



**JOHN GLENN**  
SCHOOL OF PUBLIC AFFAIRS

## **Strategic Plan**

**John Glenn School of Public Affairs**



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## **INTRODUCTION AND BACKGROUND**

The John Glenn School of Public Affairs at The Ohio State University was established in 2006, the result of a merger between the School of Public Policy and Management and the John Glenn Institute, to pursue a compelling vision: “inspire citizenship and develop leadership.” After a national search, the School hired its first director, Dr. Charles Wise, in 2007.

The School offers two Master's degree programs – a Master's of Public Administration (MPA) for recent college graduates and a Master's of Arts (MA) for students well into their careers – along with a variety of dual and joint degree programs in collaboration with other Ohio State University colleges and departments. The aim of these programs is to prepare students for careers in the public and non-profit sectors. The School also runs a doctoral program that trains students for positions in research universities, think tanks, consulting firms, and analytical positions in government.

The School's continuing education programs offer management and leadership training for public and non-profit sector employees, and custom training and technical assistance for public and non-profit organizations. Internship programs and co-curricular activities provide opportunities for graduate, undergraduate, and high school students to experience the complex world of policy options and decisions. Through its outreach and civic engagement activities, the School engages the public in the exploration of citizenship and the role of the public sector in a civil society. The School, together with University Libraries, is home to the John Glenn Archives. The School is also home to the Battelle Center for Mathematics and Science Education Policy and the Kiplinger Program in Public Affairs Journalism.

With the addition of three junior faculty in the fall of 2008, the School has ten full time faculty including the director – three assistant professors, five associate professors, and two full professors. The School also has a professional and administrative staff of 23 to support knowledge creation and dissemination activities.

The School is ranked 36<sup>th</sup> among graduate schools of public affairs by *U.S. News and World Report*. The School is accredited by the National Association of Schools of Public Affairs and Administration (NASPAA), and is an institutional member of the Association for Policy Analysis and Management.

## **MISSION**

In his first year as the School's founding director, Dr. Wise commenced a process of identifying the School's mission and aligning its various programs to serve an array of audiences within and outside the University. After consulting with a variety of stakeholders (e.g. faculty, students, staff, alumni, public servants), the School established the mission 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
- Promote excellence in education in public policy analysis and management in an interdisciplinary framework
- Engage faculty, staff, and students from throughout The Ohio State University in ongoing relationships with the public and non-profit sectors in order to impact the critical issues facing society
- Prepare leaders for the public and non-profit sectors by means of curricular and extra-curricular programs
- Engage public officials, representatives of public groups and citizens in dialog, deliberation, and action to improve the performance of democratic governance

## **THE CONTEXT FOR STRATEGIC PLANNING**

The field of public affairs is dynamic and vibrant, marked by frequent change in research and practice. To survive and thrive among top ranked schools of public affairs the Glenn School must account for important trends and features of the field as it plots its initial course. The School must also account for imperatives driven by its position within the State of Ohio. This section provides a brief sketch of the context for strategic planning.

### **Growth in Demand for Public Affairs Education**

The American public sector is at the front end of perhaps the largest human capital transition since the New Deal of the 1930s brought thousands of new workers into government. In 2001, the Government Accountability Office declared “a human capital crisis” in the federal government largely driven by the aging federal workforce. Three quarters of federal supervisory staff and 60% of non-supervisory staff were eligible to retire between 2003 and 2007. By 2012, retirements at 23 large federal agencies will top 20 percent of their workforces. State and local governments face the same demographic pressures. According to the International City/County Management Association (ICMA), 44% of local government managers are 51 or older and will retire within a decade. Among state governments, Ohio and Rhode Island have the oldest workforces and face the most acute succession demands.

Schools of public affairs are perhaps best positioned to supply government with tomorrow’s public workforce. The federal Bureau of Labor Statistics (BLS) saw governments add “76,800 jobs in the first quarter of 2008” and predicts public sector job growth accelerating as the private sector sheds jobs with the current economic downturn. Many of these new hires, particularly in the managerial ranks, come armed with degrees in public affairs, public administration, public management, and public policy. The demand extends across graduate and undergraduate degrees. While some positions require a graduate degree, many will require undergraduate degrees that prepare students for positions in leadership and policy.

Public universities around the country are positioning themselves to meet this demand by establishing independent schools of public affairs or by adding resources, faculty and staff to existing ones. For example, new independent schools of public affairs were approved at Texas A&M in 2000, University of Georgia in 2001, and the University of Virginia in 2008. Existing schools such as the University of Washington and Arizona State University have increased their faculty complement.

