

2010-2011 Public & Environmental Affairs


Section	Document Name
Fiscal Health	• SPEA.pdf


Mission

“Building on a generation of growth and scholarly achievement, SPEA aspires to be ‘the best of its class,’ with a faculty and student body who have a global perspective and who appreciate the value of unconventional careers that span the public, non-profit and for-profit sectors.”

John Graham, PhD
Dean
“SPEA 2015”

Goals and Objectives

 Develop an identity for SPEA at IUPUI that simultaneously differentiates it from SPEA at IUB and projects IUPUI as a national leader among similar schools

 Recruit faculty to strengthen programs in public affairs and nonprofit management, and criminal justice and public safety management

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement

Secondary Goals:

Sub Unit:

Time Frame:

Actions taken for 2010-2011:

- SPEA recruited two new faculty members:
 - a tenure track faculty member to teach in the criminal justice, law, and public safety programs and work with the Public Policy Institute;
 - a tenure track faculty member to replace Alfred Ho in finance and budgeting, who moved to the University of Kansas.
- SPEA recruited two visiting faculty members for the understaffed Public Affairs program.
- SPEA appointed a new Executive Associate Dean to replace Eric Wright, who moved to the Department of Public Health.
- In preparation for the departure of the Health Administration programs in July 2010, the School reviewed existing programs and developed strategic plans for new academic initiatives.

Evidence of Progress for 2010-2011:

- Following the departure of the Health Administration programs, SPEA at IUPUI now has 22 FTE academic appointees, including 6 professors, 5 associate professors, 4 assistant professor, 7 clinical/lecturers.
- In August 2010, two new tenure track faculty members joined the school faculty. It is anticipated that these individuals will significantly enhance existing resources.
- Continuous growth in the undergraduate enrollments, shows that students are attracted to our programs.

Activities planned for 2011-2012:

- During 2010-2011 we plan to recruit for three tenure track faculty positions, consistent with our strategic plans:
- A tenure track economist to replace the two lost in the move of the health administration faculty.
- A tenure track position to strengthen our very strong nonprofit management program.
- A tenure track position focusing on policy analysis, a core focus of the School.

▣ Develop focused, high quality undergraduate and graduate programs that gain regional and national recognition for SPEA IUPUI

☒ Enhance Bachelors of Science in Criminal Justice (BSCJ) Program

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: SPEA Faculty and Criminal Justice Curriculum Committee

Time Frame:

Actions taken for 2010-2011:

- Discussions begun with Kelley School of Business for development of a private security minors for SPEA and KSOB majors. Draft plans developed
 - Completed BSCJ review site visits and review team's report delivered to SPEA
 - Three new part time instructors have begun to teach in the criminal justice and public safety programs and additional instructors are being sought
 - Developed public safety management minor
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Evidence of Progress for 2010-2011:

- Ivy tech articulation agreement finalized.
 - BSCJ review completed. Review spurred strategic planning meetings which have begun to develop action steps across five key areas for growth in next three to seven years.
 - Undergraduate J course credit hours increased from 4,764 in 2009 to 5,728 in 2010.
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Activities planned for 2011-2012:

- Finalize and get faculty approval for private security minor in SPEA and Business
- Develop strategies to enhance public safety management enrollments
- Expand online offerings of criminal justice and public safety courses
- Expand experiential learning opportunities for students including internships
- Recruit additional associate faculty to teach in the BSCJ program particularly those with online teaching experience

☒ Enhance Bachelors of Science in Public Affairs (BSPA) Program

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: SPEA Faculty and Public Affairs Curriculum Committee

Time Frame:

Actions taken for 2010-2011:

- Explore opportunities for more collaboration with Ivy Tech Community College.
 - New major fields will be investigated for growth potential
 - Investigate more ways to work with community organizations, the City of Indianapolis, and local high schools to increase visibility of programs.
 - Continue discussion of 2+2 program with Sun Yat-Sen University.
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Evidence of Progress for 2010-2011:

- The number of majors in the BSPA increased from 104 in fall 2008 to 111 in fall 2009 and 118 in Fall 2010.
 - The number of majors increased, or remained stable, in all BSPA majors between fall 2008 and fall 2010.
 - Increased percentage of courses taught by full-time faculty.
 - The "professional" nature of the program has been strengthened with the addition of an experiential requirement (internship).
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Activities planned for 2011-2012:

- Obtain necessary approvals for new majors in sustainability and media and public affairs.
- Finalize 2+2 agreement with Sun Yat-sen University.
- Develop honors program in collaboration with the Honors College.
- Introduce additional undergraduate student organizations.
- Finalize strategic plan.

