

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

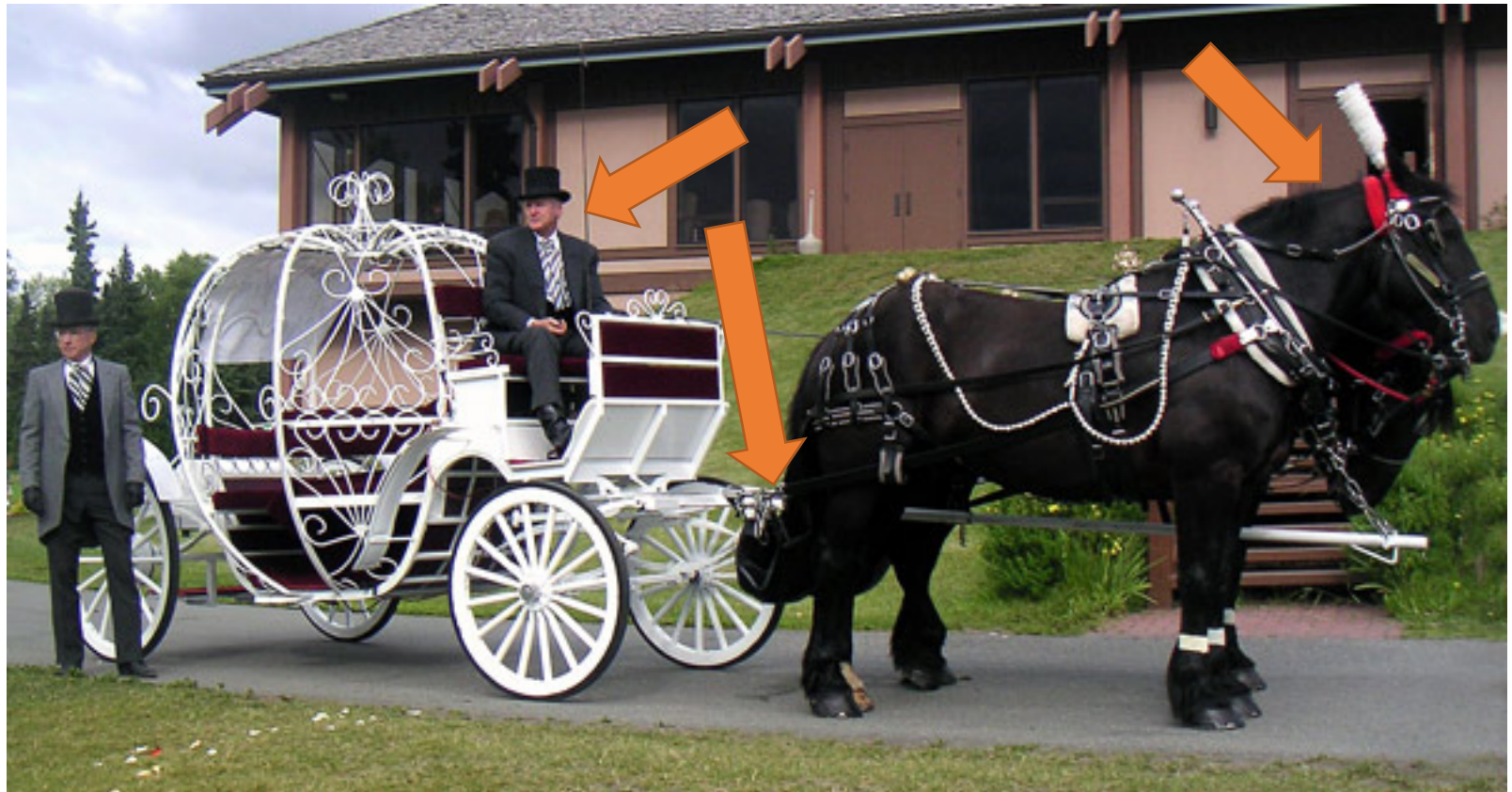
VI. College Committees

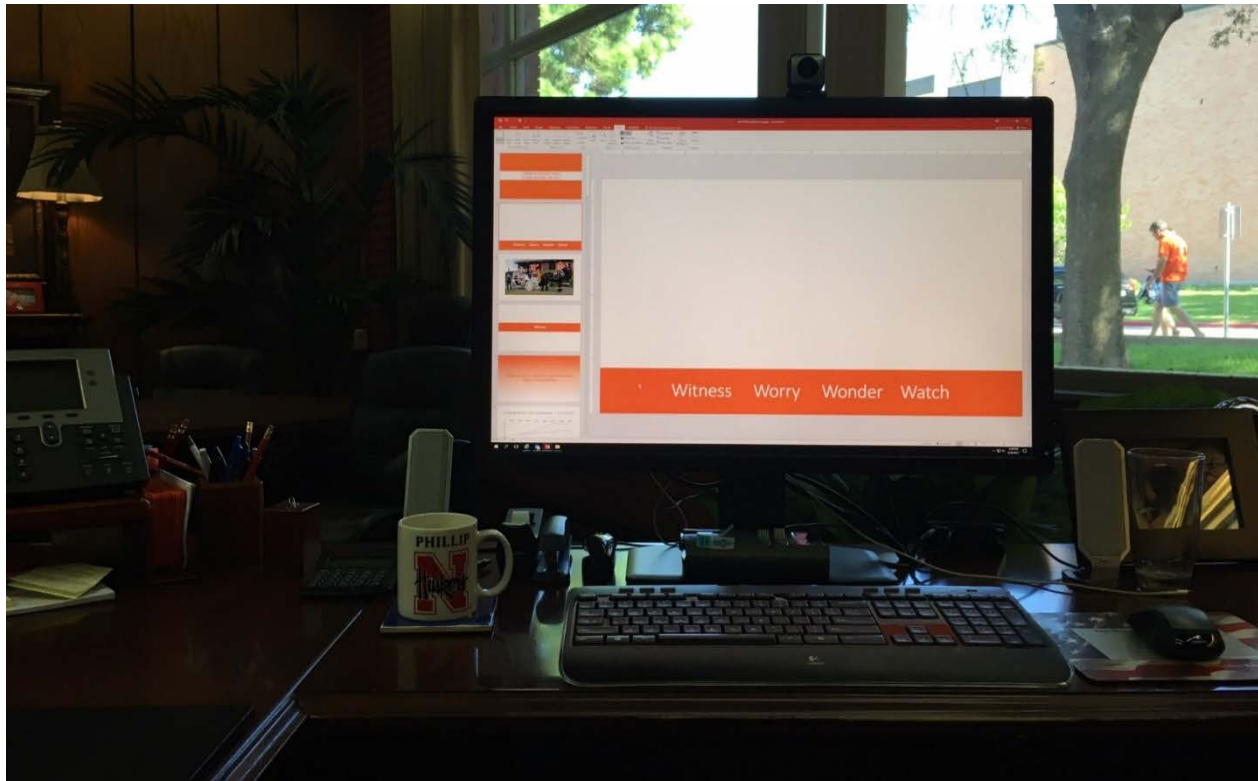
- A. DPTAC Chairs
 - 1. CJ/C: Vaughn
 - 2. FS: Gangitano
 - 3. SS: Garner
- B. Curriculum
 - 1. Mullings (Chair)
 - 2. Buzzini, Lundberg, Muftić
 - 3. Miller (*ex officio*)
- C. Beto Chair
 - 1. Zhao (Chair)
 - 2. Hayes, Morag, Yu
- D. Academic Review Panel
 - 1. Gerber (Chair)
 - 2. Bytheway, Jones,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

