



SCHOOL OF  
**PUBLIC AND  
ENVIRONMENTAL AFFAIRS**  
Indiana University



**SPEA**  **2020**

**SPEA Core:  
Visions, Goals, & Strategies**

February 2016



## **Table of Contents**

Executive Summary.....	1
Introduction .....	4
Mission and Values .....	6
Vision Statement .....	7
SPEA’s Strategic Partners at Indiana University .....	8
Overarching Strategy: Build on SPEA’s Strengths in Ten Specialty Areas .....	10
A Diversified Business Model .....	16
Leading Edge Research & Scholarship .....	17
Cohesive Culture & Identity .....	20
Successful Students .....	22
Engaged Stakeholders & Community .....	29
Appendix .....	32



## EXECUTIVE SUMMARY

The School of Public and Environmental Affairs (SPEA) at Indiana University is a professional school with 120 full-time faculty serving 3,000+ students on two campuses (Bloomington and Indianapolis). In this Executive Summary, strategic themes are highlighted for the year 2020, hence “SPEA 2020.” We refer to the “core” plan as the two-campus plan, since it defines which activities will occur on the two campuses and a series of collaborative strategies that enable the two schools to be greater than the sum of the parts. More specific plans, consistent with this core plan, are nearing completion on the two campuses.

The plan starts with a mission statement, a vision, and guiding values. Those concepts reinforce what SPEA’s founders envisioned in 1972. Unlike the SPEA 2015 plan, which launched into some new substantive areas (e.g., energy/environment and healthcare), the SPEA 2020 plan calls for building on SPEA’s strengths in ten key specialty areas: environmental policy and sustainability, environmental science, criminal justice and public safety, public finance, civil society and nonprofit management, public administration and management, healthcare and social policy, economic development, governance and public law, and cultural policy and arts administration.

Spread throughout the plan are more than 20 specific action items that address different parts of the School and that will occur at different times in the 2016-2020 period. Taken together, the action items can be seen as advancing seven broad themes of progress.

### **Quality Scholarship with Impact**

The #1 goal of *SPEA 2015* was enhanced faculty scholarship, and the 2020 plan shows that significant progress has been made. While the quantity of faculty research should be increased further, the bigger challenges for 2020 are to buttress quality even further while making strides toward research that is impactful (i.e., as indicated by relevance to major issues, use by other scholars and practitioners, and publication outlets with the highest visibility for faculty, the School, and the University). See pages 17-21.

### **Serving Students Better**

Over the last decade, SPEA has proven that it can recruit large numbers of qualified students into its educational programs and provide them a high-quality education. The key challenge for the next five years is to do an even better job of serving those students with top-quality educational, extracurricular, career development opportunities. The plan’s numerous action items on student service include such possibilities as (1) improved classroom instruction measured by learning outcomes and peer observation of instructors, (2) expanded access to affordable long-distance educational opportunities, (3) more cultural diversity and competence in all of our programs, (4) more financial aid for students who qualify based on need or merit, (5) better alignment of curricula with professional skills that are in demand, (6) a curriculum with enhanced international content, (7) more non-curricular programming for students looking for leadership opportunities, and (8) better utilization of connections with our 32,000 alumni around the world. SPEA’s students are our most important constituent, and therefore SPEA 2020 calls for faculty and staff to demonstrate their strong commitment to the advancement of the student. See pages 24-26.

## **Cultural Competence and Diversity**

SPEA has made progress on diversity, particularly as it relates to the composition of its faculty and student body, but much more needs to be done. Less progress has been made with staff, particularly in Bloomington, and more progress on cultural competence is needed throughout the School. The Executive Associate Deans (EADs) are developing diversity plans that are tailored to the different challenges on the two campuses. Between now and 2020, the core school Dean shall work with faculty and students to stimulate more scholarship and service activity on major issues that are of special concern to underrepresented groups in America (e.g., immigration, criminal justice, poverty, education, and healthcare). And a priority for the School's major gift officers will be more scholarship funding for qualified students from underrepresented groups. See pages 22-23.

## **Diversified Revenue Base**

SPEA has grown rapidly during the last decade but primarily through expansion of income from one source: tuition paid by undergraduate students and their parents. Appropriations from the state are not expected to rise dramatically from 2016 to 2020. Although some additional growth in undergraduate tuition income is expected by 2020, SPEA must diversify its revenue base by expanding (1) professional graduate programs for out-of-state as well as in-state students; (2) executive education programs; (3) faculty-led sponsored research activity for government, foundations, and industry; and (4) philanthropic contributions from individuals, foundations, and businesses. The largest untapped opportunity may be in gifts and non-government grants, since SPEA, guided by its 25-member Dean's Council, has already raised more than half of the \$16 million goal set for the university's Bicentennial Campaign. With a more diversified revenue base, SPEA will be less vulnerable to unpredictable changes in the availability of revenue from undergraduate education programs. See pages 15, 19, 31-33.

## **The International Agenda**

SPEA has made tremendous progress on globalization since 2005, but the School's competitors are also making rapid progress. Between now and 2020, SPEA's international priorities are (1) sustained expansion of overseas study opportunities for undergraduates; (2) a curriculum that has a stronger international flavor; (3) more dual-degrees with key international partners, particularly in Asia but also in South America and Africa; and (4) better collaboration with SPEA's strategic partners that are internationally oriented (e.g., the IUB School of Global and International Studies and the IUPUI School of Philanthropy). The deans, in collaboration with senior faculty, will give special priority to helping the School's large junior faculty develop stronger collaborative connections around the world. See pages 27-29.

## **Service for Decision Makers in Indiana**

SPEA ably serves the state of Indiana because 64 percent of its undergraduate students and many of its professional graduate students are residents of the state. Moreover, SPEA's Public Policy Institute (PPI or the Institute) in Indianapolis, with its support from the Lilly Endowment, is dedicated primarily to serving the near-term needs of public decision makers and community leaders throughout the state. The 2020 priorities for PPI include (1) an expansion of activities beyond central Indiana to the entire state, (2) stronger participation of faculty as well as PPI staff in project activities, (3) a potentially new role as home for "big data" about the state and its citizens, and (4) a more diversified revenue base. With a dedicated and influential advisory committee and experienced professional staff, the Institute is poised to assist a state that has urgent needs on issues ranging from economic development and education to environmental quality and public safety. The Institute's focus on the state is fully

compatible with a faculty that has a robust national and international agenda as well as interests in the state of Indiana. See pages 11-14 and 30.

### **Modernized School Governance**

Some SPEA faculty and staff are experts in governance; but the governance of SPEA has not been modernized in decades. The 2020 priorities for improvements in SPEA governance are (1) more flexibility in deploying faculty expertise on the two campuses, (2) modernization of faculty promotion and tenure guidelines, (3) clarification of the roles of tenure-line and other faculty in School decision making, (4) more clarification regarding how the faculty and administration share responsibility for School governance, and (5) greater use of electronic balloting to allow faculty meetings to focus on critical School issues. See page 23.

## INTRODUCTION

The School of Public and Environmental Affairs (SPEA) at Indiana University is a professional school with 120 full-time faculty serving 3,000+ students on two campuses (Bloomington and Indianapolis). Created in 1972, SPEA is a combination of a public affairs school and a school of the environment.<sup>1</sup> It operates not as a system-wide school but as a so-called “core school,” which means that its operations on the two large IU campuses – Indiana University Bloomington (IUB) and Indiana University and Purdue University at Indianapolis (IUPUI) – are led by a single dean, with some shared faculty governance, promotion/tenure, and development activities.<sup>2</sup>

In this strategic plan for the core school, a vision and strategic recommendations are made for the year 2020, hence “SPEA 2020.” We also refer to the “Core School” plan as the two-campus plan, since it defines which activities will occur on the two campuses and a series of collaborative strategies that enable the two schools to be greater than the sum of the parts. In addition to this two-campus plan, detailed plans have been prepared for SPEA-IUB and SPEA-IUPUI, emphasizing the strategic directions for 2020 that are tailored to the distinct aspirations of the specific campuses. Those campus-specific SPEA 2020 plans are available at [go.iu.edu/1604](http://go.iu.edu/1604).

The planning process for the two-campus plan consisted of three phases: (1) data gathering from inside and outside the School regarding those issues that were School-wide in scope; (2) developing statements of mission, values, visions, and strategies that affect the entire School; and (3) identifying and defining “connector strategies” derived from the two campus plans that strengthen the core school concept while honoring the differences between the two campus programs. Throughout the process, the faculty and staff were assisted by a team of planning consultants, referred to as “the Consultant.”

Upon completion of the data-gathering phase, the Consultant drafted and presented a report to the Planning Committee that represented the Consultant’s understanding of the major issues that might be addressed in the planning process. The report was developed from information gathered by the Consultant during independent interviews with faculty and administration and from focus groups conducted at both campuses and IU’s Public Policy Institute, a research and outreach arm of SPEA that informs government officials and opinion leaders in the state.

---

<sup>1</sup> In 2010 IU’s Academic Directions Committee recommended creation of a new Department or School of the Environment on the Bloomington campus, assuming that a large transformational gift is secured to ensure the sustainability of the new unit. Under this scenario, IUB would establish an organizational arrangement similar to the successful models at Duke University and the University of Michigan, where separate schools of public affairs and the environment have thrived while some faculty work with joint appointments in the two schools and some dual degree programs are offered to students. This vision remains appealing to some faculty but is not envisioned within the time horizon of the SPEA 2020 plan.

<sup>2</sup> The distinction between a system school (with operations on all six IU campuses) and a core school (with operations on the two large campuses) was introduced in a September 2006 report to IU President Adam Herbert, “A Review of IU’s Core Campus and System School Operations” (chaired by former SPEA Dean Charles F. Bonser). Under the terms of a core-school arrangement, units at regional campuses can operate independently or may choose to retain an affiliation arrangement with the core school. The regional-campus SPEA operation at IU Northwest has retained an affiliation with the core school and participates in SPEA’s Policy Committee and in occasional SPEA workshops.

Members of the Core School Planning Committee were:

**Sean Nicholson-Crotty**, Chair, Associate Professor, Public Management, SPEA-IUB  
**Sergio Fernandez**, Associate Professor, Director Ph.D. Programs, Public Affairs and Policy, SPEA-IUB  
**Mike Fowler**, SPEA Director of Finance and Administration, SPEA-IUB  
**Susan Johnson**, Executive Director, SPEA Development and Alumni Relations, SPEA-IUB  
**Mark Lawrance**, Director Public Policy Institute, SPEA-IUPUI  
**Deanna Malatesta**, Associate Professor, Public Administration, SPEA-IUPUI  
**Suzann Lupton**, Clinical Assistant Professor, Director of Academic Affairs, SPEA-IUPUI  
**Justin Ross**, Associate Professor, State and Local Public Finance, SPEA-IUB  
**Shawnté Sanders**, Diversity Enrichment Manager, SPEA-IUPUI  
**Jody Sundt**, Associate Dean of Graduate and Executive Education, SPEA-IUPUI

When the Core School Plan was completed, it was then reviewed and revised by a second group of “decision makers,” including the following:

**John D. Graham**, Professor and Dean, SPEA  
**Michael McGuire**, Executive Associate Dean, SPEA-IUB  
**Lilliard Richardson**, Executive Associate Dean, SPEA-IUPUI  
**Kirsten Grønbjerg**, Associate Dean for Faculty Affairs, Professor, SPEA-IUB  
**Sean Nicholson-Crotty**, Associate Professor, Chair, Core Planning Committee, SPEA-IUB  
**Brad Heim**, Associate Professor, Chair, SPEA-IUB Planning Committee  
**Thomas D. Stucky**, Associate Professor, Chair, SPEA-IUPUI Planning Committee  
**Kosali Simon**, Professor, Co-Chair, SPEA Policy Committee, SPEA-IUB  
**Mark Lawrance**, Director, IU Public Policy Institute, SPEA-IUPUI  
**Deanna Malatesta**, Professor, Co-Chair, SPEA Policy Committee, SPEA-IUPUI  
**Jody Sundt**, Associate Dean of Graduate and Executive Education, SPEA-IUPUI

# MISSION AND VALUES

## Our Mission

SPEA works to build a better world by helping people solve complex problems at the crossroads of policy, management, and science. We promote sound decisions, well-managed organizations, just and healthy societies, democratic governance, and a sustainable environment through education, scholarship, and civic engagement. We give our students the knowledge and skills to have a significant impact in diverse settings around the globe. At the heart of SPEA's mission is the constructive role of the public sector but SPEA also embraces the critical roles of the nonprofit and private sectors in solving complex problems.

