Interoffice Communication

Date: January 2015

To: Executive Vice President and Provost

From: Mark L. Weinberg, Founding Dean, Voinovich School of Leadership and Public Affairs

Re: Evaluation Materials for the Calendar Year 2014

Leading the Voinovich School first as director and now as Founding Dean requires strategic, entrepreneurial and collaborative leadership. Above all I am a strategic leader focused on creating sustainable value for the University, our region and the State. I have focused on the development of organizational strategy, University and external partnerships, and budget strategy. This approach allows the School to take advantage of opportunities in a rapidly changing environment. Of course, this includes the ongoing ability to create an organizational culture open to new ideas and opportunities.

Collaborative leadership and the recruitment and retention of collaborative leaders across the School are critical for a multidisciplinary, complex and unique organization. The School’s future success rests on the collaborative efforts, talents and contributions of the engaged faculty, professional staff, students, and partners. A deep commitment to public service is a core value that underlies each of these three leadership approaches.

Finally, as outlined below, the evolution of the Voinovich School is substantially consistent with an evolving model of the New American University as articulated by Michael Crow as follows:

“The idea of the New American University offers an intriguing possibility of blending entrepreneurial and engaged approaches in a way that allows universities to differentiate themselves in meaningful ways. The key principles are being responsive to the unique challenges and characteristics of the university’s region; academic excellence with a focus on broad access and diversity; an entrepreneurial approach to the academic enterprise, including transcending disciplinary boundaries; a focus on research that has the potential to impact societal challenges; and direct engagement in the community, locally and globally. This model opens up some interesting opportunities for the role of university public service as a vital component of the American University of the future.”

At the heart of our model at Ohio University is a robust version of engaged student learning. It’s a model that allows students to go beyond the classroom and learn by doing.

2014 was a pivotal year for the School. We (1) made significant progress on long standing and major organizational challenges that we have faced for the last five years; (2) continued to develop our programs consistent with our historic mission; and (3) developed an innovative and unique strategic vision, which aligns us with University strategy and national trends, while providing the School with an opportunity for state and national leadership in public service and educational innovation. To advance the School, I have devoted much of my focus to strategic action in these three areas.
1. Achievements on Major Organizational Challenges in 2014

- **Develop a Viable Financial Model in a RCM environment:**
  - In July 2014, the University made a significant base funding investment in the School that, for the first time, was not tied directly to loss of appropriation funding. Between 2009 and 2011, the School lost 75 percent of its core funding from the Ohio Board of Regents line items, a reduction of $2.3 million. In 2009, University-wide budget reductions resulted in reductions of $647,000. The School, similar to other units nationally, became increasingly and substantially dependent on external grant and contract funding. The fact that this is possible is a testament to the success of the School’s engaged faculty and professionals in generating ongoing revenue to further the School’s mission.
  - In March and July 2014, the School presented a new strategy for the new RCM budget model based on its critical innovation and educational mission. The School is a revenue generating resource unit, but it does not generate significant student based revenues. While growth of professional degree and certificate programs is an important goal, the School only assumed academic responsibility for the MPA program in 2010 as the University moved to align the program with national practice. The Environmental Studies program started in 2011 based on the recommendations of an external national curricular review.

- **New Facilities for the School on the Ridges Campus:**
  - In April 2014, the School moved part of its operations from building 20 to building 19 on the Ridges. Building 20 had significant structural and environmental issues. Considerable internal efforts were required to ensure that the School was not geographically fragmented with other location possibilities on East State Street.

- **Human Capital and Talent:**
  - Eight new faculty and professional staff were hired in 2014 across the School after critical retirements and transitions of key professional staff in 2013. This followed the hiring of 4 new engaged faculty in 2012-13, the first engaged faculty hirers since 2009.

- **Program growth and complexity:**
  - During this same period the School completed the launch of TechGROWTH Ohio, the Center for Entrepreneurship, and Center for Public and Social Innovation and integrated two existing degree programs into the School.

- **Maturity of a series of entrepreneurship programs:**
  - We have integrated a series of successful entrepreneurial innovation activities that include the Innovation Fund, a $75m venture fund with Ohio University and OSU; a six institution I - Core (NSF) Regents budget request to teach faculty, students and professionals lean start for research commercialization; Third Frontier ESP Regional Strategy that aligned our TGO program with our external and internal partners, JobsOHIO New Business Initiative; and Center for Entrepreneurship are all part of a robust entrepreneurial and commercialization ecosystem for the University and region. The TGO is now a $40m program initiative. These programs provide the School with a unique role in innovation and an opportunity to expand the innovation concept systematically across the School’s program areas, the University and with our partners.

