## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>3</td>
</tr>
<tr>
<td>Developing a Sustainable and Diversified Business Model</td>
<td>5</td>
</tr>
<tr>
<td>Vision</td>
<td>5</td>
</tr>
<tr>
<td>Primary Goal</td>
<td>5</td>
</tr>
<tr>
<td>Strategies</td>
<td>5</td>
</tr>
<tr>
<td>Teaching and Mentoring for Student Success</td>
<td>13</td>
</tr>
<tr>
<td>Vision</td>
<td>13</td>
</tr>
<tr>
<td>Primary Goal</td>
<td>13</td>
</tr>
<tr>
<td>Strategies</td>
<td>13</td>
</tr>
<tr>
<td>Offering Innovative Academic Programs</td>
<td>21</td>
</tr>
<tr>
<td>Vision</td>
<td>21</td>
</tr>
<tr>
<td>Primary Goal</td>
<td>21</td>
</tr>
<tr>
<td>Strategies</td>
<td>21</td>
</tr>
<tr>
<td>Leading in Research and Knowledge</td>
<td>32</td>
</tr>
<tr>
<td>Vision</td>
<td>32</td>
</tr>
<tr>
<td>Primary Goal</td>
<td>32</td>
</tr>
<tr>
<td>Strategies</td>
<td>32</td>
</tr>
<tr>
<td>Supporting Excellent Faculty and Staff</td>
<td>36</td>
</tr>
<tr>
<td>Vision</td>
<td>36</td>
</tr>
<tr>
<td>Primary Goal</td>
<td>36</td>
</tr>
<tr>
<td>Strategies</td>
<td>36</td>
</tr>
<tr>
<td>Creating a Diverse and Enriching Workplace</td>
<td>40</td>
</tr>
<tr>
<td>Vision</td>
<td>40</td>
</tr>
<tr>
<td>Primary Goal</td>
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<tr>
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<td>40</td>
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<tr>
<td>2016 Action Items</td>
<td>48</td>
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<tr>
<td>2017 Action Items</td>
<td>57</td>
</tr>
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</table>
Execuctive Summary

This document provides an update on the progress made to attain the goals of the SPEA 2020 Strategic Plans. The first part of the report examines the many advances the School of Public and Environmental Affairs has made to reach the goals outlined in the SPEA 2020 for Bloomington plan. The second part of the document examines and reports on the strategies undertaken to reach the goals of the SPEA 2020 Core Plan, which include actions involving both the Bloomington and Indianapolis campuses.

Much has been accomplished since January 2016 when the plans were finalized. As you will see in this progress report, many of the goals for 2020 have been achieved in just 18 short months. Furthermore, even where targets for 2020 have not yet been realized, there is a great amount of strategic activity aimed at those targets.

Many changes have occurred at SPEA since the strategic plans were completed. The Master of Public Affairs program achieved a #1 ranking (tied with Syracuse) in the U.S. News and World Report for the first time since the rankings were introduced. The Paul H. O’Neill Graduate Center, a 34,000-square-foot expansion of the SPEA building, opened to students and classes just in time for the spring 2017 semester. Enrollment in the undergraduate programs has
grown to record levels, already surpassing the 2020 goal of 2,150 students. The percentage of SPEA students who experience an overseas study opportunity has reached record levels as well. SPEA faculty have increased their grant activity and maintained a high level of publications. New masters degrees have been approved. Collaboration across the two SPEA campuses is improving as well.

As you read this report, it will become apparent that a wide range of faculty, staff, students, alumni, and other partners have contributed to the progress made since the beginning of 2016. SPEA’s mission states that we all work to build a better world by helping people solve complex problems at the crossroads of policy, management, and science. We promote sound decisions, well-managed organizations, just and healthy societies, and a sustainable environment through education, scholarship, and civic engagement. We give our students the knowledge and skills to have a significant impact in diverse settings around the globe. It is this level of commitment to students and science that determines the success of SPEA.

The progress report also notes where more work needs to be done. Most of the action items in the SPEA 2020 Core Plan have been undertaken, but some have been delayed due to extenuating circumstances. Not all of the targets in the SPEA 2020 for Bloomington Plan have been achieved. However, progress is being made on all of the original goals and steps have been taken to direct resources and energy to processes that will improve the SPEA experience for students, faculty, staff, and alumni.
Developing a Sustainable and Diversified Business Model

Vision

In 2020, SPEA-Bloomington employs a business model based less on undergraduate tuition growth and more on a diverse portfolio of revenues, including substantial funding from philanthropic gifts, indirect cost recovery from external research funding, awards, grants, and tuition from graduate-level programs. As a result, revenue from non-tuition sources has grown by 6 percent of total revenue since 2015. SPEA-Bloomington has nurtured a variety of high-impact programs that prior to 2015 had been identified as having the potential to increase revenue. At the same time, it is serving students enrolled in new revenue-creating programs developed, since 2015, in tandem with campus partners.

Primary Goal

Increased and Diversified Revenue Streams

Strategies

1. Increase the percentage of non-tuition revenue sources from 12 percent to 18 percent of total revenue.

   • SPEA Philanthropic Gifts for 2015-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Payments</th>
<th>Pledges</th>
<th>Estate Gifts</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>$1,604,845</td>
<td>$70,047</td>
<td>$2,525,000</td>
<td>$4,199,892</td>
</tr>
<tr>
<td>2016</td>
<td>$1,875,750</td>
<td>$235,736</td>
<td>$1,125,000</td>
<td>$3,236,486</td>
</tr>
<tr>
<td>2017</td>
<td>$1,333,535</td>
<td>$2,917,654</td>
<td>$77,654</td>
<td>$4,328,843</td>
</tr>
<tr>
<td>Three-year total</td>
<td>$4,199,893</td>
<td>$3,236,486</td>
<td>$4,328,843</td>
<td>$11,765,221</td>
</tr>
</tbody>
</table>

   • SPEA Sponsored Activities for 2015-2017

<table>
<thead>
<tr>
<th>Year</th>
<th>Number</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>39</td>
<td>$5,268,974</td>
</tr>
<tr>
<td>2016</td>
<td>31</td>
<td>$4,961,626</td>
</tr>
<tr>
<td>2017</td>
<td>34</td>
<td>$6,944,004</td>
</tr>
<tr>
<td>Three year total</td>
<td>104</td>
<td>$17,174,604</td>
</tr>
</tbody>
</table>
• Indirect Cost Recovery received for SPEA for the past three fiscal years follows below:

![SPEA Indirect Cost Recovery](image)

- In May 2017, SPEA hosted the first Leadership Executive Advanced Program (LEAP), with 20 top Brazilian public officials. IU Professor Claudia N. Avellaneda undertook this initiative through the Brazilian National School of Public Administration (ENAP), which is in charge of advancing career development of all Brazilian public officials. LEAP brought in approximately $63,000 in revenue to the school in FY17. The partnership has generated interest in SPEA’s programs. The number of Brazilians applying to SPEA’s masters programs have increased considerably and seven visiting scholars studied at SPEA during the 2016-2017 academic year. As a sign of reciprocity, Brazilian federal agencies offered, and will continue offering, five internship positions for SPEA masters students.

• The Master’s Program Office has instituted a new, one-time $200 “Graduate Student Success” fee that will help cover expenses associated with new student orientation, co-curricular programming, the Wider World student conference, and other student success initiatives.
SPEA provides incentives to encourage and help faculty and staff apply for grants and contracts. The school has undertaken a campaign to encourage such activity.

- SPEA provides editorial and project management services without cost to the faculty member in order to help manage and write Grand Challenge and Emerging Areas of Research proposals.
- SPEA has instituted a process for the SPEA Personnel Committee to assess and report on grants activity in each faculty merit review.
- The Dean expressed his desire to increase the number of grant proposals to the faculty and reported progress toward that goal to the faculty in February 2017.
- The Faculty Chairs spent the 2016-2017 academic year reinforcing these sentiments regarding grant activity in their respective faculty groups. The chairs brought OVPR and ORA representatives to a faculty group meeting to gather information about grant processes and activity.

### External Funding Awards (Tenure Track Faculty)

<table>
<thead>
<tr>
<th>Year</th>
<th>Tot Awards TT</th>
<th>Fed Awards TT</th>
<th>NSF Awards TT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>20</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>2016</td>
<td>30</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>2017</td>
<td>23</td>
<td>15</td>
<td>8</td>
</tr>
</tbody>
</table>
2. Identify and design new revenue-producing academic programs at the graduate level, such as 3+2 initiatives, master’s degrees developed jointly with other IU schools, and stand-alone SPEA degrees.

- Two, one-year long master’s degrees are currently in different stages of the approval process. Both are expected to begin enrolling students for the summer of 2018.

**Master of Environmental Sustainability (MES)**

The MES degree leverages SPEA’s strengths in environmental science and management to provide a shorter, less costly path to a master’s degree in the field compared to other similar programs.

The degree will position graduates to enter some of the fastest growing fields in sustainability, such as environmental protection, municipal sustainability, water resource management, and natural resources conservation and restoration.

The MES was approved by the Indiana Commission for Higher Education in the fall of 2017.

