

## 2007-2008 Public & Environmental Affairs

Section	Document Name
Fiscal Health	• <a href="#">SPEA.pdf</a>

### Mission

"The School's historic mission is to serve the public interest across public, private, and nonprofit sectors at local, state, national, and international levels. Our objectives are to:

-Prepare tomorrow's leaders--by innovative education in public affairs and environmental science.

-Solve complex problems--by creating and advancing knowledge through scholarly research.

-Enrich society--by serving and redressing social and environmental challenges.

From Times of Transition: Dean's Report on the State of the School&lt;

Astrid E. Merget, Dean

September 2002

SPEA is currently engaged in a planning process initiated by John D. Graham, the fourth Dean in the School's 36-year history. This report will offer a vision of what SPEA might look like in the year 2015, coupled with some organizational reforms that may facilitate transforming the vision into reality. The time frame is viewed as being long enough to permit significant changes to SPEA but short enough to maintain the interest of readers who have skepticism about the value of long-term strategic plans.&nbsp;A copy of the vision plan should be available on the SPEA-Indianapolis website at <http://www.spea.iupui.edu/>&nbsp;in early 2009.

### Goals and Objectives

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

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

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

**Secondary Goals:**

**Sub Unit:**

**Time Frame:**

#### Actions taken for 2007-2008:

- SPEA&nbsp;recruited one&nbsp;assistant professor:
  - Dr. Alejandro Arrieta, a&nbsp;health economist, was recruited to teach in our MPA and MHA programs and to work with the Center for Health Policy.&nbsp;

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#### Evidence of Progress for 2007-2008:

- SPEA at IUPUI faculty now has&nbsp;26&nbsp;FTE academic appointees, including&nbsp;9 professors,&nbsp;8 associate professors, three assistant professor, 6&nbsp;clinical/lecturers.&nbsp;Assuming the searches that are ongoing are successful, SPEA-IUPUI will have 29 FTE academic appointees which will be&nbsp;larger than at any time since at least 2004.&nbsp;
- In October 2008, a new criminal justice faculty member was recruited and hired.&nbsp;It is anticipated that this individual will significantly enhance existing resources.

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#### Activities planned for 2008-2009:

- SPEA will recruit two new faculty members:
  - a&nbsp;faculty member in Governance, Public/Nonprofit Management, and Public Policy&nbsp;to teach&nbsp;in the MPA and MHA programs and work with the Public Policy Institute;
  - a faculty member in criminal justice&nbsp;
- SPEA will recruit an Executive Associate Dean who has a national reputation in public affairs, nonprofit management, health administration, criminal justice, or environmental health science; a proven track record of funded research;&nbsp;the ability to provide&nbsp;leadership for&nbsp;the faculty; and&nbsp;who can add to SPEA strengths in public affairs, nonprofit management, health administration, criminal justice, or environmental health science.
- SPEA will recruit a trustee lecturer for the Bachelor of Science in Health Services Management degree program to replace a faculty member who resigned at the start of the current academic year.
- SPEA will undertake a national search for an Executive Associate Dean for the Indianapolis campus.&nbsp;This individual will have experience in academic administration, a national reputation in one of the disciplines common to SPEA, a proven record of scholarship, and success in securing external funding for research.&nbsp;&nbsp;&nbsp;

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

☒ Coordinate with School of Science in delivery of Bachelors of Science in Environmental Science (BSES) degree program

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** SPEA Faculty

**Time Frame:**

#### Actions taken for 2007-2008:

- Served on management committee under the leadership of School of Science faculty to address BSES administrative issues.

#### Evidence of Progress for 2007-2008:

- Students are continuing studies in the BSES

#### Activities planned for 2008-2009:

- Continue to serve on management committee under the leadership of School of Science faculty.
- Faculty will review and refine curriculum to build on the interdisciplinary strengths of the degree

#### ☑ Enhance Bachelor of Science in Public Health (BSPH) Program

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** SPEA Faculty and Health Administration Curriculum Committee

**Time Frame:**

#### Actions taken for 2007-2008:

- Continued implementation plans to direct undergraduates interested in health administration or management to the BSHSM degree program.
- Completed curricular changes recommended by the accreditation review team
- Continued coordination with the Bachelors of Science in Environmental Science
- Completed articulation agreements with ITCC for the BSPH and BSHSM degrees and majors

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#### Evidence of Progress for 2007-2008:

- Head counts in the BSPH are the highest they have been since 1997.
- Head counts in the BSPH Environmental Science and Health Major have remained stable. Fall 2008 headcount was at 40 and has remained stable between 40 and 50 since fall 2002.
- Head counts in the Health Administration major which were 75 in 1997 and as low as 47 in 2003, remained higher than 100 for the third consecutive fall semester

#### Activities planned for 2008-2009:

- Continue to strengthen the curricula for the Bachelor of Science in Public Health and Bachelor of Science in Health Services Management degrees and revise course rotation.
- Evaluate, and where necessary, change the learning outcomes, curriculum, and program assessments for the BSPH and BSHSM degree programs.

#### ☑ Enhance Bachelors of Science in Criminal Justice (BSCJ) Program

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** SPEA Faculty And Criminal Justice Curriculum Committee

**Time Frame:**

#### Actions taken for 2007-2008:

- Continued focus on gateway and thematic learning communities
- Established new successful bridge course for high school students that included a public safety career day on campus
- Monitored success of interventions related to delivery of gateway course (J101) that were designed to achieve consistency in grade distributions for full time and associate faculty and to address issues related to DFW rates
- Delayed plans to develop a new Masters degree in public safety management and instead focused on undergraduate initiatives
- Considered initiatives to address the large numbers of students on probation and critical probation and worked with Student Services to implement new reviews and procedures, including requirements that students on probation and critical probation meet with advisors prior to registration.
- Continued implementation of Public Safety Management major
- Renewed the BSCJ articulation with ITCC.

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#### Evidence of Progress for 2007-2008:

- Head count in the Public Safety Management Major has continued to increase from 2 in fall 2006 to 12 in fall 2007 to 19 in fall 2008.
- Public safety major revision to be considered by school faculty at November meeting
- J101 online course developed and delivered
- J150 online course being delivered in Fall 2008
- Enrollment in the BSCJ program has continued to decline with 18 fewer students recorded for fall 2008 than in fall 2007. The number of students dropped to 274 in fall 2007. The drop can be partly attributed to new administrative procedures related to dismissal of students for failure to move off critical probation. However, new recruitment strategies are needed to reverse the trend of declining enrollments.

#### Activities planned for 2008-2009:

- Strengthen course offerings in public safety major
- Revise public safety major to more closely reflect the field



- Develop online version of J150 Public Safety, our BSCJ public safety gateway course
- Complete BSCJ self-review report & Review now scheduled for Fall 2009.
- Masters in Criminal Justice and Public Safety will be proposed.
- Review and update ITCC articulations
- Continue to work on strategies to reduce numbers of students in BSCJ program with D, F, or Ws
- Develop strategies to rebuild head count in the BSCJ program

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#### ☑ Enhance Bachelors of Science in Public Affairs (BSPA) Program

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** SPEA Faculty and Public Affairs Curriculum Committee

**Time Frame:**

##### Actions taken for 2007-2008:

- Continued to recruit students to American Humanics
- Continued to implement the undergraduate capstone class and the Indiana Leadership Seminar for undergraduate honors students and students nominated by faculty. The Seminar is a two-semester course undertaken in collaboration with the State of Indiana that matches students with projects in state agencies.
- The public affairs program conducted a self-study of the undergraduate BSPA program and received good recommendations on how to improve the quality of students and differentiate the program from IUB.
- Invited Professor Meili Niu from Sun Yat-Sen University, China, to come as a visiting scholar in 2008-2009. Professor Niu is currently teaching a class on China Politics and Policy for SPEA and Political Science.

