate cross-university collaboration and interdisciplinary dialogue; the identification and rectification of curricular gaps in sustainability areas, including the development of new programs; and the improved coordination and expansion of co-curricular offerings related to sustainability.



Faculty from multiple colleges and academic units will be involved in the development of this framework, and they will also get feedback and input from a variety of stakeholders, including other faculty, students, student services, public and private sector employers, and other avenues of external support. They will review existing opportunities around the university and at other universities to incorporate into the sustainability focus, establish benchmarks relative to Ohio State peer institutions, and develop degree or certificate programs that would benefit students and professionals.

### **Buckeye Careers**

Career services at Ohio State are decentralized, which means each college hosts its own career services office with its own set of recruiting policies and procedures. However, Ohio State centrally shares a job or internship posting system called **Buckeye Careers Network** that serves as Ohio State's university-wide online resource to connect Ohio State students with employers for jobs, internships, co-ops, and career opportunities. It connects the posting services of Engineering (ECS CareerEngine), Arts and Sciences (FutureLink), Food, Agricultural and Environmental Sciences (Hireabuckeye), and Fisher College of Business (FisherConnect), as well as systems used in other colleges and the regional campuses.

In May 2018, all the college career services offices and Buckeye Careers are migrating to a new career resource management system for internship and job postings. This new system is called *Handshake*.

The **Buckeye Careers** program at Ohio State offers career development assistance, support, and resources - from selecting a major to starting a career - for all Ohio State students. It also is home for the Buckeye Internships program, Ohio State's university-wide resource connecting Ohio State students with employers for internships and co-op positions. Buckeye Careers utilizes *Buckeye OnPACE*, a series of self-guided career modules that can assist students in learning more about themselves and choosing a major or career, applying to graduate school, and preparing to enter the workforce.

### **Career Counseling and Support Services**

The services provided by Career Counseling and Support Services (formerly Career Connection) are focused on the career development needs of Ohio State students (undergraduate, graduate, professional, regardless of college of enrollment). These high-quality and diversity-sensitive services through counseling, consultation, and lasting partnerships are designed to facilitate learning and to advance well-being, purpose, identity development, and citizenship. In particular, the services include:

- Connecting students' interests, values, skills, and personality with the world of employment.

- Aiding development of students' interests by exploring various majors and careers.
- Encouraging students to test their ideas with internships, informational interviews, volunteering, and extracurricular activities.
- Providing customized attention to resumes, vitas, job search letters, and interviewing skills.
- Listening and helping with personal concerns that relate to career decisions.
- Assisting students' implementation of decisions by learning how to conduct a job search or plan for graduate or professional school.
- Informing students about the university's employment assistance services, distributed throughout the colleges.

### **Industry Liaison Office**

The mission of the Industry Liaison Office (ILO), led by Dan Kramer of the Office of Research, is to cultivate and foster mutually beneficial relationships with corporate partners worldwide by aligning their aspirations and needs with Ohio State students, faculty, innovations and assets.

ILO works with our corporate partners to identify areas of mutual interest and to connect them with the Ohio State resources that will collaborate in creating mutually beneficial outcomes. Student engagement is a primary interest of our corporate partners, realized across a wide variety of pathways, including scholarships; engagement with student organizations; curricular contributions; speaking engagements; capstone projects; internships; co-ops; student supported sponsored research; other forms of experiential learning; and part and full-time hiring. ILO considers the big picture when structuring corporate relationships in order to leverage synergies with our internal partners across the university/industry engagement continuum.

Throughout this process, ILO is committed to:

- Nurturing trusting, collaborative relationships that result in win-win engagements.
- Establishing unique differentiators that enhance the attractiveness of partnering with Ohio State, including the unique interests, passion, motivations, and capabilities of our students.
- Ensuring experiences that consistently meet or exceed the highest expectations of our collaborators.

## Appendix: University Student Profiles

### Columbus Campus

Autumn 2017

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	7136	15.9	35086	78.2	2634	6.17	44853	100
Enrolled Part Time	7	0.2	2778	91.70	244	8.1	3029	100
Not Degree/Certificate Seeking	--	--	--	--	--	--	1093	100
Financial Need – Pell-Eligible	1225	12.8	7615	79.5	741	7.7	9581	100
Remedial Education Needs	105	4.7	1987	88.6	151	6.7	2243	100
Female	3675	17.1	16711	77.7	1113	5.2	21499	100
Male	3461	14.8	18372	78.7	1521	6.5	23354	100
Age 18-24	6583	15.9	32453	78.5	2301	5.6	41337	100
Age 25 and Older	7	0.2	2615	88.6	330	11.2	2952	100
Ohio Resident	5001	14.7	26922	79.1	2124	6.24	34047	100
<b>High School–to-College Factors</b>								
Average High School GPA	NR		NR		NR		NR	
Average ACT or SAT	29.2		--		--		--	
<b>Race / Ethnicity</b>								
<i>American Indian / Alaskan</i>	4	8.5	39	83.0	4	8.5	47	100
<i>Asian</i>	570	18.9	2331	77.2	118	3.9	3019	100
<i>African American /Black</i>	346	13.4	2020	78.5	207	8.0	2573	100
<i>Hispanic</i>	342	18.5	1375	74.4	131	7.1	1848	100
<i>International</i>	588	16.3	2759	76.7	252	7.0	3599	100
<i>Native Hawaiian or Other Pacific</i>	1	3.8	23	88.5	2	7.7	26	100
<i>Two or More Races</i>	279	18.4	1122	73.9	118	7.8	1519	100
<i>White</i>	4711	15.3	24333	79.1	1713	5.6	30757	100
<i>Unknown</i>	295	20.1	1081	73.8	89	6.1	1465	100

**Regional Campuses (excluding ATI Wooster)**  
Autumn 2017

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	2553	46.4	2683	48.7	268	4.9	5504	100
Enrolled Part Time	66	10.2	529	81.8	52	8	647	100
Not Degree/Certificate Seeking	--	--	--	--	--	--	360	100
Financial Need – Pell-Eligible	1010	43.3	1190	51.0	132	5.7	2332	100
Remedial Education Needs	876	47.4	925	50.1	46	2.5	1847	100
Female	1185	41.5	1549	54.3	120	4.2	2854	100
Male	1368	49.9	2204	45.9	204	5.6	2650	100
Age 18-24	2394	49.9	2204	45.9	204	4.2	4802	100
Age 25 and Older	12	2.2	478	86.3	64	11.6	554	100
Ohio Resident	2480	45.87	2634	48.72	292	5.4	5406	100
<b>High School–to-College Factors</b>								
Average High School GPA	NR		NR		NR		NR	
Average ACT or SAT	22.3		--		--		--	
<b>Race / Ethnicity</b>								
<i>American Indian / Alaskan</i>	3	23.1	9	69.2	1	7.7	13	100
<i>Asian</i>	111	62.4	58	32.6	9	5.1	178	100
<i>African American /Black</i>	310	56.1	219	39.6	24	4.3	553	100
<i>Hispanic</i>	104	53.3	84	43.1	7	3.6	195	100
<i>International</i>	5	50.0	5	50.0	0	0.0	10	100
<i>Native Hawaiian or Other Pacific</i>	0	0	2	100.0	0	0.0	2	100
<i>Two or More Races</i>	119	54.3	91	41.6	9	4.1	219	100
<i>White</i>	1802	43.4	2136	51.5	211	5.1	4149	100
<i>Unknown</i>	99	53.5	79	42.7	7	3.8	185	100

**Agricultural Technical Institute (ATI) – Wooster Campus**  
Autumn 2017

Student Demographic	Entering		Returning		Transfer		Total	
	#	% of Total	#	% of Total	#	% of Total	#	% of Total
Total	289	43.0	361	53.7	22	3.3	672	100
Enrolled Part Time	3	6.3	44	91.7	1	2.1	48	100
Not Degree/Certificate Seeking	--	--	--	--	--	--	35	100
Financial Need – Pell-Eligible	99	48.5	101	49.5	4	2.0	204	100
Remedial Education Needs	127	45.2	148	52.7	6	2.1	281	100
Female	146	43.8	178	53.5	9	2.7	333	100
Male	143	42.2	183	54.0	13	3.8	339	100
Age 18-24	282	44.3	337	53.0	17	2.7	636	100
Age 25 and Older	2	6.5	24	77.4	5	16.1	31	100
Ohio Resident	285	42.8	360	54.1	21	3.2	666	100
<b>High School–to-College Factors</b>								
Average High School GPA	NR		NR		NR		NR	
Average ACT or SAT	21.2		--		--		--	
<b>Race / Ethnicity</b>								
<i>American Indian / Alaskan</i>	0		0		0		0	
<i>Asian</i>	1	33.3	2	66.7	0	0.0	3	100
<i>African American /Black</i>	1	16.7	5	83.3	0	0.0	6	100
<i>Hispanic</i>	5	45.5	5	45.5	1	9.1	11	100
<i>International</i>	0		0		0		0	
<i>Native Hawaiian or Other Pacific</i>	0	0.0	1	100.0	0	0.0	1	100
<i>Two or More Races</i>	6	75.0	2	25.0	0	0.0	8	100
<i>White</i>	268	42.9	338	54.2	18	2.9	624	100
<i>Unknown</i>	8	42.1	9	42.1	3	15.8	19	100

**Data Definitions for above tables**

**Note** All data is for undergraduate students as of autumn 2017 fifteen-day count.

NR – Not reported

Average ACT is only relevant for NFYS

Remedial Education Needs includes students who scored a six on the English placement test or S or T on the Math placement test.

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Undergraduate Admissions Quick Facts	<a href="http://undergrad.osu.edu/majors-and-academics/quick-facts">undergrad.osu.edu/majors-and-academics/quick-facts</a>
First Year Experience Summer Bridge Programs	<a href="http://fye.osu.edu/programs/index.html">fye.osu.edu/programs/index.html</a>
Institutional Research and Planning	<a href="http://oaa.osu.edu/irp">oaa.osu.edu/irp</a>
NFYS Enrollment Trend Data	<a href="http://oesar.osu.edu/pdf/admissions/nfqf_au_15thday_web.pdf">oesar.osu.edu/pdf/admissions/nfqf_au_15thday_web.pdf</a>
NFYS Graduation and Retention Rates Data	<a href="http://oesar.osu.edu/grad_rates.html">oesar.osu.edu/grad_rates.html</a>
Counseling and Consultation Service	<a href="http://ccs.osu.edu/">ccs.osu.edu/</a>
Student Athlete Support Services Office	<a href="http://ohiostatebuckeyes.com/sports/sasso/osu-sasso-body.html">ohiostatebuckeyes.com/sports/sasso/osu-sasso-body.html</a>
University Center for the Advancement of Teaching	<a href="http://ucat.osu.edu/">ucat.osu.edu/</a>
Mathematics and Statistics Learning Center	<a href="http://mslc.osu.edu/">mslc.osu.edu/</a>

Center for the Study of Teaching and Writing	<a href="http://cstw.osu.edu/">cstw.osu.edu/</a>
Office of Student Life Disability Services	<a href="http://slds.osu.edu/">slds.osu.edu/</a>
Office of Military and Veterans Services	<a href="http://veterans.osu.edu/">veterans.osu.edu/</a>
Dennis Learning Center	<a href="http://dennislearningcenter.osu.edu/">dennislearningcenter.osu.edu/</a>
Academic Advising at Ohio State	<a href="http://advising.osu.edu/welcome.shtml">advising.osu.edu/welcome.shtml</a>
Office of Undergraduate Education	<a href="http://ugeducation.osu.edu/welcome.shtml">ugeducation.osu.edu/welcome.shtml</a>
Second Year Transformational Experience Program (STEP)	<a href="http://step.osu.edu/">step.osu.edu/</a>
Office of Distance Education and eLearning	<a href="http://odee.osu.edu">odee.osu.edu</a>
First In the World (FITW)	<a href="https://www2.ed.gov/programs/fitw/index.html">https://www2.ed.gov/programs/fitw/index.html</a>
ASC STEM Initiatives	<a href="http://stemoutreach.osu.edu/">stemoutreach.osu.edu/</a>
Discovery Themes	<a href="http://discovery.osu.edu">discovery.osu.edu</a>
Ohio State's Choose Ohio First Programs	<a href="http://ugeducation.osu.edu/chooseohiofirst.shtml">ugeducation.osu.edu/chooseohiofirst.shtml</a>
Career Connection	<a href="http://ccss.osu.edu/">ccss.osu.edu/</a>
Industry Liaison Office	<a href="http://ilo.osu.edu/">ilo.osu.edu/</a>
Central Ohio Compact	<a href="http://centralohiocompact.org/">centralohiocompact.org/</a>
JobReady Ohio	<a href="http://undergraduateeducation.esue.ohio-state.edu/jobready">undergraduateeducation.esue.ohio-state.edu/jobready</a>

**AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY**

Synopsis: Approval of the following amendments to the *Rules of the University Faculty*, is proposed.

WHEREAS the University Senate, pursuant to rule 3335-1-09 of the Administrative Code, is authorized to recommend through the president to the Board of Trustees the adoption of amendments to the *Rules of the University Faculty* as approved by the University Senate; and

WHEREAS the proposed changes to rule 3335-6-02 in the *Rules of the University Faculty* were approved by the University Senate on April 12, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the attached amendments to the *Rules of the University Faculty* be adopted as recommended by the University Senate.



**3335-6-02 Criteria for appointment, reappointment, and promotion and tenure of tenure-track faculty.**

(A) The Ohio state university will be recognized worldwide for the quality and impact of its research, teaching, and service. For purposes of faculty performance reviews under these rules:

(1) Research is broadly defined to include discovery, scholarly and creative work, applied research, commercialization, and the scholarship of pedagogy.

**FACULTY PERSONNEL ACTIONS**

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the April 6, 2018, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves, and emeritus titles:

Appointments

Name: DOUGLAS A. BERMAN  
Title: Professor (Newton D. Baker-Baker & Hostetler Chair in Law)  
College: Moritz College of Law  
Term: June 8, 2018 through June 7, 2023

Name: JANET M. BOX-STEFFENSMEIER  
Title: Interim Vice Provost and Executive Dean  
College: Arts and Sciences  
Term: July 1, 2018 through June 30, 2019  
(or until a new Vice Provost and Executive Dean is hired)

Name: KEN K. BOYER  
Title: Professor (Fisher Designated Professorship in Management Sciences)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: CINNAMON P. CARLARNE  
Title: Professor (Alumni Society Designated Professor of Law)  
College: Moritz College of Law  
Term: June 8, 2018 through June 7, 2023

Name: AMY J. COHEN  
Title: Professor (John C. Elam/Vorys Sater Professor of Law)  
College: Moritz College of Law  
Term: June 8, 2018 through June 7, 2023

Name: ISIL EREL  
Title: Professor (David A. Rismiller Chair in Finance)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: NICHOLAS G. HALL  
Title: Professor (Berry Designated Professorship)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: KEWEI HOU  
Title: Professor (Ric Dillon Endowed Professorship in Investments)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

**FACULTY PERSONNEL ACTIONS (cont'd)**

Appointments (cont'd)

Name: STEVE HUEFNER  
Title: Professor (C. William O'Neill Professorship in Law and Judicial Administration)  
College: Moritz College of Law  
Term: June 8, 2018 through June 7, 2023

Name: NORMAN W. JONES  
Title: Dean and Director  
Campus: The Ohio State University at Mansfield  
Term: July 1, 2018 through June 30, 2023

Name: HARVEY J. MILLER  
Title: Professor (Bob and Mary Reusche Chair in Geographic Information Science)  
College: Arts and Sciences  
Term: August 15, 2018 through August 14, 2023

Name: BRIAN G. MITTENDORF  
Title: Professor (Fisher Designated Professorship in Accounting)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: \*NAHUSH MOKADAM  
Title: Professor (The Gerard S. Kakos MD and Thomas E. Williams Jr. MD, PhD, Professorship)  
College: Medicine  
Term: August 15, 2018 through August 14, 2023

Name: JAMES L. MOORE III  
Title: Vice Provost for Diversity and Inclusion and Chief Diversity Officer  
Office: Academic Affairs  
Term: May 1, 2018 through June 30, 2022

Name: \*DONALD B. POPE-DAVIS  
Title: Dean  
College: Education and Human Ecology  
Term: July 15, 2018 through June 30, 2023

Name: REBECCA W. RECZEK  
Title: Associate Professor (Dr. H. Lee "Buck" Matthews Designated Professorship in Marketing)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: G. PAUL ROSE  
Title: Professor (Robert J. Watkins/Procter & Gamble Professor of Law)  
College: Moritz College of Law  
Term: June 8, 2018 through June 7, 2023

**FACULTY PERSONNEL ACTIONS (cont'd)**

Appointments (cont'd)

Name: DARREN T. ROULSTONE  
Title: Professor (John W. Berry Sr. Fund for Faculty Excellence Professorship)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

Name: LAWRENCE DREW SHIRLEY  
Title: Assistant Professor (Ward Family Surgical Oncology Designated Professorship)  
College: Medicine  
Term: July 1, 2018 through June 30, 2022

Name: BENNETT J. TEPPER  
Title: Professor (Irving Abramowitz Memorial Professorship)  
College: Fisher College of Business  
Term: June 1, 2018 through May 31, 2023

\*New Hire

Reappointments

Name: HENRY J. MANN  
Title: Dean  
College: Pharmacy  
Term: July 1, 2018 through June 30, 2023

Appointments/Reappointment of Chairpersons

BENJAMIN ACOSTA-HUGHES, Acting Chair, Department of Classics, effective July 1, 2018 through July 31, 2018

\*\*LUIS G. CASIAN, Chair, Department of Mathematics, effective September 1, 2018 through May 31, 2022

HESHAM EL-GAMAL, Chair, Department of Electrical and Computer Engineering, effective September 1, 2018 through May 31, 2022

JAMES A. HILL, Chair, Department of Management Sciences, effective June 1, 2018 through May 31, 2022

JAMES ROCCO, Chair, Department of Otolaryngology-Head and Neck Surgery, effective December 1, 2017 through November 30, 2021

EILEEN P. RYAN, Interim Chair, Department of Psychiatry and Behavioral Health, effective March 19, 2018 through March 18, 2019 or until a permanent chair is appointed

\*\*BENNETT J. TEPPER, Chair, Department of Management and Human Resources, effective June 1, 2018 through May 31, 2020

\*\*Reappointments

\*New Hire

Faculty Professional Leaves

IGOR V. ADAMOVICH, Professor, Department of Mechanical and Aerospace Engineering, effective Autumn Semester 2018 and Spring Semester 2019

AUDREY L. BEGUN, Professor, College of Social Work, effective Spring Semester 2019

DAVID M. BLOOME, EHE Distinguished Professor, Department of Teaching and Learning, effective Spring Semester 2019

MICHAEL D. BOND, Associate Professor, Department of Computer Science and Engineering, effective Autumn Semester 2018

LEONARD J. BRILLSON, Professor, Department of Electrical and Computer Engineering, effective Spring Semester 2019

TRACY L. DUMAS, Associate Professor, Department of Management and Human Resources, effective Autumn Semester 2018

LIANG-SHIH FAN, Distinguished University Professor, Department of Chemical and Biomolecular Engineering, effective Spring Semester 2019

J. ERIC FOSLER-LUSSIER, Professor, Department of Computer Science and Engineering, effective Spring Semester 2019

JOSEPH M. GUADA, Associate Professor, College of Social Work, effective Autumn Semester 2018

MAHESH SITARAM ILLINDALA, Associate Professor, Department of Electrical and Computer Engineering, effective Spring Semester 2019

AHMET KAHRAMAN, Professor, Department of Mechanical and Aerospace Engineering, effective Autumn Semester 2018 and Spring Semester 2019

LAURIE J. KATZ, Professor, Department of Teaching and Learning, effective Spring Semester 2019

AZITA MANOUCHEHRI, Professor, Department of Teaching and Learning, effective Spring Semester 2019

W. BEN MCCORKLE, Associate Professor, Department of English, effective Autumn Semester 2018

UMIT S. OZKAN, Engineering Distinguished Professor, Department of Chemical and Biomolecular Engineering, effective Spring Semester 2019

HALIL SEZEN, Professor, Department of Civil and Environmental Engineering, effective Autumn Semester 2018

CHRISTOPHER C. STEWART, Associate Professor, Department of Computer Science and Engineering, effective Spring Semester 2019

HAIJUN SU, Associate Professor, Department of Mechanical and Aerospace Engineering, effective Spring Semester 2019

HUAMIN WANG, Associate Professor, Department of Computer Science and Engineering, effective Autumn Semester 2018 and Spring Semester 2019

XIAORUI WANG, Professor, Department of Electrical and Computer Engineering, effective Spring Semester 2019

BARBARA E. WYSLOUZIL, Professor, Department of Chemical and Biomolecular Engineering, effective Autumn Semester 2018 and Spring Semester 2019

WEI ZHANG, Associate Professor, Department of Electrical and Computer Engineering, effective Autumn Semester 2018

XIAODONG ZHANG, Professor, Department of Computer Science and Engineering, effective Autumn Semester 2018

#### Faculty Professional Leave Changes

GREGORY JUSDANIS, Professor, Department of Classics, FPL Change from Autumn Semester 2018 and Spring Semester 2019 to Spring Semester 2019

JENNIFER T. RICHARDSON, Associate Professor, Department of Art Administration, Education and Policy, FPL Change from Autumn Semester 2018 to Spring Semester 2019

ALEXANDER S. THOMPSON, Associate Professor, Department of Political Science, FPL Change from Autumn Semester 2018 and Spring Semester 2019 to Spring Semester 2019

Emeritus Titles

PIERRE AGOSTINI, Department of Physics, with the title of Professor Emeritus, effective June 1, 2018

PETER W. CULICOVER, Department of Linguistics, with the title of Professor Emeritus, effective June 1, 2018

RICHARD T. HART, Department of Biomedical Engineering, with the title of Emeritus, Edgar C. Hendrickson Designated Professor and Department Chair, effective September 1, 2018

GARY P. KENNEDY, Department of Mathematics, with the title of Professor Emeritus, effective September 1, 2018

JOHN T. KISSEL, Department of Neurology, with the title of Professor Emeritus, effective July 1, 2018

KATHLEEN MCGRAW, Department of Political Science, with the title of Professor Emeritus, effective June 1, 2018

JAY M. MIRTALLO, College of Pharmacy, with the title of Professor Emeritus, effective July 1, 2018

NANCY A. NEEF, Department of Educational Studies, with the title of Professor Emeritus, effective February 1, 2018

EDWARD A. OVERMAN II, Department of Mathematics, with the title of Associate Professor Emeritus, effective June 1, 2018

CARL JESSE POLLARD, Department of Linguistics, with the title of Professor Emeritus, effective June 1, 2018

AMY L. POPE-HARMAN, Department of Internal Medicine, with the title of Associate Professor Emeritus, effective May 1, 2018

NATHAN S. ROSENSTEIN, Department of History, with the title of Professor Emeritus, effective July 1, 2018

PATRICIA L. SCHARER, Department of Teaching and Learning, with the title of Professor Emeritus, effective June 1, 2018

DEBORAH L. SMITH-SHANK, Department of Arts Administration, Education and Policy, with the title of Professor Emeritus, effective July 1, 2018

ALLISON A. SNOW, Department of Evolution, Ecology and Organismal Biology, with the title of Professor Emeritus, effective September 1, 2018

SANDRA J. TANENBAUM, College of Public Health, with the title of Professor Emeritus, effective June 1, 2018

WILLIAM W. TASCHEK, Department of Philosophy, with the title of Associate Professor Emeritus, effective September 1, 2018

PATRICIA M. WEST, Department of Marketing and Logistics, with the title of Associate Professor Emeritus, effective September 1, 2018

**2017-18 Promotion, Tenure and Reappointment Results**

**COLLEGE OF THE ARTS AND SCIENCES**

**DIVISION OF ART AND HUMANITIES**

PROMOTION TO PROFESSOR

Grinstead, John, Spanish and Portuguese, June 8, 2018  
Hong, Caroline, School of Music, June 8, 2018  
Isurin, Ludmila, Slavic and East European Languages and Cultures, June 8, 2018  
Levi, Scott, History, June 8, 2018  
Modan, Gabriella, English, June 8, 2018  
Smith, Stephanie, History, June 8, 2018  
Unzueta, Fernando, Spanish and Portuguese, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Chen, Jian, English, June 8, 2018  
Curtis, Kent, History, Mansfield, June 8, 2018  
Elsner, Micha, Linguistics, June 8, 2018  
Jorati, Julia, Philosophy, June 8, 2018  
Kunimoto, Namiko, History of Art, June 8, 2018  
MacMullen, Kristina, School of Music, June 8, 2018  
McClatchy, Kevin, Theatre, June 8, 2018  
Oliszewski, Alex, Theatre, June 8, 2018  
Schotter, Jesse, English, June 8, 2018  
Wibbelsman, Michelle, Spanish and Portuguese, June 8, 2018

**DIVISION OF NATURAL AND MATHEMATICAL SCIENCES**

PROMOTION TO PROFESSOR

Ban, Chunsheng, Mathematics, June 8, 2018  
Carstens, Bryan, Evolution, Ecology and Organismal Biology, June 8, 2018  
Cole, Susan, Molecular Genetics, June 8, 2018  
Hollick, Jay, Molecular Genetics, June 8, 2018  
Jackman, Jane, Chemistry and Biochemistry, June 8, 2018  
Kahle, Matthew, Mathematics, June 8, 2018  
Sullivan, Matthew, Microbiology, June 8, 2018  
Wu, Jian-Qiu, Molecular Genetics, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Carpenter, Linda, Physics, June 8, 2018  
Cook, Ann, School of Earth Sciences, June 8, 2018  
Gershman, Susan, Evolution, Ecology and Organismal Biology, Marion, June 8, 2018  
Johnson, Niles, Mathematics, Newark, June 8, 2018  
Kurtek, Sebastian, Statistics, June 8, 2018  
Leroy, Adam, Astronomy, June 8, 2018  
Nguyen, Hoi, Mathematics, June 8, 2018  
Sabree, Zakee, Evolution, Ecology and Organismal Biology, June 8, 2018

**DIVISION OF NATURAL AND MATHEMATICAL SCIENCES  
RESEARCH**

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

Chowdhury, Enam, Physics, June 8, 2018



**DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES**

PROMOTION TO PROFESSOR

Braumoeller, Bear, Political Science, June 8, 2018  
Fujita, Kentaro, Psychology, June 8, 2018  
Kitchen, Dawn, Anthropology, Mansfield, June 8, 2018  
Liu, Desheng, Geography, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Golomb, Julie, Psychology, June 8, 2018  
Kogan, Vladimir, Political Science, June 8, 2018  
Leber, Andrew, Psychology, June 8, 2018  
Lee-Won, Roselyn Jong-Eun, School of Communication, June 8, 2018  
Leuner, Benedetta, Psychology, June 8, 2018  
Melamed, David, Sociology, June 8, 2018  
Montenegro, Alvaro, Geography, June 8, 2018  
Pierskalla, Jan, Political Science, June 8, 2018

**DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES  
RESEARCH**

REAPPOINTMENT

Jacewicz, Ewa, Speech and Hearing Science, June 5, 2015

**COLLEGE OF DENTISTRY**

PROMOTION TO PROFESSOR

Drum, Melissa, June 8, 2018

**COLLEGE OF DENTISTRY  
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

McNamara, Kristin, June 8, 2018 and September 1, 2019

REAPPOINTMENT

Claman, Daniel, September 1, 2019  
Hall, David, September 1, 2019  
Kumar, Ashok, September 1, 2019  
Morrison, Mark, September 1, 2019  
Reyes-Perez, Elisandra, September 1, 2019  
Stefanik, Dawne, September 1, 2019

**COLLEGE OF LAW**

PROMOTION TO PROFESSOR

Parasidis, Efthimios, June 8, 2018  
Rub, Guy, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Akbar, Amna, June 8, 2018

**COLLEGE OF LAW  
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Jordan, Kimberly, June 8, 2018  
Lee (Bong), Katrina, June 8, 2018  
Ralph, Anne, June 8, 2018  
Starker, Todd, June 8, 2018

**COLLEGE OF EDUCATION AND HUMAN ECOLOGY**

PROMOTION TO PROFESSOR

Abate, Michelle, Teaching and Learning, June 8, 2018  
Buettner, Cynthia, Human Sciences, June 8, 2018  
Dollarhide, Colette, Educational Studies, June 8, 2018  
Lillard, Dean, Human Sciences, June 8, 2018  
Rodgers, Emily, Teaching and Learning, June 8, 2018  
Sweetland, Scott, Educational Studies, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Gallo, Sarah, Teaching and Learning, June 8, 2018  
Guerrero, Marc, Educational Studies, June 8, 2018  
Gunther, Carolyn, Human Sciences, June 8, 2018  
Lin, Tzu-Jung, Educational Studies, June 8, 2018  
Pratt, Keeley, Human Sciences, June 8, 2018  
Rhoades, Melinda, Teaching and Learning, June 8, 2018  
Wild, Tiffany, Teaching and Learning, June 8, 2018

**COLLEGE OF EDUCATION AND HUMAN ECOLOGY  
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Augustine, Tami, Teaching and Learning, June 8, 2018

**COLLEGE OF ENGINEERING**

PROMOTION TO PROFESSOR

Blostein, Beth, Knowlton School of Architecture, June 8, 2018  
Bohrer, Gil, Civil, Environmental and Geodetic Engineering, June 8, 2018  
Cao, Lei, Mechanical and Aerospace Engineering, June 8, 2018  
Eryilmaz, Atilla, Electrical and Computer Engineering, June 8, 2018  
Guan, Jianjun, Materials Science and Engineering, June 8, 2018  
Koksal, Can Emre, Electrical and Computer Engineering, June 8, 2018  
Mazumder, Sandip, Mechanical and Aerospace Engineering, June 8, 2018  
McNamara, Jack, Mechanical and Aerospace Engineering, June 8, 2018  
Rajan, Siddharth, Electrical and Computer Engineering, June 8, 2018  
Sioshansi, Ramteen, Integrated Systems Engineering, June 8, 2018  
Zhang, Wei, Materials Science and Engineering, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Chen, Jian, Computer Science and Engineering, June 8, 2018  
Hall, Lisa, Chemical and Biomolecular Engineering, June 8, 2018  
Shafieezadeh, Abdollah, Civil, Environmental and Geodetic Engineering, June 8, 2018  
Sundaresan, Vishnu Baba, Mechanical and Aerospace Engineering, June 8, 2018

TENURE [AT THE CURRENT RANK OF PROFESSOR]

Horack, John, Mechanical and Aerospace Engineering, June 8, 2018

**COLLEGE OF ENGINEERING  
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Hagenberger, Michael, Civil, Environmental and Geodetic Engineering, June 8, 2018

Ruegsegger, Mark, Biomedical Engineering, June 8, 2018

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Clay, John, Chemical and Biomolecular Engineering, June 8, 2018 and September 1, 2019

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Kimchi, Menachem, Materials Science and Engineering, June 8, 2018

Whitfield, Clifford, Mechanical and Aerospace Engineering, June 8, 2018

REAPPOINTMENT

Grzybowski, Deborah, Engineering Education, September 1, 2019

**COLLEGE OF ENGINEERING  
RESEARCH**

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

Arehart, Aaron, Electrical and Computer Engineering, June 8, 2018

**MAX M. FISHER COLLEGE OF BUSINESS**

PROMOTION TO PROFESSOR

Lount, Robert, Management and Human Resources, June 8, 2018

Reczek, Rebecca, Marketing and Logistics, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Birru, Justin, Finance, June 8, 2018

Goodman, Joseph, Marketing and Logistics, June 8, 2018

Lin, Xiaoji, Finance, June 8, 2018

Wan, Xiang, Marketing and Logistics, June 8, 2018

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Hu, Jia, Management and Human Resources, June 8, 2018

Jiang, Kaifeng, Management and Human Resources, June 8, 2018

**COLLEGE OF FOOD, AGRICULTURAL AND ENVIRONMENTAL SCIENCES**

PROMOTION TO PROFESSOR

Bruskotter, Jeremy, School of Environment and Natural Resources, June 8, 2018

Buck, Emily, Agricultural Communication, Education and Leadership, June 8, 2018

Ferrari, Theresa, OSUE Administration, June 8, 2018

Gardner, David, Horticulture and Crop Science, June 8, 2018

Labarge, Gregory, OSUE County Operations, June 8, 2018

Lentz, Edwin, OSUE County Operations, June 8, 2018

Lyvers Peffer, Pasha, Animal Sciences, June 8, 2018

Penrose, Christopher, OSUE County Operations, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Bates, James, OSUE Administration, June 8, 2018

Berardo, Alfredo, School of Environment and Natural Resources, June 8, 2018

Hall, Peggy, OSUE Administration, June 8, 2018

Johnson, Reed, Entomology, June 8, 2018

Light, Mark, OSUE County Operations, June 8, 2018

Linden, Daniel, Agricultural Technical Institute, June 8, 2018

Matthews, Stephen, School of Environment and Natural Resources, June 8, 2018

Raison, Louis, OSUE County Operations, June 8, 2018

Remley, Daniel, OSUE County Operations, June 8, 2018

Romich, Eric, OSUE County Operations, June 8, 2018

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Fox, Julie, OSUE Administration, June 8, 2018

**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Clark, Jill, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR [WITHOUT TENURE]

Yi, Hongtao, June 8, 2018

**COLLEGE OF MEDICINE**

PROMOTION TO PROFESSOR

Ahmer, Brian, Microbial Infection and Immunity, June 8, 2018

Baiocchi, Robert, Internal Medicine, June 8, 2018

Caterino, Jeffrey, Emergency Medicine, June 8, 2018

Davis, Jonathan, Physiology and Cell Biology, June 8, 2018

Denko, Nicholas, Radiation Oncology, June 8, 2018

Garzon, Ramiro, Internal Medicine, June 8, 2018

Ghoshal, Kalpana, Pathology, June 8, 2018

Goodman, Steven, Pediatrics, June 8, 2018

Gordillo, Gayle, Plastic Surgery, June 8, 2018

Huerta, Timothy, Family Medicine, June 8, 2018

Yu, Jianhua, Internal Medicine, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Funderburg, Nicholas, School of Health and Rehabilitation Sciences, June 8, 2018

Guerau-De-Arellano, Mireia, School of Health and Rehabilitation Sciences, June 8, 2018

Lapalombella, Rosa, Internal Medicine, June 8, 2018

Old, Matthew, Otolaryngology-Head and Neck Surgery, June 8, 2018

Roychowdhury, Sameek, Internal Medicine, June 8, 2018

Spees, Colleen, School of Health and Rehabilitation Sciences, June 8, 2018

**COLLEGE OF MEDICINE  
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Armstrong, Aimee, Pediatrics, June 8, 2018

Auletta, Jeffery, Pediatrics, June 8, 2018

Essandoh, Michael, Anesthesiology, June 8, 2018  
Flanigan, David, Orthopaedics, June 8, 2018  
Kamboj, Manmohan, Pediatrics, June 8, 2018  
Kendra, Kari, Internal Medicine, June 8, 2018  
Kenney, Brian, Surgery, June 8, 2018  
Mehta, Laxmi, Internal Medicine, June 8, 2018  
Noritz, Garey, Pediatrics, June 8, 2018

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Bartholomew, Deborah, Obstetrics and Gynecology, June 8, 2018 and September 1, 2019  
Borchers Jr., James, Family Medicine, June 8, 2018 and September 1, 2019  
Boudoulas, Konstantinos, Internal Medicine, June 8, 2018 and September 1, 2019  
Kman, Nicholas, Emergency Medicine, June 8, 2018 and September 1, 2019  
Mazzaferri Jr., Ernest, Internal Medicine, June 8, 2018 and September 1, 2019  
Rinehart-Thompson, Laurie, School of Health and Rehabilitation Sciences, June 8, 2018 and September 1, 2019  
Valerio, Ian, Plastic Surgery, June 8, 2018 and September 1, 2019  
Wang, Shu-Hua, Internal Medicine, June 8, 2018 and September 1, 2019  
Yeager, Kenneth, Psychiatry and Behavioral Health, June 8, 2018 and September 1, 2019

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Bazan, Jose, Radiation Oncology, June 8, 2018 and September 1, 2019  
Bell, Erica, Radiation Oncology, June 8, 2018 and September 1, 2019  
Berman, Darren, Pediatrics, June 8, 2018 and September 1, 2019  
Bertino, Erin, Internal Medicine, June 8, 2018 and September 1, 2019  
Carter, Jennifer, Psychiatry and Behavioral Health, June 8, 2018 and September 1, 2019  
Catignani, Karen, Internal Medicine, June 8, 2018 and September 1, 2019  
Fontanella, Cynthia, Psychiatry and Behavioral Health, June 8, 2018 and September 1, 2019  
Grever, Gail, Internal Medicine, June 8, 2018 and September 1, 2019  
Guirgis, Hossam, Psychiatry and Behavioral Health, June 8, 2018 and September 1, 2019  
Haurani, Mounir, Surgery, June 8, 2018 and September 1, 2019  
Jaglowski, Samantha, Internal Medicine, June 8, 2018 and September 1, 2019  
Jain, Shelly, Ophthalmology & Visual Science, June 8, 2018 and September 1, 2019  
Kaffenberger, Benjamin, Internal Medicine, June 8, 2018 and September 1, 2019  
Kaffenberger, Jessica, Internal Medicine, June 8, 2018 and September 1, 2019  
Lester, Natalie, Psychiatry and Behavioral Health, June 8, 2018 and September 1, 2019  
Nahata, Leena, Pediatrics, June 8, 2018 and September 1, 2019  
Nimjee, Shahid, Neurological Surgery, June 8, 2018 and September 1, 2019  
Pearson, Gregory, Plastic Surgery, June 8, 2018 and September 1, 2019  
Rankin, Demicha, Anesthesiology, June 8, 2018 and September 1, 2019  
Schumacher, Eric, Internal Medicine, June 8, 2018 and September 1, 2019  
Scrape, Scott, Pathology, June 8, 2018 and September 1, 2019  
Taj-Schaal, Nazhat, Internal Medicine, June 8, 2018 and September 1, 2019  
Terando, Alicia, Surgery, June 8, 2018 and September 1, 2019  
Tyler, Jaret, Internal Medicine, June 8, 2018 and September 1, 2019  
Vidaurre, Jorge, Pediatrics, June 8, 2018 and September 1, 2019  
Welliver, Meng, Radiation Oncology, June 8, 2018 and September 1, 2019  
Worly, Brett, Obstetrics and Gynecology, June 8, 2018 and September 1, 2019  
Yacob, Desalegn, Pediatrics, June 8, 2018 and September 1, 2019

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Aalberg, Joshua, Radiology, June 8, 2018  
Afzali, Anita, Internal Medicine, June 8, 2018  
Arnold, Michael, Pathology, June 8, 2018  
Aylward, Shawn, Pediatrics, June 8, 2018  
Ayooob, Rose, Pediatrics, June 8, 2018

Bazan, Jose, Internal Medicine, June 8, 2018  
Bhandary, Sujatha, Anesthesiology, June 8, 2018  
Brill, Seuli, Internal Medicine, June 8, 2018  
Cackovic, Michael, Obstetrics and Gynecology, June 8, 2018  
Corrigan, Kelly, Radiology, June 8, 2018  
Desai, Payal, Internal Medicine, June 8, 2018  
Dotson, Jennifer, Pediatrics, June 8, 2018  
Emani, Sitaremesh, Internal Medicine, June 8, 2018  
Gustin, Jillian, Internal Medicine, June 8, 2018  
Khan, Meena, Internal Medicine, June 8, 2018  
King, Andrew, Emergency Medicine, June 8, 2018  
Krishna, Somashekar, Internal Medicine, June 8, 2018  
Kumar, Riten, Pediatrics, June 8, 2018  
Lampert, Brent, Internal Medicine, June 8, 2018  
Li, Guibin, Internal Medicine, June 8, 2018  
Lilly, Scott, Internal Medicine, June 8, 2018  
Maa, Tensing, Pediatrics, June 8, 2018  
McCamey, Kendra, Family Medicine, June 8, 2018  
Michaels, Anthony, Internal Medicine, June 8, 2018  
Moore, Jared, Internal Medicine, June 8, 2018  
Nabhan, Fadi, Internal Medicine, June 8, 2018  
Prevedello, Luciano, Radiology, June 8, 2018  
Roggenbuck, Jennifer, Internal Medicine, June 8, 2018  
Rohl, Jacqueline, Obstetrics and Gynecology, June 8, 2018  
Rosko, Ashley, Internal Medicine, June 8, 2018  
Schofield, Minka, Otolaryngology-Head and Neck Surgery, June 8, 2018  
Shane-Carson, Kate, Internal Medicine, June 8, 2018  
Walker, Jon, Internal Medicine, June 8, 2018  
Walsh, Katherine, Internal Medicine, June 8, 2018

#### REAPPOINTMENT

Adunka, Oliver, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Agnese, Doreen, Surgery, September 1, 2019  
Ajam, Amna, Radiology, September 1, 2019  
Al Taani, Jamal, Radiology, September 1, 2019  
Aldiab, Muna, Internal Medicine, September 1, 2019  
Allen, Jennifer, Internal Medicine, September 1, 2019  
Andritsos, Leslie, Internal Medicine, September 1, 2019  
Attar, Talal, Internal Medicine, September 1, 2019  
Atway, Said, Orthopaedics, September 1, 2019  
Baker, Cindy, Internal Medicine, September 1, 2019  
Ball, Molly, Pediatrics, September 1, 2019  
Barker, Samantha, Radiology, September 1, 2019  
Barterian, Justin, Psychiatry and Behavioral Health, September 1, 2019  
Basu, Sanmit, Pediatrics, September 1, 2019  
Batley, Rosalind, Physical Medicine and Rehabilitation, September 1, 2019  
Begun, Frank, Urology, September 1, 2019  
Bell, William, Neurology, September 1, 2019  
Benson Jr., Don, Internal Medicine, September 1, 2019  
Bhatt, Amar, Anesthesiology, September 1, 2019  
Bhatt, Meera, Internal Medicine, September 1, 2019  
Blakaj, Dukagjin, Radiation Oncology, September 1, 2019  
Block, Cady, Psychiatry and Behavioral Health, September 1, 2019  
Bobulsky, Gregory, Internal Medicine, September 1, 2019  
Bondurant, Amber, Obstetrics and Gynecology, September 1, 2019  
Boulter, Daniel, Radiology, September 1, 2019

Bowden, Sasigarn, Pediatrics, September 1, 2019  
Boxley, Laura, Psychiatry and Behavioral Health, September 1, 2019  
Boyd, Stephen, Internal Medicine, September 1, 2019  
Bradley, Elisa, Internal Medicine, September 1, 2019  
Breckenridge, Mary Beth, Internal Medicine, September 1, 2019  
Brock, Pamela, Internal Medicine, September 1, 2019  
Brownlowe, Katherine, Psychiatry and Behavioral Health, September 1, 2019  
Buoni, William, Family Medicine, September 1, 2019  
Buschur, Elizabeth, Internal Medicine, September 1, 2019  
Cabiling, David, Plastic Surgery, September 1, 2019  
Carpenter, Kristen, Psychiatry and Behavioral Health, September 1, 2019  
Castellano, David, Ophthalmology & Visual Science, September 1, 2019  
Chase, Dustin, Internal Medicine, September 1, 2019  
Chiang, Tendy, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Chung, Melissa, Pediatrics, September 1, 2019  
Coffman, John, Anesthesiology, September 1, 2019  
Collins, Mark, Internal Medicine, September 1, 2019  
Conces, Miriam, Pathology, September 1, 2019  
Conners, Kristin, Internal Medicine, September 1, 2019  
Cook, Meghan, Anesthesiology, September 1, 2019  
Crichton, Kristin, Pediatrics, September 1, 2019  
Cronau, Holly, Family Medicine, September 1, 2019  
Daniels, Curt, Internal Medicine, September 1, 2019  
Dardani, Marcella, Radiology, September 1, 2019  
Das, Jishu, Internal Medicine, September 1, 2019  
Dawson, Erica, Psychiatry and Behavioral Health, September 1, 2019  
Day, Shandra, Internal Medicine, September 1, 2019  
Dean, Steven, Internal Medicine, September 1, 2019  
Dell, Mary, Psychiatry and Behavioral Health, September 1, 2019  
Diaz, Daniel, Internal Medicine, September 1, 2019  
DiLorenzo, Carlo, Pediatrics, September 1, 2019  
Dimitrova, Galina, Anesthesiology, September 1, 2019  
Dodson, Edward, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Donnally, Michael, Internal Medicine, September 1, 2019  
D'Souza, Desmond, Surgery, September 1, 2019  
Dunn, Amy, Pediatrics, September 1, 2019  
Efebera, Yvonne, Internal Medicine, September 1, 2019  
El-Hinnawi, Ashraf, Surgery, September 1, 2019  
Elliott, Eric, Radiology, September 1, 2019  
El-Shammaa, Emile, Emergency Medicine, September 1, 2019  
Emerson, Geremiha, Emergency Medicine, September 1, 2019  
Erdem, Guliz, Pediatrics, September 1, 2019  
Esakky, Rajalakshmi, Internal Medicine, September 1, 2019  
Essig Jr., Garth, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Fallis, Robert, Neurology, September 1, 2019  
Farris, Adam, Anesthesiology, September 1, 2019  
Fernandes, Ashley, Pediatrics, September 1, 2019  
Flores, Antolin, Anesthesiology, September 1, 2019  
Franco, Veronica, Internal Medicine, September 1, 2019  
Galloway, Gloria, Neurology, September 1, 2019  
Ghosh, Debabrata, Pediatrics, September 1, 2019  
Gilchrist, Richard, Psychiatry and Behavioral Health, September 1, 2019  
Glassman, Andrew, Orthopaedics, September 1, 2019  
Gold, Delia, Pediatrics, September 1, 2019  
Grandominico-Bradford, Jodi, Internal Medicine, September 1, 2019  
Gray, Darrell, Internal Medicine, September 1, 2019

Grignol, Valerie, Surgery, September 1, 2019  
Gulati, Deepak, Neurology, September 1, 2019  
Gurumurthy, Sathyan, Psychiatry and Behavioral Health, September 1, 2019  
Guy, Gregory, Radiology, September 1, 2019  
Haddad, Nabil, Internal Medicine, September 1, 2019  
Haglund, Karl, Radiation Oncology, September 1, 2019  
Hardebeck, Charles, Internal Medicine, September 1, 2019  
Harfi, Thura, Internal Medicine, September 1, 2019  
Hart, Philip, Internal Medicine, September 1, 2019  
Hawley, Jeffrey, Radiology, September 1, 2019  
Hendershot, Cathleen, Radiology, September 1, 2019  
Hickey, Scott, Pediatrics, September 1, 2019  
Hoisington-Stabile, Amy, Psychiatry and Behavioral Health, September 1, 2019  
Horseman, Casia, Psychiatry and Behavioral Health, September 1, 2019  
Houle, James, Psychiatry and Behavioral Health, September 1, 2019  
Hudson, Catherine, Obstetrics and Gynecology, September 1, 2019  
Hussan, Hisham, Internal Medicine, September 1, 2019  
Igboeli, Blessing, Psychiatry and Behavioral Health, September 1, 2019  
Ing, Steven, Internal Medicine, September 1, 2019  
Jarjour, Wael, Internal Medicine, September 1, 2019  
Jin, Ming, Pathology, September 1, 2019  
Jonas, Sarah, Internal Medicine, September 1, 2019  
Kahwash, Rami, Internal Medicine, September 1, 2019  
Kaide, Colin, Emergency Medicine, September 1, 2019  
Kalbfleisch, Steven, Internal Medicine, September 1, 2019  
Kalmar, Eileen, Biomedical Education and Anatomy, September 1, 2019  
Kalnin, Andrew, Radiology, September 1, 2019  
Kamp, Anna, Pediatrics, September 1, 2019  
Karcic, Arsad, Internal Medicine, September 1, 2019  
Kauffman, Emily, Emergency Medicine, September 1, 2019  
Kearns, Lisa Marie, Internal Medicine, September 1, 2019  
Kegelmeyer, Deborah, School of Health and Rehabilitation Sciences, September 1, 2019  
Keller, Brian, Internal Medicine, September 1, 2019  
Kerger, Amy, Radiology, September 1, 2019  
Kerlin, Bryce, Pediatrics, September 1, 2019  
Key, Craig, Emergency Medicine, September 1, 2019  
Khabiri, Hooman, Radiology, September 1, 2019  
Kotha, Kavitha, Pediatrics, September 1, 2019  
Krebs, William, Emergency Medicine, September 1, 2019  
Krishna, Nidhi, Radiology, September 1, 2019  
Krishna, Rajeev, Psychiatry and Behavioral Health, September 1, 2019  
Kushelev, Michael, Anesthesiology, September 1, 2019  
Lawlor, James, Internal Medicine, September 1, 2019  
Lawrence Jr., Jeffrey, Internal Medicine, September 1, 2019  
Lawrence, Stephanie, Internal Medicine, September 1, 2019  
Lee, Vivien, Neurology, September 1, 2019  
Lehman, Kristina, Internal Medicine, September 1, 2019  
Lemanek, Kathleen, Pediatrics, September 1, 2019  
Lenobel, Scott, Radiology, September 1, 2019  
Leonard, Jeffrey, Neurological Surgery, September 1, 2019  
Lester, Jesse, Anesthesiology, September 1, 2019  
Levine, Edward, Internal Medicine, September 1, 2019  
Li, Mingjia, Internal Medicine, September 1, 2019  
Lind, Meredith, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Lipari, Adele, Radiology, September 1, 2019  
Logan, Drew, Internal Medicine, September 1, 2019



Lotfi-Fard, Basheer, Psychiatry and Behavioral Health, September 1, 2019  
Lucas, Elizabeth, Pediatrics, September 1, 2019  
Luttrull, Michael, Radiology, September 1, 2019  
Lyaker, Michael, Anesthesiology, September 1, 2019  
Maddocks, Kami, Internal Medicine, September 1, 2019  
Mah, May, Pediatrics, September 1, 2019  
Mainali, Shraddha, Neurology, September 1, 2019  
Martin, Douglas, Radiation Oncology, September 1, 2019  
Matson, Steven, Pediatrics, September 1, 2019  
McCallister, Jennifer, Internal Medicine, September 1, 2019  
McCutcheon, Samar, Psychiatry and Behavioral Health, September 1, 2019  
McEntyre, Wanda, Physical Medicine and Rehabilitation, September 1, 2019  
McGinty, Heather, Psychiatry and Behavioral Health, September 1, 2019  
Meara, Michael, Surgery, September 1, 2019  
Meier, Julie, Ophthalmology & Visual Science, September 1, 2019  
Merrill, Megan, Urology, September 1, 2019  
Meyer, Erin, Pathology, September 1, 2019  
Meyer, Marty, Internal Medicine, September 1, 2019  
Miller, Timothy, Orthopaedics, September 1, 2019  
Misquitta, Douglas, Psychiatry and Behavioral Health, September 1, 2019  
Morales Reyes, Ana, Internal Medicine, September 1, 2019  
Moreno, Jose, Psychiatry and Behavioral Health, September 1, 2019  
Mostafavifar, Ahmad, Internal Medicine, September 1, 2019  
Nagar, Arpit, Radiology, September 1, 2019  
Narayanan, Anita, Pediatrics, September 1, 2019  
Narula, Vimal, Surgery, September 1, 2019  
Natwa, Mona, Radiology, September 1, 2019  
Needleman, Lawrence, Psychiatry and Behavioral Health, September 1, 2019  
Niedermier, Julie, Psychiatry and Behavioral Health, September 1, 2019  
Noon, Kristen, Anesthesiology, September 1, 2019  
Obarski, Timothy, Internal Medicine, September 1, 2019  
O'Brien, Nicole, Pediatrics, September 1, 2019  
Obrynba, Kathryn, Pediatrics, September 1, 2019  
O'Dorisio, Nathan, Internal Medicine, September 1, 2019  
Ortiz Cruzado, Ernesto, Psychiatry and Behavioral Health, September 1, 2019  
Osorio, Diana, Pediatrics, September 1, 2019  
Ostro, Benjamin, Emergency Medicine, September 1, 2019  
Oza, Rupal, Family Medicine, September 1, 2019  
Palmer, Joshua, Radiation Oncology, September 1, 2019  
Pancholi, Preeti, Pathology, September 1, 2019  
Pannu, Sonal, Internal Medicine, September 1, 2019  
Patel, Chirag, Internal Medicine, September 1, 2019  
Patel, Hiren, Pediatrics, September 1, 2019  
Patel, Mitva, Radiology, September 1, 2019  
Payne, Jason, Radiology, September 1, 2019  
Pfau, Ruthann, Pathology, September 1, 2019  
Phay, John, Surgery, September 1, 2019  
Powell, Kimerly, Biomedical Informatics, September 1, 2019  
Prats, Michael, Emergency Medicine, September 1, 2019  
Rafique, Imran, Internal Medicine, September 1, 2019  
Rai, Deepak, Internal Medicine, September 1, 2019  
Rakowsky, Alexander, Pediatrics, September 1, 2019  
Redman II, Charles, Internal Medicine, September 1, 2019  
Rempala, Helena, Psychiatry and Behavioral Health, September 1, 2019  
Reshmi, Shalini, Pathology, September 1, 2019  
Rikabi, Ali, Radiology, September 1, 2019

Rivlin, Katherine, Obstetrics and Gynecology, September 1, 2019  
Rogers, Alan, Radiology, September 1, 2019  
Rood, Kara, Obstetrics and Gynecology, September 1, 2019  
Rossetti, Allison, Internal Medicine, September 1, 2019  
Rozmiarek, Andrew, Anesthesiology, September 1, 2019  
Rudesill, Rebecca, Obstetrics and Gynecology, September 1, 2019  
Saha, Heather, Internal Medicine, September 1, 2019  
Samuels, Philip, Obstetrics and Gynecology, September 1, 2019  
Santoro, Stephanie, Pediatrics, September 1, 2019  
Satiani, Bhagwan, Surgery, September 1, 2019  
Senter-Jamieson, Leigha, Internal Medicine, September 1, 2019  
Shah, Zarine, Radiology, September 1, 2019  
Sharp, David, Urology, September 1, 2019  
Shukrallah, Bassam, Surgery, September 1, 2019  
Sikic-Klisovic, Eleonora, Psychiatry and Behavioral Health, September 1, 2019  
Sinay, Anne-Marie, Obstetrics and Gynecology, September 1, 2019  
Sivaraman, Vidya, Pediatrics, September 1, 2019  
Slabaugh, Mark, Ophthalmology & Visual Science, September 1, 2019  
Slone, Hasel, Radiology, September 1, 2019  
Spetie, Lacramioara, Psychiatry and Behavioral Health, September 1, 2019  
Splaingard, Mark, Pediatrics, September 1, 2019  
Stanich, Peter, Internal Medicine, September 1, 2019  
Stearns, Walter, Psychiatry and Behavioral Health, September 1, 2019  
Suttle, Markita, Pediatrics, September 1, 2019  
Tang, Bingfeng, Radiology, September 1, 2019  
Tayal, Neeraj, Internal Medicine, September 1, 2019  
Thakkar, Rajan, Surgery, September 1, 2019  
Tinoco, Gabriel, Internal Medicine, September 1, 2019  
Twanow, Jaime-Dawn, Pediatrics, September 1, 2019  
Vaccaro, Patrick, Surgery, September 1, 2019  
Valasek, Amy, Pediatrics, September 1, 2019  
Vazquez, Daniel, Surgery, September 1, 2019  
Walker, Alison, Internal Medicine, September 1, 2019  
Walz, Patrick, Otolaryngology-Head and Neck Surgery, September 1, 2019  
Weber, Kevin, Neurology, September 1, 2019  
Weiland, Jeffrey, Internal Medicine, September 1, 2019  
Wells-Di Gregorio, Sharla, Psychiatry and Behavioral Health, September 1, 2019  
Widman, Joshua, Internal Medicine, September 1, 2019  
Williams, Nicole, Internal Medicine, September 1, 2019  
Witwer, Andrea, Psychiatry and Behavioral Health, September 1, 2019  
Yates, Andrew, Pediatrics, September 1, 2019  
Yildirim Toruner, Cagri, Pediatrics, September 1, 2019  
Youssef, Patrick, Neurological Surgery, September 1, 2019  
Zareba, Karolina, Internal Medicine, September 1, 2019

**COLLEGE OF MEDICINE  
RESEARCH**

**REAPPOINTMENT**

Aqeilan, Rami, Cancer Biology and Genetics, September 1, 2019  
Ariza, Maria, Cancer Biology and Genetics, September 1, 2019  
Brock, Guy, Biomedical Informatics, September 1, 2019  
Butchar, Jonathan, Internal Medicine, September 1, 2019  
Chakroborty, Debanjan, Pathology, September 1, 2019  
Czeisler, Catherine, Pathology, September 1, 2019  
Drusco, Alessandra, Cancer Biology and Genetics, September 1, 2019

Fernandez, Soledad, Biomedical Informatics, September 1, 2019  
Hertlein, Erin, Internal Medicine, September 1, 2019  
Hollway, Jill, Psychiatry and Behavioral Health, September 1, 2019  
Huang, Wei, Cancer Biology and Genetics, September 1, 2019  
Karpurapu, Manjula, Internal Medicine, September 1, 2019  
Kokiko-Cochran, Olga, Neuroscience, September 1, 2019  
Loiler, Scott, Pediatrics, September 1, 2019  
Mishra, Anjali, Internal Medicine, September 1, 2019  
Pekarsky, Yuri, Cancer Biology and Genetics, September 1, 2019  
Sarkar, Chandrani, Pathology, September 1, 2019  
Vecchione, Andrea, Cancer Biology and Genetics, September 1, 2019  
Yan, Pearly, Internal Medicine, September 1, 2019

#### **COLLEGE OF NURSING**

##### PROMOTION TO PROFESSOR

Wold, Loren, June 8, 2018

##### PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Harrison, Tondi, June 8, 2018

#### **COLLEGE OF NURSING CLINICAL**

##### PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Loversidge, Jacqueline, June 8, 2018

##### PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Overcash, Janine, June 8, 2018 and September 1, 2019

##### REAPPOINTMENT

Fitzgerald, Elizabeth, September 1, 2019  
Hrabe, David, September 1, 2019  
Marzalik, Penny, September 1, 2019  
Neidecker, Marjorie, September 1, 2019  
Zurmehly, Joyce, September 1, 2019

#### **COLLEGE OF NURSING RESEARCH**

##### REAPPOINTMENT

Tan, Alai, September 1, 2019

#### **COLLEGE OF OPTOMETRY**

##### PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

VanNasdale, Dean, June 8, 2018

#### **COLLEGE OF OPTOMETRY CLINICAL**

##### PROMOTION TO PROFESSOR-CLINICAL

Zimmerman, Aaron, June 8, 2018

##### REAPPOINTMENT

Flom, Roanne, September 1, 2019

**COLLEGE OF PHARMACY**

PROMOTION TO PROFESSOR

Phelps, A. Mitchell, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Dong, Yizhou, June 8, 2018

**COLLEGE OF PHARMACY  
CLINICAL**

REAPPOINTMENT

Rodis, Jennifer, September 1, 2019

Sullivan, Donald, September 1, 2019

Valentino, Alexa, September 1, 2019

**COLLEGE OF PHARMACY  
RESEARCH**

REAPPOINTMENT

Coss, Christopher, September 1, 2019

LaRue, Ross, September 1, 2019

**COLLEGE OF PUBLIC HEALTH**

PROMOTION TO PROFESSOR

Lee, Jiyoung, June 8, 2018

Lu, Bo, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Norris, Alison, June 8, 2018

Yotebieng, Marcel, June 8, 2018

**COLLEGE OF SOCIAL WORK**

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Kaiser, Michelle, June 8, 2018

Maguire Jack, Kathryn, June 8, 2018

**UNIVERSITY LIBRARIES**

PROMOTION TO PROFESSOR

Diaz, Jose, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Johnson, Mary-Allen, June 8, 2018

**COLLEGE OF VETERINARY MEDICINE**

PROMOTION TO PROFESSOR

Schuenemann, Gustavo, Veterinary Preventive Medicine, June 8, 2018

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Habing, Gregory, Veterinary Preventive Medicine, June 8, 2018

Lorch, Gwendolen, Veterinary Clinical Sciences, June 8, 2018

Wang, Qihong, Veterinary Preventive Medicine, June 8, 2018

**COLLEGE OF VETERINARY MEDICINE  
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Byron, Julie, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

Cooper, Edward, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

Gordon, Eric, Veterinary Preventive Medicine, June 8, 2018 and September 1, 2019

Mudge, Margaret, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Brokken, Matthew, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

Cook, Laurie, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

Ham, Kathleen, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

Motta, Tatiana, Veterinary Clinical Sciences, June 8, 2018 and September 1, 2019

REAPPOINTMENT

Diaz Vergara, Sandra, Veterinary Clinical Sciences, September 1, 2019

Miller, Eric, Veterinary Clinical Sciences, September 1, 2019

**AMENDMENT TO THE CLINICAL FACULTY  
APPOINTMENT CAP**

**COLLEGE OF DENTISTRY**

Synopsis: Approval to amend the Clinical Faculty Appointment Cap in the College of Dentistry, is proposed.

WHEREAS based on planned increases in the pre-doctoral (DDS) program class size and additional community-based academic dental clinics in the Columbus metropolitan area, the College of Dentistry needs to increase the number of clinical faculty from the present cap of 40 percent of the total number of tenure, clinical and research track faculty; and

WHEREAS in addition to that rationale, the college explains its organizational structure, the numbers and types of different faculty and their responsibilities, and the nature of faculty search processes — all embedded within its Appointments, Promotion and Tenure document; and

WHEREAS these faculty will be important contributors to the college's educational and service missions; the college has a strong mentoring system for integrating new clinical faculty into its educational programs; and current associated faculty will have their appointments converted to clinical faculty; and

WHEREAS based on its own internal analysis and a comparison with peer institutions, the college proposes a 75 percent cap; and

WHEREAS the proposal has the support of the faculty and the leadership of the College of Dentistry; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on April 10, 2018; and

WHEREAS the proposal was reviewed and received a vote of approval by the University Senate on April 19, 2018:

**NOW THEREFORE**

**BE IT RESOLVED**, That the Board of Trustees hereby approves the proposed amendment to the Clinical Faculty Appointment Cap for the College of Dentistry.

**From:** [Smith, Randy](#)  
**To:** [Lloyd, Patrick M.](#); [Brantley, William](#)  
**Cc:** [Smith, Randy](#); [Reed, Katie](#); [Miriti, Maria](#); [Joseph, Laurice](#); [McPheron, Bruce A.](#); [Wolf, Kay N.](#); [Schweikhart, Sharon](#); [Schmiesing, Ryan](#); [Lilly, Blaine](#); [Givens, Bennet](#); [Harris, Brad](#); [Hamamoto, Darryl T.](#); [Zadnik, Karla](#)  
**Subject:** Clinical Cap  
**Date:** Wednesday, April 11, 2018 7:13:18 AM  
**Attachments:** [image001.png](#)

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Patrick and Bill:

The proposal from the College of Dentistry to amend the clinical faculty appointment cap from 40% to 75% was approved by the Council on Academic Affairs following discussions at its meetings on March 21 and April 4, 2018, and with input from the University Senate's Faculty Council following its meetings on March 22 and April 5, 2018.

The proposal is being sent to the University Senate with a request for action at its meeting on April 19, 2018. The Chair of the Council, Professor Maria Miriti, will present the proposal there but it is important that you be in attendance to address any detailed questions/comments. If approved by the Senate the proposal will be sent to the Board of Trustees for action at its meeting June 8, 2018.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions, please contact Professor Miriti (.1) or me.

Congratulations on the successful completion of this important stage in the review/approval process.

Randy



**W. Randy Smith, Ph.D.**

Vice Provost for Academic Programs

Office of Academic Affairs

203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210

614-292-5881 Office

[smith.70@osu.edu](mailto:smith.70@osu.edu)



February 20, 2018

Dr. W. Randy Smith (Academic Affairs, CAA Vice Chair)  
Dr. Maria Miriti (CAA Chair)

Attached is a proposal from the College of Dentistry (COD) to raise the cap on clinical faculty, per University Rule 3335-7-04: Proposals and approval process for a proposed amendment to the Clinical Faculty Appointment cap. The COD needs to increase the number of clinical faculty from the present cap of 40 percent of the total number of tenure, clinical, and research track faculty because of planned increases in the predoctoral (DDS Program) class size and additional community-based, academic dental clinics in the metropolitan Columbus area.

The proposal explains the COD organization and the numbers and types of the different faculty and their responsibilities, and provides rationales for increasing the percent of clinical faculty. These new clinical faculty would be hired after careful search processes and be important contributors to the College educational and service missions. Additional important information about the different COD faculty types and the faculty search process is detailed in the COD Appointments, Promotion and Tenure document, which is also attached.

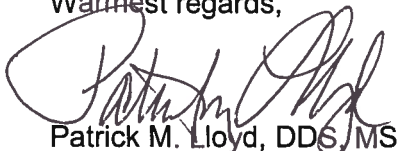
No problems are anticipated with the proposed increase in the percent of clinical faculty. The COD has in place a superb mentoring system within its academic Divisions for integrating new clinical faculty into the College educational programs for predoctoral and graduate students. The COD also plans to grow the tenured faculty in the coming years, which will provide increased research collaboration opportunities for new clinical faculty. An important consequence for approval of this proposal is that our present associated track faculty, who were hired in this category because of the current clinical faculty cap, will have their academic appointments converted to that of clinical faculty, receiving improved faculty benefits.

The COD is requesting a 75 percent clinical faculty cap, as approved in 2016 for the College of Nursing. This increase would be ample for planned future educational and clinical responsibilities and for unforeseen circumstances. This new percentage of clinical faculty lies within the range of Big Ten Alliance dental schools.

This proposal was provided to the COD faculty in advance of a College-wide faculty meeting on February 7, 2018, at which the proposal was presented and discussed. The full-time faculty vote on the proposal was 59-3 in favor.

Thank you in advance for your thoughtful review and careful consideration of this proposal. Please contact me if there is any further information that is needed for its evaluation.

Warmest regards,



Patrick M. Lloyd, DDS, MS  
Dean and Professor

Enclosures: (1) Proposal to Raise the Cap on Clinical-Track Faculty in the College of Dentistry  
(2) College of Dentistry APT Criteria and Procedures (Updated July 24, 2013)



# **Proposal to Raise the Cap on Clinical Faculty in the College of Dentistry**

## **Summary of Proposal**

The purpose of this proposal is to request an amendment to the present University cap on the percentage of clinical faculty in the College of Dentistry (COD), which is specified in Faculty Rule 3335-7 on clinical faculty appointment, reappointment and nonreappointment, and promotion. Section 3335-7-03 (Appointment cap) states that “Unless an exception is approved by the University senate and the board of trustees, clinical faculty may comprise no more than forty percent of the total tenure-track, clinical and research faculty (as defined in rule 3335-5-19 of the Administrative Code) in each of the colleges of the health sciences”.

The COD is requesting that the clinical faculty cap be raised to not more than seventy-five percent of the total number of tenure-track, clinical and research faculty. This increase in the number of clinical faculty will enable the COD to carry out its future educational and clinical missions more effectively, given plans for increased predoctoral student class sizes and for the expansion of the college’s clinical enterprise. The latter expansion stems from increased demands by the Medical Center to provide medically-necessary dental care and collaborative partnerships with OSUWMC in the development of a network of community-based primary care clinics. This growth in the college’s clinical enterprise will provide the resources needed to: (1) stabilize student tuitions (the highest at Ohio State); (2) offer competitive salaries for faculty recruitment; (3) subsidize the academic and research programs of the college; and (4) assist in meeting the college’s debt service obligation on its new facility.

Supporting information is provided in this proposal to explain the COD mission and goals, organizational structure and educational programs, types of faculty and their responsibilities with specific attention to clinical faculty, and the need for additional clinical faculty to aid in implementation of future COD plans. The requested new percentage of clinical faculty is consistent with the range in other Big-Ten Academic Alliance dental schools.

## **Background for College of Dentistry**

### **College Mission and Goals — ADA Accreditation Process**

The mission of the COD is to produce dental professionals who are prepared for entry into general practice, advanced education, or specialized practice. The goals of the COD are to graduate students who are prepared to meet the oral health care needs of the citizens of Ohio and the nation, to conduct research that will expand the scientific base upon which dentistry is practiced, and to provide service to the dental profession. The organization of the COD to accomplish this mission and goals can be found on the College website (<https://dentistry.osu.edu>).

The Commission on Dental Accreditation (CODA) conducts a site visit every seven years to determine if the dental school should be accredited ([www.ada.org/coda](http://www.ada.org/coda)). A team of dental education specialists examines comprehensively the predoctoral (DDS) program, along with the dental hygiene and advanced dental education programs if these are offered, as well as the dental institution and University support of the educational programs. The dental school receives the extensive CODA guidelines, which are periodically updated because of the continuous evolution of dental education, at least two years in advance of the accreditation site visit. All current COD programs are fully accredited by CODA.

## **Organization of College of Dentistry into Divisions**

The COD is organized into the ten academic Divisions shown in Table 1. These Divisions represent the areas encompassing modern dental education, along with dental hygiene. Dental hygienists are a highly important component of the dental office team, and dental schools traditionally have dental hygiene programs. Each Division has several faculty members, and faculty can have teaching responsibilities at both the predoctoral (DDS) / undergraduate (Dental Hygiene) level and the graduate level.

**Table 1. Academic Divisions in College of Dentistry**

- Biosciences
- Dental Hygiene
- Endodontics
- General Practice and Materials Science
- Oral and Maxillofacial Pathology and Radiology
- Oral and Maxillofacial Surgery and Dental Anesthesia
- Orthodontics
- Pediatric Dentistry
- Periodontology
- Restorative Science and Prosthodontics

## **Predoctoral and Postdoctoral Education — Degrees Offered**

The COD has four types of educational programs which are listed in Table 2 and described in the paragraphs that follow.

## **Table 2. Educational Programs in College of Dentistry**

- Predoctoral (DDS)
- Dental Hygiene (BSDH and MS)
- Dental Specialty (Graduate, Postgraduate, and Internship)
- Academic Doctoral (PhD)

Predoctoral dental education, which normally follows four years of undergraduate education with a baccalaureate degree, has a comprehensive four-year curriculum in basic science, dental science, and patient treatment that includes summers between the first and second, second and third, and third and fourth years. Upon satisfactory completion of academic and clinical requirements, as well as demonstrating a level of competency in some twenty-plus clinical domains, a dental student graduates with the Doctor of Dental Surgery (DDS) degree (professional doctorate). The COD graduation requirements include satisfactory completion of the National Board Parts I and II academic examinations. Graduates must also pass a regional dental licensure examination, administered by an external testing agency, before being issued a license to practice. The specific examination taken is dependent on the state in which the graduate is intending to practice.

Dental hygiene students are undergraduates, and must first complete two years of general education courses and program prerequisites, which are followed by two years in the professional program. Graduates (BSDH degree) must also satisfactorily complete a Dental Hygiene Board examination to receive a license. The COD offers an Expanded Functions for the Dental Auxiliary (EFDA) program, administered by dental hygiene faculty, which is designed to prepare Certified Dental Assistants or Registered Dental Hygienists to apply for the EFDA board examination administered by the Commission on Dental Testing in Ohio. An online Master of Science program in Dental Hygiene (MDH) is also administered by this Division.

The COD has MS/Certificate advanced education programs in 7 ADA-recognized dental specialties: endodontics, oral and maxillofacial pathology, oral and maxillofacial surgery, orthodontics, pediatric dentistry, periodontics, and prosthodontics. There are also an accredited advanced general dentistry program in dental anesthesiology and an accredited general practice residency program. These education programs, which are for dental school graduates, combine clinical experience with didactic courses at advanced levels. The program graduate receives a Certificate of satisfactory completion of the particular specialty training, and is eligible to take the respective specialty board examination. Receipt of the MS degree, in addition to the Certificate, requires the completion of thirty-plus graduate credits of course work and approval by the Graduate School of a thesis for a completed research project.

The COD also offers a non-degree postgraduate program, internships in several of the clinical specialty programs, and numerous postgraduate continuing education (CE) courses. These offerings provide up-to-date education for practicing dentists, dental hygienists, and dental assistants who must meet CE requirements to maintain their licensure.

An academic doctoral degree is offered through the Oral Biology PhD program, which can be integrated with advanced clinical training in any of the dental specialty programs, or through combined programs in biomedical sciences, neuroscience, and biomedical engineering. Completion of this program, which involves advanced scientific coursework and a dissertation approved by the Graduate School on a comprehensive research project, normally requires four years beyond the baccalaureate degree. A combined DDS/PhD program is also available.

