

# GREENSPUN COLLEGE STRATEGIC PLAN

## I. Vision

The Greenspun College of Urban Affairs will be a national leader in developing research and community-based solutions to societal issues. This vision is a critical component of the University's vision of becoming a research extensive, engaged metropolitan university.

## II. Mission

The Greenspun College was created to evince the University's commitment to the community and its goal of becoming an engaged major metropolitan research university. By integrating research, teaching and innovative collaborations, the Greenspun College of Urban Affairs will prepare community leaders and address pressing societal issues while advancing our interrelated disciplines.

### Long-term goals

The Greenspun College of Urban Affairs seeks to:

1. Become a nationally recognized center for the study of social issues, public policy, public management and public affairs by hiring and retaining faculty with strong research records in key areas and simultaneously seeking external resources to create endowed chairs in key areas;
2. Build graduate and certificate programs that serve the community to add in the University's goal of becoming a research extensive institution;
3. Enhance the undergraduate experience for our students by advising, creating, and promoting more interaction between faculty and students;
4. Broaden and build collaboration and cooperation with the community, especially to address pressing local social and environmental issues through the strategic maintenance and development of centers and institutes.

**The College's ability to pursue any and all long term goals is severely constrained by the pressures of unsupported growth. We cannot continue to provide a high quality undergraduate experience, build graduate education, foster research or advance the University's strategic plan until we receive adequate resources to compensate us for our sustained, substantial contributions to UNLV's meeting of its enrollment growth targets. Simply put, we have been workhorses for the University in building enrollments without a commensurate infusion of new resources. We cannot extend nor even maintain our current levels of performance without dramatic increases in faculty, operating dollars, classified and professional staff, and graduate student lines.**

### III. Environmental Scan

#### A. What are the external trends, opportunities, and threats influencing the College's environment now and in the future?

##### 1. External Trends

*The 2003 Southern Nevada Community Assessment*, prepared by the United Way and the Nevada Community Foundation, highlighted a host of factors that pose challenges to the community of Southern Nevada. In summary, the Assessment noted “The region’s explosive growth affects all the areas that the report addresses, from the need to build more schools, homes and roads, to the need to improve air quality and conserve water resources, to the need to provide more social services, and health care for families and children.” (emphasis added) Findings from the Assessment indicate a variety of social factors that indicate directly the growing need for the programs and resources of the Greenspun College. In particular:

1. Poverty and the problems associated with poverty are widespread in Southern Nevada:
  - 1/3 of Southern Nevadans live at or below a living wage.
  - Nearly 1/5 of all households headed by women are poor; of families headed by women with children under 5, 1/3 are poor.
  - Nevada is nearly the bottom among U.S. state on indicators related to the welfare of children, including health, education, and safety.
2. Social service programs are inadequate on a number of fronts.
  - Programs to transition children to independence from foster care are inadequate.
  - 2/3 of Nevadans with disabilities live in Clark County and the state service system to assist them is under-funded.
  - The dramatically increasing aging population makes additional demands on social services.
  - Services providers lack the resources and capacity to meet the needs of the homeless.
3. Mental health and addiction issues were of great concern to Southern Nevadans.
  - A wide range of prevention and treatment services for adults and children coping with mental health problems are needed.
  - Because the state does not provide funding for problem gambling, the available programs must rely on the gaming industry for support.

4. The growing population in this region has exacerbated existing air quality, water and transportation concerns in Southern Nevada.
  - High rates of asthma in this area have been linked to air quality, especially among children and vulnerable populations
  - Increasing water use restrictions
  - Growing traffic congestion
  - Concerns about air pollution including ozone, carbon monoxide, and particulate matter
  - Demands for multiple use causing deterioration of natural resources available for use
  
5. Public safety is a significant concern, perhaps in light of the fact that crime rates in this area are now rising.
  - More than ½ the survey respondents saw gangs and crime as significant concerns.
  - Domestic violence and child abuse are major issues. Domestic violence has risen 20% in recent years.
  - Despite increases in reports of child abuse and neglect, the number of caseworkers has not increased.
  - Since 9/11, public concern with terrorism has intensified the need for individuals trained to cope with unexpected threats to communities.
  
6. An increasingly diverse, sometimes non-English speaking population, poses challenges for service providers, including social workers, mental health professionals, law enforcement personnel, and all levels of public administration. The Hispanic population, for example, has grown dramatically. Some of these individuals need to access social services or interface with public agencies. Currently, UNLV has no mechanism to help prepare functionally bi-lingual social service workers and public administrators.
  
7. As a major media market, Las Vegas is a vibrant laboratory for and creates abundant career opportunities for students in journalism, media studies, public relations and related areas.
  
8. Although the media environment in Southern Nevada is robust, the programming offered by the College is distinctive and community centered.
  - Through UNLV-TV the College offers not only educational programming (e.g, undergraduate classes in SWK), but also exposure for activities at UNLV (e.g., Forum Lecture series)
  - KUNV is the only traditional jazz station in the valley.
  - KUNV's weekend schedule is unique in offering programming for diverse audiences.
  
9. The September 11 attacks have made homeland security a pressing social concern and an issue which metropolitan criminal justice agencies must confront.

**Technological Factors:** Technological developments are dramatically impacting the College on three fronts: instruction, media delivery, and service. First, since many of our students are non-traditional, we need to provide distance education opportunities for them. This is perhaps especially true of our graduate instruction since the vast majority of our graduate students work full time.

Our Environmental Studies Department has made great strides in incorporating environmental modeling into curriculum. Currently, the faculty use technology to help students study environmental issues and explore solutions to them. This incorporation of environmental modeling into the curriculum reflects current practices throughout the public and private sectors.

Technological developments are dramatically changing all forms of communication. For example, digitalization is improving the production and delivery of media. These advances impact our ability to train students effectively in mass communication and journalism, our ability to deliver programming for UNLV-TV, and our service to the community via KUNV. Without upgrading our production facilities and equipment, our programs in mass media and journalism, as well as our broadcasts via UNLV-TV and KUNV will be comprised.