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









Witness

Worry

Wonder

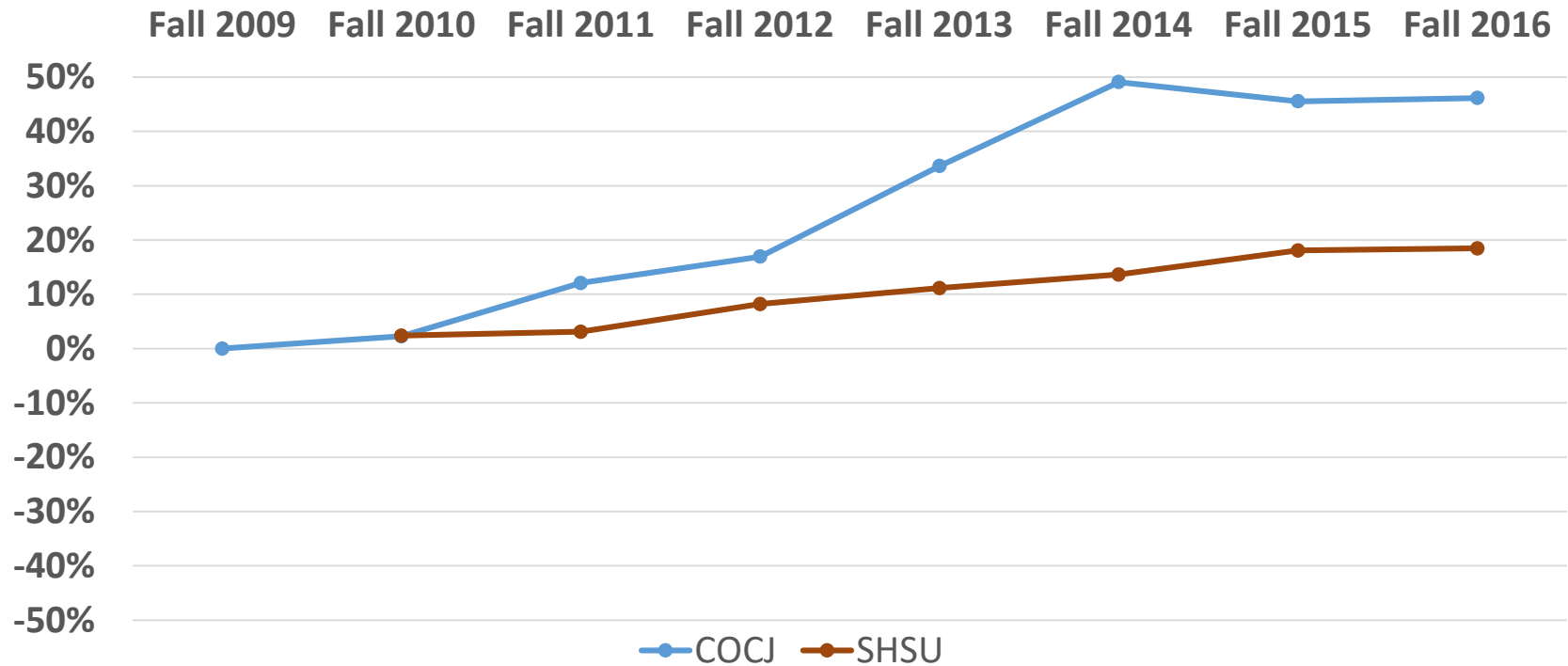
Watch

Witness

College growth is substantial and varies across degrees and programs.

