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

Astrid E. Merget, Dean

September 2002

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, nonprofit management, criminal justice, and health administration

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

Secondary Goals:

Sub Unit:

Time Frame: Academic Year 2004 - 2005

Actions taken for 2004 - 2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:

SPEA initiated a search for a faculty member to lead the Center for Health Policy and teach in the MHA program

SPEA continue a search for a Trustee’s lecturer to teach in the BSPA program

Evidence of Progress for 2004-2005:

- SPEA recruited Dr. Eric Wright to teach in the MHA program and lead the Center for Health Policy
- SPEA recruited Dr. Timothy Koponen as a Trustee’s Lecturer to teach in the BSPA program
- SPEA appointed two part-time clinical faculty members to teach core courses in the MHA program
  - Dr. Vicki Mech-Hester as a 1/2 time lecturer to teach in the MHA and BSPA programs
  - Mr. Paul Lang to teach in the MHA program
Activities planned for 2005-2006:

- SPEA will initiate a search for a health economist.

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

Collaborate in delivery of Bachelors of Science in Forensic Science

Campus Planning Theme: Teaching and Learning

Secondary Goals:

Sub Unit: SPEA Faculty and Criminal Justice Curriculum Committee

Time Frame: Academic Year 2004 -2005

Actions taken for 2004-2005:

- SPEA Faculty members served on the Forensic and Investigative Science Advisory Committee

Evidence of Progress for 2004-2005:

null

Activities planned for 2005-2006:

- SPEA faculty will continue to coordinate course delivery to ensure that the undergraduate FIS degree and the BSCJ degree programs are complementary

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: Academic Year 2004 -2005

Actions taken for 2004-2005:

SPEA faculty members who share responsibility for development and administration of both the BSPH and MHA programs focused on the MHA program during 2004-2005.

- Actions during the 2004 - 2005 academic year and fall 2005 have included incorporation of the Principles of Undergraduate Learning in program syllabi (see actions to date in Enhance Bachelors of Science and Public Affairs (BSPA) Program for details)
- Faculty committed to reviews of the BSPH Health Administration major and the Bachelors of Science in Health Services Management with the objective of integrating the degrees
- Faculty with the BSPH Environmental Science and Health major committed to undertaking work related to accreditation for the program

Evidence of Progress for 2004-2005:
Number of majors in the BSPH degree increased to approximately 125 and contributed to a nine percent increase in credit hours for SPEA in the fall of 2005.

Activities planned for 2005-2006:

- Review and integrate BSPH Health Administration major and BSHSM degrees
- Apply for accreditation for the BSPH Environmental Science and Health Major
- Strengthen curriculum and revise course rotation, including requirements for practicum and internship
- Coordinate with Bachelors of Science in Environmental Science

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: Academic Year 2004-2005

Actions taken for 2004-2005:

Actions during the 2004 - 2006 academic year and fall 2005 included:

- See Actions taken to date, Enhance Bachelors of Science in Public Affairs (BSPA) Program, regarding incorporation of principles of undergraduate learning in syllabi.
- The faculty approved a new BSCJ concentration in Public Safety and Criminal Justice. Work to implement the major is underway.
- The faculty developed and is delivering a series of new, one hour courses on topics in criminal justice and CJ that are designed to attract students to the BSCJ program and to generate credit hours for the school.

Evidence of Progress for 2004-2005:

- See Evidence of Progress to date, Enhance Bachelors of Science in Public Affairs (BSPA) Program, regarding incorporation of principles of undergraduate learning in syllabi
- Enrollment in the BSCJ program increased to 357 students in the fall of 2005

Activities planned for 2005-2006:

- Develop a new Masters degree in public safety management
- Continue to implement articulation agreements with Ivy Tech and with Police and Fire Science Academies
- Monitor 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
- Work will be initiated in 2006 to report on progress relative to standardized campus performance indicators.

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: Academic Year 2004-2005
Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2004 included:

As part of the faculty annual review process, faculty syllabi were reviewed to assess evidence of commitment to implementation of the Principles of Undergraduate Learning (PULs). Faculty annual reviews provided feedback to faculty on the need to link course objectives to the PULs in the syllabi. Most faculty members now include references to the PULs in their syllabi for BSPA courses.

SPEA recruited a new lecturer, Prof. Timothy Koponen, to assume primary responsibility for delivery of V170 Introduction to Public Affairs. Prof. Koponen has responsibility for developing and teaching multiple sections of V170. Our objective is to standardize delivery of this gateway course and build undergraduate enrollments in our public affairs majors.

Evidence of Progress for 2004-2005:

A new lecturer to teach in the BSPA program was recruited

The number of BSPA majors grew to approximately 100.

Three one-hour topical courses have been scheduled for Spring 2006

SPEA placed 10 undergraduate students among the top 100 at IUPUI in 2004-2005.

Activities planned for 2005-2006:

- Continue to assess objectives and outcomes for courses, including gateway course (V170 Introduction to Public Affairs) and capstone course (V473 Management, Leadership, and Policy)
- Provide classroom assessments of Associate or Part Time Faculty members who deliver undergraduate public affairs courses
- Work with Associate or Part Time Faculty to increase rigor of courses
- Implement a mandatory undergraduate orientation program to set expectations and build commitment to high quality academics
- Recruit a lecturer to assume responsibility for reinvigorating the American Humanics program
- Develop a set of three, one-hour topical courses designed to explore current issues, introduce students to SPEA, and recruit new majors
- Work will be initiated in 2006 to report on progress relative to standardized campus performance indicators.