## Information about College of Dentistry Faculty

### Types of Faculty

The COD has four types of full-time faculty (75% or greater FTE). All tenure-track, clinical, and research faculty are full-time. Some of the associated faculty are also full-time. The current numbers for the different types of full-time faculty in the COD are shown in Table 3. The present number of tenure-track faculty (52) is essentially equal to the sum (51) of the numbers of clinical faculty, research faculty, and full-time associated faculty. The ratio of the number of tenure-track faculty to the total number of tenure-track, clinical, and research faculty (52/88) is 59.1%.

**Table 3. Number of Full-Time Faculty in College of Dentistry (January 2018)**

Tenure-Track	52
Clinical	34
Research	2
Associated	15

New full-time faculty in the COD are normally hired at the assistant professor level, unless higher rank is warranted based on background and experience. Appointment/reappointment, promotion, and tenure processes for faculty are presented in detail in the Appointments, Promotion and Tenure document for the COD (appended to this document), which has been approved by the University Office of Academic Affairs.

The formal 40-hour work week for dental faculty is subdivided into ten half-days of four hours. Research-intensive tenure-track faculty generally have assignments of 75-80% research / 10-15% teaching / 10% service. Clinical scholars, on a tenure track, have 30-50% research / 30-50% teaching / 10-20% service, depending upon whether the responsibilities include an administrative component. Clinical faculty generally have 80% teaching and 20% service responsibilities, with no allocated research time. However, these faculty must present evidence of scholarship for promotion beyond assistant professor. Faculty with dental or dental hygiene degrees/licenses generally spend one-half to one day per week in the intramural Dental Faculty Practice, which provides a 10-20% service component; these faculty also perform service on Division, COD, and University committees. Research faculty are supported by research funding

as principal investigators (PI), although the research faculty member can be a co-principal investigator (Co-PI) of a funded grant. These faculty may be permitted to have some teaching responsibilities and limited committee service.

Most COD faculty in the academic Divisions other than Dental Hygiene have the DDS/DMD degree. Many have terminal MS degrees earned through advanced dental education and other academic programs, and some have PhD degrees. All faculty in the Division of Biosciences have PhD degrees in a basic science with subsequent postdoctoral research training, which enables them to mentor effectively graduate students performing basic science-oriented research for MS and PhD degrees and other faculty research. Faculty in the biomaterials area for the Division of General Practice and Materials Science have academic PhD degrees in engineering/science without the DDS degree, and also provide research mentoring for graduate students and other faculty. All dental hygiene faculty have undergraduate degrees through dental hygiene programs, and some faculty have graduate degrees through advanced education programs.

The current assignments of the 34 full-time clinical faculty in the COD by Division are summarized in Table 4. The very large number of these faculty who are assigned to the Division of General Practice and Materials Science is the result of the predoctoral dental clinics being administered by that Division. A large number of full-time and part-time faculty have principal assignments in these eight predoctoral Comprehensive Care Clinics.

**Table 4. Number of Clinical Faculty by Division in College of Dentistry (January 2018)**

Dental Hygiene	3
General Practice and Materials Science	16
Oral and Maxillofacial Pathology and Radiology	4
Oral and Maxillofacial Surgery	3
Pediatric Dentistry	4
Periodontology	2
Restorative Science and Prosthodontics	2

The COD has 115 associated faculty, with FTE's ranging from 0 (*pro bono* service) to 1.00. This number includes 20 residents in two specialty programs (Oral and Maxillofacial Surgery; General Practice Residency), who are appointed as Clinical House Staff in the College of Medicine, along with 12 part-time retired faculty who continue to provide educational service. Excluding these 20 residents, there are 16 full-time and 79 part-time associated faculty.

The COD has utilized the category of associated faculty, which was approved by the University Office of Academic Affairs, to hire new full-time faculty who would normally be placed on the clinical track in the absence of an appointment cap. If this petition to modify the clinical appointment cap is approved, all full-time associated faculty other than the Clinical House Staff residents and retired faculty would be transferred to the clinical track, the track they would

originally have been appointed to had there not been a 40% cap on the percent of such full-time faculty.

The part-time associated faculty provide much needed educational support to the full-time faculty especially in the preclinical laboratories, where students refine their hand-eye coordination on dental-mannequins during their first and second years of dental school. They are also of substantial help in the predoctoral and graduate clinics where students treat patients during their third and fourth years or during specialty programs.

The final group of faculty is the adjunct faculty. These 127 non-salaried faculty have affiliations outside of the COD, and come occasionally to the College as needs arise to provide important educational service for the individual Divisions where they are appointed. The majority of the commitment from these faculty is at our 30-plus community-based education sites around Ohio or by providing an occasional lecture or seminar in one of the predoctoral or graduate courses.

Table 5 summarizes the assignments of the present 115 associated faculty to the COD Divisions, and indicates the numbers of full-time and part-time faculty. The largest number of associated faculty are assigned to the Division of General Practice and Materials Science, because this Division administers the preclinical laboratories and predoctoral dental clinics in addition to the General Practice Residency program where the residents have this type of faculty appointment.

**Table 5. Present Number of Associated Faculty by Division in College of Dentistry (January 2018)\***

Biosciences	3 part-time
Dental Hygiene	4 part-time
Endodontics	1 full-time and 12 part-time
General Practice and Materials Science	19 full-time and 20 part-time
Oral and Maxillofacial Pathology and Radiology	1 full-time and 2 part-time
Oral and Maxillofacial Surgery	11 full-time and 5 part-time
Orthodontics	12 part-time
Pediatric Dentistry	3 part-time
Periodontology	8 part-time
Restorative Science and Prosthodontics	3 full-time and 11 part-time

\*The numbers of full-time faculty include Clinical Instructor House Staff (residents) in the Division of General Practice and Materials Science (9) and the Division of Oral and Maxillofacial Surgery (11). One Clinical Instructor House Staff resident in the latter Division has a part-time appointment.

## **COD Faculty Teaching Responsibilities and Comparisons to Medicine and Nursing**

In the COD, teaching responsibilities for the tenure-track and clinical faculty can be similar in type. Both faculty are permitted to direct courses, provide support for didactic (lecture) courses and preclinical laboratories, and supervise students in the dental clinics. Clinical faculty can also provide instruction at the graduate level for specialty training, primarily in the advanced dental clinics, and with special permission from the Graduate School serve on MS thesis committees. These expanded responsibilities are carried out through close interactions with senior tenure-track faculty who provide advice and mentoring. The major differences between the responsibilities of the clinical and tenure-track faculty is the significant scholarship requirement for tenure-track faculty who have substantial allocated research time and much less assigned teaching time, with the expectations of publications of hypothesis-driven investigations and research funding.

It is important to note that clinical faculty in the COD have broader responsibilities than clinical faculty in the College of Medicine and the College of Nursing. In the College of Medicine, clinical faculty provide the bulk of instruction for students involved with the clinical treatment of medical patients. In the College of Nursing, regulations in the profession require that clinical instruction only be provided by the clinical faculty.

Moreover, in the COD, tenure-track faculty with dental degrees have major responsibilities in the dental clinics. These faculty are involved, along with the clinical faculty, in supervising patient treatment by predoctoral students and graduate students (residents) in specialty programs, and they provide in-depth educational insights during the clinical procedures.

## **Other Background and Proposal for Clinical Faculty Cap Amendment**

### **Historic Information about Clinical Dental Faculty and Appointment Cap**

Before the early 2000's, all COD faculty had tenure-track appointments with traditional 50% teaching / 30% research / 20% service responsibilities. Considerable state-level budgetary pressures on the University led to creation of the clinical faculty category in the health sciences areas. These faculty would have clinical teaching responsibilities, without the requirement for significant research publications and research funding that are expected for tenure-track faculty.

This new faculty category was particularly advantageous to the medical science units from a budgetary viewpoint, since clinical faculty with 80% teaching / 20% service (e.g., medical or dental practice) responsibilities could cover a substantially greater portion of the given College teaching needs. Another presumptive positive aspect was that the clinical faculty would be expected to have substantial clinical experience that could be imparted during student instruction.

Faculty Rule 3335-7 (<https://trustees.osu.edu/rules/University-rules/chapter-3335-7-rules-of-the-University-faculty-concerning-clinical-faculty-appointment-reappointment-and-nonreappointment-and-promotion.html>), originally dating from July 2002, caps the number of clinical faculty appointments at no more than forty percent of the total tenure-track, clinical, and

research faculty. This rule evolved from robust discussions between the health sciences units and University about these concerns in the previous paragraph. Rule 3335-7 was subsequently successfully petitioned in February 2003 by the College of Medicine, which now has no cap on clinical faculty appointments. In February 2016, the College of Nursing successfully petitioned to have the clinical faculty cap raised to 75% over the 2017 – 2021 strategic planning time period. As previously pointed out in this document, the situations for clinical faculty are uniquely different in the Colleges of Medicine, Nursing, and Dentistry, because of variations in the educational modalities for students in these health science areas and in the rules for the educational processes from the three governing professional organizations.

### **Future Plans for COD and Proposed New Cap for Clinical Faculty**

The COD is currently renovating and expanding the Postle Hall facilities, with expected completion mid-year 2020, which will accommodate a larger number of predoctoral dental students. Beginning in the autumn semester of 2018, there will be 120 predoctoral students in the first-year class, which will be an increase of 10 over the current 110 predoctoral students in each of the classes for four-year the DDS program. This will be an increase of 9% in the overall predoctoral class size. Typically, the COD currently has 94 students from the state of Ohio in the class of 110 students, and the additional 10 students will be residents of Ohio. Thus, the number of predoctoral students from Ohio will change from 94 to 104, an increase of 11%.

In addition, there are plans underway by the OSUWMC to increase the number of community-based primary care clinics, similar to the one established in Upper Arlington in 2016, which will include dental operations staffed by COD faculty. These off-campus clinics offer communities access to the unique expertise of college faculty, in a comprehensive care delivery model, while enhancing the educational experiences of the dental students. Highly qualified clinical faculty will need to be recruited for these new clinic sites. These new clinical faculty, selected after a careful search process, will be highly qualified dental educators who also provide strong support to the COD teaching mission.

The planned future number of full-time COD faculty to accommodate these expanded responsibilities is shown in Table 6.

**Table 6. Planned Number of Full-Time Faculty in College of Dentistry**

Tenure-Track	58
Clinical	61
Research	3

Comparing Tables 3 and 6, it can be seen that the plan is to grow the number of tenure-track faculty. The associated faculty shown in Table 3 have been incorporated into the clinical faculty shown in Table 6. The ratio (50%) of the number of full-time clinical faculty (61) to the total number of full-time tenure-track, clinical, and research faculty (122) in Table 6 would be considerably below the proposed new cap on the proportion of clinical faculty.



The COD is proposing that the present clinical faculty cap of 40% be increased to 75%, the same ratio that was approved in 2016 for the College of Nursing. The COD administration has carefully considered the number of clinical faculty that would be needed for planned future activities, and an increase in the cap to 60% should be adequate. However, in the event of unexpected circumstances, the requested new cap of 75% would eliminate the need for another petition to the university to raise the cap in the foreseeable future.

An important positive aspect of the cap increase is that the former full-time associated faculty, who will automatically become clinical faculty, will receive much better faculty benefits from the University. The ability of the Dean to offer better faculty benefits is particularly important for recruiting highly qualified clinical faculty to assist in administering and managing the new clinic and service obligations of the COD.

No concerns are foreseen for the COD with the larger number of clinical faculty. Careful faculty search processes employed by the COD have previously resulted in the hiring of highly qualified clinical faculty who have integrated well into the College academic programs. Strong educational relationships have been developed over many years between the tenure-track and clinical faculty; all Divisions have positive faculty relationships. Senior faculty will continue to provide mentoring for junior faculty, and all Divisions are very experienced in the acclimation process for new faculty. This excellent internal faculty support system will assure that the COD maintains its strong emphasis on skilled faculty teaching and faculty scholarship as the number of clinical faculty increases in the future.

### **Clinical Faculty Percentages for Other Dental Schools**

The percentages for clinical faculty at other Big-Ten Academic Alliance dental schools are shown in Table 7.

**Table 7. Clinical Faculty at Other Big-Ten Alliance Dental Schools (June 2017)**

Indiana	50%
Iowa	60%
Maryland	60%
Michigan	55%
Nebraska	40%
New Jersey	80%

It can be seen that a new percentage cap of 60% for clinical dental faculty at Ohio State would be consistent with the percentages for these other dental schools and that the requested cap of 75% for Ohio State lies within the range for the other Big-Ten institutions. The considerably different percentages for Nebraska (much smaller) and New Jersey (tenure track only awarded to research-intensive faculty) in Table 7, compared to the other institutions, arise from

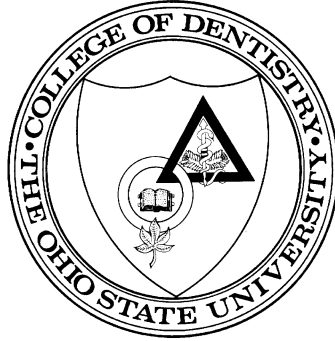
differences in the predoctoral student enrollment and the nature of the educational programs at these dental institutions, along with the relative costs of employing tenure-track dental faculty members (e.g., start-up research funding) in these geographical areas.

### **Presentation of Proposal to College Faculty**

The general scope of this proposal was presented to the COD Executive Committee (EC) on November 15, 2017. The Division Chairs and senior COD administration are members of the EC. Committee members were unanimously supportive of the proposal to amend the clinical cap percentage to 75% and provided comments that were incorporated in the proposal. The document was presented to the College faculty for review and subsequently discussed at a College-wide faculty meeting on February 7, 2018, with a full-time faculty vote of 59 in favor and 3 opposed.

**The Ohio State University College of Dentistry**

**Appointments, Reappointments, Promotion and Tenure  
Criteria and Procedures**



**Approved by Faculty  
April 18, 2013**

**Updated July 24, 2013**

*(Based on procedural recommendations  
by the Office of Academic Affairs)*

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## **I Preamble**

This document is a supplement to Chapters 6 and 7 of the Rules of the University Faculty (<http://trustees.osu.edu/rules/university-rules.html>); the annually updated procedural guidelines for promotion and tenure reviews in Volume 3 of the Office of Academic Affairs Policy and Procedures Handbook (<http://oaa.osu.edu/handbook.html>); and other policies and procedures of the college and university to which the college and its faculty are subject.

Should those rules and policies change, the college will follow the new rules and policies until such time as it can update this document to reflect the changes. In addition, this document must be reviewed, and either reaffirmed or revised, at least every four years on the appointment or reappointment of the dean.

This document must be approved by the dean, faculty, and the Office of Academic Affairs before it may be implemented. It sets forth the missions of the college and university, its criteria and procedures for faculty appointments/reappointments and for faculty promotion, tenure and rewards, including salary increases. In approving this document, the dean and the Office of Academic Affairs accept the mission and criteria of the college and delegate to it the responsibility to apply high standards in evaluating current faculty and faculty candidates in relation to college mission and criteria. The Office of Academic Affairs considers the College of Dentistry to be equivalent to a university department for administrative purposes, with the dean serving as department chair.

The faculty and the administration are bound by the principles articulated in Faculty Rule 3335-6-01 (<http://trustees.osu.edu/rules/university-rules.html>) of the Administrative Code. In particular, all faculty members accept the responsibility to participate fully and knowledgeably in review processes; to exercise the standards established in Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.html>) and other standards specific to this college; and to make negative recommendations when these are warranted in order to maintain and improve the quality of the faculty.

Decisions considering appointment, reappointment, and promotion and tenure will be free of discrimination in accordance with the university's policy on equal opportunity (<http://hr.osu.edu/policy/policy110.pdf>).

## **II College Mission**

The mission of the College of Dentistry is to produce dental professionals who are prepared for entry into practice, advanced education or specialized practice, and to conduct research that will expand the scientific base upon which dentistry is practiced. Graduates are prepared to meet the oral health care needs of the citizens of Ohio and the nation, to conduct research, and to provide service to the profession.

## **III Definitions**

### **A Committee of the Eligible Faculty**

#### **1 Tenure-track Faculty**

The eligible faculty for appointment reviews of tenure-track faculty consists of all tenure-track faculty whose tenure resides in the college. If rank is involved, the eligible faculty for promotion to that rank vote on the rank decision.

The eligible faculty for reappointment, promotion and tenure, and promotion reviews of tenure-track faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the

college, excluding the assistant and associate deans, the executive vice president and provost, and the president.

For tenure reviews of probationary professors, eligible faculty are tenured professors whose tenure resides in the college, excluding the assistant and associate deans, the executive vice president and provost, and the president. Historically, the College of Dentistry has not appointed probationary professors.

## **2 Clinical Faculty**

The eligible faculty for appointment reviews of clinical faculty consists of all tenure-track faculty and clinical faculty whose tenure or appointment, respectively, resides in the college. If rank is involved, the eligible faculty for promotion to that rank vote on the rank decision.

The eligible faculty for reappointment and promotion reviews of clinical faculty consists of all tenured faculty and all nonprobationary clinical faculty of higher rank than the candidate for associate professors and of the same rank for professors, whose tenure or appointment, respectively, resides in the college, excluding the assistant and associate deans, the executive vice president and provost, and the president.

## **3 Research Faculty**

The eligible faculty for appointment reviews of research faculty consists of all tenure-track, clinical and research faculty whose tenure or appointment, respectively, resides in the college. If rank is involved, the eligible faculty for promotion to that rank vote on the rank.

The eligible faculty for promotion reviews of research faculty consists of all tenured faculty of higher rank than the candidate whose tenure resides in the college, all nonprobationary clinical faculty of higher rank than the candidate whose primary appointment is in the college, and all nonprobationary research faculty of higher rank than the candidate whose primary appointment is in the college, excluding the assistant and associate deans, the executive vice president and provost, and the president.

## **4 Conflict of Interest**

A conflict of interest exists when an eligible faculty member is related to a candidate or has a comparable close interpersonal relationship, has substantive financial ties with the candidate, is dependent in some way on the candidate's services, has a close professional relationship with the candidate (e.g., dissertation advisor), or has collaborated so extensively with the candidate that an objective review of the candidate's work is not possible. Generally, faculty members who have collaborated with a candidate on at least 50% of the candidate's published work since the last promotion will be expected to withdraw from a promotion review of that candidate.

## **5 Minimum Composition**

In the event that the college does not have at least three eligible faculty members who can undertake a review, the dean will appoint a faculty member from another department within the university.

## **B Appointments, Promotion and Tenure Committee**

The college has an Appointments, Promotion and Tenure Committee that assists the Committee of the Eligible Faculty in managing the personnel and promotion and tenure issues. The committee consists of six tenured faculty members, at least three of whom are at the rank of professor and one professor of clinical dentistry. The term of appointment is five years. Each year the dean appoints a new member from



nominations received from Faculty Council; the dean will request additional nominations if he/she considers that no one in the initial group of nominations is suitable for the Appointments, Promotion and Tenure Committee. The committee functions in accordance with Faculty Rules 3335-6-02 and 3335-7-05, 08, 09, and 10 (<http://trustees.osu.edu/rules/university-rules.html>).

The chair is a professor appointed by the dean just before the beginning of the third year of that member's term. The chair's term continues through the third and fourth years, and that person serves as advisor to the succeeding chair in the fifth year and acts as the Procedural Designee. In the year when the former chair has rotated off the committee, the current chair will select another member of the committee to serve as the Procedural Designee. The Procedural Designee should be a professor, since he/she will need to attend eligible faculty meetings for discussion of cases at the professor rank.

When considering cases involving clinical faculty, the Appointments, Promotion and Tenure Committee may be augmented to have two nonprobationary clinical faculty members appointed by the dean.

When considering cases involving research faculty, the Appointments, Promotion and Tenure Committee may be augmented to have two nonprobationary research faculty members appointed by the dean.

### **C Quorum**

The quorum required to discuss and vote on all personnel decisions is two-thirds of the eligible faculty not on an approved leave of absence. A member of the eligible faculty on Special Assignment may be excluded from the count for the purposes of determining quorum only if the dean has approved an off-campus assignment. Faculty members who recuse themselves because of a conflict of interest are not counted when determining quorum.

The dean can attend the meeting, but does not vote. The associate and assistant deans cannot attend the meeting. Members of the Appointments, Promotion and Tenure Committee who are eligible by rank count in determining the quorum.

### **D Recommendation from the Committee of the Eligible Faculty**

In all votes taken on personnel matters only "yes" and "no" votes are counted. Abstentions are not votes. Faculty members are strongly encouraged to consider whether they are participating fully in the review process when abstaining from a vote on a personnel matter.

Absentee ballots and proxy votes are not permitted.

### **1 Appointment**

A positive recommendation from the eligible faculty for appointment is secured when two-thirds of the votes cast are positive.

### **2 Reappointment, Promotion and Tenure, Promotion, and Contract Renewal**

A positive recommendation from the eligible faculty for reappointment, promotion and tenure, promotion, and contract renewal is secured when a simple majority of the votes cast is positive.

## IV Appointments

### A Criteria

The College of Dentistry is committed to making only faculty appointments that enhance or have strong potential to enhance the quality of the college. Important considerations include the individual's record to date in teaching, scholarship and service; the potential for professional growth in each of these areas; and the potential for interacting with colleagues and students in a way that will enhance their academic work and attract other outstanding faculty and students to the college. No offer will be extended in the event that the search process does not yield one or more candidates who would enhance the quality of the college. The search is either cancelled or continued, as appropriate to the circumstances.

For a joint appointment, the College of Dentistry and the other unit(s) should reach agreement on its terms before seeking an individual to fill the position so that these terms can be communicated clearly to candidates. These terms, modified as a consequence of negotiation with a particular candidate where appropriate, must be set forth in a memorandum of understanding (MOU). The MOU must be signed by the dean of the College of Dentistry and both the chair(s) of the other department(s) and the governing dean(s) for the department(s). (See <http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf>)

For appointments that have teaching responsibilities, the candidate will be expected to meet the following criteria that will be used for evaluation of teaching effectiveness:

- Has knowledge of the subject.
- Understands appropriate teaching tools and uses these tools for effective teaching.
- Makes efforts for continuous growth and remaining current in the field of expertise.
- Has ability to organize and present subject matter with clarity, logic and enthusiasm.
- Has capacity to interact effectively with students in order to motivate, stimulate, and inspire them.
- Maintains personal attributes of industry, integrity, open-mindedness, objectivity, and fairness.

### 1 Tenure-track Faculty

The College of Dentistry has two types of tenure-track faculty: Scientist and Clinician Scholar. The Scientist is not involved in the clinical teaching of students but may be involved with preclinical and didactic instruction. The Clinician Scholar has responsibilities that include the clinical teaching of students and may participate in the college Dental Faculty Practice. The appointment criteria and the promotion criteria (see sections VII.A.1 and VII.A.2) vary for these two types of faculty and their areas of expertise. Scholarship is required for all tenure-track faculty members. Board certification is a positive factor for faculty appointment in clinical areas where such certification is appropriate.

**Instructor.** Appointment at the rank of instructor is made only when the applicant lacks a graduate degree and/or experience. The college will make every effort to avoid such appointments. An appointment at the instructor level is limited to three years. When an instructor has not completed requirements for promotion to the rank of assistant professor by the beginning of the third year of appointment, the third year is a terminal year of employment.

Upon promotion to assistant professor, the faculty member may request prior service credit for time spent as an instructor. This request must be approved by the college's eligible faculty, the dean, and the Office of Academic Affairs. Faculty members should carefully consider whether prior service credit is appropriate since prior service credit cannot be revoked without a formal request for an extension of the

probationary period. In addition all probationary faculty members have the option to be considered for early promotion.

**Assistant Professor.** An earned terminal degree (DDS/DMD, or the equivalent; PhD, MD, EdD; or MS or the equivalent for dental hygiene) is the minimum requirement for appointment at the rank of assistant professor. Evidence of potential for scholarly productivity, high-quality teaching, and high-quality service to the college and the profession is highly desirable. Appointment at the rank of assistant professor is always probationary, with mandatory tenure review occurring in the sixth year of service. Review for tenure prior to the mandatory review year is possible when the Appointments, Promotion and Tenure Committee determines such a review to be appropriate. The granting of prior service credit, which requires approval of the Office of Academic Affairs, may reduce the length of the probationary period, but is strongly discouraged as it cannot be revoked once granted.

**Associate Professor and Professor.** Appointment at senior rank requires that the individual, at a minimum, meet the college's criteria in teaching, scholarship, and service for promotion to these ranks. Appointment at senior rank normally entails tenure. A probationary appointment at senior rank is appropriate only under unusual circumstances, such as when the candidate has limited prior teaching experience or has taught only in a foreign country. A probationary period of up to four years is possible, on approval of the Office of Academic Affairs, with review for tenure occurring in the final year of the probationary appointment. If tenure is not granted, an additional (terminal) year of employment is offered.

Foreign nationals who lack permanent residency status may be appointed to a senior rank and approved for tenure, if appropriate, but the university will not grant tenure in the absence of permanent residency.

## 2 Clinical Faculty

Clinical faculty members serve in appointments totaling 50% or more annual employment to the college. The primary responsibility of these faculty members will normally include clinical, didactic, and laboratory instruction and, in some cases, clinic administration. Some scholarship is required.

Appointment of clinical faculty entails a three-, four- or five-year contract. The initial contract is probationary, with reappointment considered annually. Tenure is not granted to clinical faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. If the college wishes to consider contract renewal, a formal review of the faculty member is required in the penultimate year of the current contract period. For more information see Faculty Rule 3335-7 (<http://trustees.osu.edu/rules/university-rules.html>).

**Instructor of Clinical Dentistry.** Appointment is normally made at the rank of instructor of clinical dentistry when the appointee has not completed the requirements for the terminal degree (DDS/DMD, or the equivalent; PhD, MD, EdD; or MS or the equivalent for dental hygiene) or not obtained the required licensure/certification at the time of appointment. The college will make every effort to avoid such appointments. An appointment at the instructor level is limited to a four-year contract. In such cases, if the instructor has not completed requirements for promotion to the rank of assistant professor by the beginning of the penultimate year of the contract period, a new contract will not be considered even if performance is otherwise adequate and the position itself will continue.

**Assistant Professor of Clinical Dentistry.** A terminal degree (DDS/DMD, or the equivalent; PhD, MD, EdD; or MS or the equivalent for dental hygiene), and the required licensure/certification, if appropriate in his/her area of clinical expertise, are the minimum requirements for appointment at the rank of assistant professor of clinical dentistry. Evidence of ability to teach is required and to produce scholarship is desirable. In clinical areas where appropriate, board certification is a positive factor.

**Associate Professor of Clinical Dentistry and Professor of Clinical Dentistry.** Appointment at the rank of associate professor of clinical dentistry or professor of clinical dentistry requires that the individual have the required licensure/certification in his/her area of clinical expertise, and meet, at a minimum, the college's criteria — in teaching, professional practice and other service, and scholarship — for promotion to these ranks. In clinical areas where appropriate, board certification is a positive factor.

### **3 Research Faculty**

Appointment of research faculty entails one- to five-year contracts. The initial contract is probationary, with reappointment considered annually. Tenure is not granted to research faculty. There is also no presumption that subsequent contracts will be offered, regardless of performance. If the college wishes to consider contract renewal, a formal review of the faculty member is required in the penultimate year of the current contract period. For more information see Faculty Rule 3335-7 (<http://trustees.osu.edu/rules/university-rules.html>).

**Research Assistant Professor.** Appointment at the rank of research assistant professor requires that the individual have a doctorate and a record of high-quality publications that strongly indicate the ability to sustain an independent, externally funded research program. The individual is expected to currently have grant funding or to submit a grant application within one year of appointment. The grant or grant application will be competitive and peer-reviewed, analogous to an NIH R03, R21, R01 or NSF grant.

**Research Associate Professor and Research Professor.** Appointment at the rank of research associate professor or research professor requires that the individual have a doctorate and meet, at a minimum, the college's criteria for promotion to these ranks.

### **4 Associated Faculty**

Associated faculty appointments are made for up to three years in length and at 49% FTE or below (<http://oaa.osu.edu/assets/files/documents/facultyappointments.pdf>).

**Assistant Professor, Associate Professor, Professor.** Appointment of associated faculty at tenure-track titles is for individuals at 49% FTE or below, either compensated or uncompensated. The rank of the associated faculty member with a tenure-track title is determined by applying the criteria for appointment of tenure-track faculty. Associated faculty members with a tenure-track title are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track faculty.

**Clinical Instructor of Practice, Clinical Assistant Professor of Practice, Clinical Associate Professor of Practice, Clinical Professor of Practice.** Associated clinical appointments may be salaried or non-salaried. Associated clinical rank is determined by applying the criteria for appointment of clinical faculty. Associated clinical faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of clinical faculty.

**Adjunct Assistant Professor, Adjunct Associate Professor, Adjunct Professor.** Adjunct appointments are rarely compensated. Adjunct faculty appointments are given to individuals who give some academic service to the college, such as teaching a course or collaborating in scholarship activities, for which a faculty title is appropriate. Adjunct faculty rank is determined by applying the criteria for appointment of tenure-track faculty. Adjunct faculty members are eligible for promotion (but not tenure) and the relevant criteria are those for promotion of tenure-track faculty.

**Visiting Instructor, Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor.**

Visiting faculty appointments may either be salaried or non-salaried. Visiting faculty members on leave from a academic appointment at another institution are appointed at the rank held in that position. The rank at which other (non-faculty) individuals are appointed is determined by applying the criteria for appointment of tenure-track faculty. Visiting faculty members are not eligible for tenure or promotion. They may not be reappointed for more than three consecutive years at 100% FTE.

**5 Courtesy Appointments for Faculty**

Occasionally the active academic involvement in the College of Dentistry by a faculty member from another department at Ohio State warrants the offer of a 0% FTE (courtesy) appointment in the college. Appropriate active involvement includes collaboration in scholarship activities, graduate student advising, teaching some or all of a course from time to time, substantial other academic service, or a combination of these. A courtesy appointment is made at the individual's current Ohio State rank, with promotion in rank recognized.

**B Procedures**

See the Faculty Policy on Faculty Recruitment and Selection and the Policy on Faculty Appointments in the Office of Academic Affairs [Policies and Procedures Handbook](http://oaa.osu.edu/handbook.html) (<http://oaa.osu.edu/handbook.html>) for information on the following topics:

- Recruitment of tenure-track, clinical and research faculty.
- Appointments at senior rank or with prior service credit.
- Hiring faculty from other institutions after April 30.
- Appointment of foreign nationals.
- Letters of offer.

**1 Tenure-track Faculty**

A national search is required to ensure a diverse pool of highly qualified candidates for all tenure-track positions. Exceptions to this policy must be approved by the dean and the Office of Academic Affairs in advance. Search procedures must be consistent with the university policies set forth in the most recent update of [A Guide to Effective Searches](http://www.hr.osu.edu/hrpubs/guidesearches.pdf) ([www.hr.osu.edu/hrpubs/guidesearches.pdf](http://www.hr.osu.edu/hrpubs/guidesearches.pdf)).

Searches for tenure-track faculty proceed as follows:

The dean provides a written approval for the division chair to commence a search process. This approval may or may not be accompanied by constraints with regard to salary, rank, and field of expertise. The dean appoints the search committee and its chair, in consultation with the division chair. The search committee consists of three or more faculty who reflect the field of expertise that is the focus of the search (if relevant) as well as other fields within the division. The dean may appoint faculty from other divisions in the college and from other colleges who could benefit the search process. The dean may also appoint students, residents, part-time faculty, and others as appropriate who could benefit the search process.

The search committee:

- Appoints a Diversity Advocate who is responsible for providing leadership in assuring that vigorous efforts are made to achieve a diverse pool of qualified applicants.

- Develops a search announcement for internal posting in the university Personnel Postings through the Office of Human Resources Employment Services ([www.hr.osu.edu/](http://www.hr.osu.edu/)) and external advertising, subject to the division chair's approval. The announcement will be no more specific than is necessary to accomplish the goals of the search, since an offer cannot be made that is contrary to the content of the announcement with respect to rank, field, and credentials. In addition, timing for the receipt of applications will be stated as a preferred date, not a precise closing date, in order to allow consideration of any applications that arrive before the conclusion of the search.
- Develops and implements a plan for external advertising and direct solicitation of nominations and applications. If there is any likelihood that the applicant pool will include qualified foreign nationals, the search committee must assure that at least one print (as opposed to online) advertisement appears in a location likely to be read by qualified potential applicants. The university does not grant tenure in the absence of permanent residency, and strict U. S. Department of Labor guidelines do not permit sponsorship of foreign nationals for permanent residency unless the search process resulting in their appointment to a tenure-track position included an advertisement in a field-specific nationally circulated professional journal.
- Screens applications (which include CV's) and letters of recommendation and presents to the dean a summary of those applicants (usually three to five) judged worthy of interview. If the dean agrees with this judgment, on-campus interviews are arranged by the search committee chair, assisted by the dean's office. If the dean does not agree, the division chair in consultation with the dean determines the appropriate next steps (solicit new applications, review other applications already received, or suspend the search).
- In some cases, such as the search for a division chair or an associate dean, off-campus interviews may be necessary. The procedures for off-campus interviews are developed by the search committee in consultation with the dean. Following completion of the off-campus interviews, the remainder of the process proceeds as described below when on-campus interviews are completed.

On-campus interviews with candidates must include opportunities for interaction with and feedback from faculty groups, including the search committee; students/residents; the division chairs; and the dean or designee. In addition, all candidates make a presentation to the faculty and others on their scholarship and area of expertise, which may be administration. All candidates interviewing for a particular position must follow the same interview format.

Following completion of on-campus interviews, the search committee meets to discuss perceptions and preferences, and to vote on each candidate. The chair of the search committee prepares a report on the strengths and weaknesses of the candidates judged by the committee to be worthy of consideration by the dean. This report is submitted to the dean without a ranking of the candidates.

If the offer involves senior rank, the eligible faculty members review the CV and external letters of recommendation, and vote also on the appropriateness of the proposed rank. Five letters from external evaluators are required for review, following the same protocol for promotion of currently appointed tenure-track faculty to senior ranks. If the offer may involve prior service credit, the eligible faculty members vote on the appropriateness of such credit. The chair of the Appointments, Promotion and Tenure Committee reports a recommendation on the appropriateness of the proposed rank or the appropriateness of prior service credit to the dean.

In the event that more than one candidate achieves the level of support required to extend an offer, the dean decides which candidate to approach first. The details of the offer, including compensation, are determined by the dean.

Potential appointment of a foreign national who lacks permanent residency must be discussed with the Office of International Affairs. The university does not grant tenure in the absence of permanent residency status. The college will therefore be cautious in making such appointments and vigilant in assuring that the appointee seeks residency status promptly and diligently.

## **2 Clinical Faculty**

Searches for clinical faculty generally proceed identically as for tenure-track faculty, with the exception that the candidate's presentation during the on-campus interview is on clinical/professional practice rather than scholarship, and exceptions to a national search only requires approval by the dean.

## **3 Research Faculty**

Searches for research faculty generally proceed identically as for tenure-track faculty, with the exception that during the on-campus interview the candidate is asked to make a research presentation, and exceptions to a national search only require approval by the dean.

## **4 Transfer from the Tenure-track**

Tenure-track faculty may transfer to a clinical or research appointment if appropriate circumstances exist. Tenure is lost upon transfer, and transfers must be approved by the division chair, the dean, and the executive vice president and provost.

The request for transfer must be initiated by the faculty member in writing and must state clearly how the individual's career goals and activities have changed.

Transfers from the clinical or from the research appointment to the tenure-track are not permitted. Clinical faculty members and research faculty members may apply for tenure-track positions and compete in national searches for such positions.

## **5 Associated Faculty**

The appointment, review, and reappointment of all compensated associated faculty is decided by the division chair in consultation with the dean.

Appointment of non-salaried adjunct or visiting faculty may be proposed by any faculty member in the college. If the proposal is acceptable to the division chair, the division chair in consultation with the dean extends a verbal offer and the dean extends the formal, written offer.

Associated faculty appointments are generally made for a period of up to three years, unless a shorter period is appropriate to the circumstances. All associated faculty appointments expire at the end of the appointment term and must be formally renewed to be continued. Adjunct appointments may be renewed only when the non-salaried academic service for which the appointment was made continues. Visiting appointments are limited to three consecutive years at 100% FTE. Lecturer appointments are usually made on a semester by semester basis.

Associated faculty for whom promotion is a possibility follow the promotion guidelines and procedures for faculty (see Appointment Criteria above), with the exception that if the dean's recommendation is negative it does not proceed to the university level.

## **6 Courtesy Appointments for Faculty**

Any division faculty member may propose a 0% FTE (courtesy) appointment for a tenure-track, clinical, or research faculty member from another Ohio State department. A proposal that describes the non-salaried academic service to the division justifying the appointment is considered at a division faculty meeting. If the proposal is approved by the division chair, the dean extends an offer of appointment. The division chair reviews all courtesy appointments every three years to determine whether they continue to be justified, and takes recommendations for nonrenewal to the dean.

## **V Annual Review Procedures**

The college follows the requirements for annual reviews as set forth in the Faculty Annual Review Policy (<http://oaa.osu.edu/assets/files/documents/annualreview.pdf>).

The annual reviews of every faculty member are based on (1) performance in teaching, scholarship, and service, in relation to the percent effort allocated, (2) on any additional assignments and goals specific to the individual, and (3) on criteria for the rank and on progress toward promotion where relevant.

The documentation required for the annual performance review of every faculty member is described under Merit Salary Increases below. This material must be submitted to the division chair no later than April 30.

The annual review letter must include a reminder (per Faculty Rule 3335-3-35 (<http://trustees.osu.edu/rules/university-rules.html>)) that all faculty have the right (per Faculty Rule 3335-5-04 [<http://trustees.osu.edu/rules/university-rules.html>])) to view their primary personnel file and to provide written comment on any material therein for inclusion in the file.

## **A Probationary Tenure-track Faculty**

Every probationary tenure-track faculty member is reviewed annually by the division chair, who meets with the faculty member to discuss his or her performance, and future plans and goals; and prepares a written evaluation that includes a recommendation on whether to renew the probationary appointment.

If the division chair recommends renewal of the appointment, this recommendation is final. The division chair's annual review letter to the faculty member renews the probationary appointment for another year and includes content on future plans and goals. The faculty member may provide written comments on the review. The division chair's letter (along with the faculty member's comments, if received) is forwarded to the dean. In addition, the annual review letter becomes part of the cumulative dossier for promotion and tenure (along with the faculty member's comments, if he or she chooses).

If the division chair recommends nonrenewal, the Fourth-Year Review process (per Faculty Rule 3335-6-04 [<http://trustees.osu.edu/rules/university-rules.html>])) is invoked. Following completion of the comments process, the complete dossier is reviewed by the dean who makes the final decision on renewal or nonrenewal of the probationary appointment.

## **1 Fourth-Year Review**



The fourth-year review of probationary faculty is different from preceding annual reviews in that it requires consideration by the eligible faculty, and recommendation of reappointment or nonrenewal of appointment by the dean must be forwarded to the provost who makes the final decision. The format for documentation and procedures for submission follow that for review for promotion and tenure.

Probationary faculty members seeking a renewal of appointment for the fifth year must present a dossier to the Appointments, Promotion and Tenure Committee by August 1 of the fourth year. The dossier must contain the elements required by the University for a fourth-year review (<http://oaa.osu.edu/assets/files/documents/annualreview.pdf>).

The division chair should submit his/her letter of recommendation for the fourth-year review to the Appointments, Promotion and Tenure Committee by the August 1 deadline.

External evaluations are only solicited when the division chair, in consultation with the chair of the Appointments, Promotion and Tenure Committee, determine that they are necessary to conduct the Fourth-Year Review. This may occur when the candidate's scholarship is in an emergent field, is interdisciplinary, or the Appointments, Promotion and Tenure Committee does not feel otherwise capable of evaluating the scholarship without outside input.

The Appointments, Promotion and Tenure Committee will review the dossier for completeness and consistency.

During October, all eligible faculty (above the rank of the probationary faculty member) will have an opportunity to review the dossier online or in the dean's office and provide written commentary for discussion at the meeting of the eligible faculty.

The chair of the Appointments, Promotion and Tenure Committee will call for and lead a meeting of the eligible faculty at which discussion of the candidate's credentials and a vote on the candidate's suitability for reappointment will occur. The guidelines for the review are delineated at this meeting by the chair.

The chair of the Appointments, Promotion and Tenure Committee will present to the assembled eligible voting faculty an in-depth analysis of the candidate's strengths and weaknesses, with attention to the candidate's adequacy in meeting the standards in teaching, scholarship, and service. These comments will provide a starting point for a discussion of the candidate by the assembled eligible faculty, prior to a vote of that body. The results of the vote, summaries of the Appointments, Promotion and Tenure Committee's analysis, and the discussion by the eligible faculty will be forwarded in a confidential letter to the dean by the first week of December.

The letter written by the Appointments, Promotion and Tenure Committee for the candidate will become a part of the candidate's dossier. The dean will then perform a review. Regardless of whether the review is favorable or unfavorable, the probationary faculty member will be notified by the dean of the outcome and will have the option of having ten calendar days from the date of notification to submit a written comment. Any comment from the candidate, along with the dean's response, will become part of the dossier, which is then submitted to the provost. Only one iteration of the comment process is permitted.

The dossier is also retained as a part of the faculty member's records. It becomes available to the Appointments, Promotion and Tenure Committee and the eligible faculty during the sixth-year review process.

## **2 Exclusion of Time from Probationary Period**

Faculty Rule 3335-6-03 (D) (<http://trustees.osu.edu/rules/university-rules.html>) sets forth the conditions under which a probationary tenure-track faculty member may exclude time from the probationary period. Additional procedures and guidelines can be found in the Office of Academic Affairs Policies and Procedures Handbook (<http://oaa.osu.edu/handbook.html>).

## **B Tenured Faculty**

Associate professors and professors are reviewed annually by the division chair. The chair conducts an independent assessment of performance based on the criteria for the rank and identified goals, then meets with the faculty member to discuss his/her performance and future plans and goals, and prepares a written evaluation on these topics, which is submitted to the dean. The faculty member may provide written comments on the review.

## **C Clinical Faculty**

The annual review process for clinical probationary and nonprobationary faculty is identical to that for tenure probationary and tenured faculty, although the standards or criteria vary.

In the penultimate contract year of a clinical faculty member's appointment, the division chair and dean must determine whether the position held by the faculty member will continue. If the position will not continue, the faculty member is informed that the final contract year will be a terminal year of employment. The standards of notice set forth in Faculty Rule 3335-6-08 (<http://trustees.osu.edu/rules/university-rules.html>) must be observed.

If the position will continue, a formal performance review for reappointment is necessary in the penultimate contract year to determine whether the faculty member will be offered a new contract. This review proceeds in the manner described in section VII.B.2 on page 22. External letters of evaluation are not solicited. There is no presumption of renewal of contract.

## **D Research Faculty**

The annual review process for research probationary and nonprobationary faculty is identical to that for tenure probationary and tenured faculty, although the standards or criteria vary.

In the penultimate contract year of a research faculty member's appointment, the division chair must determine whether the position held by the faculty member will continue. In cases where the PI is providing salary support, the division chair will consult the PI. If the position will not continue, the faculty member is informed that the final contract year will be a terminal year of employment. The standards of notice set forth in Faculty Rule 3335-6-08 (<http://trustees.osu.edu/rules/university-rules.html>) must be observed.

If the position will continue, a formal performance review for reappointment is necessary in the penultimate contract year to determine whether the faculty member will be offered a new contract. This review proceeds identically to the Fourth-Year Review procedures for tenure-track faculty. External letters of evaluation are solicited. There is no presumption of renewal of contract.

## **VI Merit Salary Increases and Other Rewards**

### **A Criteria**

Except when the university dictates any type of across the board salary increase, all funds for annual salary increases are directed toward rewarding meritorious performance and assuring, to the extent possible given financial constraints, that salaries reflect the market and are internally equitable.

On occasion, one-time cash payments or other rewards, such as extra travel funds, are made to recognize non-continuing contributions that justify reward but do not justify permanent salary increases. Such payments/rewards are considered at the time of annual salary recommendations.

Meritorious performance in teaching, scholarship, and service are assessed in accordance with the same criteria that form the basis for promotion decisions and reappointment decisions for clinical faculty. The college research incentive plan ([https://dentalintranet.osu.edu/system/files/college\\_of\\_dentistry\\_research\\_incentives\\_policy.pdf](https://dentalintranet.osu.edu/system/files/college_of_dentistry_research_incentives_policy.pdf)) will be followed. The time frame for assessing performance will be the past 12 months, with attention to patterns of increasing or declining productivity over the past three years. Faculty with high-quality performance in all three areas of endeavor and a pattern of consistent professional growth will necessarily be favored. Faculty members whose performance is unsatisfactory in one or more areas are likely to receive minimal or no salary increases.

Faculty who fail to submit the required documentation for an annual review at the required time will receive no salary increase in the year for which documentation was not provided, except in extenuating circumstances, and may not expect to recoup the foregone raise at a later time.

## **B Procedures**

The division chair recommends annual salary increases and other performance rewards to the dean, who may modify these recommendations. Salary increases are formulated in percent rates or dollar amounts, with the goal of distributing available funds in a manner that achieves a distribution that reflects the merits of college faculty. The dean considers the continuing productivity of the faculty member, along with market and internal equity issues as appropriate.

A faculty member who is dissatisfied with his/her salary adjustment should submit written justification to the division chair who will then discuss it with the dean. If the faculty member continues to be dissatisfied with the decision, he/she may be eligible to file a formal salary appeal. (See the Office of Academic Affairs Policies and Procedures Handbook, <http://oaa.osu.edu/handbook.html>.) The college's Faculty Salary Appeals document also provides guidance about this matter.

## **C Documentation**

The annual performance review of every faculty member requires that all documentation described below, including the two bulleted summary documents, be submitted to the division chair no later than June 1.

- College annual review documentation prepared using Research in View, showing performance in teaching, scholarship, and service for past year.
- Updated CV, following the standard College of Dentistry protocol.

Any published materials presented for consideration should be in the form of reprints, photocopies of journal articles, or other final form that documents actual publication. An author's manuscript does not document publication. Material accepted for publication but not yet published must be accompanied by a letter from the editor stating that the work has been unequivocally accepted and is in final form with no further revisions needed.

Under no circumstances should faculty solicit evaluations from any party for purposes of the annual review, as such solicitation places its recipient in an awkward position and produces a result that is unlikely to be candid.

The time period covered by the documentation described below is the previous 12 months.

## **1 Teaching**

The college has many teaching venues. For example, students are taught in pre-clinical laboratories, lectures, seminars, individual instruction, small group tutorials, remediation sessions, clinics, and continuing education. Some students are mentored and directed in research and other scholarship activities.

The following documents are appropriate for evaluation of teaching:

Cumulative SEI reports (Student Evaluation of Instruction computer-generated summaries prepared by the Office of the University Registrar) for classes taught.

Peer evaluation of teaching reports as required by the division's peer evaluation of teaching program (details provided in section X of this document). The different teaching roles for faculty (such as course director, lecturer, bench instructor, or mentor) will receive due consideration for evaluation of teaching.

Other relevant documentation of teaching may also be submitted when appropriate. Examples include evidence of teaching innovation, production of substantial new course materials, teaching awards, outcomes from national board examinations, and student evaluations of clinical teaching.

## **2 Scholarship**

The College of Dentistry recognizes that faculty scholarship can have many forms, such as traditional data-driven laboratory and clinical research, research in educational methods and technology, and publication of books/manuals that present new information. The more general criterion of *scholarship* is used instead of *research* for faculty evaluation. The following documents are appropriate for evaluation of scholarship:

Copies of scholarly works, including pedagogical works, published or accepted for publication. A scholarly or pedagogical work accepted for publication but not yet published must be accompanied by a letter from the editor stating that it has been unequivocally accepted and is in final form with no further revisions needed. An accepted but unpublished work submitted for consideration in a given annual review may not be resubmitted after publication for consideration in a future annual review.

Documentation of grants and contracts awarded, including role on the grant (PI, Co-I or other), source, duration and amount of funding.

Other documentation also demonstrating evidence of scholarly activity, such as published abstracts for presentations at professional/scientific society meetings, published reviews including publications where one's work is favorably cited, and grant applications and contract proposals that have been submitted.

Copies of all scholarly papers published or accepted for publication. Papers accepted for publication but not yet published must be accompanied by a letter from the editor stating that the paper has been unequivocally accepted and is in final form with no further revisions needed.

### **3 Service**

The following documents are appropriate for evaluation of service:

Documentation of traditional division, college, and university service; service outside of the university (e.g., committees for professional organizations, reviewing for journals, and editorial board memberships); and patient care.

Documentation of other activities making a contribution to the college mission and the image of the University, including community service in dental-related and appropriate non-dental organizations.

## **VII Promotion and Tenure Reviews, Promotion Reviews, and Reappointment Reviews**

### **A Criteria**

Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.html>) provides the following context for promotion and tenure and promotion reviews:

In evaluating the candidate's qualifications in teaching, scholarship, and service, reasonable flexibility shall be exercised, balancing, where the case requires, heavier commitments and responsibilities in one area against lighter commitments and responsibilities in another. In addition, as the university enters new fields of endeavor, including interdisciplinary endeavors, and places new emphases on its continuing activities, instances will arise in which the proper work of faculty members may depart from established academic patterns. In such cases care must be taken to apply the criteria with sufficient flexibility. In all instances superior intellectual attainment, in accordance with the criteria set forth in these rules, is an essential qualification for promotion to tenured positions. Clearly, insistence upon this standard for continuing members of the faculty is necessary for maintenance and enhancement of the quality of the university as an institution dedicated to the discovery and transmission of knowledge.

In the College of Dentistry, the effort allocation as determined by the division chair will have primary importance in considering faculty performance for the review processes in the following sections.

#### **1 Promotion to Associate Professor with Tenure**

Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.html>) provides the following general criteria for promotion to associate professor with tenure:

The awarding of tenure and promotion to the rank of associate professor must be based on convincing evidence that the faculty member has achieved excellence as a teacher, as a scholar, and as one who provides effective service; and can be expected to continue a program of high-quality teaching, scholarship, and service relevant to the mission of the academic unit(s) to which the faculty member is assigned and to the university.

Tenure is not awarded below the rank of associate professor at The Ohio State University.

The award of tenure is a commitment of lifetime employment. It is therefore essential to evaluate and judge the probability that faculty, once tenured, will continue to develop professionally and contribute to the college's academic mission at a high level for the duration of their time at the university. It is the expectation of the university and the College of Dentistry that all faculty promoted to associate professor with tenure are on a trajectory that will result in them achieving the rank of professor.

Every candidate is held to a high standard of excellence in all aspects of performance. Accepting weakness in any aspect of performance in making a tenure decision is tantamount to deliberately handicapping the college's ability to perform and to progress academically. Above all, candidates are held to a very high standard of excellence in the areas central to their responsibilities. For example, if a candidate's primary teaching role is and will continue to be pre-professional teaching, then excellence in pre-professional teaching is required. A mediocre performance in this area would not be adequately counterbalanced by excellent performance in another aspect of teaching that is a significantly smaller part of the individual's responsibilities.

Excellence in teaching, scholarship, and service are moreover defined to include professional ethical conduct in each area of responsibility, consistent with the American Association of University Professors' Statement on Professional Ethics (<http://www.aaup.org/AAUP/pubsres/policydocs/contents/statementonprofessionalethics.htm>).

The accomplishments listed below in the areas of teaching, scholarship, and service are expected of faculty for promotion to associate professor with tenure. In the evaluation of untenured associate professors for tenure, the same criteria apply, along with any others established in writing at the time a senior rank appointment without tenure was offered.

Candidates must document that they are likely to provide a long-term contribution to the college and university mission in teaching, scholarship, and service. The standards presented here are intended to provide candidates and their division chairs with general goals and guidance for faculty development during the probationary period. The following standards represent basic performance levels and do not guarantee tenure and/or promotion. To reiterate, quantity and quality of activity in one area cannot substitute for requirements in another area.

### Scientist

For the scientist, the candidate is expected to provide evidence of teaching, scholarship and service as follows:

- 1) Evidence of teaching must include:
  - a. Demonstration of effective skills as a teacher, including evidence of achieving a level of excellence in teaching through student reviews, peer reviews, reports from Peer Review of Teaching Committees, and outcomes.
  - b. Participation in teaching activities to a degree that is consistent with division goals and adequate in quantity and frequency to permit a fair and meaningful evaluation of the candidate's skills and development. The quantity and role of teaching will be considered.
- 2) Evidence of scholarship must include:
  - a. Demonstration of an independent scholarly program that is likely to be sustainable and establishes the candidate's expertise and ability.
  - b. Primary authorship of scholarly publications that are predominantly data-based appearing in well-respected refereed journals.
  - c. Nationally competitive peer-reviewed funding from federal entities (e.g., NIH or NSF), charitable foundations, industry, and/or other highly regarded entities.

Publications should indicate sustained productivity and allow evaluation of scholarship by internal and external reviewers. The number of publications will vary with the work and discipline.

- 3) Evidence of service must include:
  - a. Participation on college and/or university committees during most of the time in rank.
  - b. Membership in professional organizations and contributions to professional activities outside of the university.

### Clinician Scholar

For the clinician scholar, the candidate is expected to provide evidence of teaching, scholarship and service as follows.

- 1) Evidence of teaching must include:
  - a. Demonstration of effective skills as a teacher, including evidence of achieving a level of excellence in teaching through student reviews, peer reviews, reports from Peer Review of Teaching Committees, and outcomes.
  - b. Participation in teaching activities to a degree that is consistent with division goals and adequate in quantity and frequency to permit a fair and meaningful evaluation of the candidate's skills and development. The quantity and role of teaching will be considered.
  - c. Course directorship, which includes oversight on preparation and distribution of course materials, management of lecture/laboratory schedules, and conducting of all examinations.
- 2) Evidence of scholarship must include:
  - a. Demonstration of an independent scholarly program that is likely to be sustainable and establishes the candidate's expertise and ability.
  - b. Primary or major authorship of scholarly publications that include a significant portion that is data-based, appearing in well-respected refereed journals.
  - c. Competitive peer-reviewed funding from federal entities (e.g., NIH or NSF), charitable foundations, industry, university/college granting body, and/or other regarded entities.
- 3) Evidence of service must include:
  - a. Participation on college and/or university committees during most of the time in rank.
  - b. Membership in professional organizations and contributions to professional activities outside of the university.
  - c. Demonstration of outstanding clinical skill in patient care if appropriate (examples include board certification if applicable).

## **2 Promotion to Professor**

Faculty Rule 3335-6-02 (<http://trustees.osu.edu/rules/university-rules.html>) establishes the following general criteria for promotion to the rank of professor:

Promotion to the rank of professor must be based on convincing evidence that the faculty member has a sustained record of excellence in teaching; has produced a significant body of scholarship that is recognized nationally or internationally; and has demonstrated leadership in service.

The specific criteria in teaching, scholarship, and service for promotion to professor are similar to those for promotion to associate professor with tenure, with the added expectation of sustained accomplishment and quality of contributions, a record of continuing professional growth, and evidence of established national or international reputation in the field. International reputation of a candidate may be evidenced by invitations for presentations at international scientific conferences, educational institutions, and professional organizations.

The candidate for promotion to professor should be a college role model for less senior faculty, for students, and for the profession. The candidate must demonstrate excellence in teaching, scholarship, and service in accordance with the goals and mission of the college and university. The candidate for professor must have achieved a national reputation in teaching, scholarship and service. International reputation in these areas is highly desirable. The standards presented here are intended to provide the candidates and their division chairs with general goals and guidance for faculty development during the post-tenure period. The following standards represent basic performance levels and do not guarantee promotion.

### Scientist

For the scientist, the candidate is expected to provide evidence of teaching, scholarship and service as follows:

- 1) Evidence of teaching ability must include:
  - a. Demonstration of effective skills as a teacher.
  - b. Demonstration of a sustained level of excellence in teaching.
  - c. Mentoring of PhD students or postdoctoral researchers or faculty.

Evidence is provided through student course evaluations (SEI), peer reviews of lectures, and outcomes.

- 2) Evidence of scholarship must include:
  - a. A sustained and continuous record of scholarship throughout the post-tenure period that is recognized as excellent by peers.
  - b. Primary authorship of scholarly publications that are predominantly data-based appearing in well-respected, refereed journals.
  - c. Major responsibility for the design and execution of the candidate's scholarly program.
  - d. Sustained nationally competitive peer-reviewed funding from federal entities (e.g., NIH or NSF), charitable foundations, industry, and/or other highly regarded entities.
  - e. Invitations to participate in scientific presentations and forums, or to contribute to publications in the discipline.
  - f. Publications with PhD students, postdoctoral researchers, and faculty as a mentoring outcome.

Publications should indicate sustained productivity and allow evaluation of scholarship by internal and external reviewers. The number of post-tenure publications will vary with the work and discipline.

- 3) Evidence of service must include:
  - a. Leadership role on college and/or university committees with significant, recognized contributions.
  - b. Leadership role in professional organizations outside the university with major recognized contributions.
  - c. Participation in study sections or equivalent reviewing bodies for grant applications (e.g., NIH or NSF), if appropriate to the candidate's field of research.
  - d. Peer-reviewing of manuscripts for journals with national/international reputations, and/or membership on editorial boards.

### Clinician Scholar



For the clinician scholar, the candidate is expected to provide evidence of teaching, scholarship and service as follows:

- 1) Evidence of teaching must include:
  - a. Demonstration of effective skills as a teacher, including a sustained level of excellence in teaching through predoctoral student reviews, reviews by residents, peer reviews and outcomes.
  - b. Significant contributions in the following areas:
    - i. Advancing the teaching program through curriculum revision.
    - ii. Management of a significant portion of the teaching program.
    - iii. Mentoring predoctoral or master's students.
    - iv. Developing and presenting continuing college-sponsored education.
- 2) Evidence of scholarship must include:
  - a. A sustained and continuous record of scholarship throughout the post-tenure period that is recognized as excellent by peers.
  - b. Primary or major authorship of scholarly publications that include a significant portion that is data-based appearing in well-respected refereed journals.
  - c. Major responsibility for the design and execution of the candidate's scholarly program.
  - d. Sustained competitive peer-reviewed funding from federal entities (e.g., NIH or NSF), charitable foundations, industry, university/college granting body, and/or other regarded entities.

Publications should indicate sustained productivity and allow evaluation of scholarship by internal and external reviewers. The number of post-tenure publications will vary with the work and discipline.

- 3) Evidence of service must include:
  - a. Participation in graduate education activities, with Category M faculty status from the Graduate School. (See <http://www.gradsch.ohio-state.edu/15.3-category-level.html>)
  - b. Leadership role on college and/or university committees with significant, recognized contributions.
  - c. Leadership role in professional organizations outside the university with major recognized contributions.
  - d. Peer-reviewing of manuscripts for journals with national/international reputations, and/or memberships on editorial boards.
  - e. Demonstration of excellent clinical service in patient care if appropriate.

**3 Clinical Faculty (Clinician Educator)** — (See page 22 for reappointment without promotion for clinical faculty)

Criteria by faculty category are as follows: (The College of Dentistry does not appoint Clinical Faculty to the rank of Instructor.)

A) Promotion to Associate Professor of Clinical Dentistry

For the clinician educator, the candidate is expected to provide evidence of teaching, scholarship and service as follows:

- 1) Evidence of teaching must include as appropriate:
  - a. Demonstration of effective skills as a teacher, including evidence of a level of excellence in teaching through student/resident reviews, peer reviews, teaching committee input, and outcomes.

- b. Significant contributions to advancing the teaching program as a course director or through management of major teaching offerings.
  - c. Demonstration of innovation of teaching methodology.
  - d. Demonstration of excellence in college-sponsored continuing education.
- 2) Evidence of scholarship must be demonstrated with publications and presentations that are one or more of the following: data-based, laboratory or clinical technique, literature review, case report, educational methods, or novel teaching materials.
- 3) Evidence of service must include:
- a. Participation on college and/or university committees during most of the time in rank; or
  - b. Participation in professional or educational organizations and contributions to professional activities outside of the university.

Board certification, if applicable, is an indicator of clinical skill in patient care service, and carries weight for promotion.

When considering the dossier for promotion (or for reappointment without promotion) of a clinical faculty member holding a formal (e.g., director) administrative position, evidence of accomplishments is required in the administrative role, which is considered to be principally service, although teaching and scholarship may be involved. This evidence is given weight proportionate to the time required to fulfill the administrative role.

#### B) Promotion to Professor of Clinical Dentistry

For the clinician educator, the candidate is expected to provide evidence of teaching, scholarship and service as follows:

- 1) Evidence of teaching must include:
- a. Demonstration of effective skills as a teacher, including evidence of a sustained level of excellence from student/resident reviews, peer reviews, teaching committee input, and outcomes.
  - b. Significant contributions to advancing the teaching program through curriculum revision.
  - c. Management of a major portion of the teaching program.
  - d. Demonstration of sustained excellence in college-sponsored continuing education.
  - e. Demonstration of innovation of teaching methodology.
- 2) Evidence of scholarship must be demonstrated with sustained peer-reviewed publications and presentations that are one or more of the following: data-based, laboratory or clinical technique, literature review, case report, educational methods, or novel teaching materials
- 3) Evidence of service must include:
- a. Leadership on college and/or university committees during time in rank.
  - b. Leadership in professional organizations outside of the university.

Board certification, if applicable, is an indicator of clinical skill in patient care service, and carries weight for promotion.

When considering the dossier for promotion (or for reappointment without promotion) of a clinical faculty member holding a formal (e.g., director) administrative position, evidence of accomplishments is required in the administrative role, which is considered to be principally service, although teaching and

scholarship may be involved. This evidence is given weight proportionate to the time required to fulfill the administrative role.

#### **4 Research Faculty**

Research faculty members serve in appointments totaling 50% or more annual employment to the college. The primary responsibility of these faculty members will be to conduct research. A research faculty member may, but is not required to, participate in limited educational activities in the area of his/her expertise. Teaching opportunities for research faculty, however, must be approved by a majority vote of the tenure-track faculty in a meeting of the entire tenure-track faculty.

- A) Promotion to Research Associate Professor requirements:
  - 1) Evidence of sustained scholarship with recognized expertise.
  - 2) Primary or senior authorship of scholarly publications in quality refereed journals reporting data-based research.
  - 3) PI of funded research that has provided salary support for Research Assistant Professor position.
  - 4) Focus of research established with independence.
  - 5) Service on dissertation committee of at least one PhD student. P graduate faculty status requires approval of the Graduate Studies Committee and the Graduate School.
  - 6) Some service at the college, university, national, or international level.
  
- B) Promotion to Research Professor requirements:
  - 1) Sustained scholarship judged excellent by peers.
  - 2) Substantial primary or senior authorship of scholarly publications in quality refereed journals reporting data-based research.
  - 3) Major responsibility for design and execution of scholarship.
  - 4) Sustained funding from competitive peer-reviewed sources as PI, such as federal entities (e.g., NIH or NSF), charitable foundations, industry, and/or other highly regarded entities.
  - 5) Invitations to scientific presentations, forums or publications.
  - 6) Mentoring PhD students, postdoctoral researchers and faculty.
  - 7) Leadership in college, university, national or international research committees or organizations.

#### **5 Associated Clinical Faculty**

Associated clinical faculty members are faculty members of the college on a special appointment. To be eligible for promotion, faculty must be employed by the college for a minimum of 1/2 day per week. The promotion of associated clinical faculty has the same criteria as the respective promotion for clinical faculty.

#### **B Procedures**

The college's procedures for promotion and tenure and promotion reviews are fully consistent with those set forth in Faculty Rule 3335-6-04 (<http://trustees.osu.edu/rules/university-rules.html>) and the Office Academic Affairs annually updated procedural guidelines for promotion and tenure reviews found in Volume 3 of the [Policies and Procedures Handbook](http://oaa.osu.edu/handbook.html) (<http://oaa.osu.edu/handbook.html>). The following sections, which state the responsibilities of each party to the review process, apply to all faculty in the college.

**1 Timeline for Promotion and Tenure Reviews and Other Reviews** (The deadline is the following Monday when a specific date falls on the weekend.)

- August 1: Dossiers for fourth-year reviews, promotion reviews, tenure reviews, and reappointment reviews submitted to the dean's office. Division chairs submit lists of external evaluators, if required.
- August/  
September: Appointments, Promotion and Tenure Committee reviews dossiers and chair meets with candidates, if necessary.
- October: Eligible faculty have access to dossiers and submit written comments.
- Second Thursday:  
in November: Meeting of eligible faculty to vote on fourth-year reviews, promotions, tenure, and reappointments.
- December 1: Appointments, Promotion and Tenure Committee chair provides dean with letter reflecting faculty vote on each candidate.

## 2 Candidate Responsibilities

Candidates are responsible for submitting a complete, accurate dossier fully consistent with Office of Academic Affairs guidelines. Candidates should not sign the Office of Academic Affairs Candidate Checklist (<http://oaa.osu.edu/assets/files/documents/Form105.pdf>) without ascertaining that they have fully met the requirements set forth in the Office of Academic Affairs core dossier outline including, but not limited to, those on the OAA checklist.

If external evaluations are required, the candidate and division chair develop a list that is submitted to the Appointments, Promotion and Tenure Committee. The candidate may request the removal of names from the division chair's list, providing the reasons for the request. The division chair decides whether removal is justified, consulting with the chair of the Appointments, Promotion and Tenure Committee. (Also see External Evaluations below.) The final list must not contain more names from the candidate than the division chair.

Dossier checklist for candidates for August 1 submission to Appointments, Promotion and Tenure Committee:

- a. Record of Review for Promotion in Academic Rank/Tenure/Reappointment Form (most recently revised document – see <http://oaa.osu.edu/assets/files/documents/Form109.pdf>).
- b. Personal Statement letter to the college Appointments, Promotion and Tenure Committee outlining major accomplishments in the areas of teaching, scholarship, and service.
- c. Curriculum Vitae — The CV, which is submitted for the annual review, should follow the standard College of Dentistry protocol.
- d. Core dossier prepared using Research in View. The dossier should also contain administration responsibility information when appropriate and complete teaching information, which includes a detailed summary of the student evaluations and a detailed summary of the peer evaluations of teaching from the division peer review of teaching chair. Approved college forms for evaluation in the areas of course administration, lecturing, clinical teaching, laboratory, and seminar can be found at <https://dentalintranet.osu.edu/content/faculty-teaching-support>.
- e. Appendices: letters of acceptance for publications in press, representative reprints of publications.

### **3 Division Chair Responsibilities**

- a. Initiates the peer review process to evaluate the teaching effectiveness of the faculty candidate, which is included in the dossier for promotion and tenure, promotion, or reappointment.
- b. Provides a letter evaluating the faculty candidate for both mandatory and non-mandatory reviews. This letter should summarize achievements in teaching, scholarship, and service that reflect the criteria for which the candidate is seeking promotion or reappointment, and should explicitly state the degree of success or failure on the part of the candidate in meeting yearly goals in the areas of teaching, scholarship, and service that were established by the division chair and candidate. This letter is expected to provide an assessment of the faculty candidate and explain whether the candidate has met the effort allocation established by the division chair, along with reporting the achievement details (<http://oaa.osu.edu/assets/files/documents/AluttoP&T.pdf>).
- c. For promotions where substantial scholarship is involved, provides a list of potential external evaluators to the Appointments, Promotion and Tenure Committee.
- d. For a clinical faculty member applying for reappointment, the division chair appoints a review committee and identifies a committee chair from the eligible faculty in the division, who will coordinate the division evaluation of the reappointment dossier. The division chair, in consultation with the dean, will appoint eligible faculty from another division if needed to have a reviewing committee of at least three members. The review committee chair in the division for the faculty member applying for reappointment will convene a meeting of the review committee to discuss the dossier and vote on reappointment. The review committee chair will then prepare and submit a letter to the division chair that reports the discussion and vote by the review committee members, and which is signed by all committee members. This letter becomes part of the official dossier. For the first reappointment without promotion, the dossier is reviewed by all eligible faculty in the college at the same or higher rank. For subsequent reappointments without promotion, the dossier is only reviewed at the division level and presented directly to the dean for reappointment consideration.
- e. The initial decision about reappointment for a research faculty member is first made by the division chair, in consultation with the PI if he/she is providing salary support for the research faculty member (see section V.D on page 12). The division chair letter with the recommendation is then forwarded to the dean, who makes the final decision about reappointment.

### **4 Dean Responsibilities**

- a. Prepares a list of faculty requiring review by the Appointments, Promotion and Tenure Committee, and notifies respective faculty and their division chairs.
- b. Where relevant, verifies the prospective candidate's residency status. Faculty members who are neither citizens nor permanent residents of the United States may not undergo a non-mandatory review for tenure, and tenure will not be awarded as the result of a mandatory review until permanent residency status is established. Faculty members not eligible for tenure due to lack of citizenship or permanent residency are not considered for promotion by the college.
- c. Prepares copies of each candidate's dossier for review by the eligible faculty at least two weeks before the faculty meeting where specific cases are discussed and voted on.

- d. Prepares an independent letter assessing the performance of the faculty candidate that is submitted to the Provost (<http://oaa.osu.edu/assets/files/documents/AluttoP&T.pdf>). This letter contains a judgment of the overall contribution of the faculty member to the college, rather than a reiteration of performance details in the areas of teaching, scholarship, and service.

## **5 Appointments, Promotion and Tenure Committee Responsibilities**

- a. Committee reviews candidates' dossiers for completeness, accuracy (including citations), and consistency with Office of Academic Affairs requirements; works with candidates to assure that needed revisions are made in the dossier before the formal review process begins.
- b. Chair meets with each candidate for clarification as necessary and provides the candidate an opportunity to comment on his/her dossier. This meeting is optional at the discretion of the candidate, and is not an occasion to debate the candidate's record.
- c. Committee meets as a group to discuss each faculty candidate, and draft an analysis of the candidate's performance in teaching, scholarship, and service, which will be presented at a meeting of the eligible faculty.
- d. At a meeting of the eligible faculty, the chair reviews and analyzes the candidate's dossiers, indicating the extent to which the evidence meets established criteria/standards for promotion or tenure. This analysis will provide the starting point for a full and open discussion by the assembled eligible faculty of the candidate's documented accomplishments, followed by a vote of that body.
- e. Chair prepares and submits a letter to the dean not later than 2 weeks after the meeting of the eligible faculty (by approximately December 1). The letter will (1) enumerate the strengths and weaknesses of the candidate in the areas of teaching, scholarship, and service as indicated by the eligible faculty, (2) evaluate the dossier/achievements relative to the criteria of the rank to which the candidate aspires, (3) indicate the decision and vote of the eligible faculty, and (4) attest to the adherence of the process to the policies of the college and university. The letter is signed by the chair and all committee members, and will become part of the dossier.

### Additional responsibilities of the Appointments, Promotion and Tenure Committee:

- a. Review the college Appointments, Promotion and Tenure document annually and recommend proposed revisions to the faculty.
- b. Recommend to the dean appropriate rank for new appointments.
- c. Provide a written evaluation and recommendation to the dean in the case of joint appointees whose tenure-initiating unit is another college. The full eligible faculty does not vote on these cases since the division's recommendation must be provided to the other tenure-initiating unit substantially earlier than the Appointments, Promotion and Tenure Committee begins meeting on College of Dentistry cases.

A tenured faculty member may only be denied a formal promotion review under Faculty Rule 3335-6-04 (<http://trustees.osu.edu/rules/university-rules.html>) for one year. If the denial is based on lack of required documentation and the faculty member insists that the review go forward in the following year despite incomplete documentation, the individual should be advised that such a review is unlikely to be successful.

A decision by the committee to permit a review to take place in no way commits the eligible faculty, the dean, or any other party to the review to making a positive recommendation during the review itself.

## **6 Eligible Faculty Responsibilities**

- a. Determine the appropriateness of non-mandatory reviews.
- b. Review thoroughly and objectively every candidate's dossier in advance of the meeting at which the candidate's case will be discussed.
- c. Attend all eligible faculty meetings except when circumstances beyond one's control prevent attendance; to participate in discussion of every case; and to vote.

## **7 Internal Evaluations**

Each candidate for mandatory fourth-year, tenure or promotion review must have a minimum of four letters of evaluation in his/her dossier from college or university faculty at the same or higher rank that attest to his/her contributions to the teaching and/or service missions of the college or university, as appropriate for the appointment. Two names will be suggested by the candidate, and two names will be suggested by the division chair. The division chair submits these names to the chair of the Appointments, Promotion, and Tenure Committee who solicits such letters.

Of particular benefit to the review process are letters from the directors of courses in which the candidate provided instruction and chairs of committees for which the candidate was a member. The letters from course directors should comment on any aspect of the candidate's contributions to the course (e.g., lecture organization, format, and delivery; completeness of handouts; quality of examination questions; ability to meet deadlines). Chairs of college or university committees should comment on the candidate's overall contributions to the committee (e.g., attendance at meetings, level of preparation for meetings, and participation in meeting discussions).

For a candidate having a joint appointment with another department outside of the College of Dentistry, a letter from the other department chair is requested by the chair of the Appointments, Promotion and Tenure Committee, that will contain details about the performance of the candidate in that department, with consideration of the responsibilities and effort allocation associated with the joint appointment. If the joint appointment involves more than one department outside of the College of Dentistry, a letter is requested from each department chair.