- **Leadership Transition Plan:**
  - The EVPP in consultation with me and leaders of the School’s Strategic Partners and Deans Groups initiated a discussion of a leadership transition plan for the School in the fall of 2013. The plan was finalized in May 2014 and communicated University-wide at the same time. This plan parallels a key recommendation of the engaged faculty expressed in the May 2014 Director’s evaluation for a transition plan. The elements of the plan, effective July 1, 2014, are:
- Appoint a Founding Dean to replace the director position for the School. This appointment is consistent with those at public affairs schools and colleges nationally and positions the School institutionally at Ohio University. This change will help recruit national leadership for the School in the future. The EVPP will institute a national search for the next Dean of the School. Status: Appointed July 1, 2014
- Develop a national innovation model for the School with a niche in entrepreneurship and pursue five strategic goals for the School to build the innovation model as a strategic vision and strategy for the future. Status: Developed 2014 (Included in RCM Budget Presentation for FY 2015)
- Hire a Senior Associate Director, a position that was funded in July 2014. This position is critical for the School and allows the Dean to focus on strategic as opposed to day to day operational issues. Most importantly, the position provides the Dean with a person to help execute the national innovation model and strategic goals. Status: Search initiated in the fall of 2014
- **Enhance internal communication:** Status: To respond to the May 2014 director’s evaluation, I worked with the School's Executive Leadership Group to enhance internal communication. We have moved forward on many items, including: more regular one on one meetings with program and administrative leaders of the School; asked academic program leaders to schedule regular and more frequent School faculty meetings; provided formal communications directly to all faculty and staff to better coordinate School-wide communications and direction; appointed an Executive-In-Residence to lead the launch of the new Center for Public and Social Innovation and engage School leaders and faculty and professionals in discussions and a School retreat; dedicated funds for a new Marketing and Communication Director to help develop the School “brand” and market the School based on recommendations of the School's Strategic Partners Group, Executive Committee and the May 2014 faculty evaluation.

The significant progress made on these organizational milestones has allowed me to move beyond the building phase of a new multidisciplinary academic planning unit and focus on crafting and implementing a strategic vision and strategy for the future of the Voinovich School.

2. **An Overview of the School in 2014 – Where we are!**

The School was established as an outgrowth of the University's Vision Ohio Strategic Planning process in 2006-2007. The Vision Ohio strategy for the Voinovich Center established three goals:

- Develop a new academic structure for the Voinovich Center. The School was created in April 2007 and patterned on the School of Government at the University of North Carolina at Chapel Hill’s public service and engaged scholarship model, and the multidisciplinary and non-departmental structure of the School of Public and Environmental Affairs at Indiana University. Both of these units are aspirational benchmarks.
- Achieve state and national leadership in core substantive areas, including entrepreneurial innovation, energy and environmental remediation and public and nonprofit service and education; and
- Cast the Ridges as an applications campus for the region and state.

The Voinovich School (2014) finds innovative research-driven, public-private partnership-based solutions to challenges facing communities, the economy and the environment. Students at the School and from across campus translate coursework into practice through their involvement in project consulting, engaged scholarship and applied research, and development. Engaged faculty and professionals place a premium on student engagement and high quality teaching. Together, these experiences are transformational and greatly enhance student preparation for careers in our rural region, the state and beyond. I constantly talk about the uniqueness of a School with these different dimensions, and have purposefully and collaboratively brought programs together in an entrepreneurial way where the commonality is applied, hands on learning and making a measurable impact.
Talent and Resources:
The School has 10 engaged faculty, 56 professional staff and 12 adjunct faculty, fellows or Executives in Residence. Over 150 students participate intensively in its degree and research and consulting programs. In 2014, the total RCM budget was approximately $10m with 70% of the School’s funding from external funding sources. In 2014, the School had 156 grants and contracts worth over $5m. The engaged faculty and professionals are active and recognized at the regional, state, and internal levels for their engaged research, innovative applied consulting, program innovations, and commitment to student education.

Degrees and Certificates:
The School offers two graduate degrees, the MSES and MPA as well as two certificates, a graduate certificate in Sustainability and an undergraduate Environmental Studies certificate. The School helped create and participates in the delivery of the certificate in Entrepreneurship offered by the College of Business. The School selects 15 to 20 honors students every year to participate in the Voinovich Scholars program. These curricular programs are critical to the development of the School and expand the School’s academic concept to include the integration of curriculum and applied real world problem solving. Enrollments in these program increased in 2014 with the expansion of recruiting efforts, research specializations and the development of new innovative courses especially in the area of environmental studies. By 2014, the School’s engaged faculty in the environmental studies areas expanded to four from a single faculty member.

Applied Programs:
Our major programs include the Center for Entrepreneurship, a partnership with the College of Business, TechGROWTH Ohio, the region’s Third Frontier ESP program, an SBDC, PTAC and University EDA Center, the Consortium for Energy, Economics and the Environment (CE3), a partnership with the Russ College and Arts and Sciences, and a new Center for Public and Social Innovation. Research and consulting, training and executive development are critical components of these programs.