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: Academic Year 2004 - 2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2004 included

The new MHA Program Director, Clinical Professor David Handel, began work in September 2004 worked with faculty to establish a new set of program priorities. These priorities are presented here; achievements are noted relative to specific priorities.

MHA Program Priorities (set during 2004-2005)
Student Recruitment

There were 13 full time and 39 part time students in the MHA program in Fall 2004. Part time student attendance ranges from 1 to 2 classes per semester. Assuming this averages out to about 1/3 time for part time students, the program then had about 26 FTE students.

Several activities have been initiated to increase student enrollment. These include the following:

1. Encouraging health care organizations to sponsor the up and comers in their organization to attend the program on a part time basis.
2. Sending letters to the SPEA health administration seniors in Indianapolis and Bloomington encouraging them to consider applying to the MHA program.
3. Sending letters to junior undergraduate SPEA health administration students in Indianapolis and Bloomington who have excellent academic records and encouraging them to consider applying for the accelerated program.
4. The MHA program director has given a class to health administration undergraduates in Indianapolis, Bloomington, Ft. Wayne, and South Bend. Contact has been made with the Northwest campus to do something in the spring semester and that may be through the ACHE student chapter there.
5. There has been increased visibility at undergraduate health career fairs.
6. Letters were sent to colleges and universities in Indiana and adjacent areas providing information about the program.

Specific goals include the following:

1. To have 20 FTE entering students in Fall 2005 (Achieved).
2. To have 25 FTE entering students in Fall 2006.
3. To have 5 health care organization sponsored up and comers by Fall 2005 and to have 6 sponsored by Fall 2006. (Partially achieved)
4. To have 3 students in the accelerated program by Fall 2005 and 5 by Fall 2006 (Partially achieved)

Scholarships

There is very limited scholarship money available to MHA students. If more were available, this would be an asset in attracting very high quality students. As a minimum, the scholarship should cover tuition and fees. Potential sources of money for scholarships include organizations such as IHHA, health care companies, and alumni contributions. Specific goals for scholarships include the following:

1. To have 3 new MHA program specific scholarships by Fall, 2005 (Two achieved; a third will be initiated in 2006).
2. To have a total of 8 MHA program specific scholarships by Fall 2006.

Internships/Part time jobs

Full time students are required to take internships and part time students with very limited health care experience should take an internship. Full time students also have the ability to hold part time jobs working about 20 hours per week. It would be very desirable for the part time jobs to be with health care organizations. That would give the students not only needed income but also valuable early health care experience and a relationship with a health care organization. The goal for the part time job during the academic year is that it pays around $10,000 and the summer internship should pay at least $5,000. If a student had a part time job for both academic years plus a summer internship, that should provide $25,000 to help them cover their educational and living expenses.

Specific goals include the following:

1. That all students who are taking an internship will have a paid internship in a quality health care organization. The minimum internship stipend should be $5,000. (Partially achieved: 12 students had internships in the summer of 2005)
2. That there be at least 10 part time jobs in health care organizations in Fall 2005 and at least 15 part time jobs available in Fall 2006 (Achieved; 17 MHA students were placed in part-time jobs in Fall 2005).

Mentors

The mentor program should be continued and improved. Every student should be encouraged to have a mentor through this program. The goal would be that every student should have a mentor who is a senior health care executive in the area of health care that the student is interested in pursuing. (Being implemented)
Fellowships

At this time, St. Vincents is the only Indiana organization offering a post graduate fellowship for health administration graduates. As the number of full time students in the program increases, there will be more interest by the MHA students to pursue a post graduate fellowship. The goal will be to add at least one additional fellowship to be offered in 2005 and then two additional fellowships in 2006 with these new fellowships being sponsored by Indiana health care organizations. (Achieved)

Accreditation

The 2004-2005 academic year will be the self study year for the programs continued accreditation by CAHME. This will require extensive effort by the program faculty plus other SPEA administrative staff. The next site visit for accreditation will occur in Spring 2006. The goals are as follows:

1. To effectively complete the self study by May, 2005 (Achieved).
2. To be reaccredited in 2005-2006 (Site visit is Nov 9.11).

Curriculum Review

The curriculum review now underway is of great importance to the program both for the quality of the program and for accreditation. The review should ensure that the curriculum effectively prepares students for future roles in health care management. It should also clearly identify how the courses achieve the competencies defined by the program and CAHME. Specific attention will be given to seeing that the business related courses provide the business skills needed in health care management. Similarly, other courses need to provide other important health care related content. The curriculum review was completed by April 2005 with any changes initiated starting in the 2005-2006 academic year. (Achieved: modifications to MHA curriculum, including a new Health Policy Certificate, have been adopted by the SPEA IUPUI faculty and are moving forward).

Health Policy Initiative

The program will begin a new health policy initiative. While it will be phased in starting in January, 2005, full implementation will begin in August, 2005. This initiative will focus on research and projects related to access to health care, health care economics, health care delivery, health status, Medicaid, the uninsured, and health insurance policy issues. The initiative will look to develop partnerships and be an asset to State government and the Legislature. The initiative will similarly develop relationships and partnerships with the different components of the health care field. The Health Administration program will work collaboratively with the Schools of Medicine, Law, and Nursing in this initiative.

Specific goals include the following:

1. Recruit a senior health economist to lead this initiative and have this individual in place by August, 2005 (Achieved: recruited established medical sociologist).
2. Raise outside annual support of at least $200,000 by August, 2005 and outside annual support totaling $400,000 by August, 2006 (Achieved: new contracts for research exceeded $400,000 in October 2005).
3. Become fully operational in September, 2005. This initiative will be housed with the Center for Urban Policy and the Environment and also share their administrative and support staff (Partially achieved: new staff are at Center but still need to develop separate identify for the Center).

