Graduate programming for working professionals: What makes a difference?

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Repository Citation
Springer, C. G. (2010, June). Graduate programming for working professionals: What makes a difference?.
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GRADUATE PROGRAMMING FOR WORKING PROFESSIONALS: WHAT MAKES A DIFFERENCE?

Presentation to EMI CONFERENCE
June 9, 2010
Dr. Christine Springer
Former Director of Intergovernmental and Community Relations for 3rd Largest Public Utility (Arizona)

Former President of American Society for Public Administration (1994)

Elected to Membership of Congressionally Chartered Think Tank: National Academy of Public Administration (1997)

Former Director of Economic Development on Arizona Gov’s Staff

Author of 10 books on public management

Degrees from University of Arizona, Arizona State University and Indiana University

Associate Editor of Public Administration Review

Columnist for Innovation Group, Public Management and P.A. Times
KEYS TO SUCCESS

EDUCATION
PREPAREDNESS
PREVENTION
COMMUNITY
OUTREACH

INTENTIONAL
TECHNICAL
NATURAL DISASTERS
Mission

To provide a well-rounded graduate learning experience to current and future crisis and emergency management leaders for effectively addressing natural, intentional and technical disasters.
KEYS TO SUCCESS

* REGULARLY REVIEW AND REVISE CURRICULUM TO ACCOMMODATE PROFESSIONALS IN BOTH EMERGENCY MGT AND HOMELAND SECURITY

* COHORT GROUPS OF STUDENTS

* HYBRID IS BETTER THAN ONLINE

* REQUIRE COMMUNITY PROJECTS

* INTEGRATE PRACTITIONER AND ACADEMIC FACULTY AND SPEAKERS
Executive Masters Approved by Regents in November, 2003

Academic program housed within the School of Environmental and Public Affairs

Originally 18 months with 3 Modules of 4 Classes Each and Two Cohorts a Year

First class of 19 graduated in May, 2005

Decision to hire Academic Director made in 2005

All but one faculty are visiting and most from outside Nevada

Academic programming addresses both homeland security and emergency management

225 Alumni as of June, 2010

Applications taken once a year (May) for Fall Semester Start
Background Information

Offered through UNLV School of Environmental and Public Affairs

Cohort Based Learning

Associated with the UNLV Institute for Security Studies but in Another College

36-Hours of Graduate Programming Competed in 24 months

6 Weekends On-Campus – Remainder On-Line

Affordable Tuition with Financial Aid Possible

Online Community of Practice and Discussions
Admission Requirements

Undergraduate Transcripts from Accredited College (3.0 GPA or Satisfactory Scores on GRE or GMAT)

Three Letters of Reference

Personal Statement Indicating Career and Educational Goals

Resume with Educational and Professional Experience

Completed UNLV Graduate College Application

http://emt.askadmission.net/unlvgrad/emtinterestpage.aspx?ip=graduate or (702) 895-3345

Non-Refundable Application Fee of $60
Questions Asked of 300 Managers in the Field

What Core Competency?

- Leadership and Team Building
- Experience
- Operate Within Socio-Political Framework
- Mastery of Emergency Mgt. Functions

Characteristics of Successful Managers?

- Inspire Confidence
- Aware and Knowledgeable
- Build Teams
- Work Within the Bureaucracy
MANAGEMENT STRATEGIES

COMMUNICATION

SUPERVISION

COMPLIANCE WITH REGULATORY AND FIDUCIARY OBLIGATIONS

- STRUCTURE MORE IMPORTANT TO FEDERAL
- SHARED LEADERSHIP MORE IMPORTANT TO STATE AND LOCAL
WHAT IS MOST IMPORTANT TO STATE, LOCAL AND FEDERAL PROFESSIONALS?