**Master of Science in Healthcare Management (MSHM)**

The MSHM will be a joint degree with the Kelley School of Business (KSB). It will provide current practitioners and recent college graduates the opportunity to receive professional training, in a condensed timeframe, in a field with strong job prospects.

Whereas most existing healthcare management programs specialize in producing hospital administrators, the MSHM degree will train potential managers in an array of healthcare institutions: insurers, pharmaceutical and medical device suppliers, long-term care organizations, management consulting firms with healthcare practices, accounting firms with healthcare consulting practices, healthcare law practices, the human resource departments of companies that offer health care benefits, healthcare information technology corporations, and nonprofit organizations that do advocacy work and/or deliver services in the healthcare sector.
The MSHM has been approved by SPEA, KSB, and the IUB Campus Curriculum Committee. It will be reviewed by the IU Board of Trustees and the Indiana Commission for Higher Education in the spring of 2018.

• Other revenue-producing academic programs that have been discussed include a Master of Public Policy, a Master of Human Resource Management, and a dual degree program in Science Communication (documentation available).

• The Master of Arts in Arts Administration Program established two new dual degree programs: one with IUB’s Department of Folklore and Ethnomusicology (MAAA-MAFE) and the other with Australian National University (MAAA-MMHS).

**Master of Arts in Arts Administration—Master of Arts in Folklore and Ethnomusicology (MAAA-MAFE)**

SPEA and The College of Arts and Sciences have designed a one-of-a-kind dual degree program between the Arts Administration Program and the Folklore and Ethnomusicology Department. The MAAA-MAFE degree can be completed in five semesters, with graduates uniquely prepared for careers in festival event management, curatorship, cultural policymaking, academia, and more.

**Master of Arts in Arts Administration—Master of Museum and Heritage Studies (MAAA-MMHS)**

SPEA, in collaboration with Australian National University (ANU), began offering a dual degree in Arts Management and Museum and Heritage Studies in 2017. This degree provides international experiences and increased cultural awareness for participating students. In addition, this dual degree serves as further recognition of IU’s strong academic standing and international presence, with an excellent gateway to Australian cultural management and policy, and possibilities for research and collaboration between faculties at the two schools.

• The Master of Public Affairs Program established two new, international dual degree programs: one with The University of Hong Kong (MPA-MNM) and the other with Peking University (MPA-MPP).
Master of Public Affairs-Master of Nonprofit Management (MPA-MNM)
SPEA has partnered with The University of Hong Kong (HKU) Faculty of Social Sciences to create a dual degree program through which students are granted a MPA from SPEA and a Master of Nonprofit Management (MNM) from HKU. The first two participants from HKU arrived at SPEA in the fall 2017 semester.

Master of Public Affairs-Master of Public Policy (MPA-MPP)
A dual degree with Peking University (PKU) is also in development, through which students will earn an MPA from SPEA and an MPP from PKU. The proposal includes the development of an intensive 3-credit hour course to be taken upon arrival that will help PKU (and other international students) acclimate to the United States.

• In collaboration with the UPO, the Accelerated Masters Program has been reformed, which includes newly developed tab sheets for all undergraduate majors (to reflect updates and changes derived from the BSPA Core Review).

3. Protect and enlarge current revenue sources by increasing the number of entering residential master’s degree students by 50 percent in Fall 2015 to 325 in Fall 2020.

• SPEA has seen a leveling off in graduate student enrollment. The national and regional economy, as measured by GDP growth and a drop in unemployment, has been strong since 2015, leading what otherwise would have been prospective students to choose to enter the workforce rather than expand their education. Also, this leveling off is consistent with a trend across the country for Master of Public Affairs programs, as reported by NASPAA. The creation of the MES and MSHM degrees will assist in the growth of graduate student enrollment before 2020.

• While enrollment numbers have remained steady, SPEA’s masters programs have experienced a 24% decrease in application submissions.
  o AY 2015-2016 – 675 total applications
  o AY 2016-2017 – 603 total applications
  o AY 2017-2018 – 512 total applications
## Graduate Student Enrollment Numbers

<table>
<thead>
<tr>
<th></th>
<th>AY 15-16</th>
<th>AY 16-17</th>
<th>AY 17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA</td>
<td>115</td>
<td>102</td>
<td>93</td>
</tr>
<tr>
<td>MPA-MSES</td>
<td>24</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td>MSES</td>
<td>12</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Accelerated MPA</td>
<td>12</td>
<td>16</td>
<td>26</td>
</tr>
<tr>
<td>Accelerated MPA-MSES</td>
<td>5</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Accelerated MSES</td>
<td>1</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>MPA-MA</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>MAAA</td>
<td>28</td>
<td>27</td>
<td>37</td>
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<tr>
<td>MPA-MAAA</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>MPA-JD</td>
<td>3</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>MSES-MS</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Exchange Program</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Certificate</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>IUPUI Transfer</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>216</strong></td>
<td><strong>220</strong></td>
<td><strong>228</strong></td>
</tr>
</tbody>
</table>

### New Graduate Student Enrollment (Residential)

- **AY 15-16**: 216 students
- **AY 16-17**: 220 students
- **AY 17-18**: 228 students

- **MPA**
- **MSES**
- **MAAA**
- **All Dual Degrees**
- **Total # Students**
4. Continue to invest in undergraduate programs with the potential to generate additional tuition revenue (e.g., majors in the Bachelor of Science in Public Affairs program such as Law and Public Policy, Human Resources, and Arts Administration; the Bachelor of Science in Healthcare Management and Policy; the Civic Leaders Center; and online education). Identify several new programs worthy of investment.

- A review of the BSPA core has been completed (document available). Implementation of the proposed changes are at different levels of completion, with full execution scheduled by the fall of 2018.

- The BSAM curriculum was reviewed (document available) in the spring of 2017, and a new curriculum was approved by the arts administration faculty in May 2017. The arts administration program is also working to establish “arts core” tracks in the Media School and the new School of Art, Architecture & Design to replace previous ones in fine arts.

- The UPO has been working with the Marketing and Communications Office on new marketing collateral with rollout planned for fall 18 (concurrent with the new BSPA core curriculum). A student engagement piece has already been released (document available). In addition, the UPO invests in all undergraduate majors through sending weekly email announcements/newsletters by major.

- The UPO has hired “Academic Programming Student Coordinators” for each of the majors to assist in the development of intentional, co-curricular programming for each major (events calendar available).
Teaching and Mentoring for Student Success

Vision

In 2020, the SPEA faculty is celebrated for its innovative approach to teaching, and the school is recognized for its diverse and effective means of assessing faculty teaching. The school attracts top students and gives these students every opportunity to succeed both academically and professionally. The Career Development Office works closely with faculty, staff, alumni, and employers to help students find internships and jobs, paying close attention to the distinctive needs of students at different points in their academic careers and tailoring its services to the demands of specific fields.

Primary Goal

Exemplary Teaching and Professional Placement

Strategies

1. Promote greater innovation in teaching and learning by investigating new technologies, teaching modalities, methods, and educational approaches including online, blended, hybrid, and “flipped” courses. Create more robust and valid ways of judging teaching effectiveness that assess student learning.

• The Teaching & Learning Faculty Group met several times during the fall 2016 semester to address the theme: “CREATING SELF-REGULATED LEARNERS: Strategies to Strengthen Students’ Self-Awareness and Learning Skills.” The inspiration and primary information source for those meetings was a book by the same name. Several practical techniques were discussed that can be implemented in the classroom. Aside from the obvious benefits, becoming a self-regulated learner is key to success in new educational approaches such as online and “flipped” courses, where students have more responsibility for work performed outside of the traditional classroom. Because of the importance, this theme was developed during the fall 2017 semester. In addition, the T & L group has been working with faculty to enhance the peer observation process.
2. Create a review process to hire, train, and evaluate adjunct faculty members.
   • A new orientation and training program was first implemented for SPEA Adjunct Faculty in the spring of 2016 (documentation available).
   
   • A new adjunct hiring process was implemented throughout the 2016-2017 academic year (documentation available).
   
   • The Director of Undergraduate Academic Affairs is currently reviewing the adjunct evaluation process and will implement changes over the 2017-2018 academic year.

3. Promote and encourage broader use of the university’s resources in instructional development, with special attention to supporting adjunct faculty.
   
   • Information about the university’s resources are disseminated during faculty orientation. A new teaching guide is being created for all SPEA instructors that will include SPEA-specific and campus-wide policies, procedures, and resources.

4. Recruit top students to all programs, in part by enhancing the visibility of SPEA-Bloomington to prospective students.
   
   • **Graduate Recruitment Plan**
     The Assistant Director of Graduate Student Recruitment is continually developing new and innovative strategies to include new markets. Some highlights for the 2017-2018 academic year include:
     o Shifting the focus from print to digital (regarding ads and mailings);
     o Creating a more intensive plan for virtual outreach, including more frequent, program-specific virtual information sessions and online chats;
     o A transition to a new CRM to manage prospect communications through Salesforce; and
     o Identifying HBCUs and other minority-heavy undergraduate institutions to develop pipeline relationships.

     More details are available in the SPEA MPO Recruitment Plan (document available).
• All degree programs in the Master's Program Office have modified the merit aid process and structure to assist in attracting top-quality, diverse students (documentation available).