Finally, technology is impacting how many of our graduates practice in their professional lives. For example, technology is dramatically impacting the management and administration practices at all levels of government and social services. The emergence of the concept of e.government marks the significant changes in the public sphere to which we must respond in our various programs. In the same way, the emergence of cyber-therapy opens challenges and opportunities. Currently, no program in the country offers specialized training in this area. Such training seems particularly appropriate in Nevada because of the widely isolated rural communities.

## **2. Opportunities**

**As the urban affairs college in the only research university in this area, we are uniquely positioned to join faculty expertise with community resources to address major social issues and respond to community needs.**

1. The building of Greenspun Hall will bring together the units of the College and create a greater presence on campus and in the community for the College.
2. The urban affairs focus of the College is a significant asset in a major metropolitan setting.

Because we have developed strong relationships with community agencies, institutions, and individuals, we are poised to increase our partnerships with various entities in research, program development, program assessment and training. Further, we have distinctive opportunities for developing new programs that respond to community and regional needs. We already have a strong record of responsiveness to community needs, including:

- The Annual Child Welfare Conference provides vital training and information for child welfare professionals across disciplines.

- The Environmental Studies Department, particularly its Ph.D. program, trains much needed environmental managers.
  - The Community, Marriage and Family Counseling graduate and undergraduate programs and the Counseling certificate programs respond to need for licensed addictions counselors as well as marriage and family therapists.
  - The development of an interdisciplinary Ph.D. program meets local needs and connects with key personnel in the non-profit and not for profit communities.
  - The development of a Graduate Certificate Program in Public Management which will be offered off-site will provide post-graduate education to potentially 200 individuals.
  - The development of a small BS program in Public Administration is a successful 2 + 2 collaboration with the CCSN.
  - Our internships provide significant services to the community. For example, we routinely, through our SWK interns provide over 84,000 hours of service to the community, amounting to almost \$1.7 million on an annual basis.
3. With extensive expertise in issues related to the urban setting, our faculty are major contributors to several of the University's macrothemes.

Faculty expertise in criminal justice issues, addictions and marriage and family therapy, family and child welfare, public policy and administration, mass communication and journalism, political communication, and interpersonal communication, provides opportunities for additional collaborations and a potential to build our grants and contracts. Research will contribute to several of the research macrothemes, including

- Language, Literacy, Literature, and Communications
- Social and Urban Issues: Outreach and Collaborations
- Arid Lands Environmental Science, Policy, and Engineering
- Energy and Materials Science: Alternative and Sustainable Energy and Fuel Cycles
- Development and Protection of Community Infrastructure: Ensuring Homeland Security

4. KUNV and UNLV-TV extend the University's outreach to the community.

Our media outlets, UNLV-TV and KUNV-FM, provide a direct venue into the community; they increase our visibility and, over time, build private support. In addition, these media help us serve a diverse urban population through both educational and entertainment programming.

5. The Center for Individual, Couple and Family Counseling serves as a major mental health provider for the region while simultaneously providing training for new badly needed mental health professionals.

The Center provides more than 2,500 hours of mental health counseling to low income families in Las Vegas at an average cost of \$10/hour.

6. The College's research centers have vital, vibrant connections to the community and the region.

- The Center for the Analysis of Crime Statistics compiles and reports data of significant use to regional law enforcement and the justice system.
- The Center for Urban Partnerships encourages and develops extensive community partnerships and collaborations.

7. The community has a great need for our students, both graduate and undergraduate, in various areas, including:

- social work;
- mental health/addictions;
- journalism, broadcasting, and public relations;
- public administration and public management, including environmental management and planning; and
- work in regard to security and terrorism.

8. UNLV has an opportunity to attract outstanding students through a debate program.

Several secondary schools, including schools we wish to recruit from (e.g. Meadows, Gorman) have active forensics programs that attract outstanding students. Since we dismantled our debate program, we do not have a mechanism to attract those students here. But if we can reinstitute a debate program and a summer debate camp, we should be able to attract a cadre of outstanding students to UNLV.

9. The Department of Public Administration has a demonstrated record and great future potential in providing public forums on important topics.

In the past, the Department has hosted a forum of all governors of Nevada, including Guinn, to discuss pressing persistent issues in the state. This spring it will host a forum with speakers from across the country on the issue of property taxes in light of the recent

boom in housing costs. These forums attract media attention as they serve the community.

10. The College has the potential to make significant contributions to the community in meeting the needs of an increasing diverse population.

The summer training program to prepare functionally bi-lingual public administrators and service providers is one aspect of this potential. Currently, we are fortunate enough to have two faculty members who are fully bilingual and, thus, have internal resources that could be used to address this issue. In addition, we have a number of multi-cultural classes in the College, all of which contribute to broadening the horizons of students.

### 3. Threats

First, like all academic units, we are heavily impacted by infrastructure issues. Sponsored programs, admissions, and registration frequently produce frustrations for faculty and students simply because they cannot adequately handle the demands of a growing institution.

Infrastructure issues are particularly pronounced in the area of support for faculty research. Limited seed money for research, a small IT staff, lack of on-campus expertise in such critical research tools as SPSS and a paucity of graduate students all curtail the ability of faculty to achieve maximum research productivity.

More specific to the College, in some of our units, dramatic, largely uncompensated growth has overburdened faculty and staff. Students have difficulty getting access to needed services such as advising and mentoring. **We simply cannot continue to add students to our already overfull classes and admit still more majors without faculty and staff to service their needs. While we appreciate the varied initiatives that the University wishes to pursue, if we continue to embrace an institutional goal of being student centered, substantial resources must flow to the units, this College first among them by virtually every measure, that attract and service burgeoning numbers of students.**

In particular, these factors produce the following significant problems.

1. The combination of lack of infrastructure to support research and the demands to grow enrollments significantly constrain the research productivity of our faculty.