The Glenn School must take similar bold steps to become a significant player in the public affairs academic market. While the Glenn School is the highest ranked public affairs program in the State of Ohio – ranked 36<sup>th</sup> in the latest *U.S. News and World Report* rankings, ahead of Cleveland State University at 45<sup>th</sup> – it trails other universities in the region, notably Indiana University (3<sup>rd</sup>), the University of Michigan (7<sup>th</sup>), the University of Wisconsin-Madison (14<sup>th</sup>), the University of Pittsburgh (27<sup>th</sup>), and the University of Kentucky (32<sup>nd</sup>).

## **Public Problems Require Interdisciplinary Solutions**

During the Great Society of the 1960s, government agencies and programs were organized to target discrete public problems (e.g. the Department of Health and Human Services anchored the war on poverty; NASA piloted the race to the moon). In the late 1960s and early 1970s, schools of public affairs blossomed to produce graduates to populate the growth in public programs and services. However, very often such programs were assigned to individual bureaucracies that operated in their own silos apart from the activities of other institutions. In the last fifty years this approach has proven ineffective in addressing the multifaceted and complex public problems that face the nation and the world (e.g. the war on terrorism, energy scarcity). Today's public problems require solutions that bridge disciplines and link organizations. For example, global warming is not simply an issue of climate change, but is also a function of economic behavior, social organization, and political decision making.

Public leaders need to be conversant in multiple disciplines and fields, as well as adept in bridging gaps between organizations rather than simply operating effectively within them. Graduates need interdisciplinary training that enables them to solve the complex problems that confront today's public service.

To produce a corps of public leaders ready to tackle today's public problems the Glenn School must become a preeminent center for interdisciplinary public affairs knowledge creation and dissemination. The Glenn School enjoys an advantage over many other schools of public affairs in that it calls The Ohio State University home, perhaps the nation's most comprehensive research university, and is thus positioned at the center of the University as an independent academic unit that can partner with other schools and colleges to harness OSU's comprehensive expertise that is needed to address today's complex public problems. The Ohio State University's multiple centers of excellence across disciplines create the opportunity for the Glenn School to be a pioneer in multi-disciplinary, trans-institutional teaching and research.

## **The Ohio State University is the Flagship Public University in Ohio**

The State of Ohio is one of the most important states in the nation due to its size, diversity, and political importance. It also suffers acutely from many of the challenges that face the nation, including a declining industrial base, growing unemployment, energy scarcity, and environmental threats to name a few. According to *Governing Magazine's* annual management report card, Ohio's state government is on solid, but tenuous footing, earning a grade of B- in 2008. While the report highlighted the state's long-term financial outlook and its intergovernmental coordination as strengths, the report singled out strategic workforce planning, hiring, and financial controls and management as weaknesses.

As the flagship public university located in the capital, The Ohio State University has a special responsibility to serve the needs of the state and its citizens. Senator John Glenn's vision in helping to create the School was to inspire citizens at all ages to engage the policy process, and provide guidance to policy makers and public servants. The Glenn School is primed to serve as the leading edge in delivering services, training, technical assistance and guidance to the state, as well as facilitating public participation and citizenship. In addition, Senator Glenn's vision,

mirrored in the aspirations of the University's leadership to achieve national and global stature, was to deliver knowledge to public sector actors at all levels of government.

The School enjoys a variety of resources to help achieve this goal, including a first-rate faculty and staff; but given the size of the State of Ohio and the array of policy challenges before the State, the current capacity of the School to disseminate targeted knowledge to public sector actors and citizens must grow, particularly if the School is to achieve national and international preeminence as a center for excellence in public sector engagement and citizenship.

### **The Ohio State University and the Glenn School Constitute Important National and International Public Affairs Resources**

Federal agencies face increasing responsibilities for solving increasingly complex problems whether those involve climate change, provision of alternative sources of energy, expanding health care coverage and containing health care costs, supporting breakthroughs in science and technology or supporting democratization and economic transition in allied nations and struggling states. They are undertaking these increasing responsibilities at time when they are losing their most experienced managers and professionals due to retirement and in a context where budgets for in-house human resource development and policy analysis are severely constrained due to ballooning budget deficits. They require the provision of services that are multi-disciplinary in nature, integrated and cost-effective. The comprehensive expertise available within The Ohio State University and the Glenn School of Public Affairs can be brought to bear to help fulfill these needs if it is appropriately mobilized and organized. The Glenn School is positioned to be a convener and integrator for such an effort on behalf of The Ohio State University.