• Enhanced Visibility – Graduate Student Recruitment
  o The graduate recruiter attended the Alliance Management Institute (AMI) in 2016. The AMI is the only national conference expressly designed to prepare 500+ college students for a career in the social sector.
  o The graduate recruiter attended the Hyde Park National Leadership Summit at the Roosevelt Institute in 2017. The Roosevelt Institute is home to the nation's largest network of young people invested in policy research and policy change. They work with thousands of students and young professionals at 130 campuses in 40 states. Roughly 70 percent of student graduates of this program express an intent to pursue a career in public service.

• Undergraduate Recruitment Plan
SPEA works with the Office of Admissions to recruit the largest possible classes, and open lines of communication with the highest achieving students. The Office of Admissions makes initial contact with over 30,000 students at the beginning of each recruitment cycle, and SPEA is able to make personal connections with the 800 or so that are interested in studying here. Through partnering with admissions, as well as the Office of Scholarships and International Studies Office, SPEA is able to be a part of over 200 on and off campus events each year. With those events, as well as using complementary communication strategies, and being able to meet individually with each student and family that visits the school, SPEA has been able to create larger applicant pools each year. With larger applicant pools comes more diversity and competition, and we have seen this type of growth throughout our prospective students for the last 4 years.

More details are available in the SPEA UPO Recruitment Plan (document available).
• **Enhanced Visibility – Undergraduate Student Recruitment**
  - The UPO created a pre-SPEA advisor position in the fall of 2016. Pre-SPEA students are defined as those who have declared a SPEA major with the university but are not yet admitted into the School. In the first year, this advisor met with over 500 students. A table of how the pre-SPEA population has grown over the past few years are shown below.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Spring as a PCT of Fall</th>
<th>Change from Prior Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-12</td>
<td>514</td>
<td>427</td>
<td>-16.9%</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>566</td>
<td>464</td>
<td>-18.0%</td>
<td>9%</td>
</tr>
<tr>
<td>2013-14</td>
<td>571</td>
<td>465</td>
<td>-18.6%</td>
<td>0%</td>
</tr>
<tr>
<td>2014-15</td>
<td>617</td>
<td>582</td>
<td>-5.7%</td>
<td>25%</td>
</tr>
<tr>
<td>2015-16</td>
<td>630</td>
<td>662</td>
<td>5.1%</td>
<td>14%</td>
</tr>
<tr>
<td>2016-17</td>
<td>817</td>
<td>859</td>
<td>5.1%</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Note that as of 11/01/17 the FA 17 Pre-SPEA population is 851 students.*

5. Ensure that all incoming and current students are aware of SPEA, its mission and values, programs, and concentrations, and the array of career opportunities the School offers graduates by developing comprehensive and mandatory orientation programs for all students that are engaging, practical, and thought provoking.

• **Undergraduate Student Orientation - SPEA Launch**
New SPEA students are introduced to the School through a program called “SPEA Launch,” which is a mandatory residential orientation program offered to all SPEA students upon their admission into the School. The objective of SPEA Launch is to inform all SPEA students of the School’s mission, values, programs, resources, and opportunities. The program consists of faculty, staff, and students sharing best practices for success in SPEA – academically, professionally, and personally – as well as the engagement opportunities available to build leadership, service, and professional experiences.
The content and delivery of SPEA Launch has evolved over time. Student participants are offered pre- and post-tests to better understand their awareness and knowledge of SPEA’s mission, values, programs, resources, and opportunities. Student feedback is incorporated with feedback from faculty and staff to adjust the program as needed. Recent SPEA Launch improvements include the addition of an activities fair that encourages new students to interact with SPEA organizations and departments. Future improvements will focus on programming that supports an inclusive culture at SPEA and build on the cultural competency exercise that is currently offered for all SPEA students at Launch.

- **Graduate Student Orientation**
  SPEA has delivered a comprehensive and mandatory New Student Orientation at the graduate level for many years. The MPO regularly seeks to improve orientation programming each year to ensure that it is engaging, practical, thought-provoking, and most important, meets the needs of students and prepares them to set forth on their academic and professional time at SPEA. The MPO conducts an Orientation survey each year to collect feedback, in addition to working with faculty, staff, and students, to identify ways to improve the program to best set students forth on this path.

New additions and updates to Graduate Student Orientation include:
- SPEA’s Director of Diversity, Equity, and Inclusion leads a diversity training session, including research-based goals for equity and inclusion programs at SPEA.
- The MPO hosts a session dedicated to student services, resources, and how best to navigate the SPEA experience. The goal of the session is to increase transparency and empower students to take ownership of their academic plans.
- Students for Equity and Public Affairs (SEPA) hosts their own breakout session to encourage students to get involved to improve diversity and the cultural climate of SPEA through advocacy and action.
- A Student Welfare Panel introduces students to a variety of campus resources – Disability Student Services; CAPS/SPEA’s Counselor-in-Residence; Health Center; Title IX and Culture of Care; Student Advocates.
6. Groom and encourage top undergraduate and graduate students so that they are in a position to publish research and to win campus and national awards.

- Over the past two academic years, Ph.D. students have presented at 154 conferences and have received twelve grants. More than 20 undergraduate and graduate students have been recognized by the IUB campus, received top awards, and/or presented research at major conferences.

- The MPO has taken on supervision of a student-driven initiative, The Journal of Public and Environmental Affairs, which will continue to foster support for student research and awards.

- The UPO encourages students through weekly announcements and guest speakers from the Office of the Vice Provost for Undergraduate Education to attend workshops hosted by the IU Office of Competitive Awards and Research (IU CARE).

7. Create a student career development plan and make helping students find internships and jobs a priority of all SPEA-Bloomington employees.

- Student Advisory Boards for undergraduate, graduate, and international students were assembled to allow student input in the development of new programming. These boards that will meet regularly with CDO leadership to plan and evaluate future initiatives.

- An Employer Advisory Board consisting of Distinguished Alumni Council members and CDO employer partners will be convened in Spring 2018 to provide continual insight to industry needs and recruiting trends.

- A career community model is being developed and implemented with student, faculty, and SPEA partner input. The five working communities are: Business Administration; Creative Arts Engagement; Healthcare and Social Service; Government, Policy, and Social Impact;
Environment, Energy, and Sustainability. Each community is led and managed by an assigned advisor or professional staff member. The community model allows students to self-select into one or more areas of interest; they will receive information about programming, employer engagement opportunities, and career education events specific to their selected area(s). In addition this model allows for:

- Targeted employer recruitment
- Tailored advisor training for each community
- Specialized and relevant programming for each

- A new staffing model is being developed to organize team members into Engagement and Outreach Teams. Both teams will work with employers and students; the Outreach Team will focus on employer recruitment while the Engagement Team will concentrate on creating meaningful and valuable opportunities for employers and students to connect.

- Two positions have been created to support a new staffing model. The Assistant Director of Career Engagement will lead the Engagement Team; the Outreach Team is led by the Assistant Director of Internships and Employer Relations. Currently, this position is developing a portfolio of internship opportunities and creating focused programming and support specifically for international students.

- Separate programming and support efforts for graduate and undergraduate students was created and implemented in fall 2017. In addition to workshops, events such as the Chicago CNET and the Career Catalyst: Washington DC were modified to provide separate panel discussions and speed rounds for graduate and undergraduate students.

- The required undergraduate career development class, V252, is being redesigned to incorporate interaction with SPEA employer partners and SPEA-specific programs including the Washington Leadership Program.

- CDO staff attended various professional career development association seminars, webinars and conferences throughout the 2016-2017 academic year.
• The Brazilian National School of Public Administration (ENAP) internship program was launched in FY 17, which gave five students the opportunity for an international internship experience.

• The CDO collaborated with the School of Public Health Career Office to offer an annual Career Expo in the fall semester with over 80 local and regional employers in attendance. Nearly half the employers were from private sector.
Offering Innovative Academic Programs

Vision

In 2020, SPEA has increased the size and quality of its student body, both residential and online. At the undergraduate level, SPEA has appointed faculty directors for each of its majors who have established clear learning objectives, created more globally focused curricula, built partnerships across and beyond the university, put in place strong and nurturing advisory boards, focused attention on high impact opportunities both within and outside of the classroom, and improved professional outcomes for students. A higher percentage of SPEA full-time faculty is teaching undergraduate courses, and the school has created a dedicated and attractive physical space for its undergraduate students. At the graduate level, SPEA has created a range of new programs, often in collaboration with other IU schools. A number of these programs are shorter in length than the 2-year MPA. Graduating students have developed significant leadership, communication, and project-management skills, in part through the school’s renewed focus on learning that takes place outside of the classroom. Finally, SPEA has undertaken an extensive review of its Ph.D. programs, including the business models, curricula, the number of student publications, time-to-completion, and placement rates.

