On the cover:

Architect’s rendering of the School of Public and Environmental Affairs featuring the glassed south facade of the new Paul H. O’Neill Graduate Center. Construction on the O’Neill Center will begin in early 2016 and is expected to be completed by early 2017. The three-story building will include 29,000 square feet of new space. Additionally, the 6,000 square feet connecting the current building to the graduate center will be renovated as part of the project. The graduate center project is funded in part by a $3 million gift from IU alumnus and long-time SPEA supporter Paul O’Neill, the largest private donation in the School’s history. David Wang, a member of the Dean’s Council, donated $1 million to help fund the center.
EXECUTIVE SUMMARY

SPEA 2020 for Bloomington is the product of a year-long effort by a Planning Committee led by Associate Professor Brad Heim that was charged with identifying strategic priorities for SPEA-Bloomington. The Planning Committee, aided by the NXT Consulting Group, LLC, had dozens of conversations (some one-on-one, some including over 100 people) and did survey research with a broad range of the SPEA community to come up with a list of goals, means of achieving these goals, and metrics. The Planning Committee submitted its detailed draft to the SPEA Dean’s Office, which then shaped the enclosed document.

This document builds upon the success of SPEA-Bloomington since 2008 by articulating six strategic priorities that will guide SPEA until the year 2020. Since 2008, SPEA-Bloomington has significantly increased the size of both its faculty and student body. Research productivity has skyrocketed. The school has expanded its global footprint. SPEA has embarked on a major building expansion. In order to adapt to and build upon these initiatives, SPEA 2020 for Bloomington is a transformational document that lays forth ambitious goals that, when attained, will position the school for success moving forward. The objective behind producing this document is to identify what SPEA needs to do to continue to attract top faculty, staff, and students, and ensure that each member of its community thrives. The goals are:

1. Developing more diversified income streams that relieve some of SPEA’s reliance on undergraduate tuition;
2. Promoting innovative teaching by embracing new technologies and methodologies, campus resources, and innovative assessment techniques, and making it a priority of all faculty and staff to help students find meaningful internships and jobs;
3. Creating larger and stronger academic programs and bringing the undergraduate program up to the level of SPEA’s top-ranked graduate and Ph.D. programs;
4. Determining the research areas and projects, whether identified by the campus or the school, on which SPEA faculty should collaborate while also aggressively sharing the results of that research with other scholars and policymakers;
5. Mentoring faculty and staff and providing professional development and leadership opportunities to both groups; and
6. Creating a more diverse community in which members from all backgrounds are welcomed and valued.

SPEA 2020 for Bloomington is one of three strategic documents for SPEA and is, therefore, not meant to be read alone. Rather, readers are encouraged to examine this document side-by-side with SPEA 2020 for the Core School and SPEA 2020 for IUPUI. As one would expect, there are areas of convergence and departure among the three documents.

Just as broad segments of the SPEA-Bloomington community were involved in drafting SPEA 2020 for Bloomington, the entire community will be engaged in its implementation. This document provides the blueprint for what SPEA will accomplish by 2020.
INTRODUCTION

Created in 1972, the School of Public and Environmental Affairs (SPEA) at Indiana University-Bloomington is a professional school with nearly 100 full-time faculty members and 80 full-time staff members serving 2,500 students on the Bloomington campus. SPEA-IUB is part of a “core school” model that includes both the SPEA-Bloomington campus and SPEA at the Indiana University-Purdue University Indianapolis campus. A single dean leads the core school, whereas an Executive Associate Dean leads each of the individual campuses.

This document, referred to as SPEA 2020 for Bloomington, offers strategic priorities and recommendations for the Bloomington campus that will be addressed by the year 2020. It aims to build upon the advances made by SPEA-Bloomington since 2008 and to provide both a blueprint of the school’s priorities for 2020 and strategies for how to meet these priorities. Since 2008, SPEA-Bloomington has grown its student body by 67 percent, increased its full-time faculty by 56 percent. experienced a 46 percent rise in the average number of articles produced by its tenure-line faculty (through 2014), significantly expanded the extracurricular programming offered at the undergraduate level, and entered into collaborative initiatives with schools from across IU and around the world. Also since 2008, the SPEA-Bloomington MPA program took over sole possession of the #2 ranking in the U.S. News and World Report, the number of students participating in overseas study increased by 76 percent, and the school has positioned itself for a 34,000 sq. foot expansion, with construction of the Paul O’Neill Graduate Center set to begin in winter 2016.

