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Program Review: Criminal Justice Department

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Department of Criminal Justice
University of Nebraska – Kearney

ACADEMIC PROGRAM REVIEW
SELF-STUDY

10/5/2021

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I. GENERAL PROGRAM CHARACTERISTICS

Organization and Administration

A. Introduction to the Criminal Justice Department

The University of Nebraska at Kearney originated by act of the Nebraska state legislature in January, 1903. The first classes were held during the summer of 1905 in Kearney Public School facilities. In the early 1970s, limited course offerings pertaining to the field of Criminal Justice existed within the Department of Sociology. Courses centering on Criminal Justice offered at the time were: Juvenile Delinquency, Criminology, and Introduction to Criminology. Due to increasing student demand and regional/national employment expectations, Kearney State College initiated a Criminal Justice program during the fall semester of 1975. In the latter part of 1988, the program sought status change to full department classification, which was granted after considerable evidence was presented justifying such an administration change. Under the 2004 – 2006 Academic Catalogue, the Social Work Program was merged with the Criminal Justice Department to form the Criminal Justice and Social Work Department as a budget saving measure. This merger was in name only, as the two departments remained distinct entities and functioned autonomously. The programs were once again formally separated in 2014 and at present continue to operate independently.

The original Criminal Justice program was funded through federal support. The now defunct Law Enforcement Assistance Administration, which was under the United States Department of Justice, awarded an action grant of \$85,000 to Kearney State College for the development of the Criminal Justice Program. The grant was administered through the Nebraska Commission on Law Enforcement and Criminal Justice. An additional \$9,500.00 was provided by the State of Nebraska. Funding continued for an additional year, with \$58,000.00 for the second year. The grant initially provided funds for four full-time faculty members at Kearney State College, one full-time faculty member at Mid-Plains Community College in North Platte, Nebraska, and one full-time faculty member at McCook Community College in McCook, Nebraska.

The Criminal Justice Program developed three major concentrations and one minor concentration between 1975 and 1982. Two of the major concentrations were 33 semester hour majors emphasizing law enforcement and corrections, respectively. A 24 semester hour minor concentration was developed to supplement other majors based on student career goals. Finally, a third Criminal Justice option, a 57 semester hour comprehensive major, was added.

In the early 1970's a collaboration between Kearney State College, and McCook Community College and Mid-Plains Community College, developed where KSC provided the upper division classes leading to a baccalaureate degree in Criminal Justice at all three campuses. The primary purpose of the cooperative agreement was to enhance the quality of the individuals employed in criminal justice agencies in west-central and south-west Nebraska and to provide the agencies with better educated personnel. In 1996, an agreement was reached

between Central Community College and UNK to provide upper level instruction within their developing program. Finally, the Department of Criminal Justice and the Political Science Department initiated a joint Masters in Public Administration with the University of Nebraska-Omaha (UNO) in the Spring of 1997. While under the administrative direction of UNO, the Masters program was instructed at the Kearney campus for one year and then converted to an online degree program. By the early years of the next decade this collaboration had become a UNO centered degree with little participation from either department at UNK.

The current curriculum of the Department of Criminal Justice has expanded from 34 specific Criminal Justice courses as of the 2011 – 2012 academic year to 39 Criminal Justice Course offerings in 2021. As of Fall 2020, a total of 150 students are full-time majors, with approximately 50 minors. Students may elect to pursue their B.S. as a major with a minor, or select the comprehensive major. The department has four full-time faculty, and regularly uses three adjuncts to provide specialized coursework. There has been steady and progressive student interest in the major. From an initial 70 majors in 1975, to 150 majors and 50 minors in 2020.

The Criminal Justice Department at the University of Nebraska Kearney (UNK) suffered growing pains since the later 1970s, and continues to be strained to its resource limit. Unfortunately, this factor has been a characteristic since the department's inception. In the early years of the program, the United States Department of Justice tightened educational loans for in- service and pre-service Criminal Justice students. The loans were administered by the Law Enforcement Assistance Administration (LEAA) through the Law Enforcement Education Program (LEEP). Subsequently in the early 1980's, all funds ceased through LEEP, and LEAA was disbanded shortly thereafter. This resulted in the elimination of one full-time faculty member and reduced the Criminal Justice Program to three full-time faculty members. Despite the decrease in federal funds and state funds, the Criminal Justice Program continued to expand rapidly. During the mid 1970's the Criminal Justice Program was fully implemented, and the college assumed full support of the program as a discipline within the School of Natural and Social Sciences. In the fall of 1989, a fourth faculty member was again added to the Department. In 1993 a fifth faculty line was added, and in 1997 a sixth faculty member was authorized. During 2001-2002 the department lost two faculty members, one for emergency medical retirement and the other left to move closer to her mother after the death of her father, both positions were filled in August 2001. In 2005, one new faculty member took a teaching position in the Omaha area, a replacement was found after doing two searches. Dr. Campbell started with the Criminal Justice Department in August of 2006. We lost Dr. Danielle Neal, Dr. Kyung Jhi, and Gary Smith due to contract termination. Dr. Beth Wiersma resigned. Dr. Joe Carlson and Kurt Siedschlaw retired. Mr. Kyle Harshbarger joined the faculty in Fall of 2018 as an instructor. Dr. Timbre Wulf joined the faculty in 2014 as an Assistant Professor and is now an Associate Professor. Jessica Peterson joined the faculty in 2020 as an Assistant Professor. The current faculty consists of Drs. Campbell, Wulf, and Peterson, and Kyle Harshbarger.

Each year, approximately 34 Criminal Justice students graduate from University of Nebraska-Kearney with a baccalaureate degree in criminal justice. All Criminal Justice faculty members have degrees in areas specific to their discipline: Criminal Justice. Three have PhDs in Criminal Justice, while Instructor Kyle Harshbarger holds a BS in Criminal Justice and a Masters in Public Administration, as well as significant field experience and education. Past adjunct faculty members include judges, attorneys, probation officers, active police officers and professionals in juvenile justice. The Criminal Justice Department shares a part-time administrative associate with the Department of Political Science and the Geography Department, employs a single work study student.

B. Vision and Mission/Goals of the Criminal Justice Department

University of Nebraska at Kearney Mission

The University of Nebraska at Kearney is a public, residential university committed to be one of the nation's premier undergraduate institutions with excellent graduate education, scholarship, and public service.

University of Nebraska at Kearney Vision

The University of Nebraska at Kearney will achieve national distinction for a high quality, multidimensional learning environment, engagement with community and public interests, and preparation of students to lead responsible and productive lives in a democratic, multicultural society.

Key to such improvement will be: clear focus on mission imperatives, fidelity to historic core values, and continuous and rigorous self-appraisal or assessment of outcomes.

Criminal Justice Department Vision

The Criminal Justice Department at the University of Nebraska at Kearney will achieve recognition as one of the premier undergraduate student centered programs integrating theory, research, and practice for entry-level and leadership positions in the criminal justice field or for pursuing advanced study.