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##### Evidence of Progress for 2007-2008:

- Head count in the Civic Leadership Major was 21 students in fall 2008. This is 10 fewer students than in the fall 2007 class.
- Head count in the Policy Studies Major, which was established in 2005, remained at 23 students in both fall 2007 and 2008.
- Head count in the management major dropped to 59 students in fall 2008. This is a decline of 4 students from fall 2007 and a five year low for this program.
- Enrollment in Indiana Leadership Seminar remained stable at 9 to 13 students.

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##### Activities planned for 2008-2009:

- Hired a person to help coordinate internships in SPEA-IUPUI. Are working with the staff person to create more internship opportunities for students in the region.
- SPEA-IUPUI, in collaboration with the Confucius Institute at IUPUI and the Lugar Center of Renewable Energy, has invited Dean Ren Jiantao, School of Government, Sun Yat-Sen University, to visit the campus in December 2008. During the visit, SPEA-IUPUI will discuss with Dean Ren about possibilities of student exchange and overseas study opportunities.
- Based on the BSPA review, the public affairs faculty is preparing a report to Chancellor Sukhatme on how to improve the BSPA programs. The report will tie to the RISE initiative of the IUPUI campus. It will also develop plans to strengthen the writing and quantitative skills of our students.
- The MPA director is working with a staff person at the Dean's Office to visit high schools in the region and to encourage top students in these schools to apply for SPEA-IUPUI and think about public service careers.
- Based on the information from the BSPA review, the public affairs faculty members are undertaking a strategic planning process to strengthen the academic vigor of the programs and put greater emphasis on professional development and civic engagement in our programs. As a result of our location in a major metropolitan area and close proximity to the state government and many local governments, we can create more internship and experiential learning opportunities for students, who can help us differentiate our programs from those at IUB.

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#### ☑ Enhance Masters of Health Administration (MHA) Program

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

**Secondary Goals:**

**Sub Unit:** SPEA Faculty and Public Affairs Curriculum Committee

**Time Frame:**

##### Actions taken for 2007-2008:

- Student recruitment:
  - Exceeded objective of 25 FTE students in Fall 2007
- Scholarships
  - Continued to provide externally funded scholarships for MHA students
- Internships/Part time jobs
  - Provided approximately 40 part-time jobs in health care fields for MHA students
- Mentors
  - Assigned mentors from health care fields to all students who desire them
- Accreditation
  - Continued to implement programmatic changes in response to accreditation review

##### Evidence of Progress for 2007-2008:

- Enrollment in the MHA and certificate program exceeds 90 students, the highest enrollment since 1997
- All students in the program who want them have part-time employment in health care sector and mentors



- MHA program has strong ties to important organizations in the health care industry in central Indiana.

#### Activities planned for 2008-2009:

- Continue to review admissions standards and consider implications of adopting more selective standards.
- Expand the mentors, part-time jobs and internships into the long-term area of healthcare.
- Complete the development of Ph.D. program in health policy/health administration in conjunction with the School of Liberal Arts, Law, Medicine and Nursing.
- Assess the viability of adding additional tracks of a Master's degree in health policy and/or health services research.
- Determine the utility of providing distance learning component to the MHA degree.
- Participate in discussions about formation of a School of Public Health.
- Follow up on recommendations from MHA program review.

#### ☑ Enhance Masters of Public Affairs (MPA) Program

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** SPEA Faculty and Public Affairs Curriculum Committee

**Time Frame:**

#### Actions taken for 2007-2008:

- Continued to recruit top students from nearby colleges and universities
- Implemented new nonprofit management certificate program with Goodwill Industries
- Reviewed environmental management concentration to determine if it should be retained.

#### Evidence of Progress for 2007-2008:

- The first certificate program with Goodwill Industries has been completed and some of the students have entered into our MPA program.
- Continuous growth in the graduate public affairs enrollment, shows that students are attracted to our programs

#### Activities planned for 2008-2009:

- Partner with the Kelley School of Business to offer nonprofit classes to MBA students affiliated with the IUPUI Chapter of Heifer International.
- Explore possibilities of recruiting more international students into our public and nonprofit certificate programs. Target markets: China, S.E. Asia, the Middle East.
- Explore opportunities to partner with SPEA Executive Education and the IU Center of Philanthropy to recruit more students into our nonprofit certificate program.
- Based on the information from the previous MPA program accreditation report, the public affairs faculty members are undertaking a strategic planning process to strengthen the academic vigor of the programs and put greater emphasis on professional development and civic engagement in our programs. As a result of our location in a major metropolitan area and close proximity to the state government and many local governments, we can create more internship and experiential learning opportunities for students, who can help us differentiate our programs from those at IUB.
- The MPA program director in collaboration with the Public Affairs Student Organization of SPEA is working with the IN State Personnel Department, the Indiana Municipal Managers Association, the Marion County Health and Hospital Corp., and the Not-for-Profit News network, to launch a "Future Managers Project," in which our graduate and undergraduate students will survey state and local agencies and nonprofit organizations in Central Indiana to find out what job needs they have and what competencies these jobs require. The students and faculty will in turn organize professional development activities on campus to engage our students and others (e.g., high school students in the area) to think more about public service careers. This again will put SPEA-IUPUI in a strategic position to link up with major stakeholders in the area and differentiate our programs from IUB.
- The MPA program will expand the clientele of the capstone course in spring 2009 to include not only the City of Indianapolis, but also the nearby suburb governments and nonprofit organizations. This is hoped to further strengthen the role of SPEA-IUPUI as a regional center of public affairs education and research.
- Review environmental management concentration to determine if it should be revised to place more emphasis on sustainability and sustainable development.

#### 📄 Elevate the quantity, quality, and influence of our scholarship

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

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

**Secondary Goals:**

**Sub Unit:** SPEA Faculty

**Time Frame:**

#### Actions taken for 2007-2008:

- Continued to develop research infrastructure as a foundation for efforts to elevate the quantity, quality, and influence of our scholarship.
- Received approval for and created a new Center for Criminal Justice Research
- Created a new Indiana University Public Policy Institute to house SPEA's Center for Urban Policy and the Environment, Center for Health Policy, and Center for Criminal Justice Research
- Reinvested Indirect Cost Revenues (IRC) in Institute and Centers infrastructure
- Developed grant proposal for an award from Lilly Endowment for the IU Institute and its Centers



