

SPEA



**SCHOOL OF PUBLIC AND
ENVIRONMENTAL AFFAIRS**

INDIANA UNIVERSITY

Smart Policy. Sound Science. Stronger Communities.

EXECUTIVE SUMMARY – *SPEA 2015*

Launched in 1972, the Indiana University School of Public and Environmental Affairs (SPEA) is now completing a generation of accomplishment in education, science, and public service. 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. This report looks to the future and offers a vision of what SPEA might look like in 2015, including some organizational reforms that may help transform the vision into reality.

The six key changes in SPEA are summarized below.

1. The scholarly productivity of SPEA will rise from the top ten to the top five in the country among public affairs and environmental science faculties.
2. SPEA's approach to professional education will be modernized to serve a graduate whose career spans the public, non-profit and for-profit sectors.
3. SPEA's new Public Policy Institute, based in Indianapolis, will be the “go to” source for objective analysis on a wide range of policy issues facing Indiana policy makers.
4. The globalization of SPEA will be evident in the deepening SPEA ties with two parts of the globe that are important to America's future: the European Union and Asia.
5. SPEA's current strength in environmental science and policy will be buttressed while new strengths in related fields such as energy policy, health policy, sustainable development, and the prevention of poverty will be established.
6. SPEA will build on its traditional strengths in public finance/budgeting, criminal justice, and management of the non-profit and public sectors.

A variety of related changes to SPEA's current organizational structure, including refinements to SPEA's business model, are suggested in this plan. This plan has been revised based on extensive discussion in the SPEA community, including specific comments from faculty, staff, students, alumni, Indiana University officials, advisors, donors and the SPEA Board of Visitors. The next step in the planning process calls for each operating unit within SPEA to develop an implementation plan consistent with *SPEA 2015*.

TABLE OF CONTENTS

Preface	3
Introduction	4
What the “Core School” Means	5
Vision Statement	6
Spelling Out the Vision	7
SPEA’s Scholarly Productivity	7
SPEA’s Approach to Professional Education	9
SPEA’s Public Policy Institute	11
The Globalization of SPEA	13
SPEA’s Strengths in Environmental Science and Policy	15
Building on SPEA’s Traditional Strengths	17
Organizational Issues	20
Associate Deanships	20
External Affairs, Executive Education, Overseas Study, On-Line Education	20
Faculty Chairs	20
Program Directors	21
Faculty-Level Personnel Committees	22
Toward Diversity and Flexibility in Staffing	22
Alumni Relations	23
Research Centers	23
Collaborative Partnerships within IU-Bloomington and IUPUI	24
A Refined Business Model	25
Revenue from Extramural Research	25
Revenue Growth from Educational Programs	27
Master’s Degree Programs	27
Undergraduate Programs	29
Executive Education Programs	31
Revenues from Philanthropic Giving	31
Cost Control at SPEA	32
Linkages to External Communities and Marketing	33

PREFACE

It is my pleasure to share with you the final version of *SPEA 2015*. Even though this plan should be considered a living document, I believe it establishes a guide for us to move forward and strengthen Indiana University's School of Public and Environmental Affairs.

In response to the first draft of *SPEA 2015* (September 2008), we received almost 100 comments from faculty, staff, students, alumni, the Board of Visitors, and other members of the IU-SPEA family. We also discussed the draft document in faculty meetings, and in a meeting of the SPEA Board of Visitors. I personally reviewed every comment. Working with the two associate deans and our staff in the Office of External Affairs, we categorized and analyzed each comment to determine whether and how to modify the document to reflect the suggestion or concern. In general, I believe we were able to modify the document to reflect most of the suggestions and concerns we received. These changes are reflected throughout the document.

In order ensure appropriate faculty and staff participation in the implementation of *SPEA 2015*, I have asked the SPEA Policy Committee to review the final version of the plan and provide advice to the dean, the associate deans and the program units on key issues or concerns that need to be addressed in the implementation process. If the Policy Committee discovers any residual flaws or omissions in *SPEA 2015*, they should also feel free to identify them, since they may also be addressed during the implementation process. The Policy Committee's review should be completed by March 1, 2009. Faculty members and staff are encouraged to submit any concerns or suggestions about *SPEA 2015* to the Policy Committee, and they should feel free to copy me and the associate deans on those communications.

The associate deans will be responsible for the implementation phase. Some aspects of *SPEA 2015* will be implemented separately on each campus, while others will be implemented jointly across the core school. Each item in *SPEA 2015* will be assigned to an implementation team and coordinated by a designated team leader. Each implementation team will be responsible for producing an implementation plan to be submitted to me for review and approval by June 15, 2009. These implementation plans will help guide our efforts moving forward, and help ensure we are managing towards the plans set forth in *SPEA 2015*.

Thank you for participating in this important planning activity. I am confident our efforts will produce a stronger and more vibrant School in the near- and long-term.

Sincerely,



John D. Graham, Dean

INTRODUCTION

The Indiana University School of Public and Environmental Affairs was established in 1972. The School recently transitioned from a statewide, system model to a “core school” model comprised of programs at two locations: Bloomington and Indianapolis. Affiliated SPEA programs are operated in Gary, Kokomo, Richmond, and Fort Wayne but they are managed independently from the core school.

SPEA degree programs are currently offered in public affairs, environmental science, arts administration, health services administration, public health, and criminal justice, not to mention a substantial number of joint degrees with other academic units (e.g., the JD-MPA). The term “public affairs” represents a blending of the traditional discipline of public administration, as promoted by Woodrow Wilson, and the more recent discipline of policy analysis that evolved from the “whiz kids” of the Robert McNamara era. More recently, public affairs education has broadened to reflect interests in leadership, governance, collaboration and the vast array of “civil society” institutions.

Among its competitors, SPEA is ranked highly in environmental science and policy, non-profit and public management, and public finance and budgeting. It is currently one of the largest schools of its type in the world, each year awarding approximately 680 bachelor’s degrees, 360 professional degrees, and 12 doctoral degrees. In any given year, the School has more than 2400 full-time and part-time students taught by more than 100 full-time and 140 part-time faculty members. The School’s graduates pursue careers in the public, non-profit and for-profit sectors, and (contrary to conventional wisdom) a substantial number of them have entire careers in the private (for-profit or nonprofit) sector.

The scale and diversity of SPEA’s operations add managerial complexity. The Bloomington and Indianapolis campuses have different strengths, distinct student bodies, and separate reporting lines and budgets. On occasion, the two campuses compete with each other in ways that are not productive. Fortunately, the two faculties that comprise SPEA now have solid working relationships that are improving over time. The challenge of the “core school” concept is to ensure, whenever feasible, that cooperation and fruitful collaborative opportunities are achieved. A critical element of this transition is a professional atmosphere at SPEA that is mutually respectful, helpful, and team-oriented.

SPEA will pursue the vision of *SPEA 2015* and organizational reforms in concert with Indiana University’s strategic priorities to advance the University’s fundamental educational and research missions. SPEA will work as a collaborative partner in the IU community and adapt *SPEA 2015* to align with future IU priorities in areas such as public health, environmental science, and philanthropic studies.

WHAT THE “CORE SCHOOL” MEANS

Now that SPEA has shifted from the system model to a “core school” model with two geographic locations, practical steps can be taken to foster more mutual understanding and collaboration among faculty and students at the two locations. Between now and 2015, the core school shall operate as follows:

- Faculty recruitment and promotion committees will generally be comprised of at least one member from each location while faculty promotion standards will remain the same on both campuses.
- More on-line course offerings at both locations will permit students at one campus to enroll in courses at the other location without traveling. Faculty at both locations will also collaborate on the offering of master’s degrees and certificates in areas of strength (e.g., non-profit management and public budgeting and management).
- The doctoral admission committee for public affairs in Bloomington will be comprised of at least one member from the Indianapolis faculty. Students will be encouraged to consider dissertation committee members from Indianapolis as well as Bloomington. Some funding for doctoral dissertations undertaken in Indianapolis will be made available. In the long run, creation of new doctoral programs in Indianapolis should be considered, at least in some fields (e.g., health policy and criminal justice).
- In order to ensure the best student fits with internships and employment opportunities, career planning resources at the two locations should be shared.
- Seed funding shall be provided to foster cross-campus collaboration on research and teaching.
- The faculties shall build on a common interest: the quality of classroom teaching. Using teaching consultants and peer observers where necessary, the two faculties should work together to update syllabi, select the best exercises and problem sets, and improve pedagogy.
- A process shall be established for determining whether separate accreditations on the two campuses should be continued, modified or terminated.
- An occasional retreat of the two faculties should become a tradition.

Considered alone, none of these steps are revolutionary. All are incremental. Taken together, however, they will help transform the SPEA “core school” phrase from an elusive symbol to a practical reality.