Criminal Justice Department Mission

To achieve its vision, the department faculty focuses on teaching and mentoring as their most important responsibilities, including providing opportunities for students to engage in research and service.

C. Department Objectives

The Criminal Justice Department is presently in its forty-sixth year of

providing service to the State of Nebraska. The past and current success of the department are an encouragement to strive for continued growth and goal fulfillment well into the 21st Century. The general objectives of the Criminal Justice department are:

- By the end of the criminal justice program, students will demonstrate an ability to critically analyze core components and values of the criminal justice system.
- By the end of the criminal justice program students will compare and contrast the various theories established to explain criminal offending as well as assess their respective applications in the criminal justice system.
- By the end of the criminal justice program students will demonstrate their ability to communicate effectively in the appropriate written form as professionals in the field.
- By the end of the criminal justice program students will apply their knowledge and skills by successfully completing an internship with an approved local, county, state or federal criminal justice agency.
- By the end of the criminal justice program students demonstrate their ability to apply social science research methods to the social issues facing our justice system.
- By the end of the criminal justice program students will demonstrate skills and values necessary to relate ethically to a diverse group of clients within the criminal justice system.

Long range goals of the Criminal Justice Department: Five Year Goals

- We seek to improve public relations/focus on recruitment.
 - Potential avenues to do this are to develop our alumni contact network, enhance the current Criminal Justice website, to target professionals, community college students and true freshmen and to improve rural outreach.
- We seek to grow our online program.
 - We wish to expand the number and variety of online courses that are offered to our students, decreasing the number of courses they need to transfer in from other programs.

Short range goals of the Criminal Justice Department

- We seek to increase the number of faculty currently employed by the department. Currently there are four full time faculty, and several adjuncts that comprise the Criminal Justice department. When at full capacity, there are roughly seven faculty members on staff. Within one year we will seek to increase our numbers by adding at least one new, full time, faculty member to our staff.
- We seek to increase the expertise diversity in the department. We will achieve this goal by hiring new, full time, faculty members to our staff.
- We seek to enhance our internship program. We will explore the possibility of requiring new pre-requirements for the internship; among the

possibilities are Research Methods and CJ Seminar (currently Senior Seminar. We are working to enhance this class making it appropriate for Juniors as well as Seniors.).

- We seek to improve public relations/focus on recruitment. Potential avenues to do this are to develop our alumni contact network, enhance the current Criminal Justice website, to target professionals, community college students and true freshmen and to improve rural outreach.
- We seek to review the curriculum. It is time to revisit the curriculum and decide what changes/enhancements are required

D. Organizational Structure

The administrative structure of the Department of Criminal Justice is similar to that of other departments within the College of Arts and Sciences. The Department Chair manages the daily activities of the Department, providing guidance and leadership in curricular and other academic matters. Responsibility is delegated to the other faculty members as necessary. The full-time faculty of the Department consists of four members. The Chair serves by appointment of the Dean. Most decisions that have the potential to significantly affect the operations of the Department are made with input from faculty and Dean. The Department Chair holds faculty meetings on a monthly basis or more often as needed.

Chairperson

The Chair normally serves a five-year term and is evaluated by the Department's faculty and the Dean of the College on an annual basis. Chairs are eligible for reappointment. The Chair holds a twelve-month appointment and are provided one-half time administrative release (or a reduction to two courses per semester) during the academic year.

The Chair has a primary responsibility to provide leadership to the department, monitor and mentor faculty development, recommend, review and approve departmental curriculum management and policy development.

The Chair serves as the administrative representative of the Department and serves on the College Arts and Science's Council of Chairs as of function of the appointment as Chair.

The Chair provides leadership of the department in all matters and delegates various duties and responsibilities as needed in consultation with the faculty.

Specific responsibilities relate to:

- Assessment of department, faculty, program and strategic plan for the department.
- Assigns program and assessment responsibilities among the faculty,

monitors and transmits related reports to the Dean and Administrative offices.

- Promote and assess professional development, research activities and service for and with faculty of the Department.
- Administration of faculty annual review and personnel issues.
- Assess and report to the Dean on faculty activities related to scholarship, teaching and service.
- Processes and reviews the student evaluations of the department's faculty according to university policy.
- Assigns and supervises various administrative duties which include:
- Assign and monitor a faculty responsibility as Advisor to the Criminal Justice Department.
- Serves as liaison between the Department and the faculty advisor of the Criminal Justice Honor Society.
- Assigns faculty responsibilities related to meeting prospective students and their parents.
- Assigns and coordinates faculty responsibilities addressing requests from admissions and recruitment.
- Assigns designated faculty to head departmental search committee efforts.
- Reviews faculty requests for travel that are made at the departmental and college levels.
- Reviews and determines approval of faculty request for absence from campus and other leave requests.
- Recommend and prepare class schedules to meet college timelines.
- Promote and facilitate undergraduate research through the faculty of the Department and utilization of the various funding opportunities available to students and the department
- Encourage, promote and monitor faculty mentoring of undergraduate research.
- Assess, monitor, promote and assign development and administrative efforts related to online courses and collaborative web-based course offering
- Assign and monitor faculty assigned to the responsibility as Coordinator of the Annual Criminal Justice Conference including but not limited to securing speakers, identifying and confirming facilities, development of the Job Fair and monitoring of budget.

Standing Committees

The only standing committee of the Criminal Justice Department is the Annual Peer Review Committee. The Chair will recommend and approve the participants and leadership of this committee. The Chair of the Department shall assign a faculty member from within the Department to be on the Annual Peer Review Committee. The Committee is Chaired by an outside member.

Duties of Committee Chair:

- assigned faculty member shall affirm the participants within the Peer

Review Committee

- convene meetings of the committee
- collect the input of the members of the committee
- facilitate discussion on the elements reviewed
- gain consensus of the committee
- draft the recommendations of the committee
- obtain the signatures of the committee members
- submit the recommendations to the Chair of the Department according to College of Arts and Sciences timelines.

Facilities

The Criminal Justice Department is housed on the second floor of Copeland Hall. It contains five office spaces for faculty, and a lab/office for Kyle Harshbarger in Copeland 242. The Laboratory is equipped with five microscopes, two forensic optical comparators, one cyanoacrylate chamber, one crime scope, one portable alternative light source, and forensic supplies to teach a class of 25 students. The Laboratory was moved from Warner Hall to Copeland 242 in the Summer of 2020. The new space was outfitted to sit at least 20 students in a classroom environment. The Laboratory is managed by Mr. Kyle Harshbarger, and supported by lab fees associated with two courses. CJUS 390 Criminal Investigations is taught each fall, and CJUS 490 Advanced Criminal and Crime Scene Investigations is taught each spring. An office space for the office associate that the department shares with Political Science and Geography is located in Copeland 204.