#### Evidence of Progress for 2007-2008:

- The IU Public Policy Institute was approved by IUPUI
- The IU Center for Criminal Justice Research was approved by IUPUI
- The Center for Health Policy partnered with other IUPUI entities to host a gubernatorial forum on healthcare, and provided comparisons of healthcare plans of the gubernatorial and presidential candidates
- Under the direction of Professors John Krauss and John Ottensmann, the Center for Urban Policy and the Environment participated in the Cutting Edge Lecture Series.
- The Center for Urban Policy and the Environment was appointed by Indiana Governor Mitch Daniels to staff the Indiana Commission on Local Government Reform, facilitating numerous public meetings and publishing a comprehensive report. The commission's report outlined a series of groundbreaking reforms that won praise from community leaders and policy-makers across the state
- The Center for Urban Policy and the Environment continued to develop an enhanced version of the Land Use in Central Indiana (luci2) to work with the Indiana Department of Transportation
- The Center for Urban Policy also performed impactful work for clients, such as the Indianapolis Neighborhood Housing Partnership, Indy Reads, and the Indianapolis Continuance of Government Operations Project
- Under the direction of Professor Eric Wright, the Center for Health Policy continued to manage the Indianapolis/Marion County Early Intervention Prevention Council and provided leadership and technical support for the State Epidemiology and Outcomes Workgroup. The Center for Health Policy also developed, implemented, and coordinated a statewide program evaluation initiative, which included drafting an extensive report for the Indiana Family and Social Services Administration, *2007 State Epidemiological Profile*.
- The Center for Health Policy undertook a count of the homeless in Indianapolis, and conducted an annual inventory of beds for the homeless provided by service organizations. The Center took a leadership role in refining the methodology for conducting the count, and coordinated many administrative details to ensure the projects would run smoothly, the results of which were used by the U.S. Department of Housing and Urban Development
- Under the direction of Professor Sam Nunn, the Center for Criminal Justice Research continued an analysis of data for the Indiana Criminal Justice Institute regarding motor vehicle accidents and deaths on Indiana roadways. The results are published in fact sheets and compiled in an extensive report entitled the *Crash Fact Book*.
- Over the past five years the **criminal justice faculty** have produced approximately 100 articles, books, or technical reports and attracted over \$7 million in external grants and contracts.
- In 2007, the **health faculty** produced approximately 38 journal articles, book chapters, books, research reports, etc., not counting newspaper articles.
- In 2007, the **public affairs faculty** produced approximately 37 journal articles, book chapters, books, research reports, etc., not counting newspaper articles.

#### Activities planned for 2008-2009:

- Implement research contracts successfully
- Continue strategy of developing long-term partnerships with key state agencies in areas of public policy and urban policy, healthcare and administration, and criminal justice and public safety management
- Implement research contracts successfully
- Conduct actionable research through the Center for Urban Policy and the Environment in the following areas: foreclosures in Indiana, human cluster analysis, property tax reform, and patterns of land use.
- Conduct actionable research through the Center for Health Policy on healthcare reform, prescription drug abuse, and evaluations of the Healthy Indiana Plan, long-term care policies, Salary Coverage Incentive Plan (SCIP), and Medicaid trends
- Provide data on the causes of violent crime and reentry and reintegration issues through the work of the Center for Criminal Justice Research

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#### ☑ Improve dissemination and marketing of SPEA research

**Campus Planning Theme:** Research, Scholarship and Creative Activity

**Secondary Goals:**

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

**Time Frame:**

#### Actions taken for 2007-2008:

- The IU Public Policy Institute and associated Centers have continued publication and dissemination of technical reports and issue briefs to more than 1,500 decision-makers in Indiana
- The Institute and Centers completed development and launch of a new website and a marketing plan
- The Center for Urban Policy and the Environment, Center for Health Policy and Center for Criminal Justice Research all distribute electronic newsletters via e-mail.

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#### Evidence of Progress for 2007-2008:

- Institute faculty and staff presented papers at various meetings and conferences.
- SPEA research reported frequently in state and local media outlets.
- An article by John Ottensmann appeared in a summer issue of *Indiana Business Review*.
- The July 2008 issue of the *PA Times* highlights a panel discussion hosted by the Indiana Chapter of ASPA to review the recommendations of the Indiana Commission on Local Government Reform.
- Three different issues of the *Indianapolis Business Journal* included articles about work performed by the Center for Urban Policy and the Environment and the Center for Health Policy. Issues covered included foreclosure research, human capital cluster research, and Indiana gubernatorial candidates and presidential candidates' platforms on healthcare reform.
- John Krauss and Drew Klacik were interviewed for a recent edition of *Inside I/BJ* with Chris Katterjohn
- The *Indianapolis Star* featured a substance abuse report by the CHP in a front-page article.

#### Activities planned for 2008-2009:

- Continue to use electronic newsletters to distribute center research findings
- Continue to implement marketing plan
- Develop workshops and invite other researchers to share work

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#### ☑ Increase external funding

**Campus Planning Theme:** Research, Scholarship and Creative Activity

**Secondary Goals:**

**Actions taken for 2007-2008:**

- Submitted 32 applications for external funding.

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

- Submitted an average of 1.1 applications per budgeted academic FTE

Fiscal Year	03-04	04-05	05-06	06-07	07-08
<i>Management Ratio Factors</i>					
Research and Sponsored Programs Applications per Budgeted Academic FTE	0.9	1.3	1.9	1.1	1.1

**Evidence of Progress for 2007-2008:**

- Initiated \$1.65 million in new research projects.

Fiscal Year	03-04	04-05	05-06	06-07	07-08
<i>Data in US Dollars</i>					
Federal Government	0	51,766	31,250	83,160	0
State, Local, and Other Government	1,266,760	1,157,310	4,722,680	1,877,325	1,290,849
Foundations	240,859	2,083,509	699,293	0	30,000
Industrial and Commercial	98,000	91,000	236,500	15,000	188,861
Non-Profit and Higher Education	286,799	392,962	421,403	323,381	143,792
<b>Total Income</b>	<b>1,892,418</b>	<b>3,776,547</b>	<b>6,111,126</b>	<b>2,298,866</b>	<b>1,653,502</b>
Percent of Campus Total	1%	2%	2%	1%	1%

**Activities planned for 2008-2009:**

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

☐ Improve the quality of administrative and support services for academic programs

☑ Continue implementation of new SPEA governance structure, including peer annual reviews

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

**Secondary Goals:**

**Sub Unit:** SPEA Faculty

**Time Frame:**

**Actions taken for 2007-2008:**

- Worked with Dean Zorn and SPEA Policy Committee to implement core campus model, including developing MOUs with regional campuses and identifying areas for collaboration with SPEA IUB.

**Evidence of Progress for 2007-2008:**

- Fortunately, the two faculties that comprise SPEA at Indianapolis and Bloomington now have solid working relationships that are improving over time. The challenge of the "core campus" 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.
- Faculty members have identified and will continue to work to address issues related to the core campus structure and initiative.

**Activities planned for 2008-2009:**



- The School of Public and Environmental Affairs recently transitioned from a statewide, system model to a "core campus" comprised of programs at two locations: Bloomington and Indianapolis. 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). Among its competitors, SPEA is ranked highly in environmental science and policy, non-profit and public management, criminal justice, and public finance and budgeting. It is currently one of the largest schools of its type in the world. 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.

#### ☒ Increase core capacity of student services to support SPEA's mission

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

**Secondary Goals:**

**Sub Unit:** Associate Dean and Student Services

**Time Frame:**

#### Actions taken for 2007-2008:

- Continued to work with Student Services staff on unit and personal development plans
- Continued to administer surveys to students on satisfaction with advising and student services operations
- Refined structure to include position of Graduate Program Coordinator

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#### Evidence of Progress for 2007-2008:

- Undergraduate student surveys continued to show the proportion of students dissatisfied with advising is approximately 2-3%

#### Activities planned for 2008-2009:

- Due to the concern that IUPUI students are being over-surveyed, Student Services will begin administering the student satisfaction survey once per academic year which will take place in the fall semester.
- Conduct diversity training for staff
- Continue implementation of career mobility template in context of the university-wide Compensation Study Initiative.

