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

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. A copy of the vision plan should be available on the SPEA-Indianapolis website at http://www.spea.iupui.edu/ in early 2009.

Goals and Objectives

1. 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.

2. 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 recruited one assistant professor.
     - Dr. Alejandro Arias, health economist, was recruited to teach in our MPA and MHA programs and to work with the Center for Health Policy.

   Evidence of Progress for 2007-2008:

   - SPEA will recruit additional faculty.
     - SPEA will recruit 26 FTE academic appointees, including 9 full professors, 8 associate professors, three assistant professors, and 8 clinical lecturers. Assuming the searches that are ongoing are successful, SPEA-IUPUI will have 25 FTE academic appointees which will be larger than at any time since at least 2004.
     - In October 2008, a new criminal justice faculty member was recruited and hired. It is anticipated that this individual will significantly enhance existing resources.

   Activities planned for 2008-2009:

   - SPEA will recruit two new faculty members:
     - Faculty member in Governance, Public/Nonprofit Management, and Public Policy.
     - A faculty member in criminal justice.
     - SPEA will recruit an Executive Associate Dean who has a national reputation in public affairs, nonprofit management, health administration, criminal justice, and environmental health science, a proven track record as a leader, and the ability to attract the best and brightest to the School.
     - SPEA will undertake a national search for an Executive Associate Dean for the Indianapolis campus. This individual will have experience in academic administration, a national reputation in one of the disciplines common to SPEA, and a proven record of accomplishment and success in securing external funding for research.

   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 Baccalaureate 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:
Evidence of Progress for 2007-2008:

- Students are continuing studies in the BSES

Activities planned for 2008-2009:

- Continue to serve as management committee under the leadership of School of Science faculty.
- Faculty will renew 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 Bachelor of Science in Environmental Science/BSHM.
- Complete articulation agreement with ITCC for the BSH and BSHSM degrees and majors.

Evidence of Progress for 2007-2008:

- Head counts in the BSHM are the highest they have been since 1997.
- Head counts in the BSHM and Environmental Science and Health Major have remained stable. Fall 2008 headcount was 40 and has remained stable between 40 and 50 since Fall 2002.
- Head counts in the Health Administration major were 75 in 1997 and as low as 47 in 2003. Headcount 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 BSHM and BSHSM degree programs.

Enhance Bachelor 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 (J001) that were designed to achieve consistency in grade distributions for full time and associate faculty and to address issues related to GPW rates.
- Revised plans to develop a new Masters degree in public safety management and instead focus on undergraduate initiatives.
- Considered initiatives to address the large number 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.
- Removed the BSCJ articulation with ITCC.

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.
- J001 online course developed and delivered.
- J106 online course being delivered in Fall 2008.
- Enrollment in the BSCJ program has continued to decline with 10 fewer students recorded for fall 2008 than in fall 2007. The number of students dropped to 274 in fall 2007. This drop can be partly attributed to new administrative procedures related to dismissal of students for failure to meet all 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.
- Revised public safety major to more closely reflect the field.
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 Humanities
- 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 BSFA program and received good recommendations on how to improve the quality of students and differentiate the program from IUB.
- Limited Professor Mei Li 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.

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 55 students in fall 2008. This is a decline of 4 students from fall 2007 and a five-year low for this program.
- Enrollment in the Indiana Leadership Seminar remained stable at 9 to 13 students.

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 Jiadian, 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 BSFA review, the public affairs faculty is preparing a report to Chancellor Sadhron on how to improve the BSFA programs.
- The report will be 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 BSFA review, the public affairs faculty members are undertaking a strategic planning process to strengthen the academic rigor 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 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.

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 exceeded 96 students, the highest enrollment since 1997.
- All students in the program who want them have part-time employment in health care sector and mentors
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.