☒ Enhance Masters of Criminal Justice and Public Safety (MSCJPS) Program

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: SPEA Faculty and Public Affairs Curriculum Committee

Time Frame:

Actions taken for 2010-2011:

- Developed and obtained approval for MSCJPS
 - Created course rotations
 - Aggressively marketed program to potential students primarily in Central Indiana
 - Began course offerings in Fall 2010
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Evidence of Progress for 2010-2011:

- Course enrollments in MSCJPS courses have increased from previous MPA-CJ concentration enrollments.
 - Currently have 17 students enrolled in program
 - Feedback from local agency heads is extremely positive on the curriculum and general program design
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Activities planned for 2011-2012:

- Continue to grow the program headcounts through aggressive marketing
- Expand market through development of online courses

- Ensure program quality is high and course scheduling is optimal for student convenience and pedagogy

☒ Enhance Masters of Public Affairs (MPA) Program

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: SPEA Faculty and Public Affairs Curriculum Committee

Time Frame:

Actions taken for 2010-2011:

- Continued negotiations to expand international students in the nonprofit management concentration. Target markets: China, Thailand, Turkey, Singapore.
 - Worked with SPEA's Executive Education unit to strengthen the focus on professional development
 - Explored the feasibility of concentrations in new and emerging fields such as sustainable management or sustainable policy
 - Continued to develop online and hybrid MPA classes.
 - Began strategic planning process
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Evidence of Progress for 2010-2011:

- A second cohort of employees from Goodwill Industries has begun their studies. Some of the students from the first cohort have entered into our MPA program.
 - Concentration in nonprofit management ranked #3 in the country, just ahead of the Harvard program.
 - MPA program ranked in top 25 percent of programs.
 - Total number of students currently enrolled in MPA programs remained stable at 153 students in fall 2010.
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Activities planned for 2011-2012:

- Complete the strategic plan
- Explore feasibility of a concentration in Media and Policy
- Recruit additional tenure track faculty in public sector economics, nonprofit management, and policy analysis
- obtain approval for concentration in Urban Sustainability

☒ Elevate the quantity, quality, and influence of our scholarship

☒ Conduct world-class research, scholarship, and creative activities, relevant to Indianapolis, the state, and beyond

Campus Planning Theme: Research, Scholarship and Creative Activity, Civic Engagement

Secondary Goals:

Sub Unit: SPEA Faculty

Time Frame:

Actions taken for 2010-2011:

- Continue strategy of developing long-term partnerships with key state agencies in areas of public policy and urban policy, healthcare and administration, and criminal justice and public safety management
- Conduct actionable research through the Center for Urban Policy and the Environment in the following areas: foreclosures in Indiana, human cluster analysis, property tax reform, and patterns of land use
- Provide data on the causes of violent crime and reentry and reintegration issues through the work of the Center for

Evidence of Progress for 2010-2011:

- The IU Public Policy Institute has expanded its portfolio of projects
 - The Center for Urban Policy and the Environment continued to develop an enhanced version of the Land Use in Central Indiana (luci2 to work with the Indiana Department of Transportation
 - The Center for Urban Policy also performed impactful work for clients, such as the Indianapolis Neighborhood Housing Partnership, Indy Reads, and the Indianapolis Continuation of Government Operations Project
 - The Center for Criminal Justice Research continued analysis of data for the Indiana Criminal Justice Institute regarding motor vehicle accidents and deaths on Indiana roadways. The results are published fact sheets and compiled in an extensive report entitled the *Crash Fact Book*.
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Activities planned for 2011-2012:

- Expand conduct of high quality applied research through the Public Policy Institute.
- Focus on development of regional and federal funding sources for faculty research.
- Improve incentive plan for funded research projects.
- Implement the Policy Choices for Indiana project.