#### Research

- Work with Director of Academic Affairs to develop an exit survey
- Conduct study to compare locus of control between students on academic probation and those in good standing; also compare to UCOL students
- Conduct study to compare academic performance and/or success of students pre and post attending the success seminar
- Seek grants through NACADA to support research efforts
- Present findings at professional conference

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#### Retention

- Continue to develop programming designed to help student achieve/maintain academic success, such as the Success Seminar
- Focus on developing early intervention programs for students between the 2.00 and 2.5 GPA range w/goal of preventing them from going on probation and/or being dismissed
- Engage in research projects that identify the characteristics of successful SPEA students and develop programs/action plans accordingly
- Work with alumni to provide mentoring opportunities
- Support initiatives to provide tutoring and academic support to SPEA students

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#### Programming

- Offer programs designed to welcome international students to SPEA
- Offer programs to provide undergraduate and graduate students the opportunities to showcase their research efforts

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#### Undergraduate Academic and Career:

- Integrate career and academic advising
- Develop online version of Student Success Seminar
- Expand website to include academic advising and career guidance sections
- Support RISE initiatives
- Offer SPEA-X 252 in Fall 2009; system-wide SPEA course that provides career and professional development to students pursuing SPEA programs. Currently offered at Bloomington campus
- Develop opportunities for SPEA students to meet with professionals in their fields of interests - such as job-shadowing and informational interviews
- Continue to modify and develop initiatives to increase the number of qualified students who apply for scholarships
- Develop strategies to increase number of students who apply for and receive nominations to honorary groups such as TOP 100

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#### Recruitment Efforts

##### Graduate

- Identify target populations (internal and external)
- Develop initiatives to introduce and recruit SPEA undergraduate students to graduate programs
- Expand recruiting initiatives, such as participation in career fairs and classroom presentations to targeted populations
- Continue providing personal one-on-one contact and communication efforts with prospective students

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##### Undergraduate

- Identify target populations (internal and external)
- Expand external recruiting initiatives, such as meeting with AP government classes in local high schools
- Expand internal recruiting initiatives
- Collaborate with other academic units to promote joint programs, certificates and minors
- Expand opportunities for Student Ambassadors to participate in recruitment efforts in recruitment efforts
- Continue to develop and expand the professional development series
- Continue to develop and enhance communication efforts with prospective and current students, such as mailing to all non-SPEA students enrolled in SPEA gateway classes, and also to those students who perform well



- Ensure that communications efforts are in place from 1<sup>st</sup> point of contact through registration

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#### Internship Opportunities

- Revise both the student and supervisor evaluations and develop online forms
- Begin conducting telephone interviews and site visits
- Increase the quality and number of internship opportunities
- Create database of internship opportunities and employer contacts

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#### Administrative

- Continue to make undergraduate and graduate admission processes as seamless and transparent as possible
- Ensure that undergraduate and graduate recorders and administrative assistants are cross trained
- Modify SPEA database to maintain effective recording of prospective students
- Update SPEA website to track probation/dismissed students
- Identify IUIE reports that are available and develop systematic plan to print and distribute accordingly
- Consider utilizing function to record advisor on students' records when/if batch processing becomes available
- Up-date all undergraduate audits by 1/1/09 and graduate audits by 6/1/09

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

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

**Secondary Goals:**

**Sub Unit:** Associate Dean and Director of Development

**Time Frame:**

#### Actions taken for 2007-2008:

- Sponsored a Scholarship luncheon to recognize students who received financial support from the school and their benefactors&nbsp;
- Continued alumni series of tours, events, and receptions&nbsp;
- Strengthened annual campaign
- Continued to strengthen alumni relations
- Increased scholarships for students
- Completed fund-raising for renovations of alcoves on second floor of BS Building
- Increased faculty and staff participation in annual giving

#### Evidence of Progress for 2007-2008:

- SPEA IUPUI scholarship endowment funds increased to more than \$600,000
- Alumni participated in tours, a baseball game at Victory Fields, and a social gather at the Rathskeller.

#### Activities planned for 2008-2009:

- Continue to strengthen alumni relations
- Increase scholarships for students
- Increase faculty and staff participation in annual giving

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

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

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** Program Directors and Director of External Affairs

**Time Frame:**

#### Actions taken for 2007-2008:

- Participated in campus recruitment events
- Refined marketing activities and focused on targeted outreach to prospective students, including outreach to major employers
- Maintained web page and added new features
- Published electronic newsletter for alumni

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#### Evidence of Progress for 2007-2008:

&nbsp;SPEA IUPUI credit hours: FY 2008-09 (Summer 2008 and Fall 2008)

o Summer I 2008 was down by 14.1% in credit hours (substantial decrease) and Summer II 2008 was up by 7.4% in credit hours.

o Fall 2008&nbsp;

Undergraduate

&nbsp;Credit hours were up by 5.9% (continued trend reflects more traditional student body w/ fewer students taking more credit hours

Graduate

&nbsp;Credit hours up by 18.8%

&nbsp;Reflects growth in MPA (greatest increases in nonprofit management and public management concentrations and public management certificate, but also experienced moderate growth in criminal justice and policy analysis concentrations), Experience continued stability in MHA programs and substantial increases in Exec. Ed. certificate and MPA programs.

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#### Activities planned for 2008-2009:

- Participate in campus recruitment events
- Refine marketing activities and focus on targeted outreach to prospective students, including outreach to major employers
- Maintain web page and add new features
- Employ the computer screens on the second and third floors of the Business/SPEA building to disseminate information about SPEA and its programs and activities.
- Publish electronic newsletter for alumni
- Specific enrollment issues to address:
  - Decline in BSCJ headcounts: recruitment (Public Safety management) and retention
  - Growth in BSPH/BSHSM headcounts: section management/class size
  - Decline in BSPA management enrollments
  - Growth in MHA enrollments: section management/class size
  - Decline in MPA and certificate enrollments (small enrollments in CJ and Environmental Management concentrations)

#### ☑ Increase year-to-year retention of students

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** Director of Academic Affairs Student Services

**Time Frame:**

#### Actions taken for 2007-2008:

- Continued to focus on at risk students and intervened to help improve academic performance.
- Required students on probation and critical probation to meet with advisors prior to registering for classes
- Continued mandatory orientation for incoming students to emphasize importance of good study habits and outline strategies for success
- Created opportunities for students to engage in extracurricular activities related to studies
- Supported students engaged in student organizations and help organizations be more active
- Experimented with classroom strategies for improving student retention, including attendance policies

#### Evidence of Progress for 2007-2008:

- Retention rates for freshmen and sophomore increased slightly but rates for juniors and seniors increased significantly.

One -Year Retention Rate - Fall to Fall Semester	03-04	04-05	05-06	06-07	07-08
Retention rates are in percentages					
Freshmen/Sophomore	78%	68%	74%	76%	76%
Junior/Senior	85%	80%	81%	78%	86%
All Undergraduates	83%	76%	76%	78%	83%

- The number of undergraduate degrees awarded continued to increase and is now the highest since 2003-2004.
- The number of masters degrees conferred continued to decline, but the number of certificates remained stable.
- The total number of degrees and certificates awarded by the school decreased by 10 from 2006-2007 to 2007-2008.

Degree Year (July through June)	03-04	04-05	05-06	06-07	07-08
Certificates	73	75	53	70	72
Associate	25	11	11	13	10
Baccalaureate	112	137	125	139	149
Masters	99	95	77	85	66
Doctorate	0	0	0	0	0
Professional	0	0	0	0	0
Total	309	318	266	307	297

#### Activities planned for 2008-2009:

- Continue to focus on students on probation and critical probation, including use of intrusive advising
- Continue initiatives for improving student retention, including attendance policies, mentoring, tutoring, etc.

