EXECUTIVE SUMMARY

This draft report offers a vision of what SPEA might look like in 2015, coupled with some organizational reforms that may facilitate transforming the vision into reality. The ten key changes in SPEA are summarized below.

1. The research productivity of the SPEA faculty, measured by peer-reviewed articles and books, citations and policy impact (locally, nationally, and internationally), will be significantly larger than it is today.
2. SPEA’s new Public Policy Institute, based in Indianapolis, will be the “go to” source for objective analysis on a wide range of policy issues facing Indiana policy makers.
3. The globalization of SPEA will be evident in deepening SPEA ties to the European Union and Asia.
4. SPEA will have stronger intellectual bridges between the environmental sciences and environmental policy in both its research and educational programs.
5. SPEA’s current strength in environmental science and policy will be maintained and complemented with new strengths in energy policy and health policy.
6. SPEA will have new research and educational initiatives on poverty and sustainable development.
7. SPEA’s excellence in public finance and budgeting will be reinforced and deployed in a growing number of international activities, including on-line educational offerings.
8. An expanded research and educational effort will shed light on the growing role of NGO’s in governance and development at the local, state, regional, national and international levels.
9. SPEA will be an influential voice for public service reform through managerial innovation and performance-based government.
10. SPEA’s approach to public affairs education will better prepare a graduate for a career that spans the public, non-profit and for-profit sectors.

A variety of related changes to SPEA’s current organizational structure, including refinements to SPEA’s business model, are suggested in the draft report.

Comments on this draft report are welcome from all of the School’s stakeholders and partners (faculty, staff, current students, alumni, IU officials, SPEA’s research and educational partners, SPEA’s advisors and donors, and the SPEA Board of Visitors). Comments should be submitted to pearsonm@indiana.edu, copying Dean Graham at grahamjd@indiana.edu by September 15, 2008. A revised version of the report will be produced based on the comments received and discussions within the SPEA community. The goal is to have a final report approved by the faculty and issued to the entire SPEA community by the end of the calendar year.
INTRODUCTION

The Indiana University School of Public and Environmental Affairs (IU-SPEA, or SPEA for short) was established in 1972. The School recently transitioned from a statewide, system model to a “core campus” comprised of programs at two locations: Bloomington and Indianapolis. Degree programs are currently offered in public affairs, environmental science, arts administration, health services administration, public health, and criminal justice, not to mention a substantial number of joint degrees with other academic units. The term “public affairs” represents a blending of the traditional discipline of public administration, as promoted by Woodrow Wilson, and the more recent disciplines of public policy and policy analysis.

SPEA is especially well known for its contributions to environmental science and policy, public and non-profit management, and public finance and budgeting. It is currently one of the largest schools of its type in the world, each year awarding approximately 500 bachelor’s degrees and 250 graduate degrees. In any given year, the School has more than 1500 affiliated full-time and part-time students. The School’s graduates chart careers in the public, non-profit and for-profit sectors, and (contrary to conventional wisdom) a substantial number of them have a significant stint in the for-profit sector at some point in their career.

SPEA is engaged in a planning process initiated by John D. Graham, the fourth Dean in the School’s 36-year history. The time for planning is ripe for both internal and external reasons. A substantial percentage of SPEA’s faculty members (hired originally in the 1972-1990 period) are now nearing the age range when retirements are common. Fortunately, the School is well positioned financially, due to revenues from tuition and fees, to make investments in a significant number of junior faculty members. However, the external environment is far more competitive than when SPEA was created in 1972. In the environmental field, some universities have launched entire schools of environmental science and public policy (e.g., Duke and UC-Santa Barbara) while some traditional schools of natural resources and forestry have been revitalized and expanded (e.g., Michigan and Yale). In the public affairs field, the number of universities offering degree programs has proliferated rapidly in both the United States and abroad. For example, the University of Virginia and the Hertie School in Germany have recently launched new public affairs schools with large infusions of start-up monies. In order to sustain and enhance its leadership position, SPEA needs to make some wise strategic choices.