## **8 External Evaluations**

External evaluations of research and other scholarly activity are obtained for all promotion reviews in which scholarship must be assessed. These include all tenure-track promotion and tenure or promotion reviews, all research contract renewal and promotion reviews, and all adjunct faculty promotion reviews. External evaluations of research and other scholarly activity are not obtained for faculty members on the clinical unless the faculty member has been involved in a significant amount of scholarship. The decision to seek external evaluations for a faculty member on the clinical will be made by the division chair after consulting with the candidate and the chair of the Appointments, Promotion and Tenure Committee.

A minimum of five credible and useful evaluations must be obtained. A credible and useful evaluation:

- Is written by a person highly qualified to judge the candidate's scholarship (or other performance, if relevant) who is not a close personal friend, collaborator in scholarship, or former academic advisor, or postdoctoral mentor of the candidate. Qualifications are generally judged on the basis of the evaluator's expertise, record of accomplishments, and institutional affiliation. The College of Dentistry will normally only solicit evaluations from tenured professors at institutions comparable to Ohio State, but in the case of an assistant professor seeking promotion to associate professor with tenure, a minority of the evaluations may come from tenured associate professors.
- Provides sufficient analysis of the candidate's performance to add information to the review. A letter's usefulness is defined as the extent to which the letter is analytical as opposed to perfunctory. Under no circumstances will “usefulness” be defined by the perspective taken by an evaluator on the merits of the case.

Since the college cannot control who agrees to write and or the usefulness of the letters received, more letters are sought than are required, and they are solicited no later than early in the autumn semester of the review year. This timing allows additional letters to be requested should fewer than five useful letters result from the first round of requests.

As described above, a list of potential external evaluators is assembled by the chair of the Appointments, Promotion and Tenure Committee and the division chair. If the evaluators suggested by the candidate meet the criteria for credibility, a letter is requested from at least one of those persons. Faculty Rule 3335-6-04 (<http://trustees.osu.edu/rules/university-rules.html>) requires that no more than half the external evaluation letters in the dossier be written by persons suggested by the candidate. In the event that the person(s) suggested by the candidate do not agree to write, neither the Office of Academic Affairs nor the college requires that the dossier contain letters from evaluators suggested by the candidate.

The college follows the Office of Academic Affairs suggested format, provided at <http://oaa.osu.edu/sampledocuments.html>, for letters requesting external evaluations.

Under no circumstances may a candidate solicit external evaluations or initiate contact in any way with external evaluators for any purpose related to the promotion review. If an external evaluator should initiate contact with the candidate regarding the review, the candidate must inform the evaluator that such communication is inappropriate and report the occurrence to the dean, who will decide what, if any, action is warranted (e.g., requesting permission from the Office of Academic Affairs to exclude that letter from the dossier). It is in the candidate's self-interest to assure that there is no ethical or procedural lapse, or the appearance of such a lapse, in the course of the review process.

All solicited external evaluation letters that are received must be included in the dossier. If concerns arise about any of the letters received, these concerns may be addressed in the college's written evaluations or brought to the attention of the Office of Academic Affairs for advice.

## **C Documentation**

As noted above under Candidate Responsibilities, every candidate must submit a complete and accurate dossier that follows the Office of Academic Affairs dossier outline. While the Appointments, Promotion and Tenure Committee makes reasonable efforts to check the dossier for accuracy and completeness, the candidate bears full responsibility for all parts of the dossier that are to be completed by the candidate.

Promotion and tenure decisions for individuals are made on the basis of documentation of evidence grouped into the categories of teaching, scholarship and service. Documentation in each category is organized in a hierarchy of relative importance in the evaluation process. The hierarchy within each area



of consideration is based upon established and proven concepts for peer and administrative evaluation, yet its breadth provides a range of opportunities to demonstrate achievement and value to the university and college. The organization of evidence presented here is intended to help faculty to focus their activities in those areas that will allow them to document their strengths most convincingly.

Among the three areas, teaching and scholarship are the primary pursuits of faculty and are particularly important at the sixth-year evaluation, although evidence of service is important.

Under no circumstances should faculty solicit evaluations from any party for purposes of the review.

## **1 Teaching**

For the time period since the last promotion or the last five years, whichever is less, the evidence provided includes:

- Cumulative SEI reports (Student Evaluation of Instruction computer-generated summaries are prepared by the Office of the University Registrar for every class exceeding a minimum enrollment), Summaries of division-approved student evaluation forms can also be included.
- Peer evaluation of teaching reports as required by the division's peer evaluation of teaching program (details provided in the section X of this document).
- Copies of pedagogical papers, books or other materials published, or accepted for publication. A document accepted for publication but not yet published must be accompanied by a letter from the editor stating that the work has been unequivocally accepted and is in final form with no further revisions needed. Such materials are also evidence of scholarship.
- Other relevant documentation of teaching as appropriate, such as teaching awards.

Teaching is one primary role of the faculty. Teaching effectiveness as indicated by peer and student evaluation, outcomes, and indication of competency by students, is the strongest indicator of teaching quality. The quantity of teaching in and of itself is not an indicator of quality of effort. A candidate should demonstrate a breadth of activity that is consistent with peers, reflective of division and college needs, and sufficient in amount to allow evaluation of quality and the candidate's responsiveness to evaluation.

The three areas of documentation for teaching include in order of decreasing importance: measures of teaching effectiveness, supplemental teaching activities, and other contributions.

### Teaching Effectiveness

An effective teacher must be able to impart knowledge and stimulate the development of problem solving skills. Peer evaluation of teaching is considered the primary form of evaluation. Guidelines and procedures for peer evaluation at the college have been established by the Office of Academic Affairs. During the probationary period, peer evaluation must take place on an annual basis. Initiating the process of peer evaluation is the responsibility of the division chair. Peer evaluations, especially when supported by a faculty peer review committee, and student evaluations of teaching carry most weight when they provide evidence of the candidate's growth and development, or consistent and sustained teaching quality, over the entire evaluation period.

Where possible, student evaluation of teaching should utilize instruments approved by the college faculty and the Office of Academic Affairs. All instruments, where possible, should include division-approved measures. It is desirable that comparisons can be made within the college and university. The results should be presented in a summary format that allows for reasonable interpretation similar to the

university's standard SEI report. Sequential evaluation of teaching, using an accepted instrument in a course or series of courses, is most valuable for documentation of teaching effectiveness.

Teaching evaluation by peers and students should ideally address all areas of a candidate's activity. This should include an evaluation of the candidate's mastery of and currency in discipline content. Student evaluations of teaching should take place annually. Lecture, seminar, laboratory and clinical teaching should be weighted in proportion to the candidate's teaching responsibility. Optimally the faculty member's performance in each course he/she participates should be evaluated every time that course is taught. This is a requirement for the course director. (The University Registrar normally requires a minimum course enrollment for online SEI's.) However, the format can vary when a faculty member participates in team teaching. In that case the weight of the evaluation should be proportional to a faculty member's contribution to the course. For those faculty members who do not serve as director for any courses, i.e., they participate only in team teaching efforts, it is necessary that their most significant efforts be documented on a regular basis. Each teaching evaluation should be shared among the faculty member, chair, and dean's office.

Finally, the evaluation should follow data-gathering procedures that ensure objective and valid information. Strong efforts by the course director, emphasizing the importance of this process, should be made to assure that student evaluations (SEI forms), which are now performed online, are completed by a majority of students.

Teaching awards acknowledge outstanding teaching accomplishments through student and peer recognition. Division, college, and university level awards document high-quality teaching, with university level awards holding the most influence, followed by college and then division awards.

Outcomes of the educational process are extremely important, but often are difficult to document. Student performance in subsequent courses, national board examinations, licensing board examinations, standardized tests, or clinical qualifying examinations, where they are directly related to the candidate's teaching, can provide a strong indication of effectiveness.

### Supplemental Teaching Activities

The contribution to the educational process can include activities outside of the classroom such as graduate mentoring, teaching innovation, and publications about teaching. Often these activities are individualized and difficult to quantify in terms of effort, contribution and level of achievement. They are important and integral to academic vitality, and should be documented by the candidate.

Graduate teaching activities noted by decreasing relative weight include: serving as principal advisor for graduate student research, serving on thesis committees, and informal involvement with individual graduate student research. Faculty who are eligible by graduate faculty appointment status but with little or no activity are at a disadvantage at promotion.

Teaching innovation in such areas as curriculum, teaching methods and new organization of course materials is an important accomplishment and may have significant value. These innovations may encompass a number of media that are appropriate to the content and student audience.

Publications regarding teaching technique, those based on education or philosophy without empirical data, and instructional aids or materials are also contributions to the teaching effort. These also may include a number of media that are appropriate to the content and student audience.

### Other Contributions

Other teaching contributions may support candidacy for promotion. They are viewed as indicators of the breadth of a candidate's teaching and provide insight into the involvement of the faculty member in the full range of teaching. Continuing education can embody elements of academic teaching, and is most valued when documented by peer and participant evaluation. Service as a pre-doctoral and/or baccalaureate student advisor and/or as a peer-teaching mentor is also important. A candidate's self-evaluation and statement of teaching philosophy can provide additional and helpful information about values, approach and philosophy as a teacher, and becomes more important if validated by other evidence, such as peer evaluations and student evaluations.

## **2 Scholarship**

For the time period since the last promotion, evidence should include:

- A complete and accurate list of all publications. Papers accepted for publication but not yet published must be accompanied by a letter from the editor stating that the paper has been unequivocally accepted and is in final form, with no further revisions needed.
- A complete and accurate list of all grants and contracts received, including source, funding, duration, and role of faculty member (e.g., PI, Co-I or other).
- Other relevant documentation of scholarship as appropriate. Examples are published reviews, including publications where one's work is favorably cited, grant applications and contract proposals that have been submitted, impact factors of journals in which publications appear, and the h-index which is one measure of the impact of the published work by the candidate.

Scholarly publications are essential. The number of scholarly publications will vary among faculty seeking promotion, and no absolute number of publications has been established for promotion in rank or tenure. Numbers should be sufficient to demonstrate a commitment to scholarship, productivity, quality, focus of the candidate's work, the ability to sustain effort, and recognition by peers.

Three kinds of activity are important indicators of scholarship:

### Written Communication

- Published papers  

Articles in refereed journals provide the strongest evidence of scholarship. Publications in which the candidate is primary, sole, or senior author are the most highly valued. In those disciplines where data collection is customary, a portion of the publication should be data-based.
- Patents awarded by the U.S. Patent office.  

These are viewed as evidence of original work and will provide evidence of scholarship.
- Book chapters or solicited papers.  

These can be important, but may be considered weaker, indicators of high-quality scholarship. This category also includes textbook authorship, textbook editorship, or textbook chapter authorship. The major factors determining the weight of publications in this category are novelty, substance, and impact on the discipline.
- Case reports and clinical technique papers

These should be a limited portion of the scholarly activities being evaluated. Descriptive case reports without interpretation are considered one of the least significant written indicators of scholarship.

### Research Funding

- Peer-reviewed, competitive research grants from federal or other significant organizations for the field.
- Research funding from private industry.
- Research grants from university organizations.
- Research grants from college organizations.
- Research grants from foundations and philanthropic organizations.

The amount of funding is not an absolute measure of scholarship, since disciplines and funding environments vary. The greatest weight is placed on rigorously peer-reviewed funding from federal agencies and other highly respected sources, rather than proprietary or noncompetitive support. The primary investigator's role is more highly valued, and greater contribution to a collaborative project lends increased importance to the candidate's promotion application.

### Research Abstracts and Presentations

- Published research abstracts in major journals for the field of the candidate.
- Presentations at meetings of scientific or educational organizations in the field of the candidate.
- Invited presentations (other than continuing education lectures)

Research abstracts add evidence of sustained and directed scholarship, as well as work in progress. However, they carry far more weight when an article based on the work is published. Invited presentations at conferences (which may result in published abstracts) or to other professional groups provide evidence of the candidate's reputation outside of the university.

## **3 Service**

For the time period since the last promotion, evidence should include any available documentation of the following:

- Elected offices held and/or service on committees in professional organizations (local, regional, national, international).
- Service on college and university committees, including offices held or special assignments.
- Administrative positions in division or college.
- Editor or invited reviewer for journals, book, or funding agencies.
- Membership on division committees.
- Memberships on special/ad hoc committees other than standing committees.

- Memberships on hospital committees.
- Consultation services.
- Community health education activities.
- Membership in educational or research societies or organizations.
- Engagement in clinical dental practice.

Leadership positions having impact and effectiveness in organizations are important, and these are evidenced by factors such as (a) advancement in standing, (b) unsolicited requests for reappointment, (c) requests for participation in programs, and (d) requests to act as a consultant.

## **VIII Appeals**

Faculty Rule 3335-6-05 (<http://trustees.osu.edu/rules/university-rules.html>) sets forth general criteria for appeals of negative promotion and tenure decisions. Appeals alleging improper evaluation are described in Faculty Rule 3335-5-05 (<http://trustees.osu.edu/rules/university-rules.html>).

Disagreement with a negative decision is not grounds for appeal. In pursuing an appeal, the faculty member is required to document the failure of one or more parties to the review process to follow written policies and procedures.

## **IX Seventh-Year Reviews**

Faculty Rule 3335-6-05 (<http://trustees.osu.edu/rules/university-rules.html>) sets forth the conditions of and procedures for a seventh-year review for a faculty member denied tenure as a result of a sixth-year (mandatory tenure) review.

## **X Procedures for Student and Peer Evaluation of Teaching**

### **A Student Evaluation of Teaching**

Use of an evaluation of instruction form is required in every course offered in this college. University SEI forms may be used, as well as student evaluation forms developed by the division. Other approved forms are found under Instructional Resources for the college Office of Academic Affairs (<https://dentalintranet.osu.edu/content/faculty-teaching-support>).

### **B Peer Evaluation of Teaching**

Peer evaluation of teaching is administered through the college Office of Academic Affairs, which assures that the process is standardized and consistent across the college. The Office of Academic Affairs is responsible for providing guidelines and instructions for the peer evaluation of teaching process.

The division chair oversees the division's peer evaluation of teaching process. Appropriate forms for peer reviews are found under Instructional Resources for the college Office of Academic Affairs (<https://dentalintranet.osu.edu/content/faculty-teaching-support>).

Annually the division chair appoints Peer Review of Teaching Committees of a size judged sufficient to meet the volume of peer review activity expected that year, without overburdening any of the faculty. A committee may include faculty from outside of the division. Reasonable efforts are made to distribute service among the tenured and reappointed clinical faculty from year to year in order to support and

encourage attention to the quality of teaching in the division. Although there is no presumption that a peer reviewer must be of equal or higher rank than the faculty member being reviewed, such a model will be followed to the extent possible.

The responsibilities of the Peer Review of Teaching Committees for probationary faculty members are to review the teaching of probationary tenure-track and clinical faculty twice during the probationary period, with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned in the course of each probationary year.

The division chair has the responsibility of ensuring that sufficient peer review of teaching occurs for nonprobationary faculty members so that adequate documentation will exist when promotion of tenure-track faculty or reappointment/promotion of clinical faculty is being considered. Rather than having formal peer review committees as done for probationary faculty, division faculty members (and faculty from other divisions as needed) are asked to provide reports of teaching effectiveness, using the approved college form for peer reviewing. All faculty members have the responsibility of providing SEI or peer review information to the division chair for the annual review.

- The teaching of tenured associate professors and non-probationary associate clinical professors should be reviewed at least twice during every five-year period and at least twice during the appointment period for clinical faculty.
- The teaching of tenured professors and non-probationary clinical professors should be reviewed at least once every five years with the goal of assessing teaching at all the levels of instruction to which the faculty member is assigned.
- At the division chair's request, peer review of teaching can occur for any faculty member not currently scheduled for review. Such reviews are normally triggered by low or declining student evaluations or other evidence of the need for providing assistance in improving teaching.
- A peer review of teaching for a faculty member not currently scheduled for review can also occur, upon that individual's request, to the extent that time and resources permit. Reviews conducted at the request of the faculty member are considered formative only. The division chair is informed that the review took place, but the report is given only to the faculty member who requested the review. Faculty seeking formative reviews should also seek the services of the University Center for the Advancement of Teaching ([www.ucat.osu.edu](http://www.ucat.osu.edu)).

Reviews conducted upon the request of the division chair or the faculty member focus on the specific aspects of instruction requested by the chair or faculty member.

Regularly scheduled peer teaching evaluation (the first two situations listed above) is comprehensive and includes, as appropriate, classroom visitation, clinical/laboratory visitation, review of course syllabi, instructional materials, assignments, and examinations. At the beginning of the semester, the division Peer Review of Teaching committee will request from the faculty member a list of dates on which visitation would be inappropriate, such as when examinations are being given or guest speakers are scheduled. Each peer reviewer should meet with the candidate to establish a time for the visit and to understand the goals of the course and the candidate's teaching philosophy. If possible, each peer reviewer should attend (or review if an online course) two different class sessions over the course of the semester.

Peer review focuses particularly on aspects of teaching that students are less qualified than faculty to evaluate, such as appropriateness of curricular choices given the goals of the course, implicit and explicit goals of instruction, quality and effectiveness of testing tools, and appropriateness of approach relative to current disciplinary knowledge. As part of its evaluation, the committee

examines copies of the faculty member's SEI summaries from recent years, and where student opinion is mixed to negative, the committee attempts to ascertain the reasons. In so doing, members are to bear in mind that they have observed only one or a few classes out of the semester, and moreover have a very different level of knowledge compared to students. Consequently, their assessment may differ considerably from that of the majority of students.

At the conclusion of the review, the committee submits a written report to the division chair, copied to the faculty member. The faculty member may provide written comments on this report and the committee may respond in writing to those comments if it wishes. All such comments are appended to the report for inclusion in the faculty member's dossier, unless the faculty member requests that the comments be excluded.

Regularly scheduled reviews are both summative and formative. They provide both an assessment of the faculty member's teaching for use in annual and promotion reviews, and advice to improve the faculty member's teaching.

The effectiveness of the peer teaching evaluation procedures outlined above would be strengthened if the division developed worksheets for use in evaluating the various aspects of instruction. The university Center for the Advancement of Teaching ([www.ucat.osu.edu](http://www.ucat.osu.edu)) offers assistance in such endeavors.

## DEGREES AND CERTIFICATES

Synopsis: Approval of degrees and certificates for summer semester, is proposed.

WHEREAS pursuant to paragraph (E) of rule 3335-1-06 of the Administrative Code, the board has authority for the issuance of degrees and certificates; and

WHEREAS the faculties of the colleges and schools shall transmit, in accordance with rule 3335-9-29 of the Administrative Code, for approval by the Board of Trustees, the names of persons who have completed degree and certificate requirements; and

WHEREAS the Max M. Fisher College of Business has recommended that Tarak Underiner be awarded a Bachelor of Science in Business Administration degree, posthumously:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on August 5, 2018, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools, and that Tarak Underiner be awarded the above named degree, posthumously.



**ESTABLISHMENT OF A MASTER OF PUBLIC  
ADMINISTRATION AND LEADERSHIP DEGREE PROGRAM**

**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

Synopsis: Approval to establish a Master of Public Administration and Leadership degree program in the John Glenn College of Public Affairs, is proposed.

WHEREAS this new program will complement the college's existing pre-service Master of Public Administration (MOA) and in-career Master of Arts (MA) in Public Policy and Management degrees, and is an online program that has been developed in consultation with the Office of Distance Education and eLearning; and

WHEREAS the program will target working professionals who may not have the flexibility to commit to a residential program; it emphasizes the skills that can be used immediately in the workplace and at the same time is responsive to the needs of public and nonprofit employers; and its implementation is necessary to compete with other top public affairs graduate programs, almost all of which have online degree options; and

WHEREAS the curriculum consists of 32 to 33 credit hours that include 20 hours of required core courses, and a minimum of 12 credits of electives or specialization in one of four initial areas — public management, public policy, nonprofit management or criminal justice administration and policy; and

WHEREAS the program has the support of the faculty and the leadership of the John Glenn College of Public Affairs, and has letters of support from other colleges including Arts and Sciences; Food, Agricultural and Environmental Sciences; and Public Health; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on April 4, 2018; and

WHEREAS the proposal was reviewed and received a vote of approval by the University Senate on April 19, 2018:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposed establishment of a Master of Public Administration and Leadership degree program in the John Glenn College of Public Affairs.

**From:** [Smith, Randy](#)  
**To:** [Greenbaum, Robert](#); [Hallihan, Kathleen](#); [Landsbergen, David](#)  
**Cc:** [Smith, Randy](#); [Reed, Katie](#); [Miriti, Maria](#); [Miner, Jack](#); [Brown, Trevor](#); [Bertone, Alicia](#); [Toft, Jill A.](#); [Wills, Celia](#); [Schmiesing, Ryan](#); [McPherson, Bruce A.](#); [Givens, Bennet](#); [Lilly, Blaine](#); [Torma, Hannah](#); [Griffiths, Robert](#); [Schweikhart, Sharon](#)  
**Subject:** Master's in Public Administration and Leadership  
**Date:** Thursday, April 5, 2018 11:19:54 AM  
**Attachments:** [image001.png](#)

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Rob, Kate and David:

The proposal from the John Glenn College of Public Affairs to establish a Master's in Public Administration and Leadership degree program – completely online – was approved by the Council on Academic Affairs at its meeting April 4, 2018. Thank you for attending the meeting to respond to questions/comments.

I am asking that the proposal be placed on the agenda of the next University Senate meeting on April 19, 2018. The Chair of the Council, Professor Maria Miriti, will present the proposal but it is important that at least one of you be in attendance should detailed questions/comments arise. I will connect with you soon about Senate meeting details.

If approved there it would be sent to the Board of Trustees for action at its meeting on June 8, 2018.

If approved by the University Senate, the proposal will be sent, through the Graduate School, to the Ohio Department of Higher Education for approval. The program cannot be offered until that level of approval has been secured.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions, please contact Professor Miriti (.1) or me.

Congratulations on the successful completion of this important stage in the review/approval process! This is an exciting and important new program.

Randy



**W. Randy Smith, Ph.D.**

Vice Provost for Academic Programs

Office of Academic Affairs

203 Bricker Hall, 190 North Oval Mall, Columbus, OH 43210

614-292-5881 Office

[smith.70@osu.edu](mailto:smith.70@osu.edu)

TO: Randy Smith, Vice Provost for Academic Programs  
FROM: Jennifer Schlueter, Faculty Fellow for Curriculum, Graduate School  
DATE: 1 March 2018  
RE: Proposal for new Master's Degree in Public Administration and Leadership

The John Glenn College of Public Affairs is proposing a new Master's Degree in Public Administration and Leadership (MPAL). This two year program will be offered completely online. It is designed to complement the extant Master of Public Administration and Master of Arts in Public Policy and Management by targeting "working professionals who may not have the flexibility or ability to commit to a residential program in Columbus."

The proposal was received by the Graduate School on 18 January 2018. It was reviewed by the combined GS/CAA Curriculum subcommittee, chaired by the Faculty Fellow, on 25 January 2018, and revisions were requested that same day. The subcommittee revisited the revised proposal on 8 February 2018, and recommended it for approval. The Faculty Fellow forwarded the proposal on to the Graduate Council for their review on 15 February 2018. The proposal was reviewed and approved at the Graduate Council on 26 February 2018.

February 2, 2018

Response to feedback from the Graduate School/CAA subcommittee

(Jennifer Schlueter, Chair)

Please find our answers to your questions in-line below. We have also made the requested changes in the body and appendices of the revised proposal.

#1

Please work with the Office of Distance Education and E-learning to create an MOU for their support for your online program. More information here <https://odee.osu.edu/program-development>

Please see completed MOU attached.

#2

Please clarify the distinctions between your extant MPA and MA to help our committee better understand the need for the MPAL. When you say, on page 6 of your proposal, that the MPAL “complements the existing pre-professional MPA program and in-career MA program that remains an option for professionals who prefer in-person classes or a curriculum focused more on public policy and policy analysis,” this sounds like the MPAL is simply an online version of these degrees. Perhaps including the curriculum for all three programs for comparison would help.

The MPAL complements the other two master’s degrees in three important ways. First, the existing MPA and MA degrees are more generalist degrees that are based on a balanced approach to the theory and skills in public policy, management, and leadership. The MPAL, instead, is focused much more on the development of management and leadership skills with some mention of its connection to the policy process. Thus, the curriculum in this degree helps the Glenn College to better target a population with different needs. Second, while the MA program is also focused on the needs of the working professional and provides students a great deal of flexibility, the MPAL has been designed to provide even greater accessibility. The MPAL degree



provides access to students who do not have the ability to attend in-person classes in Columbus, whether because of work and family commitments or because of geography. The MPAL is therefore a complement to the other master's degree programs that retain in-person or hybrid classes. Finally, the MPAL also complements the other two degrees in that the MPAL is a skills and practice-based program whereas the other two master's programs are more focused upon theory and how that might eventually be useful as practice later in their careers. Both theory and skills are important to a well-trained professional in public service. The MPAL and the other two master's degrees place different emphases on skills and theory and therefore complement each other. Students now have a choice as to what is more important for their careers.

#3

Please give a bit more information on why some courses within the MPAL will be closed to students not in the program. Is this to enhance the cohort network you are aiming to nurture?

One primary reason for our policy in not allowing our MPA or MA students to take the new core MPAL classes is that, while there is some overlap in content with existing MPA/MA core classes, the MPAL classes are designed as integrated courses. Material and projects in one course build upon the work done in previous courses. Also, other than the new PUBAFRS 6055 Judgment in Managerial Decision-Making class (which MPA/MA students could take if space exists), students in the MPA or MA program would find the course material to be repetitive with their core required classes, would find the sequencing of the material somewhat different, and would find that the classes do not cover some material that is more appropriate for the MPA and MA programs. Finally, this policy was developed to help create and preserve cohorts and manage enrollment capacities. Online work can be lonely and isolating, and cohorts were chosen as one way to increase student retention. In addition, a feature of professional programs is to help students develop relationships and networks. We would like to insure that our online MPAL students have the same opportunities to develop these relationships as do students in our other two masters programs, and we plan to have in-person orientation and conclusion events as well as on-going activities for these students to strengthen their cohort. We believe that a distinguishing and competitive feature of our program are the efforts to develop and maintain relationships and networks for our MPAL students.



#4

Please refer to courses by their official departmental abbreviations to aid our review and your students when they search for courses in Buckeyelink. More information here [http://registrar.osu.edu/transfer\\_credit/depts.asp](http://registrar.osu.edu/transfer_credit/depts.asp)

Please see revised proposal. This has been done. All Public Affairs courses are now referred to as "PUBAFRS" and Sociology courses are referred to as "SOCIOL."

#5

Please revisit course SOC 7XXX on page 13 of the proposal. Is this course already in existence? If so: can you give a precise number?

This course is in the departmental proposal stages and according to our colleague in Sociology, Professor Paul Bellair, should be vetted this month. Professor Bellair also clarified that both Sociology courses will be proposed at the 5000-level.

#6

Please confirm that all courses to be included in the MPAL are already extant and approved for offering in online format. If any are new, please include short-form syllabi that include course title, number, credits, prerequisites, course description, objectives, and a topic list. If not: please confirm that within the body of the proposal.

Per OAA guidelines, new courses associated with the MPAL proposal will be sent up for vetting after approval of the proposal. At that time, we can begin working with ODEE to develop new on-line courses, and convert any hybrids or in-person courses that are offered in the degree. A clear listing of courses in the degree, with their current and proposed status, has been added in Appendix 5 of the proposal. All new courses have full syllabi in Appendix 5 as well. The table from Appendix 5 is reproduced below.



**Appendix 5: Core Course & New Elective Course Syllabi**

Department	Course Number	Title	Current Status	Proposed Action
<b>Core Courses</b>				
PUBAFRS	6051	Intro to Public Affairs and Orientation to the Program	new	Develop <sup>1</sup>
PUBAFRS	6060	Managing Human Resources in Public Organizations	Existing hybrid	Convert
PUBAFRS	6045	Fundamentals of Budgeting and Financial Administration	new	Develop
PUBAFRS	6055	Judgment in Managerial Decision-Making	new	Develop
PUBAFRS	6075	Data, Models, and Evaluation	new	Develop
PUBAFRS	7990	Capstone Course	new	Develop
PUBAFRS	6530	Negotiation	Existing in-person	Convert
<b>Public Management Specialization Courses</b>				
PUBAFRS	7557	Strategic Management	Existing in-person	Convert
PUBAFRS	7550	Contract Management	Existing in-person	Convert
PUBAFRS	7554	Performance Management	Existing in-person	Convert
PUBAFRS	7555	Project Management	Existing in-person	Convert
<b>Public Policy Specialization Courses</b>				
PUBAFRS	6000	Policy Formulation and Implementation	Existing hybrid	Convert
PUBAFRS	6030	Public Sector Economics	Existing hybrid	Convert
PUBAFRS	6080	Program Evaluation	Existing hybrid	Convert

<sup>1</sup> We will be working with ODEE to develop new on-line courses and to convert hybrid and in-person delivery courses.



PUBAFRS	5570	Risk Analysis	Existing in-person	Convert
<b>Criminal Justice Administration and Policy Specialization Courses</b>				
PUBAFRS	5506	Administration of Criminal Justice Policy	New	Develop
SOCIOL	5XXX	Evidence Based Practice	New	Develop
SOCIOL	5XXX	Offender Decision Making and Prisoner Reentry	New	Develop
PUBAFRS	7507	Criminal Justice Policy	Existing in-person	Convert
PUBAFRS	7508	Juvenile Justice System Policy	Existing in-person	Convert
<b>Nonprofit Management Specialization Courses (Tentative track)</b>				
PUBAFRS	7553	Nonprofit Management and Governance	Existing in-person	Convert
PUBAFRS	7533	Nonprofit Financial Management	Existing in-person	Convert
PUBAFRS	5590	Fundraising & Philanthropy for Nonprofit Organizations	Existing in-person	Convert
PUBAFRS	5592	Marketing for Nonprofit Organizations	Existing in-person	Convert





## MPAL Advising Sheet

**Date:**

**Advisor:**

**Name:**

**E-mail address:**

**Specialization Track:**

### Required Foundation Courses (20 hours)

Course	Title	Credit Hours	Grade	Term/Year taken
PUBAFRS 6051	Introduction to Public Affairs/Orientation to Program	4		
PUBAFRS 6060	Managing Human Resources in Public Organizations	4		
PUBAFRS 6045	Fundamentals of Budgeting & Financial Administration (pre-req 6051)	2		
PUBAFRS 6055	Judgment in Managerial Decision-Making (pre-req 6051)	2		
PUBAFRS 6075	Data, Models, & Evaluation (pre-req 6051)	4		
PUBAFRS 6530	Negotiation	1		
PUBAFRS 7990	Capstone (pre-reqs 6051, 6060, 6045, 6055, 6075)	3		

### Glenn College Specialization Track Options:

- Management & Leadership
- Criminal Justice Administration & Policy
- Policy
- Nonprofit Management

**Specialization Track courses:**

Course	Hours	Grade	Term/Year taken

Public Management	Criminal Justice Admin. & Policy	Public Policy	Nonprofit Management
* PUBAFRS 7557: Strategic Management (3)	* PUBAFRS 5056: Administration of Criminal Justice Policy (3)	* PUBAFRS 6000: Policy Formulation and Implementation (4)	* PUBAFRS 7553: Nonprofit Mgt. and Governance (3)
PUBAFRS 7500 Contract Management (3)	SOC 5XXX Evidence Based Practice (3)	PUBAFRS 6030: Public Sector Economics (4)	PUBAFRS 7533: Nonprofit Financial Management (3)
PUBAFRS 7554: Performance Management (3)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PUBAFRS 6080: Program Evaluation (4)	PUBAFRS 5590: Fundraising & Philanthropy for Nonprofit Orgs.(3)
PUBAFRS 7555: Project Management (3)	PUBAFRS 7507: CJ Policy (3) (and/or) PUBAFRS 7508: Juvenile Justice System Policy (3)	PUBAFRS 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]	PUBAFRS 5592: Marketing for Nonprofit Organizations (3)
Other course(s) as approved by advisor			
12 credits	12 credits	12-13 credits	12 credits

\* The specialization requires this first course, and students can choose from the remaining courses to complete the specialization.



# Advising Sheet for MPA (Semesters)

Total Credits Required: 52

Date \_\_\_\_\_ Advisor: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_

RECOMMENDED	Notes
American Government	
Microeconomics	
Statistics	

## A. CORE COURSES (32 credits - complete all courses)

Course	Hours	Grade	Sem/Yr Taken
<b>POLICY STREAM</b>			
PUBAFRS 6000: Public Policy Formulation and Implementation	4		
PUBAFRS 6010: Legal Environment of Public Organizations	4		
<b>ECONOMICS STREAM</b>			
PUBAFRS 6030: Public Sector Economics	4		
PUBAFRS 6040: Public Budgeting and Finance	4		
<b>MANAGEMENT STREAM</b>			
PUBAFRS 6050: Managing Public Sector Organizations	4		
PUBAFRS 6060: Managing Human Resources in Public Organizations	4		
<b>QUANTITATIVE DECISION-MAKING STREAM</b>			
PUBAFRS 6070: Public Affairs Statistics	4		
PUBAFRS 6080: Public Affairs Program Evaluation	4		

## B. SKILLS COURSES (5 credits total required, 3 beyond required course noted below)

Course	Hours	Grade	Sem/Yr Taken
<b>REQUIRED</b>			
PUBAFRS 6500: Written and Oral Communication	2		
<b>CHOOSE ANY 3</b>			
PUBAFRS 6505: Governmental Accounting	1		
PUBAFRS 6510: Conveying Quantitative Data in Public Affairs	1		
PUBAFRS 6515: Database Management	1		
PUBAFRS 6520: Balanced Scorecards and Dashboards	1		
PUBAFRS 6525: Survey Design	1		
PUBAFRS 6890: Special Topics Skills	1		
PUBAFRS 6513: Special Topic: Excel 1 - Basic (session 1)	1		
PUBAFRS 6514: Special Topic: Excel 2 - Advanced (session 2)	1		



**C) ELECTIVE COURSES (12 credits required from the following list!)**

Courses are separated by general area of relevance for the purposes of transparency for students. Not all courses are offered regularly. Students need not take courses from each subcategory and may take multiple courses from any category. Specific courses are not repeatable.

Course	Hours	Grade	Sem/Yr Taken
<b>POLICY RELATED</b>			
PUBAFRS 7501/ CRP 6610: Grant Writing in the Public Sector	3		
PUBAFRS 7502: Health Policy and the Public Sector	3		
PUBAFRS 7503: Higher Education Policy for Public Leaders	3		
PUBAFRS 7504: Science and Technology Policy	3		
PUBAFRS 7505: Wicked Policy Problems	3		
PUBAFRS 7506: Workforce Planning Policy	3		
PUBAFRS 7507: Criminal Justice Policy	3		
PUBAFRS 7508: Juvenile Justice System Policy	3		
PUBAFRS 7525: Policy and Strategy in the Nonprofit Sector	3		
<b>ECONOMICS RELATED</b>			
PUBAFRS 7530: Capital Budgeting and Capital Markets	3		
PUBAFRS 7531: Economic Development Policy	3		
PUBAFRS 7532: Governmental Accounting and Financial Management	3		
PUBAFRS 7533: Nonprofit Financial Management	3		
PUBAFRS 7534: Privatization	3		
PUBAFRS 7535: Regulation and Deregulation	3		
PUBAFRS 7536: Pensions, Savings, & Insurance – The Public Perspective	3		
PUBAFRS 7537: Economic Development and Education Policy	3		
<b>MANAGEMENT RELATED</b>			
PUBAFRS 7550: Contract Management	3		
PUBAFRS 7551/ CRP 7500: Dispute Resolution	3		
PUBAFRS 7552: Managing Innovation and Change	3		
PUBAFRS 7553: Nonprofit Management and Governance	3		
PUBAFRS 7554/CRP 6620: Performance Measurement and Management in the Public Sector	3		
PUBAFRS 7555: Project Management	3		
PUBAFRS 7557: Strategy for Public Organizations	3		



<b>QUANTITATIVE (STATISTICS) RELATED</b>			
PUBAFRS 7570: Public Management Information Systems	3		
PUBAFRS 7571: Multivariate Data Analysis for Public Policy and Management	3		
PUBAFRS 7572: Policy Simulation and Modeling	3		
<b>OTHER</b>			
PUBAFRS 5240: Race and Public Policy in the United States	3		
PUBAFRS 5590: Fundraising and Philanthropy	3		
PUBAFRS 5591: Lobbying and Government Relations	3		
PUBAFRS 5592: Marketing for Nonprofit and Public Organizations	3		
PUBAFRS 5600: Science, Engineering, and Public Policy	3		
PUBAFRS 5700: Rebuilding Failed and Weak States	3		
PUBAFRS 5750: Public Policy: The Business-Government Relationship	3		
PUBAFRS 5890: US Food Policy	3		
PUBAFRS 5900: Food System Planning and the Economy	3		

**D) CAPSTONE COURSES (3 credit hours required<sup>ii</sup>)**

Not all capstone courses are offered regularly. Please be sure to consult the master schedule via BuckeyeLink to make sure you have the pre-requisites in place in order to take a specific course. Consult with your advisor to plan out a program that will best suit your interests and prepare you to meet requirements.

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 7900: Capstone: Research Paper in Public Affairs	3		
PUBAFRS 7910: Capstone: Public Policy Issues	3		
PUBAFRS 7920: Capstone: Public Economics	3		
PUBAFRS 7930: Capstone: Public Budgeting and Finance	3		
PUBAFRS 7940: Capstone: Public Management	3		
PUBAFRS 7950: Capstone: Nonprofit Topics	3		
PUBAFRS 7960: Capstone: Information Management	3		
PUBAFRS 7970: Capstone: Policy in an International Context	3		

**MPA Exit Requirements**

- Fulfillment of credit hour requirements
- Fulfillment of course requirements
- Achievement of a cumulative GPA of at least 3.0 in all courses taken for graduate credit
- Registration during the final semester of the degree program for a minimum of three graduate credit hours
- Submission of the Application to Graduate to the Graduate School, via the GradForms system, by the deadline communicated by the Glenn College
- Please review the Graduate School Handbook for more detail on these requirements
- Successful completion of the capstone course with grade "B" or higher



**THE OHIO STATE UNIVERSITY**

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**i** With the permission of the Glenn College Graduate Studies Chair, students may count graduate-level graded coursework from outside the college to apply toward their total required elective hour total of 3 credits (e.g. one 3-credit course in most cases). In order to obtain permission, a student must fill out “Petition to Count Outside Coursework” found at [glenn.osu.edu/forms](http://glenn.osu.edu/forms) and submit it to their advisor for approval PRIOR to enrolling in the course. You must submit a syllabus from the course you are seeking to take. Please consult with your advisor for ideas and suggestions for coursework that matches your areas of interest.

**ii** Additional capstone courses may count toward the fulfillment of elective degree requirements. A grade of “C” or higher is required for a capstone course to count as an elective substitution. A grade of “B” or higher is required for the capstone course to count as your MPA exit requirement.



# Advising Sheet for MA (Semesters)

Total Credits Required: 38

Date \_\_\_\_\_ Advisor: \_\_\_\_\_

Name: \_\_\_\_\_ Email: \_\_\_\_\_

RECOMMENDED	Notes
American Government	
Microeconomics	
Statistics	

## A. CORE COURSES (32 credits - complete all courses)

Course	Hours	Grade	Sem/Yr Taken
<b>POLICY STREAM</b>			
PUBAFRS 6000: Public Policy Formulation and Implementation	4		
PUBAFRS 6010: Legal Environment of Public Organizations	4		
<b>ECONOMICS STREAM</b>			
PUBAFRS 6030: Public Sector Economics	4		
PUBAFRS 6040: Public Budgeting and Finance	4		
<b>MANAGEMENT STREAM</b>			
PUBAFRS 6050: Managing Public Sector Organizations	4		
PUBAFRS 6060: Managing Human Resources in Public Organizations	4		
<b>QUANTITATIVE DECISION-MAKING STREAM</b>			
PUBAFRS 6070: Public Affairs Statistics	4		
PUBAFRS 6080: Public Affairs Program Evaluation	4		

## B. ELECTIVE COURSES (3 credits required from the following list<sup>1</sup>)

Courses are separated by general area of relevance for the purposes of transparency for students. Not all courses are offered regularly. Students need not take a course from any particular subcategory.

Course	Hours	Grade	Sem/Yr Taken
<b>POLICY RELATED</b>			
PUBAFRS 7501/ CRP 6610: Grant Writing in the Public Sector	3		
PUBAFRS 7502: Health Policy and the Public Sector	3		
PUBAFRS 7503: Higher Education Policy for Public Leaders	3		
PUBAFRS 7504: Science and Technology Policy	3		



# THE OHIO STATE UNIVERSITY

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Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 7505: Wicked Policy Problems	3		
PUBAFRS 7506: Workforce Planning Policy	3		
PUBAFRS 7507: Criminal Justice Policy	3		
PUBAFRS 7508: Juvenile Justice Policy	3		
PUBAFRS 7525: Policy and Strategy in the Nonprofit Sector	3		
<b>ECONOMICS RELATED</b>			
PUBAFRS 7530: Capital Budgeting and Capital Markets	3		
PUBAFRS 7531: Economic Development Policy	3		
PUBAFRS 7532: Governmental Accounting and Financial Management	3		
PUBAFRS 7533: Nonprofit Financial Management	3		
PUBAFRS 7534: Privatization	3		
PUBAFRS 7535: Regulation and Deregulation	3		
PUBAFRS 7536: Pensions, Savings, & Insurance – The Public Perspective	3		
PUBAFRS 7537: Economic Development and Education Policy	3		
<b>MANAGEMENT RELATED</b>			
PUBAFRS 7550: Contract Management	3		
PUBAFRS 7551/ CRP 7500: Dispute Resolution	3		
PUBAFRS 7552: Managing Innovation and Change	3		
PUBAFRS 7553: Nonprofit Management and Governance	3		
PUBAFRS 7554/CRP 6620: Performance Measurement and Management in the Public Sector	3		
PUBAFRS 7555: Project Management	3		
PUBAFRS 7556: Research and Development Management	3		
PUBAFRS 7557: Strategy for Public Organizations	3		
<b>QUANTITATIVE (STATISTICS) RELATED</b>			
PUBAFRS 7570: Public Management Information Systems	3		
PUBAFRS 7572: Policy Simulation and Modeling	3		
PUBAFRS 7571: Multivariate Data Analysis for Public Policy and Management	3		
<b>OTHER</b>			
PUBAFRS 5240: Race and Public Policy in the United States	3		
PUBAFRS 5590: Fundraising and Philanthropy	3		
PUBAFRS 5591: Lobbying and Government Relations	3		
PUBAFRS 5592: Marketing for Nonprofit and Public Organizations	3		
PUBAFRS 5600: Science, Engineering, and Public Policy	3		
PUBAFRS 5700: Rebuilding Failed and Weak States	3		
PUBAFRS 5750: Public Policy: The Business-Government Relationship	3		
PUBAFRS 5890: US Food Policy	3		
PUBAFRS 5900: Food System Planning and the Economy	3		



### C. CAPSTONE COURSES (3 credit hours required<sup>ii</sup>)

Not all capstone courses are offered regularly. Please be sure to consult the master schedule via BuckeyeLink to make sure you have the pre-requisites in place in order to take a specific course. Consult with your advisor to plan out a program that will best suit your interests and prepare you to meet requirements.

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 7900: Capstone: Research Paper in Public Affairs	3		
PUBAFRS 7910: Capstone: Public Policy Issues	3		
PUBAFRS 7920: Capstone: Public Economics	3		
PUBAFRS 7930: Capstone: Public Budgeting and Finance	3		
PUBAFRS 7940: Capstone: Public Management	3		
PUBAFRS 7950: Capstone: Nonprofit Topics	3		
PUBAFRS 7960: Capstone: Information Management	3		
PUBAFRS 7970: Capstone: Policy in an International Context	3		

### OPTIONAL SKILLS COURSES – (not required for completion of MA degree)

Course	Hours	Grade	Sem/Yr Taken
PUBAFRS 6500: Written and Oral Communication	2		
PUBAFRS 6505: Governmental Accounting	1		
PUBAFRS 6510: Conveying Quantitative Data in Public Affairs	1		
PUBAFRS 6515: Database Management	1		
PUBAFRS 6520: Balanced Scorecards and Dashboards	1		
PUBAFRS 6525: Survey Design	1		
PUBAFRS 6890: Special Topics Skills	1		
PUBAFRS 6513: Special Topic: Excel 1 - Basic (session 1)	1		
PUBAFRS 6514: Special Topic: Excel 2 - Advanced (session 2)	1		

#### Exit Requirements

- Fulfillment of credit hour requirements
- Fulfillment of course requirements
- Achievement of a cumulative GPA of at least 3.0 in all courses taken for graduate credit
- Registration during the final semester of the degree program for a minimum of three graduate credit hours
- Successful completion of the capstone midterm assessment, which functions as the Master’s Written Examination (graded Pass/Fail)
- Successful completion of the capstone course with grade “B” or higher in the final semester of enrollment
- Submission of the Application to Graduate to the Graduate School, via the GradForms system, by the deadline communicated by the Glenn College
- Please review the Graduate School Handbook for more detail on these requirements

<sup>i</sup> With the permission of the Glenn College Graduate Studies Chair, students may count graduate-level graded coursework from outside the college to apply toward their total required elective hour total of 3 credits (e.g. one 3-credit course in most cases). In order to obtain permission, a student must fill out “Petition to Count Outside Coursework” found at [glenn.osu.edu/forms](http://glenn.osu.edu/forms) and submit it to their advisor for approval PRIOR to enrolling in the course. You must submit a syllabus from the course you are seeking to take. Please consult with your advisor for ideas and suggestions for coursework that matches your areas of interest.

<sup>ii</sup> Additional capstone courses may count toward the fulfillment of elective degree requirement. A grade of “C” or higher is required for a capstone course to count as an elective substitution. A grade of “B” or higher is required for the capstone course to count towards your exit requirement.

# MEMORANDUM OF UNDERSTANDING

<b>College:</b>	John Glenn College of Public Affairs
<b>Department:</b>	same
<b>Faculty director:</b>	Trevor Brown
<b>Primary contact, if different from faculty director:</b>	Kathleen Hallihan
<b>Fiscal officer:</b>	Andrea Garringer
<b>Marketing director:</b>	TBD
<b>Enrollment contact for state authorization compliance:</b>	Rob Greenbaum
<b>Additional colleges/contacts:</b>	David Landsbergen
	Brittany Miller

<b>Name of program:</b>	Master of Public Management and Leadership	
<b>Approval process (change in delivery or new program):</b>	New Program	
<b>Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:</b>	No.	
<b>Total credit hours:</b>	32-33	
<b># of courses to be created:</b>	8 new courses, 16 courses that are in existence and need to be converted	
<b># of courses already in an online format that need ODEE review:</b>	1 ( Plus, 4 of the 16 existing courses are in hybrid formats)	
<b># of anticipated students:</b>	1 cohort of 20 to start,, eventually 2 cohorts of 30-40 (so 60-80 total over time per year)	
<b>State authorization:</b>	For this program, does your college plan to do any of the following outside of Ohio? Yes/No	
	<i>Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices)</i>	No.
	<i>Recruit students (either occasionally or consistently)</i>	Yes.
	<i>Conduct soliciting, marketing or advertising</i>	Yes.
	<i>Employ full time and/or adjunct faculty (1099/W-2)</i>	Yes.
	<i>Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students meet face to face)</i>	Yes.
	<i>Have contracts or agreements to provide services to students, such as proctored exams</i>	No.
	<i>Have partnerships with educational institutions</i>	No.



<i>Course Name</i>	<i>Faculty Lead</i>	<i>OAA Approved for Online Delivery</i>	<i>Developed</i>	<i>Delivered</i>	<i>5 Hour Review (semester immediately following first delivery)</i>	<i>Reviewed (every 3 years)</i>
<b>Example: Principles of Basic Science</b>	J. Smith	AU16	AU16	SP17	SU17	SU19
<b>PUBAFRS 6051 : Intro to PA and Orientation to Program</b>	D. Landsbergen	(new course)				
<b>PA 6045: Fundamentals of Budgeting &amp; Financial Admin.</b>	D. Landsbergen	(new course)				
<b>PA 6075: Data, Models &amp; Evaluation</b>	D. Landsbergen	(new course)				
<b>PA 7990: Capstone</b>	D. Landsbergen	(new course)				
<b>PA 6055: Judgment in Managerial Decision-Making</b>	D. Landsbergen	(new course)				
<b>PA 5506: Administration of Criminal Justice Policy</b>	Andrea Headley	(new course)				
<b>SOC 5XXX Evidence Based Practice</b>	Paul Bellair (Sociology)	(new course)				
<b>SOC 5XXX Offender Decision Making and Prisoner Reentry</b>	Paul Bellair	(new course)				



PA 7507 CJ Policy	Andrea Headley	(existing in-person course)				
PA 7508 Juvenile Justice System Policy	Andrea Headley	(new course)				
PA 7557: Strategic management	D. Landsbergen	(existing in-person course)				
PA 7550: Contract Management	D. Landsbergen	(existing in-person course)				
PA 7554: Performance Management	D. Landsbergen	(existing in-person course)				
PA 7555: Project Management	D. Landsbergen	(existing in-person course)				
PA 6000: Policy Formulation and Implementation	D. Landsbergen	(existing hybrid course)				
PA 6030: Public Sector Economics	D. Landsbergen	(existing hybrid course)				
PA 6080: Program Evaluation	D. Landsbergen	(existing hybrid course)				
PA 5570: Risk Analysis	D. Landsbergen	(existing in-person course)				
PA 7553: Nonprofit Mgt. and Governance	Tentative	(existing in-person course)				
PA 7533: Nonprofit Financial Management	Tentative	(existing in-person course)				
PA 5590: Fundraising & Philanthropy for	Tentative	(existing in-person course)				




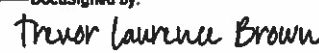
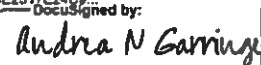
Nonprofit Orgs						
PA 5592: Marketing for Nonprofit Organizations	Tentative	(existing in-person course)				
PA 6040: Public Budgeting & Finance	J. Landers	(existing on-line course to be reviewed)				

<b>Colleges entering into this agreement will:</b>
Secure approval from the following, where applicable: <ul style="list-style-type: none"> <li>• Graduate School</li> <li>• Council on Academic Affairs (CAA)</li> <li>• University Senate</li> <li>• Board of Trustees</li> <li>• Department of Higher Education</li> </ul>
Contact the university budget office regarding new program and to request a distance education specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.
Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models
Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval)
Label students in Student Information System with appropriate subplan. Distance students = subplan ONL
Provide budget forecasting/market analysis using ODEE funding model (attached) <ul style="list-style-type: none"> <li>• Incur the costs for your program specific advertising</li> <li>• Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)</li> </ul>
Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable <ul style="list-style-type: none"> <li>• Notify ODEE of states/countries where they would like to enroll students</li> <li>• Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations</li> </ul>
Collaborate with ODEE on the technical solutions for effective course delivery: <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> <li>• OSU identity/branding guidelines</li> <li>• Carmen course template providing students with effective navigation and online course expectations, etc.</li> <li>• Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery</li> <li>• Utilize Quality Matters principles in course design</li> <li>• Focus on outcome-based learning and incorporate assessment into courses</li> </ul>
Work with faculty on the workload assignment
Encourage distance education faculty/instructors/students to participate in ODEE's Distance Education Learning and Teaching Academy
Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veterans Affairs, etc.) <ul style="list-style-type: none"> <li>• Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE</li> </ul>
Collaborate with ODEE to review and update courses every three years.
Provide at least one required student participation activity each week in a course <ul style="list-style-type: none"> <li>• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.</li> </ul>
Identify student technology support for tools only used by your program
Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.
<b>ODEE entering into this agreement will:</b>
Administer state authorization program <ul style="list-style-type: none"> <li>• Necessary to ensure program meets federal student financial aid guidelines</li> <li>• Communicate with the colleges the status of approved state authorizations</li> </ul>
Collaborate with the college on the technical solutions for effective course delivery: <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> </ul>



<ul style="list-style-type: none"> <li>• OSU identity guidelines</li> <li>• Course templates providing students with effective navigation and online course expectations, etc.</li> <li>• Placing course content materials into mutually agreed upon formats and technologies for distance delivery</li> <li>• Utilize Quality Matters principles in course design</li> <li>• Focus on outcome-based learning and incorporate assessment into courses</li> </ul>
Provide instructional designer production time
Provide distance education professional development opportunities for faculty/instructors/students through ODEE's Distance Education Learning and Teaching Academy
Collaborate with the college to review and update courses every three years
Collaborate with course instructors to provide at least one required student participation activity each week in a course <ul style="list-style-type: none"> <li>• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.</li> </ul>
Provide distance education faculty and students access to: <ul style="list-style-type: none"> <li>• An OCIO managed Tier 1 help desk for ODEE/OCIO provided tools/services</li> </ul>
Provide OSU online program advertising <ul style="list-style-type: none"> <li>• Two minute program specific introductory video</li> <li>• Consult with college marketing on strategies for program specific advertising</li> <li>• Program included in general OSU online marketing strategy</li> <li>• Marketing will only be conducted in states/countries in which the program has been authorized</li> </ul>
Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14 week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified.

\*Products and services used will be held to each service level of agreement.

<b>MOU created by:</b>	Kathleen Hallihan	
<b>MOU approved by:</b>	<b>Mike Hofherr, Vice President and Chief Information Officer:</b> 	<b>Date:</b> 2.2.18
	<b>Dean, College:</b> <small>DocuSigned by:</small> 	<b>Date:</b> 1/29/2018
	<b>Fiscal Officer, College:</b> <small>DocuSigned by:</small> 	<b>Date:</b> 1/29/2018

\*Please review and attach program revenue projection worksheet.

Office of Distance Education and eLearning (ODEE)  
Distance Education Program Revenue *Projection - DRAFT*

01/31/18

College:	<b>John Glenn College of Public Affairs</b>
Program Name:	<b>Master of Public Administration and Leadership (MPAL)</b>

Number of Courses:	<b>10</b>
Total Credit Hours	<b>32-33</b>
Rank	<b>Graduate</b>
Residency (in/Out State Split)	

Rank		1st year	2nd year	3rd year	4th year	5th year
<b>Graduate</b>	<b># of Courses</b>	10 Course	10 Course	10 Course	10 Course	10 Course
	<b># of Students</b>	20 Students	40 Students	40 Students	60 Students	80 Students
	<b># of Credit Hours</b>	32 Cr Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours
	Total Credit Hours of Instruction	640.0 hours	1,280.0 hours	1,280.0 hours	1,920.0 hours	2,560.0 hours
	<b>Instructional Fee</b>					
	<b>Fees - Effective Rates</b>		\$1,006.34	\$1,006.34	\$1,006.34	\$1,006.34
	<b>State Subsidy</b>		\$407.33	\$407.33	\$407.33	\$407.33
	Projected Fees		\$322,030	\$966,090	\$1,288,120	\$1,610,140
	Projected Subsidy		\$0	\$0	\$0	\$0
	<b>Projected Revenue Generated</b>		\$0	\$322,030	\$966,090	\$1,288,120

Marginal Revenue	\$0	\$322,030	\$644,060	\$322,030	\$322,020
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Support Units Tax rate	24%	24%	24%	24%	24%
Support Units Tax	\$0	\$77,290	\$154,570	\$77,290	\$77,280
Cumulative Support Units Tax	0	77,290	231,860	309,150	386,430
Net Margin	\$0	\$244,740	\$489,490	\$244,740	\$244,740

Colleges Share %	70%	70%	80%	80%	80%
Colleges Share - Annual PBA	\$0	\$171,320	\$391,590	\$195,790	\$195,790
Colleges Share (Cumulative Cash Generated)	\$0	\$171,320	\$562,910	\$758,700	\$954,490

ODEE Share %	30%	30%	20%	20%	20%
ODEE Share Annual PBA	\$0	\$73,420	\$97,890	\$48,940	\$48,940
ODEE Share (Cumulative Cash Generated)	\$0	\$73,420	\$171,310	\$220,250	\$269,190

<b>Current Budget Model:</b>						
SSA 1 - Student Service Assessment 1 - UG - \$118.12		\$0	\$0	\$0	\$0	
SSA 2 - Student Service Assessment 2 - Grad - \$492.26		\$157,520	\$472,570	\$630,090	\$787,620	
SSA 3 - Student Service Assessment 3 - \$4.36		\$1,400	\$4,190	\$5,580	\$6,980	
<b>Total Current Assessments</b>		\$0	\$158,920	\$476,760	\$635,670	\$794,600

<b>College Assessment savings under new model</b>	<b>\$0</b>	<b>\$85,500</b>	<b>\$305,450</b>	<b>\$415,420</b>	<b>\$525,410</b>
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**Assumptions:**

No other Student Services Assessments would apply to Colleges under this model.  
 The Distance Education assessment applies to marginal revenues.  
 The Distance Education assessment only apply to students who are 100% distance Ed.  
 No inflationary adjustment is taken for instructional fees.  
 The projected numbers in this model are best estimates and the actual allocations might be slightly different.

Revenue and Assessments Calculation is based on the following current FY18 rates:

	Fees	Subsidy
Undergraduate	\$389.58	\$217.18
Graduate	\$1,006.34	\$407.33



Proposal for a new Master's degree in  
Public Administration and Leadership

Respectfully submitted by the  
John Glenn College of Public Affairs  
January 18, 2018

Vice Provost W. Randy Smith  
Graduate School &  
Council on Academic Affairs  
Office of Academic Affairs  
203 Bricker Hall  
190 North Oval Mall  
Columbus, OH 43210

Dear Randy,

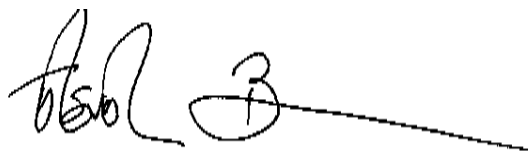
The Glenn College is excited to present for consideration the enclosed proposal for a new on-line Master of Public Administration and Leadership (MPAL) degree. Directly aligned with our mission to “inspire citizenship and develop leadership,” the MPAL is designed to afford greater access to working professionals in Ohio and beyond, who wish to prepare themselves for leadership in the public and non-profit sectors in order to impact the critical issues facing society.

Online delivery is a signature feature that distinguishes the MPAL from our current Master’s degrees, the Master’s in Public Administration (MPA) and the residential In-Career Master of Arts in Public Policy and Management (MA). Another key feature is a newly designed curriculum developed by faculty with input from alumni and employers.

The proposal was approved by the faculty on October 20, 2017, and we have obtained concurrences and support from colleges and departments across the University. As a tagged master’s degree, the MPAL would also be proposed for accreditation to the National Association of Schools of Public Affairs and Administration (NASPAA).

We appreciate your consideration and welcome your feedback.

Sincerely,

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

Trevor Brown

Dean, John Glenn College of Public Affairs

January 18, 2018

Vice Provost W. Randy Smith  
Graduate School &  
Council on Academic Affairs  
Office of Academic Affairs  
203 Bricker Hall  
190 North Oval Mall  
Columbus, OH 43210

Dear Randy:

Please find attached a proposed online Master of Public Administration and Leadership (MPAL) degree. This new graduate degree is a strong complement to the Glenn College's existing pre-service Master of Public Administration (MPA) and in-career Master of Arts in Public Policy and Management (MA). Targeted at working professionals who may not have the flexibility or ability to commit to a residential program in Columbus, the MPAL degree emphasizes skills that can be immediately used in the workplace and at the same time is responsive to the needs of public and nonprofit employers.

While the proposed degree is necessary to compete with other top public affairs graduate programs, almost all of which have online degree options, the Glenn College MPAL degree distinguishes itself because it is not merely an online version of an existing program. Our graduate faculty designed the new degree from the ground up, keeping in mind that online course delivery is much different than face-to-face delivery. We designed this brand new integrated curriculum with the working professional's needs in mind. Applicants bring real work problems to us as part of the application process, and they have the opportunity to address these problems throughout the program that culminates in a capstone experience that challenges the students to present solutions to these problems. The curriculum builds key competencies needed for leadership in the public and nonprofit sectors, and it emphasizes ethical leadership; civic engagement and civil discourse; and diversity throughout the program. We also hope to continue to engage with our program alumni to both continue to be a resource for them and to draw upon their expertise.

The MPAL consists of 32-33 credit hours of coursework, which is fewer than our 38 hour MA degree. Of that, seven courses for 20 credit hours are required core classes, which range from 1 to 4 credit hours. Five of these classes are brand new classes designed for the program and restricted to MPAL students, and two of the classes are online versions of existing classes (PUBAFRS 6060 and PUBAFRS 6530). In addition, students have the option of choosing a minimum of 12 credits of electives or specializing in one of four initial areas, Public Management, Public Policy, Criminal Justice Administration & Policy, or Nonprofit Management. These specializations both address workforce needs identified during our market research and build on the strengths of existing faculty. In the case of the Criminal

Justice Administration & Policy, the Department of Sociology is collaborating with the Glenn College to offer elective coursework.

As with our two existing master's degrees, we will seek accreditation for the MPAL degree from our disciplinary accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA). As such, the learning goals in the proposed degree are taken directly from NASPAA's Standards for Accreditation, and we have proposed an assessment plan that meets the needs of NASPAA, OSU, and our students.

We are very excited to submit this proposal, as it will allow us to both meet the flexible scheduling needs of the working professional student and to extend the geographic footprint of our program as we work to fulfil the University's educational mission. We are also very excited at the prospects of delivering the new program.

Thank you for taking the time to review this proposal.

Sincerely,

A handwritten signature in black ink, appearing to read "David Landsbergen". The signature is fluid and cursive, with a large initial "D" and "L".

David Landsbergen

Graduate Studies Committee Chair



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **“Master of Public Administration and Leadership”**

#### **Proposal for a New Degree Program:**

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# **“Master of Public Administration and Leadership” (MPAL)**

## **A Proposal for a New Degree Program**

### **1. Rationale for Program, Description of Disciplinary Purpose and Significance**

The goals of the proposed degree are to offer a working professional degree that 1) meets the needs of mid-career professionals by tailoring the curriculum to this population; 2) realizes the Glenn College vision to “become a leading educator of public and nonprofit sector professionals prepared for leadership roles at local, state, and national levels”; and 3) increases enrollments. Our target timeframe for implementation of this degree, if approved, is Autumn 2019.

Currently students in both our pre-professional Master of Public Administration (MPA) and In-Career Master of Arts in Public Policy and Management (MA) students take the same core courses. Having MPA and MA students in the same class benefits the MPA students because they gain from hearing the experiences and insights from working professionals. However, working professionals possess different experiences and strengths, have less scheduling flexibility, and are at a different stage their careers. The proposed addition of the Master of Public Administration and Leadership (MPAL) degree addresses this by developing a new online, integrated core curriculum targeted at advancing the management and leadership skills of working professionals.

Higher education has a responsibility to increase the accessibility of education to working professionals. As stated in our mission, the College is committed to

“Foster the creation of knowledge of public affairs and to disseminate knowledge of public affairs to students, public affairs professionals, and citizens to enable them to make positive impacts on communities, states and regions, the nation, and the international community.”

Working professionals have different scheduling constraints than the pre-professional population. The current MA program addresses this by scheduling evening and hybrid classes, but this still limits the population of potential students seeking to advance their careers to those who both have the flexibility to attend in-person classes and are able to travel to the Columbus campus once or twice a week by 5:45 pm. While the MPAL degree still requires a significant time commitment from its students, the online nature of the program delivery allows the program to be accessible to a much larger population of public and nonprofit professionals beyond central Ohio and beyond Ohio’s borders.

Further, the new degree addresses the challenge that the College continues to face greater competition within central Ohio. Emerging leaders who do not have the flexibility or proximity to take our current residential degrees are obtaining their education elsewhere. In many cases, they are either enrolling in online programs offered by out-of-state institutions or are simply not enrolling in any degree program, thus failing to reach their full potential. While enrollments in our professional master’s degree programs have remained stable, our goal is to increase the

degree enrollments from 84 to 100. We plan to increase enrollments by offering a curriculum that is more accessible, more relevant for this group of potential students, and has better value.<sup>1</sup>

## 2. Description of the Proposed Curriculum

### *Overview*

The proposed degree program provides a better balance of academic tradition and professional development for those who are familiar with working in the public and non-profit sectors and now need additional skills and knowledge to advance in their workplace or career. The program can also attract professionals who are contemplating a career change to a new field and need the skills and knowledge to make a successful transition. The intended audience is working professionals who have a minimum of three years of post-baccalaureate significant managerial (managing people or budgets) or analytic (analysis supporting organizational decision-making) experience. It complements the existing pre-professional MPA program and in-career MA program that remains an option for professionals who prefer in-person classes or a curriculum focused more on public policy and policy analysis.

While the program is designed to enhance students' management and leadership skills, it also builds on one of the strengths that helps to distinguish the Glenn College from its peers. Our curriculum design is based upon the belief that public managers need to understand both public management and public policy. Thus, while the focus is on developing effective public and nonprofit managers and leaders, the curriculum still offers a basic understanding of policy.

Based on our scan of current programs around the country, both online and in traditional classroom classrooms, the College has identified many distinguishing features that set this degree apart.

**1). More emphasis on skills and the application of theoretical knowledge to real problems and actual workplace challenges.** Using an experiential learning approach, learning occurs through working with specific problems drawing upon relevant skills and theories to understand and address the problem. We do not teach theory with the hope that students will eventually see its application in the future. We do not teach “first principles” in theory without showing how that theory is immediately useful in a workplace situation.

As a degree for working professionals, the MPAL will have a stronger emphasis on developing important workplace skills but within the larger context of useful theory. This will help students learn how theoretical and conceptual lenses can be applied to better understand and solve real

<sup>1</sup> The residential In-Career MA currently costs \$31,800 for in-state students and \$81,600 for non-residents (5 terms = normal time to degree). The total resident cost for the MPAL (5 terms = normal time to degree) is \$23,120. All online students pay in-state rates. The significantly reduced cost is due to lower required credit hours and how that lower credit hour requirement interacts with our fee structure.

world challenges. Throughout the program, student will apply skills and theories to their own real work situations or suitably applied problems.

Relating coursework and work experience together with theory is also a more effective teaching approach with adult learners (andragogy versus pedagogy).

2). An **integrated curriculum** that is purposefully designed to identify the student's needs and interests early to maximize the relevance of the curriculum. This begins as soon as when they first apply to the program, and it continues with an orientation program that builds on their identified workplace projects or problems that may apply to the assignments and projects through their academic career. It proceeds through the accumulation of their own portfolio of projects through their final capstone in which they are asked to reflect on the work that they have accomplished and are asked to identify future learning goals. Ideally, learning will continue after graduation, as students will have a network of professionals and Glenn College faculty members to rely on, and we already actively engage the College's graduate alumni.

The details of the process leading up to the capstone course are as follows:

- A. As part of the **application stage**, students identify projects and skills that professionally interest them. This statement of interest is not a contract but a way for students to take ownership of their education by ensuring that the online degree program is a good fit for the student and will benefit the student and their employer from start to finish. The application process will also include a diagnostic for applicants so that they can assess their readiness and clarify their expectations of what is required to complete an online degree.
- B. Students begin to identify projects and interests during the **orientation** and then bring that project with them throughout the curriculum. In particular, they are asked to begin identifying the final professional project that will rigorously analyze a work place problem that results in a set of managerial or policy recommendations based upon analysis and application of coursework. The goal is to have products that can actually be utilized by a client. Again, this is not a contract, as a student's interests vary and the feasibility of the project will vary as the coursework proceeds. It is, however, a device to get students to think about projects early. This is to avoid late decisions about projects from which they may not recover if the project ideas are not feasible. The goal is to have students already thinking about a project they will be working on well before they enroll in a particular course.
- C. Students synthesize and apply knowledge, skills and values **throughout the curriculum** that address management or policy problems. The analysis will result in recommendations to be used in their organization. It must include implementation details that deal with management, budget, law and policy concerns.



- D. Students are also required to repeatedly practice and demonstrate their **professional oral and written presentation skills** within the courses.
- E. For their final deliverable, students will assemble a **portfolio** of their work in the program. This will include their original plans in beginning the program, accumulated work done over their academic career, and a short reflection paper on what they have learned and what their next lifelong learning goals are. The portfolio not only makes it clear what they have learned, but it is a useful device to make sure that beginning students are looking forward across all of the courses that they will be taking and making sure that they are making sufficient progress toward their career goals. This portfolio will also be used for student learning outcomes assessment. This practice reflects a growing trend in Public Administration and Management education.<sup>2</sup>
- F. A **new capstone course** will integrate the skills and concepts tailored to this population by writing a short professional brief rather than a long research paper. The professional brief requires students to develop managerial recommendations or policy suggestions that result from analysis done in a homework or project covered in an earlier class. Students will also communicate the results of their professional brief via various delivery modes such as policy briefs, oral presentations and testimony, visual and graphic display of information, social media, or press releases). See the capstone course description below.

3). The MPAL is a **cohort-based** program. Cohort programs are easier to manage and plan for both administrators and students. We will provide opportunities for students who can travel to central Ohio to meet in person at the orientation and at several other points during the program, and online alternatives be available for those who cannot attend in person. Cohorts support the development of relationships, which is an important goal for students in working professional programs. The new core MPAL courses will generally not be open to MPA or MA students.

4). The MPAL is **more convenient and accessible for working professionals**. The MPAL is an online degree program. Online programs will increase access to individuals who do not have the flexibility and capacity to attend classes on campus. While some specialization classes may still be residential during the development phases for the new degree, the core, and at least one specialization path will be available fully online when the degree begins. Over time, paths to complete all specializations completely online will become available.

<sup>2</sup> Kapucu, N. and Koliba, C. "Using Competency-based Portfolios as a Pedagogical Tool and Assessment Strategy in MPA Programs." *Journal of Public Affairs Education* (23:4) 2017.  
[http://www.naspaa.org/JPAEMessenger/Article/VOL23-4/JPAE%2023\\_04\\_20170921\\_05\\_Kapacu.pdf](http://www.naspaa.org/JPAEMessenger/Article/VOL23-4/JPAE%2023_04_20170921_05_Kapacu.pdf)

5). This new cohort-based curriculum will have **an orientation program** where students begin developing their professional relationships with their classmates and instructors. It will also ask students to do an assessment of their current skills and knowledge. Orientation will also build upon the application process by asking students to reflect again about ways that the curriculum can directly meet their needs. Students will be strongly encouraged to attend the orientation in person to meet their classmates and instructors in person. Students for whom this is impossible will be able to attend virtually.

6). Important learning objectives, aligned with our accreditation learning goals, are designed and integrated across the core curriculum to address today's management and leadership challenges. Continuous program assessment will ensure that the curriculum remains relevant. A curricular map was used in course development to make sure the following objectives were included during the course design process, that the objectives are integrated across the curriculum, and that they are introduced and reinforced in the appropriate classes (see Appendix 1).

- A. *Writing and Oral skills* are repeatedly identified by faculty and alumni as an important skill that needs constant refinement. A 2016 survey of alumni ranked written and oral communications as the most useful skill for their careers. By explicitly designing these skills into the curriculum, most notably in the capstone class, the completion of the degree assures that students are working on the variety of communications skills necessary and that there have been repeated opportunities across the curriculum to practice and refine these skills.
- B. In an era where distrust of government is at its highest level, improving trust will depend on how well managers deal with the many ethical dilemmas they will encounter. Rather than having a course on ethics, modules on *ethics* will be infused into many of the courses where appropriate.
- C. *Civic Engagement and Civil Discourse* – Civil discourse in government, and institutions in general, is at an all-time low. Government needs respectful and productive communication in order to operate effectively and to thus regain the trust of the public. The mission of the Glenn College is to remedy this gap and  
  
“Engage public officials, representatives of public groups and citizens in dialog, deliberation, and action to improve the performance of democratic governance.”

Emphasis on civic engagement and civil discourse will be included in the coursework throughout the curriculum rather than as a free-standing course to reinforce that this is a concept and skill that is widely applicable.

- D. *Diversity* will be incorporated throughout the program by seeking a diverse student body taught by a diverse set of instructors, choosing readings from diverse authors, and via a curriculum that utilizes course modules, examples, and case studies that highlight inclusion and underserved populations. Discussions and analysis of such material, taught in the model of civil discourse, will better prepare students for managing in an increasingly diverse workforce.
  
- E. As a degree within a public affairs college, the new degree should utilize a *governance* perspective. This is necessary not only to prepare some of our students for management positions in the nonprofit sector but it also reflects the reality that public, private, and nonprofit sectors are integrated. As such, public sector leaders also need a good understanding of the challenges in the nonprofit sector.

### ***Student Learning Goals***

The MPAL will conform to the student learning goals (i.e. “Standards”) given to us by our accreditation agency (National Association of Schools of Public Affairs and Administration – NASPAA).