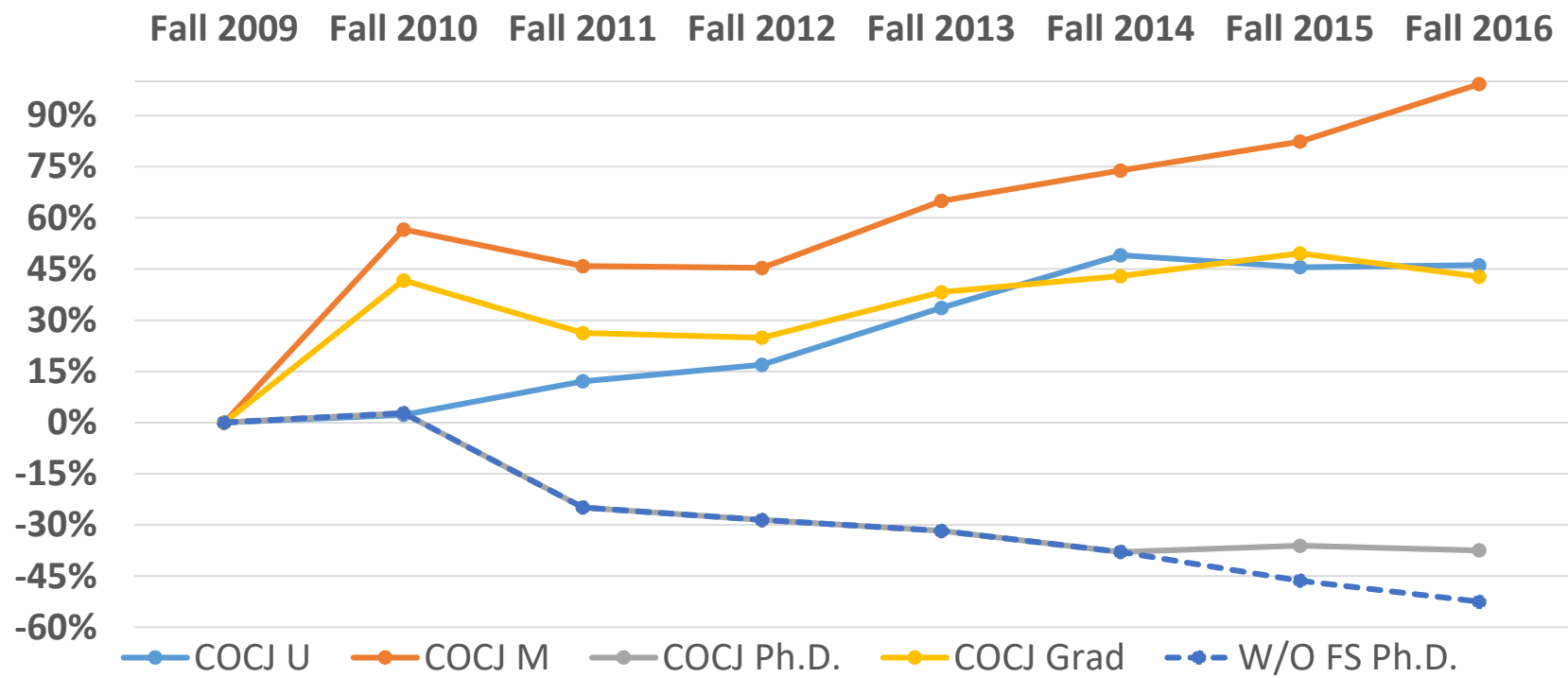


Undergraduate SCH Comparison – COCJ/SHSU





COCJ Growth Breakdown by Classification

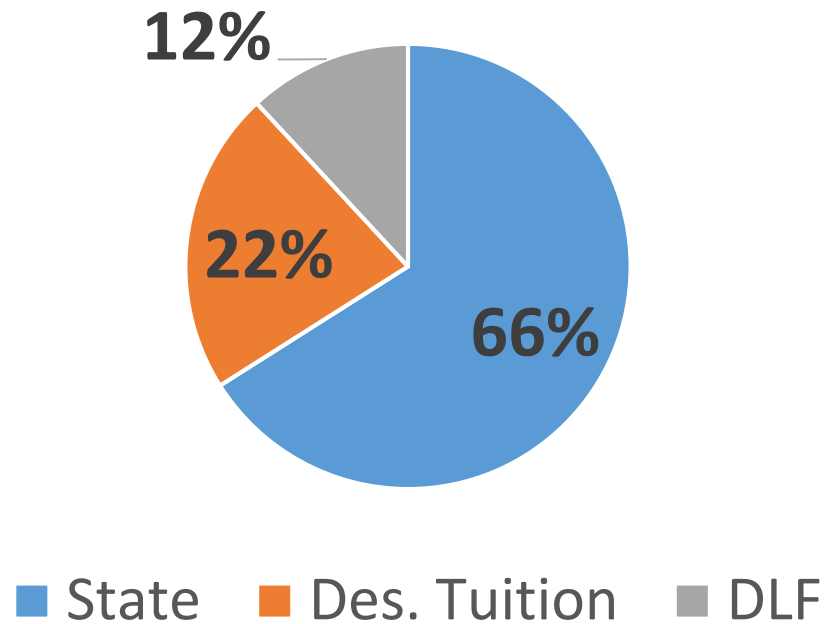




Our financial outlook is bright.



Breakdown of Main COCJ Funding Types by %



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

- 3 Faculty

Budgeted Amount

- \$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	Amounts
• Summer School/Benefits	• \$376,000
• Assistantships	• \$210,000
• O&M	• \$130,500
• Pool Faculty	• \$ 40,000
• Scholarships	• \$ 58,000
• Travel	• \$ 31,000
• Total Budgeted Shortfalls	• \$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