Primary Goal

Increased Enrollments and Enhanced Curricular Offerings

Strategies

UNDERGRADUATE PROGRAMS

1. Increase the number of students pursuing SPEA undergraduate majors by 25 percent from Fall 2015 to Fall 2020.

- The number of students pursuing SPEA undergraduate majors has increased 39% since the fall 2015 semester:

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>1765</td>
<td>1957</td>
</tr>
<tr>
<td>2016-2017</td>
<td>1747</td>
<td>2119</td>
</tr>
<tr>
<td>2017-2018</td>
<td>2081</td>
<td>2461</td>
</tr>
</tbody>
</table>
2. Increase the number of entering directly admitted students to 150 per year while retaining eligibility requirements.

- The number of directly admitted students has increased 53% since the fall 2015 semester.
  - Fall 2015 – 72
  - Fall 2016 – 84
  - Fall 2017 – 110

3. Adhere to “SPEA Best Practices” for all majors.

- Faculty/Major leads will be asked to define learning outcomes for each major during the 2017-2018 academic year.

- The 2017 assessment of the BSPA (document available) led to the design of a new course in international and comparative content (syllabus available). The course has been designed and will be delivered, as a requirement of the BSPA, beginning in the fall of 2018.

- The UPO is currently exploring a 3/3 joint BSPA/JD with Maurer (document available).

- The UPO and Alumni Relations Staff are in discussion about forming an advisory board made up of outside experts, particularly for students that are part of the Accelerated Masters Program.

- SPEA offers regular collection of co-curricular opportunities and activities to enhance the student experience. SPEA programs building academic enrichment include the SPEA Honors Program and Certificate in Applied Research and Inquiry (CARI), both of which offer advanced coursework and opportunities for in-depth research. Recurrent service opportunities with Bloomington-based nonprofit organizations offer students the opportunity for civic engagement. The professional preparation of students is enhanced through established internship programs, such as the Washington Leadership Program (WLP), the Professional Development Internship Program (PDI), and the AmeriCorps VISTA Summer Associates Program (VISTA).
SPEA is growing the size and adapting the execution of co-curricular programming to better support the student experience. Academic enrichment will be further supported through a newly established program that develops and aligns engagement activities to each SPEA undergraduate degree program. SPEA Serves, launched in fall 2017, provides additional civic engagement opportunities for students. In-depth leadership development workshops have been incorporated into the WLP and PDI professional preparation programs. SPEA student intercultural exposure is further supported through a new, environmentally-focused Alternative Spring Break program.

SPEA created a partnership with the Indiana YMCA Youth and Government (INYaG) Program. This relationship yielded an internship program for six undergraduate SPEA students in spring 2017. Interns focused on increasing the growth and building the capacity of INYaG through roles in marketing and communications, program evaluation, and curriculum development. The program hired interns during the summer and fall of 2017 to continue the growth of the program, with a specific focus on building INYaG presence in Monroe County and incorporating SPEA faculty into the mentorship of INYaG participants.

4. Conduct a comprehensive review of all programs and degrees to assess their effectiveness.

   • The BSPA majors have been revised, and will continue to be evaluated as the major leads develop and define learning outcomes in academic year 2017-2018.

5. Conduct a faculty-driven review of the Undergraduate Honors Program.

   • A complete review of the Undergraduate Honors Program was completed during the 2016-2017 academic year (document available).

   • Suggested changes were adopted by the faculty during the fall 2017 semester.
The number of tenure-track faculty supervising Honors theses has slightly increased since the spring of 2015.

- Spring 2015 – 32 students presented with 10 supervised by T/TT = 31.3%
- Spring 2017 – 39 students presented with 15 supervised by T/TT = 38.4%

6. Raise the profile of programs aimed at top students from across the campus such as the Civic Leaders Center, the Certificate in Applied Research and Inquiry in Public Affairs, Indiana University Debate, and the Model United Nations Program.

- **Civic Leaders Center (CLC)**
  CLC students are recruited from various high-level scholar programs, such as Cox, McDonald, Fry, Hudson & Holland, Lilly, 21st Century, and Groups. A diverse group of seminar speakers are regularly invited to (a) raise the profile of the CLC and (b) foster connections with those inside and outside of SPEA. Visiting speakers are from on and off campus as well as from local, regional, and national communities.

  CLC students are highly involved both on and off campus in a range of curricular, co-curricular, and extra-curricular activities. During the past academic year, CLC students participated in over 300 hours of philanthropic activity.

- **Certificate in Applied Research and Inquiry (CARI)**
  The first group of Certificate in Applied Research and Inquiry students graduated in May 2017. There were seven in this group. SPEA actively and effectively recruits new students into CARI.

- **Indiana University Debate**
  The IU competitive debate team is producing varsity teams ranked in the top-40 in the nation, competing as equals against peer Big-10 institutions and Ivy League students and recruiting graduate and undergraduate students from coast-to-coast.
IU Debate continues to host a high school debate camp, which averages ~50 attendees each summer, and is preparing to host 500 high school students from around the nation for the National Debate Coaches Association national championship tournament in 2020.

- **Model United Nations Program**
  SPEA has drastically increased the profile of the Model UN program in the state and region, as evidenced by the numbers attended in 2017 (230).
7. Involve full-time faculty, including tenure-track faculty, in teaching, leading, and reviewing undergraduate programs.

- Full-time faculty teaching undergraduate courses has increased since the fall 2015 semester.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># Teaching/Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-2016</td>
<td>42/84</td>
<td>50%</td>
</tr>
<tr>
<td>2016-2017</td>
<td>28/94</td>
<td>30%</td>
</tr>
<tr>
<td>2017-2018</td>
<td>63/85</td>
<td>74%</td>
</tr>
</tbody>
</table>

8. Enhance and expand programming and professional development opportunities offered to students by the Integrated Program in the Environment in order to both attract more students to SPEA’s environmentally based programs and ensure that these students succeed inside and outside of the classroom.

- IPE provides high school students access to SPEA through the Summer Experience in Sustainability and the Environment (SESE), a 4-day summer camp which brings underrepresented (minority, first generation college, low-income) youth to campus for a residential experience focused on sustainability and environmental scholarship and to learn about admission and scholarship opportunities at IUB.

- Throughout the school year, IPE hosts multiple 1-day enrichment programs – Sustainability & the Environment Experience at IU (SEE IU) - for large groups of Advanced Placement Environmental Science high school students to experience myriad academic and co-curricular offerings at SPEA and across campus.

- IPE recruits prospective students from the pool of “undecided” IUB students through multiple programs including a one-year long research experience for undergraduates – the 2020 Sustainability Scholars Program – through which freshman and sophomores are matched with IUB faculty to research environmental and sustainability topics, and in parallel, take a research methods course through SPEA which enhances their professional skills and exposes them to related academic and co-curricular programs.
In March 2017, six students and a staff member traveled to the Smoky Mountains for an alternative spring break trip. The trip supported the Integrated Program in the Environment by creating a community of students who immersed themselves in an ecological-centered weeklong study in the Great Smoky Mountains.

9. Adopt and support practices, policies, and information systems that support and encourage students to complete degrees within four years.

• New admissions standards have been proposed and approved by the SPEA faculty (document available).

• SPEA is supporting the University’s call to encourage students to ‘Finish in Four.’ This program provides the incentive of covering the cost of tuition and mandatory fee increases for any junior or senior that has stayed on-track to graduate in a four-year timeframe.

10. Propose and implement a plan to create designated and attractive physical spaces within SPEA for undergraduate students once the Paul H. O’Neill Graduate Center is completed.

• Three committees have offered recommendations for consideration. These are:
  o SPEA staff undergraduate student experience committee;
  o SPEA Stronger dean’s undergraduate initiative; and
  o IU School of Education Higher Education and Student Affairs graduate students.
    ▪ This group specifically conducted research on designing culturally validating spaces to engage students.

The Director of Undergraduate Student Services is leading a UPO task force to synthesize these recommendations. A proposal has been submitted to The Dean’s Office.
1. Increase the number of incoming master’s students by 50 percent from Fall 2015 to Fall 2020.

- The new, one-year master’s degrees (MES and MSHM) will assist in the intended growth of masters programs. The MES will enroll the first class of students in the summer of 2018 and the MSHM is expected to begin enrolling for the summer of 2019.

- The MSHM has created the first ever degree partnership with the Kelley School of Business.

- SPEA is always investigating programmatic partnerships on campus.

2. Continue to invest in alternative online and technology-assisted education.

- The use of staff resources were evaluated and the need to hire two graduate assistants reporting to the Assistant Director was identified.

- SPEA Connect instituted a merit-based aid program as a way of lowering the effective rate of tuition.

- A strategic plan for course development is in the implementation stage, focused in areas of expected growth:
  - International Development and Security
  - Health Policy
  - Environmental Policy

- An additional course was brought online in the summer 2017 semester (V550 – National Security and African Development), with three more planned in the coming semesters:
  - H549 – Health Policy (Summer 2018)
  - M575 – Comparative Public Management (Summer 2018)
  - M654 – Public Program Management and Contracting (Fall 2018)
• A new hybrid course opportunity was developed for online and residential students for the summer 2017 semester, V550 Crisis Communication. This course will be offered again in the summer 2018 semester.

• SPEA Connect hosted an online teaching workshop in March 2017 in order to further develop the skills of the faculty currently teaching online, and to recruit new faculty members to teach online.