E. Department Specific Policies and Practices

Criminal Justice Department policies regarding recruitment, promotion, compensation, retention and evaluation follow official policies of the University and the College of Arts and Sciences. The standards for promotion and tenure were reviewed in 2020. The tenure policies from the department are reflected below and are provided in full in Appendix I.

Teaching: The faculty member displays effective teaching, with no evidence of any serious deficiency. Teaching evaluations are generally positive, indicating student satisfaction with the faculty member's teaching. The teaching portfolio contains clear evidence of expertise in content, good course management, and effectiveness in creative teaching.

Scholarship: The faculty member's scholarly record is clear and meets expectations. The portfolio contains clear evidence of consistent scholarly activity substantially completed while at UNK, and provides evidence of a peer-reviewed publication, or its scholarly equivalent, that may include, but is not limited to the following: (a) published materials, such as books and monographs, refereed articles, and other articles; (b) scholarly papers presented at professional meetings; (c) published book reviews; (d) edited scholarly materials; (e) the development of educational materials which advance knowledge within the criminal justice field or which result in the integration of knowledge with this field; (f) deliverables to granting agencies; (g) program evaluations for commissioned research funding; (h) external research funding

received; (i) submitted grant proposals; (j) intellectual properties developed; (k) non-refereed journal articles and book chapters; (l) professional/technical reports; (m) textbooks; (n) edited volumes; and (o) other quality professional products. At minimum, to obtain tenure, the candidate should have at least two peer-reviewed journal articles.

Service: The faculty member's record of service to the university and the profession meets college expectations and does not indicate a deficiency. The portfolio contains clear evidence of meaningful service to the campus community, to the department, and to the profession. Evidence of service to the community or the campus includes service specific to the discipline. The amount and level of faculty service clearly meets department and college expectations.

Department policy covering faculty evaluation follows the university policy as modified by the College of Arts and Sciences.

II. DEGREE PROGRAMS AND CURRICULIA

A. Educational objectives of each degree program offered.

Students in the Criminal Justice program can earn a Bachelor of Science degree in one of two majors; Criminal Justice or Criminal Justice Comprehensive. The educational objectives of the degree program state that by the end of the Criminal Justice program, students will be able to:

1. Demonstrate the ability to critically analyze the core components and values of the criminal justice system;
2. Compare and contrast the various theories established to explain criminal offending as well as assess their respective applications in the criminal justice system;
3. Demonstrate their ability to communicate effectively in the appropriate written form as professionals in the field;
4. Apply their knowledge and skills by successfully completing an internship with an approved local, state or federal criminal justice agency;
5. Demonstrate their ability to apply social science research methods to the social issues facing our justice system;
6. Demonstrate skills and values necessary to relate ethically to a diverse group of clients within the criminal justice system.

B. How department assess effectiveness of program curriculum and teaching

All of the faculty are evaluated by students in each class every semester (with the exception of semesters impacted by Covid-19). These evaluations are utilized as part of the annual peer review process. It is expected that faculty will regularly use this feedback to improve their teaching.

In regard to curriculum, the department sends a survey to the alumni of the Criminal Justice program every five years. This includes only those who have graduated in the past five years. The most recent survey was sent to 242 alumni during 2017. Thirty-four alumni returned the survey yielding a response rate of 14%. The survey consists of 17 questions three of which are used to assess the curriculum and student outcomes. Ninety-four percent (94.2%) of students who responded were satisfied or very satisfied with the quality of learning in the Criminal Justice program. This remains steady with the data collected in 2012 and the target of 80% as satisfied or very satisfied was not only met but greatly exceeded. In addition, 93.9% of alumni felt they were adequately prepared for a career in the criminal justice field. A copy of the alumni survey is available in Appendix II.

C. Changes that have occurred and that are planned based on those assessments.

As the UNK General Studies requirements have changed, so too have our CJUS offerings. CJUS 188 (the “portal” course) will no longer be offered as it is no longer a part of the general studies curriculum. We have also made minor changes to the current course offerings. CJUS 250 has been changed to CJUS 304 (Research Methods I), to reflect the rigor required in the course. CJUS 405 (Research Methods II) has been changed to a six credit hour course in response to student needs, in order to better substitute for the Internship, and to reflect the rigor required in the course. CJUS 480 is now named “Criminal Justice Seminar” instead of “Senior Seminar” as Juniors are allowed to participate in the course. This change was made to meet student needs. CJUS 480 has also been made a prerequisite for the Internship (CJUS 475). Further, a new 401 (Special Topics) course is being planned – Crime and Media. We plan to offer this in 2022. This course is being offered in order to provide our students with varied upper-level electives and to draw the interest and attention of students in other disciplines. This is a course that is applicable in many disciplines.

D. Internships

The University of Nebraska at Kearney and the Department of Criminal Justice considers an internship a career enhancing experience. Internships integrate academic studies with work in a practical arena. In addition to bridging the gap between formal schooling and work, the internship often functions as a first step for a career in law enforcement, etc. A student completing an internship also has academic as well as professional responsibilities that must be met.

Prior to the Fall 2012 semester the department highly encouraged students to take an internship experience for 6 or 9 credit hours, but internships were not required. With the development of a new General Studies Program at UNK and credit hour adjustments, three options for internships became available for students for 5, 6 or 9 credits, and internships were also required for students majoring in Criminal Justice. All Criminal Justice students seeking internships in Criminal Justice (CJUS 475) are eligible for an internship if they have completed 9 hours in Criminal Justice and have the permission of the instructor and the department chair. Most eligible students will be a junior or a senior in good academic standing.

The primary responsibility for finding an internship belongs to the student, however a faculty internship coordinator (Instructor, Kyle Harshbarger) is available to students. The faculty Internship Coordinator assists the sponsoring agency, the University, and most importantly, the students in locating the “right” opportunity; helps to clarify the internship application process; and

assigns academic requirements. In addition to these duties, the faculty internship coordinator is a valuable resource for students seeking a career advancing internship.

As per University policy, CJUS 475 credits are computed at the rate of one credit for approximately every forty hours worked. Interns are required to submit a journal outlining their observations and impressions during the internship. The journal indicates the student's weekly experiences and highlights those events that made their internship a learning experience. Students also conduct a weekly self-assessment that the student reflect on their degree of personal growth as a result of the internship. Each intern is required to complete a staff study that focuses on an issue or growth point for the agency they are interning with. The interns work cooperatively with the host agency and research solutions to issues that may be facing the agency. The student submits the staff study to the agency supervisor for their review.

Grading is done on the basis of Credit (C) – No Credit (NC). A Credit grading is the result of a satisfactory agency evaluation, satisfactory completion of an internship journal, and satisfactory completion of a staff study. A grade of "C" or better is necessary to receive credit for the course. A grade of "C-" or lower will result in no credit. The internship coordinator assigns the due date for the journal, the staff study, and the agency evaluation. Failure to complete the professional and academic requirements on time results in an assignment of no credit. Both the practical/professional component of the internship and the academic portion of the internship are equally important in assigning credit.