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 for 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 rigor 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 these 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 will also put SPEA-IUPUI in a strategic position to link up with major stakeholders in the area and differentiate our programs from IUB.
- Review environmental management concentration to determine if it should be retained 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 Themes: 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.
- 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 (LUCI) 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-Butler County Government Operations Project.
- Under the direction of Professor Eric Wright, the Center for Health Policy continued to manage the Indianapolis-Marion County Early Intervention Program 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 Epidemiology Program Final Report.
- 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 project 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 Harris, 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 Facts Book'.
- In 2007, the health faculty produced approximately 30 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.
- 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 recidivism issues through the work of the Center for Criminal Justice Research.

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.

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.
- 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.
- John Krauss and Drew Klack were interviewed for a recent edition of Inside IBU with Chris Kattarjohn.
- The Indiana State Journal of Science 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.
- Develop workshops and invite other researchers to share work.

Increase external funding

Campus Planning Theme: Research, Scholarship and Creative Activity
Secondary Goals:
Actions taken for 2007-2008:

- Submitted 32 applications for external funding.

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<thead>
<tr>
<th>Fiscal Year</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
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<tr>
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<td>13</td>
<td>18</td>
<td>14</td>
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<td>3</td>
<td>4</td>
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<td>1</td>
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<td>Industrial and Commercial</td>
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<td>7</td>
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<tr>
<td>Non-Profit and Higher Education</td>
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<td>8</td>
<td>11</td>
<td>12</td>
<td>9</td>
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<tr>
<td>Total Applications</td>
<td>24</td>
<td>35</td>
<td>44</td>
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<td>Percent of Campus Total Applications</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
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</table>

- Submitted an average of 1.1 applications per budgeted academic FTE.

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<th>Fiscal Year</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
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<tr>
<td>Management Ratio Factors</td>
<td>Research and Sponsored Programs Applications per Budgeted Academic FTE</td>
<td>0.9</td>
<td>1.3</td>
<td>1.9</td>
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Evidence of Progress for 2007-2008:

- Initiated $1.66 million in new research projects.

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<tr>
<th>Fiscal Year</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
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<td>Data in US Dollars</td>
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<td>Percent of Campus Total</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

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 and annual reviews.

Campus Planning Theme: Teaching and Learning, Research, Scholarship and Creative Activity, Civic Engagement
Secondary Goals:
- Sub Unit: SPEA Faculty

Actions taken for 2007-2008:

- Worked with Dean Zum 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:
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 plan
- Continued to administer surveys to students on satisfaction with advising and student services operations
- Refined structure to include position of Graduate Program Coordinator

Evidence of Progress for 2007-2008:

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

Activities planned for 2008-2009:

- Conduct diversity training for staff
- Conduct diversity training in context of the university-wide Compensation Study Initiative
- Work with Director of Academic Affairs to develop an exit survey
- Conduct study to compare focus of 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

Retention

- Focus on developing early intervention programs for students between the 2.00 and 2.5 GPA range with 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

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

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
- Current offerings 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 scholarships to top 100

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

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
Internship Opportunities

- Revise both the student and supervisor evaluations and develop online forms
- Begin conducting telephone interviews and site visits
- Ensure that undergraduate and graduate students are aware of internship opportunities
- Increase the quality and number of internship opportunities
- Create database of internship opportunities and employer contacts

Administrative

- Continue making undergraduate and graduate admission processes as seamless and transparent as possible
- Make 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 relevant
- Update database with all undergraduate audits by 1/1/09 and graduate audits by 6/1/09

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

Campus Planning Themes: 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
- Continued alumni series of tours, events, and receptions
- Strengthened 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, events, and baseball game at Victory Field, and a social gathering 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 Themes: 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

Evidence of Progress for 2007-2008:

- SPEA-IUPUI credit hours: Fall 2008 (Summer 2008 and Fall 2008) vs. Summer 2008 was down by 14.1% in credit hours (substantial decrease) and Summer II 2008 was up by 7.4% in credit hours.
- Undergraduate Credit hours were up by 5.9% (continued trend reflects more traditional student body w/ fewer students taking more credit hours)
- Credit hours were up by 18.8%
- Reflects growth in MPA (greater increases in nonprofit management and public management concentrations and public management certificate, but also experienced moderate growth in criminology justice and policy analysis concentrations)
- Experience continued stability in MHA programs and substantial increases in Exec. Ed. certificate and MPA programs.
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/SPSA building to disseminate information about SPEA and its programs and activities.
- Publish electronic newsletter for alumni
- Specific enrollment issues to address:
  - Decline in BSA headcounts
  - Recruitment/Public Safety Management and retention
  - Growth in BPA headcounts
  - Section management/class size
  - Decline in BPA management enrollments
  - Growth in MPA enrollments
  - Section management/class size
  - Decline in MPA and certificate enrollment (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 sophomores increased.
- Slightly below rates for juniors and seniors increased significantly.

<table>
<thead>
<tr>
<th>One-Year Retention Rate - Fall to Fall Semester</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen/Sophomores</td>
<td>75%</td>
<td>60%</td>
<td>74%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>Juniors/Seniors</td>
<td>85%</td>
<td>82%</td>
<td>81%</td>
<td>78%</td>
<td>86%</td>
</tr>
<tr>
<td>All Undergraduates</td>
<td>83%</td>
<td>76%</td>
<td>76%</td>
<td>78%</td>
<td>82%</td>
</tr>
</tbody>
</table>

Retention rates are in percentages.

- 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.

<table>
<thead>
<tr>
<th>Degree Year (July through June)</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
<th>06-07</th>
<th>07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates</td>
<td>73</td>
<td>75</td>
<td>53</td>
<td>70</td>
<td>72</td>
</tr>
<tr>
<td>Associate</td>
<td>25</td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>10</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>112</td>
<td>137</td>
<td>125</td>
<td>138</td>
<td>149</td>
</tr>
<tr>
<td>Masters</td>
<td>99</td>
<td>95</td>
<td>77</td>
<td>85</td>
<td>66</td>
</tr>
<tr>
<td>Doctorate</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Professional</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>319</td>
<td>318</td>
<td>266</td>
<td>307</td>
<td>297</td>
</tr>
</tbody>
</table>

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.

Reinstitute 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
- 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 activities remains inadequate

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 & 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.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>03.04</th>
<th>04.05</th>
<th>05.06</th>
<th>06.07</th>
<th>07.08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal Government</td>
<td>6</td>
<td>51,766</td>
<td>31,259</td>
<td>83,160</td>
<td>0</td>
</tr>
<tr>
<td>State, Local, and Other Government</td>
<td>1,266,769</td>
<td>1,157,310</td>
<td>4,722,689</td>
<td>1,977,325</td>
<td>1,290,849</td>
</tr>
<tr>
<td>Foundations</td>
<td>249,859</td>
<td>2,083,509</td>
<td>699,293</td>
<td>0</td>
<td>30,000</td>
</tr>
<tr>
<td>Industrial and Commercial</td>
<td>90,000</td>
<td>91,000</td>
<td>238,560</td>
<td>15,000</td>
<td>189,861</td>
</tr>
<tr>
<td>Non-Profit and Higher Education</td>
<td>206,796</td>
<td>392,962</td>
<td>421,400</td>
<td>323,381</td>
<td>143,792</td>
</tr>
<tr>
<td>Total Income</td>
<td>1,952,418</td>
<td>3,775,547</td>
<td>6,111,126</td>
<td>2,296,866</td>
<td>21,653,592</td>
</tr>
<tr>
<td>Percent of Campus Total</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Activities planned for 2008-2009:
- Continue collaborations with city and state agencies
- Based on the information from the ISP report and the previous MPA program accreditation report, the public affairs faculty members are undertaking a strategic planning process to strengthen the academic rigor 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 Non-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 jobs makes they have and what competencies these jobs require. The students and faculty will then 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 suburban 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.
Fiscal Health

- $6,000,000 ($5.5 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 increased 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
  - Student services (including rent)
  - Overtime and supplemental pay for employees (to cover vacancies during staff transition)
  - Supplies 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.