## Guiding Values

Our commitment is shaped by these shared and guiding beliefs:

- All people deserve to live in thriving and sustainable communities.
- Strong, healthy communities depend on well-educated, innovative, ethical leaders, and informed and engaged citizens.
- Creative, current, and rigorous research informs sound decisionmaking.
- Leaders need both relevant information and the skills necessary to interpret and use information and data effectively.
- Successful leaders must appreciate the concept of governance and be able to bridge public, private, and nonprofit sector boundaries.
- Conversation and collaboration among individuals with diverse perspectives, backgrounds, and skills leads to more vibrant ideas and solutions.

## Our Work

SPEA's professionals engage in teaching, research and service in all areas of public and environmental affairs. SPEA mobilizes cross-disciplinary expertise to promote solutions to complex problems in the public interest.

## VISION STATEMENT

In 2020, Indiana University's School of Public and Environmental Affairs has strategically advanced its mission to build a better world, solving complex problems at the crossroads of policy, management and science. The School leverages its core school/two-campus system, including SPEA Bloomington and SPEA IUPUI, to produce a fully integrated educational enterprise greater than the sum of its parts, deepening its engagement with public, private, and nonprofit organizations to address the "Grand Challenges" facing our state, nation, and world. Together, this unified system offers a superior experience for the School's students and graduates, faculty, administrators, and staff, as well as its academic, research, community, and international partners. SPEA's increased cultural diversity, greater academic depth, sharper programmatic focus, and extended global network, have further improved its rankings and accelerated its impact worldwide.

## **SPEA'S STRATEGIC PARTNERS AT INDIANA UNIVERSITY**

Since its inception in 1972, SPEA has established a wide range of organizational partnerships that help advance the mission of the School. Listed below are illustrations of those strategic partnerships that are already well established or are emerging simultaneously with the development of SPEA 2020. They are organized in three areas: partners at IUB, partners at IUPUI, and partners around the world.

### **IUB Partners**

- **College of Arts and Sciences (the College):**
  - SPEA and the Department of Political Science jointly offer the Ph.D. in public policy.
  - SPEA and the Department of Folklore and Ethnomusicology jointly offer a dual MAA (Arts Administration) – MA (Folklore and Ethnomusicology).
  - SPEA and the College jointly administer the Integrated Program in the Environment (IPE) and jointly offer the B.A. in Environmental and Sustainability Studies and the B.S. in Environmental Science.
  - SPEA and the College offer dual degrees between the MPA or MSES and biology, chemistry, geography, geological sciences, and physics.
- **Jacobs School of Music:** SPEA and Jacobs have a range of collaborations that bolster the Arts Management program.
- **Kelley School of Business (Kelley):** SPEA and Kelley collaborate on the Certificate in Social Entrepreneurship at the graduate level and are exploring a joint Master of Science in Healthcare Management.
- **Maurer School of Law:** SPEA and Maurer jointly offer the Law and Public Policy degree at the undergraduate level and the dual MPA-JD at the graduate level. The schools have a Memorandum of Understanding (MOU) detailing scholarship and mentoring programs for top SPEA undergraduates who apply for admission to Maurer.
- **Media School:** SPEA and the Media School are currently considering whether to continue or refine the dual degrees that existed previously with Journalism.
- **School of Education (SoE):** SPEA and SoE offer a Minor in Education Policy at the undergraduate level.
- **School of Global and International Studies (SGIS):** SPEA offers dual degrees with all of the SGIS's area studies programs. SGIS and SPEA are exploring new collaborative educational programs at both the undergraduate and graduate levels.

- **School of Informatics and Computer Science (SoIC):**
  - SPEA actively supports the Serve IT clinic, which provides information-related services to nonprofit organizations in southern and central Indiana.
  - SPEA and SoIC have had preliminary discussions about collaborating on a multi-pronged big data project.
- **School of Public Health (SPH):** SPEA and SPH collaborate on the B.A. in Environmental and Sustainability Studies, jointly administered by the Integrated Program in the Environment (IPE) and the College.
- **Vincent and Elinor Ostrom Workshop in Political Theory and Policy Analysis (the Ostrom Workshop):** Numerous SPEA faculty participate regularly in the seminars and research activities of the Ostrom Workshop.
- **The Center for Survey Research (CSR):** SPEA faculty and graduate students are engaged in multiple collaborative projects with the CSR.
- **Office of Sustainability (IUOS):** SPEA faculty, undergraduate, and graduate students engage in several collaborative projects with the IUOS both on the IUB campus and in the Bloomington community.

### **IUPUI Partners**

- **Fairbanks School of Public Health, the School of Medicine, and the School of Nursing:** SPEA is working with all three schools to develop a Certificate in Disaster Health at the graduate level.
- **Herron School of Art and Design and the School of Liberal Arts (SLA):** SPEA, Herron, and SLA are developing courses in arts and cultural management.
- **Lilly Family School of Philanthropy (LFSP):** SPEA partners with LFSP on a wide range of initiatives, including collaborative research, executive education, and a dual MPA-MA in Philanthropic Studies.
- **McKinney School of Law:** SPEA and McKinney jointly offer the dual MPA-JD and are exploring a law-focused major at the undergraduate level.
- **School of Informatics and Computer Science (SoIC):** SPEA is partnering with SoIC on new education opportunities in cyber security at both the undergraduate and graduate levels.

### **International Partners**

SPEA offers or is in the process of developing overseas studies programs for undergraduate and/or graduate students with numerous partner organizations. Please see more detailed information regarding these partner organizations on page 28.

## OVERARCHING STRATEGY: BUILD ON SPEA'S STRENGTHS IN TEN SPECIALTY AREAS

There are literally dozens of local, national, or global challenges that could be the focus of SPEA. Some important challenges are not a priority of SPEA, since they are addressed at other units of IU (e.g., information technology management at the IU School of Informatics) or are addressed by one of SPEA's peer institutions (e.g., international relations and public diplomacy at Georgetown University). Throughout the planning process, participants looked to define the limited number of areas where SPEA has made major investments, has a comparative advantage, and is already making a difference. A decision was made to build on those strengths between now and 2020, rather than launch into entirely new directions.

In particular, SPEA intends to build on strengths in ten areas of specialty, some that were envisioned when SPEA was created in 1972 and others that have been added more recently in response to pressing issues and strategic opportunities. They are listed below roughly in order of current (2015) investment in tenure-line faculty. All ten areas represent major SPEA commitments with regard to educational programs, research activity, and community service. For each of the ten areas, a major "action item" for 2020 is articulated.

### 1. Environmental Policy and Natural Resources Management (EPNRM)

One of the founders of SPEA was the late Professor Lynton Caldwell, a political scientist who is widely considered an architect of the National Environmental Policy Act (NEPA) of 1969. Building on Caldwell's vision, SPEA trains leaders to propose solutions to environmental problems that are based on sound science and economics, including a careful analysis of alternatives and public law. In recent years, SPEA has made significant investments in expertise about energy systems, in part because solutions to environmental problems (e.g., climate change) require new thinking about both the production and consumption of energy. EPNRM faculty are also engaged in inquiry about sustainability, the obligation of the current generation to leave a planet for future generations that is in better shape than when the current generation was born. SPEA sees sustainability as an ethical obligation. According to *U.S. News and World Report*, SPEA-Bloomington offers MPA students the #1 "environmental policy" program in the United States. The bulk of SPEA's EPNRM faculty were once based in Bloomington, but several exciting new hires have also been made in Indianapolis, and research collaboration between EPNRM faculty on the two campuses is intensifying. Given that enrollment in SPEA's environmentally-related degrees has potential for growth, innovation in such degrees is worthy of consideration.

 **ACTION ITEM:** *The EPNRM faculty at SPEA-IUB will, by 2017, review and modernize the sustainability and EPNRM concentrations in the Master's in Public Affairs (MPA) program while further building and refining the recently added energy concentration; the faculty at SPEA-IUPUI will expand the undergraduate sustainability major and help launch a new urban affairs concentration in the MPA program while considering a rebranding of the urban sustainability concentration. The doctoral field in environmental policy shall be refined to reflect the expertise of new faculty on both campuses.*

## 2. Environmental Science (ES)

One of SPEA's most distinguished alumna is Professor Pamela Mattson, current dean of the School of Earth Science at Stanford University and pioneer of the concept of sustainability. Like the Stanford program, SPEA trains physical and life scientists to generate original insights into how human activities impact the quality of our air, water, soil, and ecosystems. Much of this work is done in the laboratory but work in natural environments is often performed in conjunction with experimental studies. Based on the Bloomington campus, SPEA's ES faculty are linked collaboratively with an impressive network of faculty from the IUB departments of biology, chemistry, geology, and geography. Housed primarily in the well-equipped Multidisciplinary Science Building II (MSB II) in Bloomington, SPEA's ES faculty oversee BS, MS, and Ph.D. degrees in ES that emphasize applied ecology, environmental chemistry, toxicology, hydrology, microbiology, and risk assessment and communication. The ES faculty has a strong record of success in competing for extramural funds at the National Science Foundation and other federal research agencies and play a central role in the Bloomington campus-wide Integrated Program in the Environment (IPE), which sponsors a BA in environmental and sustainability studies in collaboration with the College of Arts and Sciences and the School of Public Health. A key challenge for SPEA is to foster stronger collaboration between ES faculty and EPNRM faculty on both campuses, a process that has already begun with new research projects on the regulation of industrial chemicals, including persistent, bioaccumulative and toxic chemicals (PBTs). Educationally, the MSES by itself lacks sufficient professional focus and appeal to attract a growing number of students while the dual MSES-MPA requires a significant investment of student time and money. SPEA-IUB is exploring supplemental MS degrees in the environment that serve the needs of a broader group of students without hurting existing degree programs that are working well. The SPEA-IUPUI faculty may benefit from the insights from this deliberation.

 **ACTION ITEM:** *Starting early 2016, and every other year thereafter, selected ES faculty, including the EPNRM faculty from the two campuses, shall, with leadership from the Dean, convene to discuss trends in scholarship, grant opportunities, student recruitment, educational innovation, and career opportunities for students.*

## 3. Criminal Justice and Public Safety (CJPS)

SPEA's interest in CJPS began in the 1970s with the basic functions of police, courts, and corrections. Based in Indianapolis, the CJPS program is well networked among local criminal justice (CJ) agencies and has developed an excellent reputation for educating future professionals. Two SPEA-IUPUI alumni have already served with distinction as Chief of the Indianapolis Police Department. In recent years, the CJ program has made a major investment in new faculty that are expanding the program's coverage into the fields of public safety, homeland security, and emergency management. The expansion has spawned a surge of research productivity as well as new collaborations with CJ and Public Safety (PS) agencies at the local, state, and national levels. In the classroom, CJPS faculty focus on rigorous methodological training that enables students to appreciate the value of evidence-based policies. CJ faculty research now addresses youth violence and gangs, policing, special courts, corrections and prisoner reentry, and community crime prevention. PS faculty research addresses homeland security policy, emergency management, traffic safety, terrorism and extremism, and cybersecurity.