STATE/LOCAL
- COMPETENCE
- LEADING WITHIN BUREAUCRACY
- TRUSTWORTHINESS
- DYNAMISM

FEDERAL
- PROFESSIONALISM
- TECHNICAL ACUMEN
- FRAMING A VISION
- CHALLENGING STATUS QUO

Executive Masters in Crisis and Emergency Management (ECEM)
University of Nevada, Las Vegas
SIX CHALLENGES NOTED IN GRADUATE EDUCATION

Homeland Security
Traditional University Community

Courses
Core
Electives
Methods

Structure
Location
Technology
Teaching Method

Students
Target Market
Partner Orgs
Course Offerings

Emergency Management

Executive Masters in Crisis and Emergency Management (ECEM)
University of Nevada, Las Vegas
TWO CONTRASTING IMAGES

Carol Cwiak - 2007

DEFINITION (2007)

- MANAGERIAL FUNCTION CHARGED WITH CREATING THE FRAMEWORK WITHIN WHICH COMMUNITIES REDUCE VULNERABILITY TO HAZARDS AND COPE WITH DISASTER

COMMENT (2007)

- THE IDEA OF GUIDING PRINCIPLES SUGGESTS A PROFESSIONAL CONSISTENCY THAT DOES NOT EXIST.
SIX CHALLENGES NOTED IN GRADUATE EDUCATION

1. **Funding**
   - Consistent
   - Institutional Support
   - Grant

2. **Credibility**
   - Non-Traditional
   - Multi-Disciplinary

3. **Teachers**
   - Adjunct
   - Diverse
   - Flexible

4. **Homeland Security**

5. **Emergency Management**

Executive Masters in Crisis and Emergency Management (ECEM)

University of Nevada, Las Vegas
Opportunities Noted.

- PROGRAMS ARE GROWING
  - 1-2 YEARS OLD (56%)
- DESIRED COURSES OFFERED
  - POLICIES, PLANNING, RESPONSE, COORDINATION
- FACULTY HIRES INCREASING
  - MOST HAVE RECENTLY HIRED (57%)
- JOB POSTINGS INCREASING
  - +5 IN 2007 THAN 2006
- DEMAND FOR COURSES INCREASING
  - (94.9%)
- ON-LINE INSTRUCTION WORKS FOR STUDENTS
- PROGRAMS ACCREDITED
Providing Students with the Knowledge to:

Effectively manage the consequences of natural, intentional and technical disasters

Navigate the complex emergency management framework

Apply sophisticated technical systems to emergency management

Understand the intergovernmental context so as to better manage crises

Learn from past incidents to better prepare for future disasters

Learn from renowned experts and from fellow students

Partner with Community to Develop Plans and Exercises
Module One
- Introduction to Emergency Management

Module Two
- Context for Management

Module Three
- Planning and Preparation

Module Four
- Putting Knowledge into Practice

Curriculum

Executive Masters in Crisis and Emergency Management (ECEM)
University of Nevada, Las Vegas
NATURAL HAZARDS

FLOODS
FIRES
POWER OUTAGES
EXTREME HEAT
EARTHQUAKES
HURRICANES
MAN-MADE HAZARDS

BIOLOGICAL AGENTS

ANTHRAX, BOTULISM, PLAGUE, RICIN, SMALLPOX, TULAREMIA, VIRUSES,

NUCLEAR AND RADIATION EMERGENCIES

CHEMICAL AGENTS
COHORT BASED AND HYBRID LEARNING ARE IMPORTANT

MONTHLY DIALOGUES WITH STUDENTS ABOUT COURSEWORK AND FACULTY INTERACTIONS

MODULE EVALUATIONS OF EACH COURSE

FORCED STUDENT INTERACTION VIA DISCUSSIONS, GROUP PROJECTS AND ON-CAMPUS SESSIONS

FLEXIBILITY REGARDING ASSIGNMENTS
What Students Say...

*Very Impressed with the teaching style and knowledge of instructors*

*Fantastic Student-Instructor Interaction*

*Guest Speakers are Fantastic!*

*Great Class Exercises and Readings!*

* Relevant Information to My Career and My Future*
ECEM On-Campus Requirements

- 24-month degree
- Four 6-month modules or terms
- Three courses per module
- A total of six weekends to be on-campus at UNLV
  - One weekend at the beginning of the program for orientation
  - One weekend at the conclusion of each module
  - One weekend in the third module for a table top exercise
## ECEM Weekend Schedule