Although faculty throughout the University are impacted negatively by the lack of infrastructure, the extraordinary performance in this College on enabling enrollment growth has exacerbated this problem for us. Since in general we have far fewer opportunities for external grants, we cannot ameliorate the infrastructure deficiencies internally. Asked to deal with more and more students, our faculty often sacrifice their research capabilities simply to be good campus citizens.

## 2. Low morale among students, staff, and faculty

Because of the relatively heavy workloads and lack of infrastructure, we consistently lose our best junior faculty to other institutions. Recently, for example, we have lost numerous junior faculty, among them four outstanding, women faculty, to other institutions (often research extensive universities) with lower teaching loads and a more supportive infrastructure. These losses impact students who have come to value the contributions of these faculty.

Further, the increased workload for professional and classified staff because of enrollment growth undermines morale and produces significant stress. Not surprisingly in light of the data, faculty and staff in this College feel increasingly disprivileged within the University. A common question is: why do we continue to be the workhorses for the University in enrollment growth when we get so little in return?

## 3. Competition with other universities to attract and retain faculty

Since some of our best candidates are also sought after by research universities, our lack of infrastructure, university workload policies, and the pressures for enrollment growth make UNLV a less attractive opportunity. We continue to lose promising faculty to institutions with lighter workloads, more support for research.

## 4. Negative impact of pressures of meeting enrollment growth at the undergraduate level on capacity to build graduate programs.

To meet enrollment demands, the College is compelled to devote all new resources to meeting undergraduate student demand rather than being able to build graduate enrollments. Accreditation standards limit enrollment growth for several of our programs, leaving two units (COM/JMS and CRJ) contributing most of the College's 32% increase in FTE since 1999. Simply meeting student demand constrains the ability of the faculty to devote more energy to graduate programs. Similarly, in COU the burgeoning undergraduate major and minors force us to rely much too heavily on PTIs to staff courses if we are to protect the accreditation ratios for our graduate programs.

To offer another perspective on the pressures of growth, it is helpful to compare the Greenspun College to other units. Between 2001 and 2004, the College experienced a 39% increase in FTE, second only to Health Sciences, which took units from other colleges (Health Promotion, Health Care Administration). The next largest percentage FTE growth was in Liberal Arts at 30%. In short, we grew 1/3 more than any other unit besides Health Sciences. Such dramatic growth, most of which is on the undergraduate level, puts incredible strains on the faculty and staff.

## 5. Insufficient financial support for media outreach resources and instruction

Without only limited resources to devote to the marketing and stabilization of operations at KUNV-FM, the station cannot grow its underwriting and external support. Further, it

lacks resources to do significant innovative programming. Since its current programming constitutes a major outreach to minority populations, the station provides a unique, highly visible venue for advancing UNLV's goal of increasing diversity. Similarly, our programming on UNLV-TV is limited by budgetary constraints. Thus, we cannot produce a wide variety of programming to serve the community and enhance UNLV's image in this area. Finally, although many of our students are interested in media and broadcasting, our facilities and equipment are so outdated that we are unable to provide them with the quality of training they need to enter the workplace successfully.

6. Inadequate staff to provide quality service for students and maintain a student focused environment.

In past strategic planning requests, our need for faculty to teach students has been so pressing, that we have not sought additional staff. Consistently we have been faced with a dilemma: new faculty to support enrollment growth or new classified staff to service the students we have and area attracting. Thus, despite our growing enrollments and modest increments in faculty, we have not had a single new staff position in the last five years. This problem is most clearly visible in CRJ and JMS, which have huge numbers of majors. Each has a single staff person. Recently, when the single AA in JMS became ill during the first week of class, the situation was chaotic. The levels of stress and frustration on students and faculty because of this situation were extraordinary.

7. Competing programs at other local institutions

The availability of programs in counseling, criminal justice and communication from local for profit entities (e.g., University of Phoenix, Las Vegas College) threatens to undercut our programs. Because of enrollment pressures here, students turn to other entities simply to get classes they need to obtain degrees.

## **B. Strengths and Weaknesses**

**Strengths:** As a relatively young college, the Greenspun College has several significant strengths that enable us to contribute to UNLV's achievement of its strategic goals. After highlighting our strengths, the balance of the discussion will correspond to those goals.

1. Student focus

- Programs with high student demand
- High student satisfaction with classroom instruction and academic advising as demonstrated by College student evaluations and exit surveys
- High licensure exam pass rates in Counseling (100% for marriage and family therapy and Social Work
- Career preparation through internships and practica courses which get high ratings from internship/practice site supervisors and students
- Consistent, thorough academic advising
- Variety of courses that meet multicultural general education requirements

- Development of distance education and off-campus courses to serve students
  - Innovative and standardized teaching evaluation process
  - Great demand for our graduates in many areas
  - Notable record in some units of students, graduate and undergraduate, presenting research at national conferences
2. Hiring, motivating and rewarding superior faculty and staff
    - Recruitment of outstanding junior faculty
    - Faculty, professional, and classified staff as recipients of University awards
    - College support for teaching, research and service through awards and other incentives
    - Recruitment and retention of diverse faculty and staff
    - Abundant opportunities for collaborations with the local community and good continuing relationships with key agencies, institutions, and leaders
  3. Research, scholarly activity, national recognition
    - Dramatic increase in grants and contracts
    - Success in obtaining PIAs and ARIs
    - Nationally and internationally recognized scholars in various units
    - Faculty who serve as editors and national leaders in professional associations
  4. Selective growth, service to the region, distinction
    - Creation of new degree and certificate programs in Counseling to supply addictions counselors and other mental health professionals
    - Ph.D. program in Environmental Studies to serve community and support graduate education in Science, and Engineering as well as Urban Affairs
    - Creation of Center for the Analysis of Crime Statistics to provide data and research for judicial and law enforcement policy development
    - Development and implementation of a Ph.D. in Public Affairs to meet community needs
    - Creation of a Professional Master's in Emergency Management
    - Creation of a graduate certificate in Public Management
    - Full accreditation of programs in Counseling, Public Administration and Social Work.
    - Broad array of opportunities to interface and collaborate with the community
    - Potential to secure ACEJMC accreditation for the reorganized Greenspun School of Journalism and Media Studies
    - Service to the community via practica, internships etc.