☒ Improve dissemination and marketing of SPEA research

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit: Director of External Affairs and Center for Urban Policy and the Environment

Time Frame:

Actions taken for 2010-2011:

- Continue to use electronic newsletters to distribute center research findings
 - Develop workshops and invite other researchers to share work
 - Revise and improve SPEA web
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Evidence of Progress for 2010-2011:

- Faculty and staff presented papers at various meetings and conferences.
 - SPEA research reported frequently in state and local media outlets.
 - Numerous faculty members were interviewed or quoted in media outlets.
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Activities planned for 2011-2012:

- Work more closely with IUPUI SPEA faculty to identify and understand their research, while the research is underway as well as when results are published
- Boost communications to external audiences by disseminating research information through additional channels (including more frequent updates to social media outlets, the SPEA-IUPUI website, and reporters, editors and bloggers)

Boost communications to internal audiences by feeding information to SPEA. Dissemination format to be determined.

- Boost communications to internal audiences by feeding information to SPEA-Bloomington for use in various published and online vehicles
- Break research results into smaller, more digestible pieces and disseminate factoids as appropriate.

☒ Increase external funding

Campus Planning Theme: Research, Scholarship and Creative Activity

Secondary Goals:

Sub Unit: SPEA Faculty and Staff

Time Frame:

Actions taken for 2010-2011:

- Submitted 28 applications for external funding.

Fiscal Year	03-04	04-05	05-06	06-07	07-08	08-09	09-10
Federal Government	2	3	5	5	5	3	1
State, Local, and Other Government	12	13	18	14	17	22	12
Foundations	2	3	4	0	1	1	0
Industrial and Commercial	0	6	7	0	0	2	3
Non-Profit and Higher Education	8	8	11	12	9	7	12
Total Applications	24	35	44	29	32	35	28
Percent of Campus Total Applications	1%	1%	2%	2%	1%		

Evidence of Progress for 2010-2011:

- Initiated \$2.32 million in new research projects in 2009-2010.

Fiscal Year	2005-06	2006-07	2007-08	2008-09	2009-10
Federal Government	31,250	83,160	0	0	0
State, Local, and Other Government	4,722,680	1,877,325	1,290,849	1,380,214	1,918,788
Foundations	699,293	0	30,000	2,000,000	0
Industrial and Commercial	236,500	15,000	188,861	87,935	84,467
Non-Profit and Higher Education	421,403	323,381	143,792	405,178	318,179
Total Income	6,111,126	2,298,866	1,653,502	3,873,327	2,321,434

Notes:

Source: Research and Sponsored Programs Annual Report

Activities planned for 2011-2012:

Continued efforts to increase external funding through various channels.

- Continue to build research enterprise, increase numbers of proposals submitted, and increase external funding

▣ **Improve the quality of administrative and support services for academic programs**

☒ **Increase student satisfaction with delivery of student services**

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement

Secondary Goals:

Sub Unit: Associate Dean and Student Services

Time Frame:

Actions taken for 2010-2011:

- Utilized staff performance reviews to set expectations for staff and goals for office; especially focused on serving students
- Strived to provide an enjoyable work environmental in order to reduce the turn-over rate of staff and increase longevity of employment per staff member
- Administered student services survey every year since 2004
- Worked with IMIR to develop and administer an exit survey to December 2008, and May and August 2009 graduating seniors
- Focused on creating a supportive environment that met the needs of students, while also holding them accountable
- Developed an atmosphere that focused on supporting and working collaboratively with faculty
- Refined all office practices/processes so that they were transparent and seamless
- Developed a process that encourages students to schedule appointments earlier in the semester – well before priority registration
- Continued to implement cross-training procedures to guarantee that multiple staff can carry out major operations of the office such as graduate admissions processing

Evidence of Progress for 2010-2011:

- Increased number of students who contacted the staff by email/telephone and/or met regularly with advisor
- Students reported that staff respond to their email messages and telephone calls within 24 hours
- Students reported that they were able to schedule advising appointments within one week of contact and two weeks of contact during priority registration
- Services didn't decline when the responsible staff member was out of the office
- Students reported that they were able to easily understand and follow processes, such as applying for graduate admissions, submitting a readmission petition, or returning to school after having sat out for a year or longer
- The staff worked together as a team to support one another during busy and stressful times w/out prompting from the director
- Without input from the director, the staff frequently came up with new ways of improving the quality of services provided by the office of student services
- Level of student satisfaction with services provided by student services' staff was between 86.5% and 96.3%, per the questions below
- Seven out of nine areas showed improvement over the previous year