In the next five years, SPEA-Bloomington will build on these accomplishments while emphasizing new strategic directions. SPEA 2020 for Bloomington highlights six primary areas of focus. These areas are (1) developing more financially sustainable and diversified revenue streams, (2) enhancing the quality of teaching and the professional outcomes for students, (3) expanding the size of the student body and enriching the offerings both within and outside of the classroom, (4) increasing opportunities for collaborative research and the visibility and impact of said research, (5) improving administrative structures and creating leadership pipelines for faculty and staff, and (6) creating a diverse and welcoming environment. For these areas of focus, SPEA 2020 lays out both overarching goals and concrete metrics. Because the objectives laid out in SPEA 2020 for Bloomington are top priorities, a wide range of faculty, staff, students, alumni, and other partners will be asked to contribute to their achievement.

SPEA 2020 for Bloomington evolved out of a year-long conversation involving a broad spectrum of the SPEA-Bloomington community. This conversation was spearheaded by a Planning Committee chaired by Associate Professor Brad Heim. The Planning Committee was aided by the consulting firm of NXT Consulting Group, LLC (Consultant).

The planning process for SPEA-Bloomington consisted of two major phases: (1) data gathering from inside and outside the campus, and (2) developing the visions and strategies for the SPEA 2020 plan. Upon completion of the data-gathering phase, the Consultant drafted and presented a report to the Planning Committee that represented the Consultant’s understanding of the major issues that might be addressed in the planning process. The report was developed from information gathered by the Consultant during independent interviews with faculty and administration, and from the following focus groups:
• Governance and Management Faculty;
• Policy Analysis and Public Finance Faculty;
• Environmental Science Faculty;
• Teaching and Learning Faculty;
• Assistant and Associate Professors;
• Selected Other Faculty;
• Faculty Chairs and Program Directors;
• Professional, Senior, and Line Staff;
• Undergraduate, Master’s, and Doctoral Students; and
• Public Policy Institute.

During its meetings and in comments from its individual members, the SPEA-Bloomington Planning Committee reviewed each of the strategic issues, added new ones it thought appropriate, deleted others it deemed unnecessary, and edited them for accuracy and completeness. The Committee also developed a set of questions evoked by each issue. The committee then developed visions, goals, and strategies designed to address and prioritize responses to issue questions. The Planning Committee submitted to the SPEA Dean’s office insightful, wide-ranging, and challenging recommendations. Final revisions of the plan were drafted by the SPEA-Bloomington Dean’s office.

Members of the Planning Committee were:

Brad Heim, Chair, Associate Professor
Emily Cox, Associate Director of Marketing and Communications
Christopher Craft, Professor and Director, Environmental Sciences Ph.D. Program
Jennifer Forney, Director of Undergraduate Admissions and Engagement
Beth Gazley, Associate Professor and Chair, Teaching and Learning Faculty
Kirsten Grønbjerg, Professor and Associate Dean for Faculty Affairs
Jim Hanchett, Director, Office of Marketing and Communications
Jeremy Harmon, Assistant Director, Employer Relations – Career Development
Stephanie Lewis, Undergraduate Academic Advisor
Al Lyons, Lecturer
Michael McGuire, Professor and Executive Associate Dean
Andrea Need, Lecturer and Deputy Director, Master of Public Affairs Program
Flynn Picardal, Associate Professor
Dan Preston, Clinical Assistant Professor, Deputy Director for Global Initiatives
Michael Rushton, Professor and Director, Arts Administration Program
Kosali Simon, Professor
Rebecca Snedegar, Administrative Coordinator, Environmental Sciences

SPEA 2020 for Bloomington is not meant to be read in isolation. Rather, it should be read side-by-side with SPEA 2020 for the Core School and with SPEA 2020 for Indianapolis. SPEA 2020 for Bloomington also should be viewed as feeding into and furthering the goals of The Bicentennial Strategic Plan for Indiana University-Bloomington. At the end of this document is an appendix that highlights areas of congruence between SPEA 2020 for Bloomington and The Bicentennial Strategic Plan for IUB.
**Our Mission**

SPEA works 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.