Year End ICR Distribution
- 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 to centers (after 20% university distribution)
- Will reallocate nearly $108,000 from fund balance this year to Centers

Reallocation Plan

Other Question(s)

1. What are you doing to increase the number of undergraduate degrees you grant?
   a. the number of undergraduate degrees you grant?
   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 you grant?

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 in 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 the 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, foster relationships with the campus Veterans Affairs Office to inform clients about various degrees programs available in SPEA, develop print and electronic marketing materials to recruit non-resident and international students, and create additional articulation agreements with Ivy Tech Community College.

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:

- Reevaluated the probation/dismissal review process to hold students more accountable for their performance, while providing additional supports to students on probation. These supports include:
  - Placing stricter limits on numbers of hours students on probation can take.
  - Requiring all probation and critical probation students to see advisors each semester until students return to good standing.
  - Placing stronger requirements on students seeking reinstatement following a dismissal to ensure the student’s readiness to return and ability to succeed.
- Ceased admitting UGRAD internal and/or internal campus transfer students who were not in good standing and/or who did not meet our graduation requirements. 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 the student met the good standing and/or the graduation requirements.
- Required all students who dropped out while on probation to submit a reinstatement petition and reviewed accordingly.
- Began considering students for dismissal who had &lt; 10 semester GPA; we also implemented a process where students could appeal their dismissal decisions.
- 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 BSBA students have completed V170.

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.

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?
1d. What are you doing to increase the percentage of students completing courses successfully?

In addition to the changes noted in item 1a, SPEA has implemented and/or refined initiatives in five broad strategic areas in order to increase the number of undergraduate degrees granted to low-income students, the number of first-time, full-time students who complete degrees in four years, and the percentages of students completing courses successfully. These strategic areas are 1) Recruitment, 2) Admissions, 3) Academic Advising, 4) Monitoring Academic Progress, 5) Scheduling, and 6) Special Programs to Support SPEA Students, and 7) Partnerships with University College.

1) Recruitment

SPEA staff participates in a number of recruiting events sponsored by the Office of Admissions that serve low-income and first-time, full-time students. Those include Campus Day, Step onto Campus, 21 Century Scholars Programs, and JAG Days.

2) Admissions - Improving Student Quality

In conjunction with the Office of Admissions and the Registrar’s Office, SPEA streamlined the undergraduate admission process for internal and external transfer, permanent and temporary intercampus transfer, and returning students who have sat out for a year. Now there are processes in place where academic units, such as SPEA, can monitor the academic preparedness of students requesting admission and to determine if they meet the good academic standing and/or plurality policies. The ultimate goals of the new process for SPEA are 1) to ensure that students completions are reviewed in a timely manner, 2) to ensure that students are advised appropriately, 3) to improve the quality of students admitted to SPEA, and 4) ultimately, to increase the number of students successfully graduating with SPEA degrees.

Currently, the records of internal and external transfer, permanent and temporary intercampus transfer students are electronically forwarded to the Office of Student Services and each record is reviewed to determine if the student meets SPEA’s admission and plurality criteria. Returning students, who are not in good academic standing, are reviewed to determine if they need to submit a readmission petition. In the past, students from the above groups, who were not in good academic standing and/or who did not meet the SPEA system-wide plurality requirement, were admitted to SPEA without any input from the School.

New students who do not meet the SPEA good academic standing policy are notified and may be admitted to UCOL or another school. Students who want to pursue a SPEA degree but who are admitted to UCOL because they do not meet SPEA’s good standing policy may transfer to SPEA at a later date – once they have moved to good academic standing.

Intercampus Transfer Students

Intercampus transfer students must now complete a form that is circulated to the Registrar’s Office and then to the appropriate office for review. This is a significant change in the admission process for academic units. In the past, all intercampus transfer (permanent and temporary) students were admitted to an academic unit that offered a degree similar to the one the student was pursuing, regardless of whether or not the students met the criteria to transfer. Now all academic units have the opportunity to review all intercampus transfer applications, staff can identify those students who do not meet the plurality requirement at SPEA Indianapolis and/or who do not meet the good standing requirements.