#### ☑ Reinvigorate SPEA Student Council by assisting students with recruitment and leadership development

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** Student Services

**Time Frame:**

#### Actions taken for 2007-2008:

- School and Student Services staff continued efforts to engage students.
  - Director of External Affairs worked with SPEA Ambassadors
  - Manager of Graduate Programs and undergraduate advisors worked with student council&nbsp;
- Continued efforts to engage students in leadership activities
  - - Student Council
    - SPEA Ambassadors
    - Student honorary societies
    - Environmental Awareness League
    - Public Affairs Student Association (PASA)
  -

#### Evidence of Progress for 2007-2008:

- Student engagement in extracurricular&nbsp;activities&nbsp;remains inadequate&nbsp;

#### Activities planned for 2008-2009:

- Continue efforts to engage students in leadership activities
  - Student Council
  - SPEA Ambassadors
  - Student honorary societies
  - Environmental Awareness League
  - Public Affairs Student Association (PASA)

#### ▶ Strengthen SPEA's engagement and reputation in the region and state

#### ☑ Enhance capacity for civic engagement

**Campus Planning Theme:** Civic Engagement

**Secondary Goals:**

**Sub Unit:** SPEA Faculty

**Time Frame:**


#### Actions taken for 2007-2008:

- Implemented Criminal Justice Research Center
- Implemented Public&nbsp;Policy Institute
- Continued multiple collaborations with city and state agencies
- Participated in IUPUI TRIP initiative

#### Evidence of Progress for 2007-2008:

- Funding from state, local, and other government remains the principal source of externally generated revenues for SPEA IUPUI.

&nbsp;

Fiscal Year 	03-04	04-05	05-06	06-07	07-08
<i>Data in US Dollars</i>					
Federal Government&nbsp;	0	51,766	31,250	83,160	0
State,Local, and Other Government&nbsp;	1,266,760	1,157,310	4,722,680	1,877,325	1,290,849
Foundations&nbsp;	240,859	2,083,509	699,293	0	30,000
Industrial and Commercial&nbsp;	98,000	91,000	236,500	15,000	188,861
Non-Profit and Higher Education&nbsp;	286,799	392,962	421,403	323,381	143,792
<b>Total Income&amp;nbsp;</b>	<b>1,892,418</b>	<b>3,776,547</b>	<b>6,111,126</b>	<b>2,298,866</b>	<b>21,653,502</b>
Percent of Campus Total&nbsp;	1%	2%	2%	1%	1%

#### Activities planned for 2008-2009:

- Continue&nbsp;collaborations with city and state agencies
- Based on the information from the BSPA review and the previous MPA program accreditation report, the public affairs faculty members are undertaking a strategic planning process to strengthen the academic vigor of the programs and put greater emphasis on professional development and civic engagement in our programs. As a result of our location in a major metropolitan area and close proximity to the state government and many local governments, we can create more internship and experiential learning opportunities for students, who can help us differentiate our programs from those at IUB.
- The MPA program director in collaboration with the Public Affairs Student Organization of SPEA is working with the IN State Personnel Department, the Indiana Municipal Managers Association, the Marion County Health and Hospital Corp., and the Not-for-Profit News network, to launch a "Future Managers Project," in which our graduate and undergraduate students will survey state and local agencies and nonprofit organizations in Central Indiana to find out what job needs they have and what competencies these jobs require. The students and faculty will in turn organize professional development activities on campus to engage our students and others (e.g., high school students in the area) to think more about public service careers.&nbsp;This again will put SPEA-IUPUI in a strategic position to link up with major stakeholders in the area and differentiate our programs from IUB.
- &nbsp;The MPA program will expand the clientele of the capstone course in spring 2009 to include not only the City of Indianapolis, but also the nearby suburb governments and nonprofit organizations.&nbsp;This is hoped to further strengthen the role of SPEA-IUPUI as a regional center of public affairs education and research.&nbsp;&nbsp;&nbsp;



&nbsp;

## Fiscal Health

- SPEA IUPUI FY 2007-2008 Academic Budget
  - $\pm \$6,000,000$  (\$5.3 million excluding Executive Education)
    - Excludes externally funded project revenues except indirect cost recovery (ICR)
  - Surplus for year (\$276,000 for responsibility center; \$299,000 excluding Exec. Ed)
  - Revenues 9% over budget
    - Includes more than \$270,000 in ICR revenues over budget (75%); reflects very strong research activity through research centers and service programs
    - Reflects overall growth in credit hours of 5% for year: mix of graduate, and undergraduate, and out-of-state credit hours is reason increase in fee revenues is less than proportionate increase in credit hours
  - Expenditures 3% over budget
    - Principal reason for higher expenditures: new equipment for faculty and staff and ESI fees assessed.
    - Academic and instructional salary savings offset by higher than budgeted expenditures for:
      - Student employment and financial aid
      - Hourly employment (for teaching assistance)
      - Overtime and supplemental pay for employees (to cover vacancies during staff transition)
      - Contractual services for faculty relocation (moving); website development and marketing and development
      - Supplies and general expense (computing-related expenses)
    - Supplemental pay not budgeted for faculty incentive plan.
  - Available fund balance &gt;\$897,000.
- Year End ICR Distribution
  - Objective: stabilize and build research infrastructure in School
    - Help centers cover administrative costs not chargeable as direct project costs
    - Provide centers funds for covering staff salaries or investing in new initiatives
  - Commitment is to allocate 50% of ICR revenues over budget back to centers (after 20% university distribution)
  - Will reallocate nearly \$108,000 from fund balance this year to Centers

&nbsp;

## Reallocation Plan

### Other Question(s)

1. What are you doing to increase
  - a. the number of undergraduate degrees your unit grants?
  - b. the number of undergraduate degrees you grant to low-income students (Pell recipients)?
  - c. the number of first-time full-time students who complete degrees in four years?
  - d. the percentage of students completing courses successfully?
  - e. your research funding?

☐

#### 1a. What are you doing to increase the number of undergraduate degrees your unit awards?

&nbsp;

The School of Public and Environmental Affairs (SPEA) has recently created a Recruitment Task Force that has been charged with developing a strategic plan for increasing the number of undergraduate students who seek degrees from our school. The task force will approach recruiting from two fronts: 1) it will explore ways to more effectively inform high school students about degrees offered by SPEA and career opportunities available to SPEA graduates and 2) it will work with University College and other campus organizations to recruit students who have already been admitted to IUPUI.