Partnerships:
The School is a founding member of the Ohio Educational Research Center for the Ohio Department of Education and partners with the Wilson Center for International Scholars on environmental scholarship and education. In 2014, we actively engaged in: the development of the OU/OSU Innovation Fund, a six institution I-Core program with the Board of Regents; a new partnership with the Zanesville Educational Service Center on Lean Ohio; and an expanded partnership with the Ohio Department of Mental Health and Addiction Services. The School leads the Appalachian New Economy Partnership (ANEPM) for the University and Ohio Board of Regents.

As Founding Dean, I work actively with several leadership groups for the School. The Executive Committee includes members from the School’s major program units. We utilize the twice monthly meetings to discuss strategy and opportunities and work to increase program and leader alignment at the School and University. As such, each member is charged with providing both programmatic and managerial leadership for both the School and individual programs.

Starting in 2009, I have built a Strategic Partners Group composed of over 35 leaders from government, the nonprofit and business sectors. The Group reflects a series of partner networks in each of our three core program areas. Long term public-private partnerships range from U.S. Department of Energy to Battelle for Kids to Columbus Foundation to AEP Ohio and Ohio Department of Natural Resources to the Third Frontier Commission and EDA. The School links partners to the tremendous talent and assets of OHIO’s students, faculty and professionals. Co-chaired by Senator Voinovich and David Wilhelm, I utilize this forum to understand changes and opportunities in the external environment, to engage partners in the development of strategy and serve as advocates for the School. It provides strategic advice and a critical avenue for dialogue with our major partners. I have regularly called upon them to help build and maintain political and financial support for the School directly as partners and vis-a-vis state government.

The School raises the profile for its work and connects with alumni by hosting for the University the Ohio University Public Affairs Advisory Committee that with the Office of the President holds major annual alumni luncheons in Columbus and Washington, D.C. We have also launched a new GVS Alumni Chapter as part of our advancement
effort for Ohio University. These outreach efforts target our key funding partners, alumni, and potential employers of our students.

Finally, partnering across the colleges on campus has been a key strategy for making the Voinovich School an integrated part of major campus initiatives. I formed a Strategic Deans Group of six deans in 2009, which now meets three to four times annually to promote innovative programs across colleges at Ohio University. I have also asked the chair of this group to sit on the Strategic Partners Group at the recommendation of the EVPP. This forum enables us to generate regular partnerships with colleges that leverage funds, expertise, and students from these project and curricular relationships. The OU Water Project with the Scripps College is a recent example of these partnerships that are also facilitated by our Executives in Residence investments as is a new “initiative” on data visualization.

Members of the School’s Executive Committee attend these meetings as available.

3. **Strategic Direction:** Where we are going!

A central strategic question has guided the development of the School’s “value proposition” or substantive strategy over the last five years. How do we take advantage of the School’s historic commitment and capability in public service and environmental affairs and unusual foray into entrepreneurship, commercialization and innovation through a unique partnership with College of Business? Or, from a strategic operational point of view, how and to what degree do we integrate diverse and unique programs and partnerships that range from technology commercialization to educational and mental health research to public administration to watershed restoration across a broad range of diverse talents and activities related to our service and educational mission? Our value proposition also needs to be coordinated and collaborative as it differentiates us at Ohio University and nationally.

Starting with the April 2013 Trustees approval of the new Center for Public and Social Innovation, I have led the development of the School’s strategy through the subsequent launch of the University Innovation Strategy, and the School’s March 2014 RCM budget hearings. We presented the model, the graphic below, for the first time at this hearing. We refined the model later in 2014 through a series of activities. These included the Dashboard presentation to the OHIO Trustees in August; the School’s eight month TGO State realignment RFP process; presentations and discussions at NASPAA, SCUPSO, the EDA and ARC in the fall; at the Strategic Partners Group in October; and at an all School retreat in December.

This final section (1) describes the School’s new Innovation Impact Model; (2) discusses our impact and innovative programs; and (3) presents a vision and strategy for the future.

**Innovation Impact Model**

The Innovation Impact model is similar to social and collective impact models nationally, but is unique to the School and Ohio University. The graphic below illustrates the School’s model. There are five central components to the model, three core activities, three substantive areas, collaborative partnerships, return on investment (ROI) and outcomes. We combine three core activities: (1) knowledge application through intensive services with (2) resource and capital formulation and investment with (3) talent and leadership development across the School’s three core program areas of entrepreneurship, public and social innovation, and environmental and energy sustainability. These activities apply to both our public service and educational missions. Currently, our best developed program for this model is TechGROWTH Ohio.
The activities are conducted in collaborative partnerships to increase the ROI of private, public and nonprofit resource and capital investments and increase educational, social, economic, environmental impact. One of our core capabilities is the series of long term networks or partnership portfolios we have developed in each of the three program areas across the public, nonprofit and business sectors. As we develop greater capacity to integrate these activities in collaborative partnerships we are able to increase the ROI for public, business and government investments and generate significant economic, social, environmental and education impacts.