Questions	Fall 2008(n=211)		Fall 2009 (n=542)	
	% Agree	% Disagree	% Agree	% Disagree
Series 1: Able to schedule an appointment in a timely manner	96.6	3.4	91.0	9.0
Series 2: Prepared for advising session	88.7	11.3	91.2	8.0
Series 3: Office staff was knowledgeable	89.7	10.3	90.2	9.9
Series 4: Discussed long-term academic plan	89.2	10.8	86.5	13.4
Series 5: Helped plan a compatible course load	86.2	13.8	87.7	11.8

Series 6: Staff able to give information about resources	86.5	13.5	90.7	9.1
Series 7: Staff answered questions effectively	87.5	12.5	93.0	6.4
Series 8: Staff was efficient and courteous	94.2	5.8	96.3	3.3
Series 9: Students were generally satisfied	89.4	10.6	92.0	7.5

Activities planned for 2011-2012:

- Renovate the Student Services and Dean's Office Space
- Offer group and 5-minute advising for quick questions
- Continue to encourage students to schedule appointments earlier in the semester – well before priority registration
- Continue to implement cross-training procedures to guarantee that multiple staff can carry out major operations of the office
- Update SPEA website to improve usability

- ☑ Work with SPEA Alumni Board to improve and strengthen relationships with SPEA-IUPUI programs, faculty, and students.

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement

Secondary Goals:

Sub Unit: Associate Dean and Director of Development

Time Frame:

Actions taken for 2010-2011:

- Sponsored a Scholarship luncheon to recognize students who received financial support from the school and their benefactors
 - Continued alumni series of tours, events, and receptions
 - Strengthened annual campaign
 - Continued to strengthen alumni relations
 - Increased scholarships for students
 - Increased faculty and staff participation in annual giving
-

Evidence of Progress for 2010-2011:

- SPEA IUPUI scholarship endowment funds increased
 - Alumni participated in tours, a tour of Lucas Oil Stadium, and a social gather at the Rathskeller.
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Activities planned for 2011-2012:

- Continue to strengthen alumni relations
- Increase scholarships for students
- Increase faculty and staff participation in annual giving
- Develop interesting series of events for alumni
- Grow alumni participation in IUPUI capital campaign

- ☑ Increase enrollments, retain more students, and increase number of graduates

- ☑ Increase overall enrollments by more effective marketing and promotion of degree programs

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Actions taken for 2010-2011:

- Worked with UCOL advisors to get pre-SPEA students in the appropriate gateway and topics courses as soon as possible
 - Ensured that direct admits realized the importance of taking the appropriate courses for their majors in an effort to increase enrollment and decrease the amount of time required for them to complete their degrees
 - Made presentations to UCOL staff, sharing information about SPEA programs and courses
 - Invited UCOL students to register for SPEA gateway, topics, and career exploration courses
 - Made presentations at UCOL Breakfast and UCOL staff meetings
 - Invited faculty to encourage UCOL students in SPEA Gateway classes register for topics and other SPEA major courses of interest
 - Advertised Gateway and Hot Topics courses on BS electronic media sources and via the SPEA listserv
 - Utilized gateway and topics courses to introduce students to SPEA courses and programs, certificates, and minors
 - Sent out mailings to all students registered for Gateway courses inviting them to meet with a SPEA advisor and sharing information about SPEA programs
 - Visited SPEA classes and shared information with the students about SPEA programs and courses
 - Met with various staff across the IUPUI campus to promote SPEA courses
 - Added SPEA-J 101 to the BSPA list of social science courses from which students can choose
 - Continued to promote Gateway Courses
 - Continued with the mailings to students enrolled in Gateway courses
 - Increased the number of summer classes
 - Advertised summer classes to student at other IU campuses
 - Kelley School of Business accepts all SPEA-J classes and the following SPEA-V classes as social sciences, V221, V 264, V272 and V 376
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Evidence of Progress for 2010-2011:

- Fall 2010 undergraduate enrollments were up 10 percent over fall 2009.
 - Fall 2010 graduate enrollments in the regular academic program were up 11 percent over fall 2009.
 - Summer I 2010 undergraduate enrollments were up 20 percent over summer I 2009.
 - Summer I 2010 graduate enrollments were up 48 percent over Summer I 2009.
 - Summer II 2010 undergraduate enrollments were up 13 percent over Summer II 2009.
 - Summer II 2010 graduate enrollments were up 229 percent over Summer II 2009.
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Activities planned for 2011-2012:

- Continue to promote Gateway Courses
- Continue with the mailings to students enrolled in Gateway courses
- Suggest working with campus committees to add SPEA-J 101 to the approved list of general education courses
- Continue to work with non-SPEA academic units to promote SPEA courses and joint programs that would result in increased enrollment
- Continue to work with COP to promote SPEA programs and courses
- Work with the nonprofit community to promote SPEA programs
- Utilize publications such as the Indianapolis Not-For-Profit Newsletter to promote SPEA initiatives and programs
- Make visits to Ivy Tech to promote programs and to meet and advise prospective students

- Work with Ph. D. programs to advertise SPEA programs
- Increased attendance at regional recruitment events for graduate programs
- Increase marketability of SPEA with new print material and updated website

☒ Increase year-to-year retention of students

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: Director of Academic Affairs Student Services

Time Frame:

Actions taken for 2010-2011:

- Implemented early communication and credit evaluation processes for direct admit transfer students that focused on acquiring information necessary to complete an accurate audit of transfer coursework prior to meeting with students who attended orientation
- Continued to utilize prescriptive advising model for students placed on academic probation
 - Required mandatory advising sessions
 - Placed negative service indicators on students' records until they met with an advisor
 - Required students to complete a self-assessment form, designed to help students reflect on factors that may have impacted their academic performance and to help advisors better understand student's circumstances and needs
 - Required students to complete an academic contract that outlined a plan for success
 - Required students to attend a "success seminar" that focused on academic success and included sections on goal setting, time management, study skills, working and interacting with faculty, test taking skills, tips on how to succeed in SPEA majors, and writing skills
 - Created an online version of the Success Seminar
 - Enrollment of students placed on critical probation was limited to six hours during the upcoming semester to ensure that students had more time to spend on their academic coursework and to prevent them from getting into a situation where they could not achieve the grade point averages required to graduate
- Continued to require students who stopped out while on critical probation to submit a readmission petition
- Continued to implement a process requiring students, who requested to take more than 18 hours, to meet with the Associate Dean and to prepare a historical timeline of their grade point averages, as well as to record the hours they worked in each semester that they were enrolled
- Delivered information sessions to direct admit (beginners and transfer students) during the summer UCOL orientation programs that focused on student success, degree requirements, minors, certificates, policies, SPEA faculty, internship and professional development opportunities
- Continued to offer the Induction Program
- Continued to participate in the Bridge Program and Learning Communities
- Continued to offer a "Career Development and Planning" course with the goal of helping students choose and commit to a professional development plan earlier in their academic careers
- Utilized UCOL's "Professional Development Plan" when meeting with students during advising appointments
- Developed a system that encourages students to schedule advising appointments well before priority registration
- Encouraged students with 86 or more credits to meet with an advisor for a senior audit. Ensured that students were aware of the steps and courses required for graduation
- Contacted students who have not registered to inform them of remaining available classes
- Utilized degree audit as advising tool
- Contacted active students who were not registered to determine future plans

Evidence of Progress for 2010-2011:

- Transfer evaluation audits were completed by the time students, attending UCOL transfer orientation sessions, met with an advisor
- Percentage of students dismissed and placed on probation has decreased or stabilized, but there is opportunity for improvement.
- All students on probation met with academic advisors
- Utilized information from the self-assessment evaluations to determine where students required the greatest amount of assistance and to develop the components of the "success seminar"
- Students self reported that the success seminar was helpful and meaningful
- Students completed the online success seminar and reported that it was useful
- Performance improved for students whose hours were limited
- Most students, who stopped out on probation and therefore were required to submit a readmission petition, were able to formulate a statement indicating why they were dismissed and what they would do differently if reinstated; and these students met with academic advisors to develop a plan for success before reentry
- Students who had a history of lower grade point averages, especially when correlated with the number of hours they worked, were not allowed to take more than 18 hours
- Difficult to measure the success of the practice to deliver additional information to students attending orientation

Retention rates for all students improved.

