College of Criminal Justice Faculty Meeting: 09/12/17

I. **Announcements**
   A. College Faculty Meeting: January 30, 2017
   B. Career Services: Carol Adams-Shearer
   C. ACE Courses: Magdalena Denham
   D. Chair Introductions of New Faculty
      1. Criminal Justice and Criminology
         a. Eric Connolly
         b. Elisa Toman
      2. Security Studies
         a. Natalie Baker
   E. Rolando Del Carmen

II. **College Updates**
   A. Enrollment
      1. Students up 1.9%, SCH up 3.3%
      3. ≈ 500 §§ 7B (university-wide)
      4. ≈ 125 DACA Students
   B. Finances

III. **Old Business**
   A. CJava Cafe
   B. College of Osteopathic Medicine

IV. **New Business**
   A. Faculty Searches
   B. Dean's Report

V. **Adjourn**

IV. **New Business**
   A. Faculty Searches
   B. Dean's Report

V. **Adjourn**
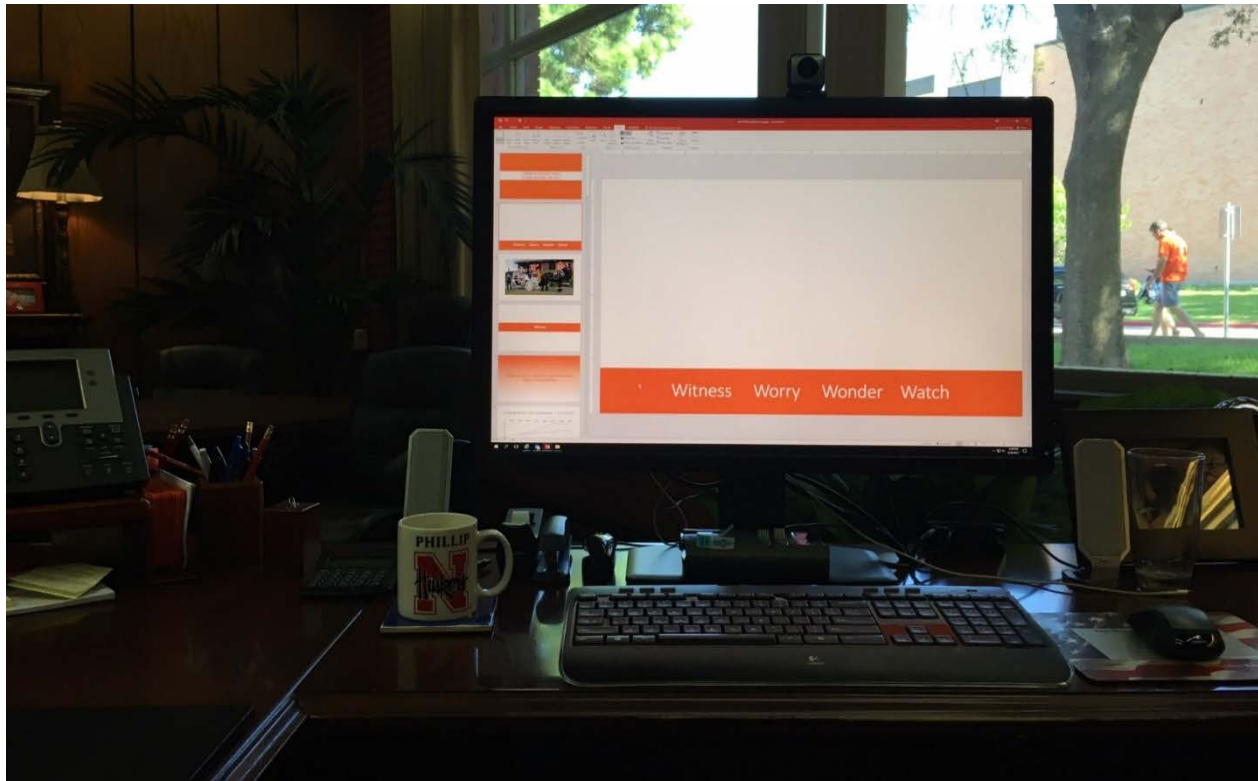
VI. **College Committees**
   A. DPTAC Chairs
      1. CJ/C: Vaughn
      2. FS: Gangitano
      3. SS: Garner
   B. Curriculum
      1. Mullings (Chair)
      2. Buzzini, Lundberg, Muftić
      3. Miller (*ex oficio*)
   C. Beto Chair
      1. Zhao (Chair)
      2. Hayes, Morag, Yu
   D. Academic Review Panel
      1. Gerber (Chair)
      2. Bytheway, Jones, Henry (G), Mather (U)