• Defined the way credit hours are measured to include credit hours delivered to outside program students (i.e. higher education, public health, informatics), while not double-counting any residential students who may be enrolling in online courses.

The following figure shows current credit hour delivery data for SPEA Connect (from program inception in 2011 through July 2017), and goals for credit hour delivery that will assist in meeting the 2020 goal of 2000 annual credit hours delivered via SPEA Connect. The goal set forth for the 2016-2017 academic year was 1314 credit hours, and 1426 credit hours were delivered.
3. Develop new curriculum that addresses leadership, communication, and project management skills.

- After a complete review of the MPA Core (document available), the committee has recommended the following as the top priority:
  - Revise the Core curriculum to incorporate training in practical skills such as in the areas of communication (e.g., written communications such as emails, cover letters, professional advisory memoranda, research papers, and policy briefs; presentation communications; data visualization; and communication in diverse teams) and project management (e.g., leadership, teamwork, prioritization of tasks, project management software).

  Next step: The Director of the MPA Program will provide recommendations for consideration by the end of the 2017-2018 academic year.

4. Regularly offer co-curricular opportunities around high impact activities, focusing on academic achievement, civic engagement, leadership development, professional preparation, and intercultural exposure.

- Students are regularly engaged in a variety of events and initiatives that promote and support student engagement and professional development. Students have frequent opportunities to take on leadership roles in planning and executing events that support professional development, encourage intercultural exposure, and celebrate academic achievement. Some of these initiatives include the annual SPEA Wider World Student Conference, The Arts Administration Annual Symposium, and SPEA Global Fest. During the spring 2017 semester, SPEA launched White House Wednesdays to encourage conversation and debate about current events. In addition, partnerships with the Career Development Office and Alumni Relations Office have created new opportunities for students to engage with SPEA alumni and other professionals to expose students to the array of opportunities available to them. (Documentation of events available.)
5. Develop a plan for advising master’s students.

- An advising structure is in place for all master’s degree programs. The students are advised by both faculty and administration, and group workshops are held as necessary. SPEA plans to hire, in 2018, a second graduate recruiter that will also serve as a graduate academic advisor.

6. Reform the Ph.D. programs

- New guidelines for balancing teaching roles and research assistantships have been established for the Ph.D. in Public Affairs and Joint Ph.D. in Public Policy programs. This should increase opportunities and resources that enable students to present and publish research before graduation, as well as shorten the average time-to-completion from 7 years for the Public Affairs and Joint Public Policy Ph.D. graduates to approximately 5 years.

- New curriculum and guidelines for advancement have been implemented through the Ph.D. in Public Affairs program during the fall 2017 semester (document available).

- Conversations about a Ph.D. minor or concentration in arts administration are on-going.
Leading in Research and Knowledge

Vision

In 2020, SPEA-Bloomington has committed the energy and resources to achieve the research goals identified in SPEA 2020 for the Core School. Furthermore, SPEA’s Bloomington faculty has collectively engaged with campus-wide Grand Challenges and school-specific joint research initiatives. Finally, SPEA has significantly increased both the visibility and the impact of its research to policymakers, practitioners, and informed citizens.

Primary Goal

Collaborative Research with Visibility and Impact

Strategies

1. Commit administrative capacity and resources to implement the research goals of the SPEA Core School strategic plan.

   • SPEA provides incentives to encourage and help faculty and staff apply for grants and contracts. The school has undertaken a campaign to encourage such activity.
   o SPEA provides editorial and project management services without cost to the faculty member in order to help manage and write Grand Challenge and Emerging Areas of Research proposals.
   o SPEA has instituted a process for the SPEA IUB Personnel Committee to assess and report on grants activity in each faculty merit review.

2. Engage faculty in defining SPEA’s collaborative research agendas.

   • Several groups of research clusters have developed at SPEA IUB, including in Health Policy, Education Policy, Arts Administration, and Environmental Policy. These groups meet regularly and host various speakers both from outside campus and internally from SPEA. Modest financial support is provided for these activities (documents available).
• **Grand Challenges**
  Two IUB faculty members—Joe Shaw and Todd Royer—were selected as finalists for the first round of Grand Challenges competition. Many other SPEA faculty members were involved in all five finalists. The second successful Grand Challenge included a SPEA faculty member, Beth Gazley, as a primary team leader. SPEA is searching for a senior conservation biologist during the 2017-18 academic year and a human ecologist during the 2018-19 academic year. The third Grand Challenge selected by the university includes Kosali Simon as a member of the 8-person advisory/planning committee and Seth Freedman as a participant in one of the major research projects.

• **Emerging Areas of Research (EAR)**
  SPEA IUB submitted four abstracts for the second round of the EAR program in 2017-2018. One of the EARs, led by Joe Shaw, was selected as one of the 10 finalists.

• SPEA will search for non-tenure track faculty in nonprofit management, finance and budgeting, and environmental management throughout the 2017-2018 academic year.

• SPEA faculty from both IUB and IUPUI are engaged in discussions to develop an interdisciplinary Center for Cultural Affairs.

• SPEA IUB faculty member Kim Novick was selected for the IUB Outstanding Faculty Collaborative Research Award in 2016 (with Richard Phillips in the Department of Biology).

3. **Increase visibility of faculty research and scholarship.**

• Since the consideration and adoption of SPEA 2020, the Marketing and Communications Office has increased visibility of faculty research and scholarship through these tactics:
  o Launched SPEA Advance, a print and online quarterly publication that highlights SPEA IUB research and is distributed to thought leaders, academics, policy makers and legislators.
o Joined forces with IU Communications in the forthcoming publication of an “Experts Directory” that positions SPEA faculty for media inquiries.
o Revamped faculty laboratory websites.
o Increased the number of news releases and blog posts about faculty research – at last check, SPEA was the university leader in this area.
o Focused media pitches and other outreach so that the monthly media report now documents between 400 and 1,400 citations of SPEA professors, research, and expertise.

- The tagline “SPEA Serves Indiana” is used on social media posts, which highlights faculty community engagement.

- The Marketing and Communications team offered media training sessions for faculty in 2016 and 2017.

- SPEA faculty members have hosted research mini-conferences, drawing scholars from peer institutions to further research on important topics and policies. The following conferences were held over the 2016-2017 year:
o U.S. Manufacturing and Policy
o Applied Research in Public Finance
o Environmental Politics and Governance

4. Increase the impact of faculty research on policymaking.

- The SPEA IUB Marketing and Communications unit continues to work with many IUB faculty to provide interviews to major media outlets (documentation available).

- The SPEA Public Policy Institute (PPI) hired a new Director in spring 2017. He will be teaching at IUB and IUPUI.

- Faculty Fellow awards were issued by PPI for the first time in spring 2017. These awards were provided to SPEA faculty members Dr. Jamie Levine Daniel, Dr. Amanda Rutherford, and Dr. Joanna Woronkowicz (document available).
### Number of Publications by Calendar Year

<table>
<thead>
<tr>
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<th>2015</th>
<th>2016</th>
<th>2017</th>
<th>Three year total</th>
</tr>
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<tr>
<td>Articles</td>
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<td>168</td>
<td>131</td>
<td>430</td>
</tr>
<tr>
<td>Books</td>
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<td>6</td>
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</tr>
<tr>
<td>Book Chapters</td>
<td>29</td>
<td>31</td>
<td>19</td>
<td>79</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>23</td>
<td>28</td>
<td>76</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>197</strong></td>
<td><strong>231</strong></td>
<td><strong>184</strong></td>
<td><strong>612</strong></td>
</tr>
<tr>
<td><strong>Per faculty member</strong></td>
<td><strong>3.46</strong></td>
<td><strong>4.05</strong></td>
<td><strong>3.23</strong></td>
<td><strong>10.74</strong></td>
</tr>
</tbody>
</table>
Supporting Excellent Faculty and Staff

Vision

In 2020, SPEA has hired additional faculty and staff in prioritized areas. It has revamped its governing structures and procedures to clarify roles, increased communication and the sharing of information, put more emphasis on metrics, and accelerated the speed and transparency of operations. The school has focused on leadership development at both the faculty and staff levels, in part by improving its methods of evaluating current administrative performance. On the academic and research side, SPEA has implemented more robust mentorship for faculty members.

Primary Goal

Revamped Governance and Enhanced Leadership Development and Mentorship

Strategies

1. Target hiring of new faculty and staff.
   
   • Constant communication and review with the SPEA Director of Human Resources, the Director of Finance, and the EAD informs staff hiring. One example of a new strategic staff position hired in 2016 is the Undergraduate Pre-SPEA Advisor/Recruiter, who has met hundreds of students with an early interest in becoming a SPEA major.
   
   • SPEA created a Staff Council in 2016 to establish a representative body for staff. (See pages 57-58 for further information.)
   
   • SPEA hired a Director of Strategic Initiatives in 2016.

2. Review current governance structure and function

   • The Employee Excellence Inventory (documents available) was established as a performance evaluation tool for staff in 2017. Each unit within SPEA works with their employees to develop and reach specific goals in their positions.
• Faculty created a new governance process that clarifies non-tenure track faculty voting rights and adds non-tenure track representation on the Policy Committee.

• A new electronic system for approving curriculum items was created in 2016. Implementation is ongoing.