VISION STATEMENT

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.

SPEA is engaged in a planning process initiated by John D. Graham, the fourth dean in the School’s 37-year history. The time for planning is ripe for both internal and external reasons. A substantial percentage of SPEA’s original faculty (hired in the 1972–1990 period) are now nearing the age range when retirements are common. Fortunately, the School is well positioned financially, due to growing revenues from tuition and fees, to make investments in a large number of junior faculty members.

The external environment, however, is far more competitive than when SPEA was created in 1972. In the environmental field, some universities have launched entire schools of environmental science and policy (e.g., Duke and UC-Santa Barbara), while some traditional schools of natural resources and forestry have been revitalized and expanded (e.g., Michigan and Yale). In the public affairs field, the number of universities offering degree programs has proliferated rapidly in both the United States and abroad. In the last two years alone, the University of Virginia and the Hertie School in Germany have launched new public affairs schools with large infusions of start-up monies.

In order to sustain and enhance its leadership position, SPEA needs to make wise strategic choices and refine its business model accordingly. This report offers a vision of what SPEA might look like in 2015, coupled with some organizational reforms to transform the vision into reality. The time frame of seven years is long enough to permit significant changes to SPEA but short enough to maintain the interest of those who have skepticism about the value of long-term strategic plans.

*The first draft of this document was penned by Dean Graham based on his initial impressions, including substantial informal outreach to the SPEA community (faculty, staff, students, alumni, donors, and advisors). Although far from perfect, the first draft was received favorably by the SPEA community. This final document reflects a series of refinements to the original draft that were motivated by specific comments from the SPEA community. A large number of the comments led to constructive revisions or factual clarifications of **SPEA 2015**.*

Now that the SPEA community has had an opportunity to help shape an ambitious vision for the future of the School, the release of this revised report marks the point when the School moves from the deliberative phase of planning to the practical phase of implementation. In order to provide some benchmarks to gauge success in the implementation process, the revised report includes some highlighted “milestones” and “action items” to channel the energies of the School. SPEA will revisit these milestones and action items, as well as the plan as a whole, periodically.

The administration of the School plays a critical role in the implementation phase but the administration cannot succeed on its own. Active participation by all of the School’s stakeholders will be required in order for the vision to be realized. Upon the release of this report, each operating unit within the School shall prepare an implementation plan, including deadlines, resource requirements, and outcome measures, for review by the dean.

SPELLING OUT THE VISION

This report envisions a SPEA in 2015 that will differ from the current SPEA in six ways.

1. The scholarly productivity of SPEA will rise from the top ten to the top five in the country among public affairs and environmental science faculties.

The reputation of SPEA's educational programs is generally outstanding (e.g., the #2 national ranking of SPEA's MPA program, a tie with the Kennedy School, and the #1 ranking of SPEA's non-profit management program, both in the most recent survey published by *US News and World Report*) while SPEA's scholarly accomplishments, though impressive, are not quite as strong. For example, one index of faculty research productivity (based on counts of articles, books, and citations to publications) places SPEA faculty at #7 in the nation among public affairs schools and #7 among environmental science departments.

SPEA's faculty recognizes a broader range of scholarly products than is recognized by some disciplinary departments. For example, SPEA values peer-reviewed journal articles, original books, textbooks, book chapters, essays in law reviews, and reasoned articles written for broad audiences (e.g., *Environment* magazine and *Foreign Affairs*). Scholarly products that are widely cited have special value. SPEA is also interested in evidence that faculty scholarship has policy impact, either in the near term as reflected in use by policy makers or in the long term by changing the way a problem or solution is perceived or the way research is conducted. SPEA's faculty takes a special interest in the scholarly productivity of doctoral students and post-doctoral fellows. Thus, the various forms of scholarly publication (e.g., faculty member with doctoral student and co-authorship by two or more faculty members) are encouraged along with solo authorship.

✓ **MILESTONE:** *By 2015 the scholarly productivity of SPEA will rise from the top ten to the top five in the country among public affairs and environmental science faculties.*

Universities achieve greatness primarily through the scholarly contributions of their faculties, even in professional schools where the quality of classroom teaching is extremely important and service to the community is valued. But the difficult challenge is to enhance scholarship without compromising the priority that SPEA has always given to professional education and service.

SPEA's research rankings are remarkable given the faculty's relatively large teaching responsibilities (where responsibility is a function of the number of courses taught per faculty member weighted by the average size of class and the number of teaching assistants). While heavy teaching responsibilities are typical of faculties at large, state-supported universities, SPEA competes with both private and state-supported universities that give high priority to scholarship.

© **ACTION ITEM:** *New junior, tenure-track faculty members hired by SPEA will have diminished teaching responsibilities for their first three years, thereby ensuring the best possible launch to their scholarly careers. The associate deans will develop and implement plans to strengthen the mentoring system for untenured, tenure-track faculty members.*

By 2015, SPEA's scholarly productivity will be enhanced by (a) reduction of teaching responsibilities for junior faculty with increased expectations for high-quality research productivity, (b) reduction of teaching loads for senior faculty with external support for experimental and/or field work or other forms of original data collection and/or model building, and (c) more School support for research infrastructure (e.g., seed money to support research proposals, including deployment of doctoral students to assist in proposal development). To ensure that these steps do not impair or slow the educational progress at SPEA, they need to be accompanied by (a) expansion of the total size of the tenured-track faculty, (b) increased teaching responsibilities for tenured faculty who have moved away from an active research career, and (c) even more aggressive use by SPEA of qualified lecturers, clinical faculty and adjunct faculty.

✓ **MILESTONE:** *The number of promising junior, tenured-track faculty hires at SPEA must ramp up from a rate of 0 or 1 per year to (at least) several per year over the next decade, thereby ensuring that the net size of the SPEA faculty (accounting for retirements) expands significantly.*

In a professional school such as SPEA, there is no basis for the perception that all faculty members who are successful in the classroom must be active researchers and, in fact, the success of qualified practitioners in the classroom has been demonstrated since the inception of SPEA. Likewise, some outstanding faculty scholars are not particularly effective as classroom teachers. Thus, SPEA needs to pursue excellence in scholarship and education with a mix of faculty who have different talents, proclivities and comparative advantages.

In addition to making more faculty time available for creative scholarship, other steps need to be taken to enhance production of scholarship at SPEA. Faculty recruitment efforts need to focus squarely on a candidate's potential for outstanding scholarship (as well as fulfillment of teaching and service needs). For example, choosing the most promising scholar will typically be a wiser choice than choosing a candidate who happens to meet a near-term teaching need that can also be met by a qualified lecturer or adjunct professor. Moreover, young professors are not always wise at choosing the most important research topics. When charting research careers, young scholars need advice not just from senior professors but from leaders of practice in the public and private sectors who can help pinpoint critical problems and identify promising research partners and funders. Thus, in order to enhance scholarship, SPEA needs to make more aggressive use of external advisory bodies and executive education programs that connect SPEA faculty with emerging leaders of international organizations, federal agencies, the state of Indiana, and the private sector.

One of the most difficult yet important cultural changes at SPEA will be to increase the ratio of collaborative research to individual research. Collaborative partnerships involve two or more faculty members at SPEA or linkages between SPEA and other IU faculty or faculty at other universities. Such collaborations are often more attractive to funders and, though more complex, can be more intellectually rewarding. Recent research has found that much of the most influential research in science is now emerging from such collaborations. The IU Workshop in Political Theory and Policy Analysis is a successful model for encouraging collaborative as well as individual research. The new SPEA Center for Research on Energy and the Environment also has a promising collaborative model.

Giving more emphasis to scholarship will not alter SPEA's primary orientation toward professional education but it will ensure that SPEA becomes a top-tier producer of knowledge about public affairs and environmental science. When faculty members are leading knowledge producers in their fields, they are positioned to offer unique perspectives in the classroom and in their advising of doctoral students and post-doctoral fellows. They also become better connected to the organizations that employ SPEA's students and their visibility (nationally and internationally) makes it easier for SPEA to raise philanthropic support and attract higher quality faculty and students. Thus, more than any single change between today and 2015, the priority given to scholarship at SPEA must increase.

2. SPEA's approach to professional education in 2015 will better account for the fact that the career of a SPEA graduate will often span the public, non-profit and for-profit sectors.

A traditional view is that business schools train leaders of the private sector while public administration schools train leaders of the public sector. This view is too simplistic. Many graduates of public administration schools build productive and rewarding careers in the private sector (at non-profit and for-profit enterprises), while a surprising number of SPEA alumni have worked in the for-profit sector for most of their careers.