The students who do not meet the plurality requirement are those that need to take their degree at the campus where they completed 51% of their coursework. If these students are in good academic standing, they may be accepted by SPEA as a temporary intercampus transfer for one semester. These students are evaluated on a semester by semester basis to determine if they are in good academic standing and are then asked to communicate with their advisor at the home campus regarding degree requirements.

The Registrar’s Office has worked out a system whereby these students are term activated for only one semester. Therefore, they cannot register for a second semester unless they complete the temporary intercampus transfer form and receive approval from SPEA.

The students who do not meet the good standing policy may be admitted to UCOL or another school, and then if they move to good academic standing, they may transfer to SPEA at a later date.

Admission Criteria

SPEA has raised the admission criteria for direct admits (beginners) and modified the criteria for internal, external and intercampus transfer students in order to increase students’ level of academic preparedness.

Beginners (Direct Admission to SPEA) - Previous Requirements: The admission criteria listed below will go into effect for Fall 2009.

- 2.6 cumulative grade point average or equivalent
- SAT 1100+ or ACT 24+ (without writing component)

New Requirements:

- 2.7 cumulative grade point average or equivalent
- SAT 1200+ or ACT 25+ (without writing component)

All other applicants should be considered for admission to UCOL.

Internal and External Transfer Student Admission Criteria: SPEA modified the admission criteria for internal and external students in the fall of 2005 by requiring students to be in good academic standing. In addition to completing ENG W131 with a C or better, all management, civic leadership and policy studies majors must have completed SPEA V170 by the end of the 1st semester in SPEA.

All transfer students must meet the following requirements:

- Completed 12 or more transferable credit hours if under 12 credit hours, review admission
- Completed ENG W131 or its equivalent with a grade of C or better
- Completed V170 Introduction to Public Affairs or its equivalent with a passing grade.

Public Affairs Majors (Management, Civic Leadership, and Policy Studies) must have completed V170 Introduction to Public Affairs or its equivalent with a passing grade.

Public Affairs Majors (Management, Civic Leadership, and Policy Studies) must have completed V170 Introduction to Public Affairs or its equivalent with a passing grade.

The campus at which a student completes the plurality (more than half) of course work will award the degree.
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;&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;&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.

- Focus on helping students to navigate between the institutional silos.
- 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.

- Provide opportunities for students to learn how to take responsibility for their decisions regarding personal and academic pursuits.

- 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 to 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 as well. The 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 prior to registration, 1st 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.

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

Academic Advisors

Provide: &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; &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; 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probation have been required to attend a seminar designed specifically to help them succeed academically.&nbsp; The main components of the seminar are 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;&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;&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;&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;&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;&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;&n...
SPEA staff is working with the faculty and leaders of organizations in the public, private, and non-profit sectors in central Indiana to identify and secure internship opportunities for SPEA students that support their academic pursuits and provides multiple opportunities for their professional development. Additionally, a database capturing internship opportunities is being developed, which will serve as a resource for students and faculty, so that both groups have a centralized location to access and identify approved potential internship prospects.

Some examples of organizations where internship opportunities have been developed include:

- [Support List] [End] The Indiana State Department of Health
- [Support List] [End] City County Council of Indianapolis Marion County
- [Support List] [End] Governor’s Office and the Indiana Division of Mental Health and Addiction
- [Support List] [End] Indiana Family and Social Services Administration
- [Support List] [End] Coalition for Homelessness Intervention and Prevention
- [Support List] [End] Midtown Community Mental Health Center
- [Support List] [End] Office of Medicaid Policy and Planning
- [Support List] [End] Marion County Health Department
- [Support List] [End] IUPUI Department of Environmental Management
- [Support List] [End] Marion County Department of Environmental Health and Safety

Professional Development Series
Several programs have been and are in the process of being developed that focus on helping students to grow professionally. The programs range in focus. For example, one program offers students the opportunity to meet with alumni in their fields of interest and to learn about their careers. Students also have opportunities to participate in site visits at professional organizations such as the State House, various nonprofit and government centers at which they learn about careers associated with those agencies and meet important contacts. The goal is to acquaint students with the professional in their field of interest, to introduce them to potential work environments, and help them develop professionally.