Similarly, governments around the world particularly in emerging democracies face demands for development that address the needs for increasingly demanding populations for more effective and less corrupt governance and for public programs that support robust economic development, increased levels of education including higher education, cleaner environments, and better health care. Such countries and the international institutions that support them (United Nations Development Agency, World Bank, International Monetary Fund, etc.) increasingly are turning to western institutions of higher education to assist them in developing the management, policy analysis, and educational capacity to meet these growing demands. The comprehensive expertise available within The Ohio State University and the Glenn School can potentially be brought to bear in partnership with other institutions to address these needs and to concomitantly extend the global reach of the Ohio State University. In doing so, faculty, staff, and students will extend their knowledge and expertise and apply it in various international contexts.

### **Strategic Planning Process**

The Glenn School's Strategic Planning Process was initiated in April 2007 when then Director Designate Charles Wise met with the School's faculty and staff to identify the audiences (stakeholders) that the School serves and with whom it interacts or could interact. This phase produced a list of 52 groups. The Strategic Planning Coordinating Committee then assembled the 52 groups into 14 clusters. The Director Designate then appointed six initial task groups

composed of faculty, staff, students, alumni, and others. The task groups were charged with researching and analyzing the potential activities, programs, and services that were being offered, and potentially could be offered, along with the benefits, costs, and potential revenues associated with them. The initial task groups were charged with focusing on (1) master's students, (2) graduate students, from other OSU schools, (3) Ohio State Government, (4) citizens, (5) undergraduate students, and (6) communications.

The initial six groups presented their interim reports on September 1, 2007, and their final reports in October 2007. The Strategic Planning Coordinating Committee and then the Glenn School faculty, staff, and student representatives deliberated over and discussed the reports' findings and recommendations during Fall 2007. The reports were presented to the School's Advisory Board in January 2008, at which time the Board discussed them and provided input. During Fall 2007, two additional task groups were appointed: (1) doctoral students, (2) alumni. Both have produced final reports which have been discussed with the Coordinating Committee and the School's Advisory Board. During June 2008, six additional task groups were appointed: (1) local government, (2) federal government, (3) international, (4) non-profit organizations, (5) public sector related for-profit organizations, and (6) K-12 education. They have all presented their reports and the findings have been incorporated into the final plan. The School's Strategic Planning Coordinating Committee coordinated the preparation of the School's draft Strategic Plan.

## **STRENGTHS, WEAKNESSES, OPPORTUNITIES AND THREATS**

### **Strengths**

- School offers a robust variety of programs and activities to enhance student and citizen engagement and knowledge in Central Ohio
- School provides a solid Master's program centered around excellent classroom teaching
- Alumni well represented in Ohio state government which affords opportunities for faculty engagement and student placement
- Active training programs for professionals in state government
- Beginning to offer undergraduate courses
- Faculty research published in nationally respected journals
- World class physical facility
- Strong historical legacy and reputation in the field of public affairs
- The School's institutional structure within OSU facilitates interdisciplinary initiatives and partnerships

### **Weaknesses**

- Small faculty size (the Glenn School has ten; Cleveland State University has 33)
- Small staff size and resource base
- Seriously inadequate financial assistance support for students
- Fluctuating revenue base for outreach and engagement programs
- Engagement activities largely limited to Columbus area

### **Opportunities**

- Multiple centers of excellence at The Ohio State University create wealth of partnership opportunities
- Absence of undergraduate degree in public affairs creates opportunity to fulfill demand for public affairs education
- Location in state capital provides array of opportunities for providing technical assistance and training to state government, as well as internships for students
- Human resource needs at all levels of government present tremendous placement opportunities for graduates and undergraduates in public affairs
- Economic downturn creates pool of potential students seeking professional skills training
- Interdisciplinary expertise within the School and through partnerships with other colleges and schools provides capability to address needs for policy and management expertise in the federal government, in foreign governments, and among international institutions

### **Threats and Challenges**

- Economic downturn raises risk of declining state support for higher education as well as private giving
- Increased competition among schools in the public affairs field
- Managing growth

## **GOALS**

Under the first-year of Dr. Wise's leadership, the Glenn School commenced a strategic planning process to identify how best to fulfill the School's multi-pronged mission and attend to an array of diverse stakeholders. The strategy setting process created the following six goals:

- Grow a creative world-class multidisciplinary public affairs faculty
- Establish the Glenn School as a preeminent center of public affairs knowledge creation and dissemination
- Transform current academic programs into magnets for top-flight students
- Establish new academic programs that respond to growing demand for public affairs education
- Engage citizens and public sector actors at all levels of governance
- Promote diversity throughout the School

**STRATEGIES, TACTICS, METRICS AND RESOURCE NEEDS**

**Goal 1: Grow a creative world-class multidisciplinary public affairs faculty**

**Strategy 1.1:**

Attract, retain and cultivate top-tier faculty in core areas of public affairs research (i.e. public management, public finance, policy analysis)

**Tactics:**

- Recruit top-tier tenure-track faculty to deepen capacity in core areas of public affairs

**Goal 1 Metrics and Milestones:**

|   | '08-'09 | '09-'10 | '10-'11 | '11-'12 | '12-'13 |
|---|---------|---------|---------|---------|---------|
| Hire one new faculty and replace one faculty in core public affairs areas | *       |         |         |         |         |
| Hire two new faculty in core public affairs areas                         |         | *       |         |         |         |
| Hire two new faculty in core public affairs areas                         |         |         | *       |         |         |
| Hire two new faculty in core public affairs areas                         |         |         |         | *       |         |

**Goal 1 Resource Needs and Income Streams:**

- Faculty hires funded by PBA increases due to increased enrollments, start-up funding for establishment of the undergraduate major from central administration, and development gifts

**Responsible Parties:**

- Faculty Search Committees
- Director

**Goal 2:        Establish the Glenn School as a preeminent center of public affairs knowledge creation and dissemination**

**Strategy 2.1:**

- Promote faculty, student and staff accomplishments in targeted venues and to diverse audiences by building communication and marketing capacity

**Tactics:**

- Celebrate and promote faculty, student, staff, and alumni accomplishments at periodic School functions and through various publication outlets  
[initiated in '08-'09 academic year]
- Host national conference for one of the primary public affairs academic associations (e.g. Public Management Research Association; Association of Public Policy Analysis and Management)  
[targeted for '09-'10 academic year]
- Hire a full-time staff member to direct communications and marketing activities  
[targeted for '09-'10 academic year]
- Create a strategic plan to guide communications and marketing activities  
[underway in '08-'09 academic year]
- Reorganize ground floor of Page Hall to display and promote activities of Glenn School faculty, students and staff  
[targeted for '09-'10 and '10-'11 academic years]
- Redesign Glenn School website to make contents more dynamic, relevant, and user-friendly  
[underway in '08-'09 academic year]
- Add website components to reflect multiple Glenn School programs  
[underway in '08-'09 academic year]
- Upgrade technology infrastructure (replace servers and upgrade network switches) to accommodate website enhancements  
[targeted for '08-'09 academic year]
- Develop an electronic newsletter to communicate Glenn School activities and achievements to faculty, staff, students, alumni, and affiliates  
[underway in '08-'09 academic year]

- Develop a plan for periodic e-mail notification of School program activities and accomplishments to specific school constituencies  
[underway in '08-'09 academic year]
- Create a Glenn School brand and logo to unify communications and marketing efforts  
[underway in '08-'09 academic year]

**Strategy 2.2:**

- Engage alumni and promote their accomplishments in targeted venues

**Tactics:**

- Implement a quarterly schedule of events that showcase Glenn School programs to alumni  
[underway in '08-'09 academic year]
- Implement an alumni mentoring program for degree students  
[underway in '08-'09 academic year]
- Create a robust Alumni Society group  
[underway in '08-'09 academic year]

**Goal 2 Metrics and Milestones:**

|   | '08-'09 | '09-'10 | '10-'11                            | '11-'12 | '12-'13 |
|---|---------|---------|------------------------------------|---------|---------|
| Ranking in U.S. News and World Report (currently 36 <sup>th</sup> )                       |         |         | 27 <sup>th</sup> -29 <sup>th</sup> |         |         |
| Number of instances of Glenn School faculty, students and staff featured in media outlets | BASE YR | +5%     | +5%                                | +5%     | +5%     |
| Host national conference for primary public affairs association                           |         | *       |                                    |         |         |
| Complete strategic plan for communications  | *       |         |                                    |         |         |
| Reorganize ground floor of Page Hall  |         | *       | *                                  |         |         |
| Upgrade technology infrastructure   | *       |         |                                    |         |         |
| Redesign Glenn School website   | *       |         |                                    |         |         |
| Add program components to website   | *       | *       | *                                  | *       | *       |
| Implement quarterly showcase events for alumni  |         | *       |                                    |         |         |
| Implement alumni mentoring program  |         | *       |                                    |         |         |
| Create Alumni Society   |         | *       |                                    |         |         |

**Goal 2 Resource Needs and Income Streams:**

- Faculty hires funded by PBA increases due to increased enrollments, start-up funding for establishment of the undergraduate major from central administration, and reallocation of savings from cost reduction in operation of Washington Academic Internship Program.