5. Inclusive, just campus environment
  - Diverse programming on KUNV-FM
  - Continued effort to recruit of diverse faculty
  - Extensive implementation of distance education and alternate scheduling to serve non-traditional students
  
6. Effective collaboration and communication
  - Development of Center for Urban Partnerships (CUP) to stimulate community partnerships and collaborations
  - Growing number of collaborations with local community through CUP and CACS
  - Numerous partnerships between the School of Social Work and state and county agencies
  - Family Project which is an on-going research and service project with the county's juvenile justice system
  - Graduate student projects in PUA that address local issues and problems

**Weaknesses:** The major weaknesses of the Greenspun College of Urban Affairs are the dramatic under-funding and under-resourcing of all our units. By every comparison, our units have inadequate numbers of faculty, staff (professional and classified), inadequate operating dollars, limited research space, and too few graduate assistants. Thus, despite its strengths, these weaknesses create significant challenges for the College and frustrate our efforts to help realize the strategic goals of UNLV. Many of our “weaknesses” are factors over which we have only a limited control, namely:

1. Student focus
  - 32% increase in FTE since 1999 with only 11.5% increase in faculty
  - Inadequate faculty to meet student demand in some areas (COU, CRJ, JMS). Although we have 9% of the student FTE and 11% of the majors, we have only 7.5% of the faculty in the University.
  - Too few professional advisors to provide quality student advising to all students who seek it because of 1100:1 ratio of students to advisors
  - Over-reliance on part-time instructors in some units(e.g., 96% of undergraduate courses in COU are taught by PTIs; 46% of courses in JMS are taught by PTIs )
  - Inadequate funding for technology-based programs that provide professional training for students (e.g., production classes in JMS)
  - No designated budget for equipment repairs or procurement in JMS for production facilities, including UNLV-TV and KUNV
  - 11.3% of UNLV's graduate FTE but only 7.2% of the state Gas
  - Unavailability of XXX software in labs to support graduate education
  
2. Hiring, motivating and rewarding superior faculty and staff
  - Adverse effects of enrollment growth on faculty research productivity
  - Loss of talented faculty to institutions with lighter teaching loads and greater research support
  - 3/3 workload impedes our ability to retain superior junior faculty

3. Research, scholarly activity, national recognition
  - Limited graduate assistantships especially to support research (over 50% of our 34 grad students are involved in teaching or support activities other than research)
  - No support for grant development and/or administration
  - Dependence on summer revenues to support travel
  - Faculty workload, both 3/3 teaching and burden of advising increasing numbers of students, impedes growth in scholarly activity
4. Selective growth, service to the region, national distinction
  - Lack of campus space for radio station
  - No resources to digitalize UNLV-TV and KUNV facilities
  - No endowed chairs within the College
5. Inclusive, just campus environment
  - Inability to compete nationally for underrepresented faculty because of workload and infrastructure
  - No current ability to respond to community need for functionally bi-lingual social service workers
6. Effective collaboration and communication
  - Lack of infrastructure for CUPS (e.g line for Director, designated GAs etc.)
  - Insufficient space for Center for Individual, Couple and Family Therapy
  - No infrastructure to support grant writing etc.
  - Faculty's hesitancy to accept opportunities to serve on local task forces and commissions because of increasing demands on campus from unsupported growth

**IV. Benchmarking: How do we compare to peer and aspirational programs?**

**Weaknesses**

**1. Student focus**

- In some programs, student/faculty ratios far exceed those of peer institutions as well as comparable programs inside UNLV (e.g., COU, CRJ, JMS)
- In accredited programs, student/faculty ratios hover at or exceed accreditation standards (COU,SWK)
- Student/advisor ratios (1:1100) are almost 4 times the level recommended by the professional advising organization
- Areas with high student interest (COU, CRJ and JMS) have insufficient faculty to mentor students effectively and meet the demand for courses

- Growth in student enrollments not matched with adequate resources
  - Time faculty spend with students on theses, professional papers, and dissertations not accounted for in 3/3 load
  - Lack of a fully developed and well-implemented assessment program for all units
- 2. Hiring, rewarding, motivating superior faculty and staff**
- 3/3 faculty workload exceeds research extensive universities.
  - Research productivity among faculty is uneven without corresponding differences in teaching responsibilities.
  - Advising staff under heavy stress because of workload of students
  - In every unit, faculty/staff ratio exceeds state standards
- 3. Research, scholarly activity**
- Some programs lack of research assistants to support faculty research
  - No internal support for grant preparation and management
  - Travel support linked heavily to summer teaching especially in areas with limited potential for external grants
- 4. Selective growth, service to the region, national distinction**
- Quality of and on-going support for production facilities in JMS are far below ACEJMC accreditation standards and below par for training students.
  - UNLV-TV and KUNV lack designated resources for the repair and/or acquisition of equipment.
  - Burgeoning enrollment impedes enhancement of graduate education and the development of *new* programs
  - Lack of endowed professorships to attract national scholars

## **Strengths**

- 1. Student focus**
- More attention to and careful documentation of teaching than is typical of most institutions.
  - Passage rates on licensure exams by graduates (SWK and COU) exceed national averages.
  - High student demand for our majors and many of our courses
  - Abundant internship opportunities and highly successful internship courses throughout the College
  - Significant level of scholarship support internal to the College
  - Abundant career opportunities for our graduates
  - Extensive efforts to meet community needs in re program development, course scheduling, distance education

2. **Hiring, rewarding, motivating superior faculty and staff**
  - % of Ph.D. faculty and quality of degrees are comparable to aspirational institutions
  - Well qualified professional staff
  - Internal college awards for teaching, research and service
  
3. **Research, scholarly activity**
  - In some programs and for some faculty, faculty research is comparable to aspirational peers despite heavier teaching load
  - Significant growth in grants and contracts
  - Distinct research and community collaboration opportunities through CUP and CACS
  