7) Partnerships with University College
Strategies in Place to Support UCOL Students Who Have Declared SPEA Majors
The majority of students, who have declared SPEA majors, are admitted to the University College until they meet the entrance requirements to transfer to SPEA. The SPEA Entrance Requirements state that students must complete 12 credit hours and meet SPEA’s good standing policy to transfer to SPEA. University College and SPEA have developed multiple strategies to ensure that students make successful transitions from UCOL to SPEA.

New Student Orientations for Students Admitted to UCOL and Direct Admits - University College invites SPEA advisors to participate in joint presentations (entitled JAG 102) during the University College new student orientation program. The UCOL and SPEA advisors meet and prepare the joint presentation prior to the start of the orientation program. The topics that are covered include the history and structure of IUPUI, UCOL, and SPEA; the student support services that UCOL and SPEA provide; admission requirements, learning communities appropriate for SPEA majors, and the SPEA curriculum. At the end of the presentation, the SPEA and UCOL advisors provide a question-and-answer session and have an opportunity to converse with the SPEA advisors.

New student orientation sessions are offered during the months of June, July, and August for fall admits; and November and December for spring admits. SPEA participates in approximately 6-8 University College orientation programs during the summer and 2-3 programs in the fall.

In addition to the JAG 102 presentation, the SPEA undergraduate advisors, and the director of student services provide individual advising sessions for new students admitted directly to SPEA. Students who have been admitted to University College, but who have declared a SPEA major, are advised by University College Advisors. All advisors share information about students’ intended majors: including curricula, admission requirements, internships, scholarships, etc. and services provided by the Office of Student Services and the University College. The primary goals of the advising sessions are to build relationships between the advisors and students, familiarize students with University College and SPEA, and help students plan the most appropriate schedule for the upcoming semester. At the close of the advising session, UCOL Orientation Leaders help each student register for classes.

Transfer Student Orientations
The University College (UCOL), in conjunction with SPEA, coordinates orientation programs designed specifically for external transfer students admitted to SPEA. Orientation sessions are offered during the months of June, July, and August for fall admits; and November and December for spring admits. SPEA participates in approximately 4-5 transfer student sessions during the summer and 1-2 programs in the fall.

Transfer sessions focus on:
1. evaluating students’ transfer credit
2. completing an audit of the courses required for students to complete a SPEA degree
3. helping students choose an appropriate schedule for the upcoming semester
4. assisting transfer students with the registration process
5. acquainting them with the SPEA and UCOL campus

First Year Seminars and Learning Communities
SPEA, in conjunction with University College, offers Learning Communities (sometimes referred to as First Year Seminars) that are linked to an entry level SPEA public affairs course with a focus on readings and discussion of public issues and problems. The University College organizes and coordinates all learning communities. A University College advisor, member of the SPEA faculty and staff co-teach the SPEA learning communities. The courses offer students interactive opportunities to get to know other students, become acquainted with the faculty and staff, learn more about IUPUI and their chosen academic major.

Bridge Program
SPEA has been involved in the summer bridge programs for the last two years and plans to continue in 2009. The program prepares first year students for college and specifically IUPUI in areas such as the Principles of Undergraduate Learning, time management, diversity issues, and financial management. There are some aspects of the program specific to SPEA including a session on SPEA curriculum. In addition the Bridge Program in public safety exposes students to careers within this sector through the Public Safety Career Day. On this day area public safety practitioners bring equipment that students can experience and are prepared to discuss careers with students. Past agencies have included Indiana State Police, IMPD, the Marion County Crime Lab, Indianapolis Fire Department, Marion County Emergency Management, the National Guard (Blackhawk helicopter), and the Department of Natural Resources.