 **ACTION ITEMS:** *The CJPS faculty will work toward enhancing the program's national reputation by continuing to hire research-active faculty in new areas who, along with existing faculty, will use their expertise to compete for federal grants and deepen the impact*

*of SPEA's CJPS research program. SPEA's new Master of Science in Criminal Justice and Public Safety will expand in several ways: a fully online offering and new certificates in cyber-security and criminal justice analytics. Graduate student recruitment efforts will target the development of research-active academics and practitioners who, during their tenure at SPEA-IUPUI, will collaborate with SPEA faculty on applied research projects and peer-reviewed publications. Collaborative opportunities for research and doctoral education will be explored with SPEA-IUB and the IUB Department of Criminal Justice. CJPS faculty will continue their assessment of the feasibility of a new doctoral program in criminal justice and public safety at IUPUI. A progress report by 2020 is expected.*

#### **4. Public Finance**

Chancellor's Professor John Mikesell, SPEA-IUB, is author of one of the leading textbooks in the field of public financial management, with an emphasis on state and local finance. In part through mentoring from Dr. Mikesell, SPEA on both campuses has developed an impressive array of scholars exploring key fiscal issues such as property tax reform, tax evasion, user fees, financing of municipal debt, and public budgeting. SPEA alumni in this field are found in key academic and practitioner roles throughout the world, from budget director in the state of Indiana to leading public servants in Korea, Turkey, and Thailand. According to *U.S. News and World Report*, SPEA-Bloomington has the #3 ranked MPA concentration in public finance and budgeting in the United States. Given that fiscal distress in the public sector is widespread throughout the world, SPEA is well positioned to train a new generation of professionals and scholars who will promote fiscal responsibility throughout the public sector.



**ACTION ITEM:** *SPEA's Public Finance faculty will expand the international aspects of the undergraduate and graduate curricula and enlarge the number of doctoral students who prepare dissertations on crucial issues, thereby preparing those students for leadership roles in academia and think tanks around the world. A progress report by 2019 is expected.*

#### **5. Civil Society and Nonprofit Management**

From its inception and in contrast to schools of government, SPEA has assigned priority to the importance of the rapidly growing nonprofit sector, including the varied roles of civil society in identifying and solving societal challenges. SPEA's nonprofit program faculty, spearheaded by Professor Kirsten Grønbjerg, has helped boost Indiana's nonprofit sector while achieving global recognition for their scholarship. A collaborative program with the Kelley School of Business promotes social entrepreneurship and offers a nationally recognized certificate to interested students. Each year a substantial percentage (roughly 33 percent in Bloomington; 50 percent in Indianapolis) of new MPA students at SPEA choose the nonprofit concentration, acquiring valuable skills in fundraising, volunteer management, advocacy, program evaluation, nonprofit accounting/finance, and collaboration with leaders in the for-profit and public sectors. A new undergraduate major in nonprofit management is now offered at IUB and IUPUI is considering a similar innovation. A new nonprofit component of the SPEA-IUB doctoral program in public affairs is also under development. In national rankings, the graduate nonprofit MPA concentrations at SPEA-IUB and SPEA-IUPUI are ranked #1 and #6 in the nation, respectively.



**ACTION ITEM:** *SPEA faculty on both campuses, possibly through its Executive Education program and in collaboration with the Lilly Family School of Philanthropy at IUPUI, will develop and implement new, affordable educational opportunities (degree and non-degree) for experienced professionals in the field who aspire to upgrade their skills and become leaders of nonprofit organizations. A progress report by 2018 is expected.*

## 6. Public Management

The quality of government is no better than the quality of the human capital and technologies employed by the public sector. Based in part on outstanding work by SPEA Professors Michael McGuire, James Perry, Robert Agranoff, and Charles and Lois Wise, SPEA has a long tradition of working to enhance the performance of public sector organizations. Recent faculty hires and promotions have underscored SPEA's commitment to the field of public management while emphasizing expertise in collaborative governance and democratic institutions. In a more applied way, the Public Policy Institute (PPI) at SPEA provides public managers in Indiana with specialized reports on key issues while also serving as a convener for stakeholders and opinion leaders throughout the state. SPEA's Washington Leadership Program provides SPEA undergraduates a semester-length exposure to our nation's capital; a similar Indianapolis Leadership Program is under development. SPEA's faculty in public management is now advising governments around the world, from Korea and Vietnam to Italy and several Latin American countries. A new partnership initiative in China is now under consideration. SPEA's Executive Education program offers training for public managers at the Crane Naval Base in Indiana and in several Middle Eastern countries. In national rankings, SPEA-IUB is currently ranked #3 for the public management concentration in its MPA program. Between now and 2020, SPEA faculty on both campuses will concentrate on the special challenges facing subnational governments, including the human resource needs of public agencies from local tax-collection offices to state transportation departments.

 **ACTION ITEM:** *In collaboration with the Public Policy Institute, the BSPA and MPA programs on both campuses will sharpen their focus on teaching skills and knowledge useful for fiscally stressed managers responsible for the future of small towns and large urban centers in Indiana, the United States, and abroad. The Executive Associate Deans will report jointly on progress by 2020.*

## 7. Healthcare and Social Policy

Social policies are aimed at enhancing the well-being of individuals and families, frequently those residing in low-income, disadvantaged, and minority communities. Senior SPEA Professor Kosali Simon is recognized as one of the leading health economists in the nation and SPEA has made a major investment in new faculty interested in various facets of healthcare policy. SPEA alumnus Tavis Smiley is one of nation's leading advocates of the interests of low-income Americans, arguing that the tools of social policy, from education and job training to housing and healthcare, can boost the well-being of needy families. In the last 15 years, SPEA-IUB's Bachelor of Science degree in healthcare management has grown to become the second-largest undergraduate major at SPEA, and SPEA-IUB is launching a new MPA concentration in healthcare policy. In collaboration with the Kelley School of Business, SPEA-IUB is also developing a joint Master of Science in healthcare management. More thought needs to be given to how undergraduate students at IUPUI can access the accelerated graduate degree opportunities that are available to some IUB undergraduates. At SPEA-IUPUI, a new graduate certificate in disaster health management is about to be launched. Both campuses are taking a careful look at faculty recruiting needs in social policy.

 **ACTION ITEM:** *The dean of SPEA shall organize ways for the health-oriented faculty at SPEA-IUB to benefit from the faculty at both the Fairbanks School of Public Health (IUPUI) and the IUB School of Public Health. The alumni of the IU Master's Degree in Health Administration should be called upon to help shape some of the educational innovations at SPEA-IUB and to serve as informal career advisors of graduates of IUB's new healthcare programs. SPEA's Executive Education program should continue to build strong relationships with health*

*faculties on both campuses to promote strategic program development. A progress report on this agenda by 2019 is expected.*

## **8. Economic Development**

SPEA Professor David Audretsch is a globally recognized scholar on the question of why some places prosper and others decline. SPEA is working to apply those insights everywhere from southern Indiana to Vietnam. At SPEA-IUPUI, development of distressed urban communities is a strong faculty research focus. SPEA's Public Policy Institute is using micro-data to identify the most distressed neighborhoods and convening leaders from around the state to brainstorm ways to build prosperous communities with a high quality of life. A SPEA manufacturing initiative is underway to determine how the state of Indiana and the United States can use public policy to nurture and expand its manufacturing base. A new generation of faculty members at SPEA-IUB is tackling the challenges of development in poor countries, whether they are war-torn, short on natural resources, plagued with weak governance systems, or hampered by corruption. Recognizing the special importance of China, India, Southeast Asia, and Latin America, SPEA is building new relationships with international partners to facilitate research, teaching, and service related to development.

 **ACTION ITEM:** *In collaboration with IUB's growing School of Global and International Studies, SPEA will create new educational opportunities for undergraduate and graduate students interested in making durable contributions to international affairs, trade, security, and development. A progress report in 2016 is expected.*

## **9. Governance and Public Law**

A distinctive feature of public affairs education at SPEA is the recognition that public law, and the related systems of collaborative governance, are both expressions of community values and instigators of change in community norms. As one of the nation's leading scholars in governance, Professor Lisa Amsler of SPEA-IUB has pioneered new approaches to conflict resolution and public participation in lawmaking. Professor Sheila Kennedy at SPEA-IUPUI is leading efforts to enhance civic literacy among the lay public in the United States. Through its collaboration with the IUB's Ostrom Workshop on Political Theory and Policy Analysis, SPEA provides students and faculty opportunities to explore "commons" problems and identify appropriate solutions. In collaboration with the Mauer School of Law, SPEA has launched a new undergraduate major in law and public policy from a governance perspective. On the scholarship front, SPEA houses experts in topics ranging from environmental law to intellectual-property and sports law.

 **ACTION ITEM:** *SPEA-IUB will expand enrollment in its undergraduate major in law and public policy while SPEA-IUPUI will create a similar major. Research collaborations with faculty at the Mauer and McKinney Schools of Law will be expanded, particularly in the areas of regulatory reform, natural resources, and climate change. A progress report in 2017 is expected.*

## **10. Cultural Policy and Arts Administration**

The arts management faculty at SPEA is dedicated to understanding ways that arts organizations can help realize human potential and build strong communities. As one of SPEA's most innovative programs, education in arts administration on both campuses helps students learn a valuable set of skills: how to advocate for the contributions of performers to quality of life; how to increase donations to arts organizations; how to assist a community's economic development activities

through the services of arts organizations; and how to launch arts in communities that lack a tradition in the arts.

 **ACTION ITEM:** *Building on the success of SPEA’s collaboration with the Jacobs School of Music in Bloomington, SPEA-IUPUI and the Herron School of Art and Design will design, market, and deliver an arts administration program aimed at the special needs of experienced, mid-career professionals who are already working in the arts in the Indianapolis area; SPEA-IUB will develop new international partnerships in arts administration while expanding and diversifying its international student population.*

\*\*\*\*\*

The ten SPEA specialties have been presented in a linear fashion for purposes of simplicity but, in fact, there is much overlap in the ten specialties and significant collaboration among faculty in the different specialties. Nonetheless, the specialties are highlighted because they are intended as the priorities for 2016-2020 SPEA investments in faculty, financial aid, research seed funding, conferences, and other SPEA-sponsored activities. SPEA may make some investments outside of these ten areas for reasons that are not apparent today (2015), but such “non-plan” investments will require special justification precisely because they were not informed by the deliberations that led to SPEA 2020.

## A DIVERSIFIED BUSINESS MODEL

The growth of SPEA over the last decade has been explosive. However, both campuses have increased their dependence on undergraduate tuition income as the principal revenue source. While additional growth in this source of income is feasible, there are downward pressures due to stagnant family incomes, fewer students in the Midwest of college age, and increasing competition for undergraduate students from Indiana, the United States, and abroad. It does not seem realistic to expect a large increase in the state appropriation to SPEA, especially given the many claims on state funds from Medicaid, the criminal justice system, and public schools.

### SPEA's Revenue Sources – FY 2005 vs FY 2015

Source of Revenue	SPEA-IUB			SPEA-IUPUI		
	2005	2015	% Δ	2005	2015	% Δ
Tuition – Undergraduate	9.9m	26.7m	+170	2.3m	4.7m	+104
Tuition – Graduate	4.7	10.9	+132	1.6	2.7	+69
State Appropriations	5.4	3.8	-30	2.3	3.4	+48
Indirect Cost Recovery	1.0	1.2	+20	0.4	0.2	-50
Grants/Contracts	8.1 <sup>a</sup>	4.1	-49	3.6	1.3	-64
Executive Education <sup>b</sup>	NA	NA	NA	0.6	0.6	0
Philanthropy						
Contributions	0.3	1.8	+500	0.2	0.2	0
Endowment Payment	0.2	0.4	+100	0.03	0.3	+900
Market Value of SPEA Endowment	5.1	11.2	+120	0.9	8.4	+833

<sup>a</sup> Comprised primarily of two large grants where SPEA served as the prime grantee but much of the funding was passed through to subcontractors.

<sup>b</sup> Includes only non-degree income.