Networking and External Relationships

The program will foster and maintain good relationships with the health care field. This will be achieved through a variety of mechanisms. This includes the new MHA Program Advisory Committee and the relationships of the faculty and program director with health care leaders in the state. There will also be efforts to work more closely with program alumni. This will be important from the perspective of career assistance and guidance and also as a potential source of funds for scholarships and student activities (Ongoing Implementation).

Other Initiatives

The program will seek to develop closer relationships with the SPEA undergraduate health administration programs at all campuses. One potential early initiative is to develop a bridge course for seniors that would be taught by MHA program faculty.

The MHA program will also look for other opportunities to participate in focused educational programs that can add value to the health care field in Indiana. One program under development now is a Nursing Academy focused on new nurse managers. A second
Evidence of Progress for 2004-2005:

As noted in actions taken to date, most of priorities established under new leadership in 2004-2005 were achieved, and progress was made on those that were not fully achieved. Specific achievements included meeting enrollment targets and establishing two of three planned scholarships for the fall of 2005.

Activities planned for 2005-2006:

- **Student recruitment:**
  - To have 25 FTE entering students in Fall 2006.
  - To have health care organizations sponsor 8 up and comers by Fall 2006.
  - To have 3 students in the accelerated program by Fall 2005 and 5 by Fall 2006.

- **Scholarships**
  - To add 5 new MHA program specific scholarships by Fall 2006 (making a total of 8)

- **Internships/Part time jobs**
  - To continue to place all students who desire them in internships and part-time positions in the health care field

- **Mentors**
  - To continue to provide mentors from health care fields for all students who desire them

- **Fellowships**
  - To add two new additional fellowships by post-graduate fellowships by 2006

- **Accreditation**
  - To respond to suggestions made by CAHME following the November site review

- **Curriculum review**
  - To implement changes made during the 2004-2005 program review and initiate changes required in response to the reaccreditation review

- **Health Policy Initiative**
  - Continue efforts to establish the Center for Health Policy

- **Faculty Development**
  - Recruit a new health economist to teach in the MHA program and to collaborate with faculty and staff in the Center for Health Policy
  - Work will be initiated in 2006 to report on progress relative to standardized campus performance indicators.

☐ 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: Academic Year 2004 -2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:

Program Director Debra Masch and Professor Michael Gleeson led faculty committees that continued work to implement a new competency based curriculum that includes a leadership in a global society. The restructured core went into effect in August 2005. Faculty worked with staff to develop new recruiting and advising materials that reflect the program changes.

The Associate Dean, the MPA Program Director, and student services staff completed a self-study for accreditation by the National Association of Schools of Public Affairs and Administration. The self study was submitted in the summer of 2005 in preparation for a
site visit in the Spring of 2006.

SPEA faculty continued work to implement online versions of the public management and nonprofit management programs online (http://www.spea.iupui.edu/Online_intensive/index.asp) and work to begin offering the MPA nonprofit management concentration completely online beginning in the 2005-2006 academic year is ongoing.

The Public Affairs Curriculum Committee voted in November 2004 to recommend a joint SLIS degree-SPEA certificate program beginning in academic year 2005-2006. Applicants to the program now are being accepted.

Evidence of Progress for 2004-2005:

SPEA IUPUI’s goal to develop focused, high quality undergraduate and graduate programs that gain regional and national recognition is a long standing one. Our efforts to achieve this goal were recognized in the spring of 2004 when SPEA IUPUI had its best showing ever in the national rankings issued by U.S. News and World Report. SPEA IUPUI ranked 36th nationally, the first time the campus entered the top 50 programs. SPEA IUPUI’s program in nonprofit management ranked 4th nationally, and its program in criminal justice ranked 3rd nationally. These rankings will be updated in the Spring of 2006. SPEA will work to maintain and improve upon these rankings.

Although SPEA programs have received national prominence, enrollment in the MPA and graduate certificate programs declined in the spring and fall semesters of 2005. SPEA faculty believe that efforts to update the curriculum, to develop online certificates and degrees, and to establish joint certificates with other units can help offset this trend. As noted last year, students from throughout the U.S. increasingly are seeking our program in nonprofit management.

SPEA made a concerted effort to attract high quality students to the MPA program by extending offers for fellowships and assistantships to highly qualified students as soon as applications were received. In addition, SPEA program leaders worked with current students to reach out to highly qualified candidates. As a result, SPEA was able to attract most of the students to whom offers were made. This cohort of full-time students is one of the strongest that has been recruited to IUPUI.

Activities planned for 2005-2006:

- Implement new core curriculum in MPA program, including emphases on core competencies and creation of new course on governance in a global society.
- Participate in MPA accreditation review; desired outcome is reaccreditation for the maximum seven years.
- Continue implementation of online Master of Public Affairs (MPA) program (nonprofit management concentration) by offering online versions of V506 (summer 2005), V517 (fall 2005), V598 (fall 2006), and V600 (spring 2007).
- Explore feasibility of new degree Masters of Public Management program.
- Retain or improve ranking in U.S. News and World Report (35th or higher) when 2006 rankings are released.
- Work will be initiated in 2006 to report on progress relative to standardized campus performance indicators.