One of IU's most distinguished MPA graduates, Mr. Paul O'Neill, has a career that includes public sector experience as a civil servant at the White House Office of Management and Budget, and as a Cabinet secretary at the US Department of Treasury, yet O'Neill also has corporate executive experiences at International Paper and Alcoa, and numerous roles in non-profits, including a director of the RAND Corporation in Santa Monica, California. Less prominently but with effectiveness, many SPEA graduates navigate careers that include stints in multiple sectors.

©ACTION ITEM: *Each program in the School will develop a strategy that explicitly connects its curriculum to the experiences of our alumni and feedback from potential employers in all sectors.*

Contrary to popular belief, the private sector plays a remarkably important role in each of the areas where SPEA has specialized:

- environmental scientists and managers work in the private sector to identify environmental problems, invent or promote green technologies, gather data to monitor compliance with environmental laws or corporate sustainability goals, or find new business opportunities for clean practices around the world;
- arts administration graduates find satisfying roles in private organizations ranging from museums and theatres to music stores and dance clubs;

- criminal justice and public safety professionals are finding increased opportunities in private security and protecting private assets at both large and small businesses in the USA and abroad;
- health care administration graduates find crucial roles in private organizations such as for-profit or non-profit hospitals, long-term care companies, and insurers; and,
- even “public affairs” graduates serve valuable roles by representing corporations or environmental groups in Washington, DC, by building coalitions of non-profit organizations to advance a domestic or international cause, or by performing policy analyses in a private firm that informs decision makers in multiple sectors.

The term “public affairs” in SPEA’s name – rather than public administration or public policy – reflects the many roles that SPEA graduates assume in multiple sectors of the economy throughout the world. While some criticize the ambiguity of the phrase “public affairs”, it has the virtue of inclusiveness, thereby capturing the many unconventional yet crucial roles that SPEA graduates assume.

Recognizing this reality, SPEA in 2015 will have a professional curriculum at the undergraduate and graduate levels that emphasizes the key skills that are common to all sectors (e.g., leadership, advocacy, economic and quantitative reasoning, cost/financial accounting, budgeting, negotiation and conflict resolution, ethics, and human resources/performance assessment). Core courses in public management and policy analysis will continue to be important, but much remains to be done in the core curriculum and elective offerings to fully address SPEA’s multi-sector coverage.

For example, SPEA and the IU Center on Philanthropy are pioneers in the delivery of educational programs in fundraising for leaders of non-profit organizations. But much more needs to be taught about the structure of non-profit organizations, how they set goals and motivate staff, how they are governed, how they are held accountable for performance, and how they operate differently in various regions of the world. Such courses are needed for full-time degree students but also for executives in the field.

At a more basic level, it is not clear that SPEA is providing its numerous “management” majors with an adequate grounding in the basics of a for-profit enterprise: how to develop a strategic plan for a new business venture, how to raise capital, how to analyze an investment instrument, how to read a corporate annual report, or even how to read the *Wall Street Journal*. Many SPEA alumni serve in for-profit firms that do business with the public sector. Much of this business education is available to SPEA students at the Kelley School but some tailored – and more abbreviated – versions may need to be offered for SPEA majors and graduate students.

Although careers in multiple sectors are common, SPEA shall retain a special interest in government careers. Many of the most difficult problems will require creative governmental policies. SPEA is dedicated to training people to develop and implement these policies.

✓ **MILESTONE:** *By 2015 the curriculum of each undergraduate major and professional degree program at SPEA will be reviewed and updated to offer the key skills common to success in all sectors, thereby ensuring that SPEA graduates are prepared for careers that span the public, non-profit and for-profit sectors.*

SPEA has made progress in teaching students about leadership through the successful Indiana Leadership Program and the Washington Leadership Program. The former places students in internships in key state offices while the latter offers students a semester of study and an internship in the nation's capital. The Indiana and Washington Leadership Programs make students superior candidates for public, non-profit and private sector jobs.

Ⓞ **ACTION ITEM:** *SPEA will evaluate the structure of the Indiana Leadership Program and the Washington Leadership Program with goals of encouraging greater participation and possible program expansion to other key locations.*

3. SPEA's new Public Policy Institute, based in Indianapolis, will be the "go to" source for objective analysis on a wide range of policy issues facing Indiana policymakers.

As a state-supported university with a deep commitment to the future welfare of Indiana (its citizenry, its businesses, and its ecology), SPEA will have a thriving Public Policy Institute that supplies policy analysis for state policy makers and stakeholders. Although the Institute will be led by SPEA faculty based in Indianapolis, the Institute will supplement its expertise with specialists from the Bloomington faculty, from SPEA faculty affiliates around the state, and from faculty at other colleges or universities in the state.

The Institute is currently comprised of a Center for Criminal Justice Research, a Center for Health Policy and a Center for Urban Policy and the Environment. The umbrella of the Institute allows new projects to be launched that do not fit neatly into the missions of one of the existing Centers. For example, the results of a recent project on local government reform are being disseminated effectively as a product of the Institute.

Near-term priorities for the Institute include more faculty depth in health policy and criminal justice, and an applied specialist in public finance and tax policy. New leadership will be required in urban affairs and the environment, and it may be appropriate to consider the creation of separate centers in urban affairs and environmental policy, since the two fields are more distinct than they are overlapping. Environmental health is a promising field for the Institute that may be as closely linked to health policy as it is to urban affairs. Other policy areas that are ripe for Institute projects include transportation and public education.

Given the large volume of demand for the Institute's services, it may be necessary to expand the full-time research staff as well as hire some faculty members on a full-time basis (i.e., with no teaching obligations). The Institute recognizes the value of recruiting more participation by the Bloomington faculty, especially those who have an interest in applied research and policy making in Indiana. In order to foster more faculty involvement in the Institute's agenda, the promotion and tenure committees on both campuses need to recognize this work as a form of community service as well as a potential vehicle for peer-reviewed scientific publications. The Institute may need to do a better job of placing priority on the production of peer-reviewed articles from the contract work performed for the state.

The work of each of the Centers could be buttressed by new doctoral programs in those fields where the tenured-track faculty of SPEA Indianapolis reach critical mass and where external research funding is substantial. Between now and 2015, doctoral programs in criminal justice and health policy deserve serious consideration. In the interim, doctoral students in Bloomington should continue to be offered the opportunity to participate in Institute projects. It is also important for a SPEA Indianapolis faculty member to serve on doctoral committees in order to ensure that promising students with interests in the Institute are admitted and encouraged to enroll in SPEA.

The Institute can be strengthened by increased linkages with distinguished practitioners and policy makers who are interested in the Institute's future and the welfare of the state. These advisors can help identify promising projects, caution against political missteps, and protect the Institute from the partisan warfare in the state's capital.

©ACTION ITEM: *SPEA will establish an advisory board for the Public Policy Institute. In addition to an Institute advisory board, SPEA will determine whether each of the Centers should have their own specialized advisory body. Advisors to the Centers might include national and international experts as well as distinguished practitioners in the state.*

The Institute's business model includes critical operating support from the Lilly Endowment, a growing number of contracts with the state of Indiana, and a growing number of federal grants and contracts. The model could be expanded with additional policy work for private-sector organizations, provided that conflict-of-interest issues are addressed effectively.

The core staff members of the Institute are located separately from the rest of SPEA Indianapolis, outside of the regular flow of students and faculty. In the near future, the Institute will be relocated to a new building that will also house the Center on Philanthropy, the Indiana Business Research Center and university administration. While the separate location helps meet the Institute's growing space needs, it raises issues about whether the Institute requires special clerical, marketing and other services that are separate from those provided to the rest of SPEA Indianapolis. The associate dean of SPEA Indianapolis needs to consider

how resources can be expended efficiently to serve both the needs of the Institute and the rest of SPEA Indianapolis.

In the long run, the Institute's financial viability would be strengthened by a private endowment and/or increased unrestricted annual funding from the State for operating support. Such sources of operating support would permit the Institute to undertake worthy projects that do not have a likely sponsor in the public or private sectors.

4. The globalization of SPEA in 2015 will be evident in the deepening SPEA ties with the two parts of the globe that are important to America's future: the European Union and Asia.

From an egalitarian perspective, all inhabitants of the globe are equally important while each country deserves respect and understanding. Yet specialists in international relations have taught us that recognition of global power balances is crucial to understanding the world we live in.

In 2015 faculty and students at SPEA will be global citizens with a keen appreciation of how major events in the European Union and Asia affect the United States and vice versa. The EU is of obvious importance economically as America's largest trading partner but it also has a strong tradition of effective public service. The European Union also represents a fascinating experiment in democratic governance that is different from the United States of America and is in a leadership role on key issues such as global climate change. SPEA can build on strong IU connections in Brussels, Paris, the Netherlands, Germany and the United Kingdom, on the Transatlantic Policy Consortium created by SPEA, and on the IU area studies and foreign language programs. As ties to the EU are strengthened, more focus needs to be given to the newer, less wealthy entrants to the EU.