This report offers a vision of what SPEA might look like in 2015, coupled with some organizational reforms that may facilitate transforming the vision into reality. The time frame is 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.

The first draft of this document was penned by Dean Graham based on his initial impressions and substantial informal outreach to a number of faculty, staff, students, alumni and advisors. The draft will be revised through a multi-stage process of deliberation that permits all of the School’s stakeholders to influence the shape of the plan. The goal is to bring some finality to the plan by the end of calendar year 2008.
This report envisions a SPEA in 2015 that will differ from the current SPEA in ten ways.

1. The research productivity of the SPEA faculty, measured by peer-reviewed articles and books, citations and policy impact (locally, nationally, and internationally), will be significantly larger than it is today.

The reputation of SPEA’s educational programs is generally outstanding (e.g., the #2 national ranking of SPEA’s MPA program, a tie with the Kennedy School, as reported by US News and World Report) while SPEA’s research accomplishments, though impressive, are not quite as strong. For example, one index of faculty research productivity (based on counts of articles, books and citations) places SPEA faculty at #9 in the nation among public affairs schools. It is not clear that this ranking adequately accounts for SPEA’s excellence in environmental science research. SPEA’s research ranking, though impressive, is remarkable given the School’s relatively large teaching loads (where load is a function of the number of courses taught per faculty member weighted by the average size of class and the number of teaching assistants). In the long run, great universities are determined by the scholarly contributions of their faculty, even in professional schools where the quality of teaching in the classroom is extremely important and external university service is valued. Through modest reforms, the scholarly productivity of the SPEA faculty can be improved.

By 2015, SPEA’s research productivity will be enhanced by (a) reduction of teaching loads for junior faculty with increased expectations for high-quality research productivity, (b) reduction of teaching loads for senior faculty with external support for experimental and/or field work or other forms of original data collection and/or model building, (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), (d) increased teaching loads for tenured faculty who have moved away from an active research career and more aggressive use of qualified clinical and adjunct faculty in educational programs, (e) more attention in faculty recruitment to the potential for outstanding scholarship (as well as fulfillment of teaching and service needs), and (f) more aggressive use of executive education and external advisory bodies to link SPEA faculty with the research needs of federal agencies, the state of Indiana, and the private sector.

Giving more emphasis to scholarship at SPEA will not alter its primary orientation toward professional education but it will ensure that SPEA becomes a top-tier producer of knowledge about public affairs and environmental science. When faculty members are leading knowledge producers in their fields, they are also positioned to offer some unique perspectives in the classroom and in their advising of doctoral students and post-doctoral fellows. They also become better connected to the organizations that employ SPEA’s students and their visibility nationally and internationally makes it easier for SPEA to raise philanthropic support.

2. SPEA’s new Public Policy Institute, based in Indianapolis, will be the “go to” source for objective analysis on a wide range of policy issues facing Indiana policymakers.
As a state-supported university with a deep commitment to the future welfare of Indiana (its citizenry, its businesses, and its ecology), SPEA will have a thriving Public Policy Institute that supplies policy analysis, including new policy directions, for state policy makers and stakeholders. Led by SPEA faculty in Indianapolis, the Institute will draw on insights from IU faculty and students from all geographic locations in the state. The foundation that the Institute has already established in local government reform, health policy, criminal justice and urban affairs will be extended to a wide range of issues in economic and social policy.

3. The globalization of SPEA in 2015 will be evident in the deepening SPEA ties with the two parts of the globe most important to America’s future: the European Union and Asia.