☑️ Implement Bachelors of Science in Environmental Science (BSES) degree program

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** SPEA Faculty

**Time Frame:** Academic Year 2004 -2005

Actions taken for 2004-2005:

- SPEA met with School of Science and Liberal Arts faculty and the staff from the Higher Education Commission to answer questions about the proposed degree.
- The Higher Education Commission approved the BSES, which first was proposed in 2002, in the summer of 2005.
Evidence of Progress for 2004-2005:

- SPEA, the School of Science, and the School of Liberal Arts have set up a management committee under the leadership of School of Science faculty to implement the new BSES

Activities planned for 2005-2006:

- Participate in collaborative, multi-school efforts to finalize and update the BSES curriculum
- Initiate coordinated marketing for the BSES, BSPA Environmental Science and Health Major, and Geography, Geology, and other environmental degrees at IUPUI
- Work will be initiated in 2006 to report on progress relative to standardized campus performance indicators.

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

Secondary Goals:
- Sub Unit: SPEA Faculty
- Time Frame: Academic Year 2004 - 2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:

SPEA continued development of indicators of research productivity as a foundation for efforts to elevate the quantity, quality, and influence of our scholarship. Indicators of faculty research productivity were distributed in January 2004.

Evidence of Progress for 2004-2005:

- SPEA faculty had at least 34 articles published in 2004 or accepted for publication in peer reviewed journals
- SPEA's Center for Urban Policy and the Environment received a $2,000,000 award for general operating support from the Lilly Endowment, Inc. to continue its research on issues related to Central Indiana and the state (www.urbancenter.iupui.edu). John Krauss, an attorney who has a joint appointment with SPEA and the School of Law, is Director of the Center and will serve as principal investigator for the award. In addition to the Lilly Endowment, Inc. award, Professor Krauss directed Center projects with the Central Indiana Corporate Partnership and Bio-crossroads, the Indiana Department of Environmental Management, the Indiana Advisory Commission on Intergovernmental Relations, the Indiana Gaming Commission, and other important organizations in the state.
- Professor Wolfgang Bliefield assumed the position of co-editor of Nonprofit and Voluntary Sector Quarterly, one of the most prestigious academic journals in the field of philanthropy. Dwight Burlingame of the Center on Philanthropy will serve as co-editor.
- Professor Crystal Garcia received awards from the Indiana Criminal Justice Institute totaling $57,000,000 to undertake projects related to murder sentencing outcomes, practices, and policies in Indiana. The projects will explore the "social ecology of murder" and important gender-related issues in Indiana criminal justice, particularly those involving sentencing of female juveniles.
- Professor Roger Jarjoura received awards of $32,000 from the Indiana Criminal Justice Institute for projects to implement and assess operations of the nationally recognized juvenile reentry program. AIM – Aftercare for Indiana through Mentoring. Volunteer mentors in the AIM program work with incarcerated juveniles to develop re-entry plans and to reduce rates of recidivism. Professor Jarjoura also received an award of $450,000 to evaluate a Boys and Girls Club targeted re-entry program.
- Professor Sheila Kennedy received the Johnson Award for the Best Paper in Ethics and Accountability in the Public Sector from the University of Pittsburgh’s School of Public and International Affairs. In recognition of her efforts to protect civil liberties, she received the Champion of Liberty Award from the Libertarian Party of Marion County and the Building Bridges of Understanding Award.
Understanding Award from Inday Choruses.

- Professor David McSwane published the fourth edition of his text, *Essentials of Food Safety*. This text is used by thousands of food safety specialists, trainers, and handlers across the United States.
- Professor James Perry received an award from the Academy of Management as recipient of its annual award for the best book in the nonprofit division for his book, *Civic Service: What Difference Does it Make?* Professor Perry also received $539,000 in research grants and contracts in 2004, including awards for studying volunteering and civic service from two nonprofit organizations: the Points of Light Foundation ($200,000) and Join Hands Day, Inc ($225,000).
- Professor Kenneth Quinet published the second edition of his book, *Will to Kill*, a sociological analysis of the problem of murder. Professor Quinet also received a $30,000 award from the Indiana Criminal Justice Institute to evaluate activities of a multi-jurisdictional drug task force.

Activities planned for 2005-2006:

- SPEA will create a Policy Institute to house the Center for Urban Policy and the Environment, a new Health Policy Center, and a new Criminal Justice Policy Center.

☑ Improve dissemination and marketing of SPEA research

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

**Secondary Goals:**

**Sub Unit:** Director of Marketing and Recruitment

**Time Frame:** Academic Year 2004 -2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:

SPEA consultant at IUB completed development of a new communications plan.

Evidence of Progress for 2004-2005:

- SPEA magazine featured SPEA IUPUI faculty in stories on Criminal Justice and Constitutional Law.

Activities planned for 2005-2006:

- SPEA will shift tag line from "Making a World of Difference" to Good Science. Sound Policy. Stronger Communities.

☑ Increase external funding

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

**Secondary Goals:**

**Sub Unit:** SPEA Faculty and Staff

**Time Frame:** Academic Year 2004 -2005

Actions taken for 2004-2005:

- Faculty applications for funding increased from 0.9/FTE to 1.3/FTE, the second highest average in the past five years
Evidence of Progress for 2004-2005:

- Faculty funding per FTE was $140,000, more than double the previous year. This means was influenced by the CUPE award from the Lilly Endowment, Inc. ($2 million)

Fiscal Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Research and Sponsored Programs Income per Budgeted Academic FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>00-01</td>
<td>85,691</td>
</tr>
<tr>
<td>01-02</td>
<td>230,480</td>
</tr>
<tr>
<td>02-03</td>
<td>84,918</td>
</tr>
<tr>
<td>03-04</td>
<td>67,466</td>
</tr>
</tbody>
</table>

Activities planned for 2005-2006:

- SPEA IUPUI will work to build research infrastructure and will encourage faculty to continue to seek external funding

Improve the quality of administrative and support services for academic programs

Implement new, university-wide SPEA governance structure, including new procedures and guidelines for faculty annual reviews (SPEA IUPUI faculty adopted a proposal in 2003-2004 to have a committee of full professors to review performance and make recommendations to the Associate Dean in place of review by faculty chairs).