1. The ability to lead and manage in public governance [Standard 5.1.1]
2. The ability to participate in and contribute to the policy process [Standard 5.1.2.]
3. The ability to analyze, synthesize, think critically, solve problems and make decisions [Standard 5.1.3.]
4. The ability to articulate and apply a public service perspective [Standard 5.1.4.]
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry [Standard 5.1.5.]
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context [Standards 5.2, 5.1.3., 5.1.2.]
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field [Standards 5.4, 5.1.2., 5.1.4., 5.1.5.]

**Core Courses, Electives, and Specializations**

The curriculum will consist of 32-33 credits of coursework. Within that, 20 credits will be core courses and 12-13 credit hours will be for a specialization. (See Appendix 2 for Advising Sheet)

**1. Program Plan** (and credit hours)

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>
<b>Spring</b>	<b>Summer</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
PUBAFRS 6051: Intro to Public Affairs and Orientation to the Program (4)	PUBAFRS 6060: Managing Human Resources in Public Orgs. (4)	PUBAFRS 6045: Fundamentals of Budgeting & Financial Admin. (2) (1 <sup>st</sup> 7 weeks)	PUBAFRS 6075: Data, Models & Evaluation (4)	PUBAFRS 7990: Capstone (3)
Specialization/ Elective 1 (3)	Specialization/ Elective 2 (3)	PUBAFRS 6055: Judgment in Managerial Decision-Making (2) (2 <sup>nd</sup> 7 weeks)	Specialization/ Elective 4 (3)	PUBAFRS 6530: Negotiation (1) (1 <sup>st</sup> 7 weeks)
		Specialization/ Elective 3 (3)		
7 credits	7 credits	7 credits	7 credits	4 credits

The first column represents the first semester of the program. Longer term, the MPAL sequence could begin in Autumn with a second sequence beginning Spring. These sequences would be offset to allow students to catch up if they fall out of sequence. Students sometimes experience life events that require them to reduce their course load or skip a semester. By offering two cohorts each year, students will be able to easily rejoin the program sequence if they need to take a semester off.

There are certain courses where students will strongly benefit by taking the sequence displayed above. Therefore, we will institute pre-requisites for certain courses, such as the Capstone course (see Advising Sheet, Appendix 2). The Capstone must be taken at the end of their academic career.

**2. Electives and Specializations**

Students choose a minimum of 12 credits of electives. We request that these specializations be transcriptable. They are required to define a program of study that advances their career goals.

As an alternative, students can choose a more focused degree specialization. Initial specializations will be offered in Public Management, Criminal Justice Administration and Public Policy. Short descriptions of those specializations are below. The college also may develop future specialization, such as in Education or Local Government. Whether and when these specializations are developed depend on how quickly the college can build the capacity for the

online program and how quickly enrollments increase. For the first cohort, there will be at least one path available for students to move through in a completely online manner. Prospective and incoming students will be carefully advised of which courses are initially offered online and which will be offered residually. As new courses and specializations come online, prospective, incoming, and current students will be fully informed in a timely manner.

Beyond providing a specialized set of courses, well-defined specializations allow us to define a course offering pattern that students can count on to complete the program with the specialization in five semesters.

The **Public Management** specialization is designed for students who would like to focus even more on the managerial and leadership skills. Students completing the specialization will be prepared to effectively apply management theory to practical management challenges; will be prepared to diagnose complex situations and resolve them in ways that enhance organizational performance; will engage in fundamental strategic management techniques; will be suited to set organizational priorities, use performance data to manage operations and use performance information to develop more effective employees and make financial decisions; and will be prepared to effectively manage projects. This specialization will be offered when the online program begins.

The **Criminal Justice Administration and Policy** specialization, developed in conjunction with the Department of Sociology, is designed for students who would like to develop their managerial skills in the field of criminal justice. Students completing the specialization will understand the criminal justice system generally as well as specifically in Ohio; will understand the role of administrators in a criminal justice system; will understand the crime and society's responses to crime based on public policy and the criminal justice system; will be able to make evidence-based recommendations regarding key correctional populations (arrestees, probationers, prisoners, parolees, drug abusers, and others); will be able to articulate best practices related to prisons and jails; and will develop an understanding of criminal careers and recidivism. Coursework for this specialization will be offered by the Department of Sociology in addition to the Glenn College.

The **Public Policy** specialization is designed for students who would prefer to develop their public policy knowledge and policy analysis skills. Students completing the specialization will understand the public policy process; will be able to apply the concepts from economics to policy problems; will be able to set up basic program evaluations and evaluate the evaluations conducted by others; and will have the opportunity to further develop their analytic tools or knowledge of a specific policy area.

The **Nonprofit Management** specialization is designed for students who would like to focus even more on the management skills unique to nonprofit organizations. Students completing the specialization will be prepared to assess and manage nonprofit capacity to achieve organizational performance and system impact; will learn the fundamentals of nonprofit budgeting, accounting, and financial management; will be prepared to engage in development and fundraising strategies, process and systems; and will grow their expertise in marketing for nonprofit and public sector organizations.

### 3. Tentative Specialization

The following tentative specialization is also included to further illustrate the nature and direction of the proposed MPAL program.

The **Education Policy** specialization will train students interested in careers for the education sector, broadly envisioned, including both traditional public schools as well as the charter and private school sectors. Students will receive broad based public policy training in K-12 education, higher education, and workforce training. The focus on the course work will be on applying public policy theory and practice – leadership and policy analysis – to education practice. What this means is an explicit emphasis on, strategic planning, and evaluation – not on curriculum, foundations, or administration.

#### MPAL Specializations and Electives

<b>Public Management</b>	<b>Public Policy</b>	<b>Criminal Justice Admin. &amp; Policy</b>	<b>Nonprofit Management</b>
* PUBAFRS 7557: Strategic management (3)	* PUBAFRS 6000: Policy Formulation and Implementation (4)	* PUBAFRS 5506: Administration of Criminal Justice Policy (3)	* PUBAFRS 7553: Nonprofit Mgt. and Governance (3)
PUBAFRS 7550: Contract Management (3)	PUBAFRS 6030: Public Sector Economics (4)	SOC 5XXX Evidence Based Practice (3)	PUBAFRS 7533: Nonprofit Financial Management (3)
PUBAFRS 7554: Performance Management (3)	PUBAFRS 6080: Program Evaluation (4)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PUBAFRS 5590: Fundraising & Philanthropy for Nonprofit Orgs.(3)
PUBAFRS 7555: Project Management (3)	PUBAFRS 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]	PUBAFRS 7507 CJ Policy (3) (and/or) PUBAFRS 7508 Juvenile Justice System Policy (3)	PUBAFRS 5592: Marketing for Nonprofit Organizations (3)
Other course(s) as approved by advisor			
12 credits	12-13 credits	12 credits	12 credits

\* Each specialization requires this first course. Students can choose from the remaining courses, or other electives with approval, to complete the specialization. A sample of some of the electives available to students for each specialization are included in this table. We will develop online versions of different electives as the program grows and develops.

Please see Appendix 2 for the advising sheet and Appendix 5 for listing of each course and their current and planned status, as well as course syllabi for new courses.

### **3. Administrative and Computational Arrangements for the Proposed Program**

Like our other degree programs (Ph.D., M.A., M.P.A., B.S., B.A.), the program will be administratively housed within the college as opposed to within a separate department. The college's standing Graduate Studies and Curriculum Committee will be responsible for the administration of this new program, including admissions. Student services staff members will be responsible for recruitment and student support services such as advising and career services. The Glenn College IT department will be responsible for the technological needs of maintaining the program. In addition, the college plans to hire a new Program Manager to manage recruitment, admissions assistance, and advising specifically for this program.

Students will need to have access to a computer with specifications that allow them to participate in the program. Students taking residential classes within the degree will have access to our computer lab in Page Hall, Room 030, and to classroom computers in Page Hall, Room 040. Students will also have access to the Ohio State Library System.

### **4. Evidence of Need for the New Degree Program, including Opportunities for Employment of Graduates, and Other Programs in the State and Region that are Potentially Duplicative.**

The Graduate Studies Committee reviewed several data sources to determine whether there is a need for the program. The Graduate Studies Committee worked with the Office of Distance Education and eLearning (ODEE) to procure EDUVENTURES market snapshot research and labor market demand research, conducted its own environmental scan of programs that are competing within central Ohio, and conducted its own survey and focus group sessions of our alumni.

The labor demand research revealed that positive growth is forecasted in leadership and management positions both nationally and within central Ohio. Median hourly wages for managers in Columbus are expected to be paying \$44/hr. as compared to \$21/hr. for all occupations.

At the same time, there is an increase in national academic programs serving this population. "National programs" are those operating across many states. Almost all of these "national programs" offer an online option. Competition within central Ohio reflects these national trends with many new providers coming from out of state and providing an online delivery option within Ohio. This is reflected by both the EDUVENTURES research and corroborated by the College's own environmental scan. Additional highlights of the scan revealed that tuition ranged between \$19k (ASU), \$25k (OSU) and \$29k (OU online). Programs require approximately the same number of credit hours, with a range of 33 credits (ASU), 38 credits (OSU) and 48 credits (Akron).

The survey and focus group revealed that many of the alumni saw online and hybrid courses as a growing reality for working professionals within their organizations. Many of them had taken

online courses themselves after graduating from Ohio State. Based on their own experiences and the experiences of their colleagues, they generally concluded that the growth in online education was a reality, that it is more convenient than returning to a classroom, and that they have experienced both very good and bad online courses. A minority of the focus group participants volunteered that they would never take an online course. For such students, our residential In-Career MA degree remains an option. The alumni focus groups and the survey results also had specific suggestions for creating hybrid and online classes that have been drawn upon in our program and course development.

In terms of employment, most students in the new degree program will be currently employed but likely seeking a promotion or a career change. Our Career Services Advisor currently serves our residential In-Career MA population in this capacity. Last year, this population had a 96% rate of employment (one person dropped out of the workforce to stay home), and we are confident that we will be able assist our new degree graduates in a similar fashion. Within the next 10 years, over 40% of the state government workforce in Ohio will be of retirement age.<sup>3</sup> Other sectors of public service will be similarly affected. It is imperative that the up and coming workforce be trained to take the places of these retirees. This will open up a great deal of opportunity for our graduates to succeed in future careers.

## **5. Prospective Enrollment**

We plan to increase overall master's enrollments by offering a curriculum that is more accessible, more relevant and has better value for working professionals throughout the state, the region, and the nation. We plan to begin with a cohort of around 20 students. We will run two cohorts through the program and predict that enrollments will eventually grow to 30-40 students per cohort, amounting to an annual enrollment of 80 students in the program.

We do anticipate that the new online degree will take enrollments away from our residential In-Career Master of Arts in Public Policy and Management degree, but not fully. Some students in central Ohio (many of whom are current Ohio State employees) still prefer the residential delivery mode and/or a more policy-centered focus, and we are leaving that degree in place to serve that population. While we anticipate that the new degree will draw some students away from the residential degree, we also believe that, on balance, it will draw many new students from areas outside central Ohio. As the residential In-Career MA degree shares a common core courses with our MPA population, there will be change in staffing needed to maintain the residential program.

## **6. Special Efforts to Enroll and Retain Underrepresented Groups**

As with all our programs, we make concerted efforts to attract and retain underrepresented groups. For recruitment purposes, we plan to market the new degree through associations such as

<sup>3</sup> <http://ohiolmi.com/research/publications/2016Graying.pdf>



the National Forum for Black Public Administrators, with whom we have alumni contacts in the central Ohio. Another example is a group located within one of our disciplinary associations, the American Society for Public Administration's Conference of Minority Public Administrators (COMPA). Through targeted marketing to these and other associations and groups, we look forward to reaching prospective students from various underrepresented backgrounds, broadly defined. The more flexible nature of an online program will also allow us to reach a population that we cannot currently service.

Our retention efforts will continue to be characterized by professional competence with a personal touch. Our advisors regularly reach out to underrepresented students (a typically "at risk" group for attrition) to check in and make sure their needs are being met. We also have a standing College Diversity Committee and a student organization that serves those interested in multicultural affairs (the Public Affairs Student Multicultural Organization – PAMSO). Through these institutional supports, we look forward to developing programming accessible to our on-line populations so that they can participate and be supported. In addition, all students will have access to our Career Services Office, which conducts resume reviews and other services on-line and already provides specialized services such as Skype appointments and mock-interviews.

For information on current college and university enrollment, and degree recipients, from underrepresented groups please see Appendix 4.

## **7. Faculty and Facilities Available for the New Degree Program and their Adequacy**

The Glenn College currently has 22 tenured or tenure-track faculty and recently successfully completed two faculty searches for tenure-track positions. The College also has one full-time clinical faculty position starting in autumn 2018. We also have three Distinguished Adjunct Professors, seven affiliated faculty, a visiting assistant professor, and a list of over 50 professional practitioner instructors (adjuncts). Approximately one-third of our courses are taught by these professional practitioners in a given year. See Appendix 10 the Curriculum Vitae of those core faculty members who will be taking the lead in this new program.

The Department of Sociology has committed to offering at least two courses each year as part of the criminal justice administration and policy specialization. See Appendix 7 for their letter of support.

The anticipated decrease in residential In-Career Master's students will free up faculty and instructors to teach online core courses for the new degree. We predict a reduction of sections by one-third, enabling at least eight sections per term to be offered without adding new instructors. Also, we will add online offerings of many of the elective courses currently offered in our MPA and MA degree programs, thus making them accessible to new students. In addition, for some of our specializations, where the program has residential elective options, students will be able to take existing electives with existing instructors. Finally, the college will continue to hire "professional practitioner" instructors as adjuncts as needed for our programs; this is a requirement for our accreditation.

## **8. Need for Additional Facilities and Staff and the Plans to Meet these Needs**

Due to the online nature of this program, there will be little to no need for additional facilities. Any students in the new degree program who have residential aspects to their degree plan will be given permissions to use our existing study and computer lab facilities. Because all the new students will need staff support, the college will hire an additional full time Program Manager whose job it will be to recruit and advise our new students.

## **9. Projected Additional Costs and Evidence of Institutional Commitment and Capacity to Meet these Costs**

To develop and administer this new degree program, we anticipate the hire of one full-time, regular staff member to serve as the MPAL Program Manager, as well as the use of supplemental compensation to faculty members for the transition and refresh of courses for online delivery. Online courses will be instructed by a combination of core and associated faculty within the college, as well as qualified professional practitioners (adjuncts). No additional cost is expected for online course instruction as sections of traditional course offerings will be reduced when online course sections are deployed. Instructional costs are expected to shift evenly from residential courses to online courses. Grading assistance will be provided to online course instructors in the form of hourly student employees. We anticipate the hire of three (3) student employees at a 50% FTE for this work. Primary marketing of the degree program will be managed by ODEE at no cost to the college. Existing general fund balances will be used to cover these expenses for the first three (3) years of the program. As revenue is generated in the MPAL through enrollments, operational costs will be covered by those new revenues.

Anticipated five-year costs for the development and delivery of the MPAL as described above are expected to be approximately \$475,000. The college's general funds carry-forward balance is sufficient to cover these costs until revenue generated from the MPAL is allocated to the college.

Based on the college's strategic plan goals for its undergraduate and graduate programs, the addition of 20 MPAL students in cohort 1, 30 MPAL students in cohort 2, and 40 MPAL students in cohorts 3, 4, and 5 will result in an increase of approximately \$625,000 in general fund allocations by Fiscal Year 2023. If enrollments in the MA program decrease at a rate of 5% annually after Fiscal Year 2018 while MPAL enrollments generate as stated above, general fund allocations will increase by approximately \$415,000 by Fiscal Year 2023. If MA enrollments decrease by 10% annually after Fiscal Year 2018, general fund allocations will increase by approximately \$325,000 by Fiscal Year 2023.

The MPAL program is not expected to affect the undergraduate, MPA, or PhD enrollments for the college.

## **10. Admissions Standards and Procedures**

Our admissions standards will ensure the competency of the students in the new degree program. Students will need to have a minimum 3.0 undergraduate GPA and a minimum of three or more years of significant managerial and/or analytical post-baccalaureate work experience to qualify to apply for the program. Personal statements will require identification of the kind of work products applicants seek to develop given the courses we offer and will include an on-line learner readiness prompt. International students are recommended to score at least a 100 in the TOEFL iBT. Resumes, transcripts, and letters of recommendation will also be required from all applicants. All applications will be reviewed by faculty members on the Graduate Studies Curriculum Committee.

## **11. Accreditation**

If approved, this program will be proposed for formal accreditation to our disciplinary accrediting body, the National Association of Schools of Public Affairs and Administration (NASPAA). The Learning Goals for the program are taken directly from NASPAA's Standards for Accreditation. NASPAA's requirements for accreditation are comprehensive, requiring proof of Strategic Management and Mission for the program (Standard 1); Administrative Capacity and Faculty Governance (Standard 2); Faculty Qualifications, Faculty Diversity, and Research, Scholarship and Service Output (Standard 3); Mechanisms in place for successful Student Recruitment, Student Admissions, Advising and Career Counseling for Students, and Student Diversity (Standard 4); Universal, Mission-Specific, and Professional Competencies (Standard 5); Resource Adequacy needed to launch and maintain the program fiscally (Standard 6); and Appropriate Communication of current information regarding a program's "mission, policies, practices, and accomplishments including student learning outcomes" (Standard 7). For a full listing and explanation of NASPAA's Standards please see:

<https://naspaaaccreditation.files.wordpress.com/2015/02/naspaa-accreditation-standards.pdf>

## List of Appendices

1. Curriculum Map
2. Advising Sheet
3. Assessment Plan
4. Underrepresented Groups Enrollment Profiles
5. Course Syllabi
6. Fiscal Charts/Information
7. Concurrences and External Letters of Support
8. Program Standards for Distance Learning Programs (ODHE statement)
9. Faculty Curriculum Vitae

## **Appendix 1: Curriculum Map**

**(see next page)**

	PUBAFRS 6051: Intro to PA, Leadership, & MPAL Program (4 cr.)	PUBAFRS 6060: Managing Human Resources in Public Orgs. (4 cr.)	PUBAFRS 6045: Fundamentals of Budgeting & Financial Admin. (2 cr.)	PUBAFRS 6055: Judgment in Managerial Decision- Making (2 cr.)	PUBAFRS 6075: Data, Models, & Evaluation (4 cr.)	PUBAFRS 6530: Negotiation (1 cr.)	PUBAFRS 7990: Capstone (3 cr.)
1. The ability to lead and manage in public governance [Standard 5.1.1.]	F	I	I	I	I		A
2. The ability to participate in and contribute to the policy process [Standard 5.1.2.]	F	I	I		I	A	A
3. The ability to analyze, synthesize, think critically, solve problems and make decisions [Standard 5.1.3.]	F	I	A	A	I	A	A
4. The ability to articulate and apply a public service perspective [Standard 5.1.4.]	F	F		I		A	A
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry [Standard 5.1.5.]	F	I		I		A	A
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context [Standards 5.2, 5.1.3., 5.1.2.]	F			I	I		A
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field [Standards 5.4, 5.1.2., 5.1.4., 5.1.5.]	F	I	I	I	I	A	A

F = Meets goals at a foundational level

I = meets goals at an intermediate level

A = meets goals at an advanced level

## Appendix 2: Advising Sheet

Date:

Advisor:



**THE OHIO STATE UNIVERSITY**  


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**JOHN GLENN COLLEGE OF PUBLIC AFFAIRS**

Name:

E-mail address:

Specialization Track:

**Required Foundation Courses (20 hours)**

Course	Title	Credit Hours	Grade	Term/Year taken
PUBAFRS 6051	Introduction to Public Affairs/Orientation to Program	4		
PUBAFRS 6060	Managing Human Resources in Public Organizations	4		
PUBAFRS 6045	Fundamentals of Budgeting & Financial Administration (pre-req 6051)	2		
PUBAFRS 6055	Judgment in Managerial Decision-Making (pre-req 6051)	2		
PUBAFRS 6075	Data, Models, & Evaluation (pre-req 6051)	4		
PUBAFRS 6530	Negotiation	1		
PUBAFRS 7990	Capstone (pre-reqs 6051, 6060, 6045, 6055, 6075)	3		

**Glenn College Specialization Track Options:**

- Management & Leadership
- Criminal Justice Administration & Policy
- Policy
- Nonprofit Management

**Specialization Track courses:**

Course	Hours	Grade	Term/Year taken

<b>Public Management</b>	<b>Criminal Justice Admin. &amp; Policy</b>	<b>Public Policy</b>	<b>Nonprofit Management</b>
* PUBAFRS 7557: Strategic Management (3)	* PUBAFRS 5056: Administration of Criminal Justice Policy (3)	* PUBAFRS 6000: Policy Formulation and Implementation (4)	* PUBAFRS 7553: Nonprofit Mgt. and Governance (3)
PUBAFRS 7500 Contract Management (3)	SOC 5XXX Evidence Based Practice (3)	PUBAFRS 6030: Public Sector Economics (4)	PUBAFRS 7533: Nonprofit Financial Management (3)
PUBAFRS 7554: Performance Management (3)	SOC 5XXX Offender Decision Making and Prisoner Reentry	PUBAFRS 6080: Program Evaluation (4)	PUBAFRS 5590: Fundraising & Philanthropy for Nonprofit Orgs.(3)
PUBAFRS 7555: Project Management (3)	PUBAFRS 7507: CJ Policy (3) (and/or) PUBAFRS 7508: Juvenile Justice System Policy (3)	PUBAFRS 5570: Risk Analysis (3) [or any Policy-related elective to get up to 12 credits total]	PUBAFRS 5592: Marketing for Nonprofit Organizations (3)
Other course(s) as approved by advisor			
12 credits	12 credits	12-13 credits	12 credits

\* The specialization requires this first course, and students can choose from the remaining courses to complete the specialization.



## Appendix 3: Assessment Plan

The assessment plan for the MPAL begins with the learning goals, or “Standards,” established by our accrediting body, the Network of Schools of Public Policy, Affairs, and Administration (NASPAA). These learning goals are then mapped to the learning objectives through a curriculum map to insure each is met with sufficient coverage and depth. (See Appendix 1, above).

The purpose of our assessment plan is to

- know how well we are meeting our student learning goals. Are students learning what we feel they need to learn in order to earn the degree and be successful afterwards?
- help with curriculum design in the future. For example, are skills and concepts in earlier courses providing an adequate foundation for later courses? Is there unwanted duplication of material in classes?
- identify ways to improve the program for students in terms of relevance and usefulness.
- meet NASPAA and Ohio State reporting requirements.

There are several values informing the design of our assessment plan. The first value is the consideration of whether assessment efforts yield recommendations for continuous program improvement in terms of student learning outcomes. Another value is that the process is sufficiently rigorous, yielding regular recommendations for action. Also important is that the plan is reasonably easy for faculty and staff to implement and sustain. Finally, we want to ensure that the data, lessons learned, and actions taken are shared among faculty to increase knowledge and support of assessment, and to support ongoing accreditation.

### Timeline

The seven curricular goals will be assessed over a continuous two-year cycle. This two-year planning horizon is designed to meet Ohio State’s assessment reporting requirements. In the terms labeled “execute,” this is where assessment will be conducted in courses and/or with portfolio products that line up to the student learning objectives associated with the stated learning goals. In terms labeled, “report,” findings from those assessment efforts will be shared with the Graduate Studies and Curriculum Committee. At least once per year, assessment efforts will be reported through the University’s system, TracDat, to our accreditation body, and to Glenn College faculty and staff. These reports will highlight progress made as a result of assessment, as well as future plans to continue assessment efforts.

	Au 19	Sp 20	Su 20	Au 20	Sp 21	Su 21	Au 21	Sp 22	Su 22
Goal 1	execute	report					execute	report	Cont.
Goal 3	execute	report					execute	report	Cont.
Goal 6			execute	report					
Goal 2			execute	report					
Goal 7					execute	report			
Goal 5					execute	report			
Goal 4					execute	report			

### Data Collection and Analysis

Specifically, in the “execute” phase, data will be collected by faculty and instructors through in-course assessment tools, and at times through a survey of graduates and employers. This data will be reviewed and analyzed by a Subcommittee of the Graduate Studies and Curriculum Committee. Findings will then be presented to the larger committee and recommendations will be made and shared with faculty as appropriate each semester, and to the university and NASPAA annually. Data will be archived by Student Services.

### Data Collection Instruments

Faculty will be provided an Excel template that contains the learning objectives for the course along with cells for them to enter the methods, criteria, results, and analysis for their individual assessments. That template will be completed and returned to the Student Services and will be collated for sharing and reporting purposes.

We will use Qualtrics to administer our surveys of students, alumni, and employers.

### Measures Utilized

Both direct and indirect measures will be used for assessment. The focus will be on developing direct in-classroom measures of student learning that can be used as part of a course’s normal assessment process. Periodically, indirect measures will be used to complement the direct measures.

A key assessment tool is the student portfolio. Students will accumulate their assignments and projects during their academic program and then include a short, written reflection paper on what they have learned during their enrollment in the program and their next life-long learning goals are. The portfolio

will then be reviewed by a committee of faculty to make sure that the program is both relevant and rigorous. Ongoing development of the program is dependent on this important source of information. Elements of the portfolios can be assessed before a student completes the program to ensure that students are achieving required competencies as they move through the program, rather than just as they exit.

### **Measures**

#### **Direct Measures**

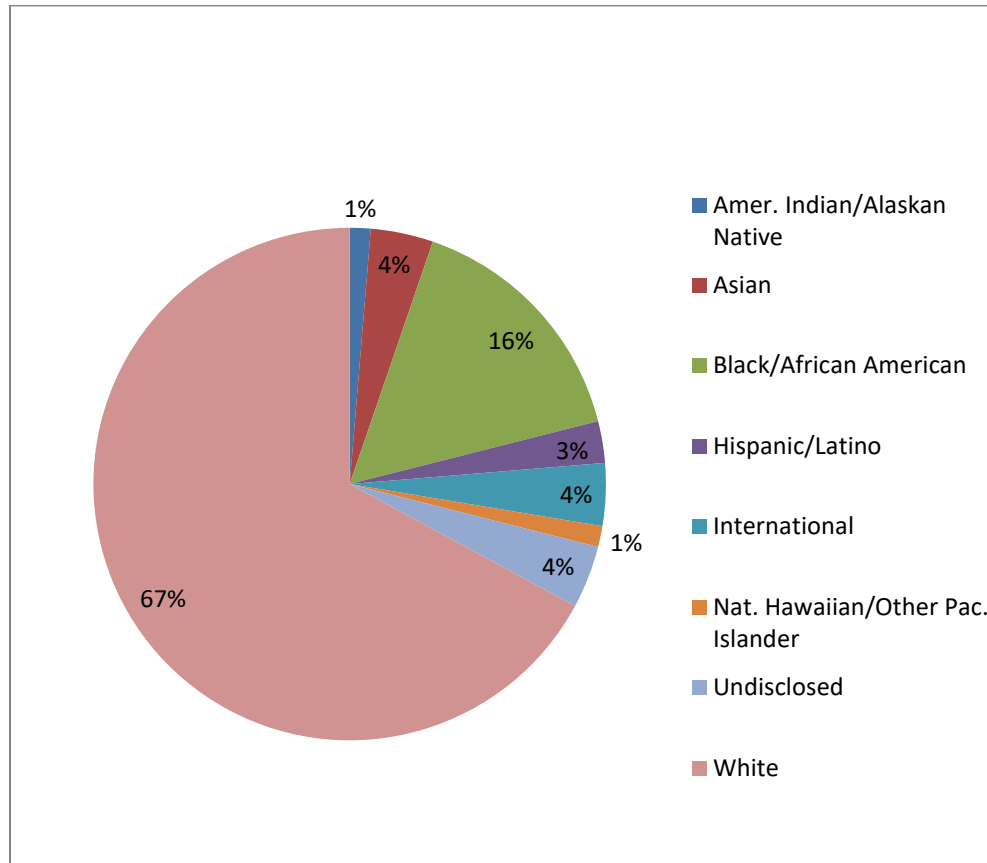
Student portfolio  
Capstone course reports, papers, or presentations  
Other classroom assessment methods

#### **Indirect Measures**

Student survey  
Alumni survey  
Employer feedback or survey  
Student interviews or focus groups  
Career Outcomes  
External program review  
Curriculum or syllabus review  
Comparison or benchmarking

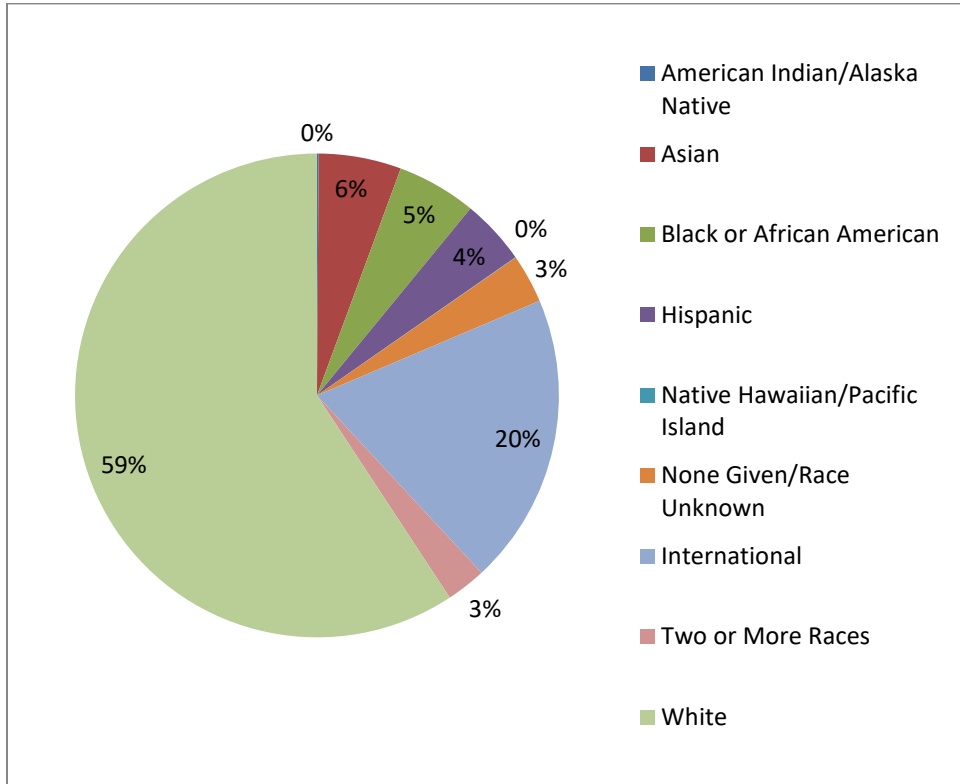
## Appendix 4: Underrepresented Groups Enrollment Profiles

### Autumn 2017 Enrolled In-Career MA students



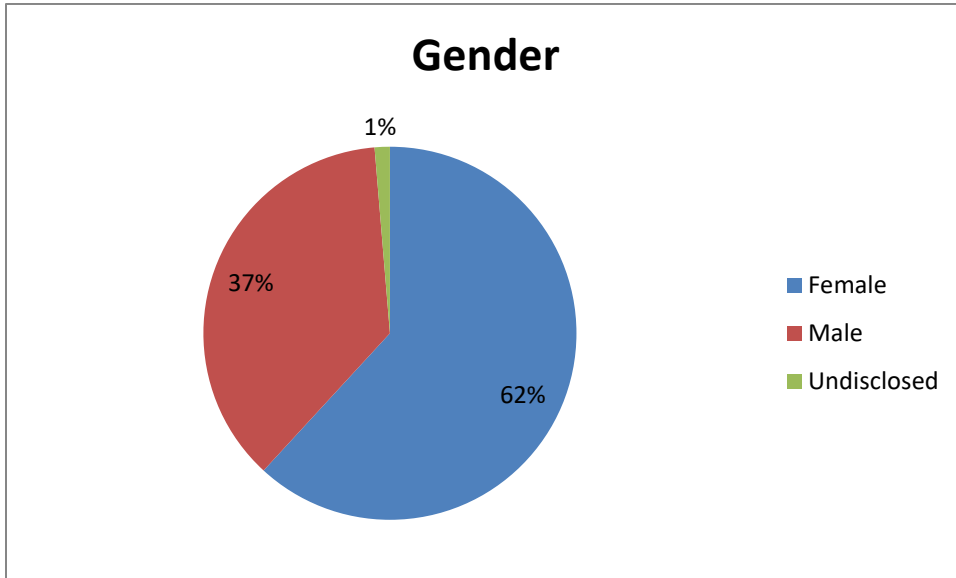
This chart represents the self-reported ethnic/racial makeup of our current In-Career Masters enrolled student body as of autumn 2017. Because it is anticipated that the MPAL degree audience will be similar to the In-Career MA audience, this chart represents the potential diversity of the MPAL students. It is our hope that the MPAL student body (as with all our degrees) will reflect university, regional, and national population percentages.

Autumn 2017 University Graduate and Graduate Professional Population



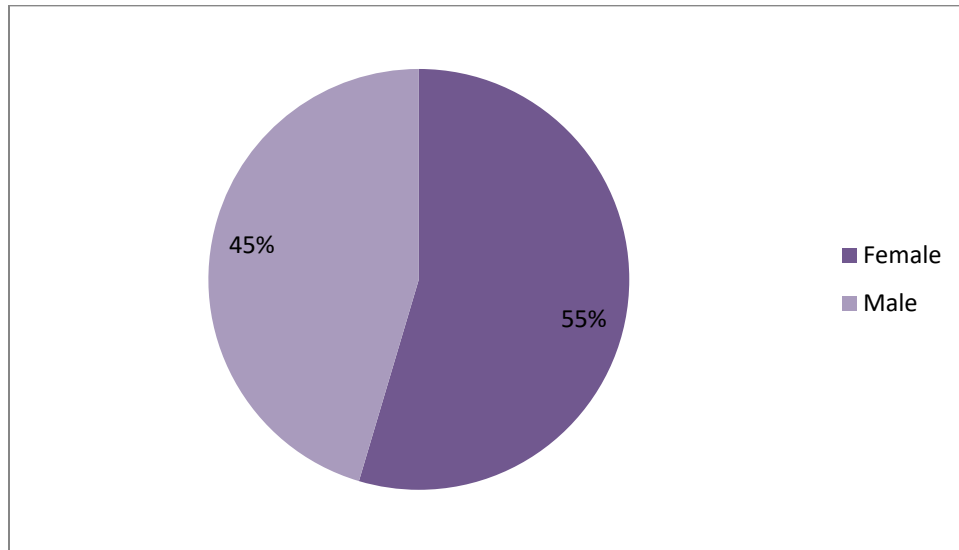
As a comparison to the preceding chart, this is the university's demographic breakdown for all students in Graduate and Graduate Professional programs as of autumn 2017. Compared to the university, our programs tend to have a higher percentage of domestic students, which is understandable given the domestic focus of our degrees.

Autumn 2017 In-Career MA Gender Breakdown



The above chart shows that women make up the majority of the In-Career MA degree program currently. Women are traditionally underrepresented in the field of public service and as such, represent a minority group at many institutions. We hope that the MPAL will continue to offer women a pathway into public service.

Autumn 2017 Ohio State University Graduate & Graduate Professional Student Gender Breakdown



The university gender breakdown also favors women, although this is less informative than looking discipline by discipline to determine unique gender equity situations. While Public Affairs would like to increase the number of women in the field, in Nursing, for example, the focus is on increasing the male population.

## Appendix 5: Core Course & New Elective Course Syllabi

Listing of all courses in degree, current status and proposed action:

Department	Course Number	Title	Current Status	Proposed Action
<b>Core Courses</b>				
PUBAFRS	6051	Intro to Public Affairs and Orientation to the Program	new	Develop <sup>4</sup>
PUBAFRS	6060	Managing Human Resources in Public Organizations	Existing hybrid	Convert
PUBAFRS	6045	Fundamentals of Budgeting and Financial Administration	new	Develop
PUBAFRS	6055	Judgment in Managerial Decision-Making	new	Develop
PUBAFRS	6075	Data, Models, and Evaluation	new	Develop
PUBAFRS	7990	Capstone Course	new	Develop
PUBAFRS	6530	Negotiation	Existing in-person	Convert
<b>Public Management Specialization Courses</b>				
PUBAFRS	7557	Strategic Management	Existing in-person	Convert
PUBAFRS	7550	Contract Management	Existing in-person	Convert
PUBAFRS	7554	Performance Management	Existing in-person	Convert
PUBAFRS	7555	Project Management	Existing in-person	Convert
<b>Public Policy Specialization Courses</b>				
PUBAFRS	6000	Policy Formulation and Implementation	Existing hybrid	Convert
PUBAFRS	6030	Public Sector Economics	Existing hybrid	Convert
PUBAFRS	6080	Program Evaluation	Existing hybrid	Convert
PUBAFRS	5570	Risk Analysis	Existing in-person	Convert
<b>Criminal Justice Administration and Policy Specialization Courses</b>				
PUBAFRS	5506	Administration of Criminal Justice Policy	New	Develop

<sup>4</sup> We will be working with ODEE to develop new on-line courses and to convert hybrid and in-person delivery courses.



SOCIOL	5XXX	Evidence Based Practice	New	Develop
SOCIOL	5XXX	Offender Decision Making and Prisoner Reentry	New	Develop
PUBAFRS	7507	Criminal Justice Policy	Existing in-person	Convert
PUBAFRS	7508	Juvenile Justice System Policy	Existing in-person	Convert
<b>Nonprofit Management Specialization Courses (Tentative track)</b>				
PUBAFRS	7553	Nonprofit Management and Governance	Existing in-person	Convert
PUBAFRS	7533	Nonprofit Financial Management	Existing in-person	Convert
PUBAFRS	5590	Fundraising & Philanthropy for Nonprofit Organizations	Existing in-person	Convert
PUBAFRS	5592	Marketing for Nonprofit Organizations	Existing in-person	Convert



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6051:**

**Introduction to Public Administration, Leadership, and the MPAL Program**

**Semester 20XX Syllabus**

**Online Delivery via Carmen**

Credit hours: X

**Professor:**

**Contact Info:**

**Office Hours:**

### **COURSE OVERVIEW**

Managing and leading in the public sector takes place within a context of public policy, public law, and public administration. The public policy process establishes the goals and performance expectations public managers and leaders pursue and the resources available to carry out directives. Public law establishes what managerial actions are permissible and what steps are prohibited. Public administration determines the processes and procedures that govern the implementation of policies and laws. Taken together, public policy, public law, and public administration are the source of a diverse set of public sector values – efficiency, effectiveness, fairness, justice, accountability, equality – that guide public management and leadership.

Within this context public managers and leaders have to act. This course prepares students for their roles as action-oriented administrators, managers and leaders within a democratic system of governance. Through class online readings, videos, and exercises students will explore the context of public sector management and leadership. Within this context, students will uncover their own professional ethics, engage in civil discourse, and prepare to manage and lead in an increasingly diverse decision making context.

As the class in the Master of Public Administration and Leadership, this course will also expose students to the full curriculum and provide a roadmap through the degree. Students will solidify the work-based project that will span the degree program and culminate in the final capstone course.

The format for this course is online. All activities required in the course will occur through Ohio State's online learning management system, Carmen.

### **COURSE LEARNING GOALS**

Upon successful completion of the course, students should have a strong understanding of:

- The legal, policy and governance context of administration, management and leadership in the public and nonprofit sectors
- Their roles and responsibilities as administrators, managers and leaders in the public and nonprofit sectors
- The learning objectives and the curriculum of the MPAL program

Upon successful completion of the course, student should be able to

- Identify the authorities and constraints public managers and leaders face as they implement public policies and laws
- Engage in debate about public policy and public management issues in a civil manner
- Plan their course of study through the MPAL program

## **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an introductory level:

- Students can lead and manage in public governance.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions.
- Students can articulate and apply a public service perspective.
- Students can communicate and interact productively with a diverse and changing workforce and citizenry.
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context.
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

## **COURSE MATERIAL**

There is no required textbook for the course. There are required articles and chapters from books. All reading material, PowerPoint slides, and videos will be posted to Carmen.

## GRADING AND COURSE REQUIREMENTS

Assessment	Points
Introduce Yourself Video	2.5
Organization Selection	2.5
Group Case Study Responses (3 * 5 points)	15
Class Contribution	10
Knowledge Checks	10
Stakeholder Analysis	25
Stakeholder Analysis Presentation	5
SWOT Analysis	25
SWOT Analysis Presentation	5
<b>TOTAL POINTS</b>	<b>100</b>

Transformation of numerical grade to a letter grade will be according to the schedule below:

A	93-100	B+	87-89.9	C+	77-79.9	D+	67-69.9
A-	90-92.9	B	83-86.9	C	73-76.9	D	60-66.9
		B-	80-82.9	C-	70-72.9	E	< 60

### Due Dates

Assessment	Due Date
Introduce Yourself Video	
Organization Selection	
Hurricane Katrina Practice Case	
Group Case Study Responses (only 3 of 7 required)	
Michelle Rhee and DC Public Schools	
Managing a Press Feeding Frenzy	
Missouri v. Jenkins	
Cambridge Hospital	
Last Flight of Space Shuttle Challenger	
Deepwater	
Mid-Ohio Food Bank	
Stakeholder Analysis Presentation	
Stakeholder Analysis	
SWOT Analysis Presentation	
SWOT Analysis	

**All assignments are due to Carmen by 11:59 PM on the day they are due.** Aside from the final assignment, all due dates are on a Sunday at midnight. You are more than welcome to turn in assignments before the day that they are due. I hold virtual/in-person office hours from 12:00-1:00 PM on Fridays to answer any assignment questions. I am also more than happy to set up a different time to meet virtually with an individual or group during the week.

### **Introduce Yourself Video (2.5 points)**

By XXXXXX, post a short video bio introducing yourself to the other members of the class. You can use a device as simple as your cell phone camera. Let me know if you do not have access to a video camera and we will make alternative arrangements. Your introductory video should be short, no more than 1-2 minutes.

Here's what I'd like you to include in the video:

- Your name, professional and educational background
- Your current and prior management experience, if any – whether you currently work in the field or you're new to it
- Your goals for what you currently plan to do when you complete the degree

You will post the video to a Carmen Dropbox.

### **Organization Selection Post (2.5 points)**

By XXXXXX, identify a “public” organization that is of interest to you, ideally the organization that you work for. It does not have to be a traditional public agency or organization. It could be a nonprofit organization or a private sector organization that is involved in “public” work. In identifying your organization, explain why and what you are specifically interested to learn about how it operates. Again, the most desirable choice is the organization you work for. This organization will become the basis for the two major assignments you conduct for the course – the stakeholder analysis and the SWOT analysis. For organizations that are large and complex (e.g. most federal and state agencies or national or international nonprofits), you should select a specific unit or department to make the assignments manageable. Your response should be between 150-200 words. You can post your response directly to the Carmen site in the designated Dropbox.

### **Group Case Study Responses (5 points \* 3 cases = 15 points)**

The class relies heavily on cases to provide insight into real-world challenges faced by managers and leaders in the public sector. The cases presented generally contain background information on the objective of the activity, the people involved, and a series of events and administrative difficulties that confront the manager. The problem may or may not be clearly defined.

A significant part of your job will be to determine and define the management and leadership problem. The aim of the case is to present the facts that were known or available to parties in the case situation and which formed the basis for their analysis and decision. The decision is sometimes described in the case, other times not. If a decision is indicated in the case, the discussion often focuses upon an analysis of the validity of the decision.

Each case study response should include the following elements:

- Summary of important details of the case
- Identification of the key decision maker/makers and the basic decision she/he has to make
- Identification of the fundamental management challenge the decision maker faces
- Answers to the specific case study response questions for that week

For the weeks in which a case study is assigned, a set of case study response questions is posted on Carmen to guide your reading. The questions are designed to reinforce key concepts from the reading materials and videos, and to engage critical thinking about how the materials relate to contemporary public management. The questions, by design, are open-ended, requiring critical thinking. There is no one right answer, but there are insufficient and incorrect responses.

Early in the semester you will be assigned to a group consisting of four to five students. You will do the group case studies together. That means you will need to collectively agree on which three of the seven case studies you will do and how you will apportion the work required to complete the case. I will set up group discussions for each group so that you can discuss each case online before it is due. Each case assignment will have four component questions so a potential division of labor is to assign one component question to four of the group members and then have one group member responsible for overall project completion. I recommend rotating the responsibilities for each case. I would be happy to connect with each group online to help ensure successful collaboration.

There are seven cases scheduled plus an additional practice case. The practice case – Hurricane Katrina on week 3 – is required for every group. Use this case as an opportunity to familiarize yourself with the assignment requirements and the working style of your group members. After this first practice case, each group is required to perform three of the remaining cases.

Your case study responses should be no longer than 2 pages, single spaced, 12 point Times New Roman font. You are welcome and encouraged to include tables or figures.

The Case Study Response is your opportunity to apply each week's course materials, and demonstrate your critical thinking and grasp of concepts - **not only** to summarize the case study.

Your responses will be evaluated based on the following criteria:

- Understanding of course materials, as indicated by the accuracy of your response from assigned course readings *for that week*
- Critical thinking, as demonstrated by your own evolving assessment of the particular issue presented in the case study
- Writing quality and organization, logic, etc.

Each group member will receive the same grade for the assignment. Each case response is due at 11:59 PM on the Sunday of the week the case is assigned.

## **Class Contribution (10 points)**

Class contribution is one of the best and most reliable ways that you can demonstrate your understanding of the ideas and models presented in class, as well as your ability to apply them to real public sector situations. While trite, what you take away from this course will be a direct function of the effort you put forth inside and outside of class.

Your opportunity to contribute to class will be through weekly online discussions with other classmates. In those weeks in which you elect not to complete a written case assignment, you are still expected to discuss the case with your classmates. There will be a discussion board for each case with the required case questions. Each group will be expected to discuss the case questions through online written responses (and potentially additional questions that group members pose to each to continue and deepen the discussion).

Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts of your groupmates and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from past classes or other courses, and show evidence of analysis rather than mere opinion or “gut feeling”. Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Discussion boards for each week will be open all week long. You do not have to conduct your discussion synchronously with all group members at one time (although it is not a bad strategy to schedule a time each week when each group member can be present to engage in discussion online). The online format provides flexibility to participate at different times during the week. However, if you wait until the end of the week (e.g. Saturday night), the likelihood that you will be able to actively participate in the discussion is low.

The expectation is that you will engage in online discussion with your groupmates each week – the weeks in which your group elects to turn in a formal written case assignment and the other weeks.

Contribution represents 10% of your final grade.

## **Knowledge Checks (10 points)**

For ten of the weeks, the reading and video material will be followed by four multiple choice questions. The questions are designed to assess your comprehension and mastery of the material. Each question will be worth .25 points for a total of 1 point. In this way, each question is low stakes, but taken together all the knowledge check questions represent 10% of your final grade.

## Stakeholder Analysis (25 points)

In the stakeholder analysis assignment, you will first describe the **context of the selected organization or unit/department**, including brief background about your organization (incorporating statutes or authority, public purpose, and key activities), and a brief description. You will also make the case for why a stakeholder analysis is important and potentially beneficial for this particular organization or unit/department. This section should be about one page (single spaced, 12-point font).

Second, you will **identify and categorize organizational stakeholders** for the organization or unit/department that you have selected (e.g. clients and service recipients, legislators, regulators, competitors). Identification of the stakeholders will likely be relatively straightforward – stakeholders are any organization, individual or group who are either impacted by or impact the organization. The more challenging activity will be to categorize stakeholders based on the *degree* to which they affect or are affected by the organization (relative power and interest), and their potential influence over the organization or unit/department. Some stakeholders are more important than others. Your task will be to sort through the list of stakeholders you have identified and determine which are more important than the others (and provide explanations as to why). In class, we will examine a particular framework for categorizing stakeholders in order to assist you in this process.

**In addition to identifying and categorizing stakeholders, you will also be expected to identify the preferences or expectations that key stakeholders** have for the organization you have selected. Here you will identify what it is that key stakeholders want from your organization (e.g. higher performance, resources) and what criteria these key stakeholders use to judge the organization's performance (e.g. efficiency, effectiveness, equality).

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6-page limit for this assignment. You are welcome and encouraged to include tables or figures.

In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.



Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six-page threshold. Include your name and page number in the header or footer of each page.

The assignment is due by 11:59 PM on XXXX in the assignment Dropbox on Carmen.

### **Stakeholder Analysis Presentation (5 Points)**

On the week before the Stakeholder Analysis assignment is due, you will post a presentation of the highlights of your assignment. Your presentation should include the following elements:

- Brief description of the organization
- Brief identification of the criteria used to sort stakeholders (e.g. power and interest)
- Categorization of stakeholders
- Identification of the preferences key stakeholders

Your presentation should be five minutes or less and you are welcome to use visuals.

The assignment is due by 11:59 PM on XXXXX in the assignment Dropbox on Carmen.

### **SWOT Analysis (25 points)**

The second major assignment tied to your organization or unit/department is to conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats). A SWOT analysis consists of an environmental scan and internal assessment to identify opportunities and threats, and organizational strengths and weaknesses. This tool is designed to assist managers in making decisions about how to position their organization to meet the demands of targeted stakeholders, capitalize on external conditions, and harness organizational capabilities.

SWOT is a generic framework with few protocols. As such there is no standard form for presentation. While you want to be comprehensive in the analysis you conduct, you also want to be succinct in the material that you present. In a management context, concise documents are far more likely to get consumed than extensive ones. However you decide to present the results of your analysis, your SWOT assignment should include the following elements.

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues

In addition to the quality of your analysis and the conciseness of your presentation, you will also be evaluated on the thoroughness of your research. In the internet age you have access to a wide variety of sources of information on various organizations. Consequently, expectations are high

that you will not simply rely on three or four sources for your analysis. You should consider a variety of sources for your analysis, including, but not limited to:

- Authorizing legislation or other relevant legal documents (e.g. contracts);
- Material published by the organization;
- Evaluations conducted by oversight organizations (e.g. legislative oversight committees, public ombudsmen, inspector general reports, Government Accountability Office or its state/local equivalent, Office of Management and Budget or its state/local equivalent);
- Reports in periodicals;
- Primary or secondary interviews; and
- Blogs.

Cite all sources and be consistent in the method by which you cite (e.g. footnotes, endnotes, APA style). A list of references does not count against the six page threshold. Include your name and page number in the header or footer of each page.

The total length of your stakeholder analysis assignment should be no more than 6 pages, single spaced, 12 point Times New Roman font. A final Reference List or End Notes will not count towards the 6 page limit for this assignment. You are welcome and encouraged to include tables or figures.

The assignment is due by 11:59 PM on XXXXXX in the assignment Dropbox on Carmen.

### **SWOT Analysis Presentation (5 points)**

The week before the SWOT analysis assignment is due, you will post a presentation of the highlights of your assignment. Your presentation should include the following elements:

- Organizational Background and Overview (brief history, legal mandate, mission and goals, and goods and/or services provided)
- Opportunity and Threat Assessment
- Strengths and Weaknesses Assessment
- Synthesis to Identify Strategic Issues

Your presentation should be five minutes or less and you are welcome to use visuals.

The assignment is due by 11:59 PM on XXXXXX in the assignment Dropbox on Carmen.

## COURSE POLICIES

Academic and personal misconduct are defined and dealt with according to the procedures in the Code of Student Conduct From:

<http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>. Your work should be original. Quotation and paraphrasing of other's work without citation will not be accepted. If you have any questions about the policy or what constitutes academic misconduct in this course, please contact me.

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's Code of Student Conduct may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's Code of Student Conduct, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an "excuse" for academic misconduct.

All work is to be submitted through Carmen, as a Word or PDF document, as I grade and provide feedback for all assignments electronically. If you cannot deliver an assignment through Carmen, you are responsible for submitting assigned material to me through some other means (email a Microsoft Word attachment to [brown.2296@osu.edu](mailto:brown.2296@osu.edu).) Informing me of your intention to be absent does not waive your obligation to submit assigned work. **Late work will be accepted with a one-third-letter grade penalty each day that it is late (e.g. A- to B+).**

### Grade Appeals

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

### Turnitin

When you submit items to Dropbox, Turnitin's "OriginalityCheck" is turned on. See the OSU website: <http://odee.osu.edu/resourcecenter/carmen/Dropbox-turnitin-suite#overview>. OriginalityCheck is a service provided that scans your entire submission and then compares

your text to other works (including your own) to determine how much of your paper matches. See the following web page for best practices when writing your homework and papers: <https://odee.osu.edu/resourcecenter/carmen/Dropbox-turnitin-suite-students>  
Accommodation Policy

## **Accommodation Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue.

## **Social Support Services**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities.

The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via:

- The Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 4th Floor of the PAES Building.
- 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

## **Diversity Values Statement**

The Glenn College is committed to nurturing 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. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

## **COURSE CALENDAR**

This calendar provides the dates for the beginning of each week of the course. The calendar also provides the **required** dates for when assignments are due.

### **Week 1 (XXXXXX) – Introduction, Course and Degree Overview, and Managing and Leading Public Organizations**

#### *Readings*

- Course Syllabus
- Wilson, James. 1989. “Chapter 1: Armies, Prisons, and Schools” and “Chapter 2: Organization Matters” in *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books), pp. 3-28.

#### *Videos*

- Overview – Week 1
- Course and MPAL Degree Overview
- Managing and Leading Public Organizations

#### *Activities*

- Post “Introduce Yourself” video to Carmen Dropbox (due XXXXXX)

### **Week 2 (XXXXXX) – Mission, Goals and Objectives**

#### *Readings*

- Moore, Mark. 1995. “Chapter 2: Defining Public Value: The Aim of Managerial Work” in *Creating Public Value: Strategic Management in Government* (Boston, MA: Harvard University Press), pp. 27-56.
- Collins, James and Jerry Porras. 1996. “Building Your Company’s Vision”, *Harvard Business Review* 65-77.

#### *Videos*

- Overview – Week 2
- Learning by the Case Method
- Mission, Goals and Objectives

#### *Activities*

- Knowledge Check #1
- Post Organization Selection to assignment Dropbox on Carmen (due XXXXXX)

### **Week 3 (XXXXXX) – Public vs. Nonprofit vs. Private Organizations**

#### *Readings*

- Rainey, Hal. 2010. “Chapter 3: What Makes Public Organizations Distinctive” in *Understanding and Managing Public Organizations* (San Francisco: Josey Bass), pp. 53-85.
- Weisbrod, Burton. 2000. “The nonprofit mission and its financing: Growing links between nonprofits and the rest of the economy” in *To Profit or Not To Profit: The Commercial Transformation of the Nonprofit Sector* (Cambridge, UK: Cambridge University Press), pp. 1-24.
- Hurricane Katrina case material

#### *Videos*

- Overview – Week 3
- Public vs. Nonprofit vs. Private Organizations
- Hurricane Katrina Aftermath: In the Shadow

#### *Activities*

- Knowledge Check #2
- Required group case analysis of Hurricane Katrina case [Questions on Carmen] (due on XXXXXX)

### **Week 4 (XXXXXX) – Stakeholder Identification, Prioritization, and Engagement**

#### *Readings*

- Bryson, John. 2011. “Stakeholder Analyses” Chapter 4 pgs 132-137 & “Resource A,” pages 405-427, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Michelle Rhee and DC Public Schools

#### *Videos*

- Overview – Week 4
- Stakeholder Identification, Prioritization, and Engagement
- Stakeholder Assignment
- Michelle Rhee in DC: Episode 1 – Pt 1
- Controversial DC Schools Chief Calls it Quits

#### *Activities*

- Knowledge Check #3
- Analysis of Michelle Rhee and DC Public Schools case [Questions on Carmen] (due XXXXXX)

## **Week 5 (XXXXXX) – Organizational Environment: Political**

### *Readings*

- The U.S. Constitution and Amendments
- Meier, Kenneth. 2000. “Chapter 6: Controlling the Bureaucracy: External Checks by Political Institutions”, in *Politics in the Bureaucracy*. 4th Edition.
- Managing a Press ‘Feeding Frenzy’ case material

### *Videos*

- Overview – Week 5
- Organizational Environment: Political

### *Activities*

- Knowledge Check #4
- Analysis of Managing a Press Feeding Frenzy case [Questions on Carmen] (due XXXXX)

## **Week 6 (xxxxxx) – Organizational Environment: Legal**

### *Readings*

- Wilson, James Q. 1989. “Courts” and “Rules” in *Bureaucracy: What Government Agencies Do and Why They Do It* (New York: Basic Books): 277-294 & 333-345.
- Missouri v. Jenkins case material

### *Videos*

- Overview – Week 6
- Organizational Environment: Legal

### *Activities*

- Knowledge Check #5
- Written analysis of Missouri v. Jenkins case [Questions on Carmen] (due XXXX)

## **Week 7 (xxxxxxx) – Organizational Environment: Market**

### *Readings*

- Milward, Brinton and Keith Provan. 2000. “Governing the Hollow State,” *Journal of Public Administration Research and Theory* 10(2): 359-379.
- Michael E. Porter. 2008. “The Five Competitive Forces That Shape Strategy”, *Harvard Business Review* 86(1): 78-93.
- A Public Hospital’s Strategy for Survival: The Story of Cambridge Hospital case material

### *Videos*

- Overview – Week 7
- Organizational Environment: Market

### *Activities*

- Knowledge Check #6
- Analysis of Cambridge Hospital case [Questions on Carmen] (due on June 18, 2017)

## **Week 8 (XXXXXX) – Organizational Alignment and Strategy**

### *Readings*

- Bryson, John. (2011). “Why Strategic Planning is More Important Than Ever”, Chapter 1, pgs 3- 40, in *Strategic Planning for Public and Nonprofit Organizations*, 4th edition.
- Mintzberg, Henry (1994). “Rethinking Strategic Planning Part 1: Pitfalls and Fallacies,” *Long Range Planning* 27(3): 12-21.

### *Videos*

- Overview – Week 8
- Organizational Alignment and Strategy
- SWOT Analysis

### *Activities*

- Knowledge Check #7
- Post stakeholder presentation video to Carmen (due XXXXXX)

## **Week 9 (xxxxxxx) – Organizational Design**

### *Readings*

- Stanton, Thomas (2002). *Moving Toward More Capable Government: A Guide to Organizational Design*. (Washington, DC: IBM Center for the Business of Government).

### *Videos*

- Overview – Week 9
- Organizational Design

### *Activities*

- Post stakeholder assignment to Carmen (due XXXXXX)

## **Week 10 (XXXXXX) – Organizational Design: Hierarchy**

### *Readings*

- Charles Goodsell. 2004. “Chapter 1: Bureaucracy Despised, Disparaged, and Defended” and “Chapter 3: More Bureaucracy Myths to Delete” in *The Case for Bureaucracy* (Washington DC: CQ Press): 1-23 and 42-58.
- Last Flight of the Space Shuttle Challenger case material



### *Videos*

- Overview – Week 10
- Bureaucracy Basics: Crash Course Government and Politics #15
- Organizational Design: Hierarchy
- Space Shuttle Challenger Disaster: Major Malfunction | Retro Report

### *Activities*

- Knowledge Check #8
- Analysis of Last Flight of the Space Shuttle Challenger case [Questions on Carmen] (due XXXXXX)

## **Week 11 (XXXXXX) – Organizational Design: Contracts**

### *Readings*

- Brown, Trevor, Matt Potoski, and David Van Slyke. 2006. “Managing Public Service Contracts: Aligning Values, Institutions, and Markets.” *Public Administration Review* 66 (3): 323-331.
- Contracted Versus Internal Assembly for Complex Products: From Deepwater to the Acquisition Directorate in the U.S. Coast Guard

### *Videos*

- Overview – Week 11
- Organizational Design: Contracts
- The Troubled Waters of “Deepwater”

### *Activities*

- Knowledge Check #9
- Analysis of Deepwater case [Questions on Carmen] (due XXXXX)

## **Week 12 (XXXXXXXX) – Organizational Design: Networks and Partnerships**

### *Readings*

- H. Brinton Milward and Keith Provan. 2006. *A Manager’s Guide to Choosing and Using Collaborative Networks* (Washington, DC: IBM Business of Government)
- Mid-Ohio Foodbank: Building Capacity in Service Provider Networks case material

### *Videos*

- Overview – Week 12
- Organizational Design: Networks and Partnerships

### *Activities*

- Knowledge Check #10
- Analysis of Integrating Housing and Social Services case [Questions on Carmen] (due XXXXXX)

### **Week 13 (XXXXXX) – Course Evaluations + SWOT Presentation Due**

#### *Videos*

- Overview – Week 13

#### *Activities*

- Conduct Course and Group Evaluations
- Post SWOT presentation to Carmen (due XXXXXX)

### **Week 14 (XXXXXX) –SWOT Analysis Due**

#### *Videos*

- Overview – Week 14
- Course Summary and Next Steps in the MPAL Degree

#### *Activities*

- Post SWOT analysis to Carmen (due XXXX)



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6060:**

### **Managing Human Resources in Public Organizations**

**Semester 20XX Syllabus**

**Mendenhall Lab 0191**

**Wednesday 5:45-8:15pm**

Credit hours: 3

**Professor:** Russell S. Hassan, PhD

**Contact:** 614-292-7423, [hassan.125@osu.edu](mailto:hassan.125@osu.edu)

**Office hours:** 310A Page Hall, W 4:00-5:30pm/or by appointment

### **COURSE OVERVIEW**

Public organizations are designed to solve complex problems. Those who are responsible for managing such organizations need to assemble talented and committed individuals and lead them towards achieving the organization's public service mission. Furthermore, public managers often need to make things happen with limited resources and not under ideal conditions or time frames. The attainment of the organization's goals requires a manager to be able to understand how people from various backgrounds, interests, and skill sets can work together and contribute towards the organization's mission, influence people both inside and outside of the organization, optimize the structure and culture of their organization, make effective decisions, resolve conflicts, and drive change for higher organizational performance. PUBAFRS 6060 will help you to achieve these objectives by providing you with the analytical tools developed from the behavioral and social sciences and tested by leaders in organizations representing all sectors. The goal of this course is to help you to develop and enhance your supervisory and leadership skills so that you can manage and lead a high-performing, successful public organization.

The course has two separate but related segments. In the first part of the course (weeks 1-8), you will learn how to recruit, motivate, and retain talents in public organizations. The main purpose of these sessions is to help you to learn about the best practices for supervising and managing people in organizations. Each week, we will focus on a particular human resource management challenge and learn how to address it effectively. In the second part of the course (Weeks 8-15), you will learn about the leadership skills and practices needed to lead high-performing public service organizations. All class sessions in both parts A and B will rely heavily on case studies, individual and group exercises and film/video analysis in addition to reading about the best practices from the existing organizational research.

## **COURSE LEARNING GOALS**

Upon successful completion of the course, students should be able to:

- Manage and lead public organizations towards policy goals.
- Understand public organizations as a unit of analysis
- Identify and manage external/environmental challenges to organizational performance.
- Identify what constitutes feasible performance outputs for public organizations.
- Engage in strategic planning for public organizations.
- Identify and manage internal challenges to organization performance.
- Lead and motivate workers in public organizations.
- Manage innovation and change.

## **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to Glenn College learning goals and objectives related to foundational knowledge in public affairs; and intermediate competencies in management, leadership, and policy analysis; In particular, the course focuses on the following objectives at a foundational or intermediate level:

- Students can lead and manage in public governance. (intermediate)
- Students can participate in and contribute to the policy process. (intermediate)
- Students can analyze, synthesize, think critically, solve problems and make decisions. (intermediate)
- Students can articulate and apply a public service perspective. (foundational)
- Students can communicate and interact productively with a diverse and changing workforce and citizenry. (intermediate)
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (intermediate)

## **Grading**

### Group case analysis and presentation (10 percent)

Throughout the semester, case studies will be presented in class by students to help reinforce the course concepts with practical application. While all students will be expected to prepare for and participate in all case discussions, there will be an assigned student team to facilitate the case discussion on any given week. I will assign you to a group at the beginning of the semester that you will serve as the facilitator for a case with 3-4 other classmates. You will receive a group grade for your analyses and facilitation of class discussion. To prepare for your case facilitation, you should meet ahead of time (outside of class) with your team. It is also advised that your team meet with the instructor to review your plan at least one week prior to your facilitation. Your team will be graded on the following five components:

Clear synopsis of the management challenge(s) evident in the case, as it relates to the course materials for the week (20 points);

- Application of concepts, tools or insights from course materials/readings to the identified management challenge in the case (20 points);
- Discussion of different solutions available to the decision-maker(s) (20 points);
- Assessment of the lessons learned from the case as they relate to the course materials for the week (20 points); and
- Effectiveness of the presentation style (20 points).

#### Case Analysis Memos (4 x15 = 60 percent)

You will write a total of four case analysis memos (two memos for each part of the course). The memos are designed to assess your ability:

- to diagnose key management problems/challenges evident in the case (30 points),
- apply the course readings and discussions to solve the management challenges/problems in the case (30 points),
- suggest of specific and viable course of actions to address the challenges (30 points), and
- communicate your thoughts and recommendations in a clear and professional manner (i.e., structure and quality of writing) (10 points).

For these assignments, you can choose any 2 of the four cases assigned in each part of course (there are a total of 8 cases). However, you CANNOT choose the case for which your group is the designated facilitator. The length of each memo should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Memos substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit the memos electronically using Canvas by the end of the week (Friday midnight) in which the case will be discussed in the class.

#### Weekly Film/Video Analysis and Class Participation (14 + 6 = 20 percent)

Each week, starting from week 2, you will watch a video or a film relevant to that week's class topic and discussion. You will need to prepare a short summary (no more than 300 words, double-spaced, 1-inch margin, 12-point Times New Roman font) of the key issues and ideas presented in the video/film. In your summary, you also need to discuss what you have learned after watching the video/film and ideas/thoughts that you found intriguing. The analysis should synthesize or be informed by the week's readings. Some of these videos are available in local public libraries. The videos that are NOT publicly available, you will need to rent them using Netflix, Amazon, Hulu, etc. The usual cost for renting a movie is 0-3 dollars. The summaries need to be posted by Sunday Midnight. In addition to preparing the summaries, you are expected to attend all class sessions and participate in discussions.

#### Public Sector Manager Interview Paper (10 percent)

The purpose of this assignment is for you to explore a public sector organization's human resource management system. All senior public managers need to deal with strategic human resource management issues in a variety of ways. Your goal for this paper will be to acquire as much knowledge as possible about how the organization (formal and informal practices) recruits, develops and retains its human resources. Develop a paper articulating the results of an in-depth

interview with a public sector manager (e.g., city manager, a county administrator, HR director of state agency, or director of a nonprofit organization who is/has been involved in the organization's human resources planning, recruitment, and development along with a thorough review of publicly available documents that describe the organization's HRM system.

At a minimum, include the following information in your paper:

1. Name and location of the organization you select, brief history of the organization and basic overview of their mission, and name, title, and role of the individual interviewed.
2. Priorities related to their current human resources strategies.
3. Alignment of the organization's operations to recruitment, selection, training, and development concepts discussed in class through weeks 1 to 7.
4. Plans about new and innovative talent acquisition and management strategies.

Your paper will be evaluated based on quality of content, depth of coverage, and writing mechanics. Please submit a business card or a copy of your email exchange to set up a time to meet with the human resource officer when you turn in your paper. The length of the paper should be 1500 words or less (double-spaced, 1-inch margin, 12-point Times New Roman font). Papers substantially longer than 1500 words (i.e., 100 words or more) will NOT be read and returned. You must submit this paper in hard copy. The paper will be due on **March 8, 2017**.

## **COURSE MATERIALS**

There is NO textbook for this course. Instead, each week you will be reading few short articles published in practitioner-oriented management journals such as the Harvard Business Review/Sloan Management Review/California Management Review. All of the articles and some of the case studies will be posted on Canvas. The cases that are not posted on Canvas need to be purchased directly from the Harvard Business Review's site designed for the course. Click on the following link to purchase the HBR case studies: <http://cb.hbsp.harvard.edu/cbmp/access/58296746>.

### Grading scale

Your final grade will be comprised of your scores on the group project, case analysis memos, weekly summaries, HR paper, and your class participation. I will use the following grading scale: 93% – 100% = A, 90% – 92.9% = A-, 87% – 89.9% = B+, 83% – 86.9% = B, 80% – 82.9% = B-, 77% – 79.9% = C+, 73% – 76.9% = C, 70% – 72.9% = C-, 67% – 69.9% = D+, 60% – 66.9% = D, <60% = E.

## **Academic Misconduct**

### Misconduct

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### Late assignments

If you cannot deliver an assignment through Canvas, you are responsible for submitting assigned material to me through some other means (e.g., email a Microsoft Word document [no other file types, please] to hassan.125@osu.edu). Informing me of your intention to be absent does not waive your obligation to submit assigned work. Late work will be accepted with a **five-point** penalty for each day that it is late.

### Grade appeals

Grades on assignments and exam are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. I will carefully consider all such appeals. I will re-grade the entire assignment. The final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

### Class preparation

You are expected to have all readings (e.g., book chapters, scholarly and popular articles, reports, cases, and monographs) and presentations (e.g., if your group is leading a case study) completed before the class session under which they are listed.

### **Mental Health Statement:**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life Counseling and Consultation Services (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on 1640 Neil Ave, Columbus, OH 43201. 24-hour emergency help is also available through the National 24/7 Prevention Hotline at 1-800-273-TALK or [atsucidepreventionlifeline.org](http://atsucidepreventionlifeline.org)

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## **Diversity Values Statement**

The Glenn College is committed to nurturing 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. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

## **Course Outline/Schedule**

### **PART A: Effective Managerial Practices in Public Organizations**

#### **Week 1: Recruitment and Retention**

Building Sustainable Organizations: The Human Factor (Pfeffer)

ABCs of Job Interviewing (Jenks & Zevnik)

How to Avoid Hiring a Toxic Employee (Porath)

Keeping Talent: Strategies for Retaining Valued Federal Employees (Booz Allen Hamilton)

#### **Week 2: Rewards and Motivation**

On the folly of rewarding A while hoping for B (Kerr)

150 Ways to Encourage the Heart, Ch 2. (Kouzes & Posner)

Pay for Performance in Georgia State Government (Kellough & Nigro)

Video: <https://www.youtube.com/watch?v=hmWD2HdoZ7k>

#### **Week 3: Work Design and Engagement**

The meaning of work (Cartwright & Holmes)

The Road to Empowerment (Quinn & Spreitzer)

Motivating creativity at work (Grant)



Case Study: Improving Decision Making in the King County Library System (Canvas)  
Video: TED's video "Dan Ariely on What makes us feel good about our work?"