One -Year Retention Rate - Fall to Fall Semester	2004– 05	2005– 06	2006– 07	2007– 08	2008– 09	2009– 10
Freshmen/Sophomore (%)	68	74	76	76	76	85
Junior/Senior (%)	80	81	78	86	86	88
All Undergraduates (%)	76	79	78	83	84	88

Activities planned for 2011-2012:

- Pilot an early warning intervention for students with less than 2.3 cumulative and semester grade point averages
- Develop a system that encourages students to schedule advising appointments well before priority registration
- Offer a "welcome to SPEA" program for direct admits
- Mid-semester, offer a program that focuses on the specialized needs of transfer students
- Pilot "Success Builder" program for students who are on critical probation or whose cumulative GPA is between 2.0 and 2.3.
- Continue senior audits for students with 86 or more credits

☑ Support professional development of students

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: Student Services

Time Frame:

Actions taken for 2010-2011:

- Developed the "World of Work" series designed to expose students to a variety of venues where SPEA graduates could be employed, such as the Indiana State Police Crime Lab, the Indiana State House, the Indianapolis Symphony Orchestra's Circle Theater, etc.
- Implemented the "Professional Development Series" that focused on career development, networking, interviewing

- Implemented the Professional Development Series that focused on career development, networking, interviewing techniques, preparing resumes and cover letters
- Participated in the Fall Career Week coordinated by the IUPUI Career Services Council, and held career panels comprised of SPEA Alumni who shared information about their educational and career journeys
- Supported the Criminal Justice Career Information Day, at which a number of criminal justice and public safety management agencies/organizations were available to talk to students about potential careers, job availability, expected income, internship opportunities, etc.
- Focused on expanding the number and quality of internship opportunities available to students
- Developed and maintained an internship tracking system
- Offered a section of SPEA-V 252, Career Development and Planning, which highlighted identifying work values and personality preferences, researching careers, networking, creating a marketable resume and cover letter, and preparing a career development plan
- Offered SPEA-V 450, Mentoring for Professional Development, which provided opportunities for students to develop long-term relationships with alumni and enhance their career potential and success
- Offered preparatory sessions that assisted students with completing applications for awards such as the Top 100
- Held resume café
- Held first "Public Service Series"

Evidence of Progress for 2010-2011:

- A number of students signed up for the "World to Work" tours and attended the career panels
- Increased the number and quality of internship opportunities available to students
- Increased the number of students who made "Top 100"
- The Criminal Justice Career Information Day was well attended
- The tracking system of internship opportunities proved useful and easily accessible
- This was the second semester that SPEA-V 450 was offered and the number of students who registered for this class increased; too early to determine long-term impact
- This was the 1st semester that SPEA-V 252 was offered; too early to evaluate effectiveness, but the course filled
- Public Safety Career Day was well attended

Activities planned for 2011-2012:

- Develop a senior course that focuses on professional development and assisting students with the transition from student to working professional
- Expand the internship tracking system to include students' position of employment upon graduation, in order to determine if their internship experiences correlate and/or have any impact on their employment
- Continue to hold "resume cafés" once a semester to assist students in writing their resumes
- Continue to hold "Public Service Series" in which we invite prominent members of the community to speak to students about their careers and experiences
- Continue "World of Work" series
- Hold call out meetings and information sessions for SPEA Abroad

☐ Strengthen SPEA's engagement and reputation in the region and state

☒ Enhance capacity for civic engagement

Campus Planning Theme: Civic Engagement

Secondary Goals:

Sub Unit: SPEA Faculty

Time Frame:

Actions taken for 2010-2011:

- Expand collaborations with city and state agencies.
 - Continue tradition of conducting applied research projects in the undergraduate and graduate capstone courses.
 - Develop more internship opportunities where students can gain experience and help agencies.
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Evidence of Progress for 2010-2011:

- Funding from state, local, and other government sources remains the principal source of externally generated revenues for SPEA IUPUI.
 - SPEA faculty members served a wide variety of governmental and nonprofit agencies during the year.
 - Several of the capstone projects have resulted in new programs or policies.
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Activities planned for 2011-2012:

- Implement the Policy Choices for Indiana project through the Public Policy Institute.
- Begin series of briefings by PPI staff and faculty, to public officials around the state.
- Continue the high level of civic engagement by faculty

Fiscal Health

Reallocation Plan

Other Question(s)

1. What changes are you seeing in the characteristics of incoming and returning students, and how are you preparing these students to meet the changing needs of the future workforce?