**ACTION ITEM:** *SPEA has grown rapidly during the last decade but primarily through expansion of income from one source: tuition paid by undergraduate students and their parents. Appropriations from the state are not expected to rise dramatically from 2016 to 2020. Although some additional growth in undergraduate tuition income is expected by 2020, SPEA must diversify its revenue base by expanding (1) professional graduate programs for out-of-state as well as in-state students, (2) executive education programs, (3) faculty-led sponsored research activity for government, foundations, and industry, and (4) philanthropic contributions from individuals, foundations, and businesses. The largest untapped opportunity may be in gifts and non-government grants, since SPEA, guided by its 25-member Dean's Council, has already raised more than half of the \$15 million goal set for the university's Bicentennial Campaign. With a more diversified revenue base, SPEA will be less vulnerable to unpredictable changes in the availability of revenue from undergraduate education programs.*

# LEADING EDGE RESEARCH & SCHOLARSHIP

## KEY GOALS AND STRATEGIES

### 1. Expand SPEA's Research Productivity

The two research-oriented campuses at Indiana University, IUB and IUPUI, both aspire for recognition as first-rate research universities nationally and globally. In order to accomplish such recognition, the quantity and quality of research conducted by faculty on the two campuses must expand significantly. The key indicators of research productivity are widely accepted. They include: publications of articles and books in well-respected outlets; research products with high citation counts; success in securing investigator-initiated grants from the National Science Foundation (NSF), the National Institutes of Health (NIH), and other federal agencies; successful placement of doctoral graduates and post-doctoral fellows at other research universities; evidence of research influence in private industry, the nonprofit sector, and government; and recognition for research excellence by scientific and professional societies, including the National Academy of Sciences and the National Academy of Public Administration.

Without question, the most significant research accomplishment by a SPEA faculty member was the Nobel Prize in Economic Sciences awarded to Elinor “Lin” Ostrom in 2010. While Professor Ostrom’s tenure home was in IU’s well-respected Department of Political Science, it is no secret that SPEA was more than her “secondary” home, and indeed was her primary source of doctoral students. For this reason, Professor Ostrom’s stunning career is featured in the hallway of the SPEA building in Bloomington.

Inexperienced scholars sometimes fear the tradeoff between writing research proposals and writing publishable articles. Professor Ostrom’s career demonstrates the opposite: a sustained external funding stream expands the quantity and quality of a scholar’s research output by allowing them to recruit collaborative assistance from the most talented doctoral students, post-doctoral fellows, visiting scholars, and faculty colleagues. Without talented and expert collaborators, the scholar’s capacity to produce a large and high-quality body of scholarship is constrained. And this reality is especially true of applied researchers in fields where contributions require insights from multiple disciplines.

SPEA’s educational programs (graduate and doctoral) are among the highest ranked in the country. SPEA’s research rankings, while good, are more varied. In terms of research productivity, one recent global ranking of universities based on research output in the field of public administration, where that field was defined in terms of specified journal outlets, placed the SPEA faculty’s research productivity between #5 and #10 in the world. The most recent ranking of U.S. doctoral programs in public administration/policy placed SPEA’s two programs (Ph.D. in public affairs; Ph.D. in public policy) in the top ten, but that ranking would have been even more impressive if the research records of SPEA faculty serving on doctoral committees had not been so uneven. SPEA’s doctoral program in environmental science was ranked roughly in the middle of the pack, reflecting the small size of the program plus SPEA’s policy of allowing environmental policy/law faculty to serve on dissertation committees addressing topics in environmental science. The recent comparative analyses performed by the firm Academic Analytics, which account for articles, books, citation counts, grants, and awards, indicate that the research productivity of the SPEA faculty is not in the top five but may be in the top ten or 20 (in public affairs or environmental science), depending

on how the different indices are weighted. SPEA's research rankings in public administration are generally stronger than they are in public policy or environmental science. The bottom line is that SPEA's programs have more room for upward movement in research rankings than they have in educational rankings.

Faculty research productivity at SPEA has increased substantially from 2008 to 2014, according to the most straightforward metric of production: the average number of peer-reviewed articles per FTE tenure-line faculty member. That average has grown almost 50 percent (to 3.5) at SPEA-IUB and has almost doubled (to 3.4) at SPEA-IUPUI. The average number of books published by the SPEA-IUB faculty doubled during the same period. Volume-based indices of productivity have well-recognized limitations: they are unweighted by number of co-authors; they over-weight co-authored publications by SPEA faculty members; and they do not account for quality, relevance, or impact. It is too early to assess the quality or impact of the recent burst in the volume of SPEA research but the growth in volume is an encouraging sign.

### **Tenure-Line Faculty Research Output SPEA-IUPUI, 2008-2014**

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
	(N=13)	(N=13)	(N=12)	(N=10)	(N=13)	(N=17)	(N=21)
Articles	28	25	17	17	27	48	71
Article Count Per FTE	2.2	1.9	1.4	1.7	2.1	2.8	3.4
Book Chapters	6	11	12	2	6	14	12
Book Reviews	4	1	0	0	1	2	5
Books	1	4	5	2	2	5	2
Other	33	32	21	30	22	12	19

### **Tenure-Line Faculty Research Output SPEA-IUB, 2008-2014**

	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>
	(N=36)	(N=38)	(N=51)	(N=48)	(N=48)	(N=50)	(N=52)
Articles*	87	70	150	164	163	161	182
Article Count Per FTE	2.4	1.8	2.9	3.4	3.4	3.2	3.5
Book Chapters	43	23	42	29	20	32	27
Book Reviews	5	2	8	11	13	7	7
Books	8	7	12	9	9	18	18
Other	37	21	31	22	51	20	36

\*Includes peer-reviewed scientific articles in journals and law review articles.

## 2. Make significant progress on Productivity Indicators

By 2020, SPEA will have made significant progress in the following indicators:

- Sustained growth in volume of research output, with a 20 percent increase in average output per FTE tenure-line faculty member, reflecting the natural effect of a new generation of research-active junior faculty;
- More focus on journals with high impact factors and/or high reputation for quality;
- More extramural funding for faculty research from any source but especially NSF, with each unfunded tenure-line faculty member submitting at least one grant proposal per year or volunteering to engage in additional teaching;
- More research products based on original data collection by SPEA faculty and students;
- More faculty co-authorship of research products with authors at other colleges and universities;
- More faculty co-authorship of research products with faculty based in other countries around the world;
- More relevance and impact of SPEA research as evidenced by citations and influence on practice;
- More faculty co-authorship of research products with SPEA doctoral students;
- More placement of SPEA doctoral students at first-rate research universities, since this is an important metric in rankings; and
- More research with findings that are newsworthy in broad-based outlets such as the *New York Times*, the *Washington Post*, the *Wall Street Journal*, and the *Financial Times* as well as specialized trade publications in key fields (e.g., energy and environment, philanthropy, and healthcare).

Whereas the volume of published work is of clear importance to the School's overall visibility, national and international reputation are strongly linked to research quality. The SPEA faculty have a strong, if not universal, consensus on the dimensions of research quality that the School values. They include, in no particular order, caliber of the publication outlet (e.g., reputation of the journal, law review, or book publisher in the relevant field, and selectivity and impact factor of journal), citations to scholarly work (e.g., by other academics, government agencies, think tanks, judicial opinions, the popular press, and social media); the role of the SPEA faculty member (e.g., as first or sole author); externally funded research through competitive grants and contracts; recognition at conferences of scholars and/or practitioners or through invited talks at universities or other organizations; awards from professional and other organizations; influence of work on public policy, environmental practices, and guidance documents for practitioners; influence of the research on curriculum, syllabi, textbooks, and teaching; and leadership in scholarly societies and members of eminent committees (e.g., the National Research Council and the National Academy of Public Administration). A more in-depth description of "dimensions of research productivity" is available in an April 11, 2014 report prepared by the public affairs faculty of SPEA-IUB.

### Total Indirect Cost Recovery from Grants for SPEA by Fiscal Year

2006	\$1,040,189
2007	\$940,507
2008	\$852,094
2009	\$736,072
2010	\$658,929
2011	\$761,010
2012	\$988,572
2013	\$1,058,099
2014	\$1,145,475
2015	\$1,161,709

There are some downsides to pursuing collaboration with researchers at other institutions in the United States and abroad. If faculty treat collaboration as the goal, rather than the production of first-rate research, then more collaboration could inadvertently lead to lower-quality products. However, when measured by citation counts, researchers have generally found that multi-institution research articles tend to generate more attention and citations. Moreover, IU has an institutional interest in research with international partners because it serves to boost IU's international rankings. Thus, the case for inter-institutional research is plausible.

There is no mystery about how a tenure-line faculty member expands his or her research productivity over time. Once they have passed their third year, the typical faculty member is expected – during the ten-month academic year – to devote roughly 40 percent time to teaching, 40 percent time to research, and 20 percent time to service. As academics become more experienced scholars, they learn how to spend their research time in more productive ways, how to utilize the summer months efficiently, how to better link their service and research time, and how to deploy graduate students effectively. After their third year (and sometimes not until after their tenure decision), following the model of IU Professor Elinor Ostrom, they also learn how to attract extramural resources, how to collaborate effectively, how to “buy out” some of their teaching in exchange for big projects, and how to create enterprising groups/programs/centers/institutes that proliferate their research productivity. The pattern is somewhat different by discipline (e.g., environmental scientists tend to attract external funding more quickly than social and management scientists), but the basic pathway to enhanced research productivity, though challenging, is not a secret.

Finally, schools of public and environmental affairs are also sensible homes for public intellectuals from the left, right, or center who comment on major public issues and stimulate students to think about the future of our country and the world from different philosophical perspectives. SPEA has a long history of supporting the work of public intellectuals, and that support shall continue on both campuses in the years ahead.

 **ACTION ITEM:** *Prior to 2020, a joint committee of SPEA-IUB and SPEA-IUPUI faculty will revisit the various measures of research volume, quality, and impact, and assess how the School as a whole is progressing on research productivity. The joint committee will make recommendations to the Dean on how to enhance SPEA's national and international reputation for scholarship for the period of 2020-2030.*

### **3. Collaborate on University-wide Grand Challenges, Emerging Areas of Research, and SPEA-Specific Focused Initiatives**

Over the years, SPEA has amassed significant faculty expertise in its ten specialties outlined above. Research productivity in these areas has grown substantially over the past five years. However, in focus groups and interviews during the SPEA 2020 planning process, faculty and graduate students expressed several concerns. While they agreed that the breadth of research and scholarship at SPEA was impressive, both groups expressed concern about whether research depth was adequate and whether integration of the ten specialties could be enhanced. Faculty also expressed concern that SPEA's research and scholarship impact (e.g., on public policy) and visibility needed to be enhanced.

In December 2014, an initiative to bring together scholars from schools and programs within the University to collaborate on “Grand Challenges” and “Emerging Areas of Research” was introduced in the IU Bicentennial Plan. It is anticipated that successful proposals to the campus will include new base funding for faculty positions, centers, and institutes that do not currently exist at IU.

Late in SPEA's 2020 planning process and in its own response to the IU-wide initiative, it was determined that one way to allay the SPEA faculty's concerns might be to embrace a few of the School's own "Focused Initiatives," creating collaborations between faculty within the various "specialties" and across the two campuses. The concept of "Focused Initiatives" gained traction in meetings on both campuses, a number of possible initiatives were suggested, and both Campus Plans contain strategies for fleshing out the idea.