**Responsible Parties:**

- Director of Events
- Director of Communications
- Associate Director for Outreach
- Director of Philanthropy

**Goal 3: Transform current academic programs into magnets for top-flight students**

**Strategy 3.1:**

- Develop Masters' program that attracts top-flight students, prepares them for diverse challenges in the public and non-profit sectors, and places them in rewarding public and non-profit sector positions

**Tactics:**

- Reorganize staff to better perform recruitment, advising, and placement functions  
[underway in '08-'09 academic year]
- Establish internship opportunities with local and state government offices  
[underway in '08-'09 academic year]
- Change existing exit requirements for MA and MPA programs to align with career-relevant project tasks  
[complete MPA revisions in '08-'09 academic year and MA revisions in '09-'10 academic year]
- Support a higher number of students with financial aid  
[underway in '08-'09 academic year but will continue over five year period]

**Strategy 3.2:**

- Develop doctoral program that attracts top-flight students, provides cutting-edge training in public affairs knowledge creation and dissemination, and places them in top-tier academic institutions

**Tactics:**

- Reorganize staff to better perform recruitment, advising, and placement functions  
[underway in '08-'09 academic year]
- Upgrade technology infrastructure to support new recruitment, advising, and placement software requirements  
[targeted for '08-'09 academic year]
- Establish first-year paper requirement  
[underway in '08-'09 academic year]
- Create opportunities for doctoral students to teach  
[targeting '10-'11 academic year when undergraduate program comes online]

- Support a higher number of students with financial aid  
[underway in '08-'09 academic year but will continue over five year period]

**Goal 3 Metrics and Milestones:**

|  | '08-'09 | '09-'10 | '10-'11 | '11-'12 | '12-'13 |
|--|---------|---------|---------|---------|---------|
| Staff reorganization   | *       |         |         |         |         |
| Upgrade technology infrastructure                                      | *       |         |         |         |         |
| Number of state and local government internships for Master's students | 7       | 7       | 7       | 10      | 10      |
| Establish first year doctoral paper requirement                        |         | *       |         |         |         |
| Doctoral students commence teaching opportunities                      |         |         | *       |         |         |
| Increase in enrollment in Master's programs (MPA, MA, dual, joint)     | 169     | 175     | 181     | 188     | 195     |
| Number of new Master's students that receive University fellowships    | 1       | 2       | 2       | 3       | 3       |
| Number of new doctoral students that receive University fellowships    | 1       | 2       | 2       | 3       | 3       |

**Goal 3 Resource Needs and Income Streams:**

- Increased number of students receiving financial assistance to be funded from increased PBA and development gifts

**Responsible Parties**

- Director of Student Services
- Recruitment Coordinator
- Chair of Graduate Studies Committee
- Chair of Doctoral Committee

**Goal 4: Establish new academic programs that respond to growing demand for public affairs education**

**Strategy 4.1:**

- Create new bachelor's major to meet demand for public affairs education at the undergraduate level

**Tactics**

- Develop public affairs courses and public affairs major program to serve undergraduates at OSU  
[targeted for '10-'11 academic year]
- Identify other units at OSU to participate in public affairs major  
[underway in '08-'09 academic year]
- Establish recruiting and advising capacity for undergraduate major  
[targeted for '09-'10 academic year]

**Strategy 4.2:**

- Create new graduate dual-degree programs to meet demand for public affairs education at the graduate level

**Tactics**

- Develop a dual degree with the Center for Slavic and East European Studies  
[targeted for '08-'09 academic year]
- Participate in the College of Engineering's Master of Engineering Leadership program  
[targeted for '09-'10 academic year]