College of Criminal Justice
Dean's Report: Fall, 2017

EMBASSY OF THE UNITED STATES IN SAN SALVADOR
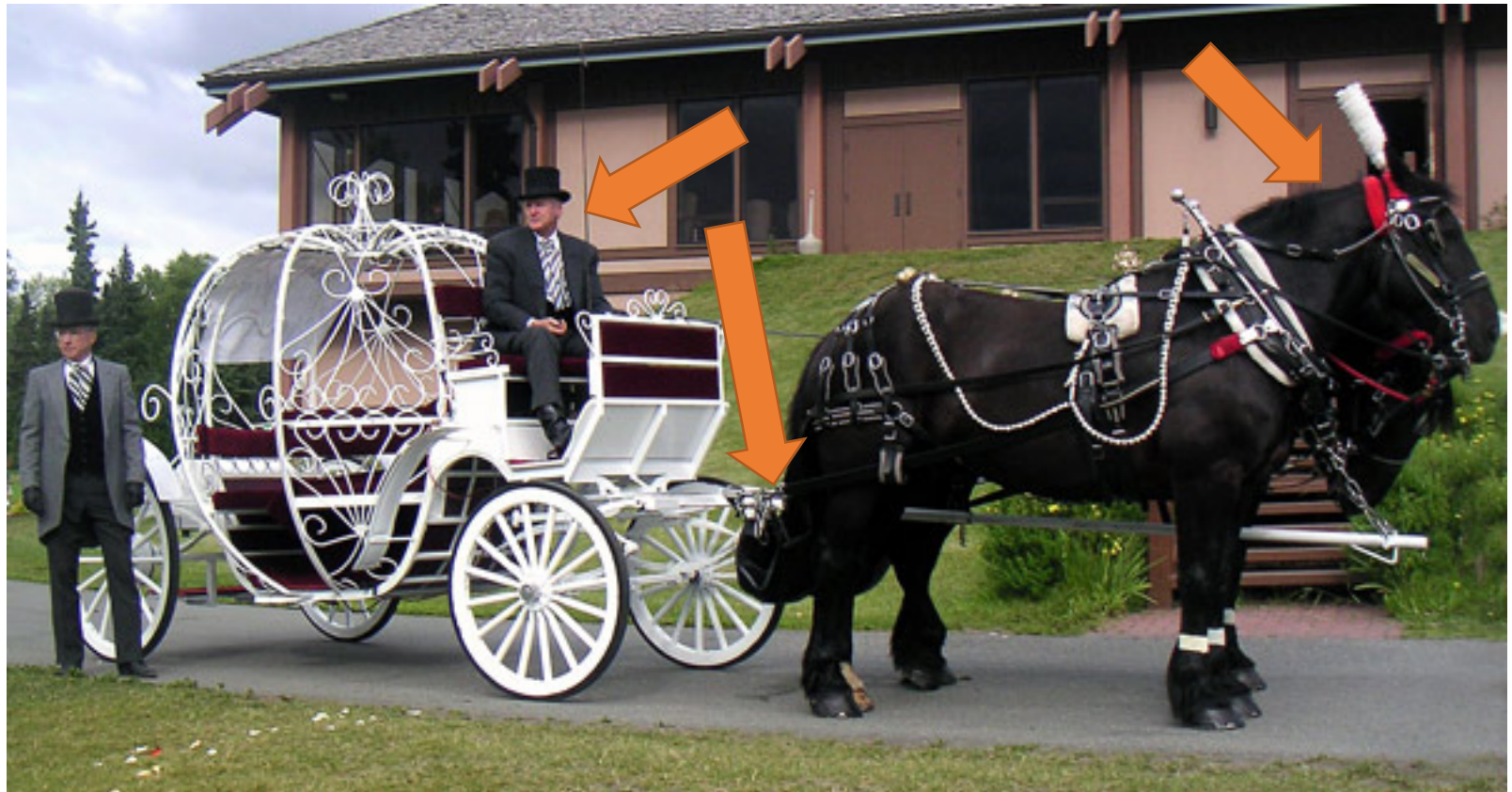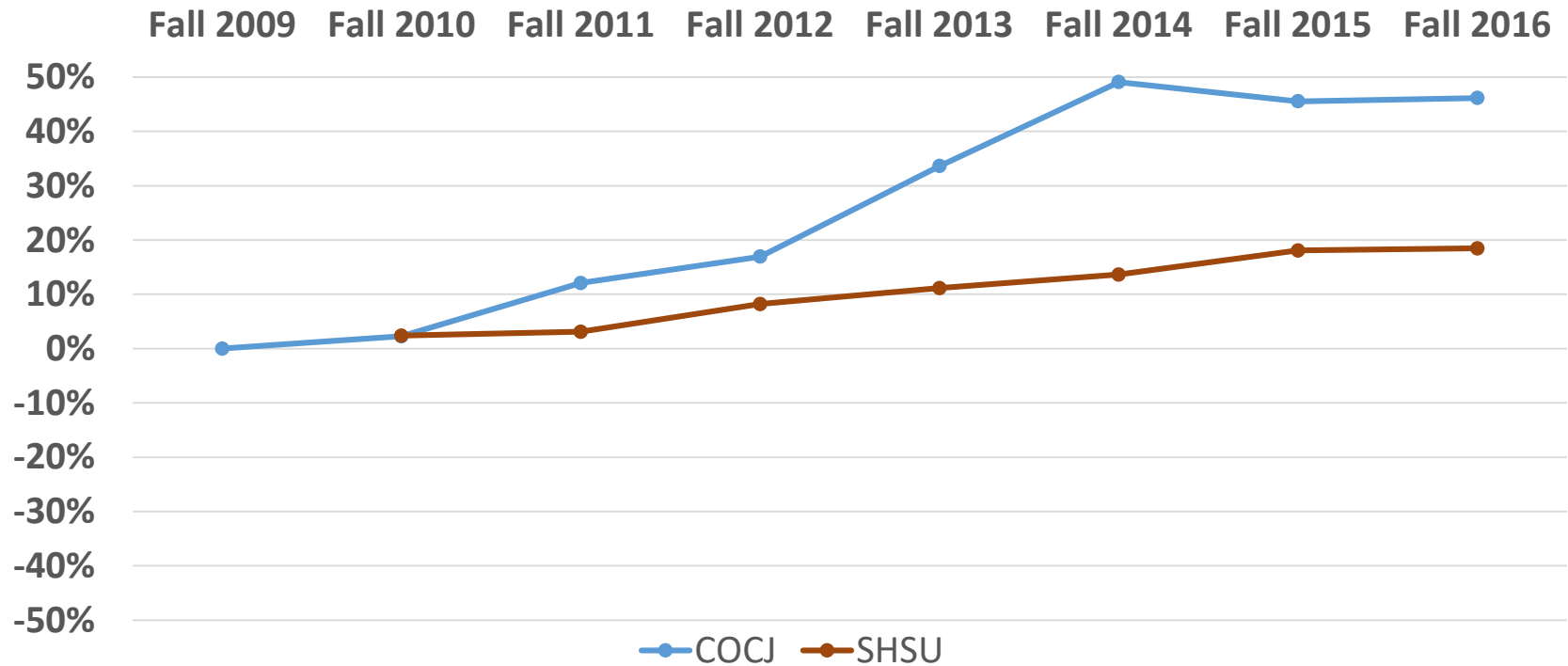
Witness   Worry   Wonder   Watch