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

In 2015 faculty and students at SPEA will be global citizens with a keen appreciation of how major events in the European Union and Asia affect the United States and vice versa. The EU is of obvious importance economically and has a strong tradition of public service. The European Union also represents a fascinating experiment in democratic governance that is different from the United States of America. Meanwhile, progress in Asia is changing the future of the world. For example, China’s rapid rate of economic growth is challenging one of Milton Friedman’s famous premises: that capitalism cannot thrive without a substantial degree of political freedom along the lines practiced by Western democracies. In order for SPEA to develop an appreciation of the EU and Asia, SPEA’s ties to the EU and Asia, via research as well as education, need to be deepened. Fortunately, some building blocks at IU and SPEA are already in place or are on the way to being established due to the priorities established by IU President Michael McRobbie.

4. SPEA will have stronger intellectual bridges between the environmental sciences and environmental policy in both its research and educational programs.

Without the tools that connect science to policy, the chasm between environmental scientists and public affairs professionals can be formidable. In the most perverse cases, policy makers simply ignore science because they do not understand it or appreciate how it can help them. Yet it is too much to expect that environmental scientists will be both first-rate scientists and savvy policy advisors (though a cherished few accomplish it!). The chasm may seem particularly large at IU since the pragmatism of engineering – a key connecting discipline – is in short supply on the campus.

In order to build more bridges, SPEA in 2015 will be stimulating more effective multi-disciplinary collaborations in the environmental sciences while also building some additional faculty expertise in the connecting tools. The new IU Center for Research in Environmental Sciences, as well as the Center for Research on Energy and the Environment, are important building blocks that need to be strengthened with doctoral and post-doctoral training programs.
that are marketed from a university-wide foundation. The first-rate science departments at IU (especially geology, biology and chemistry) are already working closely with SPEA faculty in a variety of activities and that collaboration should be encouraged. It may also be useful for IU-SPEA to explore targeted collaborations with relevant faculty and programs at Purdue and Rose Hulman. SPEA needs additional faculty expertise in climate-change modeling, risk assessment, green chemistry, lifecycle analysis, ecological modeling, sustainability impact assessment, and pollution prevention. Without the perspectives provided by these connecting disciplines, it may be difficult for SPEA to integrate environmental science and public affairs.

5. SPEA’s current strength in environmental science and policy will be maintained and complemented with new strengths in energy policy and health policy.

Building on SPEA’s historical strength in environmental science and policy, SPEA in 2015 will have clear strengths in energy policy and health policy that are not recognizable today. Those strengths should be apparent in SPEA’s production of scholarship as well as in curricula, educational concentrations and doctoral dissertations. Energy policy merits strategic investment because of public concerns about rising world oil prices, energy security, and global climate change. The success of new energy policies is crucial to the welfare of the state of Indiana, the nation, the global community and ecosystems. SPEA already has some significant faculty expertise that can be redeployed in energy policy but additional faculty expertise will be required. Health policy merits strategic investment because of the rapidly growing size of the health care industry, the remarkable pace of technological innovation, the growing sophistication of consumers who are demanding choice and quality services and the need for major investments in public health in both Indiana and globally. SPEA has a promising start in health policy but currently lacks the critical mass of faculty expertise that is necessary to respond to the near-term needs of the state, analyze complex databases for long-term patterns, and compete for large grants on the national level. Stronger collaborate links with IU’s medical school will enhance the chances of success. Professionally, the energy and health sectors are likely to be rich in employment opportunity for SPEA graduates in the decades ahead, and the degree programs need to capitalize on this opportunity.

6. SPEA will have new research and educational initiatives on poverty and sustainable development.

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

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

There is a growing political consensus, in the US and abroad, of the importance of sustainable development. Unfortunately, like many politically correct phrases, sustainable development means different things to different people. SPEA will emerge as a source of rigorous conceptual and empirical research on the phenomenon of sustainability, drawing from multiple disciplines, methodological approaches, and applications. SPEA’s new MPA concentration in sustainable development will be enriched by SPEA’s scholarship, while capstone courses will be designed to facilitate practical investigations of what sustainability might mean in different communities, industries, countries and regions. SPEA will work to link sustainable development to amelioration (rather than exacerbation) of poverty.