**Guiding Values**

Our commitment is shaped by these shared and guiding beliefs:

- All people deserve to live in thriving and sustainable communities.
- Strong, healthy communities depend on well-educated, innovative and ethical leaders, and informed and engaged citizens.
- Creative, current, and rigorous research informs sound decision-making.
- Leaders need both relevant information and the skills necessary to interpret and use information and data effectively.
- Successful leaders must be able to bridge public, private, and nonprofit sector boundaries.
- Conversation and collaboration among individuals with diverse perspectives, backgrounds, and skills leads to more vibrant ideas and solutions.

**Our Work**

SPEA’s professionals teach, research, and serve in all areas of public and environmental affairs. Our collective expertise, built on diverse training and perspectives, allows us to lead in a deeply connected world.
In 2020, SPEA has taken a number of difficult steps to ensure the long-term vitality of the school. It has tackled long-term challenges while continuing to nurture the culture, programs, and people that have made it one of the most acclaimed public and environmental affairs schools in the country. Specifically, SPEA has diversified its revenue stream, continuing to grow the school while reducing its dependence on undergraduate student tuition dollars. The school has prioritized innovative teaching that takes advantage of new technologies and campus resources; at the same time, it has greatly increased job outcomes for its students, in part by making professional outcomes for students a priority of all faculty and staff. SPEA has further increased the size and excellence of its academic programs. In terms of research, the faculty has engaged in joint projects at both the campus- and the school-level, and the school has greatly increased the visibility and impact of its research. Further, SPEA has invested in the professional development of its faculty and staff and created an organizational structure that is more efficient and transparent. SPEA has become a much more diverse community, as reflected in its welcoming environment; the composition of its faculty, staff, and students; and its curriculum.
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.
   a. Raise $8,000,000 in philanthropic gifts/donations by 2020.
   b. Encourage all SPEA-Bloomington programs, faculty, and staff to work with the Development Office to increase fundraising.
   c. Increase the total amount of indirect cost recovery to $4,000,000 by 2020.
   d. Create incentives to encourage and help faculty and staff apply for grants and contracts.

SPEA-Bloomington General Fund Revenues
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.

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.

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.

* Gross new money using a base of $450/credit hour. Revenue projections based on current number of majors.
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.
2. Create a review process to hire, train, and evaluate adjunct faculty members.
3. Promote and encourage broader use of the university’s resources in instructional development, with special attention to supporting adjunct faculty.
4. Recruit top students to all programs, in part by enhancing the visibility of SPEA-Bloomington to prospective 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.
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.
7. Create a student career development plan and make helping students find internships and jobs a priority of all SPEA-Bloomington employees.
   a. Investigate new approaches to SPEA-Bloomington’s career development model, including employer relations.
   b. Increase and institutionalize collaborations between the Career Development Office and SPEA faculty and staff. Find meaningful ways to engage the contacts and expertise of all faculty and staff to help students find jobs.
   c. Ensure that career and academic advisors can share student records and technology.
   d. The Career Development Office will more specifically tailor its services to the needs of students at different academic levels and with different subject-area interests.
   e. Train Career Development Office Advisors to serve students seeking to enter particular fields.
   f. Create a plan to help students find professional opportunities outside of the U.S.
   g. Explore collaborative and mutually beneficial partnerships with other units on campus to increase access of SPEA students to a fuller range of employment opportunities, including the private sector.
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.

Goal

Increased Enrollments and Enhanced Curricular Offerings

Undergraduate Programs

Strategies

1. Increase the number of students pursuing SPEA undergraduate majors by 25 percent from Fall 2015 to Fall 2020.
2. Increase the number of entering directly admitted students to 150 per year while retaining eligibility requirements.
3. Adhere to “SPEA Best Practices” for all majors.
   a. Articulate learning objectives for students.
   b. Create a more globally oriented curriculum by expanding the international and comparative content of existing programs and courses.
   c. Establish innovative partnerships with other schools at Indiana University.
   d. Designate a faculty lead for each major.
   e. Create an engaged advisory board made up of outside experts.
   f. Actively recruit and plan for growth in the number of students, overall and in terms of high-achieving students.
   g. Regularly offer co-curricular opportunities around high impact activities, focusing on academic achievement, civic engagement, leadership development, professional preparation, and intercultural exposure.
   h. Create processes for developing relationships with employers and graduate programs in related fields that yield internships, employment opportunities, and top-tier placements.
4. Conduct a comprehensive review of all programs and degrees to assess their effectiveness.
   a. Evaluate curricula to eliminate duplication of content.
   b. Articulate clearly defined pathways to specific degrees.
c. Assess the coherence of each degree, the distinction between them, the curriculum within degrees, and their connection to career pathways.
d. Actively involve faculty in developing long-term goals for respective majors

5. Conduct a faculty-driven review of the Undergraduate Honors Program.
   a. Address the program’s alignment with National Collegiate Honors Standards.
   b. Evaluate the number of Honors-format courses in the majors.
   c. Enhance student programming and services.
   d. Increase the number of tenure-track faculty supervising Honors theses by one-third.