Witness

College growth is substantial and varies across degrees and programs.
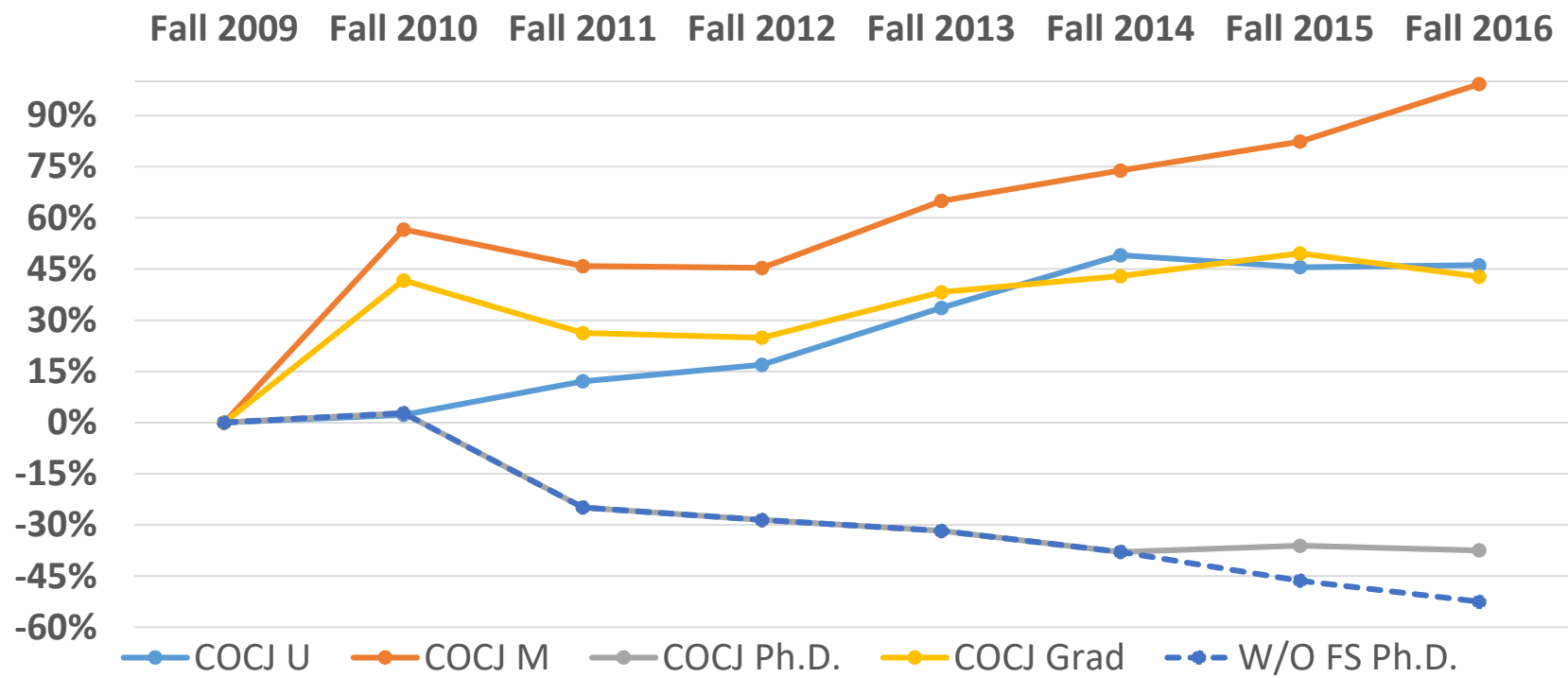
Undergraduate SCH Comparison – COCJ/SHSU
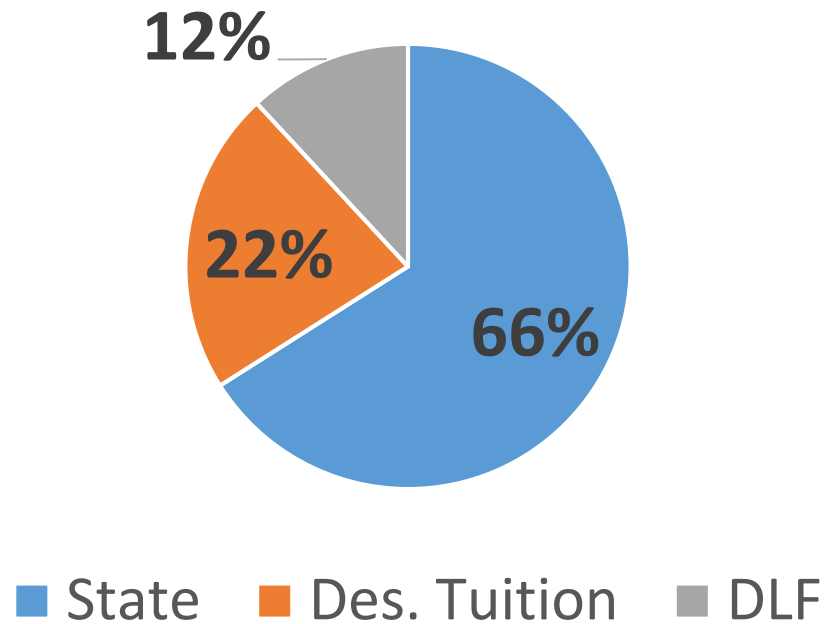
COCJ Growth Breakdown by Classification