Some initiatives that have been started or are planned include: Work with IUPUI Admissions and high schools to increase the number of students directly admitted to the SPEA

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Foster relationships with the campus Veterans Affairs Office to inform clients about the various degree programs available in SPEA,</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Develop print and electronic marketing materials to recruit non-resident and international students</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Create additional articulation agreements with Ivy Tech Community College</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

&nbsp;

Over the past several years, SPEA has also implemented a number of programmatic changes that are designed to improve the quality of our undergraduate students, increase graduation rates, and decrease the number of undergraduate students who are placed on academic probation. These changes include:

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Refined the probation/dismissal review process to hold students more accountable for their performance, while providing additional supports to students on probation. These supports include:</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Placing stricter limits on numbers of hours students on critical probation can take.</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Requiring all probation and critical probation students to see advisors each semester until students return to good standing.</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Requiring all probation and critical probation students to attend a seminar (Student Success Seminar) that focuses on goal setting, learning styles, study skills, etc.</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Closer review of students seeking readmission following a dismissal to ensure the student's readiness to return and ability to succeed. </li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Ceased admitting UGRD external and/or internal campus transfer students who were not in good standing and/or who did not meet our plurality requirement. (Prior to 2005 all internal campus transfer students (temporary or permanent) and external transfer students were directly admitted to the school who had the most similar program, regardless of whether they met the good standing and/or plurality requirement.)</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Required all students who dropped out while on probation to submit a readmission petition and reviewed accordingly.</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Began considering students for dismissal who had &lt; 1.00 semester GPA; we also implemented a process where students could appeal their dismissal decisions.</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Implemented more stringent admission requirements for internal, external and intercampus transfer students, such as requiring that they have completed ENG-W 131 with a C or higher and strongly recommending that BSPA students have completed V170.</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

<!--[if !supportLists]><ul style='list-style-type: none;'><li><ul style='list-style-type: none;'><li><!--[endif]><li>Increased the SAT and GPA requirements.</li></ul></li></ul><!--[endif]></li></ul></p></div><div data-bbox=

&nbsp;

These changes have impacted both enrollment of current students and the admission of new students. However, while the number of students registered is down the number of undergraduate credit hours has remained stable or increased slightly in the recent past. We remain optimistic that as the quality of our undergraduate students improves so will their graduation rates. If the budget allocations shift from enrollment numbers to graduation rates as proposed, then hopefully in the long run, these changes will be beneficial.

&nbsp;

#### 1b. What are you doing to increase the number of undergraduate degrees you grant to low-income students (Pell recipients)?

#### 1c. What are you doing to increase the number of first-time full-time students who complete degrees in four years?



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&nbsp;

[illegible]

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<!--[if !supportLists]-->&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&nbsp;&~<!--[endif]-->Has 1000+ SAT combined total of critical reasoning and math score or ACT composite of 21.
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b. All other applicants should be considered for admission to UCOL.

[illegible]

**Public Affairs Majors (Management, Civic Leadership, and Policy Studies) must have completed V170 Introduction to Public Affairs or its equivalent with a passing grade. A student who meets all other requirements for transfer admission except completion of V170 must complete this course by the end of the 1<sup>st</sup> semester in SPEA.**

&nbsp;

Completed 12 or more transferable credit hours. If under 12 credit hours, review as Beginner (Direct Admission to SPEA) using above criteria.

&nbsp;

[ 9 ]



provided that campus is authorized to grant the degree.

&nbsp;

### 3) Academic Advising - Philosophy and Process

SPEA developed the following operating philosophy to serve as a basis for providing service and academic advising to students pursuing SPEA degrees with the goals of 1) helping students to identify their interests and to succeed academically, 2) helping students to make a smooth transition to SPEA, 3) increasing the number of students who successfully complete undergraduate degrees, including low-income and first-time, full-time students, and 4) increasing the percentage of students completing courses successfully.

&nbsp;

#### SPEA's Philosophy

One of the main functions of Academic Advising is to create a nurturing environment for students where they are viewed as individuals with specific needs, and to focus on developing the whole student.

&nbsp;

Within this framework it is important to:

- Provide students multiple interactions with faculty and staff.
- Offer a variety of opportunities for students to develop, grow and reach their academic and personal goals.
- Focus on the students' information needs throughout every aspect of the academic process.

<!--[if !supportLists]--><!--[endif]-->Focus on helping students to navigate between the institutional silos.

<!--[if !supportLists]--><!--[endif]-->Teach students how to use the resources available to them, so that they can make informed and accurate decisions about their personal and academic goals.

<!--[if !supportLists]--><!--[endif]-->Provide opportunities for students to learn how to take responsibility for their decisions regarding personal and academic pursuits.

<!--[if !supportLists]--><!--[endif]-->Provide accurate information in a timely manner.

#### Advising Process

An important aspect of effective academic advising is to provide opportunities for students to meet with advisors in a timely manner and/or receive responses to quick questions via email and or walk-in advising. Therefore, in order to better serve our students and ensure that all students have an opportunity to meet with an academic advisor in a timely manner the Office of Student Services set up a system in which students can schedule appointments within a week of the initial phone call. Very often students can meet with an advisor during the same week that they call. A walk-in system was also set up on two days of the week, during which time students can meet with advisors for quick questions. Lastly, a business practice was implemented stating that the advisors will respond to student emails within 24 hours during regular times of the semester and 48 hours during peak advising times, such as priority registration, 1<sup>st</sup> week of class, etc.

All undergraduate students are assigned both a full-time academic advisor and a faculty mentor. The advisor assignments are made according to the students' majors. We have one advisor who specializes in the criminal justice and public safety management programs. The other advisor specializes in our health, environmental sciences and public affairs programs; although both advisors are cross-trained in all of our programs. Students are assigned to faculty mentors who teach in their major field of study.

&nbsp;

The academic advisor and faculty mentor roles vary as described below:

&nbsp;

#### Academic Advisors

Provide:

Faculty Mentors Provide:

<!--[if !supportLists]--><!--[endif]-->Help finding resources on campus,

<!--[if !supportLists]--><!--[endif]-->Help navigating the policies of the university and SPEA,

<!--[if !supportLists]--><!--[endif]-->Help selecting courses,

<!--[if !supportLists]--><!--[endif]-->Information on how many courses you have left to graduate,

<!--[if !supportLists]--><!--[endif]-->Assistance with identifying interesting electives,

<!--[if !supportLists]--><!--[endif]-->Answers to questions about pass-fail option, adding or dropping a class, grade replacement procedures, etc.

<!--[if !supportLists]--><!--[endif]-->Advice on course sequencing,

<!--[if !supportLists]--><!--[endif]-->Information about pursuing certificates and minors in addition to your degree,

<!--[if !supportLists]--><!--[endif]-->Advice about career opportunities and general salary information,

<!--[if !supportLists]--><!--[endif]-->General information on possible internship opportunities in conjunction with the Career Center,

<!--[if !supportLists]--><!--[endif]-->Help in selecting your emphasis area (for BSPA students),

<!--[if !supportLists]--><!--[endif]-->Specific information about graduate school opportunities within their field of expertise,

<!--[if !supportLists]--><!--[endif]-->Approval of internship or field experience paperwork, and

<!--[if !supportLists]--><!--[endif]-->Letters of recommendation for graduate school, scholarships, awards, future employment.

#### 4) Monitoring Academic Progress – Strategies for Success

As a means to increase the graduation and retention rates for all students on academic probation, including those who fall in the categories of low-income and/or first generation, SPEA has moved to a more prescriptive approach. Additionally, SPEA has implemented programs designed to meet the specific needs of students who do not meet the good standing policies of the School.

##### Correspondence

Once students are placed on probation or critical probation, the Office of Student Services sends letters and emails notifying them of their academic status and instructing them that they are required to meet with an advisor. A service indicator (academic hold) is placed on their records, which prevents them from registering until they meet with an advisor.

##### Mandatory Advising Sessions

During the mandatory advising sessions, academic advisors work with students to complete an accurate assessment of their study skills; work and study schedules; and career, academic major, family, social, and personal issues. The advisors use this information to: 1) help students develop a plan of action that will foster academic success, 2) identify resources available to assist students with their academic and personal issues, 3) to help them understand that their actions have consequences, and 4) to help them understand how to take responsibility for their actions.

##### Academic Contract

Advisors complete an academic contract and list strategies for success; grade point averages and grades required for students to move to good standing; suggested resources; and required meeting dates, etc. Students and advisors sign the contract and copies are given to the students and placed in their files.