7. SPEA’s excellence in public finance and budgeting will be reinforced and deployed in a growing number of international activities, including on-line educational offerings.

From its very inception, SPEA has been a pioneer in modern methods of public finance and budgeting as SPEA’s faculty have produced some of the primary textbooks and other educational materials in the field. Building on this reputation, SPEA should organize periodic conferences around the world that bring together academics and practitioners (city, provincial, national, international) to exchange ideas, learn about new tools and issues, and make connections. Capitalizing on this visibility, SPEA should launch on-line versions of its MPA and certificate programs that emphasize training in public finance and budgeting. It is critical that SPEA move in this direction promptly, so that SPEA’s senior leaders have the necessary time to mentor a new generation of faculty leaders at SPEA in public finance and budgeting. One of the key challenges in scholarship is to devise new transportation finance systems that are less dependent on fuel taxes (which are regressive and vulnerable to the popularity of more fuel-efficient vehicles) yet create incentives for sustainability and environmental protection. Technological advances are making it feasible to implement congestion pricing and mileage fees but the details of the policy frameworks have not yet been worked out. This is a potentially fruitful line of work for SPEA’s junior faculty in public finance and budgeting in collaboration with SPEA’s environmental policy faculty.

8. An expanded research and educational effort will shed light on the growing role of NGO’s in governance and development at the local, state, regional national and international levels.

SPEA will be a dominant player in the production of knowledge about non-profit, non-governmental organizations, in part through collaboration with IU’s Center on Philanthropy. On the educational side, SPEA will have pioneering programs –on-line and traditional classroom offerings, short courses and degree programs – that explain how and why NGOs are created, why some succeed and others fail, what steps are taken to define and achieve optimal size and geographic scope, how the challenges of leadership and management can be addressed, practical steps to assist communications and fundraising, how Boards of NGOs should be formed and
energized, how fraud at NGOs can be prevented and managed, and criteria and tactics for reinventing or terminating an outmoded NGO. The same sorts of questions will be the subject of scholarship, with recognition that the answers may vary somewhat depending on the nature of an NGO, its purpose and geographic location, and is competitive environment. A natural SPEA advantage is investigation of the functioning of environmental NGOs in both the developed and developing world, as well as cultural organizations specializing in the arts, but focused studies are needed on a wide variety of NGOs (e.g., faith-based service organizations, advocacy groups for children and seniors, and civil rights organizations) in different countries.

9. SPEA will be an influential voice for public service reform through managerial innovation and performance-based government.

Policy analysts and policy makers throughout the world are confronted – and frustrated – by the large degree of skepticism that surrounds the activities of the public sector. Exacerbated by well-publicized scandals, partisan polarization, and criticisms from single-issue groups, the reputation of the public sector has suffered throughout the world. Yet the solutions of some pressing problems facing societies require public confidence in government and a talented civil service that serves the public with competence and integrity. Building on its expertise in the scholarship of public administration and management, SPEA will be a leader in the promotion of practical approaches to deliberation, governance, and leadership that enhance the legitimacy of government and public trust of its programs. New performance-based approaches to governmental activity will permit the public and stakeholders to understand both the goals of government programs and the progress (or lack thereof) that is being made. Management approaches rooted in performance and accountability will be featured prominently in SPEA courses. Through its public management research and educational activities, SPEA will be recognized as an inventor of innovative approaches to deliberation, participation, conflict resolution, performance measurement, and leadership that is accompanied by accountability.

10. SPEA’s approach to public affairs education will better prepare a graduate for a career that spans the public, non-profit and for-profit sectors.