 **ACTION ITEM:** *As the University pursues Grand Challenges and Emerging Areas of Research, the SPEA faculty from both campuses will lead by offering some proposals in collaboration with other units at IUB and IUPUI. Areas under consideration include sustainability, environmental toxicology, water management, governance of distressed urban communities, public policy toward manufacturing, and local government reform. Between now and when the University completes the call for Grand Challenges and Emerging Areas of Research in 2020, SPEA faculty will have played a significant role in several proposals.*

# COHESIVE CULTURE & IDENTITY

## KEY GOALS AND STRATEGIES

### 1. Diversity within SPEA as a Major School-wide Priority

SPEA does not include diversity in this plan as a form of “lip service” to fulfill University goals or standards of political correctness. SPEA’s administration, faculty, staff, alumni, and students believe that enhanced diversity is crucial to the School’s success locally, nationally, and globally. On both campuses, the sense is that there are not enough activities (educational, research, or service) that inspire underrepresented and first-generation college students; nor are there adequate networks that link underrepresented and first-generation students to job networks and graduate schools. Additionally, despite recent progress in faculty recruitment, there are not enough faculty members whose primary research agenda addresses the diversity challenge. Part of the solution is investment in appropriate people and programs for diversity-related activities. Also needed is a better rapport between SPEA and inner city communities in order to create a sense of community, acceptance, and mutual learning. Much can also be accomplished by organizing current employees and volunteers (e.g., students and alumni) to make progress on diversity goals (e.g., student recruitment, student achievement, and placement in internships and jobs). Insofar as diversity-related initiatives are a critical part of SPEA’s plan, there must be an unambiguous commitment from administration, faculty, staff, and students to authenticate the commitment with day-to-day behaviors. Until the ultimate goal of success for all students is accomplished, SPEA’s work on diversity will remain unfinished.



**ACTION ITEMS:** *The Executive Associate Deans (EADs) will, by 2018, devise and implement diversity-enrichment strategies on each campus aimed at accomplishing shared diversity goals:*

- *build cultural competency of faculty, staff, administration, and students through diversity training and other means;*
- *aid in designing and achieving student recruitment goals;*
- *support faculty research on policy issues of high concern to underrepresented students and community leaders;*
- *promote diversity in faculty and staff hiring; and*
- *work with faculty and staff to develop a “culture of success” for all members of the SPEA community.*

### 2. Staff Development

The staff on both campuses are crucial to SPEA’s success in 2020, but inadequate attention has been given to the professional development of staff and their integration into the School’s pursuit of its mission. A stronger commitment to staff development by the administration and faculty will facilitate a culture of mutual support while building a stronger team orientation in SPEA’s network of activities. A positive example of staff development has been the recent practice of rotating SPEA-IUB undergraduate advisors into summer overseas programs so that they can advocate overseas study more effectively to IUB undergraduates; IUPUI staff should be considered for inclusion in this rotation.

 **ACTION ITEM:** *Working together, the two EADs will develop, in conjunction with additional human resources input, action-oriented steps to build more staff development into the fabric of SPEA. Those plans should be vetted with impacted staff and the Policy Committee and finalized prior to July 1, 2017.*

### 3. Stronger Core School Governance

In the 2008 IU report establishing the Core School concept, many of the issues related to the effective functioning of a two-campus school were identified and suggestions were made about how best to deal with them. Many of those concepts were later incorporated into SPEA's operating practices. Since the governance procedures envisioned in the 2008 IU report may not adequately address the needs of SPEA today, the current inter-campus governance structure can be improved to optimize the School's functionality. Moreover, the reward structures for faculty and staff in the School need to be better aligned with this plan and communicated in order to maximize progress toward 2020 goals.

 **ACTION ITEMS:** *Governance improvements will include: (a) the EADs on the two campuses and relevant program directors will meet once a semester to share information and explore collaborative opportunities; (b) the Policy Committee will organize its agenda partly to respond to cross-campus needs and opportunities, but also to address policy issues that are unique to one campus or another; (c) the appropriate roles of the tenure-line and other faculty in annual reviews and promotion/tenure will be clarified and communicated to the faculty on both campuses; (d) the School's promotion and tenure standards and processes will be modernized, recognizing that procedures on the two campuses may be somewhat different; (e) the School's faculty will organize itself to participate more effectively in campus-wide faculty councils; (f) the EADs will work with their faculties to streamline faculty meetings so that they focus more on strategic issues and less on minor curricular matters than can be addressed electronically; (g) the Dean will continue efforts at occasional faculty retreats and socials that provide faculty from both campuses an opportunity to meet each other and develop a sense of common institutional affiliation; (h) the EADs shall refine reward structures for faculty and staff and communicate how those refinements will assist in meeting the 2020 goals. A progress report on this agenda, with the Policy Committee in the lead, will be produced by 2019.*

### 4. Flexibility and Creativity in Deploying Faculty Expertise on the Two Campuses

In the course of a multi-decade career at IU, some SPEA faculty members may prefer to dedicate part of their career to activities at IUB and part of their career to activities at IUPUI. Moreover, some IUB faculty members who choose to live in Indianapolis for personal reasons may prefer to undertake some of their teaching responsibilities at SPEA-IUPUI instead of SPEA-IUB or they may prefer to assume a significant role at the Public Policy Institute. Likewise, some faculty based at SPEA-IUPUI may prefer to spend one or two days a week teaching at SPEA-IUB or conducting research at the Ostrom Workshop on Political Theory and Policy Analysis. One of the advantages of a core-campus model with common promotion and tenure standards is that the groundwork has been established for flexibility and creativity in the deployment of faculty expertise on the two campuses.

 **ACTION ITEM:** *The EADs on the two campuses will make faculty candidates and current faculty aware of the flexibility in the core-campus model as it relates to where faculty members conduct their teaching, research, and service activities. A joint EAD statement to the faculties will be issued by 2017.*

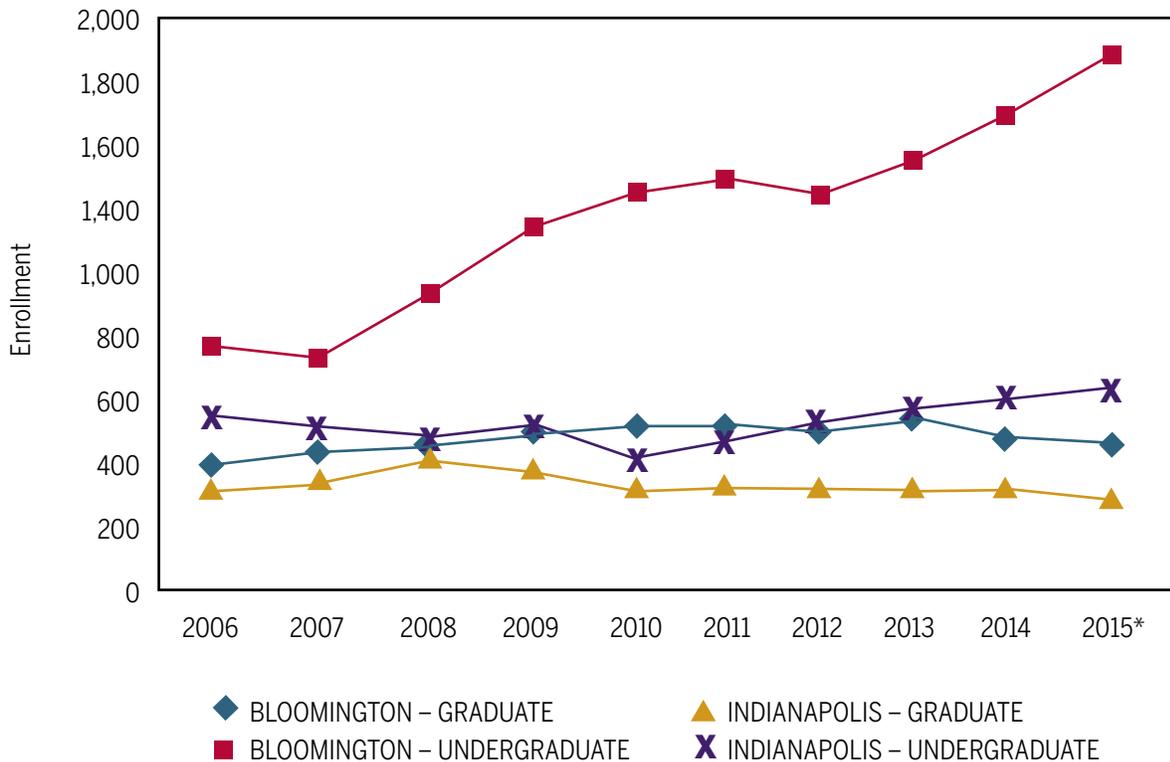
# SUCCESSFUL STUDENTS

## KEY GOALS AND STRATEGIES

### 1. Maximize Student Access to Learning Opportunities on Both Campuses

While many of the policies governing sharing of revenues, costs, and transfers of credits between IUB and IUPUI are defined at the University or campus level, additional cooperation between the SPEA administrative and financial leadership on the two campuses can lead to innovative solutions that benefit students. Indeed, the Dean has ample authority to transfer resources from one campus to the other to capitalize on opportunities and curtail inequities. However, SPEA-IUB and SPEA-IUPUI are intended to operate as fiscally independent academic units. The School can be strengthened by an appropriate sharing of program costs and revenues that foster program efficiencies and mutual benefits for students on the two campuses.

**Indiana University  
School of Public and Environmental Affairs  
Enrollment by Campus and Level  
Fall 2006-Spring 2015**



\* Spring 2015 enrollment. All other points are Fall enrollment counts.

One opportunity that has not been fully exploited is the free flow of students from one campus to the other. Efforts have been made to allow SPEA students to easily participate in classes, internships, and study abroad programs sponsored by SPEA-IUPUI or SPEA-IUB. However, structural and cultural barriers remain to the ideal of “free trade” in students between the two campuses.

 **ACTION ITEMS:** *The EADs will (a) refine and implement credit-transfer and cost-sharing agreements that make it easier for students to register for SPEA courses on either campus and access study abroad and internship programs on either campus, with the goal being maximum flexibility for in-residence students to access opportunities on either campus; and (b) review and improve current mechanisms for sharing costs and deploying faculty in executive education, on-line courses, overseas study, and internship programs.*

## 2. Enhance Career Development Programs for Students and Alumni

Faculty and students on both campuses agree that SPEA’s career advising and development programs should be enhanced to better serve current students and to provide better services to alumni as well. Career services can better serve students if it is seen as a cooperative Core School function, because the types of opportunities in the regions served by each campus are somewhat complementary and somewhat overlapping. In addition, because career services is heavily dependent on the School’s alumni network and marketing programs, career services can be greatly enhanced with cross-campus cooperation.

 **ACTION ITEM:** *The Dean will appoint a task force of professional staff on the two campuses to propose, by June 1, 2016, an enhanced model of cross-campus collaboration on career development services for internship and employment opportunities, drawing from the experiences of the Kelley School of Business and other two-campus entities at IU.*

## 3. Expand Use of Educational Technology and Alternative Teaching Methods

At present, both campuses of SPEA have engaged in technology-assisted and online course presentation. SPEA-IUPUI began with such methods and has focused on offering MPA and CJPS students a mix of online, hybrid, and residential course offerings. The flexibility and convenience of the offerings has helped SPEA-IUPUI attract a broader mix of working students from central Indiana. More recently, SPEA-IUB has launched “SPEA Connect,” a small but growing online program that functions as a mid-career MPA program, admitting only students with significant work experience and with a majority of students living outside the state of Indiana. The fully online MPA offered by SPEA-IUB was one of the first such offerings by a highly ranked MPA program. Between now and 2020, SPEA will look carefully at how it deploys alternative teaching and learning methods, in accordance with the IU Bicentennial Plan and IU Online. SPEA-IUPUI and SPEA-IUB are not currently making optimal use of faculty and staff resources for distance learning and have not yet fully reaped the rewards from coordinated marketing activities.