Meanwhile, progress in Asia is changing the future of the world. For example, China's rapid rate of economic growth is challenging one of Milton Friedman's famous premises: that capitalism cannot thrive without political freedom along the lines practiced by Western democracies. China has made only limited progress on political freedom while setting in motion a powerful new brand of capitalism that merits careful study by scholars of governance and development. A focus on Asia also makes good practical sense because of the strong connections that SPEA faculty and alumni have already built in Thailand, Korea, Taiwan and China.

In order for SPEA to develop an appreciation of the EU and Asia, SPEA's ties to both, via education as well as research, need to be deepened. Fortunately, some building blocks at IU are already in place or are being established pursuant to the priorities of IU President Michael McRobbie and the university's overseas study office.

By emphasizing the EU and Asia, SPEA should not ignore valuable opportunities anywhere in the world. The challenges of the Mideast, Africa and Central and South America will also be of interest to SPEA's talented faculty, students and alumni.

Overseas education opportunities for SPEA's top-notch undergraduate students must be a priority for SPEA. As a reflection of this priority, the dean needs to work with a designated senior faculty member and an advisory committee to pursue this agenda. This direction may require flexibility in determining which overseas courses count toward SPEA majors and even some flexibility in allowing significant overseas opportunities to satisfy traditional internship requirements. Where possible, overseas opportunities should also be expanded and refined to address the needs of graduate students.

Currently, fewer than 10% of SPEA Bloomington undergraduates have a significant overseas experience during their period of study. That percentage is even smaller in Indianapolis. By way of contrast, the IU Bloomington average overseas experience participation rate is around 20% and the Kelley School is at 40%.

✓ **MILESTONE:** *By 2015 the percentage of SPEA undergraduates who benefit from a meaningful overseas experience will have increased from less than 10% in 2007 to 25%. At a minimum, an overseas study opportunity should be available to all SPEA majors with a GPA of 3.0 or better.*

While SPEA educates students in Bloomington and Indianapolis, SPEA recognizes the value of theories and perspectives that do not originate in the United States or Europe. Non-Western perspectives and frames of reference also can contribute to innovative scholarship. Students and faculty may choose to favor a Western perspective but they should do so only after having been exposed to a range of perspectives. Indeed, the most effective advocates of Western perspectives are often those who have a deep, nuanced appreciation of other frames of reference.

At both the undergraduate and graduate levels, SPEA's course offerings on the international front need to be expanded. For example, the MPA concentration in comparative and international affairs needs to be modernized. Fortunately, SPEA already has underutilized faculty resources that can play a constructive role in this revival but new faculty hires will also be necessary.

✓ **MILESTONES:** *By 2015 SPEA's curriculum, undergraduate and graduate, will have rigorous offerings of coursework in international relations and comparative politics (partly through better ties to the College), including more opportunities for students seeking to specialize in US-EU and US-Asian relations and a modernized MPA concentration in comparative and international affairs.*

In scholarship, a significant fraction of SPEA's faculty also need to turn their attention to problems that require a global perspective. Such problems include development, climate change, sustainability and international dispute resolution. SPEA's faculty have already begun to work on these problems but the

School's administration needs to take greater steps to accelerate work on these issues. New faculty hires as well as seed grants for extramural proposals are both promising steps in this direction.

5. SPEA's current strength in environmental science and policy will be buttressed while new strengths in related substantive fields such as energy policy, health policy, sustainable development, and the prevention of poverty will be established.

It is risky for a school of public affairs to focus substantial faculty resources on a particular policy problem. As time passes, the relative importance of a particular problem may rise or fall. University-based units must therefore be adaptable enough to shift faculty attention from one problem to the next. Thus, it is appropriate that SPEA recruit a faculty that is proficient in the tools of public affairs research and the process of governance, since such faculty are well-positioned to “reinvent” themselves as problems change.

The one exception SPEA has made is environmental science and policy, where a wise strategic decision was made that the challenge of environmental protection is so fundamental that problem-area specialization is worthwhile. Without the tools that connect science to policy, the chasm between environmental science and public affairs can be formidable. In the most perverse cases, policy makers simply ignore science because they do not understand it. Alternatively, policy makers may not appreciate how science can help or guide them. Yet it is too much to expect that all scientists will be both first-rate scientists and savvy policy advisors (though a cherished few accomplish it). The chasm may seem particularly large at IU since the pragmatism of engineering – one of the key connecting disciplines – is in short supply on the campus. SPEA needs additional faculty expertise in the connecting disciplines: integrated assessment modeling (e.g., of climate change policies), risk assessment, green chemistry, lifecycle analysis, ecological modeling, sustainability assessment, and pollution prevention. Without the perspectives provided by these connecting disciplines, it will be difficult for SPEA to integrate environmental science and public affairs.

SPEA cannot build bridges by itself. In order to build effective bridges, SPEA in 2015 will be stimulating more effective collaborations in the environmental sciences that cross institutional lines. The new IU Center for Research in Environmental Sciences, as well as the SPEA Center for Research on Energy and the Environment, are important building blocks that need to be strengthened with doctoral and post-doctoral training programs that are marketed from a university-wide foundation. The first-rate science departments at IU (especially geology, geography, biology and chemistry) are already working closely with SPEA faculty in a variety of activities, and that collaboration should be encouraged. SPEA should also expand collaborations with relevant faculty and programs at Purdue through the new Indiana Consortium for Research in Energy Systems and Policy.

✓ **MILESTONE:** *By 2015 SPEA will have new faculty hires in the “connecting disciplines” of environmental science as well as cross-institutional collaborations involving SPEA at IU, IUPUI, and Purdue.*

Building on its environmental specialization, SPEA should expand its substantive expertise to include the related issues of energy policy, health policy, sustainable development and prevention of poverty. One of the key research findings on global (as well as local and regional) development is that these problems are closely interwoven.

Energy policy merits strategic investment because of public concerns about world oil prices, energy security, and global climate change. The success of new energy policies is crucial to the welfare of the state of Indiana, the nation, the global community and ecosystems. SPEA already has some significant faculty expertise that can be redeployed in energy policy but additional faculty expertise will be required.

©ACTION ITEM: *SPEA will make at least one new tenure-track hire in energy policy while building stronger collaborative links to energy specialists at IUPUI and Purdue.*

Health policy merits strategic investment because of the rapidly growing size of the health care industry, the remarkable pace of technological innovation, the growing sophistication of consumers (who are demanding choice and quality services), and the need for major investments in public health in both Indiana and globally. The quality of the environment and human health are also linked in numerous ways. SPEA has a promising start in health policy but currently lacks the critical mass of faculty expertise that is necessary to respond to the near-term needs of the state, analyze complex databases for long-term patterns, and compete for large grants on the national level. Stronger collaborative links with IU's medical school will enhance the chances of success but SPEA needs a population focus as well as a clinical one.

©ACTION ITEM: *On both campuses, SPEA will make new tenure-track hires in health policy.*

If not coordinated with care, well-intended policies aimed at poverty reduction and sustainability will be in conflict. For example, China and India perceive that some global climate policies are a serious threat to the future well being of their most impoverished citizens.

SPEA's research agenda will include investigations of how poverty is defined, the nature and severity of the problem in Indiana, the United States, and the world, how poverty has ramifications for many related social problems (e.g., health, housing, education, family stability, environmental quality, civic engagement and social capital) and the underlying risk factors for poverty among people with different demographic backgrounds. The agenda will include investigations of strategies to prevent households from experiencing poverty, measures to ameliorate the adverse effects of poverty, and research on the interaction between poverty and criminal justice. Movement in this direction may require a shift in the research agendas of some current SPEA faculty as well as recruitment of new faculty. The agenda will be enriched by the numerous SPEA alumni who are working in the field to address the causes or symptoms of poverty.

There is a growing political consensus, in the US and abroad, of the importance of sustainable development. Unfortunately, like many politically correct phrases, sustainable development means different things to different people. SPEA will work to link sustainable development to amelioration (rather than exacerbation) of poverty.

Fortunately, sustainability is an exciting field of research in its own right, pursued in diverse applications ranging from forestry to fisheries. SPEA will emerge as a source of rigorous conceptual and empirical research on the phenomenon of sustainability, drawing from multiple disciplines, methodological approaches, and applications. SPEA's new MPA concentration in sustainable development will be enriched by SPEA's scholarship, while capstone courses are designed to facilitate practical investigations of what sustainability might mean in different communities, industries, countries and regions.

©ACTION ITEM: *SPEA will acquire new faculty expertise in sustainable development and the prevention of poverty.*

6. SPEA will build on its traditional strengths in public finance and budgeting, criminal justice, and management of the non-profit and public sectors.