4. **Selective growth, service to the region, national distinction**
  - Creation of new Ph.D. meets community and regional needs
  - Excellent contacts and collaborations with community throughout the units
  - Development of innovative and community-responsive certificate programs (e.g., forensic social work, addictions, rehabilitation, marriage and family therapy, non-profit management)

<b>V. Gap Analysis</b>
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**A. What's the difference between the college's current position and where it wants to be including:**

**?Distribution and mix of student and faculty FTE**

**N.B.: For this section, the details about aspirational peers is in unit plans.**

**Current Position**

**Goal**

Undersupported FTE growth since 1999

1. Programs impacted by numbers of majors and students

JMS 48/1

JMS 25/1

CRJ 45/1

CRJ 25/1

COU 100/1

COU 25/1

2. Overreliance on PTIs: % of undergraduate classes taught by PTIs

COM: 46% <sup>1</sup>	No more than 30%
COU: 96%	No more than 30%
CRJ: 54%	No more than 30%
JMS: 46%	No more than 30%

3. BSW Director on soft funds<sup>2</sup>                      BSW Director on state line

4. 1:1100 advisor/student ratio                      1:300

5. 15.3% of total FTE at graduate level                      30% of total FTE at graduate level

6. Doctoral FTE = 7.7                      Doctoral FTE = 35

**?Quality and quantity of research and creative activity**

**Current Position**

**Goal**

1. No published standards for graduate faculty status	Clear, rigorous standards for admission
2. Workload policy inadequate to support active faculty research	Reduction of workload for strong research faculty
3. No endowed chairs	Creation of endowed chairs in key areas

**?Student learning outcomes**

**Current Position**

**Goal**

No fully developed assessment plan in some units	Fully implemented assessment plans in all units
Only 6% of students in honors program	10% of students in honors Creation of unit honors programs
Prolonged waits for advising	Appointments within 10 days
Difficulty in mentoring majors	Lower faculty/major ratios

<sup>1</sup> This number reflects ONLY COM 101 and 102. We are never able to meet demand in these classes because we lack a cadre of full-time lecturers on whom we could depend for teaching.

<sup>2</sup> SWK accreditation standards require that persons filling this role be on hard money. Due to realign in faculty responsibilities with a new Director, we have had to utilize an extremely talented faculty member in this role for whom we have no state line.

because of high student/faculty ratios

Few graduate students presenting research papers at regional and national conferences

Increase graduate student participation at academic conferences

No internal resources to support graduate student travel to conferences

Increase support through internal reallocation

No capacity to train functionally bilingual social service and administrators

Summer program to train such individuals

- **Classified Staff Ratios**

No new classified staff ratios since 1999  
Ratios in every unit exceed state standards

Additional staff lines  
in heavily impacted areas

**What chain of events must occur for to achieve our strategic goals?**

**?Distribution and mix of student and faculty FTE**

**Initial Activity**

**Series of Events**

**Desired Goal**

1. Determine units to receive new faculty

1. Determine areas for hire within units
2. Develop and execute searches
3. Assess impact of action

Achieve target  
faculty/student ratios  
Reduce overreliance on PTIs  
Meet student demand

2. Determine number of professional advisors

1. Develop and execute searches
2. Assess impact of additional advisors on # students seen, length of wait for appointment

Achieve appropriate balance

3. Begin planning for peer advisors

1. Develop plan for use of peer advisors
2. Recruit peer advisors
3. Conduct training
4. Supervise and evaluate system

Reduce waiting time in SAC

4. Fully implement Public Affairs Ph.D.

1. Publicize program
2. Process and admit full cohort
3. Secure state funding for additional lines to support program in line with proposal
4. Assess program's operation
5. If possible, admit more students.

Build doctoral FTE

5. Initiate exploration of additional Ph.D. programs in COM, CRJ, SWK

1. Do needs assessments for programs
2. Establish planning committee to develop proposal
3. Submit proposal to College and then University
4. When approved, plan implementation
5. Assess growth in doctoral FTE

Build doctoral FTE

6. Initiate exploration of interdisciplinary Ph.D. in Addictions	<ol style="list-style-type: none"> <li>1. Locate potential partners within UNLV</li> <li>2. Do needs assessments</li> <li>3. Create planning committee</li> <li>4. Design proposal and submit for approval</li> <li>5. Implement program</li> </ol>	Build doctoral FTE
7. Creation of M.A. in JMS	<ol style="list-style-type: none"> <li>1. Do needs assessment for program</li> <li>2. Establish planning committee</li> <li>3. Submit proposal to College and then University</li> <li>4. When approved, plan implementation</li> <li>5. Assess growth in graduate FTE</li> </ol>	Build graduate FTE
8. Lack of fully developed assessment plan	<ol style="list-style-type: none"> <li>1. Units determine program objectives</li> <li>2. Units complete curriculum mapping</li> <li>3. Units determine measurements for objectives</li> <li>4. Units develop mechanisms to incorporate findings from assessment activities</li> </ol>	Implemented assessment plan

**?Quality and quantity of research and creative activity**

1. Create committee to consider standards for graduate faculty	<ol style="list-style-type: none"> <li>1. Circulate draft standards for discussion</li> <li>2. Revise and submit standards for vote</li> </ol>	Higher standards for graduate faculty; possible shift of some faculty to 4/4
2. Create committee to revise workload policy	<ol style="list-style-type: none"> <li>1. Circulate draft standards for discussion</li> <li>2. Submit standards for vote</li> </ol>	Revision of workload to support research