&nbsp;

##### Enrollment Limits

Students on critical probation are allowed to register for six hours during the upcoming semester. The six hour limit remains as long as the students are on critical probation. When the IUPUI Registrar's Office term-activates currently registered students for the upcoming semester, Student Services' staff manually overrides the enrollment limits of students on critical probation and sets their maximum hours of registration to six.

&nbsp;

This process restricts students from being able to register for more than six hours. It is a prescriptive advising measure designed to provide students with an opportunity to spend more time on their academic coursework. SPEA has found that students on critical probation often try to juggle a full-time course load with a heavy work load, which is believed to greatly impact their lack of academic success. Therefore, in order to help students achieve good standing and prevent them from getting into a situation where they cannot achieve the required grade point averages to graduate, SPEA manually restricts students' hours.

&nbsp;

##### Student Success Seminar

For the past few semesters, SPEA students who have been placed on probation and critical



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<!--[if !supportLists]--
>•<!--[endif]-->General information about
internships,

<!--[if !supportLists]--
>•<!--[endif]-->Assistance to student with the
internship process,

<!--[if !supportLists]--
>•<!--[endif]-->Hand out information about SPEA
scholarships

<!--[if !supportLists]--
>•<!--[endif]-->Assistance with Student Financial
Appeals (SAPS) for students requiring
assistance seeking financial aid,

<!--[if !supportLists]--
>•<!--[endif]-->Assistance with registration,
ONESTART, ONCOURSE, etc.,

<!--[if !supportLists]--
>•<!--[endif]-->General information about
graduate school opportunities and
requirements, and

<!--[if !supportLists]--
>•<!--[endif]-->Information on the variety of
Student Organizations available for SPEA
students.

&nbsp;

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second graduation audit is completed by the advisor.&nbsp;If there are any discrepancies, the advisors communicate their findings to the students and try to help them resolve the issues so that they can graduate when expected.

## &nbsp; 5) Scheduling Rotation Lists

Many of the SPEA major courses are offered on a routine basis, but they are not offered every semester.&nbsp;Therefore, courses rotation lists were developed in order to inform students as to the exact semester/year that the major courses would be offered. The course lists are handed out during advising session and placed on the SPEA website for easy access.&nbsp;This process affords students the opportunity to develop a long-term academic plan that supports their graduation timeframe.&nbsp;In turn, the goal is to provide students with knowledge about when courses are offered so that they can make long range academic plans; which ultimately serves 1) to increase the number of degrees awarded for all populations of students, 2) to decrease the time required for students to complete degrees, and 3) to increase the percentage of students completing courses successfully.

## 6) Special Programs to Support SPEA Students

The following programs and course are designed to support a variety of students, including low-income, and first-time, first-year students and to help students meet their academic objectives. Ultimately, the goals are to increase graduate rates among all groups of students, to help students complete their courses successfully and to increase the number of full-time students who successfully complete degree requirements in four years.

### Undergraduate Student Induction

All newly admitted students to SPEA, including direct admits, internal and external transfers, are invited to SPEA's Undergraduate Student Induction Program. The Induction Program takes place at the beginning of each semester, and attendance is mandatory.&nbsp;Students, whose schedules conflict with Induction Ceremony, are invited to small group make-up sessions that take place later in the semester. The Director of Academic Affairs and Undergraduate Program Manager lead the make-up programs.

The Induction program is designed to help students make a smooth transition to SPEA; affirm their decision to attend SPEA; provide opportunities for students and their guests to meet and interact with the SPEA Associate Dean, Directors, faculty and staff; to introduce them to the School's academic programs, policies and culture; and to officially induct them into the School.&nbsp;Students' families and friends are invited to participate in the Induction Program.

**SPEA-V 252**  
Beginning in the Fall 2009, SPEA will offer a new course, SPEA-V252, Career Development and Planning. The purpose of this course is to help SPEA students (and others who might be interested in these majors) understand career opportunities in their majors, determine if their values and personality are aligned with their chosen major, and commit to their academic choice, and engage in career planning. The course will be limited to 15-20 students, and it will be co-taught by an Academic Advisor and Manager of the Internship Program. Ideally, we would like to make this course a prerequisite for all students prior to registering for an internship

The rationale for SPEA-V252 is based on studies that demonstrate that students who are committed to their choice of major and career path are more motivated, and therefore, more likely to succeed academically. SPEA-V252 is a course that has been offered at SPEA Bloomington with much success.

The course will be limited to 15-20 students and co-taught by an Academic Advisor and Manager of the Internship Program.

It is anticipated that SPEA-V252 will improve academic graduation rates for all categories of students. Ideally, we would like to make this course a prerequisite for all students prior to registering for an internship.

### Internships/Experiential Learning

probation have been required to attend a seminar designed specifically to help them succeed academically.&nbsp;The main components of the seminar include sections on goal setting, time management, study skills, working and interacting with faculty, test taking skills, important information about SPEA academic programs, tips about how to succeed in SPEA majors, and writing skills. Each session lasts approximately three and one-half hours. The Director of Academic Affairs, Director of Student Services, Academic Advisors, Program Coordinator, and selected faculty participate in each Student Success Seminar program.&nbsp;&nbsp;

All students on probation and critical probation are required to attend.&nbsp;A service indicator is placed on their academic records and is released once students have attended the Success Seminar.&nbsp;A new online version of the program is being developed to support students who cannot attend an on-campus session, or who may benefit from the opportunity to repeat some or all portions of the seminar.&nbsp;

### Dismissal Review

SPEA has added a process to the dismissal review that allows all dismissed students to submit a dismissal petition immediately following their academic dismissal.&nbsp;This process provides students the opportunity to explain the factors that contributed to their academic performance, and/or highlight any extenuating circumstances that may have contributed to their declining academic performance.&nbsp;This process is also structured to give students additional time to reflect on their academic performance and to consider steps that they could take to improve their academic performance.&nbsp;In some cases, based on the information shared by the students in the petitioning process, the dismissal decision is changed and the students are allowed to continue on critical probation.&nbsp;In other cases, the dismissal decision stands.

### Senior Audit Reviews

*You've Been 86'd Program* - All students in SPEA who reach 86 hours are sent a post card stating that they have been 86'd and need to schedule an appointment with their advisor for a senior audit review.&nbsp;The impact on reducing problems that delay graduation has been profound. As soon as the post cards go out in the mail, The Office of Student Services receives phone calls from students asking to schedule an appointment for the senior audit.&nbsp;This provides an opportunity for the advisors to meet with the students before their last year and determine if they are on the path to graduate and if there are any problems that may prevent them from graduating.&nbsp;&nbsp;Fortunately, this process provides enough time for the students to take corrective actions, if necessary, to ensure that they meet their graduation requirements on time.&nbsp;The goal of this process is to keep students on track for graduation in a timely manner; thereby increasing the number of degrees granted and helping students graduate in a shorter timeframe.&nbsp;

### Final Graduation Audit

- When students complete and submit a graduation application, a







developing new relationships. Additionally, the new Dean of SPEA and the Institute Director will be naming an Advisory Board for the Institute and each of the Centers. The mission of these groups will be to assist the researches and faculty in identifying new funding and contract opportunities.

SPEA has created a Research Seed Grant Program to stimulate scholarship by fostering the development of extramural research proposals. All forms of research collaboration are encouraged to apply, including core campus teams from Bloomington and Indianapolis, as well as proposals from single investigators. Approximately five awards, not to exceed \$20,000 each, will be made available to full-time faculty, on a competitive basis, to facilitate the development of RFPs for externally funded research. These grants will promote faculty collaboration among the two campuses of the core School and between SPEA faculty and faculty within Indiana University and other academic institutions. Awards are for any expense associated with research proposal development and are subject to Indiana University regulations.