Public Budgeting and Finance. From its very inception, SPEA has been a pioneer in modern methods of public finance and budgeting, particularly as applied to America's state and local governments but also as applied to the fiscal operations of foreign governments and non-profit organizations. SPEA is one of the few universities in the world with sufficient faculty depth to allow specialization in all of the major areas of finance: budgeting and program analysis, revenue policy and administration, public debt and capital markets, accounting and financial reporting for both government and nonprofit organizations, benefit-cost analysis and program evaluation. SPEA's faculty have produced some of the primary textbooks and other educational materials in the field, and this line of work should be encouraged in the future.

During the next decade, SPEA should build on this reputation through a variety of new educational enterprises. Close to home, SPEA's Office of Executive Education should bring these skills into courses aimed at new local and state officials in the state of Indiana. More broadly, SPEA should organize periodic conferences around the world that bring together academics and practitioners (city, provincial, national, international) to exchange ideas, learn about new tools and issues, and make connections. Priority should be given to assisting developing and transition nations that are in urgent need of the tools of fiscal discipline that help generate investment and prosperity.

Capitalizing on this visibility, SPEA should launch on-line versions of its MPA and certificate programs that emphasize training in public finance and budgeting. It is critical that SPEA move in this direction promptly, so that SPEA's senior leaders have the necessary time to mentor a new generation of faculty leaders

at SPEA in public finance and budgeting. The effort could begin with a Certificate in Public Budgeting and Management, offered jointly between the Bloomington and Indianapolis faculties. As a first mover in the field, SPEA can seek to establish some distinct market advantages. SPEA can test and learn from the certificate experience, as it decides how aggressively to move in the direction of the on-line MPA.

In scholarship, the SPEA community shall benefit from a formal workshop program to nurture cutting-edge research ideas and assist junior faculty and doctoral students in bringing their ideas to fruition. Through a combination of research presentations by speakers from inside and outside of IU, SPEA will further deepen its standing as a global leader in public budgeting and management.

SPEA's junior faculty should also be encouraged to link their public finance expertise with SPEA faculty interested in health and environmental policy. For example, one of the key challenges in scholarship is to devise new transportation finance systems that are less dependent on fuel taxes (which are regressive and vulnerable to the popularity of more fuel-efficient vehicles) yet create incentives for sustainability and environmental protection. Technological advances are making it feasible to implement congestion pricing and mileage fees but the details of the policy frameworks have not yet been worked out. This is a potentially fruitful line of inquiry that could be promoted by seed money from the School's administration.

Criminal Justice, Law and Public Safety. The areas of justice, public safety and emergency response are and will continue to be among the most basic and important governmental functions. The Bureau of Justice Statistics reports that justice systems (police, courts, corrections) expenditures alone account for 27 percent of county budgets and 25 percent of municipal budgets in the US. SPEA's vibrant and productive criminal justice program is recognized by relevant agencies as the best professional program in Indiana. The challenge for the School is to build on the current success of the program to develop one of the best programs in the country with a substantial graduate program and a national presence in applied research in crime, justice and public safety. At a minimum, this will require an additional tenure-track faculty member with expertise in the area of public safety and risk management.

Non-Profit Management. SPEA is already a dominant player in the production of knowledge about non-profit, non-governmental organizations, in part through collaboration with IU's Center on Philanthropy, but much opportunity remains. On the educational side, SPEA will have pioneering programs – on-line and traditional classroom offerings, short courses and degree programs – that explain how and why non-profit organizations are created, why some succeed and others fail, what steps are taken to define and achieve optimal size and geographic scope, how the challenges of leadership and management can be addressed, practical steps to assist communications and fundraising, how Boards of such organizations should be formed and energized, how fraud and waste can be prevented and managed, and criteria and tactics for reinventing or terminating an outmoded organization. The same sorts of questions will be the subject of scholarship, with recognition that the answers may vary somewhat depending on the nature of an organization, its purpose and geographic location, and its competitive environment. A natural SPEA advantage is investigation of the

functioning of environmental organizations in both the developed and developing world, as well as cultural organizations specializing in the arts, but focused studies are needed on a wide variety of non-profit entities (e.g., faith-based service organizations, advocacy groups for children and seniors, trade associations, and civil rights organizations) in different countries.

Public Management. Policy makers throughout the world are confronted – and frustrated – by the large degree of skepticism that surrounds the activities of the public sector. Exacerbated by well-publicized scandals, partisan polarization, and criticisms from single-issue groups, the reputation of the public sector has suffered throughout the world. Yet the solutions of some pressing problems facing societies require public confidence in government and a talented civil service that serves the public with competence and integrity.

Building on its expertise in the scholarship of public administration, SPEA will be a leader in the design and evaluation of practical approaches to deliberation, governance, and leadership that enhance the legitimacy of government and public trust of its programs. New performance-based approaches to governmental activity will permit the public and stakeholders to understand both the goals of government programs and the progress (or lack thereof) that is being made. Management approaches rooted in performance and accountability will be featured prominently in SPEA courses. Through its public management research and educational activities, SPEA will be recognized as an inventor of innovative approaches to deliberation, participation, conflict resolution, performance measurement, and leadership that is accompanied by accountability.

©ACTION ITEM: *SPEA will use new tenure-track hires to retain and enhance its scholarly prominence in public budgeting and finance, criminal justice, non-profit management, and public management.*

ORGANIZATIONAL ISSUES

In order to accomplish this vision, the dean is implementing a streamlined management structure at SPEA comprised of two associate deans, a small number of faculty subgroups led by faculty chairs, and a limited number of faculty program directors who rely heavily on professional staff. The structure of the service units of the School and the role of student participation in the School's governance will not need to change significantly.

Associate Deanships

Each associate dean (one in Bloomington, one in Indianapolis) will oversee the academic activities and service functions (external affairs, career services, human resources, and information technology) on their campus. Cross-campus issues that cannot be worked out informally by the associate deans will be elevated to the dean of SPEA.

Cross-campus curriculum issues, including relations with SPEA affiliates, will be managed by one of the two associate deans on a two-year rotating basis. For 2008-2010, those issues will be managed by the Bloomington associate dean.

External Affairs, Executive Education, Overseas Study, On-Line Education

The dean will continue to oversee the School's Office of External Affairs but will add the executive education programs to his direct oversight in order to better ensure participation by faculty on both campuses and to ensure that national and international opportunities are developed aggressively. A new faculty director of overseas study will collaborate with the dean and a faculty advisory committee on how to expand rapidly the overseas study opportunities available to SPEA students and faculty members. A new faculty director of on-line education will help accelerate and coordinate, on a core school basis, SPEA's on-line educational programs.

©ACTION ITEM: *The School will create a new director of overseas education to coordinate and lead the efforts to expand overseas educational experiences for all SPEA students.*

Faculty Chairs

The associate dean on each campus will form a small number of faculty groups, each led by an appointed faculty chair who will have the following responsibilities:

- Organize a regular seminar series where faculty and relevant doctoral students present research in progress and finished work, and host outside speakers of interest to the group;
- Organize faculty recruiting activities and faculty mentoring programs; and
- Organize performance evaluations of faculty members, including committees to make recommendations to the dean on annual compensation decisions and promotions and tenure.

In Bloomington there will be three faculty groups: (1) environmental sciences; (2) public finance/budgeting, economics, and policy analysis; and (3) public management, nonprofit organizations, civil society and law. Each faculty member will be expected to participate in at least one group but some members might be inclined to participate in more than one group. In Indianapolis, the groups will be organized along policy areas (e.g., criminal justice and health) since they better reflect the interests of the faculty.

As the composition and interests of the SPEA faculty evolve, the groupings can be expected to evolve. The importance of the faculty groups in the daily life of SPEA will grow over time as the number of junior, tenure-track faculty at SPEA expands, since the designated groups will assist mentoring and evaluation. The rigidity of formal departments is undesirable in a school seeking to promote interdisciplinary as well as disciplinary research.

✓ **MILESTONE:** *By 2015 each campus will have active groups of tenure-track faculty that conduct searches for new faculty, mentor and evaluate junior faculty, sponsor research seminars, and foster an intellectual climate where scholarship is appreciated and rewarded.*

Program Directors

Program directors will oversee degree programs, especially student recruitment, curriculum and course scheduling, student financial aid, and degree requirements. Program directors, in consultation with the appropriate associate dean, will determine how best to manage program development, admission decisions, and student financial aid awards. Faculty compensation for program directorships will vary depending upon the size and complexity of the program.

For the Bloomington campus there will be five program directors:

- one for undergraduate programs,
- one for Master's in Public Affairs,
- one for Ph.D. in Public Affairs/Policy,
- one for MS and Ph.D. in Environmental Sciences, and
- one for Arts Administration.