A traditional view is that business schools train leaders of the private sector while public administration schools train leaders of the public sector. The reality is that many public affairs graduates work in the private sector (non-profit and for-profit enterprises) and a substantial number of SPEA graduates have a significant stint in the for-profit sector for at least a portion of their career. Moreover, some of the most influential positions in the public sector (e.g., Senate-confirmed U.S. Cabinet officials) are effectively term limited and thus are rarely occupied by career public servants. Recognizing this reality, SPEA in 2015 will have an expanded honors program and general curriculum that emphasizes the key skills that are common to all sectors (e.g., leadership, advocacy, economic and quantitative reasoning, negotiation and conflict resolution, budgeting and financial analysis, oral and written communications in a professional setting, and human resources and performance assessment). SPEA has already taken some useful steps to realize this vision (e.g., innovative training programs for leaders of nonprofit organizations) but much remains to be done by the Bloomington and Indianapolis faculties in
collaboration with each other, with the SPEA alumni and Board of Visitors, and with other faculties within IU.

MANAGEMENT STRUCTURE AND ORGANIZATIONAL ISSUES

In order to accomplish this vision, the Dean proposes a streamlined management structure at SPEA comprised of two Associate Deans, a small number of faculty subgroups led by Faculty Chairs, and a limited number of faculty Program Directors who rely more heavily on professional staff. The result will be more faculty time engaged in research and teaching. The structure of the service units of the School and student participation in the School’s governance would not need to change significantly.

Associate Deanships

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

External Affairs and Executive Education

The Dean will continue to oversee the School’s Office of External Affairs but will add the executive education programs to his direct oversight in order to better ensure participation by faculty on both campuses.

Faculty Chairs

The Associate Dean on each campus will form a small number of faculty groups, each led by an appointed Faculty Chair who will have the following responsibilities:

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

In Bloomington, for example, there might be three faculty groups: (1) environmental sciences; (2) public finance/budgeting, economics, and policy analysis; and (3) public management, nonprofit organizations, civil society and law. Each faculty member will be expected to participate in at least one group but some members might be inclined to participate in more than one group. In Indianapolis, the groups might be organized along policy areas (e.g., criminal justice and health) if that is a preferred approach. As the composition and interests of the SPEA faculty evolve, the groupings can be expected to evolve. The importance of the faculty groups will grow over time as the number of junior faculty at SPEA that need to be mentored and evaluated expands. The rigidity of formal departments should not be necessary.
Program Directors

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

For the Bloomington campus there will be five program directors:

- One for undergraduate programs;
- One for Masters in Public Affairs;
- One for Ph.D. in Public Affairs/Policy;
- One for MS and Ph.D. in Environmental Sciences; and
- One for Arts Administration.

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

- One for Public Affairs;
- One for Health; and
- One for Criminal Justice and Public Safety.

Faculty-Level Personnel Committees

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

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

Toward Diversity in Staffing

Building on standards defined by Indiana University, SPEA will be a leader in the creation of opportunities for people of disadvantaged populations as defined by gender, race, ethnicity, and other established measures. More broadly, SPEA will define diversity to include recognition of the value of foreign students and faculty in the SPEA community. The percentage of SPEA faculty, staff and students comprised of women, minorities and foreign-born populations will show a steady and sustained rise. Starting with a concern for diversity at home, SPEA will look for opportunities in Bloomington and throughout Indiana to form partnerships with community organizations that bring science-based interventions and services to people in need. Fields of
application may range from creative, evidence-based innovations in K through 12 public education to risk-based pursuits of environmental justice in local communities. Similar efforts will be made throughout the world where SPEA’s talents are sought to make a difference and where SPEA can do so in a cost-effective way.