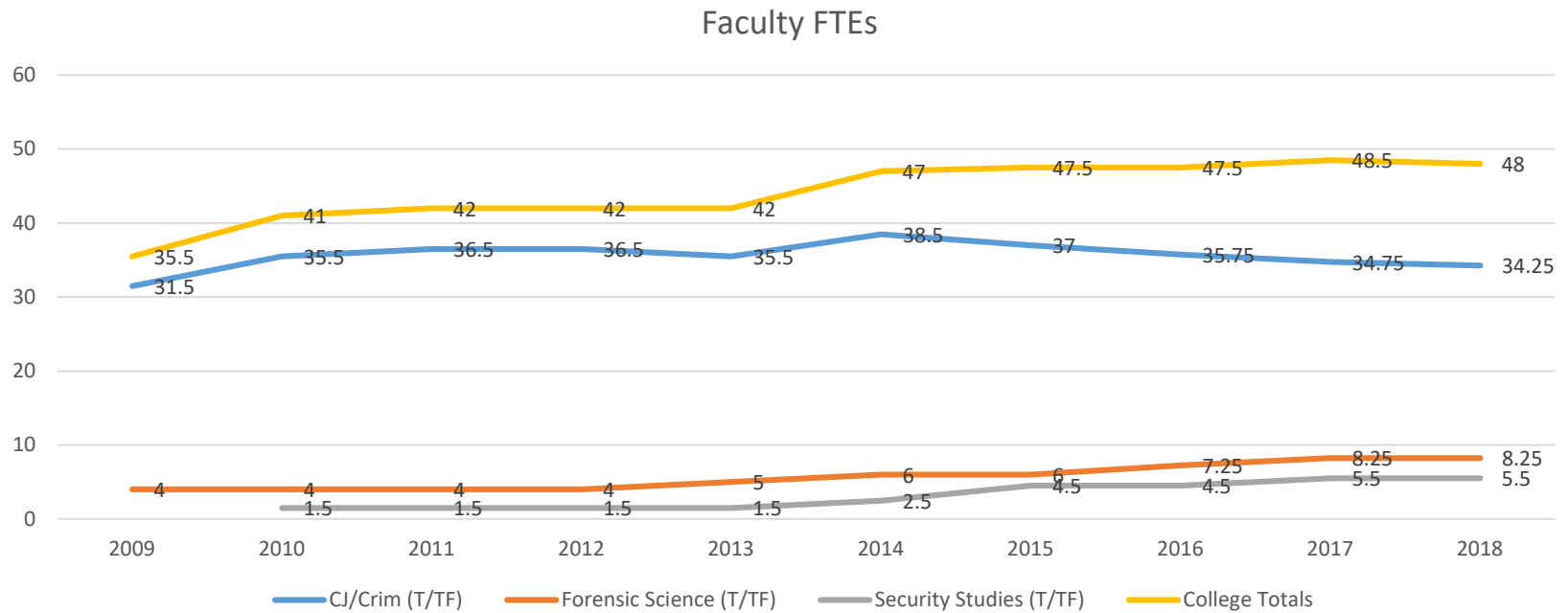
• Faculty Salary Savings	\$135,000
• New Initiative Funds	\$243,028
• DLF Fund Balance	\$375,000
• Potential External Support	\$120,000
TOTAL SAVINGS	\$873,028
Shortfalls	\$847,500
Deficit/Surplus	\$ 25,528

(Note the lovely shade of black)

Faculty FTEs will be at historic highs by next Fall.



Faculty FTE: College and Department



Workforce readiness, outcome-based approaches, and state economic interests/competitiveness are priorities.