#### **Week 4: Performance Appraisal and Feedback**

The Performance Management Revolution (Cappelli & Davis)  
Emotions and Leadership: The Role of Emotional Intelligence (George)  
Coaching and the Art of Management (Evered & Selman)  
Case Study: James Cranston Colonial Food Services  
Video: James Cranston Colonial Food Services (Canvas)

#### **Weeks 5: Negotiation and Conflict Resolution**

Are You Giving Away the Store? (Neale)  
Their Gain is Our Loss (Bazerman, Baron & Shonk)  
How to Make the Other Side Play Fair (Bazerman & Kahenaman)  
The Evolution of Public Policy Dispute Resolution (Susskind & McKernan).  
Video: 12 Angry Man  
Case Study: Negotiating from the Margins (HBS)

#### **Week 6: Stress and Work Life Balance**

Extreme Jobs. The Dangerous Allure of the 70-Hour Workweek (Hewlett & Luce)  
Managing the High Intensity Workplace (Reid & Ramarajan)  
What to Do for a Struggling Colleague (Quelch, Knoop & Gallo)  
Videos: Nigel Marsh on Work-Life Balance, Four-way Win: How to Integrate Work, Home, Community and Self (<http://knowledge.wharton.upenn.edu/article/four-way-win-how-to-integrate-work-home-community-and-self/>)  
Case Study: Paragon Legal (HBS)

#### **Week 7: Diversity and Inclusion in the Workplace**

Power, Status, and Abuse at Work (Lopez, Hodson, & Roscigno)  
Making Differences Matter (Thomas & Ely).  
Why diversity programs (Dobbins & Kalef)  
Video: Remember the Titans

### **PART B: Effective Leadership Practices in Public Organizations**

#### **Week 8: Designing High Performing Teams**

Why teams don't work (Hackman)  
Managing your team (Hill)  
Speeding up team learning (Edmondson et al.)  
Videos: Leading Teams by Hackman (<https://www.media.mit.edu/video/view/hackman-2005-02-25>), Bolero (in class)  
Case Study: Taran Swan at Nickelodeon Latin America (HBS)

#### **Week 9: Building High Quality Relationships**

Dutton, J. & Healthy, E. (2003). The power of high quality connections at work  
Cuddy, A.J.C., Kohut, M. & Neffinger, J. (2013). Connect, then Lead

Cross, R., Baker, W. & Parker, A. (2003). What creates energy in organizations?  
Video: Why Doctors Should Care About Happiness by Sarah Pressman (TED Talk)  
Case Study: Ramesh and Gargi (HBS)

### **Week 10: Spring Break**

#### **Week 11: Exercising Power and Authority**

Understanding Power in Organizations (Pfeffer)  
Diagnose the Political Landscape (Heifetz)  
Act Politically (Heifetz)  
Video: 12 O' Clock High

#### **Week 12: Unlocking the Subtle Forces of Change**

Creative Deviance on the Frontline (Heifetz)  
Modulating the Provocation (Heifetz)  
Tempered Radicals: How Everyday Leaders Inspire Change at Work (Meyerson 2004)  
Video: Norma Rae  
Case Study: Bobbie D'Alessandro (Canvas)

#### **Week 13: Making Decisions under Uncertainty**

Bazerman, M. H. (2006). Introduction (selected pages); Common Biases. In Judgment in Managerial Decision Making (6th ed.), pp. 6-9, 13-40. New York: Wiley & Sons. [CP].  
Bazerman, M. H. (2006). Decisions without Blinders.  
Rundall, T. G. et al. (2007). The Informed Decisions Toolbox: Tools for Knowledge Transfer and Performance Improvement.  
Video: Dan Arieli TED Talk: [Are we in control of our own decisions?](#)

#### **Week 14: Resilience in Times of Crisis**

Trauma Loss and human resilience (Bonanno)  
How Resilience Works (Coutu)  
Leading in traumatic times (Dutton et al.)  
Video: King's Speech  
Case Study: The Heart of Reuters (Canvas)

#### **Week 15: Promoting Public Values, Fairness, and Social Justice**

Ethical Breakdowns (Bazerman & Tenbrunsel)  
How (Un)Ethical Are You? (Banaji et al.)  
Moral Manager and Moral Person (Trevino et al.)  
Video: (Dis)Honesty - The Truth About Lies  
Group Exercise: Kidney Allocation Exercise



# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**PUBAFRS 6045: Fundamentals of Budgeting and Financial Administration**  
**Semester 20XX Syllabus**  
**Online Delivery**  
Credit hours: 2

**Professor:**

**Contact Info:**

**Office Hours:**

### **COURSE OVERVIEW**

This course focuses on planning and financial decision-making in public and nonprofit organizations. It provides a higher-level understanding of government and nonprofit budgeting processes. Students learn the fundamentals of budgeting, accounting, and financial management through assigned readings, real-world examples, and lectures. The goal of this course is to prepare students for leadership roles within their organizations so they can understand, communicate, and participate in the budgetary process.

### **COURSE LEARNING OBJECTIVES**

Upon completion of the course, students should understand

- The components of a budget and the different types of budget formats
- The benefits and implications of each type of budget format
- The political budgeting process and its impact on policy
- How leaders can use budgets to manage resources and accomplish goals

Upon completion of the course, students will be able to

- Use spreadsheets effectively for budgeting
- Create a budget from the ground up and analyze impacts of prospective changes to a budget.
- Identify the key components an administrator should look for in a budget in order to diagnose a government's or organization's financial strengths and weaknesses
- Conduct a simple Cost Benefit Analysis to evaluate the impacts of both quantified and unquantified costs and benefits.
- Understand the politics and budgeting cycles well enough to know when they can effect change in the process.
- Perform basic analyses of financial information, including budgetary calculations, cost allocation techniques, capital planning, and operational needs.
- Communicate basic financial information to leadership, a legislative body, and community stakeholders.

## DEGREE LEARNING GOALS AND OBJECTIVES

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives:

1. Students can lead and manage in public and nonprofit organizations. (Intermediate)
2. Students can participate in and contribute to the policy process. (Intermediate)
3. Students can analyze, synthesize, think critically, solve problems and make decisions (Advanced)
7. Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (Intermediate)

## CATALOG BLURB

Provides a high-level understanding of budgeting processes at all levels of government and in the nonprofit sector, as well as the fundamentals of public budgeting from the perspective of a manager. Reviews basic methods for public sector budgeting and analysis.

Prerequisite: PUBAFRS 6001 Introduction to Public Affairs

## COURSE MATERIALS

### Carmen

Course videos, PowerPoints, additional reading materials, assignments, and discussions will all take place on Carmen ([carmen.osu.edu](http://carmen.osu.edu)).

### Textbook

Greg G. Chen, Lynne A. Weikart, Daniel W. Williams, *Budget Tools: Financial Methods in the Public Sector*, 2<sup>nd</sup> edition, ISBN 978-1-4833-0770-1.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

## COURSE FORMAT

Each week, students have readings from the textbook and/or supplementary readings. In addition, students will view instructor videos and/or PowerPoint presentations found in Carmen. A number of the videos will include short interviews with practitioners regarding their roles in the budgeting process. This online class is designed for students to learn the basic budgeting tools and processes they will need to succeed in their jobs. Self-paced competency-based modules are designed in a way such that, early in the term, students with little to no background in budgeting will be able to learn the necessary skills to complete assignments later in the term, and students who have more extensive budgeting experience will

be able to quickly move through the material. In addition to the skill-building exercises, students have a number of homework assignments based around the budgets of their own organizations (or one provided to them as necessary), and students will be required to participate in weekly discussion board forums designed in a way that students can learn from their classmates.

### **DELIVERABLES**

The course grade is based upon discussion board participation and five assignments that help students to apply course materials to their own organization's budget (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<u>Deliverable</u>	<u>Percentage of Course Grade</u>
Discussion Board Posts	10
Excel Assignment	15
Performance Measures Assignment	20
Budget Process Assignment	20
Cost Benefit Analysis Assignment	15
Budget Analysis Assignment	20

### **Weekly Discussion Board**

Students are expected to actively participate in each week's discussion board by posting comments and responses. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from your job and/or other courses, and show evidence of analysis rather than mere opinion or "gut feeling." Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Each week's discussion will end at 11:59pm on Sunday, but do not wait until the end of the week to engage in the weekly discussion. If everyone were to do this, that would not lead to very productive discussion. Your weekly grade will be based on the quality of the posts, and your grade will be reduced if you wait until the end of the week to initiate your posts. Posts for weeks two and three will be graded, but they will not count towards your discussion grade. The discussion grade will be based on the 10 highest scores in the remaining 12 classes. Ten points are possible each week, for a total of 100 points, and these 100 points collectively constitute 10% of the overall course grade.

### **Excel Assignment**

This assignment requires students to work with both numeric and text data in Excel, reference other Excel cells, perform basic math functions, and create formulas and graphics in Excel. This assignment will constitute 15% of the overall course grade.

### **Performance Measures Assignment**

This assignment requires students to develop performance measures for a public or nonprofit program and write a memorandum explaining the performance measures. The student will develop all of the following for the program: (1) program objectives; (2) program inputs; (3) program outputs; (4) program outcomes; (5) cost efficiency measures; and (6) cost effectiveness measures.

**Budget Process Assignment**

This assignment requires students to draw on the class readings and discussion to outline the entire budget process for their own organization (or suitable other agency or organization), identifying key stakeholders and their roles, friction points, and strategies for successfully negotiating the process.

**Cost Benefit Assignment**

This assignment requires students to perform some basic cost benefit analysis for a case provided to the class.

**Budget Analysis Assignment**

This assignment requires students to select a budgetary document from their own organization or one relevant to their job/career, analyze the budget using the criteria discussed in class, and prepare a memo presenting that analysis to a supervisor. This memo will be part of students' program portfolios.

**Grading Scale**

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

## Weekly Schedule

Week	Topic	Materials	Assignments	Deliverables
1	Course Introduction, Overview of Budgeting, Basic Concepts	<ul style="list-style-type: none"> <li>• Week 1 Video</li> <li>• BT: Module 1 (Craft of budgeting)</li> <li>• BT: Module 2 (Organizing Budget Data)</li> <li>• BT: Module 3 (Fixed and Variable Costs)</li> <li>• BT: Module 4 (Breakeven Analysis)</li> <li>• BT: Module 5 (Cost Allocation)</li> </ul>	<ul style="list-style-type: none"> <li>• Excel Assignment</li> <li>• BT: Appendix B (Spreadsheet Basics)</li> </ul>	
2	Role of time  Performance Budgeting	<ul style="list-style-type: none"> <li>• Week 2 Video</li> <li>• BT: Module 6 (Time Value of Money)</li> <li>• BT: Module 7 (Inflation)</li> <li>• BT: Module 8 (Sensitivity Analysis)</li> <li>• BT Module 9 (Performance Budgeting)</li> <li>• New Mexico Department of Finance and Administration. Guidelines to performance-based budgeting. Santa Fe, NM: Department of Finance and Administration. <a href="http://www.nmdfa.state.nm.us/Performance_Based_Program.aspx">http://www.nmdfa.state.nm.us/Performance_Based_Program.aspx</a></li> </ul>	<ul style="list-style-type: none"> <li>• Performance Measures Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Excel Assignment</li> <li>• Discussion Board Postings</li> </ul>
3	The Budget Process Overview	<ul style="list-style-type: none"> <li>• Week 3 Video</li> <li>• BT Module 10 (Process Overview)</li> <li>• BT: Module 11 (Baseline Budget)</li> <li>• BT Module 12 (Baseline Budget)</li> <li>• BT Module 13 (Cost Estimates)</li> <li>• BT Module 14 (Budget Justification)</li> <li>• BT Module 15 (Budget Cutbacks)</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Process Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Performance Measures Assignment</li> <li>• Discussion Board Postings</li> </ul>
4	The Budget Process: State and Local	<ul style="list-style-type: none"> <li>• Week 4 Video</li> <li>• BT Module 16 (Legislative Budget Tools)</li> <li>• Rubin, <i>The Politics of Public Budgeting</i>, Chapter 1</li> <li>• Ebdon, C., and A. L. Franklin. (2006). Citizen participation in budgeting theory. <i>Public Administration Review</i> 66(3), 437-447.</li> </ul>		<ul style="list-style-type: none"> <li>• Discussion Board Postings</li> </ul>

		<ul style="list-style-type: none"> <li>Franklin, A. L., Ho, A. T., &amp; Ebdon, C. (2009). Participatory budgeting in Midwestern states: Democratic connection or citizen disconnection?. <i>Public Budgeting &amp; Finance</i>, 29(3), 52-73.</li> </ul>		
	The Budget Process: Federal	<ul style="list-style-type: none"> <li>Congressional Budget Office (2017), The Budget and Economic Outlook: 2017 to 2027 (<a href="https://www.cbo.gov/publication/52370">https://www.cbo.gov/publication/52370</a>) (Read the summary and skim the report)</li> </ul>		
	The Political Budget Process: Organizational	<ul style="list-style-type: none"> <li>Financial Sustainability for Nonprofit Organizations, Rand (2012) <a href="https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR121/RAND_RR121.pdf">https://www.rand.org/content/dam/rand/pubs/research_reports/RR100/RR121/RAND_RR121.pdf</a></li> </ul>		
5	Cost Benefit Analysis	<ul style="list-style-type: none"> <li>Week 5 Video</li> <li>BT Module 17 (Cost Benefit Analysis)</li> </ul>	<ul style="list-style-type: none"> <li>Cost Benefit Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Budget Process Assignment</li> </ul>
	Capital Budgeting	<ul style="list-style-type: none"> <li>BT Module 18 (Life Cycle Costing)</li> <li>BT Module 19 (Capitalization and Depreciation)</li> <li>BT Module 20 (Long-Term Financing)</li> <li>BT Module 21 (Investment Strategies)</li> </ul>		<ul style="list-style-type: none"> <li>Discussion Board Postings</li> </ul>



6	Implementation	<ul style="list-style-type: none"> <li>• Week 6 Video</li> <li>• BT Module 22 (Operating Plan and Variance Analysis)</li> <li>• BT Module 23 (Cash Management and Internal Controls)</li> <li>• BT Module 24 (Forecasting and Managing Cash Flow)</li> <li>• Anthony R. &amp; Young, D. (1984). <i>Cost Accounting In Management Control in Nonprofit Organizations</i>. McGraw-Hill Companies. (Carmen)</li> </ul>	<ul style="list-style-type: none"> <li>• Budget Analysis Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Cost Benefit Assignment</li> <li>• Discussion Board Postings</li> </ul>
	Accounting Financial Statement Analysis	<ul style="list-style-type: none"> <li>• BT Module 25 (Government and Nonprofit Accounting)</li> <li>• BT Module 26 (Financial Statement Analysis)</li> </ul>		
7	Payroll	<ul style="list-style-type: none"> <li>• Week 7 Video</li> <li>• BT Module 27 (online chapter) (Calculating Payroll)</li> </ul>		<ul style="list-style-type: none"> <li>• Budget Analysis Assignment</li> </ul>
	Forecasting	<ul style="list-style-type: none"> <li>• BT Modules 28-30 (online chapters) (Forecasting)</li> </ul>		<ul style="list-style-type: none"> <li>• Discussion Board Postings</li> </ul>

*BT = Budget Tools: Financial Methods in the Public Sector*

### **Academic Misconduct**

The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's [\*Code of Student Conduct\*](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's [\*Code of Student Conduct\*](#), Section 3335-23-04 defines academic misconduct as "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's [\*Code of Student Conduct\*](#) is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### **Glenn College Diversity Values Statement**

The Glenn College is committed to nurturing 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. We are dedicated to creating a safe space and promoting civil discourse that acknowledges and embraces diverse perspectives on issues and challenges that affect our community.

### **Accommodation Policy**

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue."

## **Mental Health**

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/> .



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**PUBAFRS 6055:  
Judgment in Managerial Decision-Making  
Semester 20XX Syllabus  
Online Delivery  
Credit Hours: 2**

**Professor:  
Contact Info:  
Office Hours:**

### **COURSE OVERVIEW**

Decision making is fundamental to good management. Every day, every hour, managers make decisions that have large and small consequences. If decision makers can improve just a small percentage of those decisions, they could realize significant time and costs savings, and improved outcomes.

Public affairs decisions are made in the context of imperfect information; uncertain events, conditions, and outcomes; and conflicts over values. Yet despite these challenges, decisions must be made in order to meet a wide range of societal objectives. A diverse set of models and skills are available to analyze and guide decisions in operational and managerial settings.

In addition to reviewing the rational ideal of decision-making, this course draws on scholarship from economics, psychology, sociology, political science, and management that examines how and why human beings so often deviate from this classic model of “economic man.” People often make irrational decisions in predictable ways. The course will offer opportunities for managers to practice learning how to identify these common biases and logical fallacies and employ skills and techniques to compensate for them.

Finally, the course will offer opportunities to apply skills to improve group decision-making.

### **COURSE LEARNING GOALS**

Upon completion of the course, students will

- Possess a portfolio of decision making skills that are applicable to a wide variety of managerial problems and contexts
- Have tools that can incorporate data, evidence and values into decisions about complex problems in the public and non-profit sectors

Upon completion of the course, students should understand:

- The nature of decision-making in public affairs from both a theoretical and practical perspective
- The theoretical assumptions about human decision-making underlying public policy and management practices

## **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to all Glenn College learning goals and objectives related to foundational knowledge in public affairs; competencies in management and leadership and developing an appreciation for multiple perspectives in public affairs. In particular, the course attends to the following Glenn College program goals and objectives.

1. Students can lead and manage in public and nonprofit organizations. (Intermediate)
3. Students can analyze, synthesize, think critically, solve problems and make decisions (Advanced)
4. The ability to articulate and apply a public service perspective. (Intermediate)
5. The ability to communicate and interact productively with a diverse and changing workforce and citizenry. (Intermediate)
6. The ability to integrate, synthesize, and apply knowledge across the curriculum in a professional public service context. (Intermediate)
7. The ability to interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field. (Intermediate)

### ***PREREQUISITE***

Admission to the MPAL Degree Program

### ***BASIS FOR ASSESSMENT***

Your grades will be based on the following activities (detailed rubrics and prompts can be found on Carmen):

#### ***Final Paper (20%)***

This assignment provides an opportunity to integrate and apply the material from the course to a very practical problem. How can you introduce better decision making approaches to your organization or policy? A central theme of the course is better use of information, tools and models to improve decision-making. In this paper, you will identify a managerial or policy problem that could be improved through informed decision-making. This will include develop procedures to defining the problem, gathering information, how you are going to analyze the problem and identifying a way to make a decision about that problem.

Formatting Instructions: Microsoft Word document; double-spaced, 12-point font, 1 inch margins, include your name and page numbers.

### ***Class Participation (20%)***

Your participation in online class discussions and group exercises is imperative to doing well in this course. All assignments build on each other to help you synthesize information.

### ***Assignments (70%)***

1. Apply PRO-ACT to an important decision that your organization will need to make. (15%)

PRO-ACT is a structured approach to support decision makers as the: 1) define problems; 2) clarify objectives, develop decision alternatives, and examine how different alternatives can meet objectives.

You will select a decision that is important to your organization and apply the PRO-ACT approach.

2. Apply MAUT to a personal or organizational decision. (15%)

Even simple decisions require comparing several alternatives across a variety of objectives (price, durability, warranty, ease of use, etc.) These comparisons are not always straightforward. Multi-attribute utility analysis

3. Identify a dysfunctional heuristic in your organization and a way to compensate for it. (15%)

Heuristics are “shortcuts” we use to make the many decisions that are required every day. We simply do not have the time to go through a paper and pencil exercise of looking at all the alternatives available, collecting information on those alternatives and doing our analysis. Who needs analysis when we need to make a decision on what we are going to eat for lunch. But sometimes we use heuristics in ways that will lead to bad decisions.

In this assignment, you will use the description of heuristics to take a closer look at the heuristics we use all the time. In particular, you will pick a decision that your organization makes and see if they are any hidden heuristics that should be

questioned. You will offer a policy or management practice that can overcome this dysfunctional heuristic.

#### 4. Build a Model and Design a Protocol to Support Civil Engagement (15%)

In this assignment, you will be asked to apply your understanding how groups work by creating a set of materials that will support the public's engagement in a problem your organization is facing.

This will include describing the problem you are working on, identifying the kinds of information that important to understanding the problem, what decision rules you are using to frame the problem, the various alternatives that are / were being considered and your final recommendation.

You need not actually assemble these materials but discuss how you would present this information to a group to minimize the potentially dysfunctional ways in which groups make decisions.

#### 5. Understanding How Systems Work (10%)

Most of the problems we face are complicated and the appropriate tools to help us manage complex problems. Typically, however, we simplify complex problems by saying that "A causes B" and if we can control A then get B to change too. The reality is more complicated because not only A affects B, but B can also effect A and not only that, X, Y, and Z can affect both A and B. We need systems tools to be able to manage systems.

In this assignment, we are going to play with an existing systems model about climate change. When we play with this model we will see how a systems model can capture the interdependency of social and physical factors as they affect the world's climate. We will see how both linear and nonlinear relationships can surprise our expectations about how policy will work. We will begin identifying what are typically called "unintended consequences."

You will be presented with a "flight simulator" that allow you to change policies to see how easy it is to change human behavior and improve our climate. You will be asked to write down the policy changes and now how the system responds. Based upon these observation, you will be asked to make policy recommendations.

**I do not accept late assignments.**

## ***Grading Schema***

Transformation of numerical grades to letter grades will correspond to this schedule:

A	93-100	C+	77-79.9	E	59.9 and below
A-	90-92.9	C	73-76.9		
B+	87-89.9	C-	70-72.9		
B	83-86.9	D+	67-69.9		
B-	80-82.9	D	60-66.9		

## ***Grade Appeals***

Grades on assignments are intended to reflect the overall quality of performance of the student. You may appeal your grade on an assignment if you think the grade does not reflect the quality of your performance on the assignment. To appeal a grade, submit a clear written explanation describing why you believe the assigned grade is inappropriate within one week after your work is returned. You must cite specific components of the rubric for the given assignment. I will carefully consider all such appeals. If I re-grade the assignment, I will re-grade the *entire* assignment. As a result, the final grade for the re-graded assignment may be greater than, less than, or equal to the original grade.

## ***READINGS***

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

There are two **required** texts for this course:

Thaler, R.H., & Sunstein, C.R. (2009). *Nudge: Improving decisions about health, wealth, and happiness*. New York, NY: Penguin Books. [ISBN-13: 978-0143115267 ISBN-10: 014311526X]

Hammon, J.S., Keeney, R.L., & Raiffa, H. (2002). *Smart Choices: A practical guide to making better decisions*. New York, NY: Broadway Books. [ISBN-13: 978-0767908864 ISBN-10: 0767908864]

Additional materials will be posted on Carmen.



## ***PREREQUISITE CONCEPTS***

Multidimensional nature of public affairs (legal, economic, managerial, political)

## ***WRITING SUPPORT***

The University Center for the Study and Teaching and Writing (<https://cstw.osu.edu/writing-center>) is a resource available to all students. The Writing Center at the CSTW offers free help with writing at any stage of the writing process in a variety of formats, including research papers, proposals, and reviews. You can schedule online or call 614-688-4291.

- Clients may schedule ONE appointment at our Smith Lab and/or The Research Commons (3rd Floor, 18th Ave Library) location each week. Clients may have one walk-in tutorial daily (up to four per week) at our satellite center on the first floor of Thompson Library.
- Clients registered with [the Office of Disability Services](#) may have two appointments per week.
- Clients with more than their allowed number of appointments per week will have the overflow appointments canceled.

## **Academic Misconduct**

(From: <http://oaa.osu.edu/coamfaqs.html#academicmisconductstatement>)

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If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include The Committee on Academic Misconduct web page: <http://oaa.osu.edu/coam.html>  
*Ten Suggestions for Preserving Academic Integrity:* <http://oaa.osu.edu/coamtensuggestions.html>  
*Eight Cardinal Rules of Academic Integrity:* [www.northwestern.edu/uacc/8cards.html](http://www.northwestern.edu/uacc/8cards.html)

It is also important to be clear on your syllabus about what your policy is regarding collaboration on assignments, as some instructors encourage it, while others prohibit it.

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### **Accommodation Policy**

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### **Mental Health**

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## WEEKLY COURSE SCHEDULE

### Week 1. Improving Decision-Making

#### *Concepts*

Thinking Fast and Thinking Slow

Problem Definition, Defining Objectives, Describing Alternatives and Consequences

#### *Skill*

Using a structured approach to improving decision-making

#### Reading

Hammond, Keeney and Raiffa, Chapters 1-5: "Making Smart Choices"

Assignment: Apply PRO-ACT to an important decision that your organization will need to make.

Apply PRO-ACT to an important decision that your organization will need to make.

Decision-making can be Select a decision that is important to your organization and apply the PRO-ACT approach.

### Week 2. Rational Decision-Making I

#### *Concepts*

The Rational Approach to Decision-Making

Explicit and Implicit Models of Decision-Making

Values of Models

Expected Values

#### *Skills*

Calculating Expected Values

Creating Decision Trees to estimate risk and estimate benefits

### Week 3. Rational Decision-Making II

#### *Concepts*

Sunk Costs

Opportunity Costs

Discount Rates

Transaction Costs

#### *Skill*

Multi-Attribute Utility Analysis (MAUT)

Reading:

Hammond, Keeney and Raiffa, Chapters 6: “Tradeoffs”

Assignment: Apply MAUT to a personal or organizational decision.

Even simple decisions require comparing several alternatives across a variety of objectives (price, durability, warranty, ease of use, etc.) These comparisons are not always straightforward. Multi-attribute utility analysis is a way that individuals and organizations can simplify these complex problems.

#### **Week 4. Avoiding Psychological Traps**

*Concepts*

Prospect Theory

“Nudge”

Kinds of Decisions That Need Public Support and Guidance

Heuristics that Bias Decision-Making (Availability, Representative (including heuristics that affect how diverse populations are seen), etc.)

*Skill*

Identifying Dysfunctional Heuristics and Ways to Overcome Them

Reading:

Nudge, Chapter 1, “Biases and Blunders” and Chapter 2, “Resisting Temptation”

Assignment: Identify a dysfunctional heuristic in your organization and a way to compensate for it.

#### **Week 5. Group Decision-Making**

*Concepts*

Social Pressures on Decision-Making

Supports for Group Decision-Making

*Skills*

Building Aids to Support Group Decision making

Readings

Nudge, Chapter 3, “Following the Herd”

Stone, “The Market and the Polis?”

Assignment: Build a Model and Design a Protocol to Support Civil Engagement

## **Week 6. Systems Thinking – Understanding the Bigger Picture**

### *Concepts*

Linear vs. Systems Thinking  
Mental Models

### *Skills*

How to Apply Systems Thinking  
How to Understand a Complex Problem Using Systems Dynamics

### Readings:

Meadows, “Thinking in Systems”, Chapter 1

Assignment: Understanding Systems - Exploring Problem Space and Solution Space

## **Week 7. Data-Driven Decision-Making and Analytics**

### *Concepts*

What is Data-Driven Decision-Making entail?  
Why is Information Management important?

### *Skills*

Designing A Data-Driven Decision-Making Organization

### Readings:

Caudle, “Managing Information Resources in State Government”  
MacAfee and Brynjolfsson, “Big Data: The Management Revolution”

Assignment (Written Paper): Identify a Strategy to Introduce a Data-Driven Approach for an Important Organization Decision.

## **CATALOG DESCRIPTION**

Introduces students to research on decision-making and its practical application in the public and non-profit sectors. Draws on interdisciplinary scholarship that examines how people make decisions and considers the application of these insights and tools in the management of public and non-profit organizations.



# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6075: Data, Models and Evaluation**

#### **Semester 20XX Syllabus**

#### **Online Delivery**

Credit hours: 4

**Professor:**

**Contact Info:**

**Office Hours:**

### **COURSE OVERVIEW**

This course will provide students with the knowledge and tools necessary to analyze data. Students learn about fundamentals of statistics to conduct analysis, and they will develop an understanding of program evaluation and research design in order to evaluate the quality of analyses conducted by others and communicate findings. The class places emphasis on the interpersonal skills involved with the practice of interactive evaluations, which include culture, conflict, and politics. Students will work on applied project related to their jobs that will form the basis of their 7990 Capstone projects.

### **COURSE LEARNING GOALS**

Upon successful completion of the course, students should have a strong understanding of the following:

- What constitutes credible evidence in support of a management decision or policy argument in the public and nonprofit sectors
- Basic statistical logic
- Program evaluation and its value in public sector decision making

Upon successful completion of the course, student should be able to

- Calculate, communicate, and consume applied statistics related to public and nonprofit management and public policy problems
- Conduct computer-based statistical analyses
- Interpret and communicate statistical information in both technical and non-technical language
- Test basic statistical hypotheses
- Critique statistical analyses produced by others

- Identify and assess the appropriate use of evaluation methods, including understanding study limitations
- Interpret the results of outcome/impact evaluation studies for decision makers
- Evaluate connections between public problems, goals, public programs, output and outcomes

## **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to the Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an intermediate level:

- Students can lead and manage in public and nonprofit organizations.
- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

## **CATALOG BLURB**

Provides students with analytical knowledge and tools necessary to analyze data. Students learn statistics to conduct analysis and evaluation and evaluate the quality of analyses conducted by others. Equips students with knowledge and skills to evaluate public policies and programs. Students learn about different types of evaluations and research designs for conducting evaluations. Exposure to ethical considerations in conducting evaluations.

**Prerequisite:** PUBAFRS 6051 Intro to Public Affairs

## **COURSE MATERIALS**

### **Carmen**

Course videos, PowerPoints, additional reading materials, assignments, and discussions will all take place on Carmen ([carmen.osu.edu](http://carmen.osu.edu)).

### **Textbooks**

Robert W. Pearson, *Statistical Persuasion: How to Collect, Analyze, and Present Data...Accurately, Honestly, and Persuasively*. **Print ISBN:** 9781412974967 / **Online ISBN:** 9781452230122

**DOI:** <http://dx.doi.org/10.4135/9781452230122>

Jean A. King and Laurie Stevahn, *Interactive evaluation Practice: Mastering the Interpersonal Dynamics of Program Evaluation*. Print ISBN: 9780761926733 / Online ISBN: 9781452269979  
DOI: <http://dx.doi.org/10.4135/9781452269979>

Students can access the textbooks electronically for free when logged into Ohio State.

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### **COURSE FORMAT**

Each week, students have readings from the textbook and/or supplementary readings. In addition, students will view instructor videos and/or PowerPoint presentations found in Carmen. A number of the videos will include short interviews with practitioners regarding their roles with program evaluation.

The course is motivated by the fundamentals of course evaluation, and then students learn the fundamental statistical tools to conduct an evaluation. Class examples and a group applied case exercise will serve as a model for students to use data from their own organizations to conduct statistical analyses and evaluation of management or policy issues central to those organizations. Students will be required to present the results in a manner that can be understood by decision makers. Students can use the results of their analysis as the basis for their 7990 projects, which will further focus on effective communication of the findings.

### **COURSE DELIVERABLES**

The course grade is based upon discussion board participation, a group case study assignment, and a five-part Evaluation Design Project in which students design and implement a simple evaluation related to their jobs. These assignments help students learn how to use basic evaluation tools and statistical analysis to evaluate an aspect of their own organizations (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<u>Deliverable</u>	<u>Percentage of Course Grade</u>
Discussion Board Posts	10
Group Case Study Assignment	15
Evaluation Design Project (EDP)	
Part 1. Introduction and Process Evaluation	15
Part 2. Maintaining Civility	15
Part 3: Lit Review and Outcome Evaluation	15
Plan	
Part 4: Descriptive Statistics and Graphs	15
Part 5: Evaluation Results	15

### **Weekly Discussion Board**



Students are expected to actively participate in each week's discussion board by posting comments and responses. Effective class contribution entails providing good answers to questions. Good answers to questions indicate that you are actively responding to the posts and are providing comments relevant to the ongoing discussion. Relevant comments add to the understanding of the underlying conceptual material, challenge and clarify the ideas expressed by others, integrate material from your job and/or other courses, and show evidence of analysis rather than mere opinion or "gut feeling." Excellent responses demonstrate that you have thought deeply about the material and can develop creative and innovative insights through this analytic effort. Effective class contribution does not entail faking answers, ignoring the contributions of others, or repeating facts or statements from the readings without analysis.

Each week's discussion will end at 11:59pm on Sunday, but do not wait until the end of the week to engage in the weekly discussion. If everyone were to do this, that would not lead to very productive discussion. Your weekly grade will be based on the quality of the posts, and your grade will be reduced if you wait until the end of the week to initiate your posts. Posts for weeks one and two will be graded, but they will not count towards your discussion grade. The discussion grade will be based on the 10 highest scores in the remaining 11 classes with discussion assignments. Ten points are possible each week, for a total of 100 points, and these 100 points collectively constitute 10% of the overall course grade.

### **Grading Scale**

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

### Weekly Schedule

Week	Topic	Readings	Deliverables
1	Overview of Evaluation and statistical data analysis Evaluation Framing and Theoretical Foundation	KS: <a href="#">Chapter 1</a> KS: <a href="#">Chapter 2</a> KS: <a href="#">Chapter 3</a> P: <a href="#">Chapter 1</a>	Discussion Board
2	Process Evaluation	C: Bliss & Emshoff	Discussion Board
3	Research Design, Data Collection, and Measurement	P: <a href="#">Chapter 2</a> P: <a href="#">Chapter 3</a> Converse & Presser: <a href="#">Survey Questions</a> (Skim)	EDP: Part 1 Discussion Board
4	Evaluation Conversations and Interactive Strategies	KS: <a href="#">Chapter 4</a> KS: <a href="#">Chapter 5</a>	Discussion Board
5	Managing Conflict, Creating a Viable Process, and Dealing with the Unexpected	KS: <a href="#">Chapter 6</a> KS: <a href="#">Chapter 7</a> KS: <a href="#">Chapter 8</a>	EDP: Part 2 Discussion Board
6	Group Case Study: Controversial Shelter Project, or Remedial Math Program, or Healthy Nutrition Program	KS: <a href="#">Chapter 9</a> , or KS: <a href="#">Chapter 10</a> , or KS: <a href="#">Chapter 11</a>	Discussion Board
7	Work on Evaluation Design		Case Study Synch with Professor
8	Preparing Data for Analysis	P: <a href="#">Chapter 4</a>	EDP: Part 3 Discussion Board
9	Descriptive Statistics	P: <a href="#">Chapter 5</a>	Discussion Board
10	Displaying Data with Charts and Graphs and Percentages and Contingency Tables	P: <a href="#">Chapter 6</a> P: <a href="#">Chapter 7</a>	EDP: Part 4 Discussion Board
11	Sampling and Hypothesis Testing	P: <a href="#">Chapter 8</a>	Discussion Board
12	Group Differences	P: <a href="#">Chapter 9</a>	Discussion Board
13	Measures of Association	P: <a href="#">Chapter 10</a>	Discussion Board
14	Regression Analysis	P: <a href="#">Chapter 11</a>	Discussion Board
15	Work on Evaluation Results		EDP: Part 5 Synch with Professor

P= Pearson

KS= King & Stevahn

C= Carmen

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# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 6530: Negotiation Skills**

**Semester 20XX Syllabus**

**Location**

**Thursday, 1:50-3:40pm**

**Credit Hours: X**

**Professor:** Maggie Lewis

**Contact Info:** lewis.933@osu.edu

**Office Hours:** After class or by appointment

### **COURSE OVERVIEW**

#### **COURSE LEARNING GOALS**

The goal of this course is to explore the major concepts and theories of the psychology of bargaining and negotiation and to improve students' negotiation skills. More specifically, upon successful completion of the course, students will have:

- An improved awareness and understanding of her/his individual negotiation style;
- An understanding of the core strategic approaches to negotiation and the management of differences;
- An understanding of how to negotiate with multiple parties and with the assistance of a third party;
- Enhanced self-confidence with respect to individual negotiation skills.

#### **DEGREE LEARNING GOALS AND OBJECTIVES**

The course contributes to the Glenn College learning goals and objectives related to foundational knowledge in public management affairs; competencies in management, leadership, and policy analysis; and developing an appreciation for multiple perspectives in public affairs. In particular, the course focuses on the following objectives at an advanced level:

- Students can participate in and contribute to the policy process.
- Students can analyze, synthesize, think critically, solve problems and make decisions
- Students can articulate and apply a public service perspective
- Students can communicate and interact productively with a diverse and changing workforce and citizenry
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

**Format**

Class will meet once a week during the first half of the semester. Class time is devoted to lectures, class discussions and role plays /exercises.

**COURSE MATERIALS****Textbooks**

*Essentials of Negotiation*, Roy Lewicki, David M. Saunders and Bruce Berry, Sixth Edition (preferred) McGraw Hill ISBN 978-0-07-786246-6

*Getting to Yes: Negotiating Agreement Without Giving In*, Roger Fisher, William Ury and Bruce Patton

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

**Handouts**

The role play and simulation activities require handouts which will be distributed in class. Students are responsible to obtain all materials due to any class absence.

**Attendance**

Attendance in class is expected. Absence is likely to cause an inconvenience and loss of opportunity to both the absent student and to classmates. Points will be deducted for excessive absences.

**Student Work Requirements**

1. Class Preparation and participation-This course requires that students come prepared to class. Active participation is critical to learning and in class exercises and activities depend upon each student being well-prepared. The class participation segment of the grade will be based on class attendance and the quality of your preparation and contributions. There are two forms of preparation, reading and assignments:

Reading has been assigned for each class. Students will be responsible for all reading assignments.

Assignments are the role plays, questionnaires and assessments that must be completed for class or between classes.

2. Graded Negotiation and Accompanying Paper-There will be one graded negotiation in the course. Students will be evaluated on the basis of their performance in the role play and the paper they submit o that role play.

3. Final Paper-This paper will require you to conduct a live negotiation outside of class. Guidance for this paper will be provided in class.

## Summary of Graded Components

Points

Class Participation 25

Assigned Negotiation and Paper 35

Final Negotiation and Paper 40

Guidance for assignments will be provided in class.

## Grading Scale

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A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
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**Course Outline**

<b>DATE</b>	<b>TOPIC</b>	<b>PREPARATION</b>
Jan. 12	Introduction to Negotiation Styles	EON Chapters 1 and 4 Planning for Negotiation
Jan. 19	Distributive Negotiation	EON Chapter 2
Jan. 26	Integrative Negotiation	EON Chapter 3 Skim GTY (All)
Feb. 2	Power and Ethics in Negotiation	EON Chapters 8 and 5
<b>Graded Negotiation Due</b>		
Feb. 9	Public Issues Negotiation	Multi-Party Negotiation EON Chapters 9 & 10
Feb. 16	Multi-Party Negotiation Skim	
		<a href="http://www.businessofgovernment.org/sites/default/files/ConflictsCollaborativeNetworks.pdf">www.businessofgovernment.org/sites/default/files/ConflictsCollaborativeNetworks.pdf</a>
Feb. 23	Assisted Negotiation and Third Parties / “When and How to Use Third Party Help” posted to Carmen; View <a href="http://www.acas.org.us/index.sapx?articleid=2825">www.acas.org.us/index.sapx?articleid=2825</a>	
<b>Final Negotiation Due</b>		





# THE OHIO STATE UNIVERSITY

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## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

### **PUBAFRS 7990: MPAL Capstone**

#### **Semester 20XX Syllabus**

#### **Online Delivery**

Credit hours: 3

**Professor:**  
**Contact Info**  
**Office Hours:**

### **COURSE OVERVIEW**

This course builds on the core curriculum that students have completed in the program. Students will integrate the fundamental knowledge and skills gained in the MPAL curriculum and further apply them to relevant workplace situations.

The course has three main components: 1) completing a portfolio of the accumulated body of work completed during their academic career; 2) developing one of the core course assignments or products to include specific managerial recommendations so that it can be utilized in the workplace; and 3) acquiring and displaying a set of skills to effectively communicate the management recommendation to relevant audience(s).

### **COURSE LEARNING GOALS**

Upon successful completion of the course, students should have a strong understanding of the following:

- Their roles and responsibilities as leaders and managers in the public and nonprofit sectors.
- How the knowledge and skills they have acquired during their studies fit together, as well as how they might apply what they have learned to advancing their careers in the public and nonprofit sectors

Upon successful completion of the course, student should be able to

- Synthesize and apply knowledge, skills and values from the curriculum to a management or policy problem. The analysis completed in previous coursework will result in a recommendation that can be used in their organizations. It must include implementation details that deal with management, budget, law and relevant policy concerns.
- Develop a final set of deliverables including managerial recommendations based upon analysis and application of coursework. The goal is to have products that can be actually utilized by a client.

- Apply the knowledge and skills they have acquired as they complete a series of exercise designed effectively communicate previous analytic results to multiple and diverse audiences in written, oral, and visual formats and be able to civilly engage in discourse.
- Develop and communicate a set of contingency plans for their organization to be used in the event of an emergency.
- Complete the portfolio of major work accomplished in the program. This will include reviewing their original plans in the beginning the program, assembling the work done over their academic career, and a short reflection paper on what students have learned to identify their next set of lifelong learning goals.

## **DEGREE LEARNING GOALS AND OBJECTIVES**

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- Students can lead and manage in public and nonprofit organizations.
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- Students can communicate and interact productively with a diverse and changing workforce and citizenry.
- Students can integrate, synthesize, and apply knowledge across the curriculum in a professional public service context.
- Students can interact effectively with public policy and administration professionals from a broad range of sectors, using professional competencies common to the field.

## **COURSE MATERIALS**

### Required Textbook

Smith, Catherine, Writing Public Policy: A Practical Guide to Communicating in the Policy-Making Process, 4th Edition, ISBN # 9780199388578

Online Course material is available on Carmen at <http://www.carmen.osu.edu/>

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## **Mental Health**

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## CATALOG BLURB

A capstone course for MPAL students that focuses on the integration and application of public affairs knowledge and skills and prepares students to be effective public and nonprofit sector leaders and managers. Students complete multiple assignments to effectively communicate managerial and policy recommendations to key stakeholders.

**Prerequisite:** All Core classes (6045, 6050, 6055, 6060, 6075) with the exception of 6530, which is taken concurrently.

## **Course Format**

Students will be guided through a series of steps to develop the results of one of their written assignments into a full management report. Guidance and feedback will occur throughout the course by both their group members and the instructor. Further, building off robust competency-based online modules, students will be responsible individually and with their assigned groups to learn the basic skills of four communication modalities that are related to their organizations and their managerial report. Finally, students are expected to complete a short portfolio that asks them to reflect on what they have learned and then establish their future career goals. Deliverables will be submitted via Carmen and will include text-based material, electronic material, and videos.

## **DELIVERABLES**

The course grade is based upon the portfolio, management development plan, and five assignments that help students to apply course materials to their own organization's budget (or an organization meaningful to them). Late submissions receive a 10% penalty per day.

<u>Deliverable</u>	<u>Percentage of Course Grade</u>
Portfolio	10
Management Development Plan	30
Crisis Management communication Plan	15
Press release and interview	15
Short professional presentation	15
Social media/electronic communication	15

### **Portfolio (10%)**

Students begin developing their portfolio early in their academic career by identifying what specific workplace problems might be applicable to the many skills and assignments covered in the various courses in the program. If students cannot identify a specific workplace problem other common managerial problems are provided. After each major assignment is completed, students are asked to reflect on their work including what they have learned and how they may apply these skills and concepts in the future.

During the capstone, students will complete their portfolio by collecting and organizing all of the work that they have accomplished during their academic career and then writing a four-five page reflection on what they have learned in the program and their future life-learning goals.

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- 1) what they have learned; and
- 2) how they may apply these skills and concepts in the future.

During the capstone, students will complete their portfolio by collecting and organizing all of the work that they have accomplished during their academic career and then writing a four-five page reflection on what they have learned in the program and their future life-learning goals. They will need to answer the following questions:

- 1) How do you intend to apply any new awareness on-the-job or in personal relationships? (one page);

- 2) What do you picture for yourself as a future career path and how is that different given your participation in the program? (half page);
- 3) What do you regard as your three most important strengths and why? (one page)
- 4) What elements of this course you have found most worthwhile to your own experience and career perspective. Identify the elements and discuss each of these, elaborating how each is relevant to your job (2 pages).

### **Developing a Management Recommendation (30%)**

As their academic portfolio accumulates throughout the program, a number of assignments will emerge as having particular relevance and utility for their workplace. Students will pick one of these assignments and develop managerial recommendations using the various skills covered in the program. The goal is to develop specific recommendations that are useful and have been sufficiently developed that it can be implemented in the organization.

The final product is a one-page executive summary and a five-to-seven page report that expands on and provides context for the assignment by providing additional detail on the problem, how alternative solutions were developed, how they were evaluated, and a set of specific recommendation that includes a discussion of important implementation details. The report is not a research paper but an analysis of a managerial problem and the development of recommendations that are accessible, rigorous and credible.

### **Effectively Communicating Your Work (4X15 = 60%)**

The final goal of the course is developing and applying communications skills to effectively communicate your professional work.

The class is designed around a number of online modules and competency-based deliverables designed to help students develop skills on the topics of written, oral, and visual communication, crisis management, and interaction with the media. Students are then assigned to two skills groups. They are expected to first individually complete four modules and work with their peers to apply these skills to communicating their management recommendations.

#### *Communication Modules*

- 1) Develop a crisis management communication plan
- 2) Develop a press release and related interview with a reporter
- 3) Professional presentation to management team or testimony before a committee
- 4) Social media and other electronic communication

## **Deliverables**

<b>Week</b>	<b>Topic</b>	<b>Deliverables</b>
1	Course Overview	Identify topic for course
2	Management Plan	Background and Problem Statement draft
3	Management Plan	Description and Evaluation of Alternatives draft
4	Management Plan	Recommendation draft
5	Management Plan	Implementation draft
6	Management Plan	Executive summary draft
7	Management Plan	Final Deliverable
8	Press Release	Draft
9	Press Release and Reporter Interview	Final Deliverable
10	Social Media and Electronic Communication	Draft
11	Social Media and Electronic Communication	Final Deliverable
12	Crisis Management Communication Plan	Draft
13	Crisis Management Communication Plan	Final Deliverable
14	Professional Presentation	Practice
15	Professional Presentation Portfolio	Final Deliverable Final Deliverable



# THE OHIO STATE UNIVERSITY

## JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

**PUBAFRS 5506: Administration of Criminal Justice Policy**  
**Semester 20XX Syllabus**  
**Online Delivery**  
Credit Hours: X

**Professor:**  
**Contact Info:**  
**Office Hours:**

### COURSE OVERVIEW

Students will become familiar with the structure of the criminal justice system and the application of public management and organizations theory to the criminal justice system. Many of the applications will focus on Ohio, but the theories and concepts are broadly applicable to the American system of criminal justice.

### COURSE LEARNING GOALS

- Become familiar with the structure of the criminal justice system
- Be able to describe how the criminal justice system works in Ohio
- Describe and analyze the role of administrators in a criminal justice system

### COURSE MATERIALS

Course material is available on Carmen at <http://www.carmen.osu.edu/>

### Online Course Logistics:

Provide relevant logistical information here

### Textbooks:

### Required:

- Ken Peak (2016), *Justice Administration: Police, Courts, and Corrections Management*, 8<sup>th</sup> edition (Print ISBN- 9780133591194, 0133591190; eText ISBN - 9780133769548, 0133769542)
- Joshua Hill, Nancy Marion, Kevin Cashen, Jarnes Orr, III, and Kendra Kec (2015), *Ohio's Criminal Justice System* (ISBN- 978-1-31136-450-1; eText ISBN - 978-1-53100-217-6)
- John Pfaff, *Locked In: The True Causes of Mass Incarceration and How to Achieve Real Reform* (ISBN-978-0465096916)



Additional supplemental materials will be linked to on Carmen.

Students can access textbook information via the Barnes & Noble bookstore website: [www.shopOhioState.com](http://www.shopOhioState.com) as well as from their BuckeyeLink Student Center. This information is disseminated by B&N to all area bookstores. You may buy from a store of your choice and/or shop for books (always use ISBN# for searches) online.

### **Course Format:**

Online class materials will combine online lectures and other online activities (videos, discussion boards, etc.) that focus on the relevant material from the textbook and other readings with student participation via discussion boards.

### **Academic Misconduct**

While students may work together on preparing homework assignments, each student is required to turn in his or her own work. Collaboration on exams is strictly forbidden, and violators are subject to all Ohio State rules on academic misconduct.

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct* (<http://studentaffairs.osu.edu/csc/>) and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct." Failure to follow the rules and guidelines established in the University's *Code of Student Conduct* may constitute "Academic Misconduct." Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

In the Ohio State University's *Code of Student Conduct*, Section 3335-23-04 defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

### **Course Requirements and Evaluation:**

The course grade is based upon performance on five essay assignments, two exams, online discussion posts, and a group project. Each is weighted as below. The final course grade is based on the standard OSU grading scheme (93-100 A, <93-90 A-, <90-87 B+, <87-83 B, <83-80 B-, etc.).

#### ***Homework***

- Five Essays (5 pts each)
  - One page essays that apply that topic's reading materials to a current relevant topic of the student's choice (Late submissions receive a one point per day deduction.)
- Online discussion posts (10 pts)
  - Students are expected to contribute (in a positive and productive manner) to the weekly discussion posts (Late submissions will not be accepted.)

#### ***Exams***

One midterm and one final exam (25 pts each)

#### ***Group project***

Group project (15 pts)

- Small group project in which the groups post a short video presentation on a relevant topic and accompanying policy brief.

## Preliminary Course Outline

Week	Date	Topics	Text Readings			Assignment
			Peak	Hill, et al.	Pfaff	Due
1		Introduction: Justice Administration	Ch1-3			
2		Introduction: Local policy and crime in Ohio		Ch1-2, 5		
3		Police: Organization and personnel	Ch4-5	Ch3		
4		Police: Issues and Practices	Ch6			Essay 1
5		Courts: Organization and personnel	Ch7-8	Ch4		
6		Courts: Issues and Practices	Ch9	Ch7		Essay 2
7		Corrections: Organization and personnel	Ch10-11	Ch6	Ch 1-4	
8		Corrections: Issues and Practices	Ch12	Ch9	Ch 5-8	Essay 3
9		Midterm Exam				
10		Issue: Ethical leadership in criminal justice	Readings	on	Carmen	
11		Issue: Ethics in policing, the courts, and corrections	Ch13			Essay 4
12		Issue: Human Resources	Ch14			
13		Issue: Financial Administration	Ch15			Essay 5
14		Issue: Advances in technology and big data	Ch16			
15		View and Respond to Group Presentations				Group project

### Final Exam

#### Grade appeals

If you believe that you unfairly lost points on an assignment or exam, you must turn in a **written** appeal that briefly explains why you believe that points should be restored in order for that problem to be re-graded.

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## SYLLABUS: SOCIOL 5XXX

### TITLE: EVIDENCE-BASED PRACTICE IN CRIMINAL JUSTICE

#### COURSE OVERVIEW

As the number of individuals entering the criminal justice system continues to grow, the criminal justice system, and especially community corrections agencies and policymakers seek effective strategies to alleviate overcrowding in prisons and jails while maintaining public safety. There is an extensive literature describing cost-efficient practices that are proven to reduce offender risk.

Unfortunately, knowledge of evidence-based practices does not mean that an agency can effectively implement and sustain these practices. There must be a capacity to undergo a significant shift in the culture of the organization and in the way clients are supervised. Several models for the implementation of evidence-based policy and practice have been developed, and are focused on research on effective corrections practice and practical approaches needed to create and sustain an evidence-based organization. The course will focus on those models, and students will gain experience developing a plan to implement evidence-based practice in an organization that is grounded in scientifically supported evidence.

#### COURSE LEARNING GOALS

Evidence-based practice (EBP) utilizes scientific research and the best available data to guide policy and practice decisions, such that outcomes for clients is improved. In the case of corrections, clients include prisoners, probationers, parolees, victims and survivors, communities, and other key stakeholders. Evidence-based practice focuses on approaches that have been shown to be effective through scientific (especially experimental) research rather than through the anecdotal, professional experiences of staff.

Students completing this course will: 1) have a familiarity with the history of evidence-based practice in criminal justice settings, 2) a working knowledge of the principles of evidence-based practice, 3) be able to identify and understand the organizational requisites for implementing evidence-based practice, 4) capable of researching literature and developing an evidence based solution to a problem in a criminal justice organization of the student's choosing (i.e., employer, internship), and 5) can design a rudimentary experiment to assess the outcome of a program.

## CATALOG DESCRIPTION

This course examines the history and principles of effective evidence-based programs in criminal justice setting. Students will develop an evidence-based solution to a real world problem, in a criminal justice agency of their choosing.

## COURSE SCHEDULE

1. History of what works in corrections
2. Principles of evidence based practice and models for selection of evidence-based practices
3. Identifying the evidence base for what works
4. Organizational change
5. Strategies to Adopt, Implement, and Sustain Effective Practices and current state of practice
6. Idiosyncrasies of correctional and treatment environments
7. Interagency implementation
8. Evaluating Outcomes
9. Experimental Criminology

## POTENTIAL READING FOR TOPICS 1-2

Martinson, Robert. "What Works? Questions and Answers about Prison Reform." *The Public Interest* 35 (1974): 22-54

Palmer, Ted. "Martinson Revisited." *Journal of Research in Crime & Delinquency* 12, no. 2 (1975): 133-152

Martinson, Robert. "New Findings, New Views: A Note of Caution Regarding Sentencing Reform." *Hofstra Law Review* 7, no. 2 (1979): 243-258.

Palmer, Ted, Patricia Van Voorhis, Faye Taxman, and Doris Mackenzie. "Insights from Ted Palmer: Experimental Criminology in a Different Era." *Journal of Experimental Criminology* 8, no. 2 (2012): 103-115.

Aguilar-Amaya, Maria, Dr. "Aligning Leadership and Management Practices with EBP." *Perspectives* 39, no. 2 (Spring 2015): 78-85.

Box Set: Evidence-Based Principles for Reducing Offender Risk. 2005-2009. Collection of resources developed by Crime and Justice Institute and the National Institute of Corrections, Aurora, CO.

Orchowsky, Stan, Ph.D. *An Introduction to Evidence-Based Practices*. April 2014. Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice

#### POTENTIAL READING FOR TOPICS 3-7

*Proactive Policing: Effects on Crime and Communities*. 2017. National Academy of Sciences.

Taxman, Faye. 2012. *Implementing Evidence-Based Practices in Community Corrections and Addiction Treatment*. Springer Verlag.

*Implementing Evidence-Based Policy and Practice in Community Corrections*. 2009. National Institute of Corrections.

George Patterson Warren Graham. 2018 *Clinical Interventions in Criminal Justice Settings Evidence-Based Practice* (1st Edition). Elsevier.

#### POTENTIAL READING FOR TOPICS 8-9

Cook, Thomas and Donald Campbell, eds. (1979). *Quasi-Experimentation: Design and Analysis Issues for Field Settings*. Boston, MA: Houghton Mifflin Company. Chapter 2: 37-94.

Weisburd, David. (2003). Ethical Practice and Evaluation of Interventions in Crime and Justice: The Moral Imperative for Randomized Trials. *Evaluation Review*, 27(3), 336-354.

McCord, Joan. (2003). Cures that Harm: Unanticipated Outcomes of Crime Prevention Programs. *The Annals of the American Academy of Political and Social Science*, 587, 16-30.

Campbell, Donald and Jean Russo, eds. (1999). *Social Experimentation*. Thousand Oaks, CA: Sage Publications. Chapter 3: 69-106.

Nagin, D. S., & Weisburd, D. (2013). Evidence and Public Policy. *Criminology & Public Policy*, 12(4), 651-679.

Apel, Robert J. and Gary Sweeten. (2010). Propensity Score Matching in Criminology and Criminal Justice. In Alex R. Piquero and David Weisburd (Eds.), *Handbook of Quantitative Criminology*. Springer: New York, NY.

Boruch, Robert, Brooke Snyder and Dorothy DeMoya. (2000). The Importance of Randomized Field Trials. *Crime and Delinquency*, 46(2), 156-180.

Farrington, David and Welsh, Brandon. (2005). Randomized Experiments in Criminology: What Have We Learned in the Past 2 Decades? *Journal of Experimental Criminology*, 1(1), 9- 28.

Heckman, James, and Jeffrey A. Smith. (1995). Assessing the Case for Social Experimentation. *Journal of Economic Perspectives*, 9(2), 85-110.

Sampson, Robert J. (2010). Gold standard myths: Observations on the experimental turn in quantitative criminology. *Journal of Quantitative Criminology*, 26(4), 489-500.

Sampson, R. J., Winship, C., & Knight, C. (2013). Translating Causal Claims: Principles and Strategies for Policy Relevant Criminology. *Criminology & Public Policy*, 12(4), 587-616.

Weisburd, David and Lorraine Green. (1995). Policing Drug Hot Spots: The Jersey City Drug Market Analysis Experiment. *Justice Quarterly*, 12(4), 711-735.

Weisburd, David. (2005). Hot Spots Experiments and Criminal Justice Research: Lessons from the Field. *Annals of the American Academy of Social and Political Science*, 599(1), 220-245.

Petersilia, Joan. (1989). Implementing Randomized Experiments: Lessons from BJA's Intensive Supervision Project. *Evaluation Review*, 13(5), 435-458.



Angrist, Joshua D. (2006). Instrumental Variables Methods in Experimental Criminological Research: What, Why and How. *Journal of Experimental Criminology*, 2(1), 23-44.

White, Michael D., John S. Goldkamp and Jennifer B. Robinson. (2006). Acupuncture in Drug Treatment: Exploring its Role and Impact on Participant Behavior in the Drug Court Setting. *Journal of Experimental Criminology*, 2(1), 45-65.

Gottfredson, Denise C., Stacy S. Najaka, Brook W. Kearley and Carlos M. Rocha. (2006). Long-Term Effects of Participation in the Baltimore City Drug Treatment Court: Results from an Experimental Study. *Journal of Experimental Criminology*, 2(1), 67-98

## COURSE ASSIGNMENTS

### REFLECTION PAPERS

Throughout the semester ??? general topics will be covered in the course relating to evidence-based practice. Students will write a 3 page reflection paper on your choice of ??? of these topics. In these reflection papers, students will critically offer their own thoughts on the topics selected. Do not summarize the topics. Instead, reflection papers should provide a thoughtful and considered evaluation and/or critique of the topics including new ideas and questions stimulated by the readings.

### DISCUSSION QUESTIONS AND RESPONSES

Class discussion is an integral component of a graduate seminar. Students must post 3 thought provoking (not yes/no) questions about the assigned readings/topic each week. These questions will help stimulate online class discussion throughout the semester. In addition to posting 3 discussion questions, you must thoughtfully respond to 3 questions posted by your fellow classmates.

### FINAL PAPER

This assignment involves writing a 15-page (excluding references), typed, 12-point, Times New Roman, double-spaced paper detailing an instructor pre-approved prisoner reentry program. Students must identify a criminal justice problem in need of an evidence-based solution, formulate a solution, and propose a research design to evaluate it.

## Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

**Academic Misconduct Statement.** Please feel free to adjust any part of the below example statement to suit your personal style. However, the information underlined should be included (in your own words or as suggested below) so as to provide the minimum necessary information for students. The underlined passages are for your reference. Please feel free to remove the underlining at your discretion. (From:

<http://oaa.osu.edu/coamfags.html#academicmisconductstatement>):

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## **SOCIOL 5XXX**

### **TITLE: OFFENDER DECISION MAKING AND PRISONER REENTRY**

#### **COURSE OVERVIEW**

Changes in sentencing laws and policies implemented during the 1980's War on Drugs Era prompted the mass incarceration of offenders. With prison/jail populations exceeding 2 million people, the United States is the world's leader in incarceration. The harsher sanctions led to prison overcrowding, racial incarceration disparities, and financial burdens for federal and state governments.

The adverse effects of harsh sanctions have prompted policy makers including correctional officials to search for and implement changes in the criminal justice system. Informed policy decisions and the prevention of future offenses requires a critical examination of empirical research on offender motivations and decision making processes. The course will examination scholarly works in psychology, sociology, criminology and criminal justice.

Offender re-entry is an expanding area of correctional research that serves to prevent future recidivism and alleviate problems caused by the harsh sentencing policies. This course will facilitate the identification of components responsible for successful and unsuccessful re-entry programs. Ultimately, it will provide the analytical skills needed to make informed recommendations for organizational and political level changes regarding criminal sanctions.

#### **COURSE LEARNING GOALS**

Upon completion of the course, students should understand:

- The theoretical assumptions underlying offender decision making and practical factors identified in empirical research
- The theoretical and practical causes and correlates of criminal recidivism

Upon completion of the course, students will

- Possess the tools to evaluate multi-disciplinary data on criminal re-integration efforts

- Have the decision making skills to solve problems plaguing state and federal correctional systems

## CATALOG DESCRIPTION

Introduces students to research on contemporary issues faced by state and federal correctional systems. The course draws from multidisciplinary scholarship that examines offender decision making, factors that promote recidivism, and how to successfully reintegrate inmates back into society.

## COURSE SCHEDULE

### 1. Motivations for Criminal Behavior

*Concepts*

Theory: Rational Choice, Social Learning, Deterrence, Routine Activities  
Policy Implications for each

### 2. Influential Factors for Criminal Decision Making

*Concepts*

Lifestyle, Opportunity, Victims, Risk Assessment

### 3. Decision Making Variance by Crime Category

*Concepts*

Property, Violent, Drug, Occupational and White Collar

### 4. Causes of Mass Incarceration

*Concepts*

Fiscal, Political, Media, Criminal Justice Policy Trends

### 5. Prison Experience

*Concepts*

Total Institutions, Subculture, Solitary Confinement

### 6. Causes and Correlates of Recidivism

*Concepts*

Risk / Needs Assessment, Risk Prediction Models, Effectiveness

### 7. Re-Entry Challenges

*Concepts*

Offender Diversity, Access to Resources, Political and Community Factors

8. Re-Entry Programs

*Concepts*

Program Assessment, Accountability, Evidence Based Practices

9. Improve Offender Outcomes and Public Safety

*Concepts*

Policy Proposals, Direction of Change, Community and Political Influence

**Potential Readings for Topics 1 – 3**

Akers, R. (1990). "Rational Choice, Deterrence, and Social Learning Theory in Criminology: The Path Not Taken". *The Journal of Criminal Law and Criminology*, 81(3), 653-676.

Cornish, Derek and Clarke, Ronald. eds 2014. *The Reasoning Criminal Rational Choice Perspectives on Offending*. Transaction Publishers. New Brunswick and London.

Hayward, K. (2007). "Situational Crime Prevention and its Discontents: Rational Choice Theory Versus the Culture of Now". *Social Policy & Administration*, 41(3), 232-250.

Shover, Neil. 1996. *Great pretenders: Pursuits and careers of persistent thieves*. Crime and Society. Boulder, CO: Westview.

Walters, Glenn, (2015). "The Decision to Commit Crime: Rational or Nonrational?" *Criminology, Criminal Justice Law, & Society* 16(3), 1-18.

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**Potential Readings for Topics 4 - 6**

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Bhati, Avinash and Alex Piquero, (2008). "Estimating the impact of incarceration on subsequent offending trajectories: Deterrent, criminogenic, or null effect?". *Journal of Criminal Law and Criminology*, 98, 207-254.

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Farrall, Stephen and Adam Calverley. 2006. *Understanding Desistance From Crime*. McGraw Hill. London.

### **Potential Readings for Topics 7 - 9**

Goffman, Alice. 2014 *On the Run: Fugitive Life in an American City*. University of Chicago Press. Chicago.

### **Latessa & Holsinger (2010) Correctional contexts: contemporary and classical readings 4<sup>th</sup> ed**

**23. How to Prevent Prisoner Reentry Programs from Failing: Insights from Evidence-Based Corrections**, *Shelley Johnson Listwan, Francis T. Cullen, and Edward J. Latessa*

**26. Putting Public Safety First: 13 Strategies for Successful Supervision and Reentry**, *Pew Center on the States* Pew offers practical strategies for improving offender reentry and supervision.

**27. Reducing Recidivism: Corrections Directors in Five States Share Lessons Learned**, *Pew Center on the States*.

Maruna, Shad. 2007. *Making Good: How Ex Convicts Reform and Rebuild Their Lives*. American Psychological Association.

Mears, Daniel P. and Joshua C. Cochran. 2015. *Prisoner Reentry in the Era of Mass Incarceration*. Thousand Oaks, CA: Sage Publications

Monteiro, Carlos and Natasha Frost. 2015 Policy Essay: *Altering Trajectories through Community Based Justice Reinvestment*. *Criminology & Public Policy* 14(3).

Travis, Jeremy and Joan Petersilia. 2001. "Reentry Reconsidered: A new Look at an Old Question". *Crime & Delinquency* 47(3) 291-313.

## **COURSE ASSIGNMENTS**

### **Reflection Papers**

Throughout the semester ??? general topics will be covered in the course relating to offender decision making, prisoner reentry and recidivism. Students will write a 3 page reflection paper on your choice of ??? of these topics. In these reflection papers, students will critically offer their own thoughts on the topics selected. Do not summarize the topics. Instead, reflection papers should provide a thoughtful and considered evaluation and/or critique of the topics including new ideas and questions stimulated by the readings.

### **Discussion Questions and Responses**

Class discussion is an integral component of a graduate seminar. Students must post 3 thought provoking (not yes/no) questions about the assigned readings/topic each week. These questions will help stimulate online class discussion throughout the semester. In addition to posting 3 discussion questions, you must thoughtfully respond to 3 questions posted by your fellow classmates.

### **Final Paper**

This assignment involves writing a 15-page (excluding references), typed, 12-point, Times New Roman, double-spaced paper detailing an instructor pre-approved prisoner reentry program. First students must identify and contact a local prisoner re-entry program. The paper, must describe the prisoner reentry program detailing the organization's history, the focus of the program (i.e., housing, employment, education, etc.) and the locality and constituents served. Students must also assess the program's ability to effectively assist returning inmates. Compile a literature review and critical analysis on similar re-entry programs. Provide sound empirically supported recommendations for improvement for this type of re-entry program.



## Grading Scale

A	100% to 93%	C+	< 80% to 77%
A-	< 93% to 90%	C	< 77% to 73%
B+	< 90% to 87%	C-	< 73% to 70%
B	< 87% to 83%	D+	< 70% to 67%
B-	< 83% to 80%	D	< 67% to 60%
		E	< 60% to 0%

**Academic Misconduct Statement.** Please feel free to adjust any part of the below example statement to suit your personal style. However, the information underlined should be included (in your own words or as suggested below) so as to provide the minimum necessary information for students. The underlined passages are for your reference. Please feel free to remove the underlining at your discretion. (From:

<http://oaa.osu.edu/coamfags.html#academicmisconductstatement>):

“The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University’s [Code of Student Conduct](#) and that all students will complete all academic and scholarly assignments with fairness and honesty. Failure to follow the rules and guidelines established in the University’s Code of Student Conduct may constitute “Academic Misconduct.” Sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.”

“In the Ohio State University’s [Code of Student Conduct](#), Section 3335-23-04 defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s [Code of Student Conduct](#) is never considered an “excuse” for academic misconduct.”

## Accommodation Policy

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss

your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12<sup>th</sup> Avenue

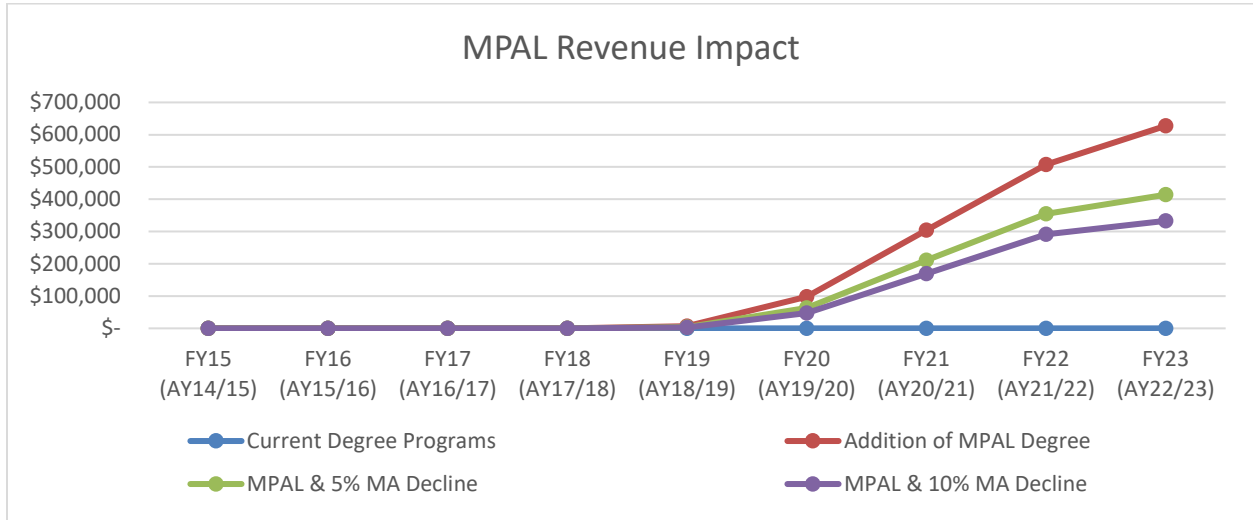
### **Mental Health Statement**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance

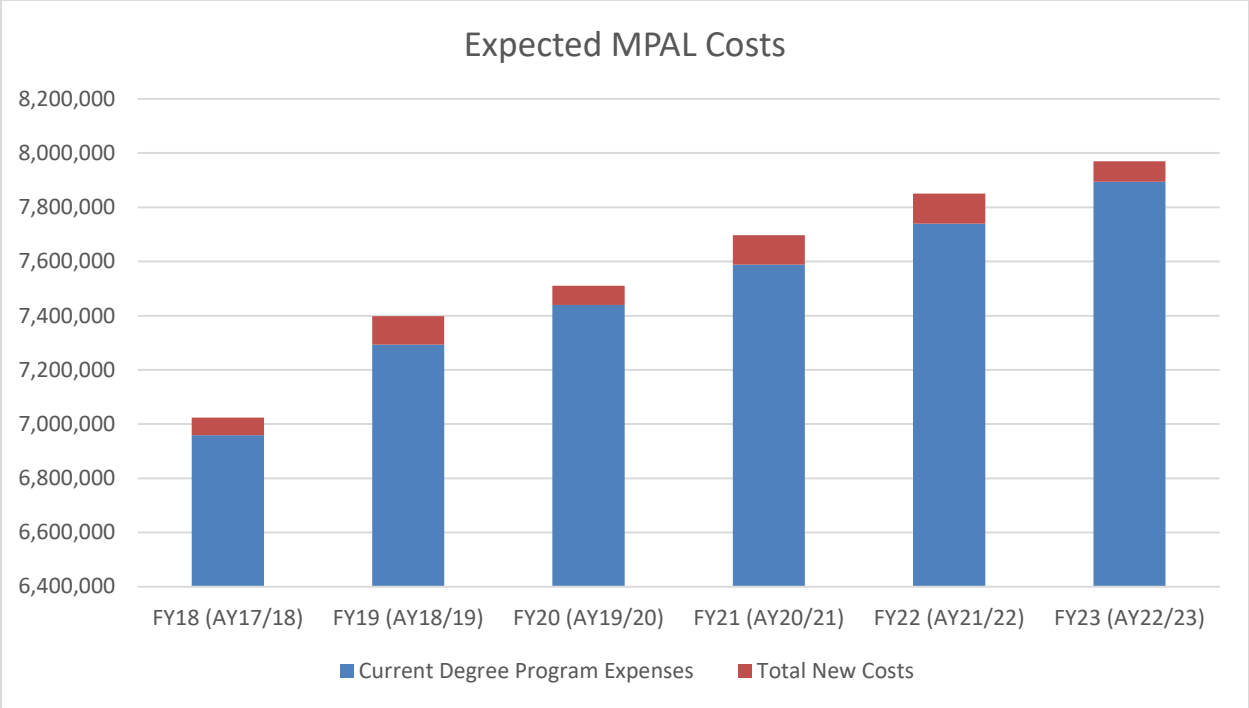
or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know is suffering from any of the aforementioned conditions, you can learn more about the broad range of

confidential mental health services available on campus via the **Office of Student Life Counseling and Consultation Services (CCS)** by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614-292- 5766. CCS is located on the 4th Floor of the Younkin Success Center and 10<sup>th</sup> Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273--TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org). Also, the OSU Student Advocacy Center is a resource to help students navigate OSU and to resolve issues that they encounter at OSU – visit <http://advocacy.osu.edu/>.

## Appendix 6: Fiscal Charts and Information



The red line represents additional enrollment revenue due to the MPAL, assuming all other program enrollments meet strategic plan goals. If, however, enrollments in the MA decrease as a result of the MPAL degree, revenue generated will be lower as represented by the green (5% decrease) and the purple (10% decrease) lines. The blue line represents projected new revenue without the addition of the MPAL degree. Even if enrollments decrease in the MA program, the MPAL will still have a positive revenue impact.



The above chart represents the new costs (in red) that we anticipate will be incurred by MPAL implementation and operation. We anticipate initial start-up costs to hire a Program Manager and develop online courses. We also anticipate that additional costs will be incurred every three years to refresh the curriculum. This cost, however, will be offset by the decrease in delivering the MA program. As the program grows, costs to maintain larger cohorts will also increase (blue).

## **Appendix 7: Concurrences and External Letters of Support**

Robert T. Greenbaum  
Professor, Associate Dean for Curriculum  
John Glenn College of Public Affairs

January 16, 2018

Dear Professor Greenbaum:

I write indicating the Department of Sociology's full support of the Master of Public Administration and Leadership degree.

We have enjoyed collaborating on the **Criminal Justice Administration and Policy** specialization, which is designed for students who would like to develop their managerial skills in the field of criminal justice. It is our understanding that coursework for this specialization will be offered by the Department of Sociology in addition to the Glenn College. Once approved, Sociology will be responsible for offering online versions of both Evidence-Based Practice in Criminal Justice and Offender Decision Making and Prisoner Re-entry.

Please keep us informed of each step of the approval process so that we can ensure both courses will be ready to offer once the degree is launched. I expect that Professor Paul Bellair and other Sociology faculty will begin working with ODEE to prepare the courses and he will lead the course approval process as well.

I look forward to our continued collaboration with the Glenn College on this important curricular effort.

Sincerely,



Claudia Buchmann  
Professor and Chair

**TO:** Trevor Brown, PhD  
Dean, John Glenn College of Public Affairs

**FROM:** Michael S. Bisesi, PhD   
Senior Associate Dean, College of Public Health

**DATE:** January 8, 2018

**RE:** **Concurrence – Proposed *Master of Public Administration and Leadership***

The College of Public Health supports the proposal for a new *Master of Public Administration and Leadership* program prepared and submitted by the John Glen College for Public Affairs. The College of Public Health offers two degree programs that focus on management and leadership. However, the proposed program does not conflict with either the *Master of Health Administration* or the *Master of Public Health* area of concentration in *Population Health Management and Leadership*. The three programs are more complementary than duplicative. Indeed, the curricula for the proposed degree program plus the two existing degree programs include some courses that are likely suitable electives for any one of the three programs depending on students' interests.

Thank you for providing a well-written proposal and the opportunity to review. I hope the university-level review and approval process goes well.