Collaborations for Advising
Joint Advising Position - University College and SPEA share a joint advising position. The position is housed in UCOL and is charged with keeping abreast of SPEA policies and program requirements, and advising students on the UCOL and SPEA advising process. The advisor is a graduate student who is usually pursuing a career in higher education. SPEA staff meets on a regular basis with the joint academic advisor to discuss topics that impact students in UCOL who are pursuing SPEA programs, and to share up-to-date information and curriculum changes.

- SPEA Academic Advisors - Students who have been admitted to UCOL and who are either interested in a SPEA major or who are working on completing the admission requirements to transfer to SPEA, are always welcome and encouraged to meet with SPEA academic advisors in Student Services. Students in UCOL often meet with both the UCOL and SPEA advisors on a regular basis.

UCOL Breakfast - SPEA invites all UCOL advisors and administration to a breakfast at which SPEA faculty, administration, and staff present information about SPEA majors, new initiatives, gateway classes, etc. A SPEA handbook, designed specifically for UCOL advisors, is prepared and handed out at the UCOL Breakfast. It includes check sheets for all of the majors, information about gateway classes, admission requirements, good standing policy, list of contacts, etc. The goals of this program are to:
1. Provide UCOL advisors and administrators an opportunity to get to know the SPEA faculty, advisors, and students, and
2. Share the latest information about SPEA programs and initiatives.

1. What are you doing to increase your research funding?
As a state-supported university with a deep commitment to the future welfare of Indiana (its citizens, its businesses, and its ecology), SPEA has created a thriving Public Policy Institute that supplies policy analysis for state policy makers and stakeholders. Although the Institute is led by SPEA faculty based in Indianapolis, the Institute supplements its expertise with specialists from the Bloomington campus, from SPEA faculty affiliates around the state, and from faculty at other colleges or universities in the state. The Public Policy Institute and its Centers will continue to pursue existing and new research contracts. The Institute is undertaking a strategic planning process in 2009. A major component of the plan will be focused on retention of existing research clients and
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.&nbsp; The mission of these groups will be to assist the researches and faculty in identifying new funding and contract opportunities.&nbsp; 

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 students 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 reform. &nbsp; 

2. If you had to implement a budget reduction of 3.6%, a) what would be your budget priorities and b) what strategies would you employ to walk the 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, and research. 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 smaller 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 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. &nbsp; 

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 &nbsp; . Supplies and general expenses can be reduced by purchasing items, such as toner cartridges and paper, from local vendors that are not as costly as our current &nbsp; &nbsp; vendor (Guy Brown). &nbsp; &nbsp; &nbsp; &nbsp; &nbsp; Scheduled computer hardware and software upgrades would be postponed or eliminated. The side down of this approach is that some hardware would 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 day. &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; &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; &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; &n

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

4. How do you intend to use your reserves over the next four years? Please provide the details 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 fees, 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 needed time to make strategic changes. 

We have replaced carpet and painted offices, performed lab upgrades, provided new faculty start-up support, remodeled our Student Services area, etc. &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; &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; &n

5. What are the current numbers and percentage of tenure-track faculty, clinical faculty, and lecturers in your school? Please describe any plans for allocating new faculty positions as it relates to influencing the number and percentage in each category. 


SPEA currently has the following faculty distribution:

- Tenure-track faculty: 20 (62.5%)
- Tenure-track faculty - Professor: 9
- Tenure-track faculty - Associate Professor: 8
- Tenure-track faculty - Assistant Professor: 3
- Clinical faculty: 10 (5.6%)
- Lecturers: 2 (6.25%)
- Visiting Research Professors: 3 (9.37%)
- Visiting Clinical Professor: 1 (3.12%)
- Executive in Residence: 1 (3.12%)

One or possibly two tenured-track (Assistant Professor) faculty positions will be added at the start of the 2009-2010 academic year. SPEA’s guidelines for Clinical and Lecturer appointments recommend that the proportion of faculty positions relative to tenure-track faculty is limited to the greater of the following: 1) 25 percent of total full-time faculty positions (the sum of clinical, lecturer, and tenure-track positions) or 2) 33 percent of full-time tenure-track faculty positions. The number of clinical and lecturer appointments in SPEA currently exceeds both of these criteria.