Since 2007 the trend within the School of Public and Environmental Affairs has been toward a younger, full-time, male student who comes to us from another institution. Between fall 2007 and fall 2011 the percentage of SPEA students under age 25 increased from 60.3 percent to 66.6 percent. In terms of age our beginner admits are significantly younger than the transfer students. In fall 2011 we had no beginning student over the age of 24, yet almost one-fourth of the transfer students were over this age. Similarly, in 2007 66.3 percent of our students were full-time and in the fall of 2011 that number has increased to 73.4 percent. More dramatically, the percent male has increased from 38.5 percent to 47.5 percent.

For students entering the school, the number of fall semester external transfers has increased by 64.9 percent since 2007.

In light of these changes in the student population, we have made a number of changes.

- We have increased the emphasis on career development. Our undergraduate BSPA students are required to take our career development class (V252 1 cr.). In addition, we are encouraging undergraduates to take our Career Development Class earlier in their academic career.

- We have incorporated the Personal Development Plan into our TLC and career development courses (and in the future, should include in other courses). This encourages students to create a resume, identify their strengths, set goals, and explore their academic and professional interests.

- In the TLC sections, we are providing students hands on experiences and opportunities to visit organizations that relate to SPEA majors.

- We initiated a World of Work series which involves detailed tours and discussions of the facilities and activities of relevant

governmental and nonprofit agencies and organizations.

- We created a "Lunch and Learn" series in which successful and well known individuals discuss their background and career path with students. In the past year guests at these events have included Governor Daniels, Senator Lugar, Chief Justice Shepard, and Jim Morris the president of the Indiana Pacers organization.

- We have renewed our emphasis on the importance of internships and expanded the available opportunities. All BSPA and all MPA students are required to complete an internship experience.

- Our student services staff uses the Academic Planner in Onestart

- In order to expand their expertise and experiences, we encourage all students to seek a minor and/or certificate as part of their academic plan.

2. What are your plans for any surplus amounts in your fund balance?

In the 2012-2013 academic year, given our current recruiting plans, all currently available faculty offices will be occupied. Continued growth for the school will require additional office space for new faculty members, as well as graduate assistants. In January 2012 we will begin the planning process to reconfigure existing space assigned to SPEA to accommodate additional faculty and students. We anticipate using the surplus fund balance to:

- Fund renovation of a fourth floor area to accommodate additional faculty offices
- Reconfigure space on the first floor or the lower level for graduate assistant workspace
- Fund start-up packages for senior faculty hires to replace current leadership positions

3. What are your short-term and long-term plans for ensuring adequate facilities to meet your mission? To what extent are on-line and/or hybrid courses a useful strategy in addressing any anticipated space constraints?

We have significant space shortages in virtually all areas: student services, school administration, research centers, faculty offices, and classroom availability. We are located in building, shared with the Kelley School of Business, that was designed for significantly smaller operations. In the past year we implemented a plan to renovate the student services and administrative office spaces. The existing space was essentially as designed in 1981 and the physical layout seriously impeded operations. The renovation will create a more professional and functional space. It is anticipated that this project will be completed in early January 2012.

As explained above, we are also facing a shortage of office space for faculty and graduate students. During the spring 2012 semester we will begin planning to reconfigure existing space to accommodate personnel growth. We have not yet examined the possibilities, but we hope to create six new faculty offices with this project. This should accommodate program growth through the next few years.

Academic classroom needs are in critical shortage across campus. Over the past few years we have employed a number of strategies designed to accommodate programmatic needs in an environment of scarce space availability. These include:

- Offering 7:30 am classes in a twice per week format. We discovered that a number of our associate faculty actually prefer this time to the 6:00 pm once a week format. By offering required or high enrollment sections at this time, enrollments have been strong.
- Scheduling Friday morning or Friday afternoon sections of courses. These courses meet once per week. As with the early sections, if we offer required courses or high enrollment courses at this time, they are quite successful.
- We've offered a number of weekend intensive graduate courses with good success. These follow a Friday/Saturday, Saturday, Friday/Saturday format. We often build in study time and offer these over a five week period.
- We have a number of Saturday only courses. This includes our graduate capstone course.
- In fall 2011 we scheduled two sections for the Park 100 site.