E. Analyze the following relative to the educational objectives of each program and other relevant program data related to educational objectives:

1. Enrollment patterns

Since the last program review in 2012 the number of Criminal Justice majors hit a low of 131 in the fall of 2018. Since then the number of majors has increased each year to a 150 in the Fall of 2020.

Majors (may include multiple majors, emphasis)

	Criminal Justice	Criminal Justice Comprehensive	Total
Fall 2020	124	26	150
Fall 2019	112	33	145
Fall 2018	89	42	131
Fall 2017	95	38	133
Fall 2016	119	44	163
Fall 2015	132	66	198
Fall 2014	124	81	205
Fall 2013	146	69	215
Fall 2012	163	76	239

2. Degree/certificates awarded

The number of degrees conferred has dropped since the last program review. For the period under review, an average of 33.9 degrees were awarded per year versus an average of 40 degrees awarded in data from our previous APR.

	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020
Criminal Justice	14	19	31	21	18	13	16
CJ Comprehensive	19	21	27	11	11	6	10
Total Degrees	33	40	58	32	29	19	26

3. Credit hour generation relative to each program, and other relevant program data related to educational objectives.

	Fall	Spring	Summer	Total
2020-2021	1133	1004		
2019-2020	1087	1109	320	2516
2018-2019	1060	1097	281	2438
2017-2018	1069	913	239	2221
2016-2017	1378	986	349	2713
2015-2016	1531	1327	305	3163
2014-2015	1674	1516	362	3552
2013-2014	1689	1532	302	3523
2012 – 2013	1662	1482	354	3498

F. Discuss collaborations with other academic units

The department has worked for many years with a number of other units within UNK and within the UN system to service the curriculum in their programmatic areas. These collaborative efforts have been beneficial to both Criminal Justice majors and faculty.

Women's, Gender & Ethnic Studies

The Criminal Justice department has the following courses cross-listed with the Women's Gender & Ethnic Studies program CJUS 315 (Victimology), CJUS 360 (Sex Crimes), CJUS 370 (Women and Crime), CJUS 380 (Minorities in Criminal Justice) and CJUS 476 (Terrorism and Crisis Negotiations).

International Studies

The International Studies program allows students to choose electives from Criminal Justice to include CJUS 350 (Organized Crime), CJUS 360 (Sex Crimes), CJUS 375

(Comparative Criminal Justice Systems), CJUS 430 (Drugs and the Criminal Justice System), and CJUS 476 (Terrorism and Crisis Negotiations).

Social Work

There are a number of elective SOWK courses that CJUS students may take in the Comprehensive major as Social Science Electives. For example, SOWK 172 (Human Service Ethics and Experience) and SOWK 410 (Social Policy & Programs).

Sociology

The Sociology program offers courses to Criminal Justice majors such as SOC 100 (Introduction to Sociology), SOC 360 (Criminology), SOC 363 (Juvenile Delinquency) and SOC 461 (Deviance and Social Control).

Psychology

CJUS 360 (Sex Crimes) is cross-listed as PSY 480. There are also a number of elective Psychology courses that CJUS students may take in the major as Social Science Electives. For example, PSY 231 (Abnormal Behavior and Society) and PSY 374 (Psychology of Gender).

Political Science

CJUS 375 (Comparative Criminal Justice Systems) has been cross-listed as PSCI 340. There are also a number of elective Political Science courses that CJUS students may take in the Comprehensive major as Social Science Electives. For example, PSCI 252 (The Courts and the Judicial Process) and PSCI 300 (American Constitutional Law).

Counseling and School Psychology

There are a number of elective CSP courses that CJUS students may take in the Comprehensive major as Social Science Electives. For example, CSP 404 (Counseling & Mental Disorders) and CSP 407 (Clinical Treatment Issues in Addictions Counseling).

Family Studies

There are a number of elective FAMS courses that CJUS students may take in the Comprehensive major as Social Science Electives. For example, FAMS 150 (Lifespan Development and the Family) and FAMS 250 (Infant Development).

Physical Education

There are two elective PE courses that CJUS students may take in the Comprehensive major as Social Science Electives: PE 260 (First Aid: Responding to Emergencies) and PE 262 (CPR/AED for the Professional Rescuer).

Spanish

There are a number of elective Spanish courses that CJUS students may take in the Comprehensive major as Social Science Electives. For example, SPAN 103 (Spanish for Special Purposes) and any SPAN course 200 or above.

Geography

CJUS 401 (GIS) (Cross listed as GEOG 443) is a collaboration with Geography.

University of Nebraska-Omaha

The department's history of collaboration with UNO has opened up much of UNO's curriculum to UNK students.

Creighton and the Nebraska Victim Assistance Academy (NEVAA)

CJUS 401 (Nebraska Victim Assistance Academy) is offered in collaboration with Creighton and the NEVAA.

III. STUDENT PERFORMANCE MEASURES

The Department of Criminal Justice offers two degree tracks for undergraduate students. Both degree tracks, the Bachelor of Science in Criminal Justice and the Criminal Justice Comprehensive Bachelor of Science degree, are assessed using the same educational objectives.

Currently, the Criminal Justice Department assesses undergraduate student achievement through six student learning objectives:

SLO 1: By the end of the Criminal Justice program, students will demonstrate the ability to critically analyze the **core components and values** of the criminal justice system.

SLO 2: By the end of the Criminal Justice program students will compare and contrast the various **theories established to explain criminal offending** as well as assess their respective applications in the criminal justice system.

SLO 3: By the end of the Criminal Justice program students will demonstrate their ability to **communicate effectively** in the appropriate written form as professionals in the field.

SLO 4: By the end of the Criminal Justice program students will **apply their knowledge and skills** by successfully completing an internship with an approved local, state or federal criminal justice agency.

SLO 5: By the end of the Criminal Justice program students will demonstrate skills and values necessary **to relate ethically to a diverse group** of clients within the criminal justice system.

SLO 6: By the end of the Criminal Justice program students demonstrate their ability to **apply social science research methods** to the social issues facing our justice system.

The Criminal Justice Department assesses each of the six student learning objectives using both direct and indirect measures. These measures include an objective exam administered to seniors, a senior exit survey, a five-year survey of alumni, an internship evaluation or a capstone research project, and an evaluation of student writing.

A. The Mandatory Objective Exam

All senior level Criminal Justice students complete an objective test covering the content of courses required for a degree in Criminal Justice during their final semester. Historically, students completed an examination that was adopted from the University of Nebraska Omaha, and modified to reflect slight differences in the University of Nebraska Kearney's required curriculum. In December of 2014, the examination was replaced by the Educational Testing Services' (ETS) Major Field Test (MFT) for Criminal Justice. The exam evaluates student knowledge in seven areas: Theories of Criminal Behavior, Law, Law Enforcement, Corrections, the Court System, Critical Thinking, and Research Methodology and Statistics.