Our financial outlook is bright.

Breakdown of Main COCJ Funding Types by %

■ State	■ Des. Tuition	■ DLF

COCJ Funding Sources

Type	Budgeted Amount
• E&G (State Funding)	• $5,452,541
• Designated Tuition	• $1,825,033
• DLF (Distance Learning Revenue)	• $ 982,391
• Total Funding	• $**8,205,965**

How COCJ Distance Learning Funds are Spent

Amounts are estimates

Area

- Pool Faculty/Benefits
- Graduate Student Support/Benefits
- FT Staff Salaries/Benefits
- Overloads/Benefits
- O&M (Marketing)
- Student Workers
- Course Developments
- Contingency

Amounts

- $408,000
- $300,000
- $132,000
- $ 62,000
- $ 20,000
- $ 15,500
- $ 30,000
- $ 14,891

COCJ's Awarded New Initiatives for FY18

Type

Budgeted Amount

- 3 Faculty

- $243,028

Note: 2 Positions already hired for Fall 2017. Funds were repurposed from other areas to support positions to build them.

COCJ FY18 Budgeted/Proposed Expenses

Only Major expenses listed

Area

- FT Faculty Salaries
- FT Staff Salaries
- Graduate Student Support
- Pool Faculty Salaries
- O&M and Travel

Amounts

- $4,727,224
- $1,539,630 (includes $373k external support)
- $1,044,000
- $ 500,000
- $ 832,558

Estimated COCJ Budgeted Shortfalls

Area

- Summer School/Benefits
- Assistantships
- O&M
- Pool Faculty
- Scholarships
- Travel
- Total Budgeted Shortfalls

Amounts

- $376,000
- $210,000
- $130,500
- $ 40,000
- $ 58,000
- $ 31,000
- **$847,500**

Deficit

Estimated COCJ Budgeted Shortfall Solutions

Area

- Summer School
  - Solution(s)
- Assistantships
  - Solution(s)
- O&M /Repairs
  - Solution(s)
- Pool Faculty
  - Solution(s)
- Scholarships
  - Solution(s)
- Travel
  - Solution(s)

Amounts

- $376,000
  - DLF Fund Balance
- $210,000
  - DLF Fund Balance/Salary Savings/Ext
- $130,500
  - External Support/Misc.
- $ 40,000
  - Salary Savings
- $ 58,000
  - Salary Savings
- $ 31,000
  - HIDTA Research Funds

Estimated COCJ Revenue/Savings for FY18

- Faculty Salary Savings $135,000
- New Initiative Funds $243,028
- DLF Fund Balance $375,000
- Potential External Support $120,000

TOTAL SAVINGS   **$873,028**

Shortfalls   **$847,500**

Deficit/Surplus   **$ 25,528**

(Note the lovely shade of black)

Faculty FTEs will be at historic highs by next Fall.