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

Secondary Goals:
- Sub Unit: SPEA Faculty
- Time Frame: Academic Year 2004 - 2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:
- SPEA implemented new procedures faculty annual reviews, including:
  - Submittal of electronic annual faculty summary reports
  - Peer review of research and professional service by SPEA IUPUI full professors
  - Peer review of teaching and teaching-related service by faculty program directors
  - Review of institutional service by Associate Dean

Evidence of Progress for 2004-2005:
• Elasr system was implemented on schedule
• Peer review systems were implemented on schedule

Activities planned for 2005-2006:

• Continue implementation of new procedures

☑ Increase core capacity of student services to support SPEAs mission, including new position descriptions
Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement
Secondary Goals:
Sub Unit: Associate Dean and Student Services
Time Frame: Academic Year 2004 - 2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:

• SPEA recruited new Director of Student Services
• SPEA proposed new career mobility ladder for Student Services and other administrative support staff

Evidence of Progress for 2004-2005:

• New student services director initiated changes to improve customer service
• SPEA implemented new semester survey to determine satisfaction with advising and other services
• SPEA recruited two new advisors, a new recorder, and a new administrative assistant

Activities planned for 2005-2006:

• Implement new career mobility ladder

☑ Integrate graduate and undergraduate curriculum committees
Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement
Secondary Goals:
Sub Unit: Associate Dean and SPEA Faculty
Time Frame: Academic Year 2004 - 2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:

• Faculty curriculum and program committees were combined under leadership of Program Directors

Evidence of Progress for 2004-2005:
Activities planned for 2005-2006:

- Program directors will coordinate curriculum revisions

Strengthen development program to generate endowments for student scholarships and, in the long term, faculty chairs.

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

**Secondary Goals:**

- **Sub Unit:** Director of Development
- **Time Frame:** Academic Year 2004 -2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:

- Recruited new Director of Development initiated preparation of a new development plan.

Evidence of Progress for 2004-2005:

- SPEA received signed gift agreement for $100,000 for a student internship with the Indiana Senate
- SPEA received a signed gift agreement for $25,000 for a new scholarship for a single parent

Activities planned for 2005-2006:

- Complete and implement development plan

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 Program Directors
- **Time Frame:** Academic Year 2004 -2005

Actions taken for 2004-2005:

- Associate Dean met with MHA and Public Affairs Alumni Committees to plan priorities, including:
  - Social events and receptions
  - Mentoring programs
  - Development activities, including renovation of SPEA space

Evidence of Progress for 2004-2005:

- More than 75 alumni attended reception at Rathskellar
- Alumni participated in tours and baseball game at Victory Fields
Activities planned for 2005-2006:

- Continue series of tours, events, and receptions to enable greater interactions among alumni, students, and faculty
- Fund-raising campaign to renovate BS 1000 as a student lounge and study center

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

Improve business practices to provide data required for decision-making related to enrollment management and retention

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Student Services
Time Frame: Academic Year 2004 - 2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:

Within student services, we are continuing to place emphases on data management to provide additional support for decision-making related to enrollment management and retention. These efforts have included development of new reporting systems to strengthen recruitment and retention. The graduate admissions coordinator now is responsible for monthly reports on applications and disposition of the applications. Support for student activities has been consolidated and assigned to a new student services staff member who is meeting with student leaders.

SPEA marketing and student services staff collaborated to make multiple contacts for students who had not yet registered in both July and December 2004 and in July 2005. These efforts were instrumental in maintaining enrollments.

With support from campus administration, SPEA initiated an Accelerated Improvement Process in the fall of 2005 to identify problems in processing applications to our MPA and MHA programs. Student Services staff and faculty program directors identified a number of changes in procedures to streamline applications. Deadlines for admissions were pushed earlier in the year to provide more time for processing prior to deadlines for matriculation.

Evidence of Progress for 2004-2005:

Admissions are increasing (see indicators under enrollment section)

Activities planned for 2005-2006:

- Staff and faculty will work to implement findings of the Accelerated Improvement Process
- Staff will continue to refine semester based reporting systems for applications, admissions, matriculation, enrollment, and retention

Increase diversity of SPEA student body

Campus Planning Theme: Teaching and Learning
Secondary Goals:
Sub Unit: Student Services and Marketing and Recruitment
Time Frame: Academic Year 2004 - 2005

Actions taken for 2004-2005:
Evidence of Progress for 2004-2005:

As indicated by the following data, the School has higher proportions of minorities and African Americans than the campus as a whole. During the past five years, the proportions of minorities and African Americans have remained relatively constant or increased slightly.