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.

7. Involve full-time faculty, including tenure-track faculty, in teaching, leading, and reviewing undergraduate programs.
   a. Increase the percentage of undergraduate courses taught by full-time faculty from 27 percent in Fall 2015 to 40 percent by Fall 2020.
   b. Increase the percentage of full-time faculty who teach undergraduate courses from 61 percent in Academic Year 2014-15 to 75 percent by Fall 2020.

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.

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

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.
Opportunities for Undergraduate Student Engagement

SPEA-Bloomington students are introduced to and strategically prepared for the array of opportunities available in the School to learn and engage outside of the classroom. The preparation initiatives include “Meet SPEA and Learn More” sessions and a residential orientation program called SPEA Launch. The intentional co-curricular programs available to students may be sorted into five areas, understanding that all five times are interdependent, overlap and may leverage valued campus relationships.

<table>
<thead>
<tr>
<th>Academic Enrichment and Achievement</th>
<th>Civic Engagement</th>
<th>Professional Preparation</th>
<th>Intercultural Competency</th>
<th>Leadership Development</th>
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<tr>
<td>Includes the <strong>Certificate in Applied Research and Inquiry in Public Affairs</strong> – Through the Certificate in Applied Research and Inquiry, students explore how history's most important thinkers have approached topics of public affairs by taking a series of honors courses that culminate with a research project on a contemporary policy issue.</td>
<td>Includes the <strong>Civic Leaders Center</strong> – The Civic Leaders Center is a residential program for first-year students interested in leadership and public affairs that offers students access to influential guest speakers, career and leadership training, smaller class sizes, and trips to places like Washington, D.C.</td>
<td>Includes the <strong>Washington Leadership Program</strong> – Through the Washington Leadership Program, students spend a semester interning, taking classes, connecting with SPEA’s alumni network, and exploring possible career paths in Washington, D.C.</td>
<td>Includes the <strong>Overseas Education Program</strong> – The Overseas Education Program allows students to study abroad in more than 20 locations during their spring or summer breaks, or through semester exchanges, while earning credit toward their degrees.</td>
<td>Includes the <strong>Nonprofit Leadership Alliance</strong>, which helps emerging leaders develop professional skills. The SPEA-based service organization is also dedicated to assisting Bloomington-area charities.</td>
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**And additional opportunities such as:**
- Accelerated Master’s Programs
- Debate
- Mock Trial*
- SPEA Honors
- Pi Alpha Alpha
- Scholar Dinners

**And additional opportunities such as:**
- Leaders for the Greater Good Council
- We The People*
- Undergraduate Policy Student Organization*
- Education Policy Student

**And additional opportunities such as:**
- Professional Development Internship Program
- Americorps VISTA Summer Associate Program/Americorps Alumni Association*
- Human Resource Association*
- Healthcare Management and Policy Student Organization*
- Public Finance Association*
- Undergraduate Teaching Assistantship Program

**And additional opportunities such as:**
- Global Partners Initiative
- Model United Nations
- Chinese Nonprofit Study Association*
- International Public Affairs Association*

**And additional opportunities such as:**
- Hoosier Leadership Program/LeaderShape**
- Student Life Activities Council
- Nonprofit Leadership Alliance*
- Undergraduate Student Organization*

*Student-Run Organizations
**Campus Initiatives-IU Student Life & Learning
Graduate Programs