For the Indianapolis campus, there will continue to be three program directors:

- one for Public Affairs,
- one for Health, and
- one for Criminal Justice and Public Safety.

On both campuses, the graduate programs currently benefit from stronger staffing models than the undergraduate programs. In order to facilitate continued growth in the undergraduate programs, where revenue potential is large, the staffing and services provided by the undergraduate programs need to be buttressed.

©**ACTION ITEM:** *The associate deans on the two campuses shall review the staffing of the undergraduate programs to ensure they are adequate in light of the growth of these programs and the unique needs of the undergraduate student population.*

Faculty-Level Personnel Committees

Scholarship, both quantity and quality, is best assessed by those senior faculty members closest to the research being reviewed. For this reason, faculty chairs should play an important role in assessing scholarly contributions and providing clear signals to junior, tenure-track faculty members on career development. Under this new arrangement, faculty chairs may be asked to organize promotion and tenure committees within faculty groups.

This transition will take time, so SPEA will continue to operate under the current personnel committee organization for the current academic year, transitioning to this new approach no sooner than 2009 and only after extensive faculty deliberation and achievement of broad consensus. Movement to the new approach will become more worthwhile as the size of the junior faculty expands but the change may need to be applied only to new faculty hires in order to avoid any disruption to settled expectations. A voluntary opt-in arrangement for existing junior faculty is another possibility.

Toward Diversity and Flexibility in Staffing

Building on standards defined by Indiana University, SPEA will be a leader in the creation of opportunities for people of underrepresented populations as defined by gender, race, ethnicity, and other established measures. More broadly, SPEA will go beyond university standards and define diversity to include recognition of the value of international students and faculty in the SPEA community.

✓ **MILESTONE:** *The percentage of SPEA faculty, staff and students comprised of women, minorities and foreign-born populations will show a sustained increase between now and 2015.*

SPEA's hiring and retention practices also need to become more flexible to accommodate the complexities created by family responsibilities and dual-career couples. For SPEA this is a competitive as well as a human concern. Bloomington and Indianapolis do not provide the same level of services for families or the same degree of opportunities for spouses that are provided in some large metropolitan areas. To counteract this competitive concern, SPEA needs to develop a reputation as a place where the administration is creative and flexible enough to meet the special needs of talented faculty and staff. Faculty chairs and associate deans need to work together on a case-by-case basis to find solutions to problems faced by faculty and staff. At a university-wide level, IU has already developed some resources to help confront this persistent challenge.

Alumni Relations

Given the large size of SPEA's alumni population (now approaching 30,000), it is an enormous task to keep in touch with this population, especially as their lives and careers evolve. But SPEA must make the long-term investment in maintaining these connections. This includes both SPEA's alumni living in the United States and SPEA's many foreign nationals in countries ranging from Thailand, Taiwan and Korea to China and the former Soviet republics. Active alumni networks help promote SPEA to potential students, foster consulting and research relationships for faculty, generate career and social opportunities for alumni, and assist in SPEA's fundraising activities. The SPEA alumni association is an enormous asset but needs to be buttressed by a competent professional staff. Fortunately, SPEA is currently recruiting additional professional staff to expand alumni relations and each faculty member should be willing to devote a limited amount of time each year to assisting the SPEA staff in alumni relations.

©ACTION ITEM: *By March 1, 2009, SPEA's Office of External Affairs will brief the dean on the condition of SPEA's alumni records, including specific plans to update these records and use the records to support a series of activities that maintain SPEA's ties with its alumni.*

Research Centers

The centrality of research centers in SPEA varies considerably between the two campus locations. The Public Policy Institute and its affiliated Centers function to connect SPEA and its faculty to state and local government. The Institute is a provider of training and technical assistance as well as a place for state and local officials to commission objective, high-quality policy analysis. It also serves as a bridge between these important external constituencies and the academic organization of the Indianapolis campus. Similarly, the IU Transportation Research Center on the Bloomington campus should continue to be an important research asset in bridging national partners, such as the US Department of Transportation, with the research interests of faculty and doctoral students.

Research centers on both campuses have ebbed and flowed in their intellectual vitality and their ability to attract resources from external sources in the public and private sectors. SPEA will become more nimble in establishing new centers where opportunity is clear. The new Center for Research in Energy and the Environment has the potential to achieve some of the same results we have seen on the Indianapolis campus. Other new research centers, such as a Center on Poverty Research, a Center on Risk, Technology and Policy, and a Center on Manufacturing and Public Policy could also play an important role in building SPEA's national and international standing. While efforts to unwind research centers can be difficult, it is important that SPEA takes steps to ensure all existing and new SPEA centers are serving the School's overall goals.

Collaborative Partnerships within IU-Bloomington and IUPUI

In the course of developing this report, a variety of academic units within IU-Bloomington and IUPUI reached out to SPEA seeking greater collaboration than has occurred in the past. Although detailed arrangements have not yet been worked out, the potential collaborations are documented here for future use by the associate deans and the faculty of SPEA. Highlights are as follows:

- the IU Law School in Bloomington seeks to strengthen the joint JD-MPA program, explore joint faculty appointments, and foster collaborative research on sustainability and other topics;
- the IU Law School in Indianapolis seeks to expand coursework and research in dispute resolution;
- the IU College of Arts and Sciences seeks stronger collaborative ties in a wide range of areas including undergraduate education and research on environmental science, research on EU-US relations, and joint faculty hires and educational offerings in economics and political science;
- the IU Center for Evaluation and Education Policy seeks more opportunities to hire SPEA faculty and students to participate in the Center's research activities;
- the IU Center on American and Global Security encourages SPEA to consider collaboration on the topics of national and international security policy, homeland defense and homeland security, and relations with the EU and Asia;
- the College of Liberal Arts at IUPUI seeks stronger collaborative links with SPEA through the Center for Philanthropy, the Center for Earth and Environmental Science, the EU-funded Euroculture master's degree program, and the Confucius Institute, which establishes bonds between IUPUI and universities in China;
- the Kelley School of Business invites collaboration on issues ranging from collaborative research and education to improved facilities on both campuses;
- the College of Engineering at IUPUI offered collaborative assistance in automotive safety, fuel economy and environmental policy; and
- the Office of International Activities at IU has offered a helping hand as SPEA expands its overseas study opportunities.

Collaborative partnerships and core school activities in pedagogy, research and administration will be facilitated by upgrading our video-conferencing capability. This will allow for a more seamless integration of core school activities in Bloomington and Indianapolis.

A REFINED BUSINESS MODEL

The current business model of SPEA depends almost exclusively on revenues generated by educational programs and an annual allocation from the state of Indiana. Indirect cost recovery from extramural research grants and interest income from endowment are relatively minor sources of SPEA revenue. A large and thriving undergraduate program accounts for a majority of SPEA's annual revenues and most of the recent revenue growth. This business model is quite different from most schools of public affairs and environmental science, where revenues from graduate education, extramural research, and philanthropic giving dominate the revenue side of the ledger.

Without question, SPEA would benefit from a more diversified revenue base that insulates SPEA from unanticipated fluctuations in tuition revenue. Yet the state is unlikely to be a growing source of revenue. Given the current economic climate and Indiana's long-term economic challenges, there is little reason to expect that the state's allocation to SPEA will grow any faster than the rate of inflation and it may in fact decline over the next decade. Other sources of revenue growth are more promising.

Revenue from Extramural Research

The most unexploited arena for revenue growth at SPEA is faculty research funded by external sponsors in the public and private sectors. With the notable exceptions of the Public Policy Institute and the work of a handful of environmental scientists and other senior faculty, SPEA revenues from sponsored research activity are currently unremarkable.

In order to expand extramural research funding, a variety of incentives, expectations and misperceptions at SPEA will change. This process of change will not be easy and, as one SPEA faculty member observed at a recent meeting, it will require many – possibly a majority of – SPEA faculty members to operate outside of their current comfort zone. This change cannot occur by fiat from the dean's office; it must evolve from a variety of forces.

First, faculty members need stronger incentives to be principal investigators of extramural research grants. Currently, indirect cost recovery from grants to SPEA is controlled entirely by the university and the School rather than by the investigator. Moreover, success in grantsmanship is not always rewarded in the annual salary determination process. When major grants are won, adequate relief from teaching responsibilities is not always provided. By 2015 SPEA will have changed these incentives to encourage extramural research activity, a policy change that is aligned with President McRobbie's ambitions for Indiana University.

✓ **MILESTONE:** *SPEA in 2015 will have tangible incentives that encourage extramural research activity by the faculty.*

Second, the dean, the associate deans, and the faculty chairs need to create an environment where participation in extramural research activity is respected and encouraged. This cultural change must occur through

intangible as well as tangible mechanisms. For example, faculty members who win major research grants should be publicly recognized so that the entire School community is aware of their success. Technically, a research grant is an input to the production of scholarship, not an output. But it is a crucial input because of its beneficial side effects on junior faculty, doctoral students, and the overall reputation and intellectual culture of the School. The faculty of the School should also be made aware of faculty members who are advising doctoral students, including those whose grants are supporting doctoral students and post-doctoral fellows.