 **ACTION ITEMS:** *The Dean will appoint a collaborative online task force of professional staff and faculty to explore the advantages and disadvantages of a stronger integration of the online learning activities at SPEA-IUB and SPEA-IUPUI. The task force, which will issue a report to the Dean by June 2017, will consider a wide range of options including (a) centralization and consolidation of online educational activities at SPEA; (b) open access to online courses by any qualified students at SPEA-IUPUI and SPEA-IUB; (c) expand online course offerings for undergraduates; (d) more hybrid/blended/flipped course offerings for undergraduate and graduate students; (e) more online executive degrees and non-credit offerings through the Office of Executive Education; (f) more targeted training for faculty and professional*

*staff in the latest advances in online education; and (g) formulating creative business models that make collaboration in online programming a joint gain for all participating units.*

#### **4. Align Executive Education Programs to School-wide Strengths and Engage with the Major Challenges Facing Leaders in the Public and Private Sectors**

The Executive Education program is based at IUPUI, offering SPEA programs to various constituencies within the Indianapolis region, nationally, and abroad. Faculty members from both SPEA campuses teach in the program. The program offers opportunities for expansion to serve other constituencies in broader geographic areas, for raising the visibility and impact of SPEA within its service area, and diversification of revenues to the School. To optimize its impact and allow full participation from both campuses, the program should be seen as a two-campus function while based at IUPUI.

**!** **ACTION ITEMS:** *In consultation with the leadership and staff of the SPEA Office of Executive Education, the Dean of SPEA will appoint a task force of faculty, professional staff, and clients to explore a dramatic expansion of non-credit and credit-based opportunities for mid-career professionals in the state, the nation, and globally. The report of the task force, due in June 2016, will identify (a) new markets that are financially attractive and reflect the expertise and mission of SPEA; (b) how to weave online and hybrid/blended/flipped modes of delivery into SPEA programming; (c) how to better capitalize on SPEA's 32,000 alumni in an expanded program of executive education; (d) how to incentivize faculty on both campuses to lead and teach in new programs; and (e) how to build on strategic partnerships inside and outside of IU to proliferate and sustain new executive education activities.*

#### **5. Collaboration on Ph.D. Program Development**

SPEA-IUB has a strong tradition in doctoral education in public affairs, public policy, and environmental science. Placements of SPEA graduates have been made at numerous universities and think tanks around the world. The most recent national evaluation of doctoral programs by the National Research Council documented SPEA's substantial footprint in doctoral education and indicated areas where rankings can be improved. There are opportunities to make better use of faculty resources on both campuses in the pursuit of high-quality doctoral education. In particular, the junior faculty on both campuses and the SPEA-IUPUI faculty as a whole are not adequately involved in doctoral education. Widespread faculty participation in doctoral education is good for students, but also acts as a potent retention mechanism for research-oriented faculty on both campuses. At the same time, faculty members with extramural research funding and strong publication records have a natural advantage in recruiting doctoral students to collaborate with them. In the long-run, SPEA-IUPUI may decide to launch its own doctoral programs, but there are many attractive near-term strategies to harness the expertise of SPEA-IUPUI faculty in doctoral education. Doctoral education in nonprofit management is a near-term priority for collaboration. In Bloomington, concerns have been raised that the distinctive missions of the public affairs and public policy doctorates are not clear, and that there is insufficient doctoral-level seminar opportunities that bridge the divide between environmental science and environmental policy.

**!** **ACTION ITEMS:** *The SPEA Doctoral Program will (a) create a Dean's research seminar where pre-dissertation students can meet a wide range of faculty at different ranks on both campuses; (b) create more informal and formal ways for junior faculty and Indianapolis-based faculty to meet doctoral students; (c) where appropriate, include research-oriented junior and Indianapolis-based faculty on the Admissions Committee, the Progress Review Committee, and the Dissertation Committee; (d) open doors for doctoral students to work in the summer at*

*the Public Policy Institute in Indianapolis; (e) recruit appropriate junior and Indianapolis-based faculty to teach modules in some doctoral courses/seminars; and (f) collaborate on nonprofit management and consider adding a new doctoral field in criminal justice and public safety at SPEA-IUB, drawing on the faculty expertise at SPEA-IUPUI.*

## 6. Increase the Depth and Breadth of Study Abroad and International Programs

SPEA-IUB has invested significant resources in the development of its international and study abroad programs. The results, measured by enhanced student and faculty participation, have been substantial. SPEA-IUPUI also has some growing programs, and faculty from both campuses lead study abroad courses.

SPEA-IUB has invested in a significant support and advisory staff, but continued growth depends on a strategic review of the program. Students from SPEA-IUPUI can take study abroad courses through SPEA-IUB, but encounter financial and other barriers to doing so. Marketing efforts on the two campuses are not sufficiently coordinated. In addition, concerns have been raised about unproductive competition between the two campuses in this arena. Both campuses might consider offering some special sections of BSPA core courses in a study-abroad format, in order to expand overseas-study participation among freshmen and sophomores. With regard to geographical diversity, concerns have been raised that SPEA has students interested in – and from – African countries but few formal ties with institutions in Africa.

**! ACTION ITEM:** *In order to better serve the growing international interests of students and faculty on both campuses and avoid duplicative staffing and programming, SPEA should consolidate the leadership of overseas study and international programs in Bloomington, but make use of faculty and staff from both campuses to market and deliver the programs and service*

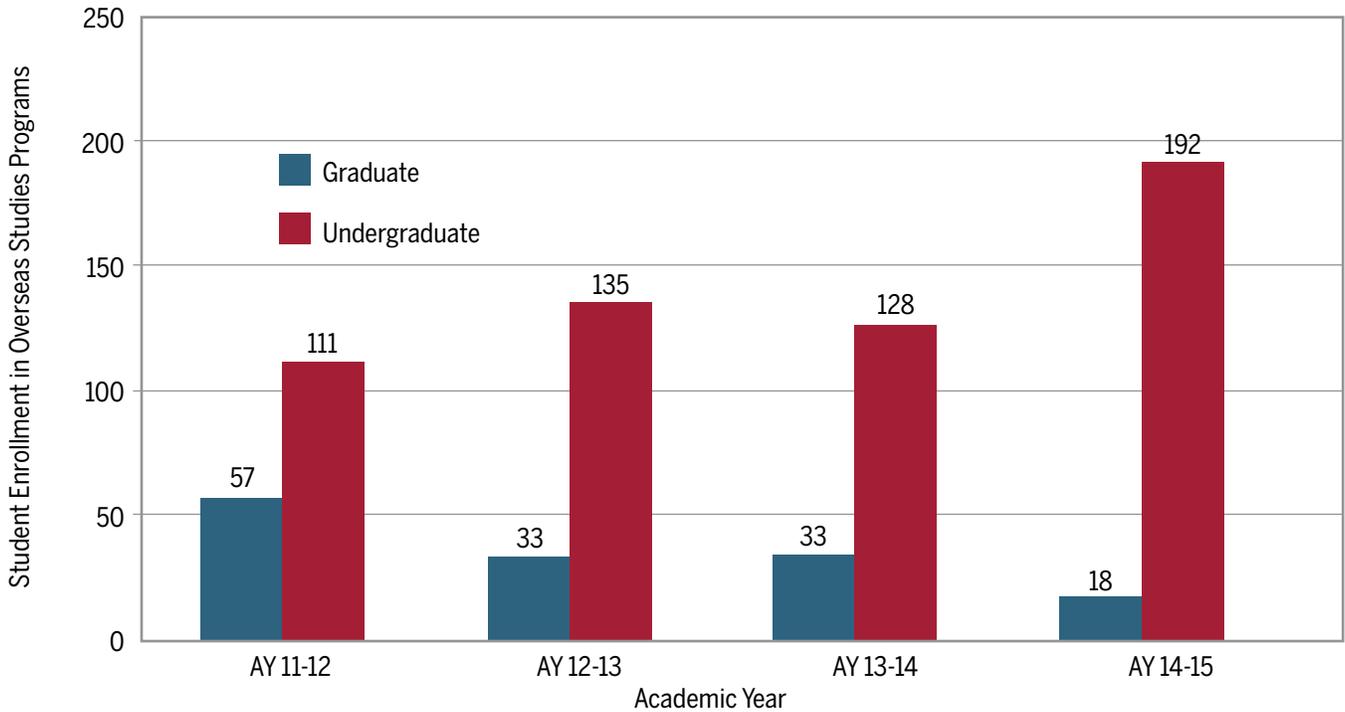
### Location of SPEA's Current International Agreements by Country



*the partnerships. Working with the Chief Financial Officers (CFOs) and relevant professional staff from the two campuses, the EADS and CFOs from the two campuses will, by October 1, 2016, submit to the Dean a recommended business model for study abroad and international programming that ensures sustained growth of student, staff, and faculty participation but does not unfairly disadvantage financially either SPEA-IUB or SPEA-IUPUI, and ensures continued student, staff, and faculty participation on both campuses.*

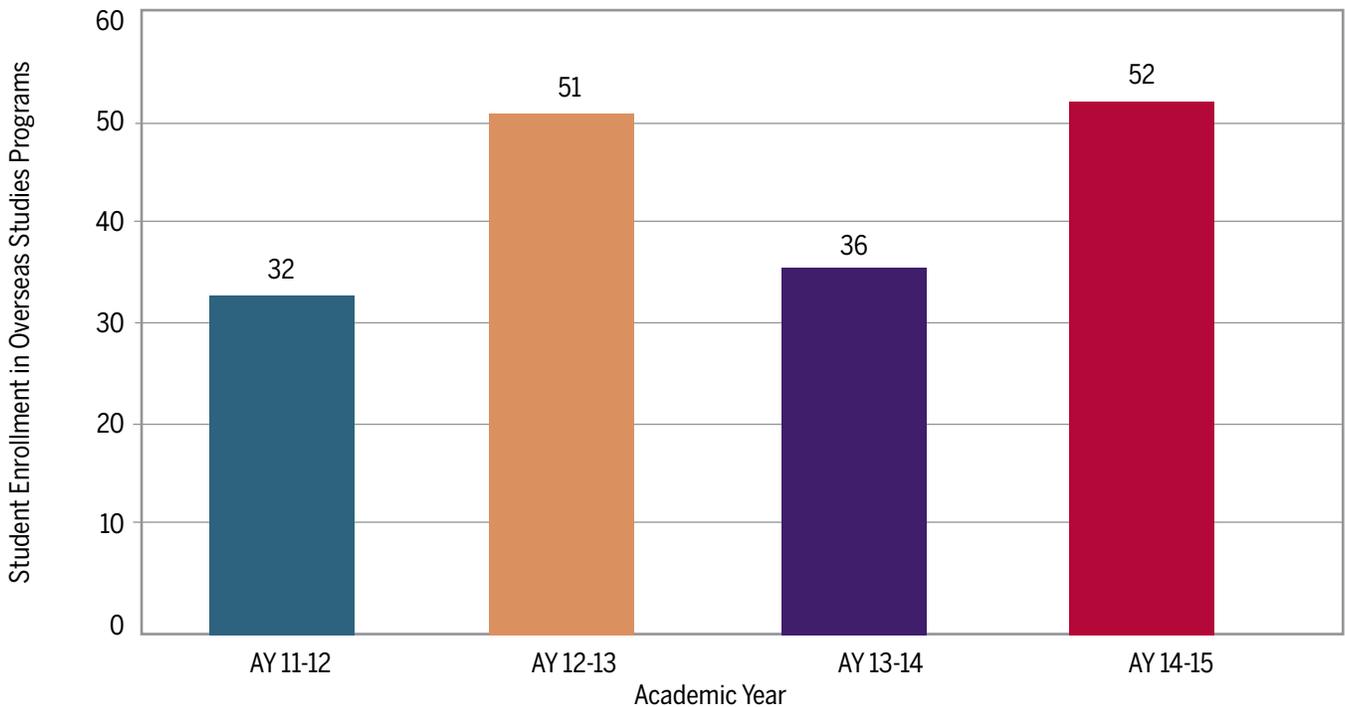
<b>SPEA's International Agreements</b>	
<b>Current Agreements</b>	
American College of Greece	Undergraduate student summer course
Delft University	Graduate student exchange
Erasmus University Rotterdam	Undergraduate student exchange in Arts Management
German University of Administration Sciences (Speyer)	Summer public management course and collaborative faculty research
Ghent University, Belgium	Faculty and student exchange
Hanoi University of Science	Faculty exchange and summer course for undergraduates
Institut D'Etudes Politiques de Paris (Sciences Po)	Undergraduate student exchange
King's College London	Undergraduate/graduate exchange
National Institute of Development Administrative (NIDA), Thailand	Graduate student exchange
OP Jindal Global University	Visiting scholar program
Public University of Navarra, Spain	Undergraduate student exchange and summer course
Seoul National University (SNU)	Graduate dual-degree program
University College Dublin	Undergraduate/graduate student summer program
University of Augsburg, Germany	Faculty and graduate student exchange and collaborative faculty research
University of Graz	Summer program in Arts Administration
University of Hong Kong	Faculty exchange and dual-degree program
University of Warsaw	Undergraduate student exchange
Advancing Community Collaboration and Training/ Foundation for Sustainable Development, Uganda	Undergraduate/graduate student summer program and internship program
Global Engagement Institute, Rwanda	Summer program
Guatemala and the Council of International Educational Exchange	Summer research program
<b>Agreements Pending</b>	
Australian National University	Dual-degree with MAA
Berlin Gateway Office	
Indian Institute of Technology-Bombay	
IMM-Shillong	
Mah Fei Luang Foundation, Thailand	Summer programs and internships
Peking University	Dual-degree with MAA
University of Havana	
University of Johannesburg	

### School of Public and Environmental Affairs Participation in Overseas Studies by Student Career\*



\* Includes all students who participated in SPEA Bloomington Overseas Studies Programs. This includes students from SPEA Indianapolis as well as non-SPEA majors. If a student enrolled in more than one program, they will be counted for each program in which they were enrolled.