• SPEA staff have enhanced communication and collaboration efforts through regularly scheduled cross-unit meetings.

3. Expand professional development opportunities for staff.

• The Director of Human Resources is implementing new processes to expand opportunities and create strengths-based environment and culture of success for staff. Plans include the established Employee Excellence Program (EEI), a mentoring program (in collaboration with the Staff Council), and a revitalized onboarding experience for new SPEA employees.

• During the 2016-2017 academic year, several professional and support staff attended various trainings, workshops, and conferences (documentation available).

4. Implement an improved performance evaluation process for all staff.

• The EEI focuses on forward thinking and goal setting that align with SPEA’s strategic plan, vision, and initiatives. This process allows for dialogue and continuous feedback for the supervisor and employee.

5. Evaluate methods and tools to increase collaboration among staff members and to better integrate faculty and staff throughout the school.

• “Teach-Ins” pertaining to different academic areas/concentrations are designed for the academic and career development office staffs to engage with faculty and better understand the academic offerings of the School. This promotes collaboration across faculty and staff as well as supports both current and prospective students.
6. Regularly identify faculty and staff for participation in leadership development programs that prepare individuals for leadership positions at SPEA and Indiana University.

- The Vice Provost of Faculty and Academic Affairs regularly asks for nominations throughout the year and SPEA identifies appropriate candidates.

- The Executive Associate Dean Michael McGuire completed the IUB Academic Leadership Program (ALP) in 2016.

- The MPA Program director and former Teaching and Learning Faculty Group chair Beth Gazley participated in the Department Executive Officers (DEO) program in 2016.

- The Director of Human Resources Anita Herbertz is participating in a Management Training Series during 2017-2018. In addition, she will be a Gallup-certified strengths coach by the end of spring 2018, specializing in strengths-based development.

- SPEA provided funding in each staff unit’s FY18 budget to include leadership development and skills training.

7. Create opportunities for faculty mentoring and advancement.

- New actions taken to improve faculty mentoring and advancement include:
  - The Associate Dean for Faculty Affairs (ADFA) has clarified that faculty must include all grant-related activities in their annual faculty report and have asked the Personnel Committee to comment on funding-related activities in the annual reviews.
  - The ADFA is asking all faculty to complete a summary/synopsis of their annual faculty report. A template was provided.
  - The ADFA requests annual review meetings with tenured faculty who appear to have no or very limited external funding activities.
  - The ADFA holds workshops on promotion and tenure (fall and spring) and third-year review preparation (fall) each year.
• The T&L Group continues to facilitate peer, in-class observations.

• Processes for regular evaluation and pay increases for adjunct faculty have been reviewed and are being implemented over the 17-18 academic year.

8. Integrate the Environmental Science faculty.

• SPEA proposed a Master of Environmental Sustainability that seeks to bridge environmental science and public affairs research and programming (document available).

• There is improved communication between the Integrated Program in the Environment (IPE) and SPEA in terms of recruitment and developing programming for the environmental programs on campus.

• SPEA is establishing ongoing strategic partnerships between Environmental Science faculty and related departments on campus to increase visibility to prospective students and potential research collaborators.
Creating a Diverse and Enriching Workplace

Vision

In 2020, SPEA-Bloomington has created an environment in which faculty, staff, students, alumni, and visitors, regardless of their background, feel welcome and valued. Inclusivity is a core value of the SPEA community. The school has increased the diversity of its leadership pipelines. It has also increased the diversity and cultural competency of its faculty, staff, and student body. Finally, it has increased the opportunities both for students to study and work outside the United States and for students from outside the United States to study at SPEA. All SPEA students have access to a more globalized curriculum.

Primary Goal

An Inclusive and Diverse School

Strategies

1. Create an administrative leadership diversity plan to encourage promotion of diverse leadership from within the school.

   • SPEA appointed a Director of Diversity, Equity, and Inclusion to promote diversity among faculty, staff, and students.
     o A diversity hiring plan for faculty has been established.

2. Increase the racial, gender, and cultural diversity of faculty and staff.

   • Creating a diverse community of faculty and staff remains an ongoing initiative. As a first step, the Director of Diversity, Equity, and Inclusion has written the Diversity Statement that follows on the next page.
**SPEA’s Diversity Statement**

The School of Public and Environmental Affairs actively strives to cultivate diversity, equity, and inclusion. SPEA’s faculty, staff, students, and alumni engage in scholarship, teaching, and professional practice to enhance democracy, increase trust in public institutions, address issues of systematic inequality, secure public health and safety, and improve the well-being of individuals, families, communities, and the environment. As the premier school of public affairs in the world, SPEA recognizes that identifying solutions to complex and intersectional issues requires the inclusion of diverse voices. SPEA aims to respect and elevate the voices of all community members, whose diverse perspectives span the dimensions of race and ethnicity, national origin, culture, and language; gender, gender identity, sexual orientation, and marital status; religion and political perspective; age; disability status; veteran status; and socioeconomic status. SPEA values the engagement of all faculty, students, staff, alumni, and community members in these endeavors.

- Beginning in the spring 2018 semester, all interviews for faculty and staff hiring will include a one-on-one meeting with a representative from the SPEA Diversity Committee.

3. Provide all search committees with training on how to conduct searches in a way that increases the opportunity to recruit and hire diverse candidates.

- The Vice Provost for Faculty Development and Diversity implemented a campus-wide initiative to remove implicit bias in recruitment practices. Tenure-track hiring committees are now required to send at least one member to the workshop annually. Those who attend the diversity hiring workshop will advise SPEA committee chairs on faculty and staff hiring.

4. Increase cultural competency of faculty and staff through biannual training experiences.

- A series of workshops and trainings are taking place during the 2017-2018 academic year.
5. Increase faculty strengths in subject areas and concentrations that are attractive to underrepresented minority students.

- Dr. Ashlyn Nelson is leading a capstone in the spring 2018 semester where MPA students work closely with the Network of Schools of Public Policy, Affairs, and Administration (NASPAA) to identify opportunities for member organizations to enhance diversity, equity, and inclusion in their programs and increase cultural competency.

6. Seek out and support undergraduate and graduate students from diverse socio-economic backgrounds, including first generation college students, veterans, students from underrepresented minorities, returning international students, and part-time students.

- The breakdown of undergraduate and graduate students for the 2015-2018 academic years follow.

**Undergraduate Student Ethnicity**

![Undergraduate Student Ethnicity Chart](chart.png)
The UPO is developing recruitment partnerships with the Office of International Services and OVPUE.

During the 2017-18 academic year the UPO is developing co-curricular programming specifically for international students. More information will follow as these programs are developed.

Cultural Competency is addressed during Graduate Student Orientation and throughout the graduate student experience via additional programming.

SPEA Launch, the residential orientation program for new SPEA undergraduate students, offers a cultural competency exercise that was developed with support from SPEA’s Director of Diversity, Equity, and Inclusion. Future SPEA Launch programming will feature specific exercises and content to support international students new to SPEA and IU.
• SPEA’s undergraduate and graduate recruitment plans (documents available) consist of identifying and connecting with diverse and minority populations.

7. Review and further develop SPEA’s international and study abroad programs.

• Study abroad options increased with the additions of:
  - Berlin (spring break option);
  - Australia and Mexico (summer 2017);
  - Israel, Denmark, and Barbados (summer 2018); and
  - Cuba (spring break) is now offered for three credits.

• SPEA IUB has worked closely with SPEA IUPUI staff and faculty to market study abroad programs to SPEA students at both campuses. Additionally, two IUPUI staff participated in the London summer program in 2017.

• There is sustained growth across SPEA’s study abroad programs. In academic year 2015-2016 the participation rate of SPEA students abroad rose to 34% – equally ranked with the Kelley School of Business for the percentage of students who graduated in 2015-2016 with an international experience. The participation rate was 33% for the 2016-2017 academic year.
• As SPEA increases the depth and breadth of international programs,
  o Eight partnership agreements/proposals have been completed since July 2016.
  o Seven partnership agreements/proposals are in progress.
  o Nine meetings with international partners have either taken place or are planned to negotiate expansions/memorandums of intent/agreements/proposals.
  o Eleven international internship placements have been secured for SPEA students since July 2016.
  o Comprehensive pre-departure and re-entry orientation services have been maintained for all exchange programs.
  o Data tracking of the study abroad experience has been implemented.
  o A proposal will be submitted for a Community Development Conference in the summer of 2018. The event will join SPEA and other IUB units with academic partners in Poland and Germany at the IU European Gateway in Berlin.
8. Encourage and provide resources (where needed) for all faculty to incorporate lessons, examples, data sets, and case studies from countries outside of the U.S. into their courses.

   • Progress for this is ongoing. An example is the review of the Master of Public Affairs core curriculum.

9. Increase the number of undergraduate majors from outside the U.S. by 50 percent from 148 in Fall 2015 to 225 by Fall 2020.

   • As of July 2017, there are 225 international undergraduate students enrolled for the fall 2017 semester.
     ○ This is a 52% growth from fall 2015.

10. Increase the number of incoming master’s students from outside the U.S. by 50 percent from 69 in Fall 2015 to 105 by Fall 2020.