December 28, 2017

Dear Trevor,

The College of Food, Agricultural, and Environmental Sciences has reviewed the Glenn College's proposal for a Master of Public Administration and Leadership. We appreciate the opportunity to review this proposal and offer concurrence for this newly proposed degree program.

We recognize the tentative specialization in Education Policy will draw on subject matter expertise that is relevant to some of our faculty members' expertise. We will be happy to facilitate introductions to CFAES faculty and/or to others with such expertise to work collaboratively to develop suitable offerings for this program specialization in the future.

Sincerely,

A handwritten signature in cursive script, reading "Pasha A Lyvers Peffer".

Pasha A Lyvers Peffer, Ph.D.  
Acting Assistant Dean, Academic Affairs and College Secretary



Concurrence from A&S / Social & Behavioral Sciences Division

**From:** Haddad, Deborah

**Sent:** Wednesday, December 13, 2017 4:36 PM

**To:** Robinson-Easter, Regina <[robinson-easter.1@osu.edu](mailto:robinson-easter.1@osu.edu)>

**Subject:** RE: CONCURRENCE REQUEST: John Glenn College of Public Affairs Proposal MPAL

Regina,

I am happy to report that the Social and Behavioral Sciences division of ASC concurs with the approval of the proposed Masters in Public Administration and Leadership. A comment by Prof. Rick Herrmann, the Political Science Department chair, may be of useful to you: “[S]ome of our graduate courses in American Politics and Comparative Politics that cover the policy process might be of interest to participants in the MPAL program Glenn proposes.”

Deborah



**Deborah Haddad, PhD**

Assistant Dean, Curriculum, Undergrad Affairs

Social and Behavioral Sciences

Natural and Mathematical Sciences

ASC Data and Analysis

**College of Arts and Sciences**

114 University Hall, 230 North Oval Mall, Columbus, OH 43210

614.292.4435 Office / 614.247.7498 Fax

[Haddad.2@osu.edu](mailto:Haddad.2@osu.edu) [asc.osu.edu](http://asc.osu.edu)



**THE OHIO STATE UNIVERSITY**

COLLEGE OF FOOD, AGRICULTURAL,  
AND ENVIRONMENTAL SCIENCES

**Cathann A. Kress**

Vice President for Agricultural Administration and Dean  
140 Agricultural Administration  
2120 Fyffe Rd., Columbus, OH 43210  
Phone: (614) 292-3676  
<http://cfaes.osu.edu/>

December 12, 2017

Dean Trevor Brown  
John Glenn College of Public Affairs  
350A Page Hall, 1810 College Road  
Columbus, OH 43210

Dear Trevor,

I have reviewed the Glenn College's proposal for a Master of Public Administration and Leadership. The College of Food, Agricultural, and Environmental Sciences (CFAES) has a broad range of disciplines that are part of 10 academic units.

The Department of Agricultural Communication, Education, and Leadership (ACEL) prepares educators, communicators, and leaders. We recognize the Glenn College's focus on leadership and the writing and oral skills portion of the curriculum will draw on the subject matter expertise that is relevant to some of our faculty members' expertise.

We work collaboratively with several colleges and support the idea of working collaboratively with the Glenn College. We concur with the Glenn College's request to work together to develop suitable offerings for the master's degree program.

Sincerely,

Cathann A. Kress  
Vice President for Agricultural Administration and Dean  
College of Food, Agricultural, and Environmental Sciences

## **Appendix 8: Program Standards for New Distance Learning Graduate Programs**

The John Glenn College acknowledges the below standards as applicable and pledges to adhere to them.

1. The program is consistent with the institution's role and mission and has a Learning Management System sufficient to support the planned distance learning course offerings.
2. The institution has sufficient resources to ensure accessibility for all delivery mechanisms.
3. The institution's budget priorities are sufficient to sustain the program in order for a selected cohort to complete the program in a reasonable amount of time. There are sufficient technical and help support services available to students and faculty (for both hardware and software issues).
4. The institution has in place sufficient technical infrastructure and staff to support offering the program, especially via alternative delivery mechanisms, policies, and procedures for ensuring the integrity of student work in distance learning programs (e.g., for establishing student identity, controlling the conditions of exams, etc.)
5. The institution has in place sufficient protocols for ensuring instructional commitments are met, including instructor/staff training, compliance with copyright law, and quality instruction among other variables.
6. The institution has in place a relevant and tested method of assessing learning outcomes, especially in the case of alternative delivery mechanisms. Students in the distance learning program must have access to the following services:
  - Administrative services (e.g., admissions, financial aid, registration, student records)
  - Advising regarding program planning and progress
  - Library resources
  - Psycho-social counseling
  - Career Advising and Placement Services
7. As new delivery mechanisms are brought into course instruction, students and faculty are presented with sufficient training and support to make appropriate use of the new distance learning approaches envisioned as part of the program.
8. The institution assures that the off-site/alternatively delivered program meets the same quality standards for coherence, completeness and academic integrity as for its on-campus programs.
9. The institution assures that the faculty delivering the program meet the same standards and qualifications as for on-campus programs.
10. The institution assures that, for all off-site and alternative programs, students will have access to necessary services for registration, appeals, and other functions associated with on-campus programs.
11. In those instances where program elements are supplied by consortia partners or outsourced to other organizations, the university accepts responsibility for the overall content and academic integrity of the program.

12. In those instances where asynchronous interaction between instructor and student is a necessary part of the course, the design of the course, and the technical support available to both instructor and student are sufficient to enable timely and efficient communication.
13. Faculty are assured that appropriate workload, compensation, and ownership of resource materials have been determined in advance of offering the off-site or alternatively delivered course.
14. Program development resources are sufficient to create, execute, and assess the quality of the program being offered, irrespective of site and delivery mechanism employed.
15. Procedures are in place to accept qualified students for entry in the program – it is imperative that students accepted be qualified for entry into the on-campus program [if there is one]. In addition, program costs, timeline for completion of the cohort program and other associated information is made clear to prospective students in advance of the program's initiation.
16. Assessment mechanisms appropriate to the delivery approach are in place to competently compare learning outcomes to learning objectives.
17. Overall program effectiveness is clearly assessed, via attention to measures of student satisfaction, retention rates, faculty satisfaction, etc.

## **Appendix 9: Faculty Curriculum Vitae**

The following 5 faculty members will have primary responsibility for administering this degree:

- Trevor Brown, Dean
- Robert Greenbaum, Associate Dean for Curriculum
- Russell Hassan, Associate Professor & Doctoral Studies Chair
- David Landsbergen, Associate Professor & Graduate Studies Chair
- Jos Raadschelders, Associate Dean for Faculty

Their CVs are contained on the following pages.

## CURRICULUM VITAE

### Trevor L. Brown

August 2017

#### ADDRESS

John Glenn College of Public Affairs  
The Ohio State University  
350C Page Hall, 1810 College Road  
Columbus, OH 43210  
Phone: (614) 292-4533  
Fax: (614) 292-2548  
Email: brown.2296@osu.edu

#### EDUCATION

Ph.D. Public Policy and Political Science, Indiana University, 1999

B.A. Public Policy, Stanford University, 1993

#### ACADEMIC APPOINTMENTS

*Fellow*, National Center of the Middle Market, Fisher College of Business, The Ohio State University, 2016-2018

*Full Professor*, John Glenn College of Public Affairs, The Ohio State University, 2015-present

*Pasqual Maragall Chair Visiting Professor*, Department of Economic Policy, University of Barcelona, 2011-2012

*Associate Professor*, John Glenn School of Public Affairs, The Ohio State University, 2007-2015

*Assistant Professor*, School of Public Policy and Management The Ohio State University, 2001-2007

*Visiting Assistant Professor*, School of Public & Environmental Affairs, Indiana University, 1999-2001

## PROFESSIONAL POSITIONS

*Dean*, John Glenn College of Public Affairs, The Ohio State University, 2015-present

*Director*, John Glenn School of Public Affairs, The Ohio State University, 2014-2015

*Interim Director*, John Glenn School of Public Affairs, The Ohio State University, 2013-2014

*Associate Director of Academic Affairs and Research*, John Glenn School of Public Affairs, The Ohio State University, 2008-2013

*Associate Project Executive*, Parliamentary Development Project II, The Ohio State University/Indiana University/U.S. Agency for International Development, 2003-2013.

*Long-Term Consultant*, Parliamentary Development Project I, Indiana University/U.S. Agency for International Development, 2001-2003.

*U.S. Project Manager*, Parliamentary Development Project I, Indiana University/U.S. Agency for International Development, 1997-2001.

## HONORS AND AWARDS

Inaugural Buckeye Wellness Leadership Award, The Ohio State University, 2015

National Academy of Public Administration Fellow (Inducted 2014)

Book of the Year (with Matt Potoski and David Van Slyke), Section on Public Administration Research, American Society for Public Administration, 2014

Scholar of the Year, National Institute of Governmental Purchasing, 2013

*Journal of Policy Analysis and Management* Classics Series: Articles: Public Management, “Managing Contract Performance: A Transactions Cost Approach” with Matt Potoski, 2012

John Glenn School of Public Affairs Outstanding Teacher of the Year, The Ohio State University, 2003, 2005, 2007, 2010

School of Public and Environmental Affairs Teaching Excellence Recognition Award, Indiana University, 2000

Honorable Mention (with Matt Potoski) Best Manuscript Competition, International Public Procurement Conference, October 2004.

## PUBLICATIONS

### Book Manuscripts

Germa Bel, Trevor Brown, Rui Cunha Marques (eds). 2014. *Public Private Partnerships: Infrastructure, Transportation, and Local Services* (Oxfordshire, UK: Routledge) [Conversion of 2013 edited symposium in *Local Government Studies*]

Trevor Brown, Matthew Potoski, and David Van Slyke. 2013. *Complex Contracting: Government Contracting in the Wake of the US Coast Guard's Deepwater Program*. (Cambridge, UK: Cambridge University Press)

### Journal Articles

Ian Blount, Jay Seetherman, and Trevor Brown. Forthcoming 2017/2018. "The Impact of Strategy on Public Sector Set-Aside Programs: The Case of the State of Ohio", *The Journal of Public Procurement*.

Yong Woon Kim and Trevor Brown. 2017. "Autonomy versus Control in Procurement and Contracting: The Use of Cost Reimbursement Contracts in Three U.S. Federal Departments", *International Review of Administrative Sciences* 83(1S): 41-58.

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Trevor Brown, Matt Potoski, and David Van Slyke. 2016. "Managing Complex Contracts: A Theoretical Approach", *Journal of Public Administration Research and Theory* 26(2): 294-308.

Trevor Brown, Matt Potoski, and David Van Slyke. 2015. "The Impact of Transaction Costs on Mixed Service Delivery", *Journal of Strategic Contracting and Negotiation* 1(4):239-267.

Germa Bel, Trevor Brown, Mildred Warner. 2014. "Editorial Overview: Symposium on Mixed and Hybrid Models of Public Service Delivery," *International Public Management Journal* 17(3): 1-11.

Germa Bel, Trevor Brown, Rui Cunha Marques. 2013. "Public Private Partnerships: Infrastructure, Transportation, and Local Services," *Local Government Studies* 39(3): 303-311.

Trevor Brown, Ting Gong, and Yijia Jing. 2012. "Collaborative Governance in Mainland China and Hong Kong: Introductory Essay," *International Public Management Journal* 15(4): 393-404. Reprinted in Chinese in *International Public Management Journal* 16(S1): 1-9.



Yong Woon Kim and Trevor Brown. 2012. "The Importance of Contract Design," *Public Administration Review* 72(5): 687-696.

Trevor Brown. 2010. "The Evolution of Public Sector Strategy," *Public Administration Review* 70(S1): S212-S214.

Irina Khmelko, Charles Wise, and Trevor Brown. 2010. "Committees and Legislative Strengthening: The Growing Influence of Committees in Ukraine's Policy-Making Process." *Journal of Legislative Studies* 16(1): 73-95.

Trevor Brown, Matt Potoski, and David Van Slyke. 2010. "Contracting for Complex Products." *Journal of Public Administration Research & Theory* 20(Supplement 1):i41-i58.

Trevor Brown. 2008. "The Dynamics of Government-to-Government Contracts." *Public Performance Management Review* 31(3):364-386.

Trevor Brown, Matt Potoski, and David Van Slyke. 2008. "Changing Modes of Service Delivery: How Past Choices Structure Future Choices." *Environment and Planning C: Government and Policy* 26(1): 127-143.

Trevor Brown, Matt Potoski, and David Van Slyke. 2007. "Trust and Contract Completeness in the Public Sector." *Local Government Studies* 33(4): 607-623.

Trevor Brown. 2007. "Coercion versus Choice: Citizen Evaluations of Public Service Quality across Methods of Consumption." *Public Administration Review* 67(3): 559-572.

Trevor Brown, Matt Potoski, and David Van Slyke. 2006. "Managing Public Service Contracts: Aligning Values, Institutions, and Markets." *Public Administration Review* 66 (3): 323-331. Reprinted in Robert Durant and Jennifer Durant (eds.). 2012. *Debating Public Administration: Management Challenges, Choices, and Opportunities* (Boca Raton, FL: CRC Press).

Trevor Brown and Matt Potoski. 2006. "Contracting for Management: Assessing Management Capacity under Alternative Service Delivery Arrangements." *Journal of Policy Analysis and Management* 25(2): 323-346.

Trevor Brown. 2005. "The Promise and Challenges of Geographic Program Performance Analysis." *Public Performance and Management Review* 29 (2): 164-190.

Trevor Brown and Matt Potoski. 2005. "Transaction Costs and Contracting: The Practitioner Perspective." *Public Performance and Management Review* 28(3): 326-351.

Trevor Brown and Matthew Potoski. 2004. "Managing the Public Service Market." *Public Administration Review* 64: 656-669.

Trevor Brown and Matt Potoski. 2004. "Assessing the Management Costs of Delivering Services under Alternative Institutional Arrangements," *Journal of Public Procurement* 4: 375-

396.

Trevor Brown and Charles Wise. 2004. "Constitutional Courts and Legislative-Executive Relations," *Political Science Quarterly* 119: 143-169.

Trevor Brown and Matt Potoski. 2003. "Transaction Costs and Institutional Explanations for Government Service Production Decisions." *Journal of Public Administration Research & Theory* 13: 441-468.

Trevor Brown and Matt Potoski. 2003. "Managing Contract Performance: A Transaction Costs Approach," *Journal of Policy Analysis and Management* 20: 275-297.

Trevor Brown and Matt Potoski. 2003. "Contract Management Capacity in Municipal and County Governments," *Public Administration Review* 63: 153-164.

Trevor Brown. 2002. "Local Autonomy versus Central Control during Transition." *Environment and Planning C: Government and Policy* 20: 889-910.

Charles Adams, Michael Bell and Trevor Brown. 2002. "Building Civic Infrastructure: Implementing Community Partnership Grant Programs in South Africa." *Public Administration and Development* 22: 293-302.

Charles Wise, Vladimir Pigenko, and Trevor Brown. 2002. "Elite Attitudes and Democratic Stability," *Europe-Asia Studies* 54: 87-107.

Trevor Brown. 2001. "Contracting Out by Local Governments in Transitioning Nations," *Administration and Society* 32: 728-755.

Trevor Brown. 2001. "Local Economic Development and Local Taxation," *Urban Affairs Review* 36: 406-429.

Trevor Brown. 2001. "Decentralization, Centralization and Subnational Government Capacity in Ukraine," *Policy & Management Review* 1: [http://www.spafef.com/PMR\\_PUB/index.html](http://www.spafef.com/PMR_PUB/index.html)

Charles Wise and Trevor Brown. 1999. "Democratization and the Separation of Powers in Ukraine," *Communist and Post-Communist Studies* 32: 23-44.

Charles Wise and Trevor Brown. 1998. "The Consolidation of Democracy in Ukraine," *Democratization* 5: 116-137.

Charles Wise and Trevor Brown. 1996. "Laying the Foundation for the Institutionalization of Democratic Parliaments in the Newly Independent States," *The Journal of Legislative Studies* 2: 216-244.

Charles Wise and Trevor Brown. 1996. "The Internal Development of the Ukrainian Parliament," *Public Administration and Development* 16: 265-279.

## Book Chapters

Zach Huitink, David Van Slyke, and Trevor Brown. 2014. "Contracting: Pursuit of Public Purposes," in Jim Perry and Rob Christensen (eds.), *Handbook of Public Administration*, 3<sup>rd</sup> edition (Josey Bass).

Trevor Brown, Matt Potoski, and David Van Slyke. 2009. "Accountability Challenges in Public Sector Contracting for Complex Products," in George Frederickson and Mel Dubnick (eds.), *Accountability in the Public Sector* (Dayton, Ohio: Kettering Press).

Trevor Brown, Yijia Jing, Bert Rockman and Eckhard Schröter. 2006. "Rolling Back the State? A Tale of Privatization in the United States and Germany," in David Eaton (ed.), *The End of Sovereignty? A Transatlantic Perspective*, Transatlantic Public Policy Series vol 2 (Munster, Germany: LIT Verlag)

Bert Rockman and Trevor Brown. 2004. "New Economy, New Institutions, Old Problems for Democracy," in Ederhard Bohne, Charles F. Bonser, and Kenneth M. Spencer (eds.), *Transatlantic Perspectives on Liberalization and Democratic Governance* (New Brunswick, CT: Transaction Publishers), 190-206.

Charles Wise and Trevor Brown. 1999. "When Governments Disagree: A Comparative Analysis of Conflict Resolution Mechanisms in Intergovernmental Relations in Three Nations," in *The Challenge of New Governance in the 21<sup>st</sup> Century: Achieving Effective Central-Local Relations* (Tokyo, Japan: National Institute for Research Advancement).

## Other Publications

Trevor Brown and Amanda Girth. May 2017. "Examining the Effects of Set Aside Policies on Competition and Growth for Small and Mid-Sized Suppliers," *Proceedings of the 14<sup>th</sup> Annual Acquisition Research Symposium* (Monterrey, CA: Naval Postgraduate School)

Trevor Brown. June/July 2013. "Combining Rules and Relationships," *Government Procurement* 21 (3): 8.

Trevor Brown, Matthew Potoski, and David Van Slyke. June 2012. "Governing Contracting's Ills and Cures: Rules and Relationships," *PUBLIC: Newsletter of the Institute of Public Governance and Management*, ESADE (<http://www.esade.edu/public/>)

Trevor Brown, Matthew Potoski, and David Van Slyke. 2008. "Simple and Complex Contracting," *PA Times* 31(7): 5.

Trevor Brown, Matt Potoski, and David Van Slyke. July/August 2008. "Managing Complex Contracts," *Administration Focus* 76(4): 50-51.

Charles Adams, Michael Bell and Trevor Brown. 2003. “Strengthening Civil Society in South Africa: The Community Partnership Grant Program.” *Proceedings of the 95<sup>th</sup> Annual Conference on Taxation* (Washington, DC: National Tax Association).

Trevor Brown and Matthew Potoski. 2003. “Managing Local Government Service Delivery: Harnessing the Upside of Contracting,” *Policy Currents* 12 (2): 4-8.

## PROFESSIONAL REPORTS

Trevor Brown, Yong Woon Kim and Alex Roberts. 2015. *Product Characteristics, Market Conditions and Contract Type: U.S. Department of Defense Use of Fixed-Price and Cost Reimbursement Contracts*. Acquisition Research Sponsored Report Series (Monterey, CA: Naval Postgraduate School) Trevor Brown, Yong Woon Kim and Alex Roberts. 2013. *Product Characteristics and Contract Design* (Washington DC: National Institute of Governmental Purchasing)

Trevor Brown. 2013. *A Guide for Agency Leaders on Federal Acquisition: Major Challenges Facing Government* (Washington DC: IBM Center for the Business of Government)

Trevor Brown, Matthew Potoski, and David Van Slyke. 2010. *Improving Government Procurement: Lessons from the Coast Guard’s Deepwater Program*. Acquisition Research Sponsored Report Series (Monterey, CA: Naval Postgraduate School).

Trevor Brown, Matthew Potoski, and David Van Slyke. 2010. *Contracted Versus Internal Assembly for Complex Products: From Deepwater to the Acquisition Directorate in the U.S. Coast Guard* (Washington DC: IBM Center for the Business of Government).

Trevor Brown, Sergio Fernandez, and Alex Heckman. 2010. *Report – States Buying Smarter: Lessons in Purchasing and Contracting from Minnesota and Virginia* (Washington DC: Pew Center on the States).

Trevor Brown, Sergio Fernandez, and Alex Heckman. 2010. *Issue Brief – States Buying Smarter: Lessons Learned from Minnesota and Virginia* (Washington DC: Pew Center on the States)

Trevor Brown, Matthew Potoski, and David Van Slyke. 2008. *The Challenge of Contracting for Large Complex Projects: A Case Study of the Coast Guard’s Deepwater Program* (Washington DC: IBM Center for the Business of Government).

Charles Wise and Trevor Brown. 2007. *Strategic Assessment of the Present State of Public Administration Education and Training in Ukraine and Prospects for Launching a Capacity Building Institution for Public Officials*. Assessment report prepared for the Eurasia Foundation and the U.S. Agency for International Development.

Contributor. 2006. *Support for DCHA/DG Technical Leadership Agenda in Legislative Strengthening: Parliamentary Immunity*. Research report prepared for the U.S. Agency for International Development based on analysis of legislative immunity practices in a variety of transitioning

nations.

Trevor Brown and Chris Detwiler. 2006. *Evaluation of the Ohio Leadership Forum*. Evaluation report prepared for West Wind Education Policy, Inc. based on analysis of leadership training program for district superintendents and Ohio Department of Education staffers.

Trevor Brown and Jennifer Evans-Cowley. 2003. *Citizen Satisfaction with Public Services in the Columbus Metropolitan Area*. Technical report prepared for Ohio municipal governments based on research funded by The Ohio State University Center for Urban and Regional Analysis.

Trevor Brown, Lewis Horner, Edward Malecki and Luksamee Jeawetchasil. 2002. *Report to the City of Columbus: 2002 Citizen Satisfaction Survey*. Technical report prepared for the City of Columbus on behalf of the Center for Survey Research, The Ohio State University.

Trevor Brown, Vladimir Pigenko, and Edward Rakhimkulov. 1999. *Comparative Survey Results of the 13<sup>th</sup> and 14<sup>th</sup> Convocation of the Verkhovna Rada*. Technical report prepared for the U.S. Agency for International Development, Ukraine mission.

Trevor Brown and Michael McGuire. 1997. *The Development of Local Self-Government in Ukraine*. Technical Report prepared for the U.S. Agency for International Development, Ukraine mission.

Michael McGuire and Trevor Brown. 1997. *Training and Capacity Assessment of Local Self-Government Councils in Ukraine*. Technical Report prepared for the U.S. Agency for International Development, Ukraine mission.

## **TRAINING MANUALS**

Trevor Brown and Robert Agranoff (eds.). 1999. *Strategic Decision-Making for Economic Development*. Training manual prepared for the U.S. Agency for International Development, Ukraine mission.

Trevor Brown, Robert Agranoff, and Anatoliy Tkachuk (eds.). 1998. *Organizing and Managing Democratic Local Councils*. Training manual prepared for the U.S. Agency for International Development, Ukraine mission.

Robert Agranoff, Anatoliy Tkachuk, and Trevor Brown. 1998. *Handbook on Local Self-Government* (Kyiv, Ukraine: Parliamentary Development Project). Handbook prepared for the U.S. Agency for International Development, Ukraine mission.

## **CONGRESSIONAL TESTIMONY**

Testimony on the Small Business Administration's Contracting Programs, Small Business

Committee, U.S. House of Representatives, Washington, DC, September 19, 2007.  
<http://www.youtube.com/watch?v=1qtE0dh8hKw>

## **AGENCY CITATIONS**

Government Accountability Office. September 9, 2015. Pay for Success: Collaboration among Federal Agencies Would be Helpful as Governments Explore New Financing Mechanisms. GAO-15-646.

Office of Management and Budget, Executive Office of the President. October 27, 2009. Memorandum for Chief Acquisition Officers, Senior Procurement Executives, Chief Financial Officers, and Chief Human Capital Officers.  
<http://glennschool.osu.edu/news/omb/Acquisition%20Workforce%20Plan%2010-27-2009.pdf>

## **EDITORIALS**

“Analysis: 3 Ways to Avoid Another HealthCare.gov Mess,” (with David Van Slyke). *Government Executive*. November 11, 2013.  
<http://www.govexec.com/management/2013/11/analysis-3-ways-avoid-another-healthcaregov-mess/73580/>

“Knowing What to Buy,” *New York Times*. April 4, 2011.  
<http://www.nytimes.com/roomfordebate/2011/04/03/is-privatization-a-bad-deal-for-cities-and-states/knowning-what-to-buy>

## **MEDIA INTERVIEWS, QUOTES, CITATIONS,**

### Online

IndyStar. September 13, 2015. Tony Cook. “BMV Gives Fired Workers Access to Your Auto Records.” <http://www.indystar.com/story/news/politics/2015/09/13/bmv-gives-fired-workers-access-auto-records/72079992/>

IndyStar. May 26, 2015. Tony Cook and Tim Evans. “Did Patronage Lead to BMV Overcharges?” <http://www.indystar.com/story/news/2015/05/23/patronage-lead-bmv-overcharges/27797473/>

IndyStar. April 8, 2015. Brian Eason. “Losing Firms to Get \$1.5M for Bids on Indy Justice Center.” <http://www.indystar.com/story/news/politics/2015/04/08/losing-firms-get-bids-indy-justice-center/25489717/>

IndyStar. October 24, 2014. Brian Eason. “Did Indianapolis cheat bidders in contract

award?” <http://www.indystar.com/story/news/politics/2014/10/24/unlicensed-qualified-city-award-contract-unfairly/17808369/>

Columbus Dispatch. September 22, 2014. Randy Ludlow. “Support for Minority Businesses Costing Ohio Taxpayers.” <http://www.dispatch.com/content/stories/local/2014/09/21/state-paying-for-minority-contracts-a1.html>

IndyStar. August 25, 2014. Tony Cook. “Powerful State Health-Care Consultant Serves Two Bosses.” <http://www.indystar.com/story/news/politics/2014/08/25/powerful-state-healthcare-consultant-serves-two-bosses/14468683/>

Interview. January 27, 2014. “Why are large procurements so complex? Healthcare.gov vs. Deepwater.” DorobekINSIDER. <http://www.govloop.com/profiles/blogs/why-are-large-procurements-so-complex-insights-on-healthcare-gov->

*Federal Computer Weekly*. September 5, 2012. “Analysis: Some Long-Term Contracts Put Government at a Disadvantage.” <http://fcw.com/articles/2012/09/05/contract-type-critical-need.aspx>

*Bloomberg*. Aug. 29, 2011. Brian Friel. “IT Profits Squeezed as U.S. Ups Price Pressure on Vendors” [http://glennschool.osu.edu/news/brown\\_bloomberg.html](http://glennschool.osu.edu/news/brown_bloomberg.html)

*Salon*. October 14, 2010. “War on terror” psychologist gets giant no-bid contract.” [http://www.salon.com/2010/10/14/army\\_contract\\_seligman/](http://www.salon.com/2010/10/14/army_contract_seligman/)

## Print

*BusinessWeek*. October 5-11, 2015. “Government Spending: Why Washington Pays Extra for Shoddy Work”, 32-33.

*IBM Business of Government Perspectives*. April 2014. “Perspectives on Federal Acquisition and Complex Contracting with Professors Trevor Brown and David Van Slyke,” IBM Center for the Business of Government. <http://www.businessofgovernment.org/sites/default/files/Perspectives.pdf>

*The Wall Street Journal*. August 17, 2010. “States Can No Longer Dodge the Budget Axe.” <http://online.wsj.com/article/SB10001424052748704023404575429791117218392.html#articleTabs%3Darticle>

## Radio

Interview. March 17, 2014. Conversations with Authors Series with Trevor Brown and David Van Slyke. The Business of Government Hour, Federal News Radio. <http://www.businessofgovernment.org/interview/conversations-authors-series-trevor->

[brown-david-van-slyke?nid=7444&page=&title=trevor%20brown&field org value=&field title2 value=&date filter\[min\]\[date\]=&date filter\[max\]\[date\]=](http://www.marketplace.org/topics/health-care/obamacare-what-we-have-here-failure-integrate)

“Obamacare: What we have here is a failure to integrate.” *Marketplace*. Thursday, October 24, 2013. <http://www.marketplace.org/topics/health-care/obamacare-what-we-have-here-failure-integrate>

Interview. September 5, 2013. *In Depth – Federal News Radio*. <http://www.federalnewsradio.com/1167/3443145/In-Depth-Show-Blog---September-5-2013> 10

“Ohio Governor Considers Privatizing State Turnpike.” *Marketplace*. Monday, October 15, 2012. <http://www.marketplace.org/topics/economy/ohio-governor-considers-privatizing-state-turnpike>  
Television

“OSU Professors Watching Ukraine Closely,” NBC4. March 3, 2014. <http://www.nbc4i.com/story/24875000/osu-professors-watching-ukraine-closely>

## **BOOK REVIEWS**

Adam Eckerd and Trevor Brown. 2011. “The Future of Public Administration around the World: The Minnowbrook Perspective.” *International Public Management Journal* 14(3): 363-368.  
Trevor Brown. 2009. “Government by Contract: Outsourcing and American Democracy.” *Perspectives on Politics* 7: 961-962.

Trevor Brown. 2008. “Constitutions, Markets and Law: Recent Experiences in Transition Economies.” *Canadian-American Slavic Studies* 41: 245-247.

Trevor Brown. 2005. “If You Build It: Business, Government and Ontario’s Electronic Toll Highway.” *International Public Management Journal* 8(3): 447-450.

Trevor Brown. 2004. “Ukrainian Political Economy: The First Ten Years.” *Canadian-American Slavic Studies* 38: 474-475.

Trevor Brown. 2003. “Elections and Democratization in Ukraine.” *Canadian-American Slavic Studies* 37: 473-475.

Trevor Brown. 2002. “The Political Analysis of Postcommunism: Understanding Postcommunist Ukraine.” *Canadian-American Slavic Studies* 36: 493-495.



## PROFESSIONAL PRESENTATIONS

Panelist, “The Gig Economy: The Rise of the Freelance Workforce”, National Association of Counties Annual Conference and Exposition, Columbus, Ohio, July 2017

Panelist, “The Future of Ohio’s Small Communities: Hope and Hopelessness”, ImpactOhio 2016 Post Election Conference, Columbus, Ohio, November 2016

Convener/Chair, “Fundraising, Philanthropy and Advancement for Public Affairs Schools”, National Association of Schools of Public Affairs and Administration, Annual Meeting, Brooklyn, New York, October 2015

“Partnerships for Fulfilling Arctic Responsibilities” (Zach Huitink, David Van Slyke, and Sean O’Keefe). Summit on the Alaskan Arctic, Anchorage, Alaska. August 2015.

“Public Administration Education and Training: Are We Teaching What Our Students Need to Know Now and What They Will Need to Know Fifteen Years from Now?” American Society of Public Administration, Chicago, Illinois, March 2015.

“Enhancing the Value of Contracting through Training and Education,” Central Ohio Organization of Public Purchasers – Northern Ohio Branch, Akron, Ohio, July 2014.

“Ukraine, Russia, and the West,” (with Dr. Myroslava Mudrak) Columbus Council on World Affairs, Columbus, Ohio, April 2014. <http://columbusworldaffairs.org/2014/april-15-2014/>

“Ukraine in Crisis,” (with Rudy Hightower) John Glenn School of Public Affairs, Columbus, Ohio, March 2014. <http://www.youtube.com/watch?v=XhzU7504gv8&feature=youtu.be>

Panelist, “Positioning MPA/MPP Students for Public Procurement Jobs,” National Association of Schools of Public Affairs and Administration, Annual Meeting, Washington, DC, October 2013.

“Complex Contracting: Lessons from Federal Procurement” National Institute for Governmental Purchasing, Miami Chapter, Miami, Florida, March 2013 and National Institute for Governmental Purchasing, National Forum, August 2013.

“Advancing in the Procurement Profession”, Central Ohio Organization of Public Purchasers, Columbus, Ohio, June 2013.

Moderator, “Will the Middle East Democratize?” John Glenn School of Public Affairs Washington Policy Forum, Washington, DC, April 2011.

Keynote Address, Central Ohio Organization of Public Purchasers Reverse Trade Fair, Columbus, OH, October 2009.

“The Challenge of Contracting for Large Complex Projects,” (with David Van Slyke) IBM

Center for the Business of Government breakfast briefing, March 2009, Washington, DC, and John Glenn School of Public Affairs Washington Academic Internship Program seminar, Washington, DC, July 2009.

“Partnership Opportunities with Civilian Universities for Reconstruction and Stabilization Knowledge and Training,” Integrated Training and Education Workshop, U.S. Army Peace Keeping and Stability Operations Institute, Carlisle Barracks, Pennsylvania, September 2007.

“Strategic Assessment of the Present State of Public Administration Education and Training in Ukraine and Prospects for Launching a Capacity Building Institution for Public Officials” (with Charles Wise), Eurasia Foundation and U.S. Agency for International Development, Kyiv, Ukraine, February 2007.

“Measuring Democratic Governance in Somaliland” (with Ahmed Diriye), Somaliland Policy and Reconstruction Institute Convention, Crystal City, Virginia, September 2006.

“Managing Contract Service Delivery,” Ohio City/County Management Association Winter Conference, Worthington, Ohio, January 2006.

“Citizen Satisfaction with Refuse Collection in the Columbus Metropolitan Area” (with Nathaniel Vogt), American Public Works Association, Dublin, Ohio, June 2003.

“Does Customer Service Matter in the Public Sector?” Department of City and Regional Planning, The Ohio State University, February 2003 and Center for Survey Research, The Ohio State University, May 2003.

“Local Autonomy and Local Government Financing in Ukraine,” Parliamentary Development Project Intergovernmental Relations Legislative Agenda Setting Conference, Kiev, Ukraine, November 2002

“Report to the City of Columbus: 2002 Citizen Satisfaction Survey,” Mayor, Cabinet and Press, City of Columbus, October 2002.

“Distribution of Responsibilities across Levels of Government in Ukraine,” Parliamentary Development Project Intergovernmental Relations Legislative Agenda Setting Conference, Kiev, Ukraine, November 2000.

“Intergovernmental Oversight and Control in the United States,” Parliamentary Development Project Conference on Legislative Oversight of the Executive for Ukrainian Parliamentarians, Kyiv, Ukraine, June 1996.

## **SCHOLARLY PRESENTATIONS**

“The Diffusion of Service Delivery Practices within Local Governments” (with Matt Potoski and David Van Slyke), Workshop on Innovations in Service Delivery, University of Barcelona,

Barcelona, Spain, March 2016

“Strategic Management and Public & Nonprofit Research: Taking Stock, Looking Ahead” (plenary session with multiple presenters), Academy of Management, Vancouver, British Columbia, August 2015

“The Management Imperatives of Complex Contracting: Transportation and Human Services” (with Matt Potoski and David Van Slyke), Public Management Research Association meetings, University of Minnesota, Minneapolis, Minnesota, June 2015.

“Contracting for Complex Products: Lessons from Federal Government Procurement,” (with David Van Slyke), World Bank, Washington, DC and National Academy of Public Administration, Washington, DC, September 2014

“Construction of Defense Department Contracts in Thin Markets,” Acquisition Symposium, Naval Post Graduate School, Monterey, California, May 2014

“Managing Risk in Contracting: Product Characteristics and Contract Design”, Public Management Research Association meetings, University of Wisconsin, Madison, Wisconsin, June 2013.

“The Impact of Service Specific Characteristics and Bargaining Strength on Contract Type” Department of Public Administration, Florida International University, Miami, March 2013.

“The Impact of Values and Service Characteristics and Markets on the Use of Joint Service Delivery in the United States” (with Matt Potoski and David Van Slyke), Workshop on Mixed Forms of Service Delivery around the Globe, University of Barcelona, Spain, May 2012

“Contracting for Complex Products: The U.S. Coast Guard’s Deepwater Program”, Institute of Public Governance and Management, ESADE, Barcelona, Spain, February 2012

“Public Private Partnerships”, Workshop on Public Private Partnerships, Department of Economic Policy, University of Barcelona, Spain, May 2011

“Managing the Risks of Contracting for Complex Products” (with Matt Potoski and David Van Slyke), Public Management Research Association meetings, The Ohio State University, Columbus, Ohio, October 2009, and Association of Public Policy Analysis and Management conference, Washington, DC, November 2009.

“Contracting for Complex Products” (with Matt Potoski and David Van Slyke), “State of Agents” Workshop, University of Wisconsin – Madison, July 2008, Department of Economic Policy, University of Barcelona, Spain, September 2008, and Department of Public Administration, Florida International University, Miami, March 2009.

“Contracting Requirements and Costs” (with Ben Boettcher), Department of Economic Policy, University of Barcelona, Spain, September 2008.

“Accountability Challenges in Public Sector Contracting for Complex Products” (with Matt Potoski and David Van Slyke), Symposium on Public Accountability, Kettering Foundation, Dayton, Ohio, May 2008.

Chair/discussant, “New Transitions in Belarus and Ukraine,” Midwest Slavic Conference, The Ohio State University, Columbus, Ohio, April 2008.

“Designing and Managing Complex Contracts,” Faculty Colloquium, Evans School of Public Affairs, University of Washington, Seattle, Washington, February 2008.

“Complex Contracting: Lessons in Contract Management from the Department of Homeland Security’s Secure Border Initiative” (with Matt Potoski and David Van Slyke), Public Management Research Association meetings, October 2007, University of Arizona, Tucson, Arizona, and Association of Public Policy Analysis and Management conference, Washington, DC, November 2007.

“Learning from Experience and Managing the Transaction Costs of Internal and Contract Service Delivery” (with Matt Potoski and David Van Slyke), Association of Policy Analysis and Management, University of Wisconsin, Madison, Wisconsin, November 2006.

“Trust and Contract Completeness in the Public Sector” (with Matt Potoski and David Van Slyke), International Workshop on Local Government Reform: Privatization and Public-Private Collaboration, University of Barcelona, Spain, June 2006.

“Changing Modes of Service Delivery: Costs and Constraints” (with Matt Potoski and David Van Slyke), International Workshop on Local Government Reform: Privatization and Public-Private Collaboration, University of Barcelona, Spain, June 2006.

“Transaction Costs and the Changing Patterns of Local Service Delivery” (with Matt Potoski and David Van Slyke), Association of Policy Analysis and Management, Washington, DC, November 2005.

Chair, “Role/Financing of Nonprofits in Service Delivery,” Association of Policy Analysis and Management, Washington, DC, November 2005.

“Managing the Tools of Government: Contracting and Contract Management in the New Millennium,” (with Matt Potoski and David Van Slyke), National Public Management Research Conference, University of Southern California, Los Angeles, California, October 2005.

“Contracting for Management: Assessing the Management Capacity under Alternative Service Delivery Arrangements” (with Matt Potoski), Doctoral Colloquium, School of Public and Environmental Affairs, Indiana University, Bloomington, Indiana, January 2005, and Association of Policy Analysis and Management, Atlanta, Georgia, October 2004.

“The Impact of Service Experience and Service Type on Citizen Satisfaction with Public

Services”, Association of Policy Analysis and Management, Atlanta, Georgia, October 2004.

“Assessing the Management Costs of Delivering Services under Alternative Institutional Arrangements,” (with Matt Potoski), International Public Procurement meetings, Ft. Lauderdale, Florida, October 2004.

“Explaining Citizen Satisfaction with Public Services” (with Jennifer Evans-Cowley), Center for Urban and Regional Analysis, The Ohio State University, Columbus, Ohio, November 2003.

“Management in the Public Service Market Place” (with Matt Potoski), 7<sup>th</sup> National Public Management Research Conference, Washington, DC October 2003, and Association of Public Policy Analysis and Management Meetings, Washington, DC, November 2003.

“The Influence of Transaction Costs on Government Service Production Decisions,” (with Matt Potoski), 6<sup>th</sup> National Public Management Research Conference, Indiana University, October 2001.

“Managing Contract Performance: A Transaction Costs Approach,” Annual Meetings of the Association of Public Policy Analysis and Management, Washington, DC, November 2001.

“Measurement versus Management: How GPRA ‘Crowds Out’ Management in USAID,” Annual Meeting of the Association of Public Policy Analysis and Management, Seattle, WA, November 2000.

“Measuring Parliamentary Development: The Case of Ukraine’s National Parliament,” (with Vladimir Pigenko), Annual Meeting of Midwest Political Science Association, Chicago, IL, April 1999.

“Contracting Out by Local Governments in Transitioning Nations,” Annual Meeting of the Association of Public Policy Analysis and Management, Washington, DC, November 1999.

“When Governments Disagree: A Comparative Analysis of Conflict Resolution Mechanisms in Intergovernmental Relations in Three Nations,” (with Charles Wise), NIRA-NAPA International Conference on the Challenge of New Governance in the 21<sup>st</sup> Century: Achieving Effective Central-Local Relations, Tokyo, Japan, July 1998.

“Constitutional Courts and Legislative-Executive Relations,” Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 1998.

“Democratization and the Separation of Powers in Ukraine,” (with Charles Wise), Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 1997.

“Laying the Foundation for the Institutionalization of Democratic Parliaments in the Newly Independent States,” (with Charles Wise), Annual Meeting of the Midwest Political Science Association, Chicago, IL, April 1996.

## **FUNDING, GRANTS, AND FELLOWSHIPS**

Co-Principal Investigator, National Center for the Middle Market, The Ohio State University, January 2016 (\$29,859)

Principal Investigator, Department of the Navy, Naval Postgraduate School Research Grant, September 2012-2014 (\$78,993)

Principal Investigator, IBM Business of Government Research Award, August 2012 (\$20,000).

Co-Principal Investigator (with Charles Wise), USAID, Parliamentary Development Project II, 2003-2013 (\$11,625,326)

Principal Investigator, Pew Center on the States, The Pew Center on the States Government Performance Project, July 2009 (\$44,870).

Co-Principal Investigator (with Matt Potoski and David Van Slyke), IBM Business of Government Research Award, February 2009 (\$20,000).

Co-Principal Investigator (with Matt Potoski and David Van Slyke), Department of the Navy, Naval Postgraduate School Research Grant, January 2009 (\$109,881)

Co-Principal Investigator (with Matt Potoski and David Van Slyke), IBM Business of Government Research Award, February 2008 (\$20,000).

Co-Principal Investigator (with Debra Jasper, Betsy Hubbard & Rajiv Ramnath), Battelle Endowment for Technology & Human Affairs, March 2008 (\$56,285).

Principal Investigator, Center for Urban and Regional Analysis Research Grant, Ohio State University, May 2002 (\$28,854).

Principal Investigator, College of Social and Behavioral Sciences Seed Grant, Ohio State University, December 2001 (\$20,814).

Presidential Management Intern Finalist Status, 1999

Ford Foundation Pre-Dissertation Research Grant, 1997 (\$2,500).

## **TEACHING**

### Doctoral

Democratic Transitions

Doctoral Colloquium

Organizational Theory  
Public Management

Graduate Professional

Applied Strategic Management  
Democracy Building in Ukraine Study Tour  
Intergovernmental Systems Management  
Managing Public Sector Organizations (online and in-person)  
Political Economy of Privatization and Contracting Out  
Public Organizations and Management  
Public Policy and Management Capstone II  
Rebuilding Failed and Weak States  
Strategy for Public Sector Organizations  
Written and Oral Communication

Undergraduate

Democracy Building in Ukraine Study Tour  
Introduction to Public Affairs  
Nonprofit Internship  
Rebuilding Failed and Weak States  
Urban Problems and Solutions

**PROFESSIONAL DEVELOPMENT/EXECUTIVE TRAINING**

Decision Making and Faculty Engagement (Ohio State New Department Chair Program, 2015, 2016, 2017)

Policy Formulation and Implementation (Ohio Public Safety Leadership Academy, March 2015, 2016, 2017)

Public Sector Management and Leadership (Mandela Fellows Program, June 2016, 2017)

**EDITORIAL POSITIONS**

*International Public Management Journal*, Guest Co-Editor, with Germa Bel and Mildred Warner, Special Symposium on Mixed Service Delivery, 2014

*International Public Management Journal*, Guest Co-Editor, with Yijia Jing and Ting Gong, Special Symposium on Collaborative Governance in Mainland China and Hong Kong, 2013

*Journal of Policy Analysis and Management*, Editorial Board, 2005-2006

*Journal of Public Administration Research and Theory*, Editorial Board, 2007-present

*Journal of Strategic Contracting and Negotiation*, Editorial Board, 2014-present

*Local Government Studies*, Guest Co-Editor, with Germa Bel and Rui Cunha Marques, Special Symposium on Public Private Partnerships, 2013

*Public Administration Review*, Editorial Board, 2012-2015

*Public Performance Management Review*, Editorial Board, 2014-present

## **REVIEWER**

### Academic Journals – Manuscripts

Administration & Society  
American Political Science Review  
Environment and Planning C  
Governance  
International Public Management Journal  
Journal of Economic Policy Reform  
Journal of Policy Analysis and Management  
Journal of Public Administration Research and Theory  
Journal of Public Procurement  
Local Government Studies  
Nonprofit and Voluntary Sector Quarterly  
Policy Studies Journal  
Public Administration  
Public Administration Review  
Public Budgeting and Finance  
Public Performance Management Review  
Regulation & Governance  
State and Local Government Review  
Urban Affairs Review

### Academic Books

Cambridge University Press  
Georgetown University Press

## **PROFESSIONAL AFFILIATIONS AND SERVICE**

American Society of Public Administration

Mosher Award Committee for Best Paper in PAR, 2017

Founders' Fellow Mentor, 2015-2016

Dwight Waldo Award Selection Committee, 2014-2015

Finance Committee, 2014-2015

Section on Procurement and Contract Management, 2016-present

Section on Public Administration Research Best Book Award, 2014-2015



Selection Committee: 75 Most Influential Articles in PAR, 2013

Association for Public Policy Analysis and Management  
Public and Nonprofit Management Program Committee, 2007 Conference  
Vernon Prize Committee for Best Article in JPAM, 2008

Government Accountability Office  
Comptroller General's Educators Advisory Panel, 2017-present

Kiplinger Program in Public Affairs Reporting  
Board Member, 2011-2013

National Association of Schools of Public Affairs and Administration  
2016 Annual Conference Planning Committee, 2015-2016  
Policy Issues Committee, 2014-present  
Emerging Scholars Committee, 2014-2017

National Institute of Governmental Purchasing  
Higher Education Task Force, 2013-present

Public Management Research Association  
Program Committee, 2007 Conference  
Program Committee co-chair, 2009 Conference  
Conference Site Coordinator, 2009 Conference  
Site Selection Committee, 2011 Conference

University of Barcelona, Department of Economic Policy  
Conference Scientific Committee, 2008  
Conference Scientific Committee, 2012  
Conference Scientific Committee, 2016

## **UNIVERSITY SERVICE**

Arts & Sciences, Committee on Curriculum and Instruction, Interdisciplinary Initiatives  
Subcommittee, 2009-2011

BETHA Award Selection Committee, 2009-2011

Center for Ethics and Human Values Advisory Board, 2017-present

Center for Slavic and East European Studies Advisory Board, 2009-present

Center for Urban and Regional Analysis Oversight Committee, 2002-2007

College Engagement Council, 2016-present

College of Social and Behavioral Sciences Public Policy Minor Oversight Committee, 2007-present

FLAS Selection Committee, Center for Slavic and East European Studies, 2007-2010, 2012-present

Leadership Studies Advisory Committee, 2010-2011

OSU International Programs Task Force, 2007

Truman Scholarship Selection Committee, Undergraduate Honors and Scholars, The Ohio State University, 2013-present

School of Public Policy and Management Delegate, Arts and Sciences Faculty Senate, 2003-2006

Student Trustee Selection Committee, Ohio State Board of Trustees, 2017-present

Vice Provost for Outreach and Engagement Search Committee, 2015

## **COMMUNITY SERVICE**

Community Shelter Board, Advisory Board, 2015-present

Ohio State University Star House Oversight Board, 2016-2017

St. Joseph Montessori School, Board of Trustees, 2013-2016

## CURRICULUM VITAE

**Robert T. Greenbaum**

December 2017

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[glenn.osu.edu/faculty/glenn-faculty/greenbaum/](http://glenn.osu.edu/faculty/glenn-faculty/greenbaum/)

### **Education:**

**Carnegie Mellon University**, Pittsburgh, PA  
Ph.D., Public Policy and Management, Heinz College, 1999

**Bard College**, Annandale-on-Hudson, NY  
B.A., Economics, 1992

**Cambridge University**, Cambridge, UK  
Occasional Scholar (second year economics tripos), Christ's College, 1990–1991

### **Professional Appointments:**

*Associate Dean for Curriculum*, 2015–present  
*Associate Director for Curriculum*, 2014–2015  
*Professor*, 2017–present  
*Associate Professor*, 2005–2017  
*Director of Doctoral Studies*, 2008–2009, 2012–2014  
*Director of Graduate Studies*, 2009–2012  
*Assistant Professor*, 1999–2005  
John Glenn College of Public Affairs  
The Ohio State University

*Associate Director*, 2007 – present  
Center for Urban and Regional Analysis, Ohio State University

*Research Fellow*, May – July 2002  
International Center for Economic Research, Turin, Italy

### **Current Professional Affiliations:**

Center for Real Estate, Ohio State University  
Thoughtwell (Board of Directors; Secretary)  
Criminal Justice Research Center, Ohio State University  
Institute in Population Research, Ohio State University

### **Research and Teaching Interests:**

Urban and regional economic development, economic resilience, evaluation, spatial analysis, GIS, employment policy, housing, crime, applied microeconomics, public finance, applied econometrics

### **Refereed Journal Publications and Book Chapters:**

Bondonio, Daniele and Robert T. Greenbaum, 2018 “Natural Disasters and Relief Assistance: Empirical Evidence on the Resilience of U.S. Counties using Dynamic Propensity Score Matching,” *Journal of Regional Science* (forthcoming September 2018).

Young, Kim A., Robert T. Greenbaum, and Noah C. Dormady, 2017, “Sex, Gender, and Disasters: Experimental Evidence on the Decision to Invest in Resilience,” *International Journal of Disaster Risk Reduction*, 24: 439-450.

Brown, Lathania and Robert T. Greenbaum, 2017, “The Role of Industrial Diversity in Economic Resilience: An Empirical Examination across 35 Years,” *Urban Studies*, 54(6): 1347-1366.

Greenbaum, Robert T. and Jim Landers, 2014, “The Tiff over TIF: A Review of the Literature Examining the Effectiveness of Tax Increment Financing,” *National Tax Journal*, 67(3): 655-674.

Russell, Blair D., Stephanie Moulton, and Robert T. Greenbaum, 2014, “Take-up of Mortgage Assistance for Distressed Homeowners: The Role of Geographic Accessibility,” *Journal of Housing Economics*, 24: 57-74.

Greenbaum, Robert T. and Stephanie Moulton, 2014, “Studying Patterns in Housing and Urban Development,” in Steven Payson, ed., *Public Economics in the United States: How the Federal Government Analyzes and Influences the Economy*, Vol 3, Praeger Publishers, 1060-1080.

Bondonio, Daniele and Robert T. Greenbaum, 2014, “Revitalizing Regional Economies through Enterprise Support Policies: An Impact Evaluation of Multiple Instruments,” *European Urban and Regional Studies*, 21(1): 79-103.

Boggess, Lyndsay N., Robert T. Greenbaum, and George E. Tita, 2013, “Does Crime Drive Housing Sales? Evidence from Los Angeles,” *Journal of Crime and Justice*, 36(3): 299-318.

Greenbaum, Robert T. and Daniele Bondonio, 2011, “Incentivizing Economic Development: An Empirical Examination of the Use of Grants and Loans,” *South Carolina Journal of International Law and Business*, 7(2): 191-213.

Greenbaum, Robert T., Blair D. Russell, and Tricia L. Petras, 2010, “Measuring the Distribution of Economic Development Tax Incentive Intensity,” *Economic Development Quarterly*, 24(2): 154-168.

Greenbaum, Robert T. and Jim Landers, 2009, “Why are State Policy Makers Still Proponents of Enterprise Zones? What Explains Their Action in the Face of a Preponderance of the Research?” *International Regional Science Review*, 32(4): 466-479.

Hipp, John R., George E. Tita, and Robert T. Greenbaum, 2009, “Drive-bys and Trade-ups: Examining the Directionality of the Crime and Residential Instability Relationship,” *Social Forces*. 87(4): 1777-1812.

Desai, Anand, Robert T. Greenbaum, and Yushim Kim, 2009, “Incorporating Policy Criteria into Spatial Analysis,” *The American Review of Public Administration*, 39(1): 23-42.

Tita, George E. and Robert T. Greenbaum, 2009, “Crime, Neighborhoods and Units of Analysis: Putting Space in its Place,” in David Weisburd, Wim Bernasco and Gerben J.N. Bruinsma, eds., *Putting Crime in its Place: Units of Analysis in Spatial Crime Research*, pp. 145-170, New York: Springer.

Greenbaum, Robert, Laura Dugan, and Gary LaFree, 2007, “The Impact of Terrorism on Italian Employment and Business Activity,” *Urban Studies*, 44(5/6): 1093-1108.

Bondonio, Daniele and Robert T. Greenbaum, 2007, "Do Tax Incentives Affect Local Economic Growth? What Mean Impacts Miss in the Analysis of Enterprise Zone Policies," *Regional Science and Urban Economics*, 37(1): 121-136.

Tita, George E., Tricia L. Petras, and Robert T. Greenbaum, 2006, "Crime and Residential Choice: A Neighborhood Level Analysis of the Impact of Crime on Housing Prices," *Journal of Quantitative Criminology*, 22(4): 299-317.

Bondonio, Daniele and Robert T. Greenbaum, 2006, "Do Business Investment Incentives Promote Employment in Declining Areas? Evidence from EU Objective 2 Regions," *European Urban and Regional Studies*, 13(3): 225-244.

Greenbaum, Robert T. and Andy Hultquist, 2006, "The Economic Impact of Terrorist Incidents on the Italian Tourism Industry," *Urban Affairs Review*, 42(1): 113-130.

Greenbaum, Robert T. and Anand Desai, 2005, "Viewing Spatial Consequences of Budgetary Policy Changes," *Public Budgeting & Finance*, 25(2): 43-60.

Babcock, Linda, John Engberg, and Robert Greenbaum, 2005, "Wage Spillovers in Public Sector Contract Negotiations: The Importance of Social Comparisons," *Regional Science and Urban Economics* 35(4): 395-416.

Greenbaum, Robert T., 2004, "Siting it Right: Do States Target Economic Distress When Designating Enterprise Zones?" *Economic Development Quarterly* 18(1): 67-80.

Greenbaum, Robert T. and Daniele Bondonio, 2004, "Losing Focus: A Comparative Evaluation of Spatially Targeted Economic Revitalization Programs in the US and the EU," *Regional Studies*, 38(3): 319-334.

Greenbaum, Robert T. and John B. Engberg, 2004, "The Impact of State Enterprise Zones on Urban Manufacturing Establishments," *Journal of Policy Analysis & Management*, 23(2): 315-339.

Greenbaum, Robert T. and George E. Tita, 2004, "The Impact of Violence Surges on Neighborhood Business Activity," *Urban Studies*, 41(13): 2495-2514.

Greenbaum, Robert T. 2002, "A Spatial Study of Teachers' Salaries in Pennsylvania School Districts," *Journal of Labor Research* 23(1): 69-86.

Greenbaum, Robert and John Engberg, 2002, "An Evaluation of State Enterprise Zone Policies: Measuring the Impact on Urban Housing Market Outcomes," in F. Stevens Redburn and Terry F. Buss, eds., *Public Policies for Distressed Communities Revisited*, pp. 33-63, Lanham, MD: Lexington Books.

Greenbaum, Robert and John Engberg, 2000, "An Evaluation of State Enterprise Zone Policies," *Policy Studies Review* 17(2/3): 29-46.

Engberg, John and Robert Greenbaum, 1999, "State Enterprise Zones and Local Housing Markets," *Journal of Housing Research* 10(2): 163-187.

### **Other Publications:**

Greenbaum, Robert T. and Lathania Brown, July 8, 2016, "Economic Diversity and Community Resilience," Ohio State University Discovery Themes Blog. (<http://discovery.osu.edu/blog/2016/07/08/economic-diversity-and-community-resilience/>).

Greenbaum, Robert T. and Lathania Brown, April 2016, "Economic Diversity is a drag when times are good but a lift when times are bad," *The LSE Centre's daily blog on American Politics and Policy*. (<http://bit.ly/23ZQT2v>).

Greenbaum, Robert T., 2010, "Geographically Targeted Economic Development Policy and Youth Violence," in Richard Rosenfeld, Keena Quinet, and Crystal Garcia, eds, *Contemporary Issues in Criminological Theory and Research: The Role of Social Institutions*. Papers from the American Society of Criminology 2010 Conference, pp. 261-265.

Greenbaum, Robert T., Tricia L. Petras, and Andy Hultquist, 2007, "An Examination of the Impact of Governmental Disaster Relief Incentives on Business Location and Employment Decisions," *2007 Proceedings of the One Hundredth Annual Conference on Taxation*. National Tax Association, pp. 427-436.

Hultquist, Andy and Robert T. Greenbaum, 2004, Book review: Peters, Alan H. and Peter S. Fisher (2002), *State Enterprise Zones: Have They Worked?* (Kalamazoo, MI: W.E. Upjohn Institute for Employment Research) in *Urban Studies*, 41(3): 709-710.

Greenbaum, Robert T., 2002, Book review: Farley, Reynolds, Sheldon Danziger, and Harry J. Holzer (2000), *Detroit Divided* (New York: Russell Sage Foundation) and Sjoquist, David L. (ed.) (2000), *The Atlanta Paradox* (New York: Russell Sage Foundation) in *Journal of Economic Literature*, 40(3): 946-948.

Greenbaum, Robert T., 2001, "Selecting the Right Site: Where Do States Locate Place-Based Economic Development Programs?" *2000 Proceedings of the Ninety-Third Annual Conference on Taxation*. National Tax Association, pp. 74-82.

Engberg, John and Robert Greenbaum, 2000, "Do State Enterprise Zones Stimulate Local Housing Markets?" *Housing Facts and Findings*, 2(2): 3-5.

### **Reports, Working Papers, and Unpublished Manuscripts:**

Robert T. Greenbaum, Lathania Brown, Martin Luby, Hillary Darville, May 2015, "The Economic Resilience of Coastal Communities: Survey Results from Interviews with Local Leaders," Ohio Sea Grant Program.

Anand Desai, Robert Greenbaum, William Hayes, Renhao Cui, Michelle Saksena, March 2013, "Expanding Medicaid in Ohio: County-level analysis," Health Policy Institute of Ohio.

Anand Desai, Robert Greenbaum, William Hayes, Renhao Cui, Michelle Saksena, April 2013, "Expanding Medicaid in Ohio: County-level analysis part 2: Local economic impact on employment and general sales tax revenues," Health Policy Institute of Ohio.

Daniele Bondonio and Robert T. Greenbaum, 2010, "Counterfactual Impact Evaluation of Enterprise Support Policies: An Empirical Application to EU Co-Sponsored, National and Regional Programs" Working Paper, John Glenn School of Public Affairs, The Ohio State University, July 2010.

Robert Greenbaum and Blair Russell, July 2008, "Economic Development Policy in Ohio: How Does Ohio Target its Investments?"

Robert Greenbaum, Tricia Petras, and Blair Russell, July 2008, "Restoring Prosperity to Ohio: Revitalizing Ohio's Core Cities through Refocused Economic Development Incentives"

Robert Greenbaum, Reena Uppal, Timothy Curry, and David Wirick, July 2008, "Assessment of the Gross Impact of the Columbus Blue Jackets and Nationwide Arena on the Greater Columbus Area"

Robert Greenbaum, Reena Uppal, and David Wirick, July 2008, "Assessment of the Gross Economic Impact of the Arena District on Greater Columbus"

Daniele Bondonio and Robert Greenbaum, 2005, "Decomposing the Impacts: Lessons from a Multistate Analysis of Enterprise Zone Programs," Working Paper No. 2005-3, John Glenn Institute for Public Service and Public Policy and the School of Public Policy and Management, The Ohio State University, June 2005.

Anand Desai, Yushim Kim, and Robert Greenbaum, 2005, "Estimating Local Effects of Medicaid Expenditure Changes," Research Report No. 2005-3, John Glenn Institute for Public Service and Public Policy and the School of Public Policy and Management, The Ohio State University, June 2005.

Edward J. Malecki, Robert T. Greenbaum, and Andy M. Hultquist, 2005, "The Nonprofit Sector in the Franklin County Economy," Research Report No. 2005-2, John Glenn Institute for Public Service and Public Policy and the School of Public Policy and Management, The Ohio State University, April 2005.

Bondonio, Daniele and Robert T. Greenbaum, 2004, "The Employment Impact of Business Investment Incentives in Declining Areas: An Evaluation of the EU "Objective 2 Area" Programs," Working Paper No. 22/2004, International Center for Economic Research, Turin, Italy.

Greenbaum, Robert and Anand Desai, April 2003, "Uneven Burden: Economic Analysis of Medicaid Expenditure Changes in Ohio," School of Public Policy and Management, The Ohio State University, April 2003.

Greenbaum, Robert T. and Daniele Bondonio, 2003, "A comparative evaluation of spatially targeted economic revitalization programs in the European Union and the United States," Working Paper No. 3/2003, International Center for Economic Research, Turin, Italy.

"The Information Technology Industry in the State of Ohio and its Regions – 1989 to 2000," (Columbus Region section), Report prepared for Ohio's IT Alliance by The Ohio Economic Development Information Network, October 2001.

Greenbaum, Robert T., 2001, "Selecting the Right Site: Where Do States Locate Place-Based Economic Development Programs?" Working paper, Weidenbaum Center on the Economy, Government, and Public Policy, Washington University in St. Louis.

Engberg, John B. and Robert T. Greenbaum, 1999, "The Impact of State Enterprise Zones on Urban Housing Markets," Working paper No. 1999-16, H. John Heinz III School of Public Policy and Management, Carnegie Mellon, 1999.

Greenbaum, Robert T. and John B. Engberg, 1998, "The Impact of State Urban Enterprise Zones on Business Outcomes," Working paper No. 98-20, Center for Economic Studies, U.S. Census Bureau.

Greenbaum, Robert T., 1994, "Plant Deaths and Transfigurations: The Survival and Adaptation of Manufacturing Establishments," unpublished mimeograph.

### **Funding:**

"Mandela Washington Fellows Institute for Young African Leaders," IREX, Co-PI, 2017, \$161,881

"Energy and Water Infrastructure Planning under Extreme Events," Sustainable and Resilient Economy Discovery Theme Seed Grant, PI Guzin Bayraksan, Co-PI with three others, 2016, \$43,034

"Mandela Washington Fellows Institute for Young African Leaders," IREX, PI, 2016, \$149,993

“Measuring Sustainability, Resilience and Well-Being: A Proposed Research Workshop To Integrate Concepts and Develop Practical Tools and Measures of Sustainable and Resilient Communities in Central Ohio,” Sustainable and Resilient Economy Discovery Theme Seed Grant, PI Jeremy Brooks, Co-PI with four others, 2016, \$17,713

“An Experimental Analysis of Middle Market Resilience: Gender, Frequency & Information,” National Center for the Middle Market, Co-PI with Noah Dormady, 2014, \$68,782.

“Medicaid Expansion,” Health Policy Institute of Ohio, Co-PI with Anand Desai, 2013, \$8,000

“Economic Resilience of Coastal Communities,” Ohio Sea Grant College Program/National Oceanic & Atmospheric Administration, PI, 2013, \$57,824

“An Examination of Where and How Ohio Targets its Economic Development Incentives,” Brookings Institution, 2008, PI, \$14,000

“Assessment of the Gross Impact of the Columbus Blue Jackets on the Greater Columbus Area,” Columbus Blue Jackets; Nationwide Arena, LLC; Franklin County Convention Facilities Authority, Co-PI with David Wirick, 2008, \$45,000

“Advances in Modeling Economic Resilience: Impact of Government Disaster Relief Incentives on Business Location & Employment,” Department of Homeland Security Integrated Network of Centers (INC) Grant, PI, 2007-2008, \$59,297

“An Examination of the Economic Impact of Terrorist Incidents on the Hospitality Industry in Italy,” Mershon Center Faculty Grant, Ohio State University, PI, 2005-2006, \$9,808

“Analysis of the Non-Profit Sector in the Columbus Economy,” The Columbus Foundation, Co-PI with Edward Malecki, 2004, \$16,500

“Violent Crime and Housing Markets,” National Consortium on Violence Research, Co-PI with George Tita, 2003, \$6,650

“Analysis of the Economic Implications of Changes in Medicaid Expenditures on Ohio Counties,” The Health Foundation of Greater Cincinnati, Co-PI with Anand Desai, 2003, \$28,150

“The Spatial Effects of Local Public Goods,” Center for Urban and Regional Analysis, Ohio State University, PI, 2002, \$31,266

“The Impact of Violence on Neighborhood Business Activity and Residential Choice,” Criminal Justice Research Center, Ohio State University Summer Faculty Research Fellowship, PI, 2001, \$6,999

“A Study of Intra-Metropolitan Employment Trends and Policy Impacts,” Ohio State University Seed Grant, PI, 2000, \$9,915

“The Impact of Violence on Neighborhood Business Activity,” National Consortium of Violence Research (NCOVR), Co-PI with George Tita, 1999, \$4,925

“An Evaluation of State Enterprise Zone Policies: Measuring the Impact on Business Decisions and Housing Market Outcomes,” National Community Development Policy Analysis Network, PI, 1997, \$10,000



## **Presentations:**

2017 Association for Public Policy Analysis and Management Annual Research Conference, Chicago, IL (coauthor)

2017 Network of Schools of Public Policy, Affairs, and Administration Annual Conference, Washington, DC (panelist)

Institute for Population Research, Ohio State University, Columbus, OH, January 24, 2017 (presenter)

2016 Natural Hazard Workshop, Broomfield, CO (invited panelist)

2016 Midwest Public Affairs Conference, Columbus, OH (conference chair, presenter, and coauthor)

School of International Relations and Public Affairs, Fudan University, Shanghai, China, May 30, 2016 (invited lecture)

International Seminar, Evaluating the Impact of European Structural Funds: Is the Transfer Intensity Effective?, Sapienza, University of Rome, Italy, November 27, 2015 (discussant)

2015 Association for Public Policy Analysis and Management Annual Research Conference, Miami, FL (coauthor)

John Glenn School of Public Affairs, Ohio State University, Columbus, OH, February 16, 2015 (invited lecture)

2014 North American Regional Science Meetings, Bethesda, MD (presenter, coauthor, and discussant)

Maryland Health Enterprise Zones: Using Incentives to Drive Local Progress Conference, Baltimore, MD, May 19, 2014 (invited presenter)

2014 Meeting of the Southern Regional Science Association, San Antonio, TX (presenter, coauthor, and discussant)

2013 American Real Estate and Urban Economics Association International Conference, Jerusalem, Israel (presenter and discussant)

2012 American Society of Criminology Annual Meetings, Chicago, IL (presenter)

2012 Association for Public Policy Analysis and Management Annual Research Conference, Baltimore, MD (coauthor)

Northeast Indiana Central Labor Council Forum, Fort Wayne, IN, December 14, 2011 (invited presenter)

2011 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (session chair)

2011 Building Solutions to Poverty: Methods and Metrics for Identifying Success Conference, Columbus, OH (presenter)

Indiana General Assembly Interim Study Committee on Economic Development, Indianapolis, IN (remote from Columbus, OH), October 17, 2011 (presenter)

*South Carolina Journal of International Law & Business* 2011 Symposium, Columbia, SC, February 25, 2011 (presenter)

2010 American Society of Criminology Annual Meetings, San Francisco, CA (response essay presenter)

Public Comment provision before the Ohio Office of the Secretary of State, Columbus, OH, October 19, 2010 (presenter)

Testimony before the Toledo City Council hearing of the Economic Development Committee, Toledo, OH, September 30, 2010 (presenter)

2010 European Urban and Regional Studies Conference, Vienna, Austria (coauthor)

John Glenn School of Public Affairs, Ohio State University, Columbus, OH, April 14, 2010 (invited lecture)

2009 Ohio Health Data and Research Conference, Columbus, OH (presenter)

2009 Regional Science Association International Annual North American Meetings, San Francisco, CA (presenter, discussant, and coauthor)

Department of City and Regional Planning, Ohio State University, Columbus, OH, November 13, 2009 (invited lecture)

2009 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (session chair)

2008 American Society of Criminology Annual Meetings, St. Louis, MO (presenter and session chair)

2008 Association for Public Policy Analysis and Management Annual Research Conference, Los Angeles, CA (presenter)

2008 Federation of Tax Administrators Revenue Estimation and Tax Conference, Portland, ME (presenter)

2008 Ohio Summit, Restoring Our Prosperity: The State Role in Revitalizing Ohio's Core Communities, Columbus, OH, September 10, 2008 (presenter)

Swank Advisory Council on Rural-Urban Policy Research and Education, Columbus, OH, May 20, 2008 (invited lecture)

2007 National Tax Association Annual Conference on Taxation, Columbus, OH (presenter and discussant)

2007 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (presenter)

2007 Annual Conference of the European Society of Criminology, Bologna, Italy (presenter and coauthor)

Criminal Justice Research Center and the Institute for Excellence in Justice Seminar, Columbus, OH, June 1, 2007 (discussant)

2006 Association for Public Policy Analysis and Management Annual Research Conference, Madison, WI (discussant)

2006 National Center for the Study of Terrorism and Responses to Terrorism (START) Center Summer Conference, University of Maryland, College Park, MD, June 27, 2006 (presenter)

2006 National Consortium on Violence Research (NCOVR) Summer Conference, La Romana, Dominican Republic, June 20, 2006 (co-presenter)

Department of Public Policy and Public Choice, Università del Piemonte Orientale, Torino, Italy, February 16, 2006 (invited lecture)

School of Public Policy and Management, Ohio State University, Columbus, OH, February 3, 2006 (invited lecture)

2005 Regional Science Association International Annual North American Meetings, Las Vegas, NV (presenter)

2005 Association for Public Policy Analysis and Management Annual Research Conference, Washington, DC (presenter)

Applied Economics Seminar, Michigan State University, East Lansing, MI, October 18, 2005 (invited lecture)

2005 National Center for the Study of Terrorism and Responses to Terrorism (START) Center Summer Conference, University of Maryland, College Park, MD, June 8, 2005 (presenter)

2005 Criminology and Economics Summer Workshop, University of Maryland, ElkrIDGE, MD, June 7, 2005 (presenter)

Ohio Rural Health Coalition Statewide Rural Health Conference, Columbus, OH, June 3, 2005 (presenter)

Testimony before the Ohio House Human Services Subcommittee, Columbus, OH, March 4, 2005 (co-presenter)

Department of City and Regional Planning, Ohio State University, Columbus, OH, February 11, 2005 (invited lecture)

2005 Allied Social Science Association Annual Meetings, Philadelphia, PA (discussant and coauthor)

Criminal Justice Research Center, Ohio State University, Columbus, OH, December 3, 2004 (invited lecture)

2004 American Society of Criminology Annual Meetings, Nashville, TN (presenter)

2004 Regional Science Association International Annual North American Meetings, Seattle, WA (coauthor)

2004 Association for Public Policy Analysis and Management Annual Research Conference, Atlanta, GA (coauthor)

Ohio Primary Care Association Annual Conference, Granville, OH, May 19, 2004 (presenter)

School of Public Policy and Management, Ohio State University, Columbus, OH, December 5, 2003 (presenter)

Ohio Grantmakers Forum, Columbus, OH, November 14, 2003 (co-presenter)

2003 American Society of Criminology Annual Meetings, Denver, CO (coauthor (2 papers))

Testimony before the Ohio House Urban Services Subcommittee, Columbus, OH, March 13, 2003 (co-presenter)

Report to Medical Care Advisory Committee, Columbus, OH, March 19, 2003 (co-presenter)

2003 Allied Social Science Association Annual Meetings, Washington, DC (presenter)

Center for Urban and Regional Analysis, Ohio State University, Columbus, OH, December 6, 2002 (presenter)

2002 American Society of Criminology Annual Meetings, Chicago, IL (presenter)

2002 Ohio Criminal Justice Research Conference, Columbus, OH (presenter)

2002 Southern Regional Science Association Annual Meetings, Arlington, VA (presenter)

2001 American Society of Criminology Annual Meetings, Atlanta, GA (presenter)

2001 Allied Social Science Association Annual Meetings, New Orleans, LA. (discussant and presenter)

2000 National Tax Association Annual Conference on Taxation, Santa Fe, NM (presenter)

2000 Association for Public Policy Analysis and Management Annual Research Conference, Seattle, WA (presenter)

2000 Allied Social Science Association Annual Meetings, Boston, MA (presenter)

1999 Southern Regional Science Association Meetings, Richmond, VA (presenter)

1998 Southern Economics Meetings, Baltimore, MD (presenter)

Center for Economic Studies, U.S. Bureau of the Census, November 19, 1998 (invited lecture)

1998 Association for Public Policy Analysis and Management Annual Research Conference, New York, NY (presenter)

1998 Joint ERES/AREUEA International Real Estate Conference Doctoral Session, Maastricht, The Netherlands (presenter)

1997 Enterprise Zone Workshop, Harrisburg, PA (co-presenter)

1997 Allied Social Science Association Annual Meetings, New Orleans, LA (presenter)

**Teaching:**

**Instructor:**

*Glenn College of Public Affairs, Ohio State University: 1999-present*

Doctoral Research Colloquium, Doctoral First Year Seminar, Economic Development, Economics of Public Policy and Management, Multivariate Data Analysis, Policy/Management Capstone, Public Finance

*Heinz College, School of Public Policy & Management, Carnegie Mellon University: 1997-1999*

Introduction to PC SAS (workshops), Introduction to Statistics for Public Policy Analysis, Manipulation of Large Data Sets

**Teaching Assistant, Carnegie Mellon University:**

*Tepper School of Business, Carnegie Mellon University: 1997*

Statistics II (econometrics) (Head TA)

*Heinz College, School of Public Policy & Management, Carnegie Mellon University: 1994-1999*

Applied Economic Analysis (MS), Applied Econometrics I (MS), Applied Econometrics II (MS), Data Analysis for Managers (MPM), Economic Principles of Policy Analysis (MPM), Intermediate Economic Analysis (MS), Microeconomics and Health Economics (Tutor), Urban and Regional Economic Development (MS), Introduction to Econometric Theory (Ph.D.)