3. Identify areas for chaired professorships	<ol style="list-style-type: none"> <li>1. Units develop proposals for chaired professors</li> <li>2. Approval of proposals by College</li> <li>3. With development officer, seek external funds</li> </ol>	<p>Enhance scholarship Build national visibility</p>
4. Within units, establish task forces for institutes, centers	<ol style="list-style-type: none"> <li>1. Develop mission statement and vision</li> <li>2. Create proposal for internal review</li> <li>3. Submit proposal for administrative approval</li> </ol>	<p>Create institutes and centers to serve community needs in: sustainability, addictions, non-profit management, health and learning</p>
<p>• <b>Student learning outcomes</b></p>		
1. Appoint faculty in units to develop dept. honors proposal	<ol style="list-style-type: none"> <li>1. Create proposal for departmental honors</li> <li>2. Faculty discussion and vote on proposal</li> <li>3. Recruit outstanding students into program</li> </ol>	<p>Increase % of students in honors Improve quality of majors</p>
2. Create committee to develop debate program proposal	<ol style="list-style-type: none"> <li>1. Create proposal for debate program</li> <li>2. Seek external endowment</li> <li>3. Secure faculty line for coach</li> <li>4. Recruit graduate students as assistants</li> <li>5. Seek external funding to support scholarships and/or reallocate existing scholarships</li> <li>6. With Honors and Admissions, develop plan to recruit outstanding student participants</li> <li>7. Implement program</li> </ol>	<p>Increase participation in honors</p>
3. Appoint team to work with Honors College	<ol style="list-style-type: none"> <li>1. Plan argumentation/debate course for SAGE program</li> <li>2. Secure instructor for and offer course Summer 05</li> </ol>	<p>Increase honors enrollment</p>

4. Appoint committee to work with Honors College	<ol style="list-style-type: none"> <li>1. Develop proposal for debate summer camp</li> <li>2. Develop and distribute recruitment materials</li> <li>3. Work with local high school teachers to secure Participants</li> <li>4. Implement debate camp in summer 06</li> </ol>	Increase honors enrollment and attract better students
5. Establish college committee to enhance graduate student research	<ol style="list-style-type: none"> <li>1. Committee explores alternatives to create incentives</li> <li>2. Committee creates proposal for incentives</li> <li>3. Executive Committee considers proposal</li> <li>4. Proposal as revised or passed sent to units for comments</li> <li>5. Implementation of incentives program</li> </ol>	Increased level of research Greater visibility for College Ability to attract Ph. D. students
6. Appoint committee to explore travel support for graduate students	<ol style="list-style-type: none"> <li>1. Explore internal resources for graduate</li> <li>2. Develop proposal for creation of fund</li> <li>3. Circulate proposal to Executive Committee</li> <li>4. Implement proposal</li> </ol>	Provide internal support for graduate student travel
7. Appoint committee to work with Liberal Arts	<ol style="list-style-type: none"> <li>1. Explore possibilities for summer training program to train functionally bilingual public workers</li> <li>2. Develop proposal for the program submit for PIA funding</li> <li>3. If funded, run pilot program.</li> <li>4. Assess program.</li> <li>5. If appropriate, apply for external support to continue and expand.</li> </ol>	Train functionally bilingual social service workers and public administrators

## VI. Strategic Issues

**What are the fundamental strategic issues that must be addressed to achieve the goals of the mission and vision statements?**

**Mission:** By integrating research, teaching and innovative collaborations, the Greenspun College of Urban Affairs will prepare community leaders and address pressing societal issues while advancing our interrelated disciplines.

**Vision:** The Greenspun College of Urban Affairs will be a leader in developing research and community-based solutions to societal issues.

### **Strategic Issues:**

1. The single most significant issue confronting the Greenspun College is coping with our explosive growth in both FTE and majors, most of which has not been matched with corresponding resources. To meet University demands for growth, we have increased class size to sometimes pedagogically indecent standards and have relied on PTIs far too much. We have developed new programs (the undergraduate major in COU and the Public Affairs Ph.D.) with no new resources. Briefly put, the College has produced more than its share of overall University growth without a commensurate level of new resources. **The College has reached the full extent of its ability to grow enrollments or even maintain effective servicing of current students without a significant infusion of new resources.**

In conscience, we cannot continue to admit students to our majors when we lack the advising staff to assure they have adequate guidance and direction. We are consistently faced with a Hobson's choice: requesting new faculty to accommodate the growth mandated by the University or new advisors to support the students we have. We drastically need more staff for our advising center.

2. In a related vein, although we have some large graduate programs (COU, PUA, SWK), our ability to grow graduate education is severely impacted by our need to try to cope with burgeoning undergraduate enrollments. A revision of our workload policy will serve as a bandaid for this problem. However, without new faculty and the possibility of at least some endowed chairs, we cannot make the tremendous contributions to graduate education of which we are capable and for which we can demonstrate community need/support.

3. The Hank Greenspun School has never had adequate support from the University to support high quality instruction or develop our media outlets into the community. We constantly rely on gifts of already dated equipment to support both instruction and production; we have no resources to repair or maintain equipment; and we are far below industry standards in the equipment which we use both for production and student instruction.

4. The absence of a Development Officer has severely limited our ability to secure external support for many outstanding projects. We have not, for example, been able to explore external support for a much needed expansion of the Center for Individual, Couple, and Marriage Counseling nor underwriting for the Center for Analysis of Crime Statistics. Nor have we been able to explore the re-establishment of a debate program which would facilitate the University's recruitment of extremely high quality undergraduates and build national visibility.

5. The College has an excellent basis and outstanding ideas for expanding our outreach into the community and achieving greater visibility. The creation of an Institute for Trauma and Addictions, an Institute for Sustainability, an Institute for Non-Profit Management, and a Center for Health and Learning, would be major steps to enhance our service to and presence in the community.

## **VII. Strategic Goals and Objectives**

### **A. What are the milestones the college aims to achieve that have evolved from the strategic issues?**

In light of the time frame for the strategic planning process, we were unable to involve some of our critical stakeholders, including students, community partners, and advisory board members. However, all faculty had an opportunity to participate in the planning process at the unit level and each unit develop its own strategic plan which was the source of its requests. The strategic goals listed below represent a strong consensus among units and faculty in the College.

Further, we believe the goals are fully realistic. Indeed, some of the items (protecting strong undergraduate programs and accreditation) are critical to the core academic enterprise at UNLV. As our discussion of the relation of these goals to the the UCCSN and UNLV goals and to the macrothemes will reveal, our goals relate clearly and directly to larger institutional priorities.