Faculty FTE: College and Department

Faculty FTEs

Year	CJ/Crim (T/TF)	Forensic Science (T/TF)	Security Studies (T/TF)	College Totals
2009	31.5	4		35.5
2010	35.5	4	1.5	41
2011	36.5	4	1.5	42
2012	36.5	4	1.5	42
2013	35.5	5	1.5	42
2014	38.5	6	2.5	47
2015	37	6	4.5	47.5
2016	35.75	7.25	4.5	47.5
2017	34.75	8.25	5.5	48.5
2018	34.25	8.25	5.5	48
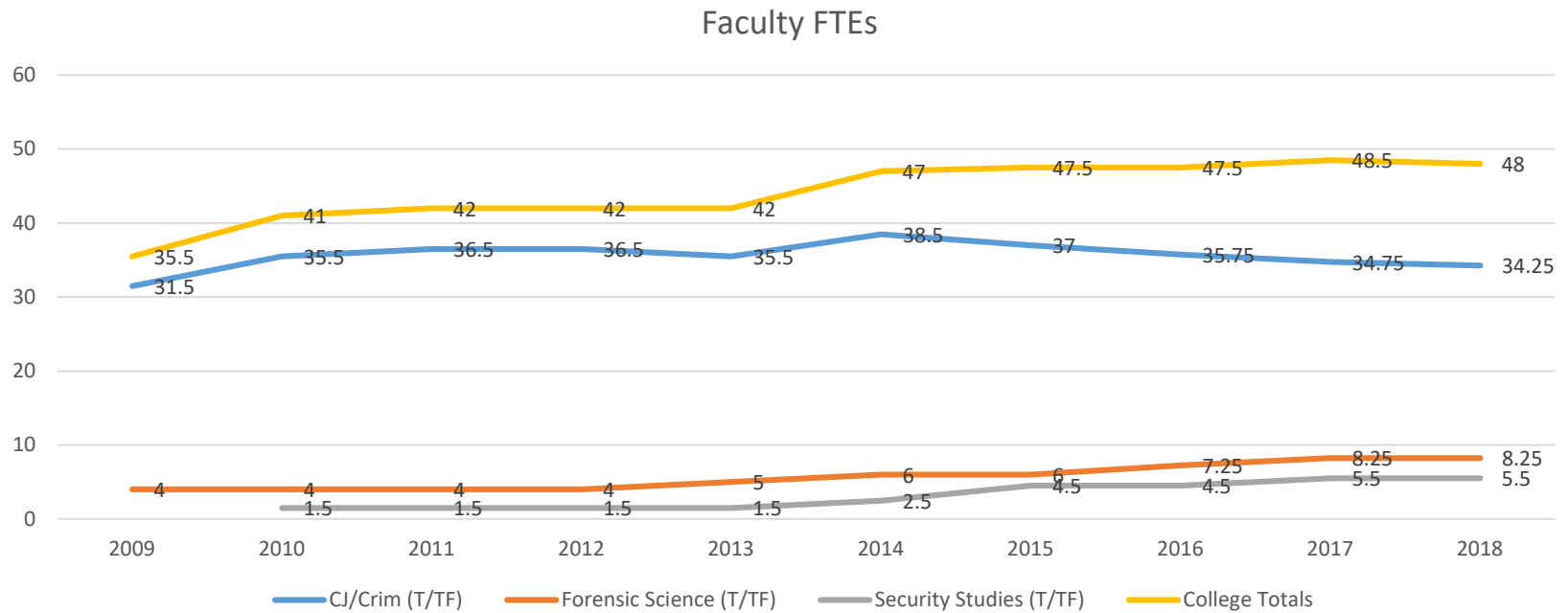
Workforce readiness, outcome-based approaches, and state economic interests/competitiveness are priorities.

Texas Higher Education Strategic Plan:
2015–2030

60×30TX

By 2030, at least 60 percent of Texans ages 25-34 will have a certificate or degree.