**Other Instruction:**

*InfoLink* (Technology training program for underprivileged urban high school students), 1999

Instructor, Internet and World Wide Web

**Doctoral Dissertation Committees:**

Lathania Butler, Chair, Defended July 2017

Kimberly Young, Member, Defended March 2017

Hyungjo Hur, Member, Defended February 2017

Stephen Roll, Member, Defended April 2016

Akheil Singla, Member, Defended June 2015

Blair Russell, Chair, Defended August 2013

Ian Blount, Member, Defended April 2013

Ketra Rice, Member, Defended April 2013

Carlianne Patrick, Member, Defended July 2012

Amy Elliot, Member, Defended May 2007

Andy Hultquist, Chair, Defended May 2007

Tricia Petras, Chair, Defended May 2007

Yushim Kim, Member, Defended November 2006

Yijia Jing, Member, Defended July 2005

**Masters Policy Paper Advisor:**

Lory Winland, Defended December 2008

Likun Cao, Defended May 2008

Jessica Levy, Defended March 2007

Amy Wodarek, Defended March 2007

Crystal Hall, Defended March 2006

Mark Ryan, Defended March 2006

Alexandra Shklar, Defended March 2005

Suzette Thagard, Defended March 2005

Christina Siracusa, Defended March 2004

Brandy Ethridge, Defended August 2003

Lindsey Muschkat, Defended March 2003

**Post-Doctoral Advising:**

Seokjim Jeong, University of Texas at Arlington, CJRC Crime and Justice Summer Research Institute, 2013

Kate Ivanova, Ohio State University, National Consortium for the Study of Terrorism and Responses to Terrorism Post-Doctoral Award, 2011-2012

Maria Velez, University of New Mexico, CJRC Crime and Justice Summer Research Institute, 2010, 2011

Robert Grantham, University of Massachusetts-Lowell, CJRC Crime and Justice Summer Research

Institute, 2007

Carmen Solis, John Jay College, CJRC Crime and Justice Summer Research Institute, 2006

### **University Service:**

#### **University Committees:**

Chair, Graduate Council, Graduate School (2016-2017)

Member, Graduate Council, Graduate School (2014-2016)

Member, Graduate Council Graduate Certificates Subcommittee (2015-2016)

Academic Director, Mandela Washington Fellowship for Young African Leaders (2016)

Academic Co-director, Mandela Washington Fellowship for Young African Leaders (2017)

Member, Master Global Engineering Leadership (MGEL) Graduate Studies Committee (2016-present)

Member, Ohio State Investigation Committee (2016)

Member, Criminal Justice Research Center Oversight Committee (2015-present)

Member, Discovery Themes Sustainable and Resilient Economy Leadership Team (2015-present)

Member, Urban Mission Committee (2015-present)

Member, Academic Programs Advisory Committee (2014-present)

Member, Academic Programs Advisory Committee Certificates Subcommittee (2015-2016)

Member, Center for Urban and Regional Analysis Oversight Committee (2007-2013, 2015-present)

Member, Search Committee for City & Regional Planning Risk and Resilience Faculty (2015-2016)

Member, Search Committee for Director, Center for Urban and Regional Analysis (2008-2009)

Member, Advisory Board of Sport and Citizenship Initiative (2005-2007)

Alternate Member, Arts & Sciences Faculty Senate (2003-2006)

#### **College Committees:**

Chair, Search Committee for Governance and Regulation Faculty Position (2017-present)

Member, Undergraduate Curriculum Committee (2016-present)

Ex officio member (2014-2016)

Member, Unit Heads Committee (2013-present)

Chair, Graduate Curriculum Committee (2009-2011)

Member, Graduate Curriculum Committee (2001-2007, 2011-present)

Member, Graduate Curriculum Committee-Working Professional Degree Subcommittee (2017-present)

Member, Graduate Curriculum Committee-Technology Subcommittee (2014-2016)

Chair, Doctoral Studies Subcommittee (2008-2009, 2012-2014)

Member, Doctoral Studies Subcommittee (2006-2008, 2009-2012, 2014-present)

Member, Search Committee for Public Budgeting & Finance Faculty Position (2008-2009, 2010-2011, 2012-2013, 2016-present)

Member, Eligible Faculty (Various tenure and promotion subcommittees) (2005-2015)

Ex Officio Member (2015-present)

Member, Certificate Working Group (2016)

Member, Diversity and Inclusion Working Group and Committee (2014-2016)

Member, Building Emergency Action Plan Team (2015)

Chair, Targeted Discovery Theme Faculty Interview Committee, (2015)

Member, Accreditation Coordinating Committee, (2014-2015)

Member, Pattern of Administration Review Committee (2014-2015)

Member, Branding and Marketing Working Group (2014-2015)

Chair, Robert Backoff Research Award Committee (2012-2014)

Member, Robert Backoff Research Award Committee (2000-2001, 2005-2006, 2007-2012)

Liaison, College of Education, Physical Activity and Educational Services (2012-2014)

Liaison, Dual Degree Partner City and Regional Planning (2009-2014)

Member, Policy/Management Paper Award Committee (1999-2000, 2003-2004, 2008-2013)

Member, Strategic Planning Coordinating Committee (2011-2013)  
Coordinator, Orientation Boot Camp (2009-2013)  
Member, Budget Advisory Committee (2011-2012)  
Liaison, Joint Degree Partner Arts Policy (2009-2012)  
Chair, Glenn School Task Group (Local Government) (2008)  
Member, Glenn School Task Groups (MPA, PhD, Ohio Citizens, Private Organizations, Undergraduate) (2007-2008)  
Member, Search Committee for Food Policy (2011-2012)  
Member, Semester Conversion Task Group (2010)  
Member, Technology Resources Committee (2002-2009)  
Member, Search Committee for Director, John Glenn School of Public Affairs (2006)  
Member, College of Social and Behavioral Science Review Committee for Promotion and Tenure (2005-2006)  
Member, Essay Competition Selection Committee (2000-2003)  
Member, Workshop Speaker Selection Committee (2001-2002)

### **Other Professional Experience:**

Chair, 2016 Midwest Public Affairs Conference, Columbus, OH, June 3-5, 2016  
Member, Greater Ohio's Restoring Prosperity Policy Team, 2007-2008  
Member, City of Columbus Economic Advisory Committee, 2001  
Advisor to economic development officials in Ontario, Canada, 2001

### Referee

*Annals of Regional Science; Applied Geography; Contemporary Economic Policy; Crime & Delinquency; Criminal Justice: The International Journal of Policy and Practice; Economic Development Quarterly; Economics Letters; Entrepreneurship and Regional Development; Forum for Social Economics; Growth and Change; Housing Policy Debate; Industrial & Labor Relations Review; International Regional Science Review; Italian Journal of Regional Science; Journal of Cleaner Production; Journal of Economic Surveys; Journal of Housing Research; Journal of Planning Literature; Journal of Policy Analysis and Management; Journal of Public Economics; Journal of Research in Crime and Delinquency; Journal of Quantitative Criminology; Journal of Regional Analysis and Policy; Journal of Regional Science; Journal of Urban Affairs; Journal of Urban Economics; Moravian Geographical Reports; National Tax Journal; Papers in Regional Science; Rationality and Society Journal; Real Estate Economics; Regional Science and Urban Economics; Review of Policy Research; Social Forces; Social Problems; Rural Sociology; Urban Affairs Review; Urban Studies; World Development*

### Reviewer

Palgrave (textbook), 2017  
Routledge (book prospectus), 2017  
Routledge (book), 2013  
Palgrave Macmillan (book prospectus), 2012  
Sage Publications (book prospectus), 2011, 2013  
Blackwell Publishing (textbook), 2007  
Springer (manuscript reviews), 2007  
University of California, Irvine (course review), 2006  
Center for Economic Studies, U.S. Census Bureau, 2003, 2004, 2005  
National Science Foundation, 2001

### Consultant

“Evaluation of Real Property Tax Abatements in Franklin County, Ohio,” manuscript review for Lincoln Institute of Land Policy, 2017

“Updates for Measures of Economic Development in the Arena District,” project with Stephen Buser and Bill LaFayette for Nationwide Realty Investors, 2016

“Choose Ohio First,” assisted in evaluation of this scholarship program for the Ohio Board of Regents, 2011-2012

“What’s Next: How Should Ohio Refocus its Economic Development Incentives to Revitalize its Older Industrial Cities?” white paper for the Brookings Institution, 2008

“Economic Development Impacts of Terrorist Incidents,” project for the National Consortium for the Study of Terrorism and Responses to Terrorism (START), 2005-2009

“Analysis of the Economic Implications of Changes in Medicaid Expenditures on Ohio Counties,” project for the Health Policy Institute of Ohio, 2005

"Strategic Economic Assessment of the Mon Valley Initiative," project for the Center for Economic Development at Carnegie Mellon University, 1998

### **Honors and Awards:**

Health Policy Institute of Ohio award for best 2009 published applied Ohio health policy paper

Donald Robertson Memorial Prize for the best paper published in *Urban Studies* in 2004

Mary Marvel Outstanding Teaching Award, John Glenn School of Public Affairs, Ohio State University, 2011, 2006, 2001

W.E. Upjohn Institute for Employment Research Dissertation Award (First place), 1999

Barry Moriarty Graduate Student Paper Award (First place), Southern Regional Science Association, 1999

Homer Hoyt Institute Annual Dissertation Award (Second place), American Real Estate and Urban Economics Association, 1999

Adolf Sturmthal Memorial Prize (Bard College economics award), 1992

The David and Rosalie Rose Scholar (Bard College economics award), 1990-91

Bard College Excellence and Equal Cost Scholar, 1988-92

Robert Byrd Scholar, 1988-89

### **Membership in Professional Organizations:**

American Real Estate and Urban Economics Association

Association for Public Policy Analysis and Management

National Tax Association



*Curriculum Vitae*

**Russell S. Hassan**

John Glenn College of Public Affairs  
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Columbus, Ohio 43210, USA  
Telephone: (614) 292-7423  
Email: [hassan.125@osu.edu](mailto:hassan.125@osu.edu)

**Education**

Ph.D. University at Albany, SUNY, 2010 (Advisor: John Rohrbaugh)  
M.S. London School of Economics and Political Science, 2005  
B. S. (with honors) California State University, Northridge, 2003

**Research and Teaching Interests**

Public Sector Leadership | Organization Behavior and Theory | Public Employee Motivation and Performance | Diversity and Representation in Public Organizations | Citizen-State Interactions

**Academic Appointments**

Director of Doctoral Studies, John Glenn College of Public Affairs, The Ohio State University, August, 2017 – present  
Associate Professor (with tenure), John Glenn College of Public Affairs, The Ohio State University, August, 2016 – present  
Assistant Professor, John Glenn College of Public Affairs, The Ohio State University, September, 2010 – August, 2016  
Fellow, Center for Organization Research and Design, Arizona State University, 2015 – present  
Lecturer, Rockefeller College of Public Affairs, SUNY, Albany, January – May, 2010

**Honors and Awards**

Carlo Masini Award for Innovative Scholarship in Public and Nonprofit Management (with Jongsoo Park), Academy of Management Annual Meeting, 2017  
Best Article Award (with Bradley Wright and Jongsoo Park), Review of Public Personnel Administration, 2017  
Outstanding Early Career Scholar Award, Center for Organization Research and Design, Arizona State University, 2016  
Charles H. Levine Award for the Best Conference Paper in Public and Nonprofit Management, Academy of Management Annual Meeting, 2012  
Carlo Masini Award for Innovative Scholarship in Public and Nonprofit Management (with John Rohrbaugh), Academy of Management Annual Meeting, 2011  
Distinguished Doctoral Dissertation Award, University at Albany, SUNY, 2011  
Information Systems Alumnus Merit Award, California State University, 2003

## Refereed Journal Articles

(†doctoral student)

- †Young, K. A. & Hassan, S. An Assessment of the Prevalence, Perceived Significance and Response to Dowry Solicitation and Domestic Violence in Bangladesh. *Journal of Interpersonal Violence* (forthcoming)
- Wright, B.E., Hassan, S., & Christensen, R.K (2017). Job Choice and Performance: Revisiting Core Assumptions about Public Service Motivation. *International Public Management Journal*, 20, 108-131.
- Wright, B.E., Hassan, S., & †Park, J. (2016). Does a Public Service Ethic Encourage Ethical Behavior? Public Service Motivation, Ethical Leadership and the Willingness to Report Ethical Concerns. *Public Administration*, 94, 647–663.
- Hassan, S., Wright, B.E., & †Park, J. (2016). The Role of Employee Task Performance and Learning Effort in Determining Empowering Managerial Practices: Evidence from a Public Agency. *Review of Public Personnel Administration*, 36, 57-79.
- Hassan, S. & Hatmaker, D. M. (2015). Leadership and Performance of Public Employees: Effects of the Quality and Characteristics of Manager-Employee Relationships. *Journal of Public Administration Research and Theory*, 25, 1127-1155.
- Hassan, S. (2015). The Importance of Ethical Leadership and Personal Control in Promoting Improvement-Centered Voice among Government Employees. *Journal of Public Administration Research and Theory*, 25, 687-719.
- Hassan, S. (2014). Sources of Professional Employees' Job Involvement: An Empirical Investigation in a Government Agency. *Review of Public Personnel Administration*, 34, 356-378.
- Hassan, S., Wright, B.E., & Yukl, G. (2014). Does Ethical Leadership Matter in Government? Effects on Organizational Commitment, Absenteeism, and Willingness to Report Ethical Problems. *Public Administration Review*, 74, 333-343.
- Hassan, S., Mahsud, R., Yukl, G., & Prussia, G. (2013). Ethical and Empowering Leadership and Leader Effectiveness. *Journal of Managerial Psychology*, 28, 133-146.
- Hassan, S. (2013). The Importance of Role Clarification in Workgroups: Effects on Perceived Role Clarity, Work Satisfaction and Turnover Rates. *Public Administration Review*, 73, 716-725.
- Yukl, G., Mahsud, R., Hassan, S., & Prussia, G. (2013). An Improved Measure of Ethical Leadership. *Journal of Leadership and Organization Studies*, 20, 38-48.
- Hassan, S. (2013). Does Fair Treatment in the Workplace Matter? An Assessment of Organizational Fairness and Employee Outcomes in Government. *The American Review of Public Administration*, 43, 539-557.
- Hassan, S. (2012). Employee Attachment to Workplace: A Review of Organizational and Occupational Identification and Commitment. *International Journal of Organizational Theory and Behavior*, 15, 383-422.
- Hassan, S. & Rohrbaugh, J. (2012). Variability in Organizational Climate in Government Offices and Affective Organizational Commitment. *Public Management Review*, 14, 563-584.

- Hassan, S. & Rohrbaugh, J. (2011). The Role of Psychological Climate on Affective Commitment of Multiple Occupational Groups: An Empirical Assessment in Public Agencies. *International Public Management Journal*, 14, 27-62.
- Hassan, S. & Rohrbaugh, J. (2009). Incongruity in 360-degree Feedback Ratings and Competing Managerial Values: Evidence from a Public Agency Setting. *International Public Management Journal*, 12, 421 – 449.

### **Working Papers**

- †Park, J. & Hassan, S. Does the Influence of Empowering Leadership Trickle down in Public Organizations? Evidence from Law Enforcement Organizations. *Journal of Public Administration Research and Theory* (in review: 2nd round)
- Hassan, S. & †Young, K. How Procedural Experiences Shape Citizens' Perceptions of and Orientations toward Legal Institutions: Evidence from a Household Survey in Bangladesh. *Public Administration Review* (in review: second round)
- Hassan, S., †Park, J., & Raadschelders, J. A Closer Look at the Empowerment-Performance Relationship. *Public Administration Review* (in review: first round)
- Umar, S. & Hassan, S. Determinants of Evaluation Capacity of Nonprofit Organizations. *Public Performance and Management Review* (in review: first round)
- Hassan, S., Prussia, G., Mahsud, R., & Yukl, G. Effectiveness of External Leadership Practices. *Journal of Managerial Psychology*. (in review: first round)
- Hassan, S., & Bashir, M. Can Ethical Leadership Lower Corruption: Evidence from Public and Nonprofit Organizations in Pakistan. *International Public Management Journal* (in review: first round)
- Hassan, S., & DeHart-Davis, L. & †Jiang, Z. Reducing Silence: The Importance of Empowering Leadership and Moderating Influence of Workgroup Structure (in development).
- Hassan, S. & †Jiang, Z. The Importance of Inclusive Leadership in Facilitating Learning and Improving Performance in Public Agencies (in development).
- †Baker, D. & Hassan, S. Prosecutor's Decisions to Accept Arrest Charges: The Role of Gender and Prosecutor Workload (in development).
- †Young, K., Hassan, S., & Hatmaker, D. Civil Service and Civil society? Predictors and Consequences of Workplace Incivility (in development).
- †Roa-Henriquez, A., & Hassan, S. The Role of Governance Institutions on Firms' Decision to Engage in Bribery: A Cross-national Analysis (in development).

### **Doctoral Student Supervision**

- Zhongnan Jiang, Dissertation Advisor
- Daniel Baker, Dissertation Advisor
- Kimberly Young, Dissertation Advisor (Spring, 2017)
- Jongsoo Park, Dissertation Advisor (Fall, 2016)
- Jieun You, Dissertation Committee Member (Spring, 2015)

## **Funded Research**

Principal Investigator (with Zhongnan Jiang). Leader Inclusiveness and Team Performance in Law Enforcement Agencies, *Fisher Leadership Initiative Research Grant* (\$6, 126), May 2017.

## **Courses Taught**

1<sup>st</sup> Year Doctoral Seminar (Ph.D.)

Organization Theory and Behavior (Ph.D.)

Public Sector Human Resources Management (MPA)

Public Affairs Statistics (MPA)

Leadership in Public and Non-profit Organizations (BA)

Foundations of Public Management (MPA)

## **Professional Affiliations & Service**

Program Chair, Public and Nonprofit Division, Academy of Management, 2017-2018

Publications Secretary, International Research Society for Public Management, 2014-2019.

Treasurer, Public and Nonprofit Division, Academy of Management, 2014-2017

Chair of the Doctoral Student Professional Development Consortium, Public and Nonprofit Division, Academy of Management, 2013-2014

Best Book Award Committee, PNP Division, Academy of Management, 2012

Session Chair, PNP Division, Academy of Management Annual Meeting, 2012-2014

Member of the Editorial Board, *International Public Management Journal*, 2012-present

Member of the Editorial Board, *American Review of Public Administration*, 2015-present

# David Landsbergen, Jr.

**John Glenn School of Public Affairs  
Ohio State University  
1775 College Road  
Columbus, Ohio 43210  
(614) 292-9577**

## **Education**

Doctor of Philosophy (Ph.D., December, 1987), in Public Administration, The Maxwell School, Syracuse University. Specialization in Technology and Information Policy and in Public Administration and Law. Dissertation: "The Credibility of Policy Arguments: An Experiment on the Effects of Advocacy and Computer Media." Dissertation Advisor: Barry Bozeman.

Juris Doctor (1984), Syracuse University College of Law. Specialization in Regulation / Communications Policy.

Master of Public Administration (1984), Maxwell School, Concentration in Technology and Information Management.

Bachelor of Arts (1981), Rutgers College. Majored in Economics and Philosophy.

## **Areas of Research and Teaching Interest**

Information Technology Policy and Management

Public Administration and Law

Science and Technology Policy

## **Teaching Experience**

Public Management Information Systems

Intellectual History of Public Administration

The Legal Environment of Public Administration

Public Policy and Program Implementation

Statistical Analysis for Public Managers

Special Issues in Telecommunications and Information Systems

**Publications**

Landsbergen, D. and Gerke, B. (February, 2006). "Human Error, Trust and Trustworthiness" Battelle Policy Day Working Paper.

Landsbergen, D. and Rajiv Ramnath (May, 2005) "Strategic Planning and Execution for Information-Technology Enabled Sense-and-Respond in Complex Public Organizations" in *Communications of the Association for Computing Machinery Special Issue on Adaptive Complex Enterprises*.

Landsbergen, D. (2005). "Electronic Records in the State of Ohio", Unpublished funded research monograph for the Ohio Electronic Records Committee.

Landsbergen, D. (2004) "Screen-Level Bureaucracy: Databases as Public Records" in Government Information Quarterly. 21(1): 24-50.

Landsbergen, D. and Wolken, G. (2001). "Realizing the Promise: Government Information Systems and the Fourth Generation of Information Technology" Public Administration Review.

Landsbergen, D. and Orosz, J. (1997). "Why Public Managers Should Not Be Afraid to Enter the Gray Zone: Strategic Management and Public Law," Administration and Society 28(6): 238-265.

Landsbergen, D., Loveless, S., Coursey, D., and Shangraw, R. (1996). "The Relationships between Decision Confidence, Commitment and Intelligent Advisory Systems: An Experimental Study," Journal of Public Administration Research and Theory.

Landsbergen, D. and Sueyoshi, T. Editors) (1994). "Japanese and American Approaches to Building a National Information Infrastructure: A Comparative Approach", Telematics and Informatics 11(3).

Landsbergen, D., Shiang, J., and Byrnes, P. (1994). "Fiber Optic Highways and Network Bridges: Planning for the Telecommunications Needs of the City in the 21st Century", Telematics and Informatics, 11(3).

Adams, C. Landsbergen, D., and Hecht, D. (1993). "Organizational Impediments to Paternity Establishment and Child Support," Social Services Review.

Landsbergen, D., Bernt, P. and Kruse, H. (1993). "The Effect of New Technologies on the Local Loop," Telematics and Informatics.

Nutt, P., Landsbergen, D., and Shiang, J. (1993). "Assessing the Public Interest in Regulatory Decisions," 1993 Decision Sciences Institute Proceedings.

Landsbergen, D. (1993). "Digital Telecommunications Standards: A Problem of Procedures and Values," Informatization and the Public Sector.

Landsbergen, D., Bozeman, B. and Bretschneider, S. (1992). "Policy Decision-Making and Argument Prototypes: A Laboratory Study of the Effects of Perceived Decision Difficulty," Journal of Public Administration Research and Theory.

Landsbergen, D., Bernt, P., and Kruse, H. (1992). The Impact of Alternative Technologies on Universal Service and Competition in the Local Loop. (Columbus, OH: The National Regulatory Research Institute).

Adams, C. Landsbergen and Larry Cobler (1992). "Welfare Reform and Paternity Establishment: A Social Experiment," Journal of Policy Analysis and Management.

Adams, C., Landsbergen, D., and Hecht D. (1992). Inter-Organizational Dependencies and Paternity Establishment for the U.S. Department of Health and Human Services, Planning Division.

Landsbergen, D., Shiang, J., Nutt, P., and Backoff, R. (1992). "Strategy Formulation and the Creation and Maintenance of Issue Tension Fields," Proceedings of the National Conference on Public Management Research.

Adams, C., Landsbergen, D. and Hecht, D. (1992). "Interorganizational Dependencies and Paternity Establishment," in Paternity Establishment: A Public Policy Conference, Vol. 1. Institute for Research on Poverty, University of Wisconsin, August, 1992.

Landsbergen, D. and Coursey, D. (1991). Symposium Introduction, "Is the Production of Good Knowledge, Good Enough?" Journal of Management Science and Policy Analysis, Spring/Summer, 1991.

Landsbergen, D. (1991). "The Effect of Scientific Education on the Use of Scientific and Technical Information in Policy Analysis," Journal of Management Science and Policy Analysis, Spring, 1991.

Landsbergen, D. , Coursey, D., Shangraw, R., and Loveless, S. (1990). "Meritorious or Meritless? An Experimental Study of Expert Systems in Personnel Selection" in JAI Press Annual Advances in the Implementation and Impact of Computer Systems (J. Morrel and M. Fleischer, (Eds.)), October, 1990.

Adams, C., Landsbergen, D., and Cobbler, L. (1990). "Evaluating the Impact of the Cuyahoga County Paternity Establishment Demonstration Project 'Parents for Ohio's Children'", for the Ohio Bureau of Child Support, January, 1990.

Landsbergen, D., Bozeman, B., and Bretschneider, S. (1989). "Policy Decision Making and Argument Prototypes: The Effects of Perceived Decision Difficulty," Academy of Management Proceedings, August, 1989, pp. 312-316. (1 of 2 "Best Public Sector Papers").

Bozeman , B. and Landsbergen, D. (1989), "Truth and Credibility in Sincere Policy Analysis: Alternative Approaches for the Production of Policy-Relevant Knowledge," Evaluation Review, August, 1989, Vol. 13, No. 4.

Jabbour, K., Vega-Riveros, F., Landsbergen, D., and Meyer, W. (1988). "ALFA: Automated Load Forecasting Assistant," IEEE Transactions on Power Apparatus Systems, August, 1988, Vol. 3, No. 3.

Landsbergen, D. and Bozeman, B. (1987). "Credibility Logic and Policy Analysis: Is there Rationality without Science? Knowledge, March, 1987, Vol. 9, No. 1.

Jabbour, K., Vega-Riveros, F., Landsbergen, D., and Meyer, W. (1987). "ALFA: Automated Load Forecasting Assistant," Proceedings of the Western Conference on Expert Systems, WESTEX-87, Anaheim, California, pp. 209-214.

Jabbour, K., Vega-Riveros, F., Landsbergen, D. and Meyer, W. (1986). "Short Term Electric Load Forecasting Using Pattern Recognition," CASE Center Technical Report, No. 8606, June, 1986.

## **Conference Presentations**

Landsbergen, D. and Gerke B. (February, 2006) "Human Error, Trust, and Trust Worthiness" to the Battelle Policy Day on Privacy.

Landsbergen, D. and Crandall, Al (March 30, 2005) "Electronic Records Management in the State of Ohio: Current Policy and Management Practices and Future Recommendations" to the Ohio Electronic Records Committee.



Landsbergen, D. "Internet2 and You" to the Association of Telecommunications Professionals", September 6, 2000. (Invited Session by Internet2 ).

Landsbergen, D. "Technology Transfer and Internet2" Internet2 Technical Meeting, Atlanta, October 30, 2000.

Landsbergen, D. "Extending the Network: Implementation of Regional Technology Policy" to the Columbus Technology Leadership Council, April 16, 1999.

Landsbergen, D. "Digital Government." Invited participant to this NSF program to identify new directions for funding research on government and information technology, 1999.

Landsbergen, D. "Interoperability of Government Information Systems." APPAM, October, 29, 1999.

Landsbergen, D. "Interoperability of Government Information Systems" to the Intergovernmental Enterprise Panel, August , 1995.

Acker, S. and Landsbergen, D. "Using Distance Education to Span Cultures: The Transmission of Cultural and Social Values in International Collaborative Courses" at the UNED Conference on Values in Distance Education, San Jose, Costa Rica, Central America, September 8, 1994.

Landsbergen, D. "The National Information Infrastructure and Education" at the Center for Advanced Study in Telecommunications Conference, "Finding Our Way", June 24, 1994.

Landsbergen, D. "Telecommunications Infrastructure, Economic Development and the Proposed National Information Infrastructure", to the Center for Advanced Study of Telecommunications, December 1, 1994.

Landsbergen, D. and Orosz, J. "Why Public Managers Should Not Be Afraid to Enter the 'Gray Zone': A Proposal for a More Robust Understanding of the Relationship Between Strategic Management and Public Law," at the Academy of Management, Public Sector Division, August, 1993, Atlanta, Georgia.

Landsbergen, D. "New Directions in High Technology Policy Under the Clinton Administration," Kansai Productivity Center, June, 1993, Osaka, Japan.

Landsbergen, D. "It Was Precisely What We Go Nuts About When the Japanese Do It: A Comparison of Japanese, European Community and United States Approaches to the Development of an High-Definition Television Standard," to the faculty and students of the Osaka International University, June, 1993, Osaka, Japan.

Landsbergen, D. "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century" to the Center for Advanced Study of Telecommunications, December 1, 1992.

Landsbergen, D. "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century" to the Columbus Area Chamber of Commerce, November 7, 1992.

Landsbergen, D. "The Effect of New Technologies on the Local Loop" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1992, Denver, Colorado.

Landsbergen, D. "Digital Communication Standards: A Problem of Procedures and Values" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1991, Bethesda, Maryland.

Landsbergen, D. "Credibility Logic: Rationality Without Science", at the Academy of Management, Public Sector Division, August, 1991, Las Vegas, Nevada.

Adams, C., Landsbergen, D., and Hecht, D. "Inter-Organizational Dependencies and Paternity Establishment" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1991, Bethesda, Maryland.

Landsbergen, D., Shiang, J., Nutt, P. and Backoff, R. "Strategy Formulation and the Creation and Maintenance of Issue Tension Fields" at the National Conference for Public Management Research, September, 1991, Syracuse, N.Y.

Bretschneider, S., Cimitile, C. and Landsbergen, D. "Planning for Information Management: Who does it and what makes for an effective information technology plan?" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1990, San Francisco.

Adams, C. and Landsbergen, D. "The Court-Agency Relationship in Paternity Establishment" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1990, San Francisco.

- Storbeck, J. and Landsbergen, D. "Measuring Efficiency in Public Sector Retailing" at the Applied Geography Conference, October, 1990, Charlotte.
- Landsbergen, D. and Storbeck, J. "Spatial and Aspatial Efficiency in Public Sector Retailing" at the ORSA/TIMS, October, 1990, Philadelphia.
- Landsbergen, D., Adams, C., and Cobbler, L. "Welfare Reform and Paternity Establishment: A Social Experiment" at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1989, Washington, D.C.
- Landsbergen, D. "Joint Network Planning and the Establishment of Technical Standards" 75th Annual SCA meeting, November 11, 1989, San Francisco.
- Landsbergen, D. and Storbeck, J. "Locational Analysis as an Aid to Location Decision-Making" at the ORSA/TIMS, October, 1989, New York.
- Landsbergen, D., Bozeman, B., and Bretschneider, S. "Policy Decision Making and Argument Prototypes: A Laboratory Study of the Effects of Perceived Decision Difficulty," at the Academy of Management, August, 1989, Washington, D.C.
- Landsbergen, D. "Joint Network Planning and the Establishment of Technical Standards" at the 1989 ASPA Conference, April, 1989, Miami.
- Landsbergen, D., Loveless, S., Coursey, D., and Shangraw, R. "The Relationship between Decision Confidence, Commitment and Decision Support Systems" at the Fall, 1988 ORSA/TIMS, Denver.
- Landsbergen, D. and Macce, B. "Computers and Communications: The Public Issues," Region 8 ASPA Conference, Toledo, Ohio, 1988.
- Landsbergen, D. and Bozeman, B. "Truth and Credibility in Sincere Policy Analysis: Alternative Approaches for the Production of Policy Relevant Knowledge" at the Academy of Management Meeting, August, 1988, Los Angeles.
- Landsbergen, D. "Joint Network Planning: A Problem of Procedure and Values," OSU/Ameritech Telecommunications Roundtable, February 18, 1988, Columbus.
- Loveless, S., Landsbergen, D., Shangraw, R., and Coursey, D. "Computer-Assisted Decision-Making in the Public Sector: An Experimental Study," at the Annual Research Conference of the Association for Public Policy Analysis and Management, October, 1987, Washington, D.C.

Landsbergen, D. Invited Panel Participant at the Annual National Association for Schools of Policy Analysis and Administration on "Management Information Systems and Communications in the Public Sector: Issues in Research and Teaching," October, 1987, Seattle.

Landsbergen, D. and Shangraw, R. "Making Theoretical Knowledge Practical Through the Use of Expert Systems Technology," at ASPA, March, 1987, Boston.

Landsbergen, D., Bozeman, B., and Bretschneider, S. "Policy Decision Making and Argument Prototypes: A Laboratory Study of the Effects of Perceived Decision Difficulty," at ORSA/TIMS, March, 1987, New Orleans.

Jabbour, K., Landsbergen, D., Meyer, W., and Vega-Riveros, F. "ALFA: An Automated Load Forecasting Assistant," IEEE Power Engineering Society 1987 Summer Meeting, July 12-17, 1987, San Francisco.

### **Funded Research**

Battelle - John Glenn Institute "Policy Day" Invited paper (together with Brett Gerke). "Human Error, Trust and Trustworthiness" (2005) (\$2,000).

John Glenn Scholar, (together with Angela Stuber, The Ohio Community Computing Network) from the Ohio State University John Glenn Institute for Public Policy and Service. "Developing Coordinated Regional Efforts to Provide Access to Information Technology and Training." (2003) (\$20,000).

Ohio State Universities Libraries, "Determining the Effectiveness of the Ohio Electronic Records Committee and Future Work" \$7,000.

Office of the President, The Ohio State University and the Office of the Vice-President for Research, The Ohio State University. "Best Practices in the Development and Management of Regional Technology Councils." (\$8,006).

College of Business, Research Committee, Dean's Summer Research Fellowship, "A Transactions Analysis Model of the Adoption of Network Telecommunications Standards," (\$12,000).

The Ohio State University, Office of Research, Interdisciplinary Research Program, "The Time Sensitive Library and the Process of Researching the Future: Networked Multimedia Workstations as Tools for Collaboration," (\$52,000)(with Steven Acker and James Bracken).

College of Business, Research Committee, Small Seed Grant, "Exploring the Business - Government Relationship: The Case of Sematech," (\$920).

College of Business, Teaching Committee Award for developing teaching materials, "Exploring the Business/Government Relationship: The Case of HDTV," (\$1,100).

Ohio State University, Committee on Urban Affairs, "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century," (1992) (\$14,007). The project has been expanded and is now receiving additional support from the Greater Columbus Area Chamber of Commerce, Information Services Committee (\$750).

Ameritech Research Fellow (1990), "Joint Network Planning: The Problem of Establishing Technical Standards" (\$13,000).

U.S. Department of Health and Human Services (1990), "Interorganizational Linkages, Computer Systems and the Legal Establishment of Paternity" (\$85,000)(with C. Adams).

College of Business, Ohio State University (1989), "Location Decision-Making" (\$4,500)(with James Storbeck).

Ohio Department of Human Services, Office of Child Support and Enforcement (1989), "Evaluation of Paternity Establishment Program" (\$35,000) (with Charles Adams).

Ohio Department of Human Services, Office of Child Support and Enforcement (1988), "Evaluation of Paternity Establishment Program" (\$35,000) (with Charles Adams).

Ohio State University Seed Grant (1988). "Transferring Legal Information Through the Use of Expert Systems Technology" (\$15,000).

## **Professional Experience**

Associate Professor (Spring, 1994 - Present), School of Public Policy and Management, The Ohio State University.

Chair, Doctoral Studies Committee, (September, 2002 - Present). School of Public Policy and Management.

Visiting Faculty, Center for Technology in Government, State University of New York at Albany, Spring, 2003 – Present.

Center Fellow, Center for Law, Policy, and Social Science, September, 2003

Adjunct Professor (Since Spring, 1995), Department of Journal and Communications, The Ohio State University.

Research Associate (January, 1995 - 1999), The National Regulatory Research Institute.

Assistant Professor (Autumn Quarter, 1987 - Spring, 1994), School of Public Policy and Management, The Ohio State University.

Consultant, ECLIPS, The Ohio Supercomputer Center, "Eliminating Legal and Policy Barriers to Interoperable Government Systems." (December, 1997 - August, 1998).

Consultant, Public Management Programs, School of Public Policy and Management, "A Feasibility Assessment of the Need for Leadership Training For the Service Delivery Professional." (January, 1998 - Present).

Consultant, Public Management Programs, Presented contracted seminar to Middle- and Senior Level Executives on Government and the Internet using materials developed on the World Wide Web. Materials can be reviewed at: <http://www.cob.ohio-state.edu/facstf/homepage/landsbergen/Class/Welcome.htm>

Contracted Researcher, "Providing Quality Service: The New Paradigms in the Telecommunications Industry" for the National Regulatory Research Institute, June, 1995-Present (with Vivian Davis, Larry Blank, John Hoag, and Nancy Zearfoss).

Speaker, A Seminar for Second Year Legislators (The Ohio Senate and the Ohio House of Representatives) on Economic Development Incentives. Sponsored by the Public Management Program of the School of Public Policy and Management and Cleveland State University, "Fiber Optic Highways and Network Bridges: Planning for the Communications Infrastructure Needs of the 21st Century."

Speaker, College of Business, Executive Education Program, "New Directions in High Technology Policy Under the Clinton Administration" to a delegation of national, state, and local science and technology policy administrators from the People's Republic of China (August, 1993).

Consultant, The Columbus Area Chamber of Commerce, Information Services Committee, "Telecommunications Infrastructure Needs of Business and Government to Support Economic Development" (Present-September, 1993).

Contracted Researcher, "The Effect of New Technology on the Local Loop," National Regulatory Research Institute, January-June, 1992 (with Phyllis Bernt and Hans Kruse).

Speaker, Center for the Advanced Study of Telecommunications, "Digital Telecommunications Standards: A Problem of Procedures and Values", CAST Symposium, October, 1991.

Consultant, State of Ohio, Department of Administrative Services. Series of seminars targeted to senior level executives on "Public Policy: Its Development and Meaning" (with Robert Backoff), 1990.

Graduate Assistant (1984-1987), Barry Bozeman, Maxwell School, Syracuse University. Assisted in teaching a course on science and technology policy. Assisted in the Technology and Information Policy Program through the use of various mainframe and microcomputer softwares. Also responsible for training individuals in the use of these softwares.

Graduate Assistant (1984-1987), Walter Meyer and Kamal Jabbour, Institute for Energy Research, School of Engineering, Syracuse University. Member of group that built an automated load forecasting assistant. Personally responsible for conducting a literature survey of the state-of-the-art in electric load forecasting techniques and research; modeling electric load demand; assigning weights for pattern matching algorithm; and designing interface between the forecasting assistant and the corporate user.

Graduate Assistant (1984), David Rosenbloom, Maxwell School, Syracuse University. Assisted in the editing of an introductory text on Public Administration; helped prepare a paper on medical health records by contributing a section on confidentiality and access to medical health records; prepared case materials for "Public Administration and Democracy."

Consultant (1986-1987), Niagara Mohawk Power Corporation, Syracuse, N.Y. Consulted on the creation of a marketing database for the purpose of identifying manufacturers that can utilize new process and production technologies in the Niagara Mohawk Service Area.

Consultant, New York State Public Service Training Program in Management Information Systems. Lectured at New York University on "Theories of Structured and Unstructured Decision-Making." (November 11, 1986).

## Professional Service

### A. Panel Chair:

- 1998 APPAM, "The Year 2000 Computers Problem: Improving Implementation Through Sharing Information"
- 1991 APPAM (Bethesda, Maryland), "Telecommunications Policy."
- 1990 ORSA/TIMS (Philadelphia), "Public Management Information Systems."
- 1989 ASPA Conference (Los Angeles), "Knowledge Utilization."
- 1988 Region 8 ASPA conference panel coordinator. Responsible for organizing three panels relating to telecommunications and MIS for meeting held in Toledo, October, 1988. The panels included: 1) "The Role of Computers and Communications in the Strategic Use of Information"; 2) "Geographic Information Systems: State and Local Experiments"; 3) "Computers and Communications: The Social Issues."

### B. Reviewer

- American Political Science Review
- Decision Sciences
- Journal of Economics and Business
- Journal of Public Administration Research and Theory
- Journal of Public Affaris Education
- MIS Quarterly
- Operations Research
- Public Administration Review
- 1990 Midwest Decision Sciences Institute Meeting

### C. Symposium Editor

"Japanese and American Approaches to Building a National Information Infrastructure: A Comparative Approach", Telematics and Informatics (1994) (with Toshiyuki Sueyoshi).

"Is the Production of Good Research Good Enough?: The Problem of Knowledge Utilization" for the Journal of Management Science and Policy Analysis (Spring, 1991).

### D. Conference Chair

Program Co-Chair (with Varghese Jacob), The 20th Annual Conference of the International Business School Computer Users Group, Ohio State University, July, 1992.



#### E. Conference Organizer

Minitrack Coordinator on Privacy, Transparency, and Trustworthy E-Government Systems panels for the 2009 “Hawaii International Conference on System Sciences (HICSS-42), January 5-8, 2009.

Conference Organizer, Center for the Advanced Study in Telecommunications, “The Changing Telecommunications Environment: Implications for Small and Medium Businesses and Public Organizations”, April 25, 1997.

#### F. Special Service

NASPAA Site Visitor with the Askew School of Public Administration and Policy, Florida State University, Tallahassee, Florida, February 22-24, 2005.

NASPAA Site Visitor with the Truman School of Public Affairs, University of Missouri, Columbia, February 16-19, 2005.

Chair, 1991 Best Dissertation Award Committee, Academy of Management, Public Sector Division.

Committee Member, 1990 Best Dissertation Award Committee, Academy of Management, Public Sector Division.

Invited panel participant at the Annual Meeting of the National Association for Schools of Public Policy and Administration (NASPAA)(October, 1987) to present paper on “Management Information Systems and Communications in the Public Sector: Research and Teaching Issues.”

#### G. Editorial Board Membership

American Review of Public Administration  
I/S: Journal of Law and Information Systems  
Journal of Public Affairs Education

#### H. International Programs

Member of delegation from the College of Business (with Toshiyuki Sueyoshi and Cash Kowalski) to present papers and explore / establish exchange programs between the Ohio State University and the Tokyo Institute of Technology, Aoyama Gakuin University, Osaka International University, the Kansai Productivity Center and Osaka Gas.

## **Professional Organizations**

American Society for Public Administration

Central Ohio Chapter of the Association for Computing Machinery

## **Curriculum Vitae**

Jos C.N. Raadschelders

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The Ohio State University  
Columbus, Ohio 43210-1336  
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## **EDUCATION**

**University of Leiden**  
Leiden, the Netherlands  
Ph.D: Social Sciences  
May 16, 1990

**University of Leiden**  
Leiden, the Netherlands  
M.A.: History  
(minors: Public Administration and International Relations)  
December 10, 1982

**Teacher's College Southwest Netherlands**  
Delft, the Netherlands  
B.A.: History, History of Art, Textiles  
December 19, 1979

## Professional Experience

Professor, 2011- present  
Associate Dean for Faculty Development, April 2015 - present  
(Associate Director, July 2014 – April 2015)  
John Glenn College of Public Affairs  
The Ohio State University

Professor, 2011- present  
(0.0. FTE basis)  
Institute of Public Administration  
University of Leiden, the Netherlands

Fellow, National Academy of Public Administration, 2014 – present

Adjunct Professor, College of Liberal Studies  
University of Oklahoma, 2008 – 2015

Managing Editor *Public Administration Review*  
January 2006 - December 2011

Henry Bellmon Chair of Public Service, August 2000 - 2011  
Professor 2001- 2011  
Associate (non-tenured) Professor August 1998 - 2001  
Department of Political Science  
University of Oklahoma

Associate Professor 1992 - 1998  
Assistant Professor 1986 - 1992  
Department of Public Administration  
Leiden University

Assistant Professor  
(non-tenured), September 1984 - September 1986  
Department of Public Administration  
Leiden University

Contract Researcher May 1983 - September 1984  
Public Administration section in Department of Political Science  
Leiden University

## **Administrative, Curricular and Professional Service**

### *Administrative Service*

- Member, Budget and Strategic Planning committee, Glenn College (spring 2017).
- Chair, ad hoc committee updating APT document Glenn College re. diversity and promotion to professor (spring 2017).
- Member OSU Fullbright Review Panel (Belgium, France) (fall 2016).
- Member ad hoc committee Faculty Recruitment Policy and Search, FRN (fall 2016- spring 2017).
- College Research Officer, OSU (since 2014).
- Member, Faculty Resource Network (FRN) committee, OSU (since 2014).
- Member, NASPAA best dissertation award committee, 2016-2018.
- Chair, technology committee, to advise on online education for the Glenn College (fall 2015).
- Coordinator of developing online lesson-plan on American government, Safelite Autoglass managers (fall 2015-2017).
- Coordinator for Glenn College, iCivics-Ohio, online lesson-plan development (2014-2017).
- Faculty of record for development of programs for targeted audiences (e.g. Ohio Public Safety and Leadership Academy, for police officers in leadership roles; management and leadership certificates) (since 2012).
- Member, committee to implement ad hoc budget committee recommendations (OSU, fall 2014-2016).
- Chair, ad hoc technology committee, Glenn School, to advise on use of technology in classroom (fall 2014).
- Chair, ad hoc committee to revise the Glenn School's APT document (2014-15).
- Co-chair (with Deborah Larsen) of the ad hoc committee conducting the review of OSU's budget model (October 2013 – March 2014).
- Member, OSU Fiscal Committee, 2013-2016; and member of the Central Distribution Subcommittee, 2013-2016 (subcmte. of the fiscal cmte.).
- Member, OSU University Senate, 2013-2016; and member of the Faculty Council 2013-2016.
- Member (since 2013) and chair (2015) of doctoral exam committee, John Glenn College of Public Affairs.
- Director of MA/MPA Programs, Graduate Studies Chair, OSU, John Glenn School of Public Affairs 2012 - 2014.
- Interim Associate Director for Academic Affairs and Research, OSU, John Glenn School of Public Affairs 2011-2012.
- Member, Faculty Compensation and Benefits Committee, OSU Senate subcommittee, 2012 - 2013.
- Chair, Curriculum Committee, John Glenn School of Public Affairs, OSU, 2011- 2014.
- Member, Tenure and Promotions Committee of the College of Arts and Sciences, OU, 2010-2011.
- Member, Faculty Senate Committee on Faculty Compensation, OU 2010-11.
- Graduate Council representative in the Campus Departmental Review Panel, OU 2009-2010.
- Member of the OU Athletics Appeal Committee 2009-2010.
- Member of the OU Graduate Council 2009-2010.
- Member of Course and Curriculum Committee, College of Arts and Sciences, OU, 2008-2010.
- Member of the OU Faculty Senate, representative of the College of Arts and Sciences, Fall 2003-Spring

2004, 2004-2007 term.

- Member of the Academic Program Council, OU, 2004-2007.
- Member of the Faculty Appeals Board, OU, 2004-2008, chair 2007-2008.
- Member of Campus Tenure Committee, OU, 2004-2007, chair 2006-2007.
- Member of OU Continuing Education Council, OU, 2003-2006, chair 2004-2005 and March-May 2006.
- Member Executive Committee Advanced Programs, OU College of Continuing Education (Spring - Fall 2006).
- Member of Committee A, Department of Political Science, OU, 2002-2003.
- Member of Library Committee, OU Tulsa Campus, Fall 2004.
- Member of OU University Research Council, 2001-2004.
- Member of OU Academic Regulations Committee, 2000-2004.
- Member, Graduate Studies Committee, Department of Political Science, OU, 1998-2011.
- Member of McNiven Award Committee, OU, Department of Political Science, 1999-2011.
- Member of PA-Committee, OU, 1998-2011, chair and field coordinator, 2001-2011.
- Member of the Daily Board (i.e. Committee A) of the Department of Public Administration, portfolio of research, University of Leiden (1997-1998).
- Director, International Programs (Public Administration) University of Leiden (1992-1998) (involved organization of fall-term exchange program of 10-12 courses for 40-60 students from USA, Eastern and Western Europe and South-Africa (also involved chairing International Committee with coordinators of exchange networks of Leiden PA with Indiana University, the International Student Exchange Program (ISEP) in the USA, the Erasmus-network in the EU, the European Masters of Public Administration network, and the Tempus-network with Eastern Europe).
- Coordinator, International Programs (Public Administration) University of Leiden (1989-1992) (involved organization of fall-term exchange program of 10 to 12 courses for 40-60 students per fall-term from USA and EU).
- Member University Council, Leiden University (1989, 1991-1993).
- Member, Personnel Committee, University Council (1991-1993).
- Resident Director, Indiana University, SPEA Exchange Program (August to October 1988, January 1989).
- Member, Committee on Teaching and Research of the University Council (1989).
- Member, Planning and Budgeting Committee, Faculty of Social Sciences (1987-1991).
- Secretariate of the Advisory Board of Public Administration (1987-1988).
- International Exchange Committee, Department of Public Administration, University of Leiden (1988-1998).

#### *Extra-Curricular Activities*

- Served as OU mentor for a group of incoming freshmen; organized group and individual meetings (Fall 2009).
- (together with Mitchell Smith) Organization of a graduate seminar (Ph.D., MPA) on various topics relevant to the academic and professional development of doctoral and masters students (2002-2011).
- Organization of summer school with Edward C. Page for the Netherlands Institute of Government, Rotterdam, June 25-27, 1997.
- Organization of summer school with V. en E. Ostrom and Gary Wamsley, for the Netherlands Institute

of Government, Leiden, June 6-9, 1995.

- Organizer, excursion to Hungary (visits to University of Budapest and Hungarian Parliament, lectures on Hungarian government) for the Leiden International Exchange Program, (October 21-28, 1989).

#### *Conference Organization*

- Evaluator of 51 paper proposals for the Founders Forum, ASPA annual conference, Las Vegas, March 2-6, 2012.

- Organizer doctoral summit (professional development seminar for Ph.D. students), ASPA annual conference, Las Vegas, March 4, 2012; New Orleans, March 17, 2013; Washington, D.C., March 16, 2014; Chicago, March 8, 2015; Seattle, March 18, 2016; Atlanta, March 17, 2017).

- Organizer of conference on Civil Service Systems in Comparative Perspective, at Virginia Polytech, Blacksburg, VA, September 29 - October 2, 2005.

- Panel-organizer ASPA 2004 on different intellectual perspectives upon government (published as symposium in *Administrative Theory & Praxis* (December 2005).

- Member program committee for national conference ASPA, Phoenix, 2002 and 2003; + organization of four panel sessions on public sector ethics.

- (together with Donald Klingner, Zhyong Lan) Organization of four panels under the umbrella of the Section of International and Comparative Administration, ASPA, Orlando, April 1-4, 2000

- Session-organizer annual conference of European Group of Public Administration, Rotterdam, September 6-9, 1995.

- Session-organizer 3rd Annual Congress of the International Association for the Study of Common Property, Washington, D.C., 16-20 September 1992.

- Co-organizer 'Civil Service Systems in Comparative Perspective', International Congress, October 17-19, 1991, Universities of Leiden and Rotterdam; co-organizer 'Civil Service Systems in Comparative Perspective', International conference at the School for Public and Environmental Affairs, IU-Bloomington, April 5-8, 1997.

- Member of Steering Committee Civil Service Systems in Comparative Perspective, international research project coordinated by James L. Perry (SPEA, Indiana University) and Theo A.J. Toonen (Leiden University) (1991-1998). Coordinator for Leiden input in the project (since 1995).

- Organizer of Working Group 'Administrative Reform in Historical Perspective', for the annual conference of EGPA, Rotterdam September 6-9, 1995.

- Seminar organizer 'Philosophy and Methodology of Public Administration', Leiden (October 1988) University of Leiden.

#### *Editorial, Review, and Accreditation Experience*

- Book Series Editor:

Foundations of Government and Public Administration, Palgrave Pivot Series, Palgrave Macmillan (2017-....) (with co-editor Mark Rutgers)

- Editorial boards:

*Administration & Society* (since 2011)

*Administrative Theory & Praxis* (2000-present)

*American Review of Public Administration* (since 2012)  
*Armed Forces & Society* (since 2011)  
*Icelandic Review of Politics and Administration* (since 2012)  
*International Journal of Public Administration* (since 2015)  
*International Journal of Public Service, Economics, and Management* (since 2007)  
*International Public Management Journal* (2003-2006)  
*Journal of Public Affairs Education* (1998-2001)  
*Public Administration: An International Quarterly* (since 2013)  
*Public Organization Review* (since 2015)  
*Storia Amministrazione Costituzione* (Yearbook of Administrative and Constitutional History) (since 2013)  
*The Innovation Journal. The Public Sector Innovation Journal* (since 2014)  
*Yearbook of European Administrative History* (1999-2008)  
 - member editorial board for the *Geschiedenis van Holland*. Hilversum: Verloren, (3 volumes on history of the province of Holland, published 2001-2003)

- External reviewer for:

*Acta Politica* (2015)  
*Administration & Society* (1993, 1998, 1999, 2000, 2002, 2003, 2004, 2008, 2009, 2010 2x, 2012 4x, 2013 4x, 2014 5x, 2015 2x, 2016, 2017)  
*Administrative Theory & Praxis* (2000 5x, 2001 8x, 2002, 2003 2x, 2004 2x, 2005, 2006, 2009 2x, 2010, 2011, 2013 7x, 2014, 2016, 2017 3x)  
*American Political Science Review* (2007)  
*The American Review of Public Administration* (2000, 2003, 2005, 2007, 2008, 2009 2x, 2010 2x, 2011, 2012 4x, 2013 2x, 2014 3x, 2015 3x, 2016 9x, 2017 4x)  
*Armed Forces & Society* (2007, 2008, 2009, 2010, 2011 2x, 2012 4x, 2014 2x, 2015, 2016 2x, 2017)  
*Canadian Journal of Political Science* (2004)  
*Comparative Technology Transfer & Society* (2003)  
*Governance* (2002, 2004, 2005, 2011, 2012)  
*Humanities* (2013)  
*International Journal of Public Administration* (2015, 2017)  
*International Public Management Journal* (2004, 2014)  
*International Review of Administrative Sciences* (1998, 2000, 2002, 2003, 2004 2x, 2005 2x, 2007, 2014, 2017)  
*Jahrbuch für Europäische Verwaltungsgeschichte* (2003, 2004 3x, 2007 2x, 2008 2x)  
*Journal of Policy Analysis and Management* (2013)  
*Journal of Public Administration Research and Theory* (2012, 2013, 2014 3x, 2015, 2016 2x, 2017)  
*Journal of Public Affairs Education* (1998, 1999, 2000, 2003, 2004)  
*Policy & Internet* (2013)  
*Political Studies* (1993)  
*Policy Studies Journal* (2015)  
*Public Administration. An International Quarterly* (2002, 2003 2x, 2005 6x, 2009 3x, 2010 3x, 2011 2x, 2013 2x, 2014, 2015 3x, 2016, 2017)



*Public Administration Review* (2002, 2005 3x, 2012 2x, 2015, 2016, 2017 2x)

*Public Integrity* (1999, 2008)

*Public Management Review* (2009)

*Public Organization Review* (2000, 2013 2x)

*Public Performance & Management Review* (2013, 2015 2x, 2016 2x)

*Public Policy and Administration* (2010)

*Public Voices* (2000 4x)

*Review of Public Personnel Administration* (2014, 2015, 2016, 2017)

*State and Local Government Review* (2013, 2014)

*The Innovation Journal. The Public Sector Innovation Journal* (2014, 2015 2x, 2016 2x, 2017)

*Water* (2013)

- reviewer for Dutch journals such as *Bestuurswetenschappen* (Journal of Public Administration: 1991-1998), *Beleidswetenschappen* (Policy Sciences, 1989-1998), and *Tijdschrift voor Geschiedenis* (Journal of History, 1994).

- Reviewer of book proposals for Prentice Hall Publishers (1999), Sage Publications (2000), IOS Press (2002), SAGE Publications (2003), Palgrave Macmillan (2010, 2016, 2017), Leiden University Press (2012), Westview Press (2015), Routledge (2016), Melvin & Leigh (2016), Rowman & Littlefield (2016), and Cambridge University Press (2016, for a book proposal series).

- Reviewer of draft chapter 19 (Policy and Administration) in Donald C. Menzel, Harvey L. White (eds.), *The State of Public Administration: Issues, Challenges, and Opportunities*, M.E. Sharpe (2010).

- Member site visit team (EAPAA Accreditation): Master of Public Management Program, School of Management and Governance, University of Twente, the Netherlands, June 12-14, 2013.

- Member Site Visit Team (NASPAA accreditation): MPA, MPP and Key Executive programs at American University, March 1-4, 2016.

- Co-editor, 'Bestuurswetenschappelijke Kroniek' (i.e. Administrative Science Chronicle, together with professor Theo A.J. Toonen) in *Bestuurswetenschappen* (i.e. Dutch Journal of Public Administration), (1991-1998); co-editor of the *Compendium Politiek, Samenleving en Bestuur in Nederland* (= Compendium of Politics, Administration and Society: in Dutch) (April 1997 - June 1998);

- Symposium co-editor (together with Mark R. Rutgers) *Administrative Theory & Praxis* (December 2000); symposium editor ATP (December 2005).

#### *Professional Service (e.g., ASPA, NASPAA, NAPA)*

- NAPA five member panel (February – July 2017): on project “Strengthening Federal Human Capital: Innovative Means for Managing Civil Servants and Contractors” for client Samuel Freeman Charitable Trust, to conduct a six-month study that produced a white paper with innovative solutions on human capital issues. Panel members: Donald Kettl (chair), Doris Hausser, Jozef Raadschelders, Ronald Sanders and Stan Soloway. Report July 18, 2017: NAPA (2017). *No Time to Wait: Building a Public Service for the 21<sup>st</sup> Century*. Washington, D.C.: National Academy of Public Administration.

- Judge, “Learning Showcase” Franklin University, at Columbus Metropolitan Library (October 7, 2016).

- Member, NASPAA Dissertation Award Committee, 2016-2018.

- Member, Ohio Civility Consortium (since fall 2015).

- Member, three person committee to select best article in the *American Review of Public Administration* 2011 (member in 2012) and ARPA 2012 (chair in 2013).

- Fellow of the Inter-University Seminar on Armed Forces and Society (since 2011).
- Managing Editor of the *Public Administration Review*, 2006-2011.
- *SICA Election Supervisor*, 2004, upon request of then ASPA President Cheryl Broom.
- Chairman of the Section for International and Comparative Administration (SICA) of the American Society for Public Administration, 1999-2000.
- Member, European Masters of Public Administration Committee (Catholic University of Leuven, London School of Economics, Erasmus University Rotterdam, University of Leiden, Hochschule für Verwaltungswissenschaft Speyer, Nuffield College Oxford) (1991-1996).
- Secretariate of the International Contact Group of the Dutch Association of Public Administration (1988-1994).
- Organizer of OU's annual Henry Bellmon Lecture of Public Policy (2000-2010).

*External Reviewer of Tenure and/or Promotion Dossiers*

External reviewer since 2006 for more than 30 dossiers of candidates at universities in various countries for promotion to associate professor with tenure, and full professor.

*External Reviewer Research Proposals*

Reviewer of several research project proposals in European countries.

*Other Service*

- Organized a petition in 2004 to see that the U.S.A. again would become a member of the IIAS. The director of the Bureau of International Affairs, Department of State, back then indicated to have no interest. Again submitted in 2009 with an expanded list of signatories, including several high-level political appointees and public servants. This effort continued in 2013, seeking support from the two Ohio U.S. Senators Rob Portman and Sherrod Brown.
- Member US Student National Screening Committee, Fulbright-Hays Program. Involves reading and rating of 75-85 applications for study in Belgium/the Netherlands, followed by meeting at 809 United Nations Plaza in New York: December 3, 2009, 9 a.m. – 5 p.m.; November 22, 2010; November 22, 2013.
- Judge in the 'We the People' competition in Congressional District 4, at University of Oklahoma Memorial Union, December 8, 2009, 9 - 11.30 a.m. Also helping to prepare one group for the statewide competition on January 23, 2010, Norman High, (one hour from 10.05-11.05 a.m. on Jan. 5, 7, 8, 12, 14 (from 9.05 – 11.05), 19, and 21, 2010). Judge in the 'We the People' competition in Congressional District 4, at University of Oklahoma Memorial Union, December 15, 2010, 9 - 11.30 a.m.

## Publications

### Books and Monographs

(in progress)

*What is Government? Human Instinct, Tribal Community, and Global Society.*

(with Aimee L. Franklin). *Introduction to Public Administration* (undergraduate textbook).

(with Michael Buenger) *The Commodified Mind: The Privatization of America's Civic and Public Life.*

(published)

(2017). (with Richard J. Stillman) (eds.). *Foundations of Public Administration.* Irvine, CA: Melvin & Leigh, Publishers (380 pp.).

(2015). (with Eran Vigoda-Gadot). *Global Dimensions of Public Administration and Governance: Comparative Perspectives.* San Francisco: Jossey Bass/Wiley (552 pp.).

(2015, 2<sup>nd</sup> edition). (with Theo A.J. Toonen, Frits M. Van der Meer) (eds.). *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives.* Houndsmills: Palgrave MacMillan (385 pp.).

(2014). (with Eberhard Bohne, John Graham) (eds.). *Public Administration and the Modern State: Assessing Trends and Impact.* Houndsmills: Palgrave Macmillan (312 pp.). (to be translated in Arabic)

(2014, 3<sup>rd</sup> edition). (with Brian C. Fry). *Mastering Public Administration. From Max Weber to Dwight Waldo.* Los Angeles: Sage/CQ Press (488 pp.). (published in Turkish, 2017, by publishing house Ani Yayıncılık).

(2012). *An a-disciplinary public administration for a diverse society: historical, ontological, epistemological and axiological reflections.* Leiden: University of Leiden (39 pp.) (inaugural lecture) (in Dutch, 43 pages).

(2011). *Public Administration: The Interdisciplinary Study of Government.* Oxford: Oxford University Press (288 pp.) (paperback, May 2013).

(2008, 2<sup>nd</sup> edition). (with Brian C. Fry). *Mastering Public Administration. From Max Weber to Dwight Waldo.* Washington, D.C.: CQ Press (386 pp.).

(2007) (with Theo A.J. Toonen, Frits M. Van der Meer) (eds.). *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives.* Houndsmills: Palgrave/McMillan (319 pp.).

- (2005) (ed.) *The Institutional Arrangements for Water Management in the 19<sup>th</sup> and 20<sup>th</sup> Centuries*. Cahier d'Histoire de l'Administration no.8, IIAS. Amsterdam: IOS Press (237 pp.).
- (2003) *Government: A Public Administration Perspective*. Armonk, NY: M.E. Sharpe. (442 pp.), (Reprinted 2004; Shubhi Publications, India; Gurgaon, Spring Books). (issued again by New York, NY: Routledge, March 2015).
- (2002) (ed.). *Church and State in European Administrative History*. Vol.14 of the European Yearbook of Administrative History. Baden-Baden: Nomos Verlagsgesellschaft) (387 pp.).
- (1998) *Handbook of Administrative History*. New Brunswick, NJ: Transaction Books (372 pp.) (2000, paperback).
- (1998) (with Frits M. van der Meer) (eds.). *L'entourage administratif du pouvoir exécutif*. Cahier d'Histoire de l'Administration no.5. Brussels: Ets. Bruylant (300 pp.).
- (1996) *Tussen Markt en Overheid. Een Bestuursgeschiedenis van de Centrale Vereniging voor Ambulante Handel 1921-1996*, (i.e. Between Market and Government. An Administrative History of the National Association for Itinerant Trade). Apeldoorn: NUJ (192 pp.).
- (1993) (with Theo A.J. Toonen) (eds.). *Waterschappen in Nederland. Een bestuurskundige verkenning van de institutionele ontwikkeling* (i.e. Waterboards in the Netherlands. An Administrative Science Exploration of the Institutional Development). Hilversum: Verloren (198 pp.).
- (1992) *De Vierde Macht. Ambtenaren in Nederland* (i.e. The Fourth Power: The Civil Service in the Netherlands). Leiden: Stichting Burgerschapskunde/Nederlands Centrum voor Politieke Vorming (60 pp.).
- (1992) *Lokale bestuursgeschiedenis* (Local Government History). Series on Local and Regional History. Zutphen: Walburg Pers (70 pp.).
- (1992) (with Theo A.J. Toonen & Frank Hendriks). *Meso-bestuur in Europees perspectief. De (randstad)provincies uit de pas?* (i.e. Meso-government in European Perspective. The "Randstad" Provinces out of touch?). Leiden: University of Leiden (208 pp.).
- (1990) *Plaatselijke bestuurlijke ontwikkelingen. Een historisch-bestuurskundig onderzoek in vier Noord-Hollandse gemeenten* (i.e. Local Government Administrative Development 1600-1980: An Administrative History of Four North Holland Municipalities). 's-Gravenhage: VNG Publishers (340 pp.).

## Articles and Chapters

(manuscripts in progress/under review)

- (with Jennica Larrison, Aditi Thapar) International Migration as Public Administration Challenge.
- (with Jennica Larrison, Aditi Thapar) Refugee Migration as Wicked Problem.
- (2018). The Iron Cage in the Information Age: Bureaucracy as Tangible Manifestation of a Deep Societal Phenomenon. In Edith Hanke, Lawrence Scaff, Sam Whimster, *The Oxford Handbook of Max Weber*. Oxford: Oxford University Press.
- (with Gerrit S. Dijkstra) The High Representative in Bosnia-Herzegovina: The Unusual Institutional Arrangement of a Controlled “Democracy.”
- (with Jongsoo Park and Shahidul Hassan) Organizational Behavior in Law Enforcement Agencies: the Superior – subordinate Interface (submitted to *Public Administration Review*).
- (2018). (with Tony Verheijen) Globalization, internationalization and the civil service career. In Diane Stone, Kim Moloney (eds.). *Oxford Handbook on Global Policy and Transnational Administration*. Oxford: Oxford University Press.

(forthcoming)

- (with Frits M. Van der Meer) Food Regulation and Administration in the Netherlands, 19<sup>th</sup> and 20<sup>th</sup> Centuries. (IIAS working group).
- (with Frits M. Van der Meer). Motives and Initiators of Administrative Reform in the Netherlands, 19<sup>th</sup>-20<sup>th</sup> c. In Jeppo Tiihonen (ed.), *Drivers of government reforms: Role of Central Budget Agencies and other main government actors*. Brussels: IOS Press/IIAS.

(published)

43. (2017). (with Travis Whetsell) Conceptualizing the Landscape of Complex Public Problem Solving. *International Journal of Public Administration* (online first).
42. (2017). The United States of America as *Rechtsstaat*: State and Administrative Law as key to Understanding the Administrative State. *Public Administration Review*, 77(3), 458-465.
41. (2017). Administrative History as a Core Element in the Study of Public Administration. In Jos C.N. Raadschelders, Richard J. Stillman (eds.). *Foundations of Public Administration*. Irvine, CA: Melvin & Leigh, Publishers, 40-56.
40. (2017). (with Richard J. Stillman), Foundations for the Future of Research in the Study of Public Administration. In *ibid.* (eds.). *Foundations of Public Administration*. Irvine, CA: Melvin & Leigh, Publishers, 1-17.
39. (2016) Una Administración Pública Adisciplinaria para una Sociedad Diversa: Una Reflexión Histórica, Ontológica, Epistemológica y Axiológica. *Revista de Gestión Pública*, 5(1), 5-64. (translation of Leiden inaugural, 2012).
38. (2016). Can We Satisfactorily gauge the Socio-political Trends of our Own Age? Mark Bevir’s Views on Governance and Changing Democracy. *Asian Journal of Political Science*, 24(2), 1-11.
37. (2016). Overheid (i.e.: government). In Adriaan in ‘t Groen, Charlotte de Roon, Pieter Slaman (eds.), *Leids-*

- Haags Allegorieën Lexicon*. Delft: Eburon, 245-252.
36. (2015) Changing European Ideas about the Public Servant: A Theoretical and Methodological Framework for Why and How to Study This. In Fritz Sager, Patrick Overeem (eds.), *The European Public Servant: A Shared Administrative Identity?* Colchester: ECPR Press, 15-34.
  35. (2015) (with Theo A.J. Toonen, Frits M. Van der Meer). Civil Servants in the Enabling State of the 21st Century. In *ibid.* (eds.), *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives*. Houndmills: Palgrave MacMillan, 354-370.
  34. (2015) (with Theo A.J. Toonen, Frits M. Van der Meer). Civil Service Systems and the Challenges of the 21st Century. In *ibid.* (eds.), *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives*. Houndmills: Palgrave MacMillan, 1-14.
  33. (2015) (with Marie-Louise Bemelmans-Videc) Political System Reform. Can Administrative Reform Succeed Without? In Jos C.N. Raadschelders, Theo A. J. Toonen, Frits M. Van der Meer (eds.). *The Civil Service in the 21<sup>st</sup> Century: Comparative Perspectives*. Houndsmills: Palgrave/McMillan (2<sup>nd</sup> edition), 334-353.
  32. (2014). Administrative History of the United States: Development and State of the Art. In B. Guy Peters, Jon Pierre (eds.). *Public Administration*. Los Angeles: Sage Publications, vol. 1, 95-120.
  31. (2014) (with Frits van der Meer). Dutch Central Government Elites from 1980 to 2012: Changing Characteristics and Interactions with Political Officeholders. *Revue Française d'Administration Publique*, 151/152 (3-4), 763-782.
  30. (2014) (with Frits M. Van der Meer). The Social Profile of Administrative Elites in the Netherlands, 1980-2010. *International Review of Administrative Sciences*, 80(4), 726-745.
  29. (2014) (with Eberhard Bohne, John Graham). Introduction: Public Administration and the Modern State: Assessing Trends and Impact. In *ibid.* (eds.) *Public Administration and the Modern State: Assessing Trends and Impact*. Houndsmills: Palgrave Macmillan, pp. 1-14.
  28. (2014) (with Eberhard Bohne, John Graham). Concluding Observations: The State is Here to Stay: We Cannot Live With It, We Cannot Live Without It. In *ibid.* (eds.). *Public Administration and the Modern State: Assessing Trends and Impact*. Houndsmills: Palgrave Macmillan, pp.257-264.
  27. (2014) Bureaucracy and its "Objectives"? A Response to Alexandru Roman. *Administration & Society*, 46(7), 853-860.
  26. (2013) Convergence of Academic Disciplines: Necessities and Possibilities. In Yong-duck Jung (ed.), *Convergence Research: Theory and Practice*. Paju, Korea: Bobmunsa, 21-37 (in Korean).
  25. (2012) What Are "Great Books" in the Study of Public Administration? Some Polemic Thoughts About the Surveys of Sherwood and Kasdan. *Administration & Society*, 44(7), 894-904.
  24. (2012) Section Four: Administrative History. Introduction. In B. Guy Peters, Jon Pierre (eds.), *The Sage Handbook of Public Administration*. Los Angeles: Sage, 207-213.
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  22. (2011) Between "Thick Description" and Large-N Studies: The Fragmentation of Comparative Research. *Public Administration Review*, 76(6), 831-834.
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### **Book Reviews, Newspaper Articles, Editorials, and Forewords**

- 8. (2016) Book review of Margaret Stout, Jeannine M. Love. *Integrative Process. Follettian Thinking from Ontology to Administration*. Anoka, MI: Process Century Press, 337 pp. In *Journal of Public Administration Research and Theory*, 26(2) 398-401.
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- 5. (2013). Book review of Donahue, John D., Richard J. Zeckhauser (2011). *Collaborative Governance. Private Roles for Public Goals in Turbulent Times*. Princeton/Oxford: Princeton University Press. *Perspectives in Politics*, 11(2), 640-642.
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3. (2012). Book review of Alasdair Roberts (2012). *America's First Great Depression. Economic Crisis and Political Disorder after the Panic of 1837*, 2012, Ithaca/London: Cornell University Press. *American Review of Public Administration*, 42(5), 629-630.
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5. (2009) (editorial with Richard Stillman). Welcome Aboard and Farewell with Thanks. *Public Administration Review*, 69(1), 5.
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8. (2007) (editorial with Richard Stillman). Welcome Aboard. *Public Administration Review*, 67(1), 4.