<table>
<thead>
<tr>
<th>Percentage data</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minority as a % of School Headcount</td>
<td>16%</td>
<td>18%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>African American as a % of School</td>
<td>13%</td>
<td>14%</td>
<td>13%</td>
<td>14%</td>
</tr>
<tr>
<td>Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minority Headcount as a % of Campus</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Afrn Amer Headcount as a % of Campus</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Headcount</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Fall Semesters

Source: Census records

Activities planned for 2005-2006:

- SPEA will continue to pursue goals outlined in the School's affirmative action plan
- SPEA faculty member will continue to participate in the Upward Bound program

☑ 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 SPEA Faculty
Time Frame: Academic Year 2004 - 2005

Actions taken for 2004-2005:

- Actions during the 2004 - 2005 academic year and fall 2005 included:
  - Andrea Eickhoff, SPEA's Manager of Recruitment and Marketing, worked to implement the marketing plan presented to faculty and staff in August 2004. Marketing activities included outreach to Ivy Tech, participation in graduate fairs at other colleges and universities in Indiana and the Midwest, and sponsoring a new graduate open house. The SPEA Ambassadors, a student group, assisted with marketing of SPEA to prospective students.
  - SPEA reviewed and adopted new criteria for admissions to the Graduate MPA certificate program.

Evidence of Progress for 2004-2005:

- SPEA head count was down slightly in fall of 2005 compared to fall of 2004, but credit hours were up nearly 9%. The following table is a detailed analysis of enrollment trends that is the foundation for enrollment activities.
### Summary of Point in Cycle Information
**August, 2005**

(at this point in cycle in 2004, approximately 90% of registration had been completed)

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>Change</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Hours</strong></td>
<td>6,792</td>
<td>7,344</td>
<td>8.1%</td>
<td>In Fall 2004, we had approximately 7,550 credit hours. We'll likely exceed this number. We're on target for 8,214, but students may have registered earlier in response to marketing efforts. I do not expect us to achieve this number. Note the drop in change from 8.8% (8/13) to 8.1% (8/15). In 2004, 42 credit hours were added between 8/13 and 8/15. None were added in 2005.</td>
</tr>
<tr>
<td>(8/15)</td>
<td>6,750</td>
<td>7,344</td>
<td>8.8%</td>
<td>Our increase in credit hours is fueled primarily by increases in our 100, 200, and 400 level courses and is in spite of a drop in credit hours of 4.9% at the graduate level. Our Topics courses appear to be very important in driving this growth. In Spring 2005, Homicide in Indiana, a one hour course, generated 100 credit hours. As of 8/16, J250 Animal Rights, has 47 hours, and Americas Prison Boom had 45. The 92 hours are 20% of the increase in 200 level hours between 2004 and 2005.</td>
</tr>
<tr>
<td><strong>Credit hrs 8/13</strong></td>
<td>1,055</td>
<td>1,241</td>
<td>17.6%</td>
<td>Includes three 700 Level credit hours in 2004</td>
</tr>
<tr>
<td><strong>100 Level</strong></td>
<td>1,146</td>
<td>1,296</td>
<td>39.3%</td>
<td>Data from different webpage</td>
</tr>
<tr>
<td><strong>200 Level</strong></td>
<td>2,112</td>
<td>2,085</td>
<td>-1.3%</td>
<td>We have fewer first and second year students in SPEA, but are up in Juniors and Seniors, for a slight overall increase in undergraduates. Hypothesis is that we're getting more transfers from Ivy Tech and other institutions.</td>
</tr>
<tr>
<td><strong>300 Level</strong></td>
<td>695</td>
<td>795</td>
<td>10.1%</td>
<td></td>
</tr>
<tr>
<td><strong>400 Level</strong></td>
<td>5088</td>
<td>5,687</td>
<td>13.6%</td>
<td></td>
</tr>
<tr>
<td><strong>UG Total</strong></td>
<td>1,518</td>
<td>1,531</td>
<td>0.9%</td>
<td></td>
</tr>
<tr>
<td><strong>600 Level</strong></td>
<td>221</td>
<td>126</td>
<td>-43%</td>
<td></td>
</tr>
<tr>
<td><strong>Grad Total</strong></td>
<td>1,742</td>
<td>1,657</td>
<td>-4.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Heads (8/13)</strong></td>
<td>843</td>
<td>826</td>
<td>-2.1%</td>
<td></td>
</tr>
<tr>
<td><strong>Heads (8/13)</strong></td>
<td>842</td>
<td>824</td>
<td>-2.1%</td>
<td></td>
</tr>
<tr>
<td><strong>Fresh</strong></td>
<td>54</td>
<td>44</td>
<td>-18.5%</td>
<td></td>
</tr>
<tr>
<td><strong>Soph</strong></td>
<td>150</td>
<td>121</td>
<td>-19.3%</td>
<td></td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>131</td>
<td>175</td>
<td>33.9%</td>
<td></td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>223</td>
<td>248</td>
<td>11.2%</td>
<td></td>
</tr>
<tr>
<td><strong>UG Total</strong></td>
<td>578</td>
<td>588</td>
<td>1.7%</td>
<td></td>
</tr>
<tr>
<td><strong>Grad Total</strong></td>
<td>262</td>
<td>235</td>
<td>-10.3%</td>
<td>We have a relatively large decrease in graduate students. Enrollments in MHA have increased, but the MHA still is a small proportion of total. Hypothesis is that this mainly is associated with decline in the number of certificate students.</td>
</tr>
<tr>
<td><strong>Grad Applicants</strong></td>
<td>140</td>
<td>155</td>
<td>10.7%</td>
<td>Grad apps are up, as are admits. We accepted essentially the same proportion of applicants in 2004 as in 2005.</td>
</tr>
<tr>
<td><strong>Admits</strong></td>
<td>97</td>
<td>106</td>
<td>9.3%</td>
<td></td>
</tr>
<tr>
<td><strong>% Admitted</strong></td>
<td>69.3%</td>
<td>68.4%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Observations:**

Growth in credit hours at this point in cycle is encouraging but drop in numbers of students, especially at graduate level, is a concern. The drop has occurred despite increases in admits.