#### 1. Protect and enhance strong existing undergraduate programs by:

- a. working toward reducing student/faculty ratios in undergraduate programs of COM, COU, CRJ, JMS to 25/1
- b. working to reduce PTIs to teach courses to 30% for the College
- c. hiring more professional advisors to work toward achieving student/advisor ratio of 300/1
- d. securing more lecturer lines to teach high-demand courses to reduce reliance on PTIs
- e. securing more graduate teaching assistantships to teach multiple-section introductory courses to reduce reliance on PTIs
- f. seeking accreditation in relevant undergraduate programs (JMS)
- g. offering more Distance Education courses to meet demand and become more student focused

2. Building graduate education, especially doctoral FTE, by:
  - a. creating an interdisciplinary Ph.D. in Addictions by 2008
  - b. completing proposals for new Ph.D. programs in Criminal Justice, Social Work and Communication by 2009
  - c. creating an MA in JMS by 2006
  - d. securing more graduate teaching assistantships, especially at the Ph.D. level, to support students in Public Affairs and Environmental Studies programs
  - e. maintaining accreditation in relevant programs and highlight this in recruitment materials (COU, PUA, SWK)
  - f. ensuring travel support for graduate students to present scholarship at academic conferences, thereby increasing visibility
  
3. Extending and enhancing our community outreach by:
  - a. securing equipment support for UNLV-TV and KUNV to digitalize operations
  - b. seeking external support for CACS and CUP
  - c. seeking support to establish an Institute for Trauma and Addictions
  - d. seeking support for an Institute for Sustainable Development
  - e. seeking support for an Institute for Non-Profit Management
  - f. seeking support for and a Center for Community Health and Learning
  
4. Building research by:
  - a. selectively reducing teaching loads via workload policy revision
  - b. securing additional Ph.D. GAs to support research and teaching
  - c. developing additional Ph.D. programs

**B. How do strategic goals tie to UCCSN Master Plan goals?**

**UCCSN Master Plan Goals**

**1. A Prosperous Economy—Through instruction, research, and service, higher education in Nevada will be an essential element in developing and sustaining a strong, dynamic, knowledge-based economy for Nevada.**

Our goal of becoming a recognized center for the study of public policy in various areas, our emphasis on community collaborations, and our production of skilled works in communication, counseling, criminal justice, environmental studies, journalism and media, public administration, and social work all advance this goal.

**2. Quality Education—Nevada’s system of higher education will provide consistently excellent learning experiences for its students through instruction, research, and service.**

Our goals of building graduate education and enhancing the undergraduate experience for our students will help advance this goal.

**3. Opportunity for All—Nevada’s system of higher education will increase the overall participation and success of Nevadans enrolling in higher education at all levels of education and in all ethnic groups.**

By providing access to high quality advising and reducing student/faculty ratios, we will assure that all students receive the guidance they need to be successful.

**4. Accessible Education—Nevada’s system of higher education will provide programs and services that address the unique educational needs of a highly diverse and non-traditional population.**

By offering certificate programs as well as traditional programs, by utilizing distance education, and by adapting course delivery to student needs, we will help make higher education accessible.

**5. P-16 Education—Higher education will increase partnerships with the K-12 system to ensure the cooperative delivery of education from pre-kindergarten through college degree.**

By offering summer programs for high school students in debate and by hosting a debate tournament for secondary school students, we will provide secondary school students in this region the opportunity to enhance their skills and prepare for post secondary education.

**6. Building Quality of Life—Higher education in Nevada will be instrumental in advancing society’s objectives and enriching the lives of Nevada’s citizens.**

All our majors contribute to the community by providing much needed workers in critical areas for a community: mental health, social work, criminal justice, public administration, environmental policy and management. A summer program to train functionally bilingual social workers and public administrators will help the community better serve its citizens.

**C. How do they relate to UNLV’s goals?**

### **UNLV’s Goals**

#### **1. Student focus**

By reducing faculty/student ratios in impacted programs, reducing our reliance on part-time instructors, and expanding the staff in our Advising Center, we will work to create a still more focused student learning environment. In addition, by offering a summer debate camp and encouraging participation in honors at the University as well as departmental level, we will motivate potential and current students toward excellence.

## **2. Hiring, motivating and rewarding superior faculty and staff**

Adjusting workload, providing greater support for research, building graduate programs and increasing our participation in the honors program will help attract and retain excellent faculty.

## **3. Research, scholarly activity, national recognition**

By building graduate programs, adjusting workloads, and increasing support for research, we will encourage greater a higher level of research and scholarly productivity. Creating endowed chairs in selected areas will enable us to gain national recognition and eminence in regard to public policy issues.

## **4. Selective growth, service to the region, national distinction**

Creating a debate program and offering a summer debate camp will enhance our visibility in the region and in the nation. Through CUP and CACS we will position ourselves to become leaders in community collaborations and in community-based research. The proposed centers and institutes discussed in this document would extend this goal as well.

## **5. Inclusive, just campus environment**

The collaborations between the School of Social Work and the Law School in regard to immigration will help foster a more inclusive and just environment. Further, we are exploring a proposal to create a summer bi-lingual training program for social service workers to advance this goal.

## **6. Effective collaboration and communication**

Through CUP and CACS we will continue to build our connections to and collaborations with the community. Further, our efforts with the Child Welfare Conference and the collaborations with the Law School around an immigration clinic will help us serve the community through interdisciplinary efforts.

## **D. How do they relate to the macrothemes?**

### **UNLV Macrothemes**

#### **Arid Lands, environmental science, policy, and engineering**

Sustaining and expanding our environmental science Ph.D. will directly address issues of policy and management of the environment. Add a distinguished scholar in this unit will further recognition to the program and its research.

### **Language, literacy, literature, & communications**

Because of the depth and breadth of faculty expertise in public discourse, the track in Public Discourse in the Public Affairs Ph.D. will enable us to attract a cadre of excellent graduate students to the program. Further, the research of the existing faculty in this area has already created significant visibility for their work in this area. Our current strength in media history in the Hank Greenspun School also addresses this issue.