Strategies

1. Increase the number of incoming master’s students by 50 percent from Fall 2015 to Fall 2020.
   a. Develop new academic programs and concentrations that respond to student demand and needs.
   b. Create shorter, more focused master’s programs aimed at new student markets.
   c. Explore partnerships with other Indiana University schools and programs to design and implement new course offerings.
2. Continue to invest in alternative online and technology-assisted education.
   a. Evaluate the business model and curriculum offerings of SPEA Connect.
   b. Increase the number of fully online courses by 50 percent from Academic Year 2014-15 to Fall 2020.
   c. Increase number of credit hours taken by students annually via SPEA Connect by 60 percent from 1254 in Academic Year 2014-15 to 2000 by Fall 2020.
3. Develop new curriculum that addresses leadership, communication, and project management skills.
4. Regularly offer co-curricular opportunities around high impact activities, focusing on academic achievement, civic engagement, leadership development, professional preparation, and intercultural exposure.
5. Develop a plan for advising master’s students.
6. Reform the Ph.D. programs
   a. Evaluate the business model for all doctoral programs.
   b. Review the curriculum of all doctoral programs.
   c. Increase opportunities and resources that enable students to present and publish research before graduation.
   d. Shorten the average time-to-completion from 7 years for the Public Affairs and Joint Public Policy Ph.D. graduates in Academic Year 2014-15 to 5 years by Fall 2020.
   e. Consistently place graduates in high-ranking programs in the US and abroad.
   f. Explore the development of a Ph.D. concentration in arts administration.
SPEA Connect Credit Hour Delivery

189% increase from AY 12-13

Total - 1154

- Summer
- Spring
- Fall

AY 11-12
Total - 81

AY 12-13
Total - 399

AY 13-14
Total - 894

AY 14-15
Total - 362
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 policy-makers, practitioners, and informed citizens.

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.
2. Engage faculty in defining SPEA’s collaborative research agendas.
   a. Conduct a focused dialogue on SPEA-Bloomington’s collaborative research agendas, clarifying to what extent faculty research should be focused on a few Grand Challenges and Emerging Areas for the Bloomington campus.
   b. Develop a system to encourage faculty research on agreed-upon focused initiatives at the school (as opposed to the campus) level.
   c. Identify research clusters in other Indiana University schools and programs that are synergistic with research groups within SPEA-Bloomington and encourage collaborative relationships.
3. Increase visibility of faculty research and scholarship.
   a. Position SPEA faculty as Indiana University’s experts on emerging issues in public and environmental affairs, regionally, nationally, and internationally.
   b. Investigate methods to inventory, codify, and increase service and community engagement projects, activities, and connections that will create linkages between SPEA research and clients, policymakers, and employers.
      i. Provide training to employees and officials of government and community organizations to increase SPEA contacts with and visibility among those groups.
      ii. Connect with major Indianapolis foundations and government funders (as well as other foundations or government funders in Indiana or outside the state) to provide research and evaluation services.
      iii. Develop a clearinghouse that would match students with feasible course projects submitted by local governments and community organizations.
      iv. Serve as a resource center for government and community organizations.
   c. Sponsor SPEA research mini-conferences on a regular basis that draw scholars from peer institutions and attract attention from the media and other information outlets.
   d. Train faculty to be media-savvy, and encourage and instruct faculty to utilize social media in order to enhance their visibility and build personal brands.
4. Increase the impact of faculty research on policymaking.
a. Explore ways to make faculty research more accessible and valuable to practitioners.

b. Utilize Public Policy Institute resources to help disseminate policy briefs on faculty research among wider audiences.

c. Utilize the Public Policy Institute to help faculty develop and coordinate contacts for presentations to local, regional, and global policy makers and organizations.
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.

Goal

Revamped Governance and Enhanced Leadership Development and Mentorship

Strategies

1. Target hiring of new faculty and staff.
   a. Perform biannual review of strategic hiring priorities to target hiring of new faculty toward individuals who teach and conduct research in areas consistent with SPEA’s mission, values, and vision.
   b. Perform biannual review of strategic hiring priorities to target hiring of new staff toward individuals whose expertise and abilities are consistent with SPEA’s mission, values, and vision.

2. Review current governance structure and function
   a. Clarify roles, reporting lines, and responsibilities of faculty groups, committees, chairs, program directors, and staff leadership.
   b. Enhance the flow of information between and among administrators, faculty, and staff.
   c. Develop mechanisms in cooperation with the Dean’s office for units within SPEA to incorporate key performance indicators (KPIs) into their individual management strategies, identifying areas of strength and opportunities for improvement, with units tying their budget requests to their own self-evaluation of performance.
   d. Achieve greater speed and transparency in decision-making.
      i. Hire a Director of Human Resources who will report to the Executive Associate Dean.
      ii. Enhance transparency in the budgeting process.

3. Expand professional development opportunities for staff.
   a. Create an orientation program for new staff members and a plan for introducing them across the school.
   b. Create a mentoring program for current and new staff.
   c. Provide financial support for staff to pursue professional training opportunities.