Goals

- 60x30
- Completion
- Marketable Skills
  - "The marketable skills goal emphasizes the value of higher education in the workforce."
- Student Debt
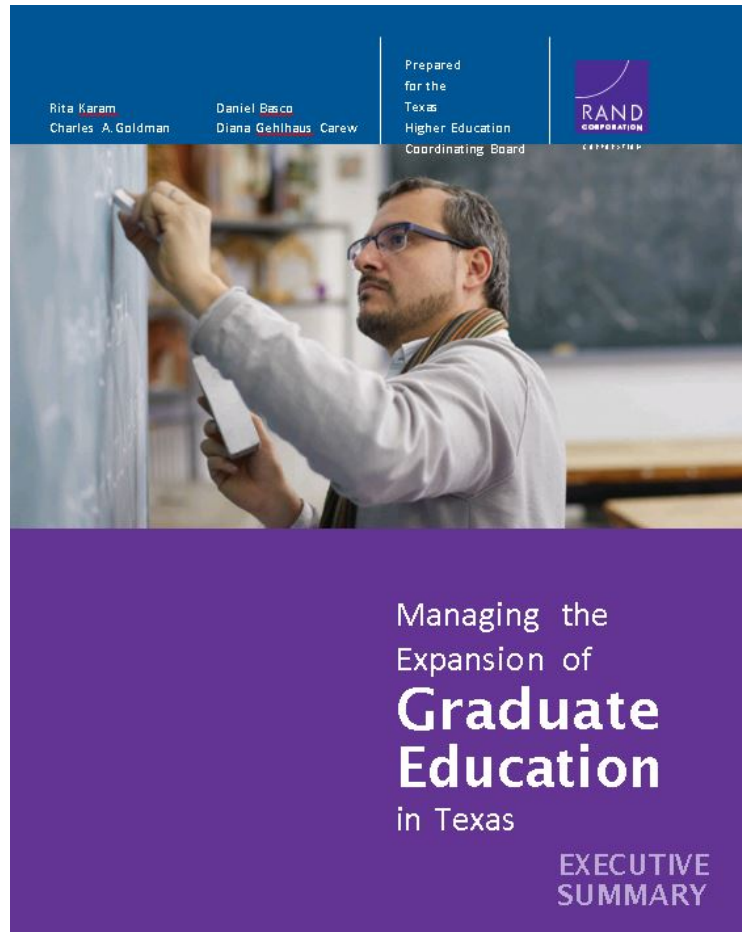
Implicit Prioritization of Grad. Programs

- Graduate education expansion needs to be well managed and directed toward the fields that need advanced skills the most; otherwise graduate programs could become misaligned with state needs and resources.

- In this study, we focus on state competitiveness as the ultimate impact of interest for THECB and state policymakers

- These outcomes help create a strong workforce, fuel innovation, promote business growth, and improve institutional prestige, ultimately strengthening the state's overall competitiveness.

Criminal Justice Center

RESEARCH

TEACHING U

TEACHING G

PROF DEV

TECH ASST

The Mandate

Worry

Concerns (and Strengths)

- College
  - Narrative: not engaged and pulling our weight
  - Out of the loop
  - (Faculty and Prominence)
- Security Studies
  - Will our trajectory and velocity intercept the field as needed?
  - How do we pull together a nation-wide faculty?
  - (Faculty and Cost Containment)
- Forensic Science
  - Depth of bench
  - Space
  - (Faculty and Grants)
- CJC
  - Ph.D.—narrowing
  - Masters—matching of resources to need
  - Undergraduate—neglect
  - (Faculty and Growth opportunity)
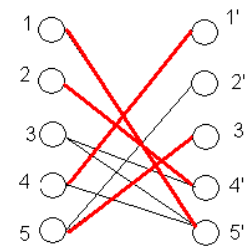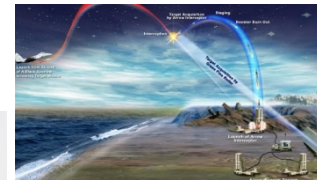
Mobility Report Cards: The Role of Colleges in Intergenerational Mobility[*]

Raj Chetty, Stanford University and NBER
John N. Friedman, Brown University and NBER
Emmanuel Saez, UC-Berkeley and NBER
Nicholas Turner, US Treasury
Danny Yagan, UC-Berkeley and NBER

July 2017

Abstract

We characterize intergenerational income mobility at each college in the United States using data for over 30 million college students from 1999-2013. We document four results. First, access to colleges varies greatly by parent income. For example, children whose parents are in the top 1% of the income distribution are 77 times more likely to attend an Ivy League college than those whose parents are in the bottom income quintile. Second, children from low- and high-income families have similar earnings outcomes conditional on the college they attend, indicating that low-income students are not mismatched at selective colleges. Third, rates of upward mobility – the fraction of students who come from families in the bottom income quintile *and* reach the top quintile – differ substantially across colleges because low-income access varies significantly across colleges with similar earnings outcomes. Rates of bottom-to-top quintile mobility are highest at certain mid-tier public universities, such as the City University of New York and California State colleges. Rates of upper-tail (bottom quintile to top 1%) mobility are highest at elite colleges, such as Ivy League universities. Fourth, the fraction of students from low-income families did not change substantially between 2000-2011 at elite private colleges, but fell sharply at colleges with the highest rates of bottom-to-top-quintile mobility. Although our descriptive analysis does not identify colleges' causal effects on students' outcomes, the publicly available statistics constructed here highlight colleges that deserve further study as potential engines of upward mobility.

Wonder

???