   • As of July 2017, there are 50 international graduate students enrolled for the fall 2017 semester. This is a 27.5% decrease from fall 2015.

11. Devote additional resources for supporting international collaborative activities, including exchange of visiting scholars and students, organizing international workshops with our partners, and engaging in research and training in other countries.

   • SPEA has devoted resources to the Leadership Executive Advancement Program (see page 5-6 for further info). LEAP is a 5-day intensive program uniquely designed to give program participants from a client organization/institution advanced training in one of SPEA’s numerous areas of managerial expertise.

   • The J1 Visiting Scholar Program continues to bring large numbers of international scholars to SPEA. The International Office team has refined the comprehensive services for all J1s to include pre-arrival orientation, arrival orientation, and on-site support.
• SPEA’s International Office assists in administering and supporting programming for the SLEAD Vietnamese Scholars.

• The Dean is assembling the China Society, an association of current students, faculty, staff and alumni that will act as a focal point at SPEA for better understanding the China-US relationship, the SPEA research activities related to China, and the special educational and placement needs of Chinese students. The Society will also provide an informal vehicle for input on the emerging SPEA partnerships with Chinese universities and will encompass the entire universe of educational programs at SPEA-IUB: arts administration, environmental science, sustainability, healthcare management, and public affairs.
2016 Action Items

Action
Starting early 2016, and every other year thereafter, selected ES faculty, including the EPNRM faculty from the two campuses shall, with leadership from the Dean, convene to discuss trends in scholarship, grant opportunities, student recruitment, educational innovation, and career opportunities for students.

The SPEA Dean’s office directed Kenneth Richards to oversee an effort to “strengthen the graduate concentrations in Environmental in Environmental Policy and Natural Resources Management and in Sustainability and Sustainable Development.” The review focused on both the curriculum for these concentrations as well as student demand and enrollment. The review also offered recommendations regarding the allocation of resources and faculty. These recommendations were approved by the SPEA faculty.

Action
The Dean will appoint a task force of professional staff on the two campuses to propose, by June 1, 2016, an enhanced model of cross-campus collaboration on career development services for internship and employment opportunities, drawing from the experiences of the Kelley School and other two-campus entities at IU.

The task force submitted the following recommendations to facilitate and grow the collaborative opportunities within the Core School Plan for SPEA. The implementation vision is a two-step process that includes enhancing the scope of current collaborative efforts as well as the creation of new initiatives in order to build a stronger and more unified career development experience at SPEA.

Enhanced collaboration
1. Increase efforts to include IUPUI campus participation in employer recruitment events and visits on the IUB campus.
2. Highlight opportunities for enhanced campus interchanges for student events.
3. Improve outreach and inclusion of IUPUI staff in the Career Networking and Exploration Trips (CNETs).
4. Advance integrated Internship Development for the Washington Leadership Program and the anticipated Indianapolis Leadership Program

New Initiatives
1. Create intentional partnerships with academic units on both campuses, such as the Lilly School of Philanthropy, Kelley School of Business, Schools of Public Health and School of Informatics, Computing, and Engineering.

2. Build cross campus student-to-student leadership opportunities.

3. Combine recruiting and networking opportunities for both undergraduate and graduate students in Public Safety Management at IUPUI and Healthcare Management and Policy at IUB.

4. Collaborate with instructors to align course material covered in the Career Development Courses taught on both campuses.

Action
The Alumni Relations staff at SPEA will, by June 1, 2016, prepare for the Dean, a performance-based plan of action to (a) increase the number of SPEA alumni who supply SPEA an e-mail address; (b) increase the number of SPEA alumni who participate in at least one SPEA- or IU-sponsored event; (c) increase the number of SPEA alumni who benefit from their continued association with SPEA (e.g., networking in the Distinguished Alumni Council, through the IUAA SPEA Alumni Board or obtaining career services leads); and (d) increase the number of SPEA alumni who give to SPEA.

The SPEA Alumni Relations team has developed a multi-pronged approach to meeting the goals of SPEA 2020. The full strategic performance-based plan is available. Highlights are listed below.

• To increase the number of alumni who supply an e-mail address, the SPEA Alumni Relations staff:
  o Requires this information for all alumni event registrations
  o Encourages alumni to share events and communications with other graduates so they may register with an email
  o Enters all event registration emails and relevant data into the Crimson database after event completion
Captures permanent email addresses before students graduate, through forms distributed at end-of-year events
• Requests current email addresses of alumni via LinkedIn.

The table below represents the percentage of non-IU email addresses on file for SPEA graduates from 2015-2017.

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>Percentage of Alumni with Non-IU Email on File</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>90.0%</td>
</tr>
<tr>
<td>2016</td>
<td>90.6%</td>
</tr>
<tr>
<td>2017</td>
<td>93.0%</td>
</tr>
</tbody>
</table>

To increase the number of alumni who participate in at least one SPEA- or IU-sponsored event, the SPEA Alumni Relations staff:
• Have identified SPEA’s top alumni markets/destinations: Indianapolis, Chicago, Washington, DC/Baltimore, New York, Cincinnati, and Evansville.
  o Amplified programming in locations with the largest numbers of alumni.
  o Implemented targeted events with faculty speakers to make programming more relevant to alumni.
• Increased the number of planned annual events offered for alumni from 13 in FY17 to more than 18 in FY18.
• Created a workshop and networking structure in collaboration with the Career Development Office to bring more alumni to campus and off-site events for career advising and exploration purposes.

• To increase the number of SPEA alumni who benefit from their continued association with SPEA, the SPEA Alumni Relations staff:
  o Created a new Alumni Leadership Network to attract alumni to serve in non-board positions for the School.
  o Designed new systems to share job opportunities with alumni over LinkedIn and social media and to connect to other SPEA alumni outside of regularly scheduled events.
  o Evaluated the structure of the Distinguished Alumni Council and made recommendations for new additions to the Council.

• To increase the number of SPEA alumni who give to SPEA, the SPEA Alumni Relations staff:
  o Introduced a post-event giving plan to encourage gifts of any size to SPEA programs.
  o Launched strategic IU Day efforts to augment giving.
  o Tasked the SPEA Alumni Board with encouraging long-term giving to the School.
  o Will launch a new, targeted campaign appeal in fall 2017 so alumni receive solicitations targeted to their degree.

• The number of IU alumni that have given to SPEA (FY 15 - 17) is as follows:
  o 2015 – 691
  o 2016 – 626
  o 2017 – 509

• The number of IU alumni that have given to SPEA (FY 15 - 17) is as follows:
  o 2015 – $924,219.00
  o 2016 – $929,825.00
  o 2017 – $906,919.00
Action
By June 1, 2016, the Director of the Public Policy Institute, in consultation with staff, faculty, and the Institute’s Board of Advisors, will develop a plan to (a) expand the delivery of actionable, reliable, and objective research to help the State of Indiana find meaningful responses to a range of challenges; (b) re-establish the Institute as a SPEA-wide enterprise that draws significant participation from faculty and students on both campuses; (c) serve as a catalyst, promoter and communicator for faculty-initiated research that serves the interests of the State and beyond; and (d) expand and diversify corporate, foundation and governmental support.

The Public Policy Institute hired a new Director in May 2017. The above-mentioned plan is currently a work in progress.

Action
In consultation with the leadership and staff of the SPEA Office of Executive Education, the Dean of SPEA will appoint a task force of faculty, professional staff and clients to explore a dramatic expansion of non-credit and credit-based opportunities for mid-career professionals in the state, the nation, and globally. The report of the task force, due in June 2016, will identify (a) new markets that are financially attractive and reflect the expertise and mission of SPEA;
(b) how to weave online and hybrid/blended/flipped modes of delivery into SPEA programming; (c) how to better capitalize on SPEA’s 28,000 alumni in an expanded program of executive education; (d) how to incentivize faculty on both campuses to lead and teach in new programs; and (e) how to build on strategic partnerships inside and outside of IU to proliferate and sustain new executive education activities.

The Executive Education Task Force provided input on ways to expand credit and noncredit opportunities for mid-career professionals in the state, the nation, and globally. Executive Education staff and faculty will continue to work with the Task Force ideas and input and create a guiding plan for achieving the goals most in line with Executive Education’s mission of “Providing world class education and leadership development opportunities for career professionals and organizations serving the public interest.” The findings of the task force are summarized below.