### School of Public and Environmental Affairs Indianapolis Student Participation in Overseas Studies



## 7. A Stronger Focus on Professional Skills in Educational Programs

The current SPEA curricula at the undergraduate and graduate levels have a strong focus on key disciplines and bodies of knowledge related to public and environmental affairs. Despite the valuable roles of internships and capstones, inadequate focus is given to basic professional skills that are crucial for student success in their careers: professional writing, oral presentations, constructing an evidence-based argument, team work, leadership, negotiation and dispute resolution, and professional ethics. The focus on professional skills should reflect feedback from SPEA alumni and the lessons learned by the Career Development Office.

 **ACTION ITEM:** *The program directors on both campuses shall take concrete steps between now and 2020 to enlarge the focus on professional skill-building in undergraduate and graduate programs, even if that focus comes at the expense of some breadth or depth in coverage of academic knowledge of the substance of public and environmental affairs.*

## 8. Special Programs for High-achievement Students

At SPEA-IUB, high-achievement students are provided special opportunities through the Civic Leaders program and the SPEA Honors Program. Merit-based scholarships are provided by SPEA to high-achievement students. Similar efforts are underway at SPEA-IUPUI, though they are less extensive. The two campuses have not yet shared systematically the lessons they have learned from delivering curricula and co-curricular programs for the high-achievement student.

 **ACTION ITEM:** *By 2018, the Executive Associate Deans on the two campuses will have organized a process that includes recommendations on how SPEA can better serve high-achievement students.*

# ENGAGED STAKEHOLDERS & COMMUNITY

## KEY GOALS AND STRATEGIES

### 1. Increase Philanthropic Support for SPEA

SPEA is an active participant in the Indiana University's \$2.5 billion university-wide comprehensive fundraising campaign, the Bicentennial Capital Campaign (BCC). The campaign launched publicly in September of 2015 and will end on December 31, 2019. SPEA development staff members on both campuses are working to outline campaign priorities, identify and engage potential donors, and develop a case for support. While each campus has distinct campaign goals and fundraising priorities, development staff members work together in the cultivation and solicitation of major gift prospects and donors. As important as the BCC is, much of SPEA's basic development activity continues and is unaffected by the BCC (e.g., seeking naming gifts for the two schools).

The most pressing needs for philanthropic support across campuses are assistance for students (especially for recruiting graduate students, underrepresented students, and direct-admit undergraduate students), support for overseas study and international programs, research fellowships to boost scholarly productivity of faculty, endowed chairs for faculty, post-doctoral fellowships, funds for capital projects, and, most importantly, unrestricted funding to support emerging challenges and innovative programs.

Since 2008, trends in philanthropic giving to SPEA have increased sharply, boosted primarily by a limited number of large individual and corporate gifts. However, the number of significant estate gifts has also increased, setting the stage for long-term growth in giving to SPEA.

SPEA-IUPUI has set a philanthropic gifts goal of \$2.6M for the BCC, while SPEA-IUB has an \$10M philanthropic gifts goal. In order to meet these campaign goals, SPEA will need to expand donor recruitment and solicitations by focusing on non-alums with SPEA-aligned interests as well as alumni.

SPEA recognizes that some sources of gifts and grants will provoke controversy, especially since givers may have interests in how public and environmental issues are resolved. SPEA adheres to university guidelines to avoid conflicts of interest that could otherwise arise in sponsored research activity. In the case of large gift proposals that could impact SPEA's reputation, the Development Office consults with a faculty advisory committee that is supplied with precise information on the possible magnitude of a gift and how the monies would be directed. Final decisions on gifts are made by the Dean's Office in collaboration with the IU Foundation.

 **ACTION ITEMS:** *The SPEA Development Office, in collaboration with the Deans, faculty, and other stakeholders, will (a) intensify efforts to identify and solicit donors (individual and foundation) that have no current connection to SPEA, but have interests that align with SPEA's mission and the capacity to make major gifts; (b) build on recent successes in identifying SPEA alumni with the capacity to make major and planned gifts; (c) expand corporate solicitations that are tied to School initiatives and priorities; (d) enhance the stewardship of current donors; and (e) reverse the decline in annual fund participation. A progress report is due at the end of the Bicentennial Campaign in 2019.*

<b>BICENTENNIAL CAMPAIGN: SPEA BLOOMINGTON GOALS</b>	<b>RAISED TO DATE</b>	<b>TOTAL RAISED TO DATE*</b>
Philanthropic: \$10,000,000		
Gifts/Pledges	\$6,628,701	
Bequests	\$2,321,900	\$8,950,601
Non-Gov. Grants: \$5,000,000	\$1,478,222	\$1,478,222
<b>Total Goal: \$15,000,000</b>		<b>\$10,428,823*</b>

\*from 1/1/2012 – 12/31/2015

<b>BICENTENNIAL CAMPAIGN: SPEA IUPUI GOALS</b>	<b>RAISED TO DATE</b>	<b>TOTAL RAISED TO DATE*</b>
Philanthropic: \$2,600,000		
Gifts/Pledges	\$416,191	
Bequests	\$750,000	\$1,166,191
Non-Gov. Grants: \$2,900,000	\$1,676,825	\$1,676,825
<b>Total Goal: \$5,500,000</b>		<b>\$2,843,016*</b>

\*from 4/1/2013 – 12/31/2015

<b>BICENTENNIAL CAMPAIGN: SPEA BLOOMINGTON FUNDS RAISED BY CONSTITUENT CATEGORY</b>	<b>RAISED TO DATE*</b>
Alumni	\$4,102,833
Friends	\$3,660,705
Corporations & Foundations	\$1,066,316
Other	\$1,598,968
<b>Total</b>	<b>\$10,428,823*</b>

\*from 1/1/2012 – 12/31/2015

<b>BICENTENNIAL CAMPAIGN: SPEA IUPUI FUNDS RAISED BY CONSTITUENT CATEGORY</b>	<b>RAISED TO DATE*</b>
Alumni	\$116,791
Friends	\$841,784
Corporations & Foundations	\$1,027,514
Other	\$856,927
<b>Total</b>	<b>\$2,843,016*</b>

\*from 4/1/2013 – 12/31/2015

## 2. Expand SPEA's Network of Alumni and Friends

The Alumni Relations staff seeks to engage SPEA alumni in a mutually beneficial, lifelong connection to SPEA, each other, and the University, and to encourage alumni support and engagement to advance SPEA's prominence for future generations. Indiana University Alumni Association (IUAA) is shifting from an events-driven approach to an initiative-driven approach. SPEA must also work to align alumni programs with alumni needs, such as personal career development and lifelong learning initiatives. Because SPEA alumni tend to disregard campus delineations, Indianapolis and Bloomington campuses collaborate on alumni programming.

 **ACTION ITEMS:** *The Alumni Relations staff at SPEA will, by June 1, 2016, prepare for the Dean, a performance-based plan of action to (a) increase the number of SPEA alumni who supply SPEA an e-mail address; (b) increase the number of SPEA alumni who participate in at least one SPEA- or IU-sponsored event; (c) increase the number of SPEA alumni who benefit from their continued association with SPEA (e.g., networking in the Distinguished Alumni Council, through the IUAA SPEA Alumni Board, or obtaining career services leads); and (d) increase the number of SPEA alumni who give to SPEA.*

## 3. Strengthen the Role of the Public Policy Institute in Relation to SPEA

The Public Policy Institute (PPI), based in Indianapolis and administratively housed at SPEA-IUPUI, has an excellent professional staff, a history of significant SPEA faculty and graduate-student participation, an accomplished advisory committee, a substantial endowment, and extensive connections within the central Indiana region. However, the Institute is located off-campus and has only a loose programmatic relationship with the academic programs on SPEA's two campuses. As a result, PPI does not fully benefit from the faculty expertise at SPEA, the energy of its students and alumni, or the available marketing and communications resources at SPEA.

 **ACTION ITEMS:** *By June 1, 2016, the Director of the Public Policy Institute, in consultation with staff, faculty, and the Institute's Board of Advisors, will develop a plan to (a) expand the delivery of actionable, reliable, and objective research to help the state of Indiana find meaningful responses to a range of challenges; (b) re-establish the Institute as a SPEA-wide enterprise that draws significant participation from faculty and students on both campuses; (c) serve as a catalyst, promoter, and communicator for faculty-initiated research that serves the interests of the State and beyond; and (d) expand and diversify corporate, foundation, and governmental support.*

## APPENDIX

### LIST OF ACTION ITEMS BY EXPECTED COMPLETION DATE

#### 2016

-  **ACTION ITEM:** Starting **early 2016**, and every other year thereafter, selected ES faculty, including the EPNRM faculty from the two campuses shall, with leadership from the Dean, convene to discuss trends in scholarship, grant opportunities, student recruitment, educational innovation, and career opportunities for students.
-  **ACTION ITEM:** The Dean will appoint a task force of professional staff on the two campuses to propose, **by June 1, 2016**, an enhanced model of cross-campus collaboration on career development services for internship and employment opportunities, drawing from the experiences of Kelley School of Business and other two-campus entities at IU.
-  **ACTION ITEMS:** The Alumni Relations staff at SPEA will, **by June 1, 2016**, prepare for the Dean, a performance-based plan of action to (a) increase the number of SPEA alumni who supply SPEA an e-mail address; (b) increase the number of SPEA alumni who participate in at least one SPEA- or IU-sponsored event; (c) increase the number of SPEA alumni who benefit from their continued association with SPEA (e.g., networking in the Distinguished Alumni Council, through the IUAA SPEA Alumni Board or obtaining career services leads); and (d) increase the number of SPEA alumni who give to SPEA.
-  **ACTION ITEMS:** **By June 1, 2016**, the Director of the Public Policy Institute, in consultation with staff, faculty, and the Institute's Board of Advisors, will develop a plan to (a) expand the delivery of actionable, reliable, and objective research to help the state of Indiana find meaningful responses to a range of challenges; (b) re-establish the Institute as a SPEA-wide enterprise that draws significant participation from faculty and students on both campuses; (c) serve as a catalyst, promoter and communicator for faculty-initiated research that serves the interests of the state and beyond; and (d) expand and diversify corporate, foundation, and governmental support.
-  **ACTION ITEMS:** In consultation with the leadership and staff of the SPEA Office of Executive Education, the Dean of SPEA will appoint a task force of faculty, professional staff, and clients to explore a dramatic expansion of non-credit and credit-based opportunities for mid-career professionals in the state, the nation, and globally. The report of the task force, **due in June 2016**, will identify (a) new markets that are financially attractive and reflect the expertise and mission of SPEA; (b) how to weave online and hybrid/blended/flipped modes of delivery into SPEA programming; (c) how to better capitalize on SPEA's 32,000 alumni in an expanded program of executive education; (d) how to incentivize faculty on both campuses to lead and teach in new programs; and (e) how to build on strategic partnerships inside and outside of IU to proliferate and sustain new executive education activities.
-  **ACTION ITEM:** In order to better serve the growing international interests of students and faculty on both campuses and avoid duplicative staffing and programming, SPEA should consolidate the leadership of overseas study and international programs in Bloomington, but make use of faculty and staff from both campuses to market and deliver the programs and service the partnerships. Working with the Chief Financial Officers (CFOs) and relevant professional staff

from the two campuses, the EADs and CFOs from the two campuses will, **by October 1, 2016**, submit to the Dean a recommended business model for study abroad and international programming that ensures sustained growth of student, staff, and faculty participation but does not unfairly disadvantage financially either SPEA-IUB or SPEA-IUPUI, and ensures continued student, staff and faculty participation on both campuses.