- How can we tie together our various assessments (IDEA, FES, P-TR, SACS, FEPAC, Campus Labs, External Reviews, etc.) to:
  - Identify gaps in our understanding (to fill them)
  - Advance our various missions (driving with data)
  - Increase our return on our assessment investment (so not wasting effort)
- Do we need to modify any of our assessments to capture or reward better those elements of performance that are mission-critical?
- How do we align(ish) widely disparate expectations?
  - And what are the implications once we do?
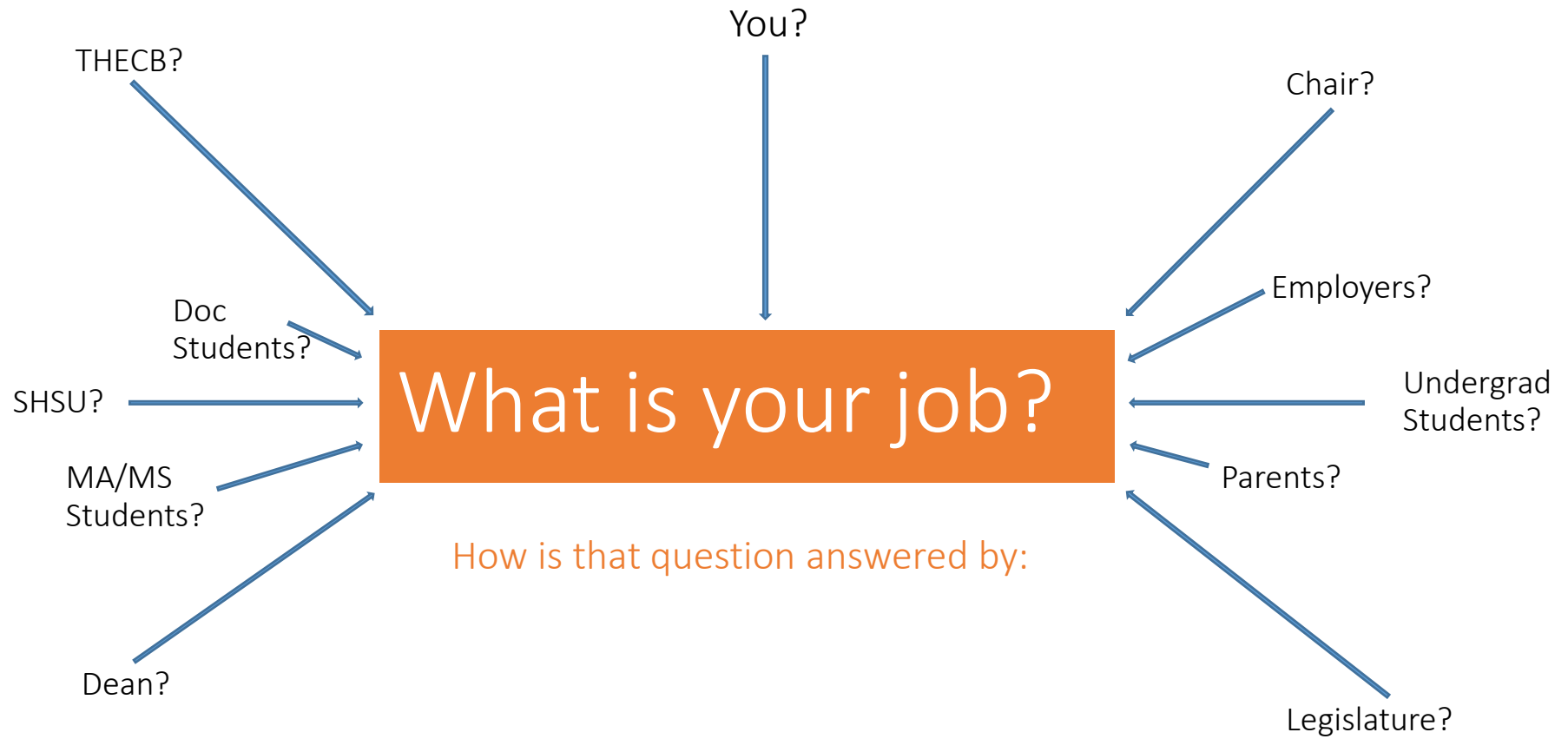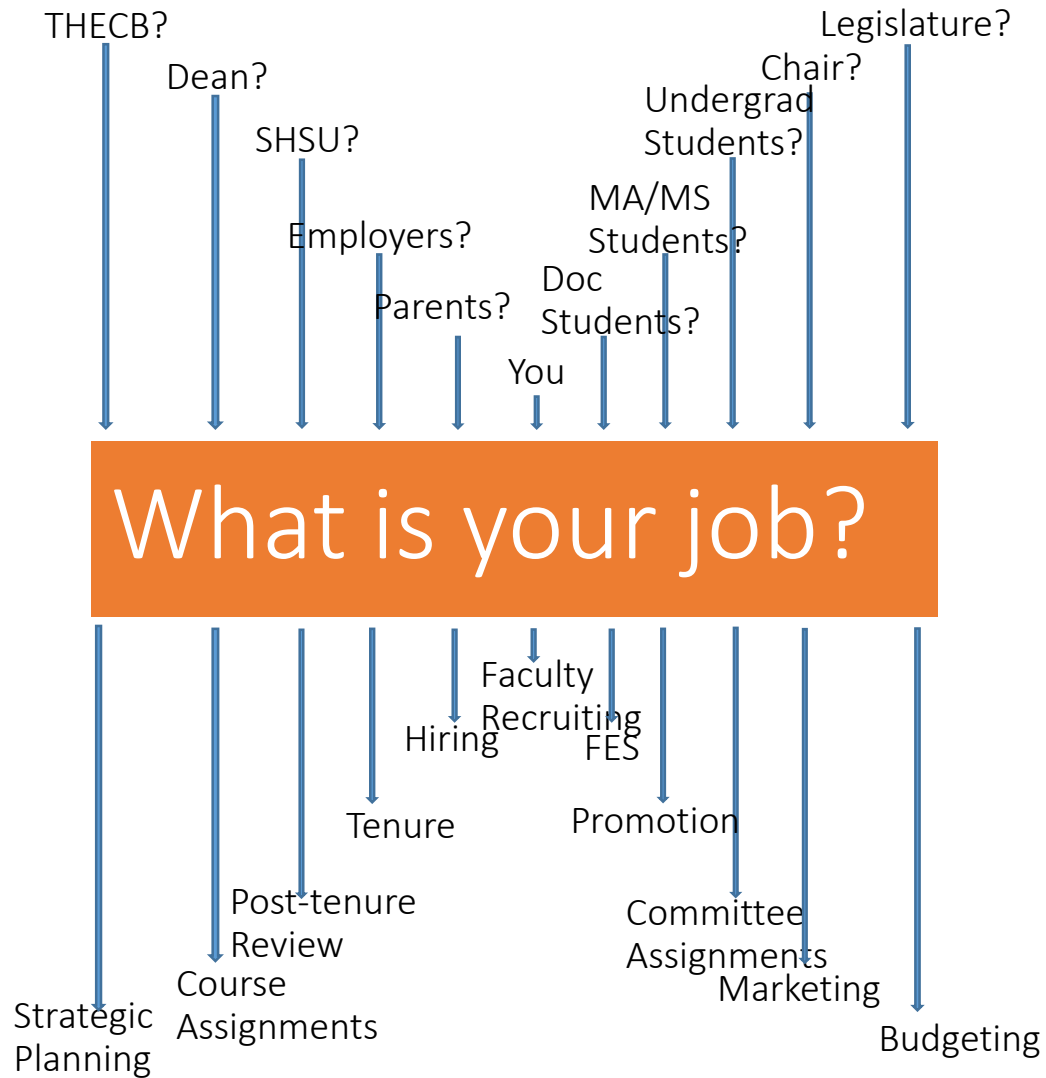
Watch