7. (2006) Managing PAR: Division of Labor, Norman and Denver. In *PA-Times*, September, pp. 17 and 20.
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1. (2002) Review of Christoph Knill. *The Europeanisation of National Administrations: Patterns of Institutional Change and Persistence*. Cambridge: Cambridge University Press. *Governance. An International Journal of Policy and Administration*, 15(3), 417-419.
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  4. (1994) Review of *Beleid en bestuur in de oude Nederlanden. Liber Amicorum prof.dr. M. Baelde* (= Policy and administration in the early Netherlands) (Gent: University of Gent, 1993). *Tijdschrift voor Geschiedenis* (= Journal of History), 107(2), 288-289.
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  - . (1992). Passies overheersen in debat over dijkverzwaring (= Passions Dominate the Debate on Dike-

- Strengthening). *De Volkskrant* (a national Dutch newspaper), August 13.
- . (1991) Review of J.W.P.P. van den Noort, 'Pion of Pionier. Rotterdam - gemeentelijke bedrijvigheid in de negentiende eeuw' (Uitg. Stichting PK: Rotterdam 1990) (= Pawn or Pionier: Rotterdam - Municipal Activity in the Nineteenth Century). *Beleidswetenschap* (= Policy Sciences), 5(2), 186-187.
  - . (1990) (with Monique H.M. Alink). Review of A.B. Ringeling, A. Sorber (eds.) 'Macht en onmacht van bestuurlijke evaluaties' (= Power and Non-power of Administrative Evaluations). Conference proceedings of the Dutch Society of Public Administration 1987. *Beleidswetenschap* (= Policy Sciences), 4(1), 75-77.
  - . (1990, October 6, 8, 9, 10, 11, 12 and 13) Overheidszorg in de Zaanstreek (= Government Care in the Zaan Region). In *De Typhoon* (regional newspaper).
  - . (1989) Review of A.Th. Derksen, 'Democratie op het niveau van nationale samenlevingen. Verklaringen en resultaten van empirisch onderzoek' (= Democracy at the Level of Nation-State Societies: Explanations and Results of Empirical Research). *Beleidswetenschap* (= Policy Sciences), 3(2), 180-182.

### **Contract Research, Reports, and/or Teaching/External Advising**

3. NAPA (2017). *No Time to Wait: Building a Public Service for the 21<sup>st</sup> Century*. Washington, D.C.: National Academy of Public Administration, 42 pages.
  2. Office of State Finance, State of Oklahoma. Advise regarding span of control and possible reorganization of management and supervisory levels. One report (with Franklin), 3 pages (January 6, 1999).
  1. Indonesian government and the Ministry of Home Affairs in the Netherlands. Development and teaching of a three-week program for higher civil servants on decentralization and local government (including syllabus development), in cooperation with the International Institute of Asian Studies at the University of Leiden (taught five times in 1997-1998) (together with Toonen).
  0. University of Lund, Sweden. Development and teaching of a two-week program for higher civil servants on International and Comparative Administration as part of a curriculum offered by the Departments of Political Science, Business Administration, and Economics (Fall 1997, Fall 1998) (together with Theo A.J. Toonen).
- . *Public Administration in the Netherlands*. University of Leiden, Department of Public Administration. Prepared for the Steering Committee of the Sub-Project on Public Administration under the SOCRATES Thematic Network on Political Science and Public Administration (April 1998) 51 pages.
  - . Swedish Center of Organizational Research, Stockholm. Development and teaching of a four-week program for higher civil servants in cooperation with the European Institute of Public Administration in Maastricht, on European Integration (Spring 1998) (together with Toonen).
  - . An administrative history of the National Union for Itinerant Trade (fl. 20.000,-, contract for a study resulting in a book, 1993-1996)
  - . Province of South-Holland, 10-11 December 1992: advice regarding their repositioning in relation to the Ministry of Home Affairs and the 'Overleg Orgaan Rijnmond' (one report).
  - . Region Holland-Utrecht (March-November 1992, fl. 140.000,-), report on the future of the province in Dutch Home government in relation to the European dimension (book with Frank Hendriks and Theo A.J. Toonen).
  - . Municipality of Berghem (Noord-Brabant), (August-November 1991, fl. 8.500,-): advice regarding the amalgamation of Berghem as well as a citizen survey, 1991.\* (one report): Jos C.N. Raadschelders, Theo A.J. Toonen, *Lokale democratie onder-druk(t). Berghem in de herindeling Brabant Noordoost?* (= Local Democracy Repressed: The Municipality of Berghem and the Amalgamation in Northeast Brabant) (Department of Public Administration, Leiden, 1992) 45 pages.

- . Department of Welfare of the Municipality of Leiden (10 April 1991): advice regarding the re-organization in the Municipality of Leiden and the future role of the Department of Welfare.
- . Statutory Trade Organization, 1990: research regarding the necessity of the "market articles" in the Municipal Act (led to an amendment of the Home Affairs Act by the Second Chamber)\* (two articles).
- . Contribution to the report on the administrative structure in the Breda region, 1990.

### **Conferences/Seminars/Lectures/Speeches**

\* = has led to publication

\*\* = forthcoming publication

- 68. (2017). Annual ASPA conference (March):  
 Presenter: Refugee Migration as Wicked Problem: From Palliative Response to Governing Policy. (paper for panel on Managing Migrations Worldwide) (March 18);  
 Discussant: New Frontiers in Public Administration Research: Explorations in Cognitive Science (March 20);  
 Organizer professional development seminar for Ph.D. and MPA students (March 17);
- 67. (2016). Comparative Public Administration in a Globalizing World: Theoretical, Conceptual and Methodological Challenges. Paper for international symposium on Comparative Public Administration and Policy, Renmin University of China, November 26-27. \*
- 66. (2016). Government in Society and the Study of Public Administration. Paper and brown bag presentation, School of Public Administration and Policy, Renmin University of China, November 25.
- 65. (2016). From Ruler's Instrument of Exploitation to Buttress of Democracy: Putting Max Weber's (and that of contemporaries) Concerns about Bureaucratization to Rest. Presentation, student association 'House of Wisdom', University of Leiden, at Leiden, June 9, 7 – 9 p.m.
- 64. (2016). Public Management Reforms in Developing Countries. Seminar at the Institute of Public Administration, University of Leiden in The Hague, June 9, 3 – 5 p.m.
- 63. (2016). Doctoral summit, professional training for Ph.D. students, ASPA annual conference Seattle, March 18.
- 62. (2015). Lecture at the University of Santiago, Chile, on "Administrative History", November 5.
- 61. (2015). Keynote lecture for the *Congreso Chilena de Administracion Pública*, Rancagua, Chile, November 4, "The Epistemological Status of the Study of Public Administration: Its Intellectual Identity as Scholarship and Science."
- 60. (2015) Lecture on civil service reform, ethics and training/education, for the National Civil Service Agency, Santiago, Chile, November 3, upon invitation of the Director of the NCSA, Dr. Rodrigo Egaña Barona.
- 59. (2015) ASPA annual conference Chicago:  
 Doctoral summit, professional training for Ph.D. students, March 8;  
 Presenter: Max Weber's Sigh: Does (Has) Democracy Suffer(ed) from the Inexorable March Forward of Bureaucracy?, March 7,  
 Presenter: Government in a Globalizing World: Public Administration Generalists dealing with Converging and Diverging Dynamics, March 8.
- 58. (2014) Moderator of panel "The Public Servant's Role and Impact in International Affairs." (panel members Major General Charles Tucker, Colonel Frank Titus, Commander Rudy Hightower). 2014 Glenn School Leadership Forum, October 17.
- 57. (2014) On the Future of Government. Brown bag presentation at the Institute of Public Administration, University of Leiden, May 28.

56. (2014) ASPA annual conference Washington, D.C.:  
 Doctoral summit, professional training for Ph.D. students, March 16;  
 Presenter: The A-disciplinary Context of Complex Public Problem Resolution: Consequences for Professionalism,  
 Inquiry, and Pedagogy, March 16.
55. (2013) Paper “Political (System) Reform: Can Administrative Reform Succeed Without?”, Presented at  
 conference on comparative civil service systems, Institute of Public Administration, University of Leiden, The  
 Hague, May 30-31.\*
54. (2013) Keynote speech at the annual conference of the Korean Social Science Research Council, Seoul, South  
 Korea, May 16, “Convergence of Disciplines for Global and Public Problem Solving: Necessities and  
 Possibilities.”\*
53. (2013) “Food Safety Regulation in the Netherlands, 19<sup>th</sup> and 20<sup>th</sup> Centuries,” paper for IIAS working group, The  
 Regulation of Food Safety in the 20<sup>th</sup> Century, University of Reims, France, May 3.\*\*
52. (2013) Doctoral summit, professional training for Ph.D. students, ASPA annual conference New Orleans, March  
 17.
51. (2012) “The Separation of Church and State: A Recent Phenomenon?,” Lecture at the annual conference of the  
 Institute of Public Administration Australia, Melbourne, September 19.\*
50. (2012) “Napoleon as Administrative Reformer.” Opening speech at the annual conference of the Institute of  
 Public Administration Australia, Melbourne, September 18.
49. (2012) Chair, Expert Roundtable, “Converging versus Conflicting Trends in the Public Administration of the  
 US, Europe, and Germany,” International Conference, Deutsche Hochschule für Verwaltungswissenschaften,  
 Speyer, Germany, July 19-20.\*
48. (2012) “A comparative perspective upon the study of public administration in the USA and Europe.” Lecture,  
 Section of Public Administration, The Hague University of Applied Sciences, July 10.\*\*
47. (2012) “An a-disciplinary public administration for a diverse society: historical, ontological, epistemological and  
 axiological reflections.” Inaugural lecture upon the assumption of the office of full professor in public  
 administration, specifically the comparative analysis of the normative aspects of government, University of  
 Leiden, June 18 (short version of the monograph listed on p.9).\*
46. (2012) “Food Safety Regulation in the Netherlands, 19<sup>th</sup> and 20<sup>th</sup> Centuries,” paper for IIAS working group, The  
 Regulation of Food Safety in the 20<sup>th</sup> Century, Washington, D.C., April 30.\*\*
45. (2012) Doctoral summit, professional training for Ph.D. students, ASPA annual conference Las Vegas, March 3.
44. (2011) “Local associations in the rise and fall of political regimes,” presentation at the Workshop in Political  
 Theory and Policy Analysis, Indiana University, November 28.\*
43. (2011) Presentation on interdisciplinary public administration, The Maxwell School for Citizenship and Public  
 affairs, Syracuse University, October 27.\*
42. (2011) Lecture on interdisciplinary public administration, University of Haifa, Israel, May 12.
41. (2011) Presentation on publishing in English-language journals, University of Haifa, Israel, May 11.
40. (2011) Paper at IIAS working group history of government, on food administration in 19<sup>th</sup> and 20<sup>th</sup> centuries,  
 University of Frederick II, Naples, Italy, May 7.\*\*
39. (2011) Annual conference of the American Society of Public Administration, Baltimore, March 12-15.  
 ) annual report at the PAR editorial board meeting, March 13, 7 – 8.30 a.m., and scouting for papers,  
 ) Ferrel Heady Roundtable speaker (Between “thick description” and large-N studies: The Fragmentation of  
 Comparative Research), March 13, 8.30-9.30 a.m.; \*
- ) publishing in journals (using paper co-authored with Arie Halachmi), doctoral summit, March 13, 11.45 a.m. - 3

p.m.;

- l) panel convener (Trends in and Future of the Study of Public Administration), March 14, 11.45 a.m. – 1.15 p.m
38. (2010) “Motives and Initiators of Administrative Reform in The Netherlands, 19<sup>th</sup> and 20<sup>th</sup> Centuries,” paper presented at the working group History of Government, the International Institute of Administrative Sciences, University of Linz, Austria, June 19.\*\*
  37. (2010) “Local Communities as Backbone and Default in the History of Organized Government: Some Preliminary Observations and a Research Agenda,” paper presented at the 13<sup>th</sup> Economics of Infrastructures Conference, Delft University of Technology, The Netherlands, May 27-28, 2010.
  36. (2010) Lecture at the Deutsche Hochschule für Verwaltungswissenschaften, Speyer, Germany, May 31, on ‘The Interdisciplinary Nature of Public Administration.’\*
  35. (2010) Lecture at University of Hong Kong, May 14, on ‘Just Bridges, No Boundaries: On the Interdisciplinary Nature of Public Administration.’\*
  34. (2010) Lectures at the City University of Hong Kong, May 11, “Publishing in *Public Administration Review*: Challenges and Strategies,” and May 13, “Current Developments in Civil Service Systems: A Historical Context for Understanding 21<sup>st</sup> Century Reforms.”\*
  33. (2010) Annual conference of the American Society of Public Administration, San Jose, CA, April 9-13. Ferrel Heady Roundtable speaker, “How Geography, Familiarity, Methods and Approaches Fragment Comparative Research,” (and scouting for papers, annual report at the PAR editorial board meeting) (again on March 13, 2011). \*
  32. (2009) “Is American Public Administration detached from Historical Context? On the Nature of Time and the Need to Understand it in Government and its Study,” Paper presented at the sixth annual work conference of the Netherlands Institute of Government, November 12-13, University of Leiden.\*
  31. (2009) Panel chair at the Public Management Research Conference, John Glenn School of Public Affairs, Ohio State University, 1-3 October.
  30. (2009) Participant International Public Service Motivation Research Conference, Indiana University, Bloomington, June 7-9 (to scout for papers for PAR).
  29. (2009) “Motives and Initiators of Administrative Reform in The Netherlands, 19<sup>th</sup> and 20<sup>th</sup> Centuries,” paper presented at the working group History of Migration of the International Institute of Administrative Sciences, University of Leiden, April 25.\*\*
  28. (2009) Annual conference of the American Society of Public Administration, Miami, March 20-24, (to scout for papers, and report to the PAR editorial board meeting); also discussant at a panel on The Historical Development of Administration in East Asia: China, Japan, Taiwan.
  27. (2008) “Publishing in Foreign Public Administration Journals: Challenges and Strategies,” presentations at the Centre for European Studies and the Department of Public Policy & Economy, Zhejiang University, Hangzhou, November 2; and at the School of Public Administration, Renmin University, Beijing, November 3.
  26. (2008) “Research in American Public Administration: Topics and Trends,” keynote speech at the 1<sup>st</sup> Liangzhu Forum, International Conference on ‘Governance and Social Responsibility’, College of Public Administration, Zhejiang University, Hangzhou. P.R. of China, Oct.31 – Nov.2. \*
  25. (2008) “Is American Public Administration Dissociating from Historical Context?,” paper presented at the Minnowbrook III conference, Lake Placid, 5-7 September. \*
  24. (2008) “Trends in American Public Administration and their Meaning for Korean Public Administration,” keynote speaker at conference of the Korean Institute of Public Administration, in celebration of the 60<sup>th</sup> anniversary of the Republic of Korea, August 11.\*

23. (2008) (with Van der Meer) “The Administration of Dutch Migration, 19<sup>th</sup> and 20<sup>th</sup> Centuries,” paper presented at the working group History of Migration of International Institute of Administrative Sciences, Paris, April 5, 2008. \*
22. (2008) Annual conference of the American Society of Public Administration, March 7-11 (to scout for papers, and report to PAR editorial board meeting).
21. (2007) (with Theo A.J. Toonen and Frits M. van der Meer). “Administrative Models, Traditions, and Reform: Explanations of Last Resort?”, paper presented at the conference ‘Governing by Looking Back’, Research School of Social Sciences, Australia National University, Canberra, December 12-14.\*
20. (2007) “Tradition in Public Administration: Explorations and the Case of Negotiable Authority,” paper presented at the conference ‘Governing by Looking Back’, Research School of Social Sciences, Australia National University, Canberra, December 12-14.\*
19. (2007) Panel chair at the Public Management Research conference, Tucson, October 25-27.
18. (2007) Lecture Royal Dutch Academy of Sciences, Amsterdam, June 22, 2007, Toekomst van de Nederlandse Bestuurskunde: Publicatiestrategieën voor een interdisciplinaire en (inter)nationale markt (i.e. The future of Dutch public administration: publication strategies for an interdisciplinary and (inter)national market).
17. (2007) “The Meaning of Leadership over Time,” presentation before a meeting of the Oklahoma chapter of ASPA, J.D. McCarty Center, Norman, OK, June 22.
16. (2007) (with Frits van der Meer). “Immigration Policies in the Netherlands,” paper presented at the annual conference of the IAS working group ‘History of Government’, University of Pavia, Italy, April 21. \*\*
15. (2007) Annual conference of the American Society of Public Administration, March 23-27, (specifically to scout for papers, and report to the PAR editorial board meeting).
14. (2006) Participant at the public management conference at the University of Leuven, Belgium, June 1-3.
13. (2006) Guest upon invitation at the public management conference at the Department of Political Science, Texas A&M, College Station, May 4-5.
12. (2006) (With Frits van der Meer) In the Search for National Identity: The Discovery, Governance, and Management of Cultural Heritage in the Netherlands. Paper presented at the annual conference of the IAS working group ‘History of Government’, University of Granada, Spain, April 29. \*
11. (2006) (with Kwang-Hoon Lee) Positioning Aberbach, Putnam and Rockman (1981) in the Study of Political-Administrative Relations. Paper at the Midwest Political Science meeting, April 20-23, 2006, Chicago. \*
10. (2006) Annual conference of the American Society of Public Administration, April 1-4, 2006 (specifically to scout for papers, and report to the PAR editorial board meeting).
09. (2006) Speaker at the Spring Lecture Series of the Department of Political Science, Texas Tech University, Lubbock, TX, March 6-7, 2006 (upon invitation; on the nature of the study of public administration). \*
08. (2006) Discussant of two papers at the Southern Political Science Association annual meeting, Atlanta, January 4-5, 2006.
07. (2005) Two papers at the conference concluding the Pioneer Project on the “Renaissance of Public Administration,” University of Leiden, November 10-11, 2005. 1. “Studying Government in Public Administration (and Political Science): One Crisis, Two Contestants, Four Traditions.” \*; 2. “The Role of Belief and Normative Choice in Public Administration Research: A Few Tentative Observations.”
06. (2005) Paper on political reforms for conference on Civil Service Systems in Comparative Perspective, at Virginia Polytech, Blacksburg, VA, September 29 - October 2, 2005. \*
05. (2005) (with Frits M. van der Meer) In the Service of National Identity: The Discovery, Use, and Appearance of Historical and Cultural Heritage in the Netherlands. Paper presented at the annual conference of the IAS

- working group 'History of Government', University of Louvain-la-Neuve, Belgium, April 8-9. \*
04. (2005) (with Frits M. van der Meer, Caspar van den Berg). Representative Government and Top Administrative Officers. A Comparative Approach. Paper presented at the international conference Governo rappresentative e dirigenze amministrative (secoli XIX e XX), June 9-10, Istituto Trentino di Cultura, Trento, Italy. \*
  03. (2005) Government and Public Administration. The Challenge of Connecting Knowledge. Paper presented at the Public Administration Theory Network, June 9-11, Krakow, Poland.\*
  02. (2004) Panel convenor and paper presenter (Organizing Inter-Disciplinarity and Differentiated Integration for Public Administration or The "Canons of Integration". Four Approaches to Understanding Government (and Beyond?) at ASPA's Annual conference, March 27-31. \*
  01. (2004) Two papers at annual meeting of IIAS-working group 'History of Government', University of Konstanz, March 30. Opening editor paper (see 93) and concluding comparative editor paper. \*
  00. (2003) (with Aimee Franklin), Tracking the Invisible Citizen: How Does This Phenomenon Impact Local Government? Paper presented at regional ASPA (Kansas City), September. \*
  9. (2003) Presentation on 'Types of international exchange programs: reflections and experiences' in Panel "Critical Perspectives on International Partnerships for Graduate Education in Public Affairs", NASPAA Annual Conference, Pittsburgh, October 10-16.
  8. (2003) The "Canons of Integration". Four Traditions in the Study of Government (and Beyond?). Lecture at the Graduate School of Public Administration, Seoul National University, Korea, September 18. \*
  7. (2003) Time to Move On or Beyond The Grand Phases in the Discourse about Government: Changing Masks for Understanding the Unlimited Boundaries of Administration. Paper presented at the Annual Conference of the Public Administration Theory Network, June 19-21, Anchorage, Alaska. \*
  6. (2003) Presentation on the study of government for Ph.D. students at the Department of Public Administration, American University, Washington, D.C. April 16.
  5. (2003) Water-Management as Collective Action in Time: A Multi-Level and Multi-Dimensional Challenge in a Multi-Disciplinary Context. Paper (as editor) for the meeting of the working group 'History of Government, International Institute of the Administrative Sciences, April 5, University of Malta. \*
  4. (2002) Panelist on public sector ethics, in "Funny Business! Corporate Ethics and Public Sector Ethics. November 11, first symposium in a series of colloquia on ethics and public life, College of Arts and Science, University of Oklahoma.
  3. (2002) Meeting of Civil Service Systems in Comparative Perspective Consortium. University of Leiden, September 12-14. Paper (with Theo Toonen) *Some Thoughts On the Next Generation of Civil Service Systems Research*. \*
  2. (2002) For the future of Our Water: Historical Experiences with Organization and Functioning of Water Management, Paper for the meeting of the working group 'History of Government, International Institute of the Administrative Sciences, Royal Holloway College, University of London, April 20. \*
  1. (2002) Patterns and Trends in the Development of the Civil Service in Western Europe: Between Institutional Determinism and Methodological Individualism; Paper presented at the annual conference of the American Society of Public Administration, Phoenix, AZ, March 23-26.
  0. (2002) Woodrow Wilson on Public Office as a Public Trust; paper presented at the Paul van Riper symposium preceding the annual conference of the American Society for Public Administration, Phoenix, AZ, March 23.
  9. (2002) Presentation at the Department of Public Administration, University of Nebraska in Omaha, February 19, on The Varied Impacts of Judeo-Christian Thought and Organized Religion upon Western Government.\*
  8. (2002) Two presentations: 1) Mornings with the professor: on 'Bureaucrats as Predators or Protectors of the

- Public Interest: a Case for more Bureaucracy,' Senior Adult Services, Oklahoma College of Continuing Education, March 12, and 2) the Lions Club, Oklahoma City, April 24.
7. (2001) Section Four: Administrative History. Introduction to section four of the *International Handbook of Public Administration*, B. Guy Peters, Jon Pierre (eds.), presented and discussed at the annual conference of the American Political Science Association, San Francisco, September 1-4. \*
  6. (2001) Understanding Government through Differentiated Integration. Paper for annual conference of the Public Administration Theory Network, June 19-21, University of Leiden, the Netherlands. \*
  5. (2001) (with Mark R. Rutgers). An Overview and Synthesis of Developments and Trends in Public Administration. Tentative Report for meeting of Research Committee 32, International Political Science Association (IPSA), March 29, University of Oklahoma, Norman, OK.
  4. (2001) (with Frits M. van der Meer). The Urban Management Problem in Dutch Metropolitan Areas, 1850-2000. Paper prepared for annual conference of the American Society of Public Administration, Newark, March 10-14.
  3. (2000) Participation in annual conference of the American Political Science Association, Washington D.C., August 26-30. No paper.
  2. (2000) Public Policy Analysis: Between Generalized Theory and Compartmentalized Policies. Paper submitted for round table on *The Development of the Discipline: Public Policy Analysis*, at the XVIII World Congress of the International Political Science Association, August 1-5, Quebec City. \*
  1. (2000) (with Frits M. van der Meer) Corruption in Dutch Government in the 20<sup>th</sup> Century. Paper for the working group 'History of Government', International Institute of Administrative Sciences, Leiden, the Netherlands, May 27-28. \*
  0. (2000) A New Idealtype for Analyzing Trends in Human Resource Administration. Paper for the annual conference of the American Society of Public Administration, San Diego, April 1-4. \*
  9. (1999) Published yet Forgotten? Woodrow Wilson's Studies on the History of Government. Paper for the conference of the Southern Political Science Association, Savannah, GA, November 3-7. \*
  8. (1999) Comparative Study of Society for Domestic Concerns; The Civilizing Consequences of Theda Skocpol's Methodological Approach to the Past. Paper for forum on 27 October at the occasion of the visit of Theda Skocpol for the Rothbaum Lectures at OU, October 26-28, 20 pages. \*
  7. (1999) (with Aimee Franklin) Collective Valuation or Individual Morality: Tensions in the Budgetary Process. Paper for the Regional ASPA conference, Omaha, October 22-24. \*
  6. (1998) (with Aimee Franklin) Serving the Public Interest: The Reality of Serving Multiply Publics. Paper for the Annual conference of the Association on Budgeting and Financial Management, October 7-9, Washington D.C.\*
  5. (1999) Two presentations: 1) Mornings with the professor: on the American (un)appreciation of the past, Senior Adult Services, Oklahoma College of Continuing Education, September 28; 2) for the residents in Rivermont at the Trails, retirement center (Norman) on the American (un)appreciation of the past, October 5.
  4. (1999) (with Theo A.J. Toonen) Modernity and the Challenge of Metropolitan Governance. Failure of Structural Solutions and the Polycentric Alternative. IU, Bloomington, 25<sup>th</sup> Anniversary Workshop in Political Theory and Policy Analysis, June 9-13, 20 pages.
  3. (1999) Administrative History as Cross-Time Comparison. Let's Have a Real Debate. Paper presented at ASPA, senior scholar session, Orlando, April 10-14, 22 pages. \*
  2. (1999) Administrative History in the United States: Development and State of the Art. Paper presented at ASPA, senior scholar session, Orlando, April 10-14, 35 pages. \*
  1. (1999) (with Frits M. Van der Meer) Wartime Administration and its Lasting Effects on Dutch Public Administration. Paper presented at the working group 'History of Administration' meeting, Pavia, Italy, May 8. \*



0. (1999) (with Frits M. Van der Meer), From the Active to the Enabling State: The Changing Role of Senior Civil Servants in the Netherlands, Second paper for the Whitehall-project, subproject coordinated by Vincent Wright en Edward C. Page, Oxford, January 15-16. \*
9. (1998) (Frits M. Van der Meer), paper on warfare administration at meeting of working group 'History of Administration', International Institute of Administrative Sciences, Corfu, Greece, Ionean University, March 28\*
8. (1998) 3 Lectures (Comparative Political Systems, State and Administrative Traditions, Central-Local Relations), Clingendael Institute for International Relations, group of international civil servants and diplomats from Mozambique, January 20.
7. (1997) Organization of Summer-school (on European Integration) for the Netherlands Interuniversity Institute of Public Administration, June 25-27.
6. (1997) (with Van der Meer). The Transformation of the Senior Civil Service in the Netherlands after the Second World War. Paper for the Political Science Conference, June 6, University of Amsterdam.
5. (1997) Lecture Water Central. Administrative Science Considerations on the report Water Central of the Dutch Union of Waterboards. Study meeting of the Association for Water management Law and Waterboard management, May 29, High Waterboard Rijnland, Leiden.
4. (1997) Lecture The Development of the Province in the Dutch State and Administrative System. Upon the first meeting of the Association of former Members of the Provincial Council of the Province of Utrecht, May 29, Provinciehuis Utrecht.
3. (1997) Reforming the Public Sector: the Importance of Historical Understanding, lecture at the Swedish Center for Organizational Research (SCORE), Stockholm, April 24.
2. (1997) The State of Administrative History, seminar at the Swedish Center for Organizational Research (SCORE), Stockholm, April 23. \*
1. (1997) The Development of Civil Service Systems in Comparative Perspective, and (together with Theo A.J. Toonen) "Public Sector Reform in Western Europe: A Comparative View." Papers in conference Civil Service Systems in Comparative Perspective, Bloomington April 5-8. \*
0. (1997) De bestuurlijke ontwikkeling van Nederland (i.e. The Administrative Development of the Netherlands), lecture at the Catholic University Nijmegen, January 29. \*
9. (1997) The Senior Civil Service in the Netherlands: A Fragmented Unity (together with Frits M. van der Meer). Paper for the Whitehall-project, subproject coordinated by Vincent Wright en Edward C. Page, Oxford, March 21-22. \*
8. (1997) Administering the Summit and Administering the Summit in The Netherlands 1795-1995, International Institute of the Administrative Sciences, working group on History of Administration, two papers, Brussels, March 14-15. \*
7. (1996) Lecture Interest Groups and Internationalization of Governance, annual meeting of the 'Vereniging van Verf- en Drukinktfabrikanten' (i.e. Association of Paint- and Inkmanufacturers), Garderen, December 12. \*
6. (1996) Lecture, Bewaren voor bestuur, burger en onderzoeker (i.e. Keeping archives for government, citizen and researcher), Algemeen Rijksarchief (Dutch National Archives), The Hague, November 26. \*
5. (1996) Lecture Erasmus University Rotterdam, Researching civil service systems in comparative perspective + excursion, deputation of civil servants from the Kirghiz Republic (UNDP-sponsored), August 6.
4. (1996) The Waldo Symposium, 'Size and Organizational Differentiation in Evolutionary Perspective', Maxwell School of Citizenship and Public Affairs, Syracuse, June 26-28. \*
3. (1996) Opening speech at the 75th anniversary of the National Union of Itinerant Trade, Amersfoort, June 21.
2. (1996) Government Reform in Western, Central and Eastern Europe: Trends and Patterns since 1945, Institut für

Staatswissenschaft und Praxis, Berlin, May 17-18. \*

1. (1996) Administering the Summit and Administering the Summit in The Netherlands 1795-1995, International Institute of the Administrative Sciences, Workshop Administrative History, two papers, Helsinki, March 24-25.\*
0. (1995) Paper conference Netherlands Interuniversity Institute of Public Administration, November 9-10. \*
9. (1995) Lecture Regions and Regional Cooperation in Europe, Training Program International Relations of the Netherlands Institute for International Relations Clingendael, The Hague, June 23.
8. (1995) Organization of and paper in working group Administrative Reform in Historical Perspective, for the annual conference of the European Group of Public Administration, September 6-9.
7. (1995) Organization of Summer-school for the Netherlands Interuniversity Institute of Public Administration, Leiden, June 6-9.
6. (1995) Paper conference Netherlands Interuniversity Institute of Public Administration, March 8-10. \*
5. (1995) Administering the Summit, International Institute of the Administrative Sciences, Workshop on Administrative History, Paris, January 14, \* (two chapters 1998)
4. (1994) Organization (with M.A.P. Bovens & F.K.M. van Nispen) of International Conference on the occasion of the 10th anniversary of the Interuniversity Department of Public Administration, Universities of Leiden and Rotterdam, October 20. Organization (with M.R. Rutgers) of a working group for anniversary conference.
3. (1994) Lecture for the Society of the Family Van Nispen, Huis Bergh, October 8: Some notes concerning the 't Velde branch of the Family Van Nispen.
2. (1994) Lecture Rijksopleidings Instituut, The Hague, The Welfare State under Siege: A Global Perspective on Regional Issues, August 22, for a delegation of the British civil service. \*
1. (1994) Organizer of and opening lecture for study meeting on European integration with lecture by the Ambassador of Luxemburg in the Netherlands, June 6, University of Leiden.
0. (1994) Lecture 'Europese eenwording: naar een nieuwe staat?' (= European integration: toward a new state?), in Studium Generale course *In alle staten. Europese staatsvorming in staatsvormen* (= In all states. European statemaking in stateforms), April 21, University of Leiden.
9. (1994) Paper "De Beus' conception of the new state", The Sixth Annual Social Science Conference, University of Amsterdam. April 7-8.
8. (1994) The Netherlands governance system between reorganization and reform, 1945-1993, conference at University of Wroclaw, Poland, March 22-25.
7. (1994) Opening lecture annual conference of the Centrale Vereniging voor de Ambulante Handel (central association for itinerant trade), Tussen markt en overheid. De CVAH en de organisatie van de belangenbehartiging in het marktwezen (= Between market and government. The CVAH and interest articulation in the markets), March 7 in Veldhoven. \*
6. (1994) Lecture Rijksopleidings Instituut, The Hague, The Netherlands governance system between reorganization and reform, 1945-1993, March 7, for delegation of civil servants from the Republic of Latvia.
5. (1994) Lecture Municipal Archive The Hague, De gemeente georganiseerd? Bestuurlijke ontwikkeling in archiefbestanden (= Organizing municipalities. Administrative development in archival records), February 17. \*
4. (1994) The Napoleonic Model of Administration, International Institute of the Administrative Sciences, Workshop on Administrative History, February 5. \*
3. (1994) Organizer of and lecture during study day at the Institute of Social Studies in The Hague, delegation from Yemen chaired by Deputy-Minister Mr. Mohamed Saeed Abdullah, Ministry of the Civil Service, The Netherlands governance system: between reorganization and reform, 1945-1993, January 6.
2. (1993) Lecture Rijksopleidings Instituut, The Hague, Territorial and functional reorganization in the Netherlands,

November 25.

1. (1993) Lecture Macht en Onmacht van Raad (en College) (= Power and lack of power of council and board), introduction day for new members of the Leiden University Council, August 26.
0. (1993) Lecture, Administrative History, Department of Sociology, University of Utrecht, October 5. \*
9. (1993) Lecture, Adjustments of the Dutch public administration to European demands, Postgraduate Study of Local Government, University of Wroclaw, June 9.
8. (1993) Lecture Administrative history, Department of Law and Administration, University of Wroclaw, June 9. \* (in Polish).
7. (1993) Lecture, Europe and its regions: an administrative structure for public service delivery, Department of Law and Administration, University of Wroclaw, June 8. \*
6. (1993) Lecture, A curriculum in public administration, Department of Political Science, University of Wroclaw, June 8.
5. (1993) The Napoleonic Model of Administration, International Institute of the Administrative Sciences, Workshop on Administrative History, January 30. \*
4. (1992) The Regions in the European Community Integration Process, Gieszen, Bundesrepublik Deutschland, December 4-6 (paper). \*
3. (1992) Regionalization of Unitary States: France and the Netherlands in Comparative Perspective, Leiden/Rotterdam, November 25-28.
2. (1992) Paper Between Ecology and Economy: From Rigid to Flexible Water Defense Systems in the Netherlands, paper for the 3rd Annual Conference of the International Association for the Study of Common Property, Washington, September 16-20, 18 pages (organizer of session). \*
1. (1992) Speech, for presentation of book on Local Government History, Bank of Dutch Municipalities, Sept.4. \*
0. (1992) Lecture, for the Constitutional Committee of the Finnish Parliament, The Hague, Finnish Embassy, March 2, about the role of parliament in an integrated Europe.
9. (1992) Lecture, European Integration and the Public Services of the Member States: A Comparative Approach, Brussels, February 28, for top civil servants of the Belgian government.
8. (1991) Lecture, for the Chinese Ministry of Personnel: Dutch Government: Structure and Functioning, The Hague, October.
7. (1991) Lecture, Dutch Government: Planning and Zoning, The Hague, September, for a Kenyan governmental delegation (UNDP sponsor).
6. (1991) Nine Centuries of Waterboards in the Netherlands: From Autonomy to Interdependence, paper for the 2nd Annual Conference of the International Association for the Study of Common Property, September 26-29, University of Manitoba, Winnipeg, Canada, 22 pages. \*
5. (1991) Civil Service Systems in Comparative Perspective, International Congress, October 17-19, Leiden/Rotterdam (paper). \*
4. (1991) Lecture, the Royal Zeeland Society of Sciences: The Waterboard: Decision-Making in Two Zeeland Cases, April 24. \*
3. (1990) Representative Government, International Institute of the Administrative Sciences, Workshop on Administrative History. January 25. \*
2. (1990) Opening speech, Annual Meeting of the Dutch Society for Overseers of the Markets, September 6. \*
1. (1990) Representative Government, International Institute of the Administrative Sciences, Workshop on Administrative History. March 1990. \*
0. (1989) Regional Development, SPEA/Leiden/Rotterdam conference in Bloomington, Indiana University, May. \*

- . (1988) Multi-Functional Common Pool Resources: The Case of Dutch Waterboards, seminar at the Workshop for Political Theory and Policy Analysis, Bloomington, Indiana, October 24. \*
- . (1988) Local Government Development in The Netherlands, seminars given at Indiana University, Bloomington and Ft. Wayne, September 14, October 25.
- . (1988) Philosophy and Methodology of Public Administration, Leiden, October; symposium organized with Mark R. Rutgers) (two papers). \*
- . (1987) Municipalities and Education, paper at Conference of Educational Scientists, Amsterdam, October. \*
- . (1987) Co-Production in Historical Perspective, paper at the conference on Public Infrastructure, Leiden/Rotterdam June 30 - July 2. \*
- . (1985) Higher Education in Comparative Perspective, (working group), International Union of Local Authorities World Congress, Rio de Janeiro, Brazil, September. \*
- . (1985) Bureaucratization, paper at Historical Congress at University of Groningen, October. \*
- . (1985) Balance and Perspective, paper Historical Congress at University of Utrecht, May. \*
- . (1984) Public Administration, conference at Ministry of Home Affairs, The Hague. \*

### **Teaching and Thesis Supervisor Experience**

#### *Courses taught at The Ohio State University*

- 42. *History of Public Administration and Government* (undergraduate, gen.ed), spring 2018.
- 41. *Public Management*, spring 2017 (undergraduate)
- 40. *Seminar in Public Policy*, spring 2015 (doctoral class)
- 39. *Public Policy & Management – Foundations & Approach*, fall 2013, fall 2016 (doctoral class)
- 38. *Capstone Comparative Government* (graduate) spring 2013.
- 37. *Managing Public Organizations* (graduate, two sections) winter 2012.
- 36. *Public Policy Formulation and Administration* (graduate), fall 2011, fall 2012 (two sections), fall 2013 (two sections), fall 2014 (two sections), fall 2015, spring 2016.
- 35. *Introduction to Public Affairs* (undergraduate, gen.ed.), fall 2011, fall 2015, spring 2016, fall 2017, spring 2018.

#### *Courses taught at the University of Oklahoma*

- 34. *Cultures of Organizations* (graduate, online, OU College of Liberal Studies) spring and fall 2014.
- 33. *Foundations of Interdisciplinary Studies* (graduate, online, OU College of Liberal Studies), Spring and Fall 2008, Spring and Fall 2009, spring and fall 2010, spring and fall 2011, spring 2012, spring 2014.
- 32. *Introduction to American Government* (undergraduate general education class), Spring 2003.
- 31. *Public Policy Analysis* (graduate), Spring 2003, Ft. Sill (prepared but canceled).
- 30. *Introduction to Public Administration* (graduate), Fall 2002 (on-line class for on-campus and AP-students).
- 29. *Organizational Culture and Ethics* (graduate), Spring 2002 (Norman), Fall 2003 (Yongsan AB, Korea), Fall 2004 (HSC, Oklahoma City), Spring 2005 (Norman), Spring 2006 (Kadena AB, Okinawa), Fall 2007 (HSC, OKC), Fall 2009 (Norman), Spring 2011 (Norman).
- 28. *Comparative Political Analysis* (graduate), Fall 2001 (Mildenhall AB, England).
- 27. *Organizational Change and Development* (graduate), Summer 2001 (Tinker AFB, prepared but canceled), Fall 2004 (Hickam AFB, Hawaii), Summer 2005 (Tulsa), Fall 2006 (Washington, D.C.), Fall 2007 (OU-Tulsa), Summer 2008 (Mt.Home AFB, Idaho) Fall 2011 (Norman).

26. *Federalism and Intergovernmental Relations* (graduate), Spring 2001.
25. *Functions of Public Management* (undergraduate), Fall 2000.
24. *Pro-seminar/Field-seminar in Public Administration* (Ph.D. course), Fall 2000, Fall 2003, Fall 2006, Spring 2009, Summer 2011.
23. *Comparative Public Policy Analysis* (graduate), Summer 2000 (Geilenkirchen, Germany).
22. *Comparative Administration* (graduate), Spring 2000 (Norman), Spring 2001 (Tulsa), Spring 2002 (Offutt AFB), Summer 2003 (Norman); Spring 2004 (Yokota Air Base, Tokyo), Summer 2004 (Mt. Home AFB), Summer 2006 (Ft. Sill), Spring 2007 (Yongsan AB, Korea), Fall 2007 (SHAPE, Belgium), Spring 2008 (Norman), Fall 2008 (Ramstein, Germany), Spring 2009 (Nellis AFB), Spring 2010 (Hurlburt AFB), Summer 2010 (Ramstein), Fall 2010 (Ft. Sill).
21. *Capstone Public Administration* (undergraduate), Fall 1999, Spring 2005.
20. *Organizations: Design, Structure, Process* (graduate), Fall 1999 (Norman), Spring 2005 (Quantico), Spring 2006 (Norman), Fall 2006 (Ft. Sill), Fall 2010 (Norman).
19. *Human Resource Administration* (graduate), Spring 1999 (Norman), Spring 1999 (Offutt AFB), Summer 1999 (Washington), Fall 1999 (Tulsa), Spring 2000 (Nellis AFB), Fall 2001 (Tulsa), Spring 2002 (Norman), Spring 2003 (Washington, D.C.), Summer 2004 (Tulsa), Fall 2005 (Nellis AFB, Las Vegas), Spring 2008 (Ft. Sill), Fall 2008 (Norman), Summer 2009 (Norman), Spring 2010 (Norman), Spring 2011 (Tulsa).
18. *Human Resource Management* (undergraduate), Spring 1999, Spring 2001, Fall 2002.
17. *Theory of Public Organizations* (undergraduate), Fall 1998, Spring 2000, Spring 2007.
16. *Administration & Society. An Introduction to Public Administration* (undergraduate), Fall 1998, Fall 2001, spring 2008.

*Courses Taught in English at the University of Leiden*

16. *Comparative Public Management* (graduate) May 2014, June 2015, June 2016, June 2017.
15. *European Public Administration and Public Management*, Spring 1998, Leiden (advanced course, Swedish civil servants).
14. *International and Comparative Administration*, Fall 1997, Leiden (advanced course, Swedish civil servants).
13. *The Dutch Administrative System*, Fall 1997, Leiden (advanced course, Indonesian local government officials).
12. *Comparative Public Administration in Europe*, Fall 1996, Master of European Public Administration Program, Leiden (postgraduate).
11. *The Dutch State and Government in Historical Perspective*, Fall 1996, 1997 International Program, Leiden (undergraduate).
10. *Comparative Administrative Systems*, Fall 1995, 1996, 1997, International Program, Leiden (graduate).
9. *International Relations and Organizations*, Fall 1994, International Program, Leiden (with Leurdijk) (graduate).
8. *European Politics, Policies, and Administration*, Rotterdam School of Management, Fall 1993 (with Hoetjes & Toonen) (graduate).
7. *European Public Administration and Public Management in Comparative Perspective*, Fall 1992, Teikyo University Holland in Maastricht (with Toonen) (undergraduate).
6. *Dutch History and Culture from an Administrative Science Perspective*, Fall 1992, 1993, 1994, and 1995, International Program, Leiden (undergraduate).
5. *Institutionalization and the "New States"*, Fall 1990 and 1991, International Program, Leiden (undergraduate).

4. *Institutional Development of Western Nations*, Fall 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997; Spring 1993 in Rotterdam. International Program, Leiden (undergraduate/graduate).
3. *Directed Research*, Fall 1989, 1990, 1991, 1992, 1993, 1994, 1995, 1996, 1997 International Program, Leiden (undergraduate and graduate).
2. *Policy Analysis*, Fall 1989 and 1990, International Program, Leiden (undergraduate).
1. *International Public Affairs*, September/October 1988, School of Public and Environmental Affairs, Indiana University (undergraduate).

*Courses Taught and Lectures in Dutch (University of Leiden or elsewhere)*

18. *Philosophy of Government and of the Study of Public Administration*, University of Leiden, (graduate) June 2012.
17. *Comparative Public Management*, University of Leiden, (graduate) June 2012, June 2013, May 2014, June 2015, June 2016, June 2017.
16. Guest lectures *Development of Government in the Netherlands*, University of Nijmegen (February 1991, November 1997, February 1998).
15. PhD seminar for all PhD students of the Department of Public Administration (together with De Zwart), 1997-1998 (on research, methodology and progress of projects).
14. *Introduction to Comparative Public Administration*, Spring 1995, Fall and Spring 1995-1996, 1996-1997, 1997-1998, graduate 3rd year).
13. PhD seminar, *Administrative History of the Netherlands*, for the Netherlands Institute of Government, April-May 1995.
12. Guest lectures on *European Integration* for electives, October and November 1993, April 1994, November 1994, April 1995 (graduate).
11. *European Administrative Integration*, Spring 1994 (graduate).
10. Working group, *Foundations and Methodological Problems of Public Administration*, Fall 1992, 1993 (undergraduate).
9. *International and Comparative Public Administration*, 1992-1993, 1993-1994, 1994-1995, 1995-1996, 1996-1997, 1997-1998 (graduate 4th year).
8. PhD seminar, *Institutional Development*, June 1991 - May 1992.
7. Guest lecture, *Bureaucracy and Bureaucratization*, November 28, 1990, November 26, 1991 (graduate).
6. *Research in Policy and Organization*, Spring 1990, 1991 (graduate).
5. *Development Administration: Latin America*, Spring 1990 (graduate).
4. Working groups *Introduction to Public Administration*, Fall 1989, 1990, 1991 (undergraduate).
3. *Introduction to Public Administration*, Fall 1987, 1988 (undergraduate).
2. *Administrative Skills and Formal Logic*, 1985-1986, 1986-1987 (undergraduate).
1. *The Dutch Administrative System*, 1987-1988, 1988-1989, Spring 1991 (graduate).

*Courses and Lectures for Mid-Career Professionals*

a) *Courses taught for Practitioners while at The Ohio State University*

- Young African Leaders Academy, YALI Public Management Institute, June 20 – July 31, 2016; two lectures July 1 (on civic education) and July 7 (on merit and professionalism); one lecture (on civiness), July 5, 2017.
- Ohio Public Safety Leadership Academy, March 31– June 12, 2013; March 31- June 14, 2014; March 16 –

May 30, 2015; March 28 – June 10, 2016; March 29 – June 10 2017; eleven-week program for law enforcement personnel in Ohio organized by the Glenn College; served as instructor of record for the entire program, taught several units (HRM, organization theory, organizational culture and ethics, decision making, human resource management) and graded (since 2016) the graduate experiential learning papers.

b) *Courses since the spring of 1999 for OU's College of Continuing Education*

Organization theory, organizational change and development, organizational culture and ethics, human resource management, comparative government, comparative public policy, and comparative political systems (mainly students employed in the U.S. military, although most classes also had civilians).

c) *Course for OU's College of Liberal Studies*

Foundations of Interdisciplinary Studies (online class; mainly civilian students) (spring 2008 – spring 2012, spring 2014); Cultures of Organizations (online) (spring 2014, fall 2014).

d) *Special courses taught for administrative and political officeholders/appointees, University of Leiden*  
- *European Public Administration and Public Management*, Spring 1998, Leiden (advanced course, Swedish civil servants);  
- *International and Comparative Administration*, Fall 1997, Leiden (advanced course, Swedish civil servants);  
- *The Dutch Administrative System*, Fall 1997, Leiden (advanced course, Indonesian local government officials);  
- *International Relations and Organizations*, Fall 1994, International Program, Leiden (with Leurdijk from the Institute for International Studies, Clingendael) (for European diplomats);  
- *European Politics, Policies, and Administration*, Rotterdam School of Management, Fall 1993 (with Hoetjes & Toonen) (for Dutch civil servants);  
- *European Public Administration and Public Management in Comparative Perspective*, Fall 1992, Teikyo University Holland in Maastricht (with Toonen) (for European civil servants).

e) *Invited Lectures for Practitioner Audiences:*

- (2008) Research in American Public Administration: Topics and Trends. Keynote Speech at the 1<sup>st</sup> Liangzhu Forum, International Conference on 'Governance and Social Responsibility', College of Public Administration, Zhejiang University, Hangzhou. P.R. of China, Oct.31 – Nov.2 (for Chinese local and regional administrative and political officeholders).  
- (2008) Trends in American Public Administration and their Meaning for Korean Public Administration. Keynote speaker at conference of the Korean Institute of Public Administration, in celebration of the 60<sup>th</sup> anniversary of the Republic of Korea, August 11 (for Korean political officeholders and civil servants).  
- (1998) 3 Lectures (Comparative Political Systems, State and Administrative Traditions, Central-Local Relations), Clingendael Institute for International Relations, group of international civil servants and diplomats from Mozambique, January 20.  
- (1997) Lecture 'The Development of the Province in the Dutch State and Administrative System.' Upon the first meeting of the Association of former Members of the Provincial Council of the Province of Utrecht, May 29, Provinciehuis Utrecht.  
- (1996) Lecture Erasmus University Rotterdam, Researching civil service systems in comparative perspective + excursion, deputation of civil servants from the Kirghiz Republic (UNDP-sponsored), August 6.  
- (1994) Organizer of and opening lecture for study meeting on European integration with lecture by the

- Ambassador of Luxemburg in the Netherlands, June 6 (for Luxemburgian diplomats and civil servants).
- (1994) Lecture Rijksopleidings Instituut, The Hague, The Netherlands governance system between reorganization and reform, 1945-1993, March 7 (for delegation of civil servants from the Republic of Latvia).
  - (1994) Lecture Municipal Archive The Hague, De gemeente georganiseerd? Bestuurlijke ontwikkeling in archiefbestanden (= Organizing municipalities. Administrative development in archival records), February 17 (for archivists).
  - (1994) Organizer of and lecture during study day at the Institute of Social Studies in The Hague, delegation from Yemen chaired by Deputy-Minister Mr. Mohamed Saeed Abdullah, Ministry of the Civil Service, The Netherlands governance system: between reorganization and reform, 1945-1993, January 6 (for Saudi Arabian civil servants).
  - (1993) Lecture Rijksopleidings Instituut, The Hague, Territorial and functional reorganization in the Netherlands, November 25 (for Dutch civil servants).
  - (1992) Speech, for presentation of book on Local Government History, Bank of Dutch Municipalities, Sept.4 (for Dutch civil servants).
  - (1992) Lecture, for the Constitutional Committee of the Finnish Parliament, The Hague, Finnish Embassy, March 2, about the role of parliament in an integrated Europe (for Finnish political officeholders and civil servants).
  - (1992) Lecture, European Integration and the Public Services of the Member States: A Comparative Approach, Brussels, February 28 (for top civil servants of the Belgian government).
  - (1991) Lecture, for the Chinese Ministry of Personnel: Dutch Government: Structure and Functioning, The Hague, October 1991 (for Chinese civil servants).
  - (1991) Lecture, Dutch Government: Planning and Zoning, The Hague, September 15 (for a Kenyan governmental delegation, UNDP sponsor).
  - (1991) Lecture, the Royal Zeeland Society of Sciences: The Waterboard: Decision-Making in Two Zeeland Cases, April 24 (for waterboard administrators).

#### **Other Educational Activities**

- guest lecture PA 6060 (Managing Human Resources in Public Organizations). John Glenn College, on organizational ethics (April 12 and 14, 2016).
- guest lecture PA 8000 (Public Policy and Management: Foundations and Approaches), John Glenn School, on comparative public management (November 16, 2012; November 5, 2014; December 9, 2015).
- guest lecture Psc 3243: Health Policy (OU, Givel) (April 6, 2010).
- guest lecture - PUAD 5343-001: Training and Learning (Department of Political Science, Texas Tech, Lubbock, March 6, 2006)
- guest lecture in Psc 3133: Politics and Public Administration (OU, Hill) on development of American personnel system and civil service hierarchy (February 1, 2005).
- guest lecture in Psc 3183, Politics of Government Budgeting (OU, Krutz), on development of budgeting (15 September 2004).
- guest lecture in Psc 4063, Comparative Public Policy (OU, Tao), on welfare policies (March 1, 2004).
- guest lecture in Psc 4213, Regulatory Policy (OU, Givel), on comparative policies regarding measures to reduce use of dirty needles by drug addicts (March 3, 2004).
- guest lecture, Psc 2223, Making Public Policy (OU, Franklin), on policy formation (January 19, 2003).
- guest lecture, Psc 2173, Administration & Society (OU, Franklin), on democratic accountability and



administrative discretion (October 9, 2003).

- guest lecture, Psc 5103, Organizational theory (OU, Hill), on bureaucracy (October 15, 2001).
- guest lecture, Psc 3623, 'Colonial administration in comparative perspective' (Politics of Transitional Areas, OU, Sloan) (February 9, 2000).
- Brown bag lunch series on the Identity of Public Administration, five meetings for PhD-students in preparation of the comprehensive exams, February-March 2000 (organized with Rosenthal).

### **Ph.D. and MPA Supervision**

- fall 2017: member Ph.D. committee Lathania Brown, Glenn College, OSU
- spring 2017- present: member Ph.D. committee Jan Vogler, Duke University
- fall 2016 – spring 2017: chair MPA-thesis Ellen van Reemst, University of Leiden
- fall 2013 – summer 2016: member Ph.D. committee Lauren Bailes, College of Education, OSU
- fall 2014 - spring 2016: member Ph.D. committee Lisa Fern, College of Engineering, OSU
- since August 2015: Member Ph.D. Committee Jeremy Luke, College of Education, OSU
- since fall 2015: chair Ph.D. committee James Comeaux, Glenn College, OSU
- fall 2014 – fall 2016: member Ph.D. committee Jongsoo Park, Glenn College, OSU
- summer 2014 - 2015: member Ph.D. committee James Low, Australia National University
- fall 2015-spring 2016: chair MPA-thesis Viktor Tomov, University of Leiden
- fall 2014: chair MPA-thesis Erwin Zwart, University of Leiden
- since spring 2013: MPA-thesis Reinier Geijtenbeek, University of Leiden
- spring 2013: MPA-thesis Fiona van Beek, University of Leiden
- since May 2013: member Ph.D. committee Rudy Hightower, Glenn College, OSU
- since summer 2013: chair Ph.D. committee Alex Roberts, Glenn College, OSU
- fall 2012 - fall 2013: chair MPA-thesis Marit Bakker, Lotte Helder, University of Leiden
- spring 2012 – summer 2016: member Ph.D committee Hae Na Kim, College of Education, OSU
- Spring 2013 defense: member Ph.D. committee Yun-Hsiang Hsu, Glenn College, OSU
- Spring 2013 defense: member Ph.D. committee Roy Heidelberg, Glenn College, OSU
- Fall 2013 defense: member Ph.D. committee Michel Hoenderboom, Free University of Amsterdam
- Spring 2013 defense: member Ph.D. committee Toon Kerkhof, University of Leiden
- Fall 2011: co-reviewer for the Ph.D. dissertation of Christian Rosser, University of Bern, Switzerland
- Spring 2011: nine students, OU, MPA-papers of community needs assessments.
- University of Leiden, member Ph.D. opposition committee of Casper van den Berg, defended January 20, 2011.
- MPA-papers, eight students, as part of a National Issues Forums on immigration, Oklahoma Fall 2010 (total of six forums, final report for the Kettering Foundation in January 2011).
- University of Utrecht, member Ph.D. committee of Jeroen van Bockel, defended October 23, 2009.
- University of Leiden, referee in Ph.D. committee of Alexander Kotchegura (University of Moscow), defended November 19, 2008.
- OU: member of PhD-committee in the College of Education (chaired by Sarah Beach) (2004-2007).
- OU: member of seven PhD-committees in the AP German cohort 2008-9 (chaired one).
- OU: committee member for several on-campus Ph.D.-students.
- Chair, Ph.D. Committee for Kwang-Hoon Lee (2003-2011), OU
- Supervisor of three PhD students (with Theo A.J. Toonen) in project on development of water-management in

the Netherlands (1991-1996); PhD-coordinator of the Department of Public Administration, University of Leiden (1997-1998).

- Together with Professor Theo Toonen, application for and management of a grant from the Dutch National Science Foundation for a four-year research project on the institutional development of waterboards in the Netherlands (since 1991: three PhD students).
- co-chair (with Prof. Theo A.J. Toonen) Ph.D.-dissertation by Birgitta Dolfing on bureaucratization in the 17th and 18th centuries in the Department of Public Administration, University of Leiden (1995-1997);
- co-chair (with Prof. Simon Groenveld) Ph.D.-dissertation by Pieter Wagenaar on bureaucratization of Dutch waterboards in 17<sup>th</sup> and 18<sup>th</sup> centuries in the Department of History, University of Leiden (2000).
- member Ph.D.-committee for study on water-management in the 19th century in the Department of History, University of Leiden (1997) (Chair: Prof. H. de Vries);
- member Ph.D.-committee European University in Florence for comparative study by Marleen Brans on pay of elected officials in the Belgium and The Netherlands in the 19<sup>th</sup> and 20<sup>th</sup> centuries (1999) (Chair: Prof. Jean Blondel, European University Florence);
- Member of Expert Panel in research project (1998-2003) at University of Leiden: The Renaissance of Public Administration. An Interdisciplinary Project on the Foundations of Administrative Thought, principal researcher dr. Mark R. Rutgers. Other expert panel members: prof. A. Hans G.M. Bekke (Netherlands), prof. Thijs G. Drupsteen (Netherlands), prof. Jens J. Hesse (Germany), prof. Erk Volkmar Heyen (Germany), prof. Edward C. Page (United Kingdom), prof. Richard J. Stillman II (United States), prof. Uri Rosenthal (Netherlands), prof. Gary L. Wamsley (United States).

### **Professional Memberships**

1. Member, Dutch Society of Public Administration (1984-1998).
2. Member, European Group of Public Administration (1986-1998).
3. Member, "History of Administration" working group, International Institute of Administrative Sciences (since 1990).
4. Member, American Society for Public Administration (since 1996).
5. Member, International Political Science Association (2000-2007).
6. Member, American Political Science Association (since 2000-2010).

### **Awards/Honors**

- 2016. Friendship 7 Individual Faculty Award, John Glenn College of Public Affairs.
- 2015. Keynote lecture for the *Congreso Chilena de Administracion Pública*, Rancagua, Chile, November 4, "The Epistemological Status of the Study of Public Administration: Its Intellectual Identity as Scholarship and Science."
- 2014. Fellow, National Academy of Public Administration.
- 2013. Keynote speech at the annual conference of the Korean Social Science Research Council, Seoul, South Korea, May 16, "Convergence of Disciplines for Global and Public Problem Solving: Necessities and Possibilities."
- 2012. Opening speech at the annual conference of the Institute of Public Administration Australia, Melbourne, September 18, "Napoleon as Administrative Reformer."
- 2012. Chester A. Newland Presidential Citation of Merit, American Society for Public Administration.

- 2011. Speaker for the Ferrel Heady Roundtable (presentation title: How Geography, Familiarity, Methods and Approaches Fragment Comparative Research) during the Annual Conference of the American Society for Public Administration, Section for International and Comparative Administration, April 10, 2010; March 13, 2011.
- 2008. Keynote speaker at the first international Lianzhu conference, Hanzhou, P.R. of China, November 2.
- 2008. Keynote speaker at conference of the Korean Institute of Public Administration in celebration of the 60<sup>th</sup> anniversary of the founding of the Republic of Korea, August 11.
- 2007. Keynote speaker at a study day on the future of the study of public administration, organized by the Social Scientific Council of the Royal Dutch Academy of Sciences, Trippenhuis, Amsterdam, June 22.
- 2006. Lecture in the Spring Speaker Series at the Department of Political Science, Texas Tech University, Lubbock, Topic: the Identity of Public Administration (in Relation to Political Science), March 6.
- 2003. Lecture at Seoul National University, Korea, September 18.
- 2003. Lecture at American University, Washington D.C., April 14.
- Financial support (\$ 3,000.-) (course release time or professional development) by College of Arts and Sciences for development of web-delivered course program in academic year 2002-2003.
- National Program Committee for ASPA's annual conference in Phoenix, AZ, March 2002, and in Philadelphia, March 2003.
- Visiting professor, Pioneer Project 'The Renaissance of Public Administration, Department of Public Administration, University of Leiden, June 6 - July 3, 2001.
- Presidential International Travel Fellowship, OU, April 2000.
- Senior Scholar Session, 60<sup>th</sup> annual conference of the American Society of Public Administration, April 10-14, 1999, Orlando, FL.
- 1998. Outstanding Academic Book, *Choice* (October 1998), Journal of the American Library Association (for *Handbook of Administrative History*).

### **Other Activities**

- Teaching friends classical guitar 1979-1989.
- Secretariate (1977-1983) and Chairman (1983-1993) of a Youth Association (4 groups with 750 members in total: scouting, gymnastics, hobby-club, young adults society) in the city of The Hague, The Netherlands.
- Member of the Church Council of the American Protestant Church in The Hague (1996-1998).
- Musical performance for the Friday assembly of Washington Elementary, Norman, OK (2001 - 2004; four times).
- Title I committee member 2004-05, Washington Elementary, Norman OK, preparation for a federal grant and evaluating student and parent surveys.
- Performance as Captain Von Trapp in the production of the *Sound of Music*, Sooner Theatre, Norman, OK, Sept/Oct. 2005.
- Musical performance at the Christmas luncheon of the staff of College of Continuing Education, OU, December 20, 2005; December 16, 2006; December 21, 2011.
- Served as stage crew for the production of *Willie Wonka and the Chocolate Factory*, May 9-16, 2009, Irving Middle School, Norman, OK (building and dismantling the stage set) (12 hours);
- Served as narrator, camp dad, and cleaner for the production of *Beauty and the Beast*, Sooner Theatre, Norman, Oklahoma, June 19-28, 2009 (45 hours).

# MEMORANDUM OF UNDERSTANDING

<b>College:</b>	John Glenn College of Public Affairs
<b>Department:</b>	same
<b>Faculty director:</b>	Trevor Brown
<b>Primary contact, if different from faculty director:</b>	Kathleen Hallihan
<b>Fiscal officer:</b>	Andrea Garringer
<b>Marketing director:</b>	TBD
<b>Enrollment contact for state authorization compliance:</b>	Rob Greenbaum
<b>Additional colleges/contacts:</b>	David Landsbergen
	Brittany Miller

<b>Name of program:</b>	Master of Public Management and Leadership	
<b>Approval process (change in delivery or new program):</b>	New Program	
<b>Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:</b>	No.	
<b>Total credit hours:</b>	32-33	
<b># of courses to be created:</b>	8 new courses, 16 courses that are in existence and need to be converted	
<b># of courses already in an online format that need ODEE review:</b>	1 ( Plus, 4 of the 16 existing courses are in hybrid formats)	
<b># of anticipated students:</b>	1 cohort of 20 to start,, eventually 2 cohorts of 30-40 (so 60-80 total over time per year)	
<b>State authorization:</b>	For this program, does your college plan to do any of the following outside of Ohio? Yes/No	
	<i>Maintain a physical location, facility or instruction site (may include server or other equipment or administrative offices)</i>	No.
	<i>Recruit students (either occasionally or consistently)</i>	Yes.
	<i>Conduct soliciting, marketing or advertising</i>	Yes.
	<i>Employ full time and/or adjunct faculty (1099/W-2)</i>	Yes.
	<i>Conduct instructional activities such as clinicals, labs, practicums, internships or externships (where students meet face to face)</i>	Yes.
	<i>Have contracts or agreements to provide services to students, such as proctored exams</i>	No.
	<i>Have partnerships with educational institutions</i>	No.



<i>Course Name</i>	<i>Faculty Lead</i>	<i>OAA Approved for Online Delivery</i>	<i>Developed</i>	<i>Delivered</i>	<i>5 Hour Review (semester immediately following first delivery)</i>	<i>Reviewed (every 3 years)</i>
<b>Example: Principles of Basic Science</b>	J. Smith	AU16	AU16	SP17	SU17	SU19
<b>PUBAFRS 6051 : Intro to PA and Orientation to Program</b>	D. Landsbergen	(new course)				
<b>PA 6045: Fundamentals of Budgeting &amp; Financial Admin.</b>	D. Landsbergen	(new course)				
<b>PA 6075: Data, Models &amp; Evaluation</b>	D. Landsbergen	(new course)				
<b>PA 7990: Capstone</b>	D. Landsbergen	(new course)				
<b>PA 6055: Judgment in Managerial Decision-Making</b>	D. Landsbergen	(new course)				
<b>PA 5506: Administration of Criminal Justice Policy</b>	Andrea Headley	(new course)				
<b>SOC 5XXX Evidence Based Practice</b>	Paul Bellair (Sociology)	(new course)				
<b>SOC 5XXX Offender Decision Making and Prisoner Reentry</b>	Paul Bellair	(new course)				



PA 7507 CJ Policy	Andrea Headley	(existing in-person course)				
PA 7508 Juvenile Justice System Policy	Andrea Headley	(new course)				
PA 7557: Strategic management	D. Landsbergen	(existing in-person course)				
PA 7550: Contract Management	D. Landsbergen	(existing in-person course)				
PA 7554: Performance Management	D. Landsbergen	(existing in-person course)				
PA 7555: Project Management	D. Landsbergen	(existing in-person course)				
PA 6000: Policy Formulation and Implementation	D. Landsbergen	(existing hybrid course)				
PA 6030: Public Sector Economics	D. Landsbergen	(existing hybrid course)				
PA 6080: Program Evaluation	D. Landsbergen	(existing hybrid course)				
PA 5570: Risk Analysis	D. Landsbergen	(existing in-person course)				
PA 7553: Nonprofit Mgt. and Governance	Tentative	(existing in-person course)				
PA 7533: Nonprofit Financial Management	Tentative	(existing in-person course)				
PA 5590: Fundraising & Philanthropy for	Tentative	(existing in-person course)				



Nonprofit Orgs						
PA 5592: Marketing for Nonprofit Organizations	Tentative	(existing in-person course)				
PA 6040: Public Budgeting & Finance	J. Landers	(existing on-line course to be reviewed)				


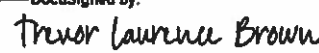
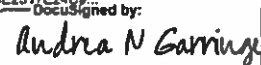
<b>Colleges entering into this agreement will:</b>
Secure approval from the following, where applicable: <ul style="list-style-type: none"> <li>• Graduate School</li> <li>• Council on Academic Affairs (CAA)</li> <li>• University Senate</li> <li>• Board of Trustees</li> <li>• Department of Higher Education</li> </ul>
Contact the university budget office regarding new program and to request a distance education specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.
Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models
Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval)
Label students in Student Information System with appropriate subplan. Distance students = subplan ONL
Provide budget forecasting/market analysis using ODEE funding model (attached) <ul style="list-style-type: none"> <li>• Incur the costs for your program specific advertising</li> <li>• Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)</li> </ul>
Collaborate with ODEE on State Authorizations as well as State Licensure approvals, if applicable <ul style="list-style-type: none"> <li>• Notify ODEE of states/countries where they would like to enroll students</li> <li>• Communicate to prospective students their ability to enroll and seek federal financial aid based on State Authorizations</li> </ul>
Collaborate with ODEE on the technical solutions for effective course delivery: <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> <li>• OSU identity/branding guidelines</li> <li>• Carmen course template providing students with effective navigation and online course expectations, etc.</li> <li>• Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery</li> <li>• Utilize Quality Matters principles in course design</li> <li>• Focus on outcome-based learning and incorporate assessment into courses</li> </ul>
Work with faculty on the workload assignment
Encourage distance education faculty/instructors/students to participate in ODEE's Distance Education Learning and Teaching Academy
Collaborate with relevant student support services (ODS, UCAT, Writing Center, Libraries, Veterans Affairs, etc.) <ul style="list-style-type: none"> <li>• Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE</li> </ul>
Collaborate with ODEE to review and update courses every three years.
Provide at least one required student participation activity each week in a course <ul style="list-style-type: none"> <li>• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.</li> </ul>
Identify student technology support for tools only used by your program
Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.
<b>ODEE entering into this agreement will:</b>
Administer state authorization program <ul style="list-style-type: none"> <li>• Necessary to ensure program meets federal student financial aid guidelines</li> <li>• Communicate with the colleges the status of approved state authorizations</li> </ul>
Collaborate with the college on the technical solutions for effective course delivery: <ul style="list-style-type: none"> <li>• Online-specific syllabus requirements (ODS statement, COAM statement, etc.)</li> </ul>





<ul style="list-style-type: none"> <li>• OSU identity guidelines</li> <li>• Course templates providing students with effective navigation and online course expectations, etc.</li> <li>• Placing course content materials into mutually agreed upon formats and technologies for distance delivery</li> <li>• Utilize Quality Matters principles in course design</li> <li>• Focus on outcome-based learning and incorporate assessment into courses</li> </ul>
Provide instructional designer production time
Provide distance education professional development opportunities for faculty/instructors/students through ODEE's Distance Education Learning and Teaching Academy
Collaborate with the college to review and update courses every three years
Collaborate with course instructors to provide at least one required student participation activity each week in a course <ul style="list-style-type: none"> <li>• Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.</li> </ul>
Provide distance education faculty and students access to: <ul style="list-style-type: none"> <li>• An OCIO managed Tier 1 help desk for ODEE/OCIO provided tools/services</li> </ul>
Provide OSU online program advertising <ul style="list-style-type: none"> <li>• Two minute program specific introductory video</li> <li>• Consult with college marketing on strategies for program specific advertising</li> <li>• Program included in general OSU online marketing strategy</li> <li>• Marketing will only be conducted in states/countries in which the program has been authorized</li> </ul>
Collaborate with program directors to revise the course development process should an instructor separate from the university during that time. Options include continue work on course through the end of the 14 week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified.

\*Products and services used will be held to each service level of agreement.

<b>MOU created by:</b>	Kathleen Hallihan	
<b>MOU approved by:</b>	<b>Mike Hofherr, Vice President and Chief Information Officer:</b> 	<b>Date:</b> 2.2.18
	<b>Dean, College:</b> <small>DocuSigned by:</small> 	<b>Date:</b> 1/29/2018
	<b>Fiscal Officer, College:</b> <small>DocuSigned by:</small> 	<b>Date:</b> 1/29/2018

\*Please review and attach program revenue projection worksheet.

Office of Distance Education and eLearning (ODEE)  
Distance Education Program Revenue Projection - DRAFT

01/31/18

College:	John Glenn College of Public Affairs
Program Name:	Master of Public Administration and Leadership (MPAL)

Number of Courses:	10
Total Credit Hours	32-33
Rank	Graduate
Residency (in/Out State Split)	

Rank	1st year	2nd year	3rd year	4th year	5th year
<b>Graduate</b>	10 Course 20 Students	10 Course 40 Students	10 Course 40 Students	10 Course 60 Students	10 Course 80 Students
# of Courses	10	10	10	10	10
# of Students	20	40	40	60	80
# of Credit Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours	32 Cr Hours
Total Credit Hours of Instruction	640.0 hours	1,280.0 hours	1,280.0 hours	1,920.0 hours	2,560.0 hours
Instructional Fee					
Fees - Effective Rates	\$1,006.34	\$1,006.34	\$1,006.34	\$1,006.34	\$1,006.34
State Subsidy	\$407.33	\$407.33	\$407.33	\$407.33	\$407.33
Projected Fees	\$322,030	\$966,090	\$966,090	\$1,288,120	\$1,610,140
Projected Subsidy	\$0	\$0	\$0	\$0	\$0
Projected Revenue Generated	\$0	\$322,030	\$966,090	\$1,288,120	\$1,610,140

Marginal Revenue	\$0	\$322,030	\$644,060	\$922,030	\$322,030
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Support Units Tax rate	24%	24%	24%	24%	24%
Support Units Tax	\$0	\$77,290	\$154,570	\$77,290	\$77,280
Cumulative Support Units Tax	0	77,290	231,860	309,150	386,430
Net Margin	\$0	\$244,740	\$489,490	\$244,740	\$244,740

Colleges Share %	70%	70%	80%	80%	80%
Colleges Share - Annual PBA	\$0	\$171,320	\$391,590	\$195,790	\$195,790
Colleges Share (Cumulative Cash Generated)	\$0	\$171,320	\$562,910	\$758,700	\$954,490

ODEE Share %	30%	30%	20%	20%	20%
ODEE Share Annual PBA	\$0	\$73,420	\$97,890	\$48,940	\$48,940
ODEE Share (Cumulative Cash Generated)	\$0	\$73,420	\$171,310	\$220,250	\$269,190

<b>Current Budget Model:</b>					
SSA 1 - Student Service Assessment 1 - UG - \$118.12	\$0	\$0	\$0	\$0	\$0
SSA 2 - Student Service Assessment 2 - Grad - \$492.26	\$157,520	\$472,570	\$630,090	\$787,620	\$787,620
SSA 3 - Student Service Assessment 3 - \$4.36	\$1,400	\$4,190	\$5,580	\$6,980	\$6,980
Total Current Assessments	\$0	\$158,920	\$476,760	\$635,670	\$794,600

College Assessment savings under new model	\$0	\$85,500	\$305,450	\$415,420	\$525,410
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**Assumptions:**

No other Student Services Assessments would apply to Colleges under this model.  
The Distance Education assessment applies to marginal revenues.  
The Distance Education assessment only apply to students who are 100% distance Ed.  
No inflationary adjustment is taken for instructional fees.  
The projected numbers in this model are best estimates and the actual allocations might be slightly different.

Revenue and Assessments Calculation is based on the following current FY18 rates:

Undergraduate	Fees	Subsidy
	\$389.58	\$217.18
Graduate	\$1,006.34	\$407.33