The expectation for the mandatory objective examination administered to Criminal Justice seniors is that they will score a minimum of 70% on the examination. Twenty-three (N=23) seniors completed the mandatory test given to students during the fall of 2018 and the Spring of 2019. Scores ranged from 139 (21st percentile) to 174 (94th percentile), with a mean score of 159. The comparative mean, nationally drawn from almost 6,000 criminal justice majors was 151.5. Eleven students (48%) scored higher than the 70th percentile on the exam. Trend analysis shows that the mean score increased slightly from the previous assessment period and the percentage of students meeting the target increased from 42% to 48%. Fourteen seniors (N=14) seniors completed the mandatory test given to students during the Fall of 2019. Due to Covid, the proctored exam was not given in May of 2020. Scores from the Fall of 2019 ranged from 128 (6th percentile) to 174 (93rd percentile), with a mean score of 146. The comparative mean, nationally drawn from almost 9,000 criminal justice majors, was 151.5. One student (7.0%) scored higher than the 70th percentile on the exam. Trend analysis shows that the mean score declined slightly from the previous assessment period, and the percentage of students meeting the target decreased from 42% to 7%. Had the spring cohort been able to test, data for the year may have appeared significantly different. This addresses SLO 1 and 2.

B. The Senior Exit Survey

Each year graduating seniors are surveyed regarding their experiences as Criminal Justice majors at the University of Nebraska in Kearney. The exit survey is designed to evaluate student perceptions of the Criminal Justice curriculum, academic advising conducted by Criminal Justice faculty, and career planning services offered in the Criminal Justice department. The survey was developed by faculty in the Spring of 2007, and is administered each semester to seniors registered for CJUS 480 Criminal Justice Seminar.

The achievement target for the senior exit survey is that a minimum of 80% of graduating seniors are satisfied with their preparation for a career in the criminal justice field or graduate school, as well as the with the Criminal Justice curriculum. During the 2018-2019 academic year twenty (N=21) students completed the senior exit survey. When students were asked if they felt

prepared to put the knowledge they gained through the criminal justice curriculum into practice in meeting the needs of criminal justice agencies,, 19% strongly agreed that they did, with 81% agreeing that they did. Overall, 100% of students were satisfied at the level of agree or higher. When asked if they felt they had gained specific knowledge of the purpose of a variety of criminal justice agencies, 42.8% strongly agreed that they did, and 52.4% of students agreed. Overall, 95.2% of students agreed they had gained agency knowledge.

C. The Five-Year Alumni Survey

Every five years alumni are contacted and feedback on the Criminal Justice program is requested. Surveys are sent only to those students who graduated with a Criminal Justice degree within the five years immediately preceding the survey. This practice began in the early 1980's, and was altered and expanded in 2007 to meet the Criminal Justice Department's current assessment needs. The five-year alumni survey was last administered in 2017.

In 2017, alumni were asked about their satisfaction with the quality of learning in the Criminal Justice Program, as well as their preparation for a career in the field. The target for these two items as that 80% of students should report satisfaction with the curriculum and with their preparation for a career. When asked about their satisfaction with the quality of learning, 94.2% of alumni reported being satisfied or very satisfied, 61.8% of alumni stated that they were very satisfied. When alumni were questioned regarding the extent to which they felt prepared for their careers, 93.9% felt that they received adequate or better preparation for the field. Specifically, 27.3% of alumni reported they received excellent preparation for the field, while 42.4% reported they received good preparation. The remaining 24.2% scored their preparation as adequate

D. The Assessment of Student Writing

Each assessment period the Criminal Justice Department obtains writing samples from the CJUS 101 Introduction to Criminal Justice course, and the CJUS 480 Senior Seminar course. Students in both classes are assigned a short research paper focusing on a criminal justice topic of their choosing. Students are given comparable instructions for the assignment, and student samples from both sections are assessed using the same rubric. Each year the Department appoints at least two, but not more than three, faculty members to evaluate the writing samples. To date, the assessment of student writing has been based on enrollment in the two courses. Approximately twenty papers are selected from each course, each year, and scored. The writing samples from the CJUS 101 course are compared to writing samples from the CJUS 480 courses. The Criminal Justice Department has not yet been able to compare an individual student's progress through the program. The writing rubric is used to assess SLO 3.

During the 2018-2019 academic year, ten (10) writing samples were obtained from CJUS 101 Introduction to Criminal Justice and nine (9) writing samples were obtained from CJUS 480 Senior Seminar. Two faculty reviewers graded those writing samples. The mean score for CJUS 101 papers was 10.5 (up from 9.9) the previous year and the mean score for CJUS 480 papers was 13.11 (down from 13.9 the previous year). These findings do indicate an improvement was made in writing skills from the freshman/sophomore year to the junior/senior year. Among the nine papers collected from CJUS 480 Senior Seminar, three of them met the target by scoring 14 or

higher based on the rubric. The result of this year's student paper evaluation was satisfactory in that students showed improvement in their writing skills as they progress through the program, however, only 33% of the sample reached the benchmark of 14 on the writing intensive rubric.

E. The Internship Evaluation

Each year students who participate in internships are subject to an external evaluation by their respective agency supervisors. The evaluation form was altered in 2001 to reflect criteria consistent with those currently being used at UNL and UNO, evaluations of this nature have been used at UNK since the early 1980's. In 2008 the internship evaluation was again redesigned. The new evaluation scores students on a five-point likert scale, rather than a ten-point scale. Students are evaluated on their work habits (a five measure index), interpersonal relationships (a three measure index), initiative (a two measure index), job comprehension, quality of work (a five measure index), and internship preparation (a three measure index). The majority of Criminal Justice students complete an internship during their final year in the program. The intern evaluation was designed to assess SLO 1, SLO 4 and SLO 5.

The performance criteria on the internship evaluations are that at least 80% of student interns will receive a ranking of "meets standards" or above on a 5-point Likert scale evaluation conducted by a Criminal Justice supervisor in the field.

During the 2018-2019 academic year, 21 students completed internships. All (100%) students scored at "meets standards" or above on evaluations done by criminal justice supervisors regarding not only their job comprehension and internship preparation but also in their ability to relate well with others (supervisors, fellow employees, and the public).

F. The Independent Research Project

To service those majors who do not complete the required internship component, the department decided in 2011 that all entering Freshmen majors who do not complete the internship will generate an independent research project instead. Student independent research projects will be evaluated using a rubric to determine student competency in understanding and conducting Criminal Justice research. This measure will be designed to address SLO 6.

When the decision was made to require students to complete an internship as a part of their core curriculum, the faculty recognized that there would be scenarios in which this would be untenable for the student. For example, it is not uncommon for a student majoring in Criminal Justice to already be employed full-time in the field. For these students, completing an internship would be extremely difficult, if not impossible. The independent research project, conducted in CJUS 405 (Research Methods II) is meant to serve as an alternative to the internship for those students who are unable to complete the required 5-9 hours of fieldwork. In the assessment period, no students completed CJUS 405.