<table>
<thead>
<tr>
<th></th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00 pm</td>
<td>3 hours of class</td>
<td>8:00 am</td>
<td>8:00 am</td>
</tr>
<tr>
<td>9:00 pm</td>
<td></td>
<td>5:00 pm</td>
<td>5 hours of class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1:00 pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 hours total</td>
<td></td>
</tr>
</tbody>
</table>

*Total of 16 hours.*
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications due</td>
<td>May 19, 2008</td>
</tr>
<tr>
<td>Program Start Date:</td>
<td>July 7, 2008</td>
</tr>
<tr>
<td>Module 1 Start Date:</td>
<td>July 7, 2008</td>
</tr>
<tr>
<td><strong>Module 1, First On Campus Weekend Meeting:</strong></td>
<td><strong>July 11-12, 2008</strong></td>
</tr>
<tr>
<td><strong>Module 1, Second On Campus Weekend Meeting:</strong></td>
<td><strong>November 28-30, 2008</strong></td>
</tr>
<tr>
<td>Module 1 End Date:</td>
<td>December 5, 2008</td>
</tr>
<tr>
<td>Module 2 Start Date:</td>
<td>January 12, 2009</td>
</tr>
<tr>
<td><strong>Module 2, On Campus Weekend Meeting:</strong></td>
<td><strong>June 12-14, 2009</strong></td>
</tr>
<tr>
<td>Module 2 End Date:</td>
<td>June 19, 2009</td>
</tr>
<tr>
<td>Module 3 Start Date:</td>
<td>July 6, 2009</td>
</tr>
<tr>
<td><strong>Module 3, First On Campus Weekend Meeting:</strong></td>
<td><strong>July 31-August 2, 2009</strong></td>
</tr>
<tr>
<td><strong>Module 3, Second On Campus Weekend Table Top Exercise</strong>:</td>
<td><strong>December 4-6, 2009</strong></td>
</tr>
<tr>
<td>Module 3 End Date:</td>
<td>December 11, 2009</td>
</tr>
<tr>
<td>Module 4 Start Date:</td>
<td>January 11, 2010</td>
</tr>
<tr>
<td><strong>Module 4 Second On Campus Weekend Meeting</strong></td>
<td><strong>June 11-13, 2010</strong></td>
</tr>
<tr>
<td>Module 4 End Date</td>
<td>June 18, 2010</td>
</tr>
<tr>
<td>Program End Date</td>
<td>June 18, 2010</td>
</tr>
</tbody>
</table>
Most students choose to focus on emergency management not homeland security. I can’t expand our offering because I can’t get the department to hire another faculty member with expertise or interest. We are trying to hire a new professor with GIS expertise but they are expected to focus on economic development not homeland security. Most of our students are in a certificate, MPA, Policy, Public Health, Geography, Criminal Justice or Ph.D. students from political science and public policy.

Program Manager’s Response - 2008
On-Line vs Face-to-Face Instruction

“Student learning appears to be highest when a course is neither all face-to-face nor all virtual but is instead a mixture of both”

- Churkovich and Oughtred - 2002

“More work than a classroom class…”

“You don’t have to worry about cheating-I couldn’t pay anyone enough to do this…More and better instructor involvement than in a classroom…With my shift schedule this way the only way I could do the class. . .This course forced me to be involved and to interact”

-Walter Green - 2000
PRACTICAL APPLICATIONS OF KNOWLEDGE IN THE COMMUNITY DEMONSTRATE COMPETENCE

CAPSTONE COURSE REQUIREMENTS ADDRESS RESILIENCY AND COMMUNITY PREPAREDNESS

OTHER COURSES ADDRESS RESILIENCE
UNLV ECEM CAPSTONE
PROJECT REQUIRES . . .

1) COMPREHENSIVE RESEARCH PAPER ON RESILIENCE

2) RESEARCH REPORT ON RESILIENCE STRATEGIES FOR SELECTED CRITICAL INFRASTRUCTURES

3) COMPLETION OF A LOCAL GOVT RESILIENCE ANALYSIS PROJECT IN CONJUNCTION WITH A LOCAL GOVT
ONE EXAMPLE. . .