Texas Higher Education Strategic Plan:
2015–2030

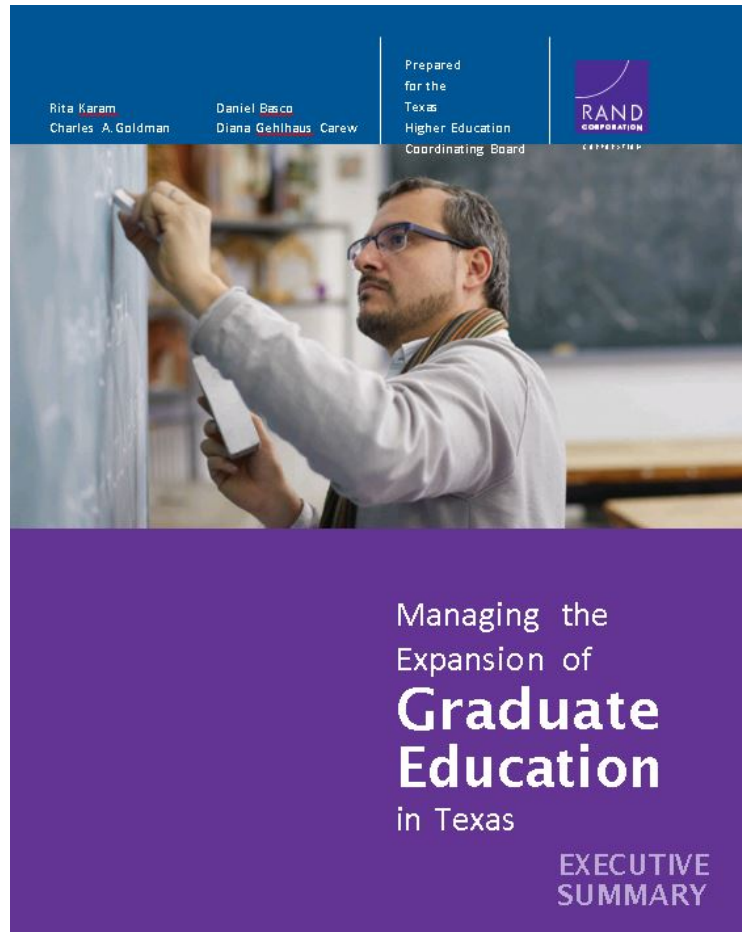


Goals

- 60x30
- Completion
- Marketable Skills
 - “The marketable skills goal emphasizes the value of higher education in the workforce.”
- Student Debt

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





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.



Sam Houston State University – Strategic Plan Model

MISSION: Sam Houston State University provides high quality education, scholarship and service to qualified students for the benefit of regional, state, national and international constituencies.

VISION:



SUPPORTING STRATEGY:



Lifelong Learning

Foster a lifelong learning environment in support of a diverse faculty and staff who are excellent scholars, educators and professionals.



Stimulating Environment

Promote a stimulating learning environment through The integration of academic settings, campus culture and service.



Intellectual Transformation

Increase and develop university resources and infrastructures that support the intellectual transformation of students.



Anticipating Needs

Enhance marketing outreach and visibility to include academic and scholarly activities through consistent and integrated messaging while optimizing communication channels.



Data-Driven Decision Making

Promote efficient data-driven decision making through the integration of centralized data analysis, review and dissemination.



Enhanced Outreach

Cultivate a continually sensitive and proactive response to the ever-changing needs of our constituents.



The diagram illustrates the structure of the Criminal Justice Center. It features a triangular pediment at the top, five vertical columns in the middle, and a wide rectangular base at the bottom. The pediment contains the text 'Criminal Justice Center'. Each column contains a vertical stack of letters: 'R E S E A R C H', 'T E A C H I N G U', 'T E A C H I N G G', 'P R O F D E V', and 'T E C H A S S T'. The base contains the text 'The Mandate'.

Criminal Justice Center

R
E
S
E
A
R
C
H

T
E
A
C
H
I
N
G
U

T
E
A
C
H
I
N
G
G

P
R
O
F
D
E
V

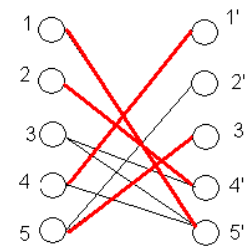
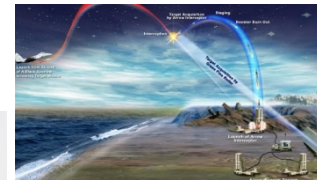
T
E
C
H
A
S
S
T

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.