That being stated, Criminal Justice students have completed independent research projects under the supervision of Criminal Justice faculty in a variety of other capacities. A number of students have participated in the Thompson Scholar Program, the Undergraduate Research Fellow

Program, the Summer Student Research Program, or even completed undergraduate research while registered for CJUS 499 Independent Study.

In the last five years, current professors (the only individuals for whom CVs are available) have mentored students in a number of independent research projects. Student independent research has resulted in 5 student presentations at local, regional, and national professional conferences (plus acceptance to an additional two conferences which were cancelled due to COVID). One student had her work published in the UNK Undergraduate Student Research Journal. One student had her work published in a peer-reviewed academic journal.

IV. INSTITUTIONAL CONTRIBUTIONS

A. General Studies Courses

The General Studies program at UNK was revised and the new/revised program became effective in the 2020. Prior to the revisions Criminal Justice Department had the following courses as part of the General Studies program at UNK:

- CJUS 101 Introduction to Criminal Justice
- CJUS 102 Crime, Democracy and Justice
- CJUS 188 General Studies Portal (the department has three course approved to be taught as portal courses: Terrorism, Native American Justice, and Women and Children for Sale: The Global Problem of Human Trafficking)
- CJUS 375 Comparative Criminal Justice Systems
- CJUS 380 Minorities and Criminal Justice
- CJUS 388 General Studies Capstone (Forensic Science)

Since the revision, the following CJUS courses are approved to count for General Studies credit:

- CJUS 101 Introduction to Criminal Justice (Loper 7)
- CJUS 102 Crime, Democracy and Justice (Loper 9)
- CJUS 370 Women and Crime (Loper 10)
- CJUS 380 Minorities and Criminal Justice (Loper 10)

B. Honors Program Courses

Criminal Justice does not offer “stand alone” honors sections of any of its courses. However, individual honors students who are also CJ majors have taken a number of courses within the department as “H option” courses. The honors student enrolls in an existing Criminal Justice course and then consults with the faculty member on making an individual contract for an “H option.” Once the faculty member and the student agree on the extra work of sufficient rigor needed to the satisfaction of the instructor, the student petitions for an “H option.” This process involves a contract that is created and signed by the faculty member and the student as well as the director of the Honors College.

C. Cross Listed Courses

CJUS 360 (Sex Crimes) is cross-listed as PSY 480. CJUS 375 (Comparative Criminal Justice Systems) has been cross-listed as PSCI 340. CJUS 401 (GIS) (Cross listed as GEOG 443) is a collaboration with Geography.

In addition, all Criminal Justice students are required to complete a specific series of General Studies courses in order to complete the degree. These courses are in the areas of Statistics, Sociology, Political Science, and Psychology.

Students who major in the Bachelor of Science in Criminal Justice Comprehensive Degree are required to complete nine hours of social science electives, drawing from the following programs: Counseling and School Psychology, Family Studies, Physical Education, Political Science, Psychology, Sociology, Social Work, and Spanish.

The Criminal Justice department has courses cross-listed with Women's and Gender Studies, Ethnic Studies, International Studies, and Social Work.

Women's, Gender & Ethnic Studies

The Criminal Justice department has the following courses cross-listed with the Women's Gender & Ethnic Studies program CJUS 315 (Victimology), CJUS 360 (Sex Crimes), CJUS 370 (Women and Crime), CJUS 380 (Minorities in Criminal Justice) and CJUS 476 (Terrorism and Crisis Negotiations).

International Studies

The International Studies program allows students to choose electives from Criminal Justice to include CJUS 350 (Organized Crime), CJUS 360 (Sex Crimes), CJUS 375 (Comparative Criminal Justice Systems), CJUS 430 (Drugs and the Criminal Justice System), and CJUS 476 (Terrorism and Crisis Negotiations).

D. Courses that fill prerequisites for other programs

The cross-listed courses do not have prerequisites.

E. Courses for Graduate Program

The Criminal Justice department does not have any common courses for selected graduate programs.

V. STUDENT PROFILE AND SUPPORT DATA

A. Analyze student information for the past five (or more if the data is available) years including:

1. Admissions:

The number of first time freshmen that applied with Criminal Justice or Criminal Justice Comprehensive include 45 in 2012, 23 in 2013, 32 in 2014, 29 in 2015, 35 in 2016,

22 in 2017, 30 in 2018, 25 in 2019 and 29 in 2020. These are the number of students that applied, not the number that actually started taking classes in Criminal Justice at UNK.

2. Persistence and graduation/completion rates (if available)

Persistence rates for the department of Criminal Justice are not calculated. However, retention rates are calculated for UNK as a whole. Current retention across the student body runs at 79% for the 2016-2017 academic year, the most recent information available in the UNK Factbook.

3. Time to degree (if available)

Time to degree rates for the department of Criminal Justice are not calculated. However, time to degree rates are calculated for UNK as a whole. Time to degree rates for the most recently reported year in the UNK Factbook are 4 Year – 28%; 6 Year – 61%.

B. Department's recruitment efforts

The department works with the UNK admissions staff to recruit incoming Freshmen as well as transfer students. Faculty and students participate in recruitment events. These include large-scale events such as the student organization fair, Blue and Gold day, and Loper Preview Day.

These are all run by the admissions staff and are held in a “majors fair” format. Members of the faculty also meet one-on-one with prospective students who visit campus. In the spring of each year the department holds an annual Criminal Justice Conference and Career Fair. This is our largest recruitment event. The department invites Nebraska High Schools and students in Criminal Justice programs at the other Nebraska State Colleges and Universities to the event.

1. Admission criteria

The Criminal Justice Department does not have its own admission criteria separate from the University. For admission to UNK students complete core course requirements and must be ranked in the 50th percentile or higher in their graduating class in have graduated from an accredited high school or have an ACT composite score of 20 or greater or have received an SAT score of 1040 or greater or have a 3.0 cumulative GPA.

2. Relate these to the current and desired student demographics

The Criminal Justice department does not track student demographics. The Criminal Justice department has not discussed desired student demographics.

C. Retention Efforts

1. Advising procedures

Students are required to meet with their academic advisor every semester. Students cannot register without this meeting as the academic advisor needs to lift the advising hold from the students account. Formal advising begins a week before registration for the next semester. Faculty

advisors post schedules on their office doors, or create online sign-up sheets, so students can schedule an appointment that fits the students' schedule.

Department faculty members are encouraged to issue Early Academic Alerts to students who are doing poorly in classes. To issue an Early Academic Alert a faculty member notifies the Academic Advising office, via MyBlue, of the problems a student exhibits who in turn contacts the student and the students' academic advisor. The notification offers suggestions for the student, encourages the student to meet with the faculty member, and provides information about resources available on campus where the student can receive help to be more successful.