©ACTION ITEM: *Funding for doctoral student support will be enhanced, allowing the school to enhance its ability to recruit and train the most talented applicants and strengthening faculty members' ability to compete for external research support. SPEA in 2015 will ensure that the SPEA community is made aware of the research grants and doctoral advising of each faculty member.*

Third, there are a variety of misperceptions about extramural research at SPEA that need to be dispelled. In the course of preparing this report, several misperceptions were uncovered. Some faculty perceive they do not need the funds, even though they may be forgoing summer salary while conducting unfunded research. Some faculty do not realize that their research productivity – quality and quantity – would be enhanced by stronger collaborations, larger data sets, larger travel budgets for in-depth qualitative interviews, and more assistance by graduate students. (In general, the more ambitious the research project, the greater the funding requirements.) And some faculty do not even contemplate undertaking large-scale studies with huge scholarly payoffs because their mentors did not undertake such studies and they assume they are ill-equipped to undertake them. In particular, the junior faculty at SPEA would benefit enormously from some participation in large-scale studies with senior faculty. Most importantly, some SPEA faculty – especially those in public affairs – perceive that extramural funding is not available to support their field. It is certainly true that some fields are better funded than others. Yet a large number of SPEA faculty members rarely submit a formal proposal for extramural research funding and thus do not compete for the public affairs research funding that is available. All of these misperceptions need to be countered through systematic efforts by the dean, the associate deans, and the faculty chairs.

Expectations of SPEA faculty in 2015 will be different. Each tenured faculty member will be expected to compete regularly for a research grant that, at a minimum, covers part of their salary (at least their summer salary), and part of a doctoral student's compensation. The direct and indirect revenue from such grants will assist in building SPEA's research infrastructure and lowering the average teaching load of tenure-track faculty members. In the long run, the ambitiousness of SPEA's scholarship will be enhanced.

✓ **MILESTONE:** *Indirect cost recovery from extramural research funding at SPEA – measured in inflation-adjusted dollars – will increase by at least a factor of 5 from 2007 to 2015.*

Perhaps the most difficult change for the SPEA faculty will be a stronger inclusion of grantsmanship in the promotion and tenure guidelines. Currently, SPEA's guidelines have a cautious statement that “grants or

contracts” are one of several indicators of a “faculty member’s regional, national or international reputation.” Yet even this language is weakened by the suggestion that “expectations vary, depending on the norms of the discipline or campus.” In the core school model, for example, it is not clear that these expectations should differ between Indianapolis and Bloomington.

Several hundred miles to SPEA’s east, at Ohio State’s Glenn School, the tenure and promotion guidelines contain the following, more definitive statement: “Promotion to the rank of professor will give continued emphasis to excellent productivity in knowledge creation and a coherent pattern of research, as well as leadership in securing funded research opportunities (including support for students), convening scholarly panels, participation on expert panels and presentations before legislative committees and other forums.” It is notable that this statement applies at the full professor level. As SPEA builds more confidence in the competition for extramural funding, the School’s administration would welcome a motion from the faculty to include a stronger role for grantsmanship in SPEA’s tenure and promotion guidelines.

If a SPEA campaign for extramural research funding were taken too far, it could have adverse effects on SPEA. In the extreme, it could create a “hollow campus” where faculty are so focused on external contracts and “clients” that valued parts of SPEA’s culture (teaching, mentoring, and collegiality) are lost. There is little risk that this would occur at SPEA because the bias against extramural funding in SPEA’s current culture is so pronounced. It will not be easy to change this culture.

Fortunately, even a modest increase in enterprising activity by the SPEA faculty will reap big rewards for the School’s scholarly reputation, for the welfare of doctoral students, and for the horizons of junior faculty. The indirect revenue will also be valuable for the School, even though a five-fold increase will remain small in absolute terms compared to SPEA’s growth in educational revenue.

Revenue Growth from Educational Programs

On the educational side, continued revenue growth is feasible but the opportunities are unevenly distributed across educational programs. Thus, each of the programs must be analyzed separately and carefully.

Master’s Degree Programs

Revenues from the traditional MPA program may be the most difficult to sustain (let alone grow) because of the recent proliferation in the number of MPA programs in the USA and abroad, and the ability of some programs to offer generous financial aid packages. SPEA strives to compete with a strong academic reputation, a practitioner orientation, an affordable cost of student living and relatively low tuition.

SPEA’s competitive position can be strengthened with (a) more overseas opportunities for graduate students, (b) more exciting and career-enhancing capstone courses in the second year, (c) regular seminars that bring

MPA students into contact with accomplished practitioners from the state, Washington, DC, and international organizations, (d) a stronger alumni network, and (e) a better career planning and placement program. It may also be appropriate to supplement the two-year MPA with an 18-month or 12-month version designed for students who already have substantial work experience.

Between now and 2015, the priority for SPEA in the MPA program will be to increase student selectivity and program quality (rather than expand MPA enrollment), and both of those efforts will be accomplished only at significant cost (e.g., more financial aid, new international opportunities, smaller class sizes in the core, and some funded capstones). Thus, SPEA in 2015 will not be operating an MPA program as a large net revenue generator.

An exception may be the MPA program in Indianapolis, which is well positioned to reap enrollment gains from intensive marketing in the Indianapolis area. Such marketing should be multifaceted but should include pilot testing of drive-time radio advertisements for SPEA. In addition to enrollment benefits, drive-time radio will raise the profile of SPEA and its programs among opinion leaders and policy makers in the Indianapolis area. That visibility will have many spillover benefits to SPEA Bloomington and IU as a whole.

©ACTION ITEM: *The Bloomington MPA program should reorganize program size in light of explicit student-selectivity and educational-quality goals while the Indianapolis MPA program should plan for expansion as marketing in the Indianapolis area is intensified. Both programs should budget improvements in educational quality and financial aid packages in order to enhance their competitiveness.*

©ACTION ITEM: *On each campus a director of on-line education will be created to coordinate and lead SPEA's efforts to adopt on-line versions of the MPA degree and other strategic certificate programs. Before 2015, SPEA will have a mature on-line version of its MPA program and full complement of on-line course offerings.*

There are opportunities for revenue growth in the MSES and MHA programs because the size of the employment markets in these fields is projected to grow steadily. Yet enrollment growth in these areas will occur in the face of stiff competition from a proliferation of specialized environment and health-related programs at colleges and universities around the world.

The strong science orientation of the MSES builds on the strengths of IU and SPEA in the environmental sciences but needs to be buttressed by stronger courses with a risk assessment, sustainability, and problem-solving orientation. In order to ensure that the MSES is properly marketed, it needs a dedicated professional staff with knowledge of the field and a strong identity at SPEA that is separate from the MPA program. At the same time, the joint MSES/MPA is a jewel that should be marketed aggressively by both the MSES and MPA programs.

The MHA has grown rapidly in recent years, building on a creative model of simultaneous employment and classroom education. Like the MPA program, the MHA needs to consider the creation of separate tracks for students who already have substantial work experience. Specialized leadership programs for physicians and/or nurses with management aspirations are also promising ventures, whether certificate or degree oriented.

©ACTION ITEM: *The MSES and MHA programs should establish five-year growth plans coupled with action plans for recruiting, internships and placements and corresponding staffing plans.*

Growth in the arts-administration program is expected at both the undergraduate and graduate levels. Given IU's international reputation in the arts, the opportunities for growth are considerable but need to be backed by a critical mass of tenure-track faculty. By 2015 SPEA should decide whether to launch arts administration offerings in Indianapolis as well as in Bloomington.

The new SPEA master's degree in criminal justice in Indianapolis should be launched as soon as possible. It is well positioned to capture a growing market share in Indiana, the Midwest and nationally.

IU undergraduates currently have the opportunity to earn a bachelor's degree and a master's degree within five years. This is a promising option that should be marketed aggressively. However, in order to help reduce the "brain drain" of talent from the state of Indiana, SPEA should also consider offering students at Indiana's independent colleges and universities the opportunity to earn a bachelor's degree and master's degree in five years. For example, by recognizing specific courses at Rose-Hulman as fulfilling SPEA requirements and by offering some SPEA core courses on-line, it may be feasible for a well-organized Rose-Hulman student to graduate in five years with both the BS from Rose-Hulman and the MSES or MPA from SPEA. SPEA already has a more modest version of this arrangement with Wabash, as SPEA has an MOU with Wabash that recognizes the credit value of specific courses at Wabash. Steps in this direction have the potential to create a new flow of first-rate students into SPEA's graduate programs.