Growth in credit hours may be associated with both topics courses (drawing students from other programs) and with students taking more credit hours (may be more full-time undergraduate students).

SPEA outcomes are different than IUPUI:

- Credit hours: IUPUI is up 1.3 vs. SPEA's 8.1%, including an increase of 3.1% in graduate credit hours (compared to our -4.6%)
- Head count: IUPUI is up 0.4% in vs. SPEA's -2%. IUPUI is down at the undergraduate level (-0.5%), up at the graduate level (7%), but down in grad non-degree (-32.4%), while SPEA is up at the undergraduate level and down at the graduate level.

Most of our new students are transfer students

Quality indicators for admitted SPEA undergrads from high school (25) are stronger than IUPUI (4216):

- IUPUI: Mean SAT 2004/2005: 998/1004; students in top 1/3 of high school class 2005: 52.6%
- SPEA: Mean SAT 2004/2005: 1100/1109; students in top 1/3 of class school: 88%

Diversity indicators: percent of minority beginners: IUPUI: 13.2%; SPEA: 29%

**Activities planned for 2005-2006:**

- Refine and strengthen the Marketing Plan
- Participate in the Enrollment Management Council's new efforts to specify quantitative enrollment objectives for each new program
Increase year-to-year retention of students

**Campus Planning Theme:** Teaching and Learning

**Secondary Goals:**

**Sub Unit:** Student Services

**Time Frame:** Academic Year 2004 -2005

---

**Actions taken for 2004-2005:**

Actions during the 2004 - 2005 academic year and fall 2005 included:

- Undergraduate Program Director Ingrid Ritchie continued reforms to strengthen undergraduate programs, including strategies for addressing high D-F-W rates in undergraduate programs and inconsistencies in course content and emphases among full time and associate faculty.
- Mentoring and supplemental instruction programs have been developed for introductory criminal justice and statistics courses to assist students in courses and reduce D-F-W rates.
- SPEA established a mandatory undergraduate orientation program to orient students to SPEA and IUPUI, stress the importance of good study habits, and strengthen ties with students.

---

**Evidence of Progress for 2004-2005:**

- More than 70 students attended the new student orientation
- Discrepancies in GPAs among full time and associate faculty were assessed and associate faculty were provided examples of typical grade distributions from classes of their peers

---

**Activities planned for 2005-2006:**

- Identify non-returning students and intervene to increase likelihood of return.
- Identify at risk students and intervene to help improve academic performance.

---

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:** Academic Year 2004 -2005

---

**Actions taken for 2004-2005:**

- SPEA staff (advisor and fiscal officer) met monthly with the SPEA Student Council during 2004-2005 to discuss options. Although students held several small events and worked on a draft of a SPEA Code of Ethics, the council suffered from organizational problems, and the draft Code of Ethics never was completed.

---

**Evidence of Progress for 2004-2005:**

- Progress to date has been inadequate and SPEA’s Student Council is not well organized and has not yet become a self-sustaining organization
Activities planned for 2005-2006:

- Student services staff will continue with efforts to engage students.
- SPEA leadership will work to involve students in efforts to renovate BS 1000, the SPEA student lounge and computer center.

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: Academic Year 2004 -2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:

- SPEA and Center for Urban Policy and the Environment leadership encouraged faculty to participate in Center projects
- SPEA leadership recruited a faculty member (Eric Wright) to lead efforts to establish a Health Policy Center

Evidence of Progress for 2004-2005:

- Nearly half of SPEA faculty are engaged in projects for the State of Indiana.
- Approximately one-third of SPEA faculty conducts research or leads projects for the Center for Urban Policy and the Environment.
- Other faculty and staff lead other initiatives such as the Aftercare in Mentoring (AIM) program that links SPEA faculty and students to boys and girls in the juvenile justice system and assists them with reentry into society.
- In the summer and early fall of 2005, SPEA faculty were awarded major contracts for the State of Indiana:
  - Dept. of Corrections (P.I.: Jarjoura): $2,000,000 over four years
  - Office of Medicaid Policy and Planning (P.I.: Wright (supported by Handsel)): $410,000 over two years
  - Indiana Criminal Justice Institute: (P.I.s: Quintet, Nunn): $750,000 over two years (In addition to Nunn and Quinet, this project engages Stucky, Brown, Jarjoura, and Garcia)

Activities planned for 2005-2006:

- We plan to develop infrastructure to support SPEA Civic Engagement and Research activities
  - Create a SPEA Policy Institute that will house the:
    - Center for Urban Policy and the Environment
    - a new Center for Health Policy
    - a new Criminal Justice Policy Center
  - Submit proposals to foundations for funding the Center for Health Policy

Facilitate new MOU between the Mayors Office, the Indianapolis City Council, and IUPUI

Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: Academic Year 2004 -2005
Time Frame:

Actions taken for 2004-2005:
CUPE and University leadership met several times with representatives of the Mayor's office and the City Council to discuss potential projects.
CUPE developed concept proposal for project related to jail overcrowding.

Evidence of Progress for 2004-2005:

- MOU remains in effect and partners are exploring potential projects

Activities planned for 2005-2006:

- Continue to work with University leadership Chancellors to implement the MOU
- Work with City to seek funding for project concept proposal

Secure funding for core operations at the Center for Urban Policy and the Environment
Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: Center for Urban Policy and the Environment and Associate Dean
Time Frame: Academic Year 2004 -2005

Actions taken for 2004-2005:

Actions during the 2004 - 2005 academic year and fall 2005 included:

- The Center received a $2 million award in December 2004.
- Faculty and staff affiliated with the Center have begun development of strategies to identify additional partners and clients that will provide support for additional projects.