SPEA-Indianapolis also relies very heavily on part-time faculty to help deliver courses in the undergraduate degree programs. Over half of SPEA’s students (and sections) are taught by part-time faculty. These instructors are practitioners who work in disciplines directly related to the degree programs in which they teach. These individuals are carefully screened before being hired to serve as associate faculty, and they are required to participate in an intensive orientation program to prepare them for their role as part-time faculty.

SPEA’s strategic plan states that by 2015, scholarly productivity in the school will be enhanced by a) a reduction of teaching responsibilities for junior faculty with increased expectations for high-quality research productivity, b) reduction of teaching loads for senior faculty with external support for experimental and other forms of original data collection and/or model building, and c) more school support for research infrastructure (e.g., seed money to support research proposals, including deployment of doctoral students to assist in proposal development). To ensure that these steps do not impede or slow the educational progress at SPEA, they need to be accompanied by a) expansion of the total size of the tenured-track faculty, b) increased teaching responsibilities for tenured faculty who have moved away from an active research career, and c) even more aggressive use by SPEA of qualified lecturers, clinical faculty and adjunct faculty. In those instances where funds are not available to hire full-time tenure- and non-tenure-track faculty, it will be necessary to use part-time faculty to fill the gap.

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?

SPEA measures return on investment of diversity efforts in terms of the number of faculty, staff and students recruited and retained and our effectiveness at creating a school environment that promotes diversity across lines of gender, race, religion, age, socio-economic status, and sexual orientation. Information taken from the SPEA 2015 Strategic Plan says, “SPEA will be a leader in the creation of opportunities for people of underrepresented populations as defined by gender, race, ethnicity, and other established measures. More broadly, SPEA will go beyond university standards and define diversity to include recognition of the value of international students and faculty in the SPEA community. Toward this end, a milestone has been established calling for the percentage of SPEA faculty, staff and students comprised of women, minorities and foreign born populations will show a sustained increase between now and 2015.”

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.

The school has established a Diversity Council, comprised of faculty, staff and students that promotes diversity and leads the school’s diversity efforts reaching out to traditionally under-represented populations.

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

- Students pursuing a Bachelor of Science in Criminal Justice degree are required to take 1275 - Diversity Issues in Criminal Justice. This course examines the influence of diversity issues such as race, ethnicity, class, and gender on crime and the treatment of the underrepresented groups throughout the American criminal justice system. Other undergraduate courses include content and activities that offer students the opportunity to interact with individuals of different races, gender, religious backgrounds, etc.
- Students may also complete service learning and experiential learning programs that enable them to interact with underrepresented populations.
- SPEA has been involved in the summer bridge program for the last two years and plans to continue in 2009.
- The program prepares first year students for college and specifically IUPUI in a variety of areas including diversity issues.
- SPEA has participated in the campus-wide initiative to increase diversity by conducting “targeted searches” for vacant tenure-track faculty and staff positions. Toward this end, we have targeted candidates from underrepresented populations by advertising in minority-based journals (i.e., Diverse Issues in Higher Education and The Hispanic Outlook Journal).
- 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. Through cross-cultural and multicultural engagement, students will be given opportunities to foster cultural competencies by interacting with other students and faculty from the international community. 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 Maa Universities.
- SPEA uses part-time faculty to assist in the delivery of courses in its various undergraduate degree programs. The diversity of our adjunct faculty is valuable in promoting cultural awareness and fostering the creation of a safe and comfortable learning environment.

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