Research Centers

The centrality of research centers in SPEA varies considerably between the two campus locations. The Public Policy Institute and its affiliated Centers function to connect SPEA and its faculty to state and local government. The Institute is a provider of training and technical assistance as well as a place for state and local officials to commission objective, high-quality policy analysis. It also serves as a bridge between these important external constituencies and the academic organization of the Indianapolis campus. Similarly, the IU Transportation Research Center on the Bloomington campus has been and should continue to be an important research asset in bridging national partners, such as the US Department of Transportation, with the research interests of faculty, post docs, and doctoral students. Research centers on both campuses have ebbed and flowed in their intellectual vitality and their ability to attract resources from external sources in the public and private sectors. SPEA will become more nimble in establishing new centers where opportunity is clear. The new Center for Research in Environmental Sciences has the potential to achieve some of the same results we have seen on the Indianapolis campus. Other new research centers, such as a Center on Poverty Research, a Center on Risk, Technology and Policy, and a Center on Manufacturing and Public Policy could also play an important role in building SPEA’s national and international standing. While efforts to unwind research centers can be difficult, it is important in the near term that we take steps to ensure all existing and new SPEA centers are serving the School’s overall goals.

A REFINED BUSINESS MODEL

The current business model of SPEA depends almost exclusively on an annual allocation from the state of Indiana and revenues generated by educational programs. There is little reason to expect that the state’s allocation will grow any faster than the rate of inflation and it may in fact decline over the next decade. A large and thriving undergraduate program accounts for a majority of SPEA’s annual revenues and most of the recent revenue growth.

In 2015 SPEA will have a more diversified revenue base that insulates SPEA from unanticipated drops in state support or educational revenue. Diversification of the revenue base will also permit the average tenure-track faculty member to shift a modest fraction of their time from classroom teaching to scholarship, collaboration with doctoral students and post-doctoral fellows, and service to the community.

On the educational side, continued revenue growth is feasible but will not be easy to accomplish. Revenues from the traditional MPA program may be the most difficult to sustain (let alone grow) because of the recent proliferation in the number of MPA programs in the USA and abroad, and the ability of some programs to offer generous financial aid packages. SPEA competes with a strong academic reputation and relatively low tuition and an affordable cost of student living. The priority for SPEA in the MPA program will be to increase student selectivity.
and program quality rather than expand MPA enrollment, and both of those efforts (selectivity and program quality) will be accomplished only at significant cost (e.g., more financial aid and somewhat smaller class sizes in the core).

There may be opportunities for revenue growth in environment-related and health-related professional programs (i.e., the master’s degree in environmental science and the master’s degree in health services administration) because the size of the employment markets in these fields is projected to grow steadily. Yet even growth in these programs will need to occur in the face of stiff competition from a proliferation of specialized environment and health-related programs at colleges and universities around the world.

At the undergraduate level, further expansion of SPEA’s market share on both campuses should be feasible, especially if the quality and reputation of SPEA’s general management concentration is enhanced. Some of the current faculty efforts to create or refine a variety of specialized majors should be shifted to strengthening the general management degree, which services a large number of undergraduates whose careers will span the for-profit, non-profit and public sectors or who will eventually enroll in law school, business school or some form of graduate school after working for several years.

Substantial growth in the arts-administration program is expected at both the undergraduate and graduate levels. Given IU’s international reputation in the arts, the opportunities for growth are considerable but need to be backed by a critical mass of tenure-track faculty at SPEA.

Revenues from executive education courses can increase significantly from a small base. Short courses with open enrollment, including on-line opportunities, should be launched in areas of SPEA strength (e.g., environmental science and policy, and public budgeting and management). These efforts can build upon, and learn from, the successes in non-profit management and philanthropic studies.

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

Expectations of faculty in 2015 will be different. Each tenured faculty member will be expected to have a research grant that covers part of their salary (at least their summer salary), part of a junior faculty member’s summer salary, and part of a doctoral student’s compensation. The indirect revenue from grants will assist in building SPEA’s research infrastructure and lowering the average teaching load of tenure-track faculty members and reducing the size of some core classes.

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

SPEA’s current philanthropic efforts are aimed primarily at a SPEA alumni population that is capable of providing a large number of small gifts. While efforts aimed at SPEA’s alumni will be intensified, new philanthropic efforts will be aimed at a different pool of donors who have no current connection to SPEA, IU or even the state of Indiana but who have strong interests in SPEA’s mission and have the capability to make major gifts. In 2015 SPEA will have a modern philanthropic campaign that employs patient cultivation strategies directed at a larger and broader population of potential donors, especially major givers and philanthropists capable of making transformational gifts (e.g., naming of the School or allowing the School to pursue a new or expanded building).