### **Social and urban issues: outreach and collaborations**

Every aspect of our programs speak to this macrotheme. Further, CACS and CUP are both direct manifestations of efforts to build community research collaborations. The development of the centers and institutes discussed in this document will directly address this issue.

### **Analysis and preservation of history, culture, and society**

The work of our existing faculty in public address and rhetorical history contribute to this macrotheme. Both the original scholarship and extensive editorial work of these faculty are concerned with the study of significant discourse in American history. As mentioned above, the current expertise in media history also bears on this macrotheme.

## **VIII. Strategic Programming**

### **List in priority order the specific actions and means that can or should be utilized to implement the desired outcomes of strategic plan**

1. Secure additional state supported faculty lines
2. Secure additional state supported lines for professional advisors
3. Secure additional operating dollars to meet enrollment growth
4. Secure additional GA lines, particularly at the Ph.D. level, to build and support graduate programs
5. Begin planning for additional Ph.D. programs
6. Hire a Director of Development to secure external funds to support outreach and research activities

## **IX. Long term assessment process to be conducted annually.**

### **A. What are our measures to indicate success?**

1. Appropriate faculty/student ratios, including faculty/major and faculty/FTE
2. Wait times in Student Advising Center
3. Number of students seen by professional advisors
4. Results of undergraduate Exit Survey
5. Licensure pass rates in Counseling and Social Work
6. Increased number of graduate FTE, especially Ph.D.
7. Retention rate of successful junior faculty
8. Number and type of awards bestowed on faculty
9. Number and amounts of grants and contracts
10. Amount secured in external funding
11. Maintenance of accreditation in relevant programs
12. Number of students graduating with bachelor's, master's, and Ph.D. degrees
13. Securing ACEJMC accreditation for JMS
14. With a significant infusion of new lines, FTE growth

### **B. How are our performance indicators aligned with those of the University?**

The performance indicators above match the University's main performance indicators upon which it allocates resources:

1. FTE, and differentiation between FTE gain at the undergraduate and graduate levels
2. Grants and contracts, as they reflect amount of overhead
3. Number of Ph.D. graduates
4. Accreditation
5. Student satisfaction
6. Substantial student learning
7. Graduation/completion rates

## **X. Budget to Demonstrate Feasibility of the Plan**

### **A. Resources needed to support desired initiatives—in priority order:**

1. 28 new faculty lines, excluding endowed professorships
2. 3 new professional advisor lines and 1 outreach coordinator (ENV)
3. \$40,000 increase in operating budget of the College to cover growth in FTEs

The dramatic increases in student enrollment have over-strained our unit's operating dollars. Virtually every unit is forced to draw on soft money simply to cover copying costs and supplies.

4. 10 new Ph.D. GAs
5. Equipment: items indicated on budget spreadsheet
6. \$18,600, 990 to digitalize broadcast operations in JMS, including KUNV

**N.B.:**

1. Funding the new faculty lines through item 23 on our priority list would enable us to generate, conservatively, approximately 600 FTE. This would enable us to meet sustained, demonstrable demand for certain courses.

2. To impact advisor/student ratios and reduce wait time, we must receive the new advisors lines indicated in priorities 9 and 15 on our spreadsheet. Our top priority for an advisor, item 1 on our list, would simply move an existing advisor to state support and would not impact our substantial problems in the SAC.

3. The addition of Ph.D. GAs will enable us to produce some FTE growth since these students could replace or supplement faculty in high demand courses, enabling full time faculty to meet student demand in other areas.

**B. What anticipated extramural funding will support the proposed initiatives and that alternate sources are available if new funds are not available? (include lists of lobbying priorities, capital campaign priorities, potential grants, public/private partnerships, and contracts)**

1. Support to reestablish a debate program in COM in conjunction with the Honors College
2. Support for digitalizing the production equipment for JMS, including KUNV
3. Endowed chairs in: Addictions (COU and SWK), Ethics (SWK), Public Finance (PUA), Regulatory Policy (PUA), Media and Politics (JMS)
4. Endowments via a naming opportunity for:
  - Center for Urban Partnerships to support its work in addictions, homelessness, child welfare, and juvenile justice
  - Student Advising Center
  - School of Social Work
  - School of Public Affairs
  - Child Welfare Conference

Center for Individual, Couple, and Family Counseling  
Institute for Child Welfare  
Institute for Trauma and Addictions (possible additional support from MGM  
Grand Foundation)  
Institute for Sustainability (possible additional support from BLM)  
Center for Health and Learning  
Institute for Public Management

5. Endowments to support fellowships for Ph.D. students for the  
Ph.D. in Public Affairs and other areas

C. Additional space required for the new initiatives

1. Greenspun Hall will accommodate many of our needs. Since programming has not begun on that facility, it is impossible to know what additional academic space we might need.
2. The proposed Center for Community Health and Learning will need space in the center of the city.
3. On campus space for the Institute for Sustainability, the Trauma and Addictions Institute, the Institute for Non-Profit Management, Institute for Public Management, Institute for Child Welfare

## **XI. Academic Master Plan**

### New Degree Programs

Major in Addictions 2006  
Major in Family Studies 2006  
Departmental Honors Program in CRJ 2006  
Departmental Honors Program in COM 2006  
Departmental Honors Program in ENV 2006  
M.A. in Journalism and Media Studies 2006  
Certificate Program in International Social Work 2006  
Minor in Pre-law in CRJ 2006  
MSW/JD joint degree 2007  
COU/Nursing joint M.S. 2008  
Proposal for Interdisciplinary Ph.D. in Addiction 2008  
Proposals for Ph.D. s in:  
Communication Studies 2009  
Criminal Justice 2009  
Social Work 2009

Graduate Certificate Programs

Environmental Management 2007

Risk Analysis 2007

Non-Profit Management 2007

Forensic Social Work 2007

Public Relations 2007

Public Leadership 2008

Certificate in Child Welfare 2008

Faculty Positions

See attached spreadsheet