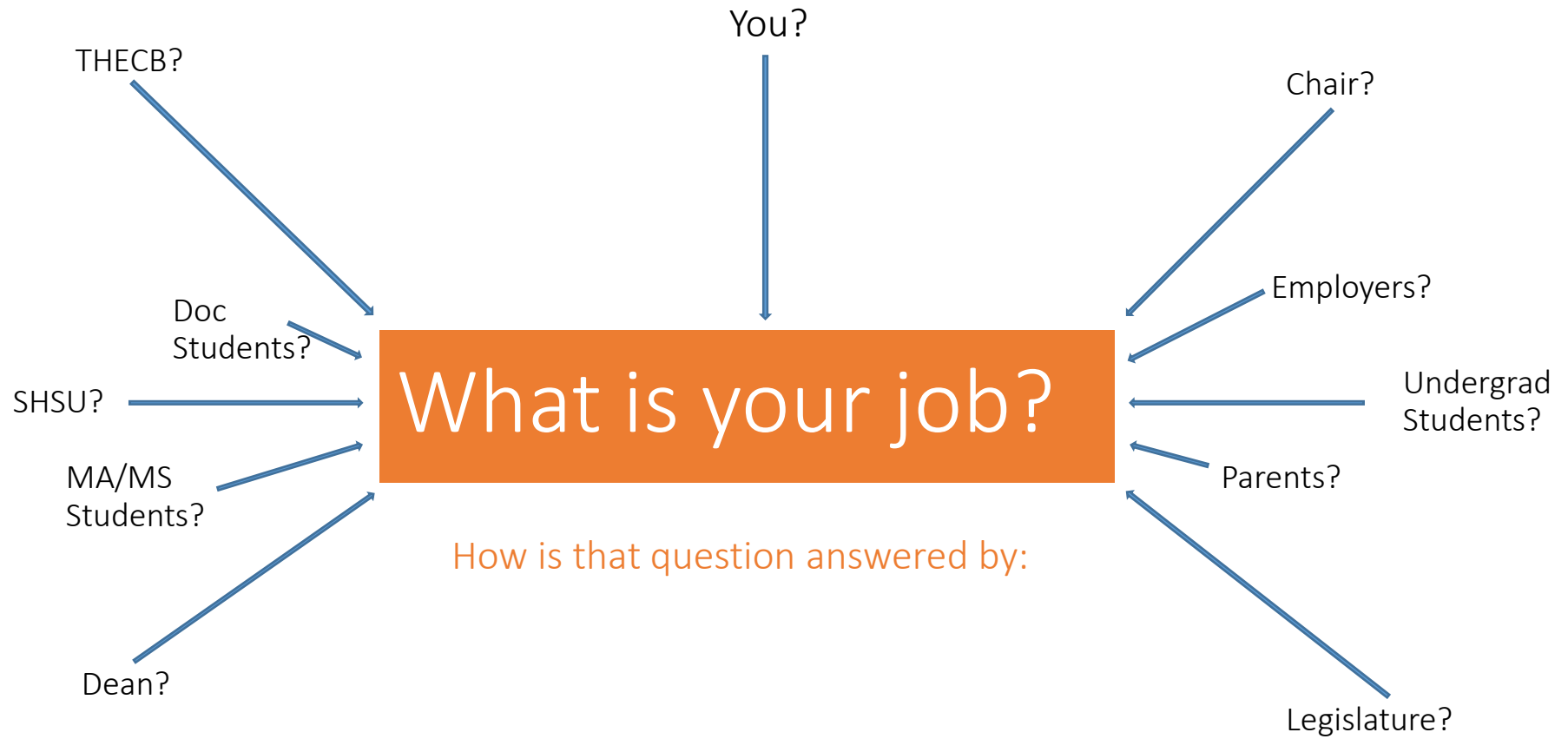
and high-income families have similar earnings outcomes conditional on the college they attend, indicating that low-income students are not mismatched at selective colleges. Third, rates of upward mobility – the fraction of students who come from families in the bottom income quintile and reach the top 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.