**Goal 4 Metrics and Milestones:**

|   | '08-'09 | '09-'10 | '10-'11 | '11-'12 | '12-'13 |
|---|---------|---------|---------|---------|---------|
| Public affairs undergraduate major submitted for review               | *       |         |         |         |         |
| Offer public affairs undergraduate major with recruiting and advising |         |         | *       |         |         |
| Student enrollment in public affairs undergraduate major              |         |         |         | 40      | 80      |
| Offer CSEES Dual Degree   | *       |         |         |         |         |
| Offer courses in Engineering's MEL program                            |         | *       |         |         |         |
| Dual and Joint Degree Enrollments                                     | 47      | 49      | 51      | 53      | 55      |

**Goal 4 Resource Needs and Income Streams:**

- New faculty and staff funded by start-up funds from Central administration, increased PBA, and development gifts
- Increased graduate student financial assistance funds funded by increased PBA and development gifts

**Responsible Parties**

- Faculty
- Director

**Goal 5: Engage citizens and public sector actors at all levels of government**

**Strategy 5.1:**

- Develop training, technical assistance and policy analysis capacity for public sector institutions and actors at all levels of government  
[underway in '08-'09 academic year]

**Tactics**

- Establish a state government technical assistance capability to offer services for payment  
[targeted for '10-'11 academic year]
- Establish a Glenn School office of federal relations in Washington  
[underway in '08-'09 academic year]

**Goal 5 Metrics and Milestones:**

|  | '08-'09 | '09-'10 | '10-'11 | '11-'12 | '12-'13 |
|--|---------|---------|---------|---------|---------|
| Establish Glenn School Office of Federal Relations                   | *       |         |         |         |         |
| Establish Glenn School state government technical assistance program |         |         | *       |         |         |
| Revenues from Technical Assistance activities                        | \$125K  | \$140K  | \$150K  | \$160K  | \$175K  |

**Goal 5 Resource Needs and Income Streams:**

- New staff funded by development gifts, and sales of services

**Responsible Parties**

- Associate Director for Outreach
- Director of Federal Relations

## **Goal 6: Promote diversity throughout the School**

### **Strategy 6.1:**

- Develop and institute a systematic approach to promote diversity throughout the School

### **Tactics**

- Encourage overall student recruitment and retention efforts at enhancing diversity of School's doctoral programs  
[underway in '08-'09 academic year]
- Target student recruitment efforts at identifying under-represented minority group candidates for graduate enrichment fellowships  
[underway in '08-'09 academic year]
- Strongly encourage female and under-represented minority group candidates to apply for faculty and staff positions  
[underway in '08-'09 academic year]
- Post job listings for faculty and staff positions in venues targeted at under-represented groups  
[underway in '08-'09 academic year]
- Protect and encourage diversity of opinions and perspectives inside and outside the classroom  
[underway in '08-'09 academic year]
- Ensure an active diversity representative on each faculty search committee  
[underway in '08-'09 academic year]
- Implement an education and communication process to promote diversity  
[underway in '08-'09 academic year]
- Provide mentors to encourage retention  
[underway in '08-'09 academic year]

**Goal 6 Metrics and Milestones:**

|   | '08-'09 | '09-'10 | '10-'11 | '11-'12 | '12-'13 |
|---|---------|---------|---------|---------|---------|
| Number of minority applicants   | 59      | 61      | 63      | 65      | 67      |
| Number of minority students admitted                                      | 31      | 32      | 33      | 34      | 35      |
| Number of minority students enrolled                                      | 20      | 21      | 22      | 23      | 24      |
| Number of applicants from colleges and universities other than OSU        | 114     | 117     | 120     | 123     | 126     |
| Number of students from colleges and universities other than OSU admitted | 55      | 57      | 59      | 61      | 63      |
| Number of students from colleges and universities other than OSU enrolled | 31      | 33      | 35      | 37      | 39      |
| Number of female applicants   | 78      | 81      | 84      | 87      | 90      |
| Number of female students admitted  | 49      | 51      | 53      | 55      | 57      |
| Number of female students enrolled  | 23      | 25      | 27      | 29      | 31      |
| Diversity measures incorporated in all faculty and staff searches         | *       |         |         |         |         |
| Diversity measures incorporated into all student recruitment efforts      | *       |         |         |         |         |
| Alumni mentoring program established                                      | *       |         |         |         |         |

**Goal 6 Resource Needs and Income Streams:**

- Allocation of existing funds to cover activities; new faculty and staff funded by PBA increases due to increased enrollments

**Responsible Parties**

- Director of Student Services
- Recruitment Coordinator
- Chair of Graduate Studies Committee

- Chair of Doctoral Committee
- Director