**Impacts and Innovative Programs 2009 to 2014**

At the March 2014 budget hearing we started to report our accomplishments and frame our budget requests based on the Impact Innovation Model. This approach required us to think differently about how we do things as well as how we report and value them. This task is relatively straightforward for our business activities, but more challenging in the areas of public and social innovation and energy and environmental sustainability. We also started to align our budget and investment strategy with the Innovation Model and later with the five goals set forth in the leadership transition plan with the EVPP. As part of the budget hearings and Dashboard presentation, we reported on a series of impacts. Selected figures and examples from these two documents are below:

1. **Economic and Social Impacts:**
   - 106 externally financed business projects funded at $17.1M have resulted in $899.4M in economic activity and $33.2M in capital formation in the last five years. For example, in FY 2014, we helped create and retain 6,434 jobs by working with 775 business clients with the expansion of the Procurement Technical Assistance Center.
   - In the last five years, 504 innovative social research, evaluation and consulting projects have contributed to delivery improvements and better outcomes (value) in education, health and mental health, economic and community development, the reduction of poverty and hunger and other important social, and science-based policy areas.

2. **Transformational Educational Impacts:**
   - Last year 150 students from graduate degree programs in public administration and environmental studies and undergraduate Voinovich Scholars from across campus participated in intensive research and consulting experiences and 1,492 students participated in entrepreneurial activities. The School’s alumni occupy key leadership positions in the region, state and nation.
   - Only seven years out, the School is ranked 104 (top 40%) nationally in public affairs education.
3. **Innovative Programs:**

- The Voinovich School at Ohio University leads the only university-based Third Frontier Entrepreneurial Signature Program, TechGROWTH Ohio, a State and nationally-recognized entrepreneurial partnership. Through a partnership with the Russ College of Engineering and Arts and Sciences, the School launched the Consortium for Energy, Economics and the Environment as the first Ohio-based unit to systematically link energy and environmental solutions to economic and business considerations. The School has also aided in the cleanup of 127 miles of watershed streams and trained over 2,000 people in watershed management.

- The School has a unique and important relationship with the College of Business. In 2011, these units launched the Center for Entrepreneurship, which received national recognition in 2014 as an emerging center and just won the award as best emerging center in the nation in January 2015. Almost 3,000 students have engaged in entrepreneurial activities through this partnership. The Board of Trustees created a new Center for Public and Social Innovation in April 2013. This new Center links public service and entrepreneurship and expands our partnership with Scripps and the CHSP colleges.

**Future Strategy: How this plays out in the next couple of years?**

Moving forward, I will continue to focus on the five strategic goals set forth in the EVPP Leadership Transition Plan. These include:

- Build the leadership structure necessary for the School’s future
- Develop the Center for Public and Social Innovation
- Expand the University’s entrepreneurial ecosystem
- Contribute to the University’s multidisciplinary Energy and Environmental Sustainability programs
- Enhance the School’s college and external partnerships in professional education and leadership development

Progress on these goals will continue to enhance our role for the School at Ohio University and brings us national recognition.

And we are making progress on our goals. We are hiring School leaders, developing our leadership teams and program synergies across the School. The University is commissioning a prospectus for the Center for Public and Social Innovation and exploring links between the CPSI and the University’s expanded commitment to Athens and the region. We have had preliminary discussions on the concept of a social innovation fund in the area of water quality; an integrated innovation partnership with the Ohio Department of Mental Health and Addiction Services; an expanded educational partnership with Battelle for Kids; a new University $75m Innovation Venture Fund with Ohio State. We are developing and teaching social entrepreneurship and innovation courses and curriculum and leadership programs with our partners across sectors. For the fiscal year 2016 budget cycle, we are developing budget and advancement strategies to build the Innovation Model and strategic goals.

Building on the success of the School, its partners and the University’s nationally recognized entrepreneurial ecosystem, we are developing an OHIO 21st century higher education model for innovation as the University seeks to position itself as a leader in promoting entrepreneurial social, business and educational practices and partnerships. Strategically, we are developing a series of integrated research and consulting activities, funds, and leadership and talent and curriculum across the public, private and nonprofit sectors in key substantive areas, including business entrepreneurship, education, environmental and mental health innovation through expanded collaborative partnerships that impacts communities and students. All of this adds-up to the Voinovich School becoming a national leader in building the “New American University.”