"What [I] really, really want...."

I will be looking for data-driven decisions advancing our priorities and consistent with policy.
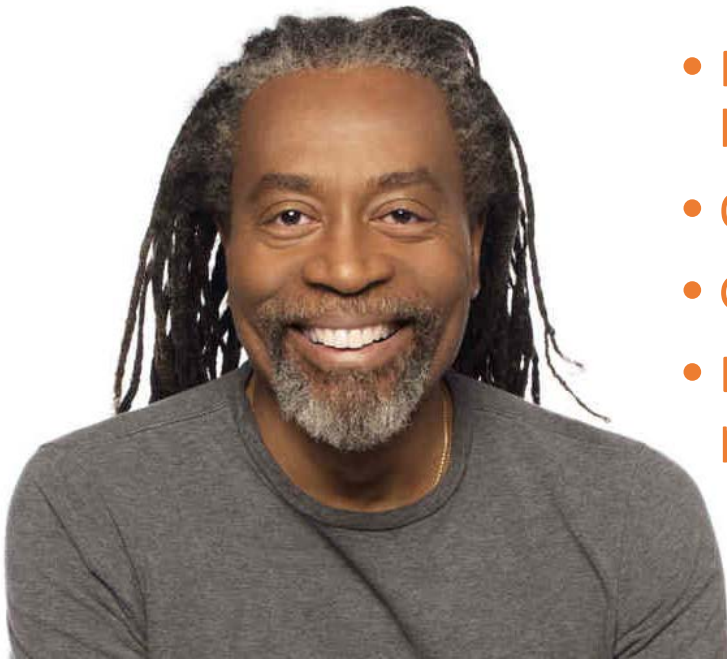
"I want it that way."

Soooooo?

"Don't Worry, Be Happy"

- Financially we are in a better position than we have been in a VERY long time.
- On track with data-driven decisions.
- Good handle on priorities.
- Effective and committed leadership team in place.
  - Aware, becoming (a)woke.
  - Communicative, becoming communitarian.
  - Cooperative, becoming collaborative.