Potential New Markets within sectors currently served included:

- Armed Forces
- National Guard
- Defense Finance and Accounting Services
- Government
  - National League of Cities
  - Chambers of Commerce
  - Community Leadership
- Healthcare
  - Emergency Management (NIMS)
  - Governance
  - Physician Leadership

In addition to sectors currently served, potential new markets were identified, prompted by opportunities to leverage SPEA faculty strengths and align with the mission of SPEA. Local companies who are engaged in public management and public affairs and have a local and international presence included:

- Eli Lilly and Company
- Cummins
- Raytheon
- Roche
To continue efforts to add modes of delivery Executive Education will explore:

- Obtaining instructional design support
- Provide instructional design training for current staff
- Undertake collaborative discussions with SPEA Connect faculty/administration

In addition to expanding online and other contemporary models of learning, creating additional graduate certificates received much discussion. Certificates that closely align with faculty strengths and SPEA’s mission include:

- Emergency Management
- Urban Sustainability
- Arts Management

Non-credit, skills focused certificates were also discussed. Areas included in this discussion were:

- Project Management
- Volunteer Management
- Industry-specific certifications tied to leadership

Capitalizing on SPEA’s broad alumni base will continue through the following efforts:

- Presentation to the Alumni Board in Spring of 2017
- Collaborate with Development Office on an Alumni Strategy
- Get on the agenda for the Dean’s Council and Distinguished Alumni Council
- Meet individually with the Distinguished Alumni Council to discuss ways to broaden the impact and reach of Executive Education

Executive Education is fortunate to have a strong working relationship with over 30 full time and associate faculty. Efforts to continue to maintain and expand these relationships will include:

- Regular visits to both campuses
- Competitive pay
- Identify liaison faculty from Bloomington
- Explore faculty fellows concept
- Regularly host a faculty appreciation event
- Succession planning for long term faculty
Executive Education has both longstanding and growing collaborative relationships. Inside IU, Executive Education will continue to foster relationships with the following schools and groups:

- The Fund Raising School
- Fairbanks School of Public Health
- The School of Social Work
- The School of Nursing
- Both Offices of Community Engagement (IUB and IUPUI)

External Collaborative Education and Training will continue with the following entities:

- Indiana Hospital Association
- Naval Surface Warfare Center Crane Division
- Arizona State University
- National Human Services Assembly
- Indiana Organization of Nursing Executives
- Indiana State Medical Association
- The American Association of State Highway and Transportation Officials (AASHTO)
- Zayed University (international collaboration)

**Action**

In order to better serve the growing international interests of students and faculty on both campuses and avoid duplicative staffing and programming, SPEA should consolidate the leadership of overseas study and international programs in Bloomington, but make use of faculty and staff from both campuses to market and deliver the programs and service the partnerships. Working with the Chief Financial Officers and relevant professional staff from the two campuses, the EADs and CFOs from the two campuses will, by October 1, 2016, submit to the Dean a recommended business model for study abroad and international programming that ensures sustained growth of student, staff, and faculty participation but does not unfairly disadvantage financially either SPEA-IUB or SPEA-IUPUI, and ensures continued student, staff and faculty participation on both campuses.
SPEA IUB staff participate as “staff members on the ground” at SPEA’s overseas program locations and all IUPUI SPEA staff members are encouraged and offered the opportunity to apply as well.

- 2014-2015: 8 IUB Staff members; 14 IUB Faculty, 1 SPEA IUPUI Faculty
- 2015-2016: 7 IUB Staff members, 18 IUB Faculty, 1 SPEA IUPUI Faculty
- 2016-2017: 12 IUB Staff members, 2 IUPUI Staff members; 15 IUB Faculty, 1 SPEA IUPUI Faculty

**Action**

In collaboration with IUB’s growing School of Global and International Studies, SPEA will create new educational opportunities for undergraduate and graduate students interested in making durable contributions to international affairs, trade, security, and development. A progress report in 2016 is expected.

The School of Global and International Studies is interested in discussing opportunities for collaboration that will benefit students of both SGIS and SPEA. A meeting will take place in the fall semester of 2018.
2017 Action Items

Action
The EPNRM faculty at SPEA-IUB will, by 2017, review and modernize, the sustainability and EPNRM concentrations in the Master’s in Public Affairs (MPA) program while further building and refining the recently-added energy concentration; the faculty at SPEA-IUPUI will expand the undergraduate sustainability major and help launch a new urban affairs concentration in the MPA program while considering a rebranding of the urban sustainability concentration. The doctoral field in environmental policy shall be refined to reflect the expertise of new faculty on both campuses.

- IUB faculty reviewed the EPNRM and SSD concentrations in the MPA in 2016 and made many changes based on the review (document available).
- New ways of repackaging the environmental policy doctoral field are being discussed.

Action
The EADs on the two campuses will make faculty candidates and current faculty aware of the flexibility in the core-campus model as it relates to where faculty members conduct their teaching, research, and service activities. A joint EAD statement to the faculties will be issued by 2017.

SPEA IUB has offered opportunities for faculty to teach in Indianapolis. IUB and IUPUI faculty continue to collaborate on research initiatives. Examples include: Joanna Woronkowicz and Doug Noonan’s work on cultural policy and arts administration and Kosali Simon and Brad Ray’s participation on the Addictions Grand Challenge.

Action
Working together by 2017, the two EADs will develop, in conjunction with additional human resources input, action-oriented steps to build more staff development into the fabric of SPEA. Those plans should be vetted with impacted staff and the Policy Committee, and finalized prior to July 1, 2017.

The SPEA Staff Council was created in 2015 to support the IUB staff. The group of nine members wrote a mission statement and by-laws (document available)
and created task forces: Safety and Facilities, Wellness and Engagement, and Marketing and Communications.

The mission of the Council is outlined below.

The Council shall provide representation of all SPEA staff and serve as a conduit to the administration to affect change, and improve policies and practices, all while nourishing a collaborative environment and sense of community within SPEA. The Council will serve as a first line of communication to address challenges and facilitate solutions with the administration.

Selected Accomplishments of the Staff Council:

- A formal nomination and selection process for the staff merit and traveling trophy awards
- All staff meetings which include a platform for cross-unit communication and professional development/training opportunities
- Wellness and engagement initiatives (documents available), designed as a result of the staff survey
- Addition of staff highlights in the weekly SPEA Newsletter

The Director of Human Resources and the Staff Council planned and executed a full-day staff retreat in May 2017. Staff received ally training and attended discussions that included topics of continuous improvement, developing strengths, and health and wellness in the workplace.

As previously mentioned, SPEA has implemented the Employee Excellence Inventory (EEI) to foster continuous improvement and positive culture change. Funding has been designated to each unit in support of professional development through conferences and workshops.
Action
The program directors on both campuses shall take concrete steps between now and 2020 to enlarge the focus on professional skill building in undergraduate and graduate programs, even if that focus comes at the expense of some breadth or depth in coverage of academic knowledge of the substance of public and environmental affairs.

Undergraduate Program

- Undergraduate Program Directors are working with the Career Development Office to improve the quality and delivery of SPEA-V 252, Career Development & Planning.

- Undergraduate Program Directors are working with Major Leads to develop learning outcomes for each of the majors during the 2017-18 academic year.

- Pursuant to the requirements of the faculty approved new BSPA core curriculum, Undergraduate Program Directors and Major Leads have identified intensive writing courses within each major. Each of these courses will include one iterative writing assignment related to the type of writing the student can expect to do as a professional in the field.

Graduate Program

- The MPA Core Review revealed the following questions: “What are the pros and cons of adding a sixth Core course focused on professional skills? What are content options, especially the project and team management skills previously recommended by faculty?” The MPA Program Director is currently reviewing the Committee’s report to formulate recommendations for the full faculty.

- The new degree programs are addressing professional skills, particularly the Master of Science in Environmental Science. This will include the development of a series of 1-2 credit courses focusing on professional skills. It is anticipated these courses will be open to the larger student population.

- In summer 2017, a new hybrid course in Crisis Communication was offered online with an intensive in-residence weekend component. This
format was popular with both residential and SPEA Connect students across degree programs. Given the success of the course, there are plans to explore and expand future offerings.

• The MAAA program has further developed the practicum requirement to include an in-class component. Curriculum is centered on professional skill building and is offered through a variety of delivery methods (i.e. workshops, guest lectures, and online trainings). Students enroll in the course for the first three semesters in the program with each semester building upon the previous.

Action
The Dean will appoint a collaborative online task force of professional staff and faculty to explore the advantages and disadvantages of a stronger integration of the online learning activities at SPEA-IUB and SPEA-IUPUI. The task force, which will issue a report to the Dean by June 2017, will consider a wide range of options including (a) centralization and consolidation of online educational activities at SPEA; (b) open access to online courses by any qualified students at SPEA-IUPUI and SPEA-IUB; (c) expand online course offerings for undergraduates; (d) more hybrid/blended/”flipped” course offerings for undergraduate and graduate students; (e) more online executive degrees and non-credit offerings through the Office of Executive Education; (f) more targeted training for faculty and professional staff in the latest advances in online education; and (g) formulate creative business models that make collaboration in online programming a joint gain for all participating units.

SPEA hired a new Assistant Director of Online Education and Student Services in the summer of 2016. A task force will be appointed by the Dean and charged with the above-outlined tasks during the 2017-2018 academic year.

Action
SPEA-IUB will expand enrollment in its undergraduate major in law and public policy while SPEA-IUPUI will create a similar major. Research collaborations with faculty at the Maurer and McKinney Schools of Law will be expanded, particularly in the areas of regulatory reform, natural resources and climate change. A progress report in 2017 is expected.
Undergrad enrollment in Law and Public Policy has expanded. As of spring 2017, there were 253 majors – a 46.2% increase since spring 2016.

- Spring 2015 – 69
- Spring 2016 – 173
- Spring 2017 – 253

Research collaborations with faculty at the Maurer and McKinney Schools of Law are still developing.