SPEA has had an active and growing online program for several years. Most of our online courses focus on the graduate program where we offer all courses necessary for the Nonprofit Management Certificate and the Public Management Certificate online. In spring semester 2012 we will be offering sixteen online courses. This is approximately 16 percent of our total sections for the semester. These online sections can be viewed as saving 16 percent of classroom space; alternately if we did not offer these sections we would need approximately 19 percent more classrooms.

4. What marketing strategies/materials are you planning to develop/disseminate during the coming year?

- a. Who is the intended audience for each?
- b. What do you hope to accomplish with this strategy with this audience?

- b. What do you hope to accomplish with this strategy with this audience?
- c. How much are you planning to spend for each strategy?
- d. How will you tell if your expenditure was worth your investment? [Provide return on investment (ROI) data for past expenditures, if available, and plan to track ROI in the future.]

Outlined below are SPEA goals and what marketing and communications can do to help SPEA achieve these goals.

Goal #1: Enroll more students in undergraduate and graduate programs

Strategy: Promote SPEA to potential SPEA students

Tactic 1: Work with IUPUI Admissions on a targeted postcard campaign to high school students. Postcards have been produced and are about to be mailed.

Cost to SPEA: staff time

Measurement: Track number of phone calls and website hits following mail drop of postcards; assist Student Services with response materials.

Tactic 2: Improve impact of recruitment materials, and explore reducing costs. First step: work with Creative Services to convene an input session that results in a plan for recruitment materials, including tabletop displays and iPad-friendly presentations that will reinforce the SPEA brand and perhaps achieve cost savings.

Cost to SPEA: \$0 to \$1625 for input session and plan; additional costs TBD

Measurement: Track number of inquiries following events; if available, compare to previous response rates

Tactic 3: When new sustainability major is approved, develop and implement plan similar to that used to market new Media and Public Affairs major

- Make presentations about the new major to internal audiences, including university college advisors and admissions and honors recruiters.

- Publicize and promote the new major via the School website, information screens in the BS building and university college, e-newsletters to UC students, etc.

- Create rack cards for use at recruiting events and placement in admissions and UC.

Cost to SPEA: \$8,000

Measurement: Track inquiries related to this major in particular; no baseline comparison is possible

Goal #2: Improve retention and graduation rates within SPEA by reinforcing “buying” decision.

Strategy: Continue to remind students that SPEA offers a unique path to achieving their professional and even personal goals by informing them about internships and careers, networking opportunities, student organizations, activities and events, scholarships, registration deadlines, class availabilities, etc.

Tactic 1: Continue to research outlets for disseminating SPEA news, especially internal channels such as IUPUI calendars, student newspaper, Link magazine, etc.

Cost to SPEA: staff time

Measurement: Count additional outlets with which SPEA news is shared

Tactic 2: Increase use of website and social media sites (among all audiences, but especially students and alumni) by posting more material more often and referencing Facebook and Twitter accounts in all communications to students and alumni

Cost to SPEA: staff time

Measurement: Set up Google Analytics for new website and compare to data collected for old website. Count Twitter followers and retweets, plus Facebook “likes”

Tactic 3: Increase attendance at SPEA events by getting event information earlier (from staff, faculty and students), using a systematic approach to identify appropriate outlets for event news, and submitting in a timely manner. Collect better photos to help illustrate future events. Support events with talking points, speeches and signage

Cost to SPEA: staff time

Measurement: Compare to past attendance numbers for same events; if not available, set baseline for future tracking

Goal #3: Increase media coverage of SPEA faculty, research, students

Strategy: Position SPEA's faculty, researchers and students as expert sources, and ensure that SPEA news is distributed and pitched to appropriate media outlets.

Tactic 1: Work with IU Communications to identify newsworthy stories, use Vocus software to better target appropriate media outlets, and if available, use Vocus to track results

Cost to SPEA: staff time

Measurement: Compare to previous number of news hits; if those numbers are unavailable, set a baseline for future measurement

Tactic 2: Conduct media training, especially for faculty who are contacted often but rarely quoted

Cost to SPEA: staff time

Measurement: Self-reports from faculty about comfort in interview, coverage versus time invested; number of media interviews