The department began offering CJUS 103 Orientation to Criminal Justice in the fall semester 2012. This course is required for all Criminal Justice majors. This course covers information about practical skills of being a student in Criminal Justice, knowing the resources available at UNK, planning their degree program, undergraduate opportunities such as joining the Criminal Justice Club or other campus activities, how to go about obtaining an internship, undergraduate research opportunities, preparing for graduate programs or law school, and building a portfolio. The objectives of this course are:

1. To provide academic and career advice for Criminal Justice majors.
2. To develop the student's knowledge of how the science of Criminal Justice relates to other academic disciplines as well as how different specialties within the field of criminal justice relate to one another.
3. To enhance the student's awareness of professional ethics and responsibilities of criminal justice practitioners in academia, law enforcement, corrections, and other settings which employ criminal justice professionals.
4. To learn about how criminal justice and the justice system and law enforcement is portrayed in the public media and to become aware of cutting edge issues in criminal justice that have implications for the world at large.

2. Relate these efforts to program completion data

The department does not keep records of program completion data or records of the students who receive Early Academic Alerts.

D. Discuss the financial support awarded to students by the Department.

The Criminal Justice Department awards scholarship monies from several established scholarship funds to students in the department. These funds are held by the University of Nebraska Foundation and are administered through their office.

The Sgt. Justin Duffy Memorial Scholarship. This scholarship will be awarded to a student majoring in Criminal Justice or Health Science or be a member of ROTC with preference given to a student who graduated from Cozad High School. Candidates shall be a junior or senior in class standing with a 3.0 GPA or above. In 2016 \$707.33 was awarded to each of three students. In 2018, \$442 was awarded to each of three students. In 2019, three students were awarded \$520.33 each.

The Dale L. & Ellen J. Schroeder Criminal Justice Scholarship is part of an endowed scholarship that was established to provide financial assistance to full-time sophomore, junior, or

senior students. This scholarship is divided between Criminal Justice, Political Science & the Business College. Income from the endowment has an annual income of roughly \$24,000 which is divided equally between the three units. For the Criminal Justice portion of the scholarship, recipients shall be majors in Criminal Justice, have a minimum 3.0 GPA, and be graduates of a Nebraska high school. In 2016, \$459.35 was awarded to each of 14 applicants. In 2018 \$440 was awarded to each of 14 students. In 2019, 20 students were awarded \$314.80 each.

The James Gilbert Memorial Scholarship is an expendable fund that the family established in 2010. Money from this fund may be disbursed to one or more students pursuing a major or minor in Criminal Justice, determined by department scholarship committee. This scholarship was not awarded in 2016. In 2018 \$400 was awarded to one student. In 2019, one student was awarded \$150. This fund is currently empty.

Lloyd L. Frank Memorial Scholarship is an endowed fund founded by the family in 1978. Lloyd Frank was a long serving Buffalo County Sheriff. The family established this as a loan endowment fund (i.e. a fund where money would be awarded to a student or students on the condition that they pay back the fund at an interest rate of 3%). In 2012 the University of Nebraska Foundation amended the fund so that it is now a traditional endowed fund so that monies may be disbursed without the burden on the student of paying back the money. Money from this fund may be disbursed to one or more students who are majors in Criminal Justice, who are of sophomore standing or above, and who are residents of the state of Nebraska. Preference shall be given to a member of any of the UNK varsity Athletic teams and/or expressed a desire to pursue a law enforcement career in Buffalo County. In 2016 \$805.25 was awarded to each of four students. In 2018, \$531 was awarded to each of five students. In 2019, 5 students were awarded \$588.20 each.

In 2018, the Donna Wick-Rios Criminal Justice Scholarship was awarded to one student in the amount of \$500. Candidates for this scholarship shall be pursuing any major in the Department of Criminal Justice. Preference shall go to students who have demonstrated financial need and are a first-generation college student.

Selection of the students to receive the scholarship monies are made by the department faculty based off the list of names provided by the Financial Aid Office through the computerized Scholarship Manager Decision Maker..

E. Analyze significant enrollment trends and the Department's response to these trends

Comprehensive majors have declined since the last APR. Comprehensive majors were the majority of students in 2013, and now make up just 38% of Criminal Justice majors. It seems that students prefer the option of taking the standard Criminal Justice major so that they can minor in a related field (i.e. History, Social Work, Sociology, etc.).

F. Describe the effectiveness of support services for students that are provided within the Department (tutoring, mentoring, labs, etc.)

The Criminal Justice department does not have specific formalized departmental support services. The faculty are available and willing to help any student who indicates they need help. The department does provide space for completing tests for those students who need to make up a missed test.

VI. FACULTY MATTERS

A. Abbreviated 2-page vita for each faculty member in the department.

Kyle Harshbarger

Summary of Law Enforcement Curriculum/ Experience 1994 - 2021

- 2009
- PPCT Instructor Re-cert – 24 hours
 - Saving Lives 1 stop at a time – 1 hour
 - PURSUE – 1 hour
 - Your Vest Won't Stop This Bullet – 1 hour
 - Defensive Tactic Training – 12 hours
 - Taser Re-cert / House Entries – 12 hours
 - EVOC Pursuit and Felony Stop – 8 hours
 - ATV Training – 10 hours
 - KRAV MAGA Instructor – 40 hours
 - Taser Re-Certification – 8 hours
 - ESU AR qualification - 8 hours
 - Crime Scene Reconstruction – 16 hours
 - ESU In-service – approximately 96 hours
- 2010
- Krav Maga DT – 5 hours
 - Taser Re-certification – 4 hours
 - Evidence Barcoding Training
 - Pepper-ball Cert – 4 hours
 - Woodland tactical – 9.5 hours
 - Rapid Response (Active Shooter) – 40 hours
 - NIMS – 10 hours
 - State weapon qualification – 6 hours
 - WMD Radiation Nuclear Response Operator – 24 hours
 - EVO Pursuit – 1 hour
 - Rapid Deployment – 10 hours
 - ESU In-service – approximately 96 hours
- 2011
- Re-cert 40mm Launcher / 12 gauge less lethal – 7 hours
 - Door Breaching Techniques – 4 hours
 - DDACTS Training – 2 hours
 - FMLA Training – 2 hours
 - Krav Maga Re-cert – 40 hours
 - ATV training – 8 hours
 - Officer 2010 Word/Excel – 4 hours
 - Pepper-ball Launching System – 4 hours
 - Taser Re-certification – 4 hours
 - Media Relations – 1 hour
 - Pursuit Policy – 1 hour
 - ESU In-Service Training – approximately 96 hours
- 2012
- CPR / AED – 3 hours
 - Crowd Control – 4 hours
 - Inside the Tape Homicide Investigations – 24 hours
 - MOCIC Training – 7.5 hours
 - Pursuit Policy – 1 hour
 - Krav Maga – 8 hours
 - ESU In-Service Training – approximately 96 hours
- 2013
- FEMA Active Shooter – 1 hour
 - Management Training Program – 8 hours
 - Woodland tracking – 8 hours
 - Conference Crimes Against Women – 13.5 hours
 - Basic Crime Scene – 40 hours
 - First Aid – 2 hours
 - Taser Re-cert – 4 hours
 - Fire/ Arson school – 9 hours
 - EVOC – 4 hours
 - Entomology and Taphonomy - 16 hours
 - ESU In-Service Training – approximately 96 hours
- 2014
- Multiple City Training – 12 hours
 - Crime Scene Processing – 6 hours
 - CJIS Training – 1 hour
 - MILO Training – 4 hours
 - PPCT Instructor Certification – 40 hours
 - ESU In-Service Training – approximately 96 hours
- 2015
- Taser Re-certification – 4 hours
 - Hostage Negotiations – 8 hours
 - Digital Fingerprints – 1 hour
 - Crime Scene Photography – 2 hours
 - Good Sam Hospital Bomb Response – 7.5 hours
 - Advanced Child Death and Homicide – 16 hours
 - Mindset Bootcamp – 18 hours
 - OC Re-cert – 2 hours
 - Gunshot Residue Analysis – 1 hour
 - Pursuit Policy – 1hour