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

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

6. Regularly identify faculty and staff for participation in leadership development programs that prepare individuals for leadership positions at SPEA and Indiana University.
7. Create opportunities for faculty mentoring and advancement.
   a. Enhance the faculty-mentoring program for tenure track and non-tenure track faculty at all points in their careers to assure quality teaching and research.
   b. Provide interested faculty with periodic in-class observation and feedback by selected colleagues upon their request.
   c. Develop a structure for regular evaluation and advancement incentives of adjunct faculty.
   d. Offer financial incentives and pathways for clinical professorship to encourage expanded faculty community service involvement.

8. Integrate the Environmental Science faculty.
   a. Create and support effective steps to ensure growing collaboration between environmental science and public affairs.
   b. Define specific areas for bridge appointments that enhance the strengths of SPEA programs, including environmental management, climate change, environmental engineering, and lifecycle analysis.
   c. Develop new courses that encourage contact and collaboration between environmental sciences and public affairs students.
   d. Further develop 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.

Goal

An Inclusive and Diverse School

Strategies

1. Create an administrative leadership diversity plan to encourage promotion of diverse leadership from within the school.
2. Increase the racial, gender, and cultural diversity of faculty and staff.
   a. Increase the number of staff members from underrepresented racial and ethnic backgrounds.
   b. Collaborate with SPEA-Indianapolis to address issues of diversity and cultural competence.
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.
4. Increase cultural competency of faculty and staff through biannual training experiences.
5. Increase faculty strengths in subject areas and concentrations that are attractive to underrepresented minority students.
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.
   a. Increase the percentage of historically underrepresented students (undergraduates, masters, Ph.D.) by 50 percent.
   b. Invest resources to support the unique needs of international students enrolled in the undergraduate program in order to excel academically, socially, and professionally.
   c. Encourage increased cultural competency among the SPEA student body by offering and/or requiring diversity training during new student orientation and other programs/events.
   d. Increase outreach to schools and locations with diverse populations to attract qualified students.
7. Review and further develop SPEA’s international and study abroad programs.
   a. Increase the availability of a wide range of intellectually and culturally engaging study abroad opportunities, and increase the number of students who participate in such programs.
SPEA-Bloomington Undergraduate and Graduate Student Diversity

- White: 77%
- International: 9%
- African American: 4%
- Asian American: 3%
- Hispanic/Latino: 4%
- Two or more races: 3%
- Unknown: 0%

SPEA-Bloomington Full-Time Faculty Diversity

- White: 84%
- Asian: 9%
- Black/African American: 4%
- Hispanic/Latino: 1%
- Two or more races: 2%
b. Develop a comprehensive business plan for undergraduate and graduate overseas study and international programs.

c. Implement cooperative relationships with SPEA-Indianapolis’s study abroad programs to assure access by SPEA-Indianapolis students and coordination of study abroad offerings with those of SPEA-Bloomington.

d. Increase the number of SPEA students who participate in overseas study, whether through SPEA or another school or sponsoring organization, from approximately 250 for Academic Year 2014-15 to 425 by Fall 2020.

e. Increase the number of SPEA-IUB students who participate in 1-8 week long SPEA study abroad experiences from 147 in Academic Year 2014-15 to 250 by Fall 2020.

f. Increase the number of SPEA students who participate in semester-long SPEA study abroad experiences from 2 in Academic Year 2014-15 to 10 by Fall 2020.

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.

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.

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.

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.
Participation in SPEA-Bloomington Overseas Studies Program.*

* Includes all students who participated in SPEA Bloomington Overseas Studies Programs. This includes students from SPEA Indianapolis as well as non-SPEA majors. If a student enrolled in more than one program, they will be counted for each program in which they were enrolled.
## Appendix – Congruence Between SPEA 2020 for Bloomington and The Bicentennial Strategic Plan for Indiana University Bloomington

The following chart shows the ways that SPEA 2020 for the Bloomington campus follows from and furthers the objectives of The Bicentennial Strategic Plan for IUB. SPEA Bloomington strategies are indicated by the abbreviated vision heading (i.e., “Business Model”) as well as the number for a particular underlying strategy. IUB strategies are noted by the objective number, followed by the sub-topic number. Continuing priorities from the IU Principles of Excellence are also noted in some cases, by the same convention.

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<th>Principles of Excellence Continuing Priorities</th>
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