©ACTION ITEM: *The dean of SPEA, working with leaders of Indiana's independent colleges and universities, should determine whether it is feasible and desirable to expand the five-year bachelor's/master's degree opportunities at SPEA to a larger range of students enrolled in the state of Indiana. If so, a faculty leader at SPEA should be appointed to help transform this idea into a reality.*

Undergraduate Programs

At the undergraduate level, further expansion of SPEA's market share on both campuses should be feasible, though the opportunities at the two campuses are not identical.

In Bloomington, educational revenues can be expanded by enhancing the visibility, quality and reputation of SPEA's general management concentration. Even after three years (2005-2007) of promoting specialized

majors instead of the generalized management degree, SPEA has found that almost half of its undergraduates choose the general management major. While the SPEA faculty may have strong interests in the more specialized majors, a large number of SPEA undergraduates may perceive (correctly) that a general management degree, one that will serve them in multiple sectors, is best for them. Thus, a promising path for SPEA's undergraduate program is to strengthen the rigor and reputation of the general management degree.

SPEA has already commissioned a faculty committee to consider refinements of the management major. In the course of doing so, the committee may wish to focus on how SPEA's offering is distinct from a major in business administration and what kinds of placements our best management majors are able to acquire. In the future, many undergraduates may be determined to choose a major that offers insight into social change as well as the flexibility to pursue a management career in any sector. The SPEA management major should be designed to meet the needs of these students, even if it is not as rigorous in its coverage of specialized topics such as corporate finance in a business school or the politics of public management in a public administration school.

The bachelor of science degree in environmental science can also be a source of substantial growth on the Bloomington campus. In collaboration with the College, SPEA needs to revisit the flexibility of this major and expand its visibility on the campus. The associate dean of the Bloomington campus needs to work with SPEA's environmental science faculty on a growth plan for the major. The impetus must come from SPEA, since the degree will always tend to be overshadowed in the College by traditional majors (e.g., biology, chemistry, and geology).

Growth in the bachelor's degree in public health in Bloomington should also be feasible, even if it retains a primary focus on health administration. In Bloomington, however, SPEA should also investigate a collaborative undergraduate health major with HPER in order to better leverage SPEA's limited faculty resources and address public health needs beyond health care administration. In Indianapolis, SPEA is well positioned to experience growth in health-related majors and the recent accreditation of the bachelor of science in environmental health is encouraging. SPEA Bloomington needs more faculty expertise in health policy while SPEA Indianapolis needs more faculty expertise in environmental health.

In Indianapolis, the undergraduate population is heavily influenced by a successful major in criminal justice. Growth in this field is feasible, especially if SPEA also emphasizes the related field of public safety. The study of public safety prepares students for careers in law enforcement, fire service, emergency medical services, emergency management, homeland security and other matters. Since 9-11, the field has experienced a remarkable rate of growth in the public and private sectors. With better marketing within IUPUI and the Indianapolis area, SPEA's already large number of criminal justice and public safety majors can be enlarged.

©ACTION ITEM: *The undergraduate program director in Bloomington should establish growing market-share targets over a five-year horizon coupled with action plans to meet those targets. The associate dean in Indianapolis should oversee development of similar plans to expand undergraduate enrollments in all of the SPEA majors.*

Executive Education Programs

SPEA's current executive education programs are dominated by a handful of large, successful offerings that serve loyal SPEA clients. Revenues from executive education courses can increase significantly from a small base. Short courses with open enrollment, including on-line opportunities, should be launched in areas of SPEA strength (e.g., environmental science and policy, and public budgeting and management). These efforts can build upon, and learn from, the successes in non-profit management and philanthropic studies.

There is also a tremendous opportunity to collaborate with the IU Center on Philanthropy in open-enrollment offerings for leaders of nonprofit organizations, especially courses that address strategic planning, budgeting, human resources management, and program evaluation. The customer base for these short courses can draw from the large customer base that the Center for Philanthropy has already established with its fundraising school.

Although not necessarily a big revenue producer, additional executive-education offerings for state and local officials should be a SPEA priority. SPEA's growing business relationships with the Indiana Association of Cities and Towns, the Indiana Municipal Managers Association, and the Indiana Hospital Association are encouraging. A small offering for newly elected members of the Indiana legislature should also be a priority.

In order to promote faculty participation, the Director of Executive Education should develop a plan for identifying interested SPEA faculty, including transparent criteria for the selection of participating faculty and a modernized compensation scheme.

©ACTION ITEM: *The Director of Executive Education, working with its advisory committee, should present the dean with a plan to expand open-enrollment course opportunities in the fields of non-profit management, public finance and budgeting, and environmental science and policy. Expanded collaboration with the Center for Philanthropy shall be a priority. Specific targets and action plans will be developed.*

Revenues from Philanthropic Giving

The campaign for philanthropic giving to SPEA, if intensified and broadened somewhat, can also be a valuable new source of revenues. The most pressing needs for philanthropic support are financial aid for students (especially MSES, MPA, doctoral students and direct-admit undergraduates), overseas study opportunities for undergraduates, summer salary support for research by junior (tenure-track) faculty, salary supplements and chaired professorships for SPEA's most productive full professors, new physical space with modern classrooms and research facilities (in both Bloomington and Indianapolis), and seed money for the School to launch new programs on priority issues (e.g., energy/environment, health care and international policy studies).

Current philanthropic efforts are aimed primarily at a SPEA alumni population that is capable of providing a large number of small gifts. While efforts aimed at SPEA's alumni will be intensified, new philanthropic efforts will be aimed at a different pool of donors who have no current connection to SPEA. They may be graduates from other units within IU or they may have no IU connection but have strong interests in SPEA's mission and have the capability to make major gifts. In order to introduce these potential donors to SPEA, more mechanisms (e.g., a new Dean's Council) are needed to bring these philanthropists closer to the School and offer them an opportunity to provide advice on the strategic direction of the School.

In 2015 SPEA will have a modern philanthropic campaign that employs patient cultivation strategies directed at a different population of potential donors, especially major givers and philanthropists capable of making transformational gifts (e.g., naming of the School coupled with a new or expanded building).

©ACTION ITEM: *SPEA's development professionals should establish numeric targets for current-use giving and endowment between now and 2015, including action plans for how these goals will be accomplished in collaboration with the IU Foundation and a new SPEA Dean's Council.*

Cost Control at SPEA

Any focus on revenue generation and philanthropy is logically coupled with efforts to reduce unnecessary expenditures. Cost control can play a significant role in freeing up scarce resources for better uses.

Labor costs dominate the SPEA budget, though the fastest growing segment (health care costs) is difficult for SPEA to control. Faculty costs are a key issue. SPEA can make greater use of a current practice: use of full-time clinical faculty, lecturers, and part-time (adjunct) faculty to deliver educational programs at a diminished cost (relative to use of tenure-track faculty). In some cases the quality of the educational product actually improves because of the practical experiences of these faculty members, their dedication to teaching, and SPEA's freedom to select and retain them based entirely on educational performance.

Unfortunately, there are clear limits and risks to this approach. More tenure-track faculty participation in the teaching of undergraduate courses is urgently needed while some reduction in the teaching burdens placed on doctoral students (especially when they have not yet completed their own coursework) is also needed. If SPEA is successful in attracting and promoting a significant number of first-rate scholars and teachers, they will be retained over time only with generous compensation packages that are competitive with those offered at major universities throughout the world. Thus, there are limits to expenditure savings on faculty compensation.

The School's linkages to external communities should be expanded in order to learn about research opportunities, receive feedback on educational programs, and assist the development staff in the cultivation of potential donors. A distinguished Dean's Council will advise the dean and the faculty on strategic planning and development.

LINKAGES TO EXTERNAL COMMUNITIES AND MARKETING

The Board of Visitors in its current form will be revamped into the Dean's Council, a global advisory committee on energy and environment, a new advisory board of accomplished alumni to focus on recruiting, curriculum, and placement, and a new Institute advisory committee dedicated to the welfare of the State, including specialized advisory committees for the Institute's centers that include experts with a national and international reputation.

©ACTION ITEM: *The Office of External Affairs will work with the deans to launch the Dean's Council, the Energy and Environment Advisory Board, the Public Policy Institute Advisory Board, and the Distinguished Alumni Board.*

SPEA's marketing and public relations efforts must be strategically designed to raise the School's profile among key audiences. Based on current market research and the School's strategic vision, the School will communicate through traditional and new media, with an emphasis on electronic communication. SPEA will build brand awareness and recognition of the key strengths at the state, national and international levels.

©ACTION ITEM: *SPEA's Office of External Affairs will develop a marketing plan for the core school to raise the School's visibility and brings the School's strengths into sharper focus.*