Cost control can also play a significant role in freeing up scarce resources for better uses. Labor costs dominate the SPEA budget, though the fastest growing segment (health care costs) is difficult for SPEA to control. Faculty costs are a key issue. SPEA can make greater use of a current practice: use of full-time clinical faculty and part-time adjunct faculty to deliver educational programs at a diminished cost (relative to use of tenure-track faculty). In some cases the quality of the educational product actually improves because of the practical experiences of these faculty members, their dedication to teaching, and SPEA’s freedom to select and retain them based entirely on educational performance. Yet there are clear limits and risks to this approach. More tenure-track faculty participation in the teaching of undergraduate courses is urgently needed while some reduction in the teaching burdens placed on doctoral students (especially when they have not yet completed their own coursework) is also needed.

DEFINING THE “CORE CAMPUS”

Now that SPEA has shifted from the system model to a single core campus with two geographic locations, practical steps can be taken to foster more mutual understanding and collaboration among faculty and students at the two locations. Expectation should be modest in the near term because the Bloomington and Indianapolis faculties are moving intellectually in different, though complementary, directions. Indianapolis, for example, is strong in criminal justice and health while Bloomington is strong in environmental science and policy. The most powerful area of common interest may be non-profit and philanthropic studies, in part stimulated by the resources of the IU Center on Philanthropy.

The following steps will be taken to accomplish more mutual understanding and collaboration between now and 2015. First, faculty recruitment and promotion committees will generally be comprised of at least one member from each location. Campus-specific expectations of faculty performance in the two locations will remain the same. Second, more on-line course offerings at both locations will permit students at one campus to enroll in courses at the other location without traveling back and forth. Faculty at both locations should also collaborate on the offering of master’s degrees and certificates in areas of SPEA strength (e.g., non-profit management and public budgeting and management). Third, the doctoral admission committee for public affairs in Bloomington should be comprised of at least one member from the
Indianapolis faculty. Students will be encouraged to consider dissertation committee members from Indianapolis as well as Bloomington. Some funding for doctoral dissertations undertaken in Indianapolis will be made available. In the long run, creation of a doctoral program in Indianapolis needs to be considered, at least in some fields (e.g., health policy). Fourth, in order to ensure the best student fits in jobs and internships, career planning resources at the two locations should be shared. Fifth, seed funding should be provided to foster cross-campus collaboration on research and teaching. Sixth, the faculties should build on a common interest: the quality of classroom teaching. Using teaching consultants and peer observers for input, the two faculties should work together to update syllabi, select the best exercises and problem sets, and improve pedagogy. Seventh, questions have been raised as to whether the separate accreditations for programs on the two campuses are consistent with the core campus model. When the new associate dean in Indianapolis is appointed, the two associate deans shall design a process for determining whether separate accreditations should be continued, modified or terminated. Finally, an annual or bi-annual retreat of the two faculties should become a tradition, building on the recent efforts of the Interim Dean.

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

LINKAGES TO EXTERNAL COMMUNITIES

The School’s linkages to external communities should be expanded in order to learn about research opportunities, receive feedback on educational programs, and assist the development staff in the cultivation of potential donors. A distinguished Dean’s Council will assist the Dean in strategic planning and development. A restructured Board of Visitors will meet annually to assist the faculty identify policy-relevant research projects in key fields of interest (e.g., philanthropy, environment, energy, health, governance and criminal justice) as well as changes in the labor market that may require adjustments to SPEA’s educational programs. A new advisory board of accomplished alumni will be assembled to meet annually and share experiences with faculty and students relevant to student recruiting, curriculum, and placement. Specialized centers on the two campuses will continue to operate in the current framework but with more linkage to the external advisory bodies.