Evidence of Progress for 2004-2005:

- Funding has been received and projects are being initiated.

Activities planned for 2005-2006:

- Undertake and implement projects supported with the Lilly Endowment award

Support efforts to increase funding and stabilize operations for the AIM program
Campus Planning Theme: Civic Engagement
Secondary Goals:
Sub Unit: AIM Program and Director of Development
Time Frame: Academic Year 2004 -2005

Actions taken for 2004-2005:

- AIM Director Roger Jarjoura submitted proposals for refunding to the Indiana Department of Corrections.
- The AIM Board began deliberations about alternatives for strengthening AIM, including transferring AIM from the university to a
Evidence of Progress for 2004-2005:

- AIM received a $2 million award ($500,000 per year, renewable annually, for four years) to continue provision of mentoring services for youth leaving incarceration

Activities planned for 2005-2006:

- The SPEA Development Director and AIM Director will collaborate to seek foundation support for AIM activities

Fiscal Health

*** Fiscal health report for 2005-06 is attached as PDF file.***

Over the past three academic years SPEA has moved from a position of being in the red or barely breaking even to a position of positive cash flow with a fund balance of approximately $800,000, roughly four times the required reserve of three percent. Despite legislative cuts in appropriations and increases in assessments that will reduce cash available in 2005-2006 by approximately $250,000, we are guardedy optimistic that we can maintain are solid fiscal position. Credit hours in fall 2005 were up approximately 9% over fall 2004; this increase will generate sufficient revenues to offset 25-30% of the reduction in support for the academic year. In addition to working to increase credit hours in Spring 2006, we are seeking additional external grants to increase indirect cost recovery dollars to the school. We believe that our reserves provide cushion for at two years during which time we can implement changes to overcome current and anticipated reductions in state support.

Reallocation Plan

Other Question(s)

Doubling goals. In what ways has and will your responsibility center contribute to the Chancellor’s doubling goals for enrollment (retention and graduation rates and degree conferrals), research and scholarship (grants and contracts), and civic engagement (service learning, internships, community collaborations)?

SPEA IUPUI is working to address the doubling goals through the many initiatives outlined in other sections of this report. Notable activities include:

- Enrollment
  - Criminal Justice and Public Safety: increase number of majors from 350 to 500 through new Public Safety Management Major
  - Master of Health Administration: increase new FTE students from approximately 15/year to 25/year
  - Bachelor of Science in Environmental Science: attract new 10-20 new majors/year
  - Quantitative goals for enrollment in other degree programs will be set during the 2005-2006 academic year
- Research and scholarship (grants and contracts)
  - Create new SPEA Policy Institute to house Centers
  - Create new Center on Health Policy: generate minimum of $500,000 new funding annually to support research infrastructure
- Civic engagement (service learning, internships, community collaborations)
  - Create new, long-term relationships with state agencies to bolster data management and research capacity of state agencies: seek partnerships with Indiana Criminal Justice Institute, Office of Medicaid Policy and Planning, and other agencies, including the Office of Management and Budget

Diversity. What actions have you taken and what results have you achieved in diversifying your student body (particularly in improving the success...
SPEA generally has participated in campus wide initiatives to increase diversity and has developed an affirmative action plan in consultation with the IUPUI Affirmative Action Office. Although we work hard to recruit talented minority students in candidate pools, we have not yet developed strong, targeted outreach programs to diversify our student body. Despite the lack of targeted outreach, we increased the percentage of minority students by one percentage point to 19% in 2005. Although SPEA accounts for only about 3% of the IUPUI student body, we account for 4% of the minorities enrolled on campus and 6% of the African Americans enrolled on campus.

We work to increase diversity among faculty and staff by considering diversity among criteria used to screen candidates. In the past couple of years, diversity among faculty and staff was reduced because three employees resigned to seek other employment. At the faculty level, three faculty members have moved, one of whom was an Asian woman. At the staff level, we have had more than eight positions change during the past two years. Within past year, two African American staff members resigned to pursue other careers, resulting in a loss of diversity among staff. As positions open, we will continue to see qualified candidates who will diversify our faculty and staff.

*Campus coordination and cooperation.* Are you willing to work with an adjudicative group in resolving conflicts in course and program offerings in the spirit of reducing campus duplication and overlap? If so, what forum or format would be most helpful to you? Please cite examples of your cooperation with other units in resolving such conflicts.

SPEA is willing to collaborate with an adjudicative group in resolving course conflicts. SPEA participated in the process to coordinate delivery of computer and IT related courses and believe that this process worked well. We believe that the remonstrance process works acceptably for individual courses that potentially may duplicate courses in other programs.

SPEA is collaborating with the Kelley School of Business in delivery of a Health Marketing Class. SPEA desired to offer a health marketing course as part of our MHA program. The Kelley School of Business already offered a similar course. To avoid duplication and conflicts within a remonstrance process, Kelley and SPEA negotiated a revenue-sharing arrangement for the course. SPEA and Kelley their sections of the simultaneously in the same classroom and the courses will be taught by the Kelley instructor. SPEA will provide 50% of its revenues to Kelley for compensation for the instructor. SPEA is optimistic that this type of arrangement can be replicated for other specialty courses.

4) What actions have you taken to promote the retention of all students, and in particular, individuals who would diversify the student body, e.g., ethnic, racial, and gender minorities?

5) What uses are you making of the student technology fee?