UNLV ECEM COURSES DEALING WITH RESILIENCY INCLUDE

- INTRO TO CRISIS AND EMERGENCY MGT
- SCIENCE OF CATASTROPHES
- INTERGOVERNMENTAL AFFAIRS
- ORGANIZATIONAL LEADERSHIP
- COMMUNITY PREPAREDNESS
- HUMAN CONSIDERATIONS
- RISK AND MITIGATION
- PREVENTION AND PLANNING
- RESPONSE AND RECOVERY
- CAPSTONE: RESILIENCY IMPLEMENTED
Resilience Defined

Resilience measures a community's ability to effectively absorb disasters, as well as respond, and coordinate consequence management tasks to recover from major disaster and crises involving mass casualties, damaged critical infrastructure, disruption of normal economic activity, dislocation of many citizens, widespread property and commercial losses, and sustained stress for vulnerable populations, law enforcement and emergency response professionals.
Objectives of “Resiliency”

Resilience aims to make our communities safer, stronger, and better prepared to manage any emergency situations by fostering successful public-private partnerships, cross-community collaboration in risk management, creative and innovative local problem solving, community commitment to better mitigation and response, and implementing sound programs that can be modeled for use by other communities.
Community resilience is measured by the ability of a community to restore and resume most of its normal economic, commercial, educational, health, safety and government functions within 6 months after the crisis ends.
Types of Resiliency

DEFINING

Economic Resiliency
Community Resiliency
Individual Resiliency
Academic Resiliency
PREPARATION: AGENCIES, THE COMMUNITY AND FAMILIES

LAS VEGAS METRO’S HOMELAND SECURITY BUREAU

CLARK COUNTY OFFICE OF EMERGENCY MANAGEMENT

SOUTHERN NEVADA COUNTER-TERRORISM CENTER

NEVADA OFFICE OF HOMELAND SECURITY

NEVADA FUSION CENTER

SOUTHERN NEVADA HEALTH DIST.

KEEPING YOUR FAMILY SAFE DURING A DISASTER
CAPTURING AND USING INFORMATION EFFECTIVELY

INTEROPERABILITY OF COMMUNICATIONS SYSTEMS

DEFINING ROLE PLAYED BY LAW ENFORCEMENT, GOVT HOMELAND SECURITY AGENCIES AND CIVILIANS

PROVIDING TECHNOLOGY TO SECURITY AT ALL LEVELS OF GOV’T

ADDING KNOWLEDGE TO INFORMATION GATHERED BY AGENCIES SO THAT MANAGEMENT IS POSSIBLE ACROSS AGENCIES

ADDING EVALUATION COMPONENT SO THAT SYSTEMS CAN BE RETOOLED
HANDBOOK ON KEEPING YOUR FAMILY SAFE

- MAKE A PLAN
  COMMUNICATION, SAFETY, SHELTER-IN-PLACE, EVACUATION, SPECIAL NEEDS

- MAKE A KIT
  WATER, FOOD, FIRST AID, CLOTHING, TOOLS AND EMERGENCY SUPPLIES

- UNDERSTAND PREVENTION & CARE

- KNOW WHO TO CONTACT IN AN EMERGENCY

- KNOW THE HOMELAND SECURITY ADVISORY SYSTEM
  GREEN, BLUE, YELLOW, ORANGE, RED
PREPARE AND PREVENT

SAY SOMETHING WHEN YOU SEE SOMETHING...

1. SURVEILLANCE
2. INFORMATION GATHERING
3. TESTING SECURITY
4. PLANNING
5. SUSPICIOUS BEHAVIOR
6. GETTING INTO POSITION
Analysis and Conclusions

Program Diversity

Maturation Continues

Graduate Degree in Homeland Security or Emergency Management Could Mean Many Things

Desire for Policy, Planning, Response Coordination Courses That Are Relevant to Their Job Now and in The Future
Analysis and Conclusions

Emerging as Two Academic Fields

Instructional Techniques Favor On-Line But Students Benefit Most from Hybrid

Professionals Need to become More Active in Standard Setting Process

Programs are Responding to Student and Employer Requirements
Questions?

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http://publicadministration.unlv.edu/program/ecem.html