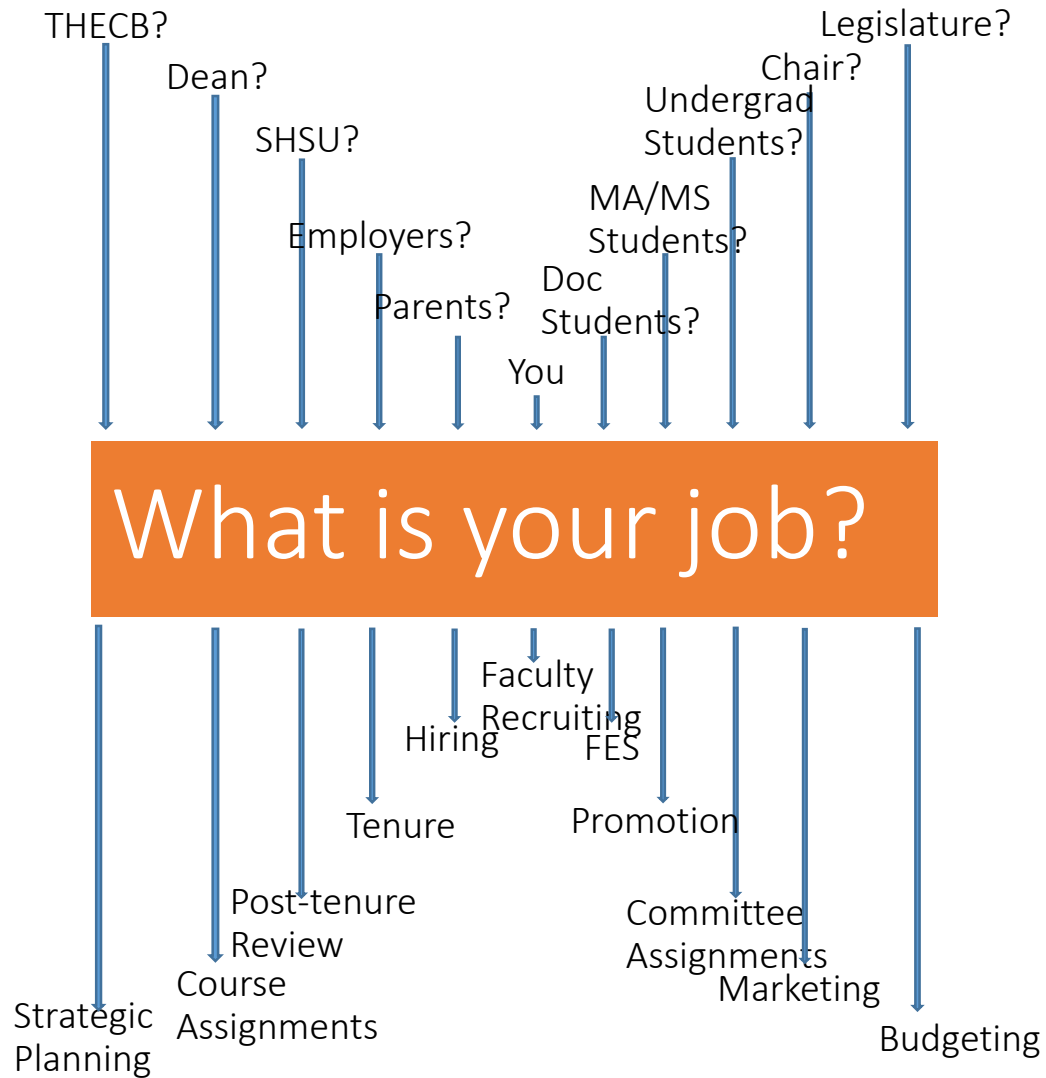
*The opinions expressed in this paper are those of the authors alone and do not necessarily reflect the views of the Internal Revenue Service or the U.S. Treasury Department. This work was conducted under IRS contract TIRNO-16-E-00013 and reviewed by the Office of Tax Analysis at the U.S. Treasury. We thank Joseph Altonji, David Deming, Lawrence Katz, Eric Hanushek, David Lee, Richard Levin, Sean Reardon, and numerous seminar participants for helpful comments; Trevor Bakker, Kaveh Danesh, Niklas Flamang, Robert Fluegge, Jamie Fogel, Benjamin Goldman, Sam Karlin, Carl McPherson, Benjamin Scuderi, Priyanka Shende, and our other pre-doctoral fellows for outstanding research assistance; and especially Adam Looney for supporting this project. Chetty, Friedman, Saez, and Yagan acknowledge funding from the Russell Sage Foundation, the Bill and Melinda Gates Foundation, the Robert Wood Johnson Foundation, the Center for Equitable Growth at UC-Berkeley, the Washington Center for Equitable Growth, the UC Davis Center for Poverty Research, Stanford University, the Alfred P. Sloan Foundation, and the Laura and John Arnold Foundation.

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.

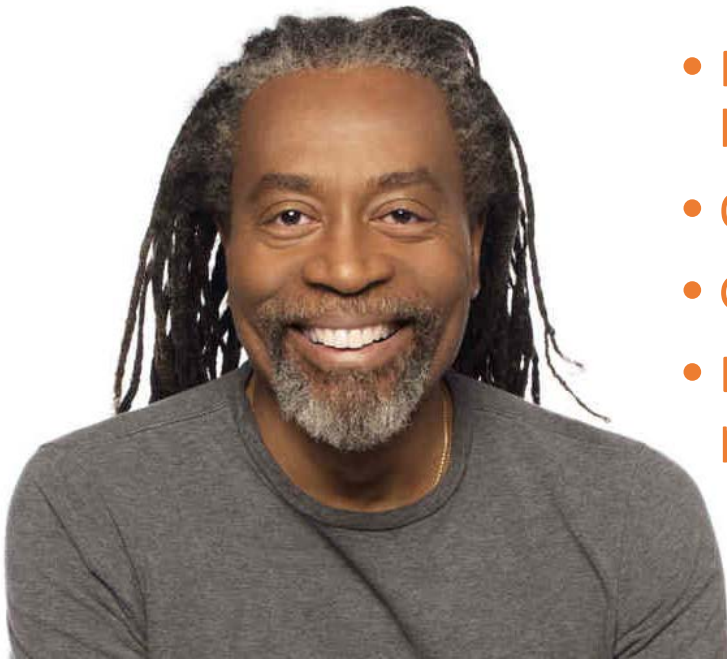
“I want it that way.”



Soooooooo?



“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.