- First Aid – 3 hours
- PPCT Instructor Re-cert – 2 hours
- Bloodstain Pattern Recognition – 40 hours
- Cyanoacrylate Fuming – 1 hour
- Firearm and Tool mark Evidence – 8 hours
- ESU In-Service Training – approximately 96 hour

2016

- Power DMS Basic – 1 hour
- CJIS Security and Awareness Training – 1 hour
- Chemical Munitions – 4 hours
- Pepper-ball Certification – 4 hours
- Creating a Course Power DMS – 2 hours
- Photography Canon T5i – 3 hours
- High threat CQB – 7 hours
- Crowd Control – 5 hours
- RMS – Investigator Dash Board – 16 hours
- ESU In-Service Training – approximately 96 hours

2017

- Distraction Device – 2 hours
- Pepper-ball – 2 hours
- Chemical Munitions – 4
- Bloodstain Patter Analysis Advance Expert – 40 hours
- Nebraska National Guard Counter Drug – 3 hours
- ESU In-Service Training – approximately 96 hours

2018 – Full – Time UNK Criminal Justice

Topics of Instruction: University of Nebraska at Kearney

- 4th Amendment / Search Seizure
- Practical Homicide Investigation
- Child Abuse Investigation
- Crime Scene Processing and Evidence Collection
- Blood Stain and Pattern analysis
- Blunt force Injuries
- Crime Scene Photography

- Basic and Advanced Fingerprint Collection and Analysis
- Interview and interrogation
- Chemistry in Criminal Forensics
- Crime Scene Entomology
- Forensic Footwear Impressions and Collection
- Alternative Light Source
- Microscopic and Evidence and Use of Microscopes in the Forensic Lab
- Packaging and Preservation of Evidence
- Cyanoacrylate at the crime scene and in the Lab
- Tool-mark Impression and Evidence Collection
- Firearms and Forensic Ballistics
- Management in Criminal Justice
- Policing Criminal Justice 230 (Theory, Law and Practical Applications)
- Drugs (Recognition an Abuse)

2019

- Taser Re-Certification
- Basic Firearms Re-Certification
- UNK CJ Conference (Craig Moore Blood Expert)
- Room Clearing and Low light tactics for Law Enforcement
- CPR Recertification
- Title 9 and Sexual Harassment Training

2020

- Taser Re-Certification
- Less Lethal – Instructor
- Basic Firearms Re-Certification
- CPR Rectification
- Heartland Children Coalition – Sex Trafficking in the Midwest
- Implicit Bias Training – Development and Instructor

2021

- OODA Loop Based Officer Survival

Curriculum Vita
Julia N. Campbell
 campbelljn@unk.edu

Education

2003 Ph.D. In Administration of Justice, The University of Southern Mississippi
 2000 M.S. in Criminal Justice, The University of Southern Mississippi
 1998 B.A. in Criminal Justice, The University of Southern Mississippi

Experience

2020- Present Professor, Department of Criminal Justice, University of Nebraska at Kearney
 2018- Present Faculty Coordinator, Thompson Scholar Learning Community, University of Nebraska at Kearney
 2013- 2018 Chair of Criminal Justice, Department of Criminal Justice and Social Work, University of Nebraska at Kearney

Scholarly Work

Publications

Wadkins, T., & **Campbell, J.** (2021). Drug Court Recidivism in the Rural Midwest: A Three-Year Post-Separation Analysis. *Journal of Drug Issues*.

<https://doi.org/10.1177/0022042621993071>.

Combs, J., Burger, P., Sogar, C., **Campbell, J.**, Wulf, T., Maughan, S., & Van Laningham, J. (2019). Employing GIScience to Address the Perceived Needs and Service Use among Youth Offenders Preparing for Reentry to Rural and Urban Communities. *Papers in Applied Geography*, DOI: 10.1080/23754931.2019.1654404.

Edited Books:

Campbell, J., Ed., (2016). *Criminal Procedure and the Constitution*. Belmont, California: Cengage Learning.

Campbell, J., Ed., (2016). *Substantive Criminal Law*. Belmont, California: Cengage Learning.

Campbell, J., Ed., (2016). *Law Enforcement: Police*. Belmont, California: Cengage Learning.

Campbell, J., Ed., (2016). *Criminal Investigation and Forensic Science*. Belmont, California: Cengage Learning.

Campbell, J., Ed., (2016). *Criminal Behavior and Demography*. Belmont, California: Cengage Learning.

Campbell, J., Ed., (2016). *US Court System and Structure*. Belmont, California: Cengage Learning.

Campbell, J., Ed., (2016). *Prisons, Corrections, and Incarceration*. Belmont, California: Cengage Learning.

Campbell, J., Ed., (2016). *History of the United States Criminal Justice System*. Belmont, California: Cengage Learning.

Campbell, J., Ed., (2016). *Philosophy and Goals of the Criminal Justice System*. Belmont, California: Cengage Learning.

Campbell, J., Ed., (2016). *Juvenile Justice Systems*. Belmont, California: Cengage Learning.

Book Chapters:

- Campbell, J.** (2016). Overview: U.S. Criminal Procedure and Constitution, in: **Julie Campbell** (Ed.), *Criminal Procedure and the Constitution*. Belmont, California: Cengage Learning.
- Campbell, J.** (2016) Overview: Substantive Criminal Law, in: **Julie Campbell** (Ed.), *Substantive Criminal Law*. Belmont, California: Cengage Learning.
- Campbell, J.** (2016). Overview: Law Enforcement, in: **Julie Campbell** (Ed.), *Law Enforcement: Police*. Belmont, California: Cengage Learning.
- Campbell, J.** (2016) Overview: Criminal Investigation and Forensic Science, in: **Julie Campbell** (Ed.), *Criminal Investigation and Forensic Science*. Belmont, California: Cengage Learning