SPEA-Indianapolis is working closely with local governments in the region to create research opportunities for faculty members and students. For example, the Town of Fishers will create a special internship for a graduate student at SPEA to work on some research projects related to government restructuring. The City of Indianapolis is interested in creating a partnership with the school to sponsor a faculty member and a group of undergraduate and graduate students to assist their performance management reforms.

2. If you had to implement a budget reduction of 3-5% a) what would be your budget priorities and b) what strategies would you employ to walk the fine line of maintaining critical operations and investing in your future? Please describe how faculty will be involved in the decision making process.

Budget reduction priorities will focus on making cuts in those areas that are least likely to directly impact the school's mission of educating students. High priority will be placed on sustaining SPEA's ability to deliver courses and provide services to students in areas such as admissions, advising, internships, and records. It may be necessary to offer fewer sections of courses and raise the enrollment in the course sections that are available. However, efforts will be made to provide enough courses and sections to accommodate the needs of students. At the same time, efforts will be made to keep the size of senior level capstone courses small to assure these courses continue to provide the seminar type experience they are designed to offer. If it is necessary to postpone the hiring of tenure-track faculty, steps will have to be taken to hire more part-time faculty and lecturers and clinical faculty members to deliver the courses required to fulfill our academic obligations to the undergraduate students in the school.

To the extent possible, budgetary reductions will target non-essential areas such as equipment, supplies, and travel. Printing and duplicating can be reduced by encouraging faculty to disseminate information (i.e. syllabi, course homework assignments, assigned readings, etc.) to students in electronic format via Oncourse or IUPUI e-mail. Supplies and general expenses can be reduced by purchasing items such as toner cartridges and paper from vendors that are not as costly as our current S&E vendor (Guy Brown). Scheduled computer hardware and software upgrades would be postponed or eliminated. The down side of this approach is that some hardware will go out of warranty and some software licenses will expire. Faculty and staff will be encouraged to limit the number of telephone calls made and supplies used during the year. Non-essential travel will be curtailed and the priority for available travel support will target faculty, especially those at the Assistant Professor level, who attend professional meetings for the purpose of presenting papers and chairing sessions.

Faculty input will be critical in mapping out strategies to address a budget reduction. Transparency will be a priority in the decision making process. All decision making and strategy setting will include input from the members of the SPEA-Indianapolis Budgetary Affairs Committee and the faculty as a whole.

The school is prepared to follow whatever recommendations the university will make with regard to personnel compensation issues, including a freeze on salaries for 2009-2010. If a small raise pool is available, the Associate Dean will work with the Program Directors to develop a strategy for determining which faculty and/or staff will be given raises and in what amounts. It would be expected that raises would target junior faculty and staff members who are at the lower end of their classification scale.

Budget priorities would also be to maintain the growth pattern of the undergraduate programs and expand the research demand for the Public Policy Institute. Revenue enhancement would be the driving force to address shortfall potential.

3. Please describe current commitments or plans that require multiple year funding, including the amount of funding required and the length of time the initiative's funding is required.

HELPnet – IT Services – ~ \$320,000 per year (ongoing)

Public Policy Institute – SPEA is committed to paying rent at an off campus location for the institute until such time as suitable space is available on campus. The School's portion of the rent is currently \$94,496 per year with annual increases expected.

Marketing and Communications – A marketing and recruitment campaign for the Indianapolis Metro area will be developed and implemented. The cost of this program is expected to be approximately \$12,500 per year.

SPEA's share of the funds for five faculty who are or will be eligible for benefits under the 18/20 plan estimated to be starting in 2012. - ~ \$120,000 per year for 5 years

International Activities – A priority contained in the SPEA 2015 strategic plan involves the globalization of SPEA and the deepening of SPEA's ties with two parts of the globe that are important to America's future: the European Union and Asia. The School needs to fund international activities such as hosting exchange scholars and short-term visiting students. SPEA has demonstrated great success with these types of activities. In 2007-2008, Sun Yat-Sen University and People's University each sent a Ph.D. student to SPEA for a one-year visit. In 2008-2009, Sun Yat University also sent an associate professor to visit SPEA to foster more research and teaching collaboration between SYSU and IUPUI. We also have hosted two visiting scholars from S. Korea and one from Kenya for the past two years. In 2009-2011, we anticipate that we will have at least one visiting student from S. Korea, one visiting student from Sun Yat-Sen University again, one visiting professor from Beijing University, and possibly other visiting fellows from China, S. Korea, and Thailand. All of these visitors will be partially funded by their own countries, but SPEA often needs to subsidize their visit. Their visits are critical to the long-term growth of SPEA because through these scholars' visits, we will be able to develop new research collaboration, overseas study programs for undergraduate students, and not-for-credit and for-credit educational programs overseas. The anticipated cost of these programs is approximately \$35,000 per year for the next three years.

4. How do you intend to use your reserves over the next four years? Please provide the information by fiscal year.

The number one use of reserves will be to protect operations from income shortfalls, at least in the short term. Our 3 primary revenue sources are; state appropriations, student fee income, and indirect cost recovery. If in any given year, actual revenue falls below budget, the SPEA operating budget takes the hit. It takes time to adjust the expense side of the ledger. A reserve cushion provides much needed time to make strategic changes.

Other uses fall into a planned one time "cash" category. Once we have established a sufficient operating short fall cushion, we have the ability to do some things that otherwise might not be affordable. We have replaced carpet and painted offices, performed lab upgrades, provided new faculty start-up support, remodeled our Student Services area, etc.

Another priority for SPEA-Indianapolis is to wisely invest its reserve resources in a way that will help the campus realize the goals outlined in the SPEA 2015 Plan as prepared by Dean John Graham in 2008.

5. What are the current numbers and percentages of tenure-track faculty, clinical faculty, and lecturers in your school? Please describe your plan for allocating new faculty positions so as to influence the number and percentage in each category.



[illegible][illegible]

6. How do you define return on investment for diversity efforts in your unit (e.g., numbers of faculty/staff/students recruited and retained, grants received for special studies, new teaching methods or courses, placement of graduates, program reputation)? What are you doing to improve your ROI?

Data for the Fall 2008 term indicate that approximately 20% of the undergraduate student body in SPEA is African American, Asian, or Hispanic. These numbers have increased gradually since 2004.&nbsp;   

Some examples of SPEA's activities to improve the ROI on diversity efforts include:

&nbsp;   <!--[if !supportLists]-->•&#x2013;SPEA has been involved in the summer bridge program for the last two years and plans to continue in 2009. &nbsp;   The program prepares first year students for college and specifically IUPUI in a variety of areas including diversity issues.

&nbsp;   <!--[if !supportLists]-->&b;SPEA-Indianapolis has also entered into agreements with fellow institutions of higher learning in Africa, China, Egypt, and Thailand to provide opportunities for faculty and student exchange.&nbsp;   Through cross-cultural and multicultural engagement, students will be given opportunities foster cultural competencies by interacting with other students and faculty from the international community.&nbsp;   These experiences may involve our students participating in overseas study programs or taking classes with students and faculty who are visiting IUPUI from overseas institutions such as Sun Yat Sen, Peking, Seoul National, and Moi Universities.

Other initiatives to increase diversity will be added as resources permit in the future.