 **ACTION ITEM:** In collaboration with IUB's growing School of Global and International Studies, SPEA will create new educational opportunities for undergraduate and graduate students interested in making durable contributions to international affairs, trade, security, and development. A progress report **in 2016** is expected.

 **ACTION ITEM:** The EPNRM faculty at SPEA-IUB will, **by 2017**, review and modernize, the sustainability and EPNRM concentrations in the Master's in Public Affairs (MPA) program while further building and refining the recently added energy concentration; the faculty at SPEA-IUPUI will expand the undergraduate sustainability major and help launch a new urban affairs concentration in the MPA program while considering a rebranding of the urban sustainability concentration. The doctoral field in environmental policy shall be refined to reflect the expertise of new faculty on both campuses.

 **ACTION ITEM:** The EADs on the two campuses will make faculty candidates and current faculty aware of the flexibility in the core-campus model as it relates to where faculty members conduct their teaching, research, and service activities. A joint EAD statement to the faculties will be issued **by 2017**.

 **ACTION ITEM:** Working together, the two EADs will develop, in conjunction with additional human resources input, action-oriented steps to build more staff development into the fabric of SPEA. Those plans should be vetted with impacted staff and the Policy Committee, and finalized **prior to July 1, 2017**.

 **ACTION ITEM:** The program directors on both campuses shall take concrete steps between now and 2020 to enlarge the focus on professional skill building in undergraduate and graduate programs, even if that focus comes at the expense of some breadth or depth in coverage of academic knowledge of the substance of public and environmental affairs.

## 2017

 **ACTION ITEMS:** The Dean will appoint a collaborative online task force of professional staff and faculty to explore the advantages and disadvantages of a stronger integration of the online learning activities at SPEA-IUB and SPEA-IUPUI. The task force, which will issue a report to the Dean **by June 2017**, will consider a wide range of options including (a) centralization and consolidation of online educational activities at SPEA; (b) open access to online courses by any qualified students at SPEA-IUPUI and SPEA-IUB; (c) expand online course offerings for undergraduates; (d) more hybrid/blended/"flipped" course offerings for undergraduate and graduate students; (e) more online executive degrees and non-credit offerings through the Office of Executive Education; (f) more targeted training for faculty and professional staff in the latest advances in online education; and (g) formulating creative business models that make collaboration in online programming a joint gain for all participating units.

 **ACTION ITEM:** *SPEA-IUB will expand enrollment in its undergraduate major in law and public policy while SPEA-IUPUI will create a similar major. Research collaborations with faculty at the Mauer and McKinney Schools of Law will be expanded, particularly in the areas of regulatory reform, natural resources, and climate change. A progress report **in 2017** is expected.*

 **ACTION ITEM:** ***By 2018**, the Executive Associate Deans on the two campuses will have organized a process that includes recommendations on how SPEA can better serve high-achievement students.*

 **ACTION ITEM:** *SPEA faculty on both campuses, possibly through its Executive Education program and in collaboration with the Lilly Family School of Philanthropy at IUPUI, will develop and implement new, affordable educational opportunities (degree and non-degree) for experienced professionals in the field who aspire to upgrade their skills and become leaders of nonprofit organizations. A progress report is expected **by 2018**.*

 **ACTION ITEM:** *As the University pursues Grand Challenges and Emerging Areas of Research, the SPEA faculty from both campuses will lead by offering some proposals in collaboration with other units at IUB and IUPUI. Areas under consideration include sustainability, environmental toxicology, water management, governance of distressed urban communities, public policy toward manufacturing, and local government reform. Between now and when the university completes the call for Grand Challenges and Emerging Areas of Research **in 2020**, SPEA faculty will have played a significant role in several proposals.*

 **ACTION ITEMS:** *The Executive Associate Deans (EADs) will, **by 2018**, devise and implement diversity-enrichment strategies on each campus aimed at accomplishing shared diversity goals:*

- *build cultural competency of faculty, staff, administration, and students through diversity training and other means;*
- *aid in designing and achieving student recruitment goals;*
- *support faculty research on policy issues of high concern to underrepresented students and community leaders;*
- *promote diversity in faculty and staff hiring; and*
- *work with faculty and staff to develop a “culture of success” for all members of the SPEA community.*

 **ACTION ITEMS:** *The SPEA Doctoral Program will (a) create a Dean’s research seminar where pre-dissertation students can meet a wide range of faculty at different ranks on both campuses; (b) create more informal and formal ways for junior faculty and Indianapolis-based faculty to meet doctoral students; (c) where appropriate, include research-oriented junior and Indianapolis-based faculty on the Admissions Committee, the Progress Review Committee, and the Dissertation Committee; (d) open doors for doctoral students to work in the summer at the Public Policy Institute in Indianapolis; (e) recruit appropriate junior and Indianapolis-based faculty to teach modules in some doctoral courses/seminars; and (f) collaborate on nonprofit management and consider adding a new doctoral field in criminal justice and public safety at SPEA-IUB, drawing on the faculty expertise at SPEA-IUPUI.*

## 2018

-  **ACTION ITEM:** *SPEA's Public Finance faculty will expand the international aspects of the undergraduate and graduate curricula and enlarge the number of doctoral students who prepare dissertations on crucial issues, thereby preparing those students for leadership roles in academia and think tanks around the world. A progress report **by 2019** is expected.*
-  **ACTION ITEM:** *The Dean of SPEA shall organize ways for the health-oriented faculty at SPEA-IUB to benefit from the faculty at both the Fairbanks School of Public Health (IUPUI) and the IUB School of Public Health. The alumni of the IU Master's Degree in Health Administration should be called upon to help shape some of the educational innovations at SPEA-IUB and to serve as informal career advisors of graduates of IUB's new healthcare programs. SPEA's Executive Education program should continue to build strong relationships with health faculties on both campuses to promote strategic program development. A progress report on this agenda **by 2019** is expected.*
-  **ACTION ITEM:** ***Prior to 2020**, a joint committee of SPEA-IUB and SPEA-IUPUI faculty will revisit the various measures of research volume, quality, and impact, and assess how the School as a whole is progressing on research productivity. The joint committee will make recommendations to the Dean on how to enhance SPEA's national and international reputation for scholarship for the period of 2020-2030.*
-  **ACTION ITEMS:** *Governance improvements will include: (a) the EADs on the two campuses and relevant program directors will meet once a semester to share information and explore collaborative opportunities; (b) the Policy Committee will organize its agenda partly to respond to cross-campus needs and opportunities, but also to address policy issues that are unique to one campus or another; (c) the appropriate roles of the tenure-line and other faculty in annual reviews and promotion/tenure will be clarified and communicated to the faculty on both campuses; (d) the School's promotion and tenure standards and processes will be modernized, recognizing that procedures on the two campuses may be somewhat different; (e) the School's faculty will organize itself to participate more effectively in campus-wide faculty councils; (f) the EADs will work with their faculties to streamline faculty meetings so that they focus more on strategic issues and less on minor curricular matters than can be addressed electronically; (g) the Dean will continue efforts at occasional faculty retreats and socials that provide faculty from both campuses an opportunity to meet each other and develop a sense of common institutional affiliation; (h) the EADs shall refine reward structures for faculty and staff and communicate how those refinements will assist in meeting the 2020 goals. A progress report on this agenda, with the Policy Committee in the lead, will be produced **by 2019**.*

## 2019

-  **ACTION ITEMS:** *The SPEA Development Office, in collaboration with the Deans, faculty, and other stakeholders, will (a) intensify efforts to identify and solicit donors (individual and foundation) that have no current connection to SPEA, but have interests that align with SPEA's mission and the capacity to make major gifts; (b) build on recent successes in identifying SPEA alumni with the capacity to make major and planned gifts; (c) expand corporate solicitations that are tied to School initiatives and priorities; (d) enhance the stewardship of current donors; and (e) reverse the decline in annual fund participation. A progress report is due at the end of the Bicentennial Campaign **in 2019**.*

 **ACTION ITEMS:** *The CJPS faculty will work toward enhancing the program's national reputation by continuing to hire research-active faculty in new areas who, along with existing faculty, will use their expertise to compete for federal grants and deepen the impact of SPEA's CJPS research program. SPEA's new Master of Science in Criminal Justice and Public Safety will expand in several ways: a fully online offering and new certificates in cyber-security and criminal justice analytics. Graduate student recruitment efforts will target the development of research-active academics and practitioners who, during their tenure at SPEA-IUPUI, will collaborate with SPEA faculty on applied research projects and peer-reviewed publications. Collaborative opportunities for research and doctoral education will be explored with SPEA-IUB and the IUB Department of Criminal Justice. CJPS faculty will continue their assessment of the feasibility of a new doctoral program in criminal justice and public safety at IUPUI. A progress report **by 2020** is expected.*

 **ACTION ITEM:** *In collaboration with the Public Policy Institute, the BSPA and MPA programs on both campuses will sharpen their focus on teaching skills and knowledge useful for fiscally stressed managers responsible for the future of small towns and large urban centers in Indiana, the United States, and abroad. The Executive Associate Deans will report jointly on progress **by 2020**.*

 **ACTION ITEMS:** *The EADs will (a) refine and implement credit-transfer and cost-sharing agreements that make it easier for students to register for SPEA courses on either campus and access study abroad and internship programs on either campus, with the goal being maximum flexibility for in-residence students to access opportunities on either campus; and (b) review and improve current mechanisms for sharing costs and deploying faculty in executive education, on-line courses, overseas study, and internship programs.*

## 2020

 **ACTION ITEM:** *Building on the success of SPEA's collaboration with the Jacobs School of Music in Bloomington, SPEA-IUPUI and the Herron School of Art and Design will design, market, and deliver an arts administration program aimed at the special needs of experienced, mid-career professionals who are already working in the arts in the Indianapolis area; SPEA-IUB will develop new international partnerships in arts administration while expanding and diversifying its international student population.*

 **ACTION ITEM:** *SPEA has grown rapidly during the last decade but primarily through expansion of income from one source: tuition paid by undergraduate students and their parents. Appropriations from the state are not expected to rise dramatically from 2016 to 2020. Although some additional growth in undergraduate tuition income is expected by 2020, SPEA must diversify its revenue base by expanding (1) professional graduate programs for out-of-state as well as in-state students, (2) executive education programs, (3) faculty-led sponsored research activity for government, foundations, and industry, and (4) philanthropic contributions from individuals, foundations, and businesses. The largest untapped opportunity may be in gifts and non-government grants, since SPEA, guided by its 25-member Dean's Council, has already raised more than half of the \$15 million goal set for the university's Bicentennial Campaign. With a more diversified revenue base, SPEA will be less vulnerable to unpredictable changes in the availability of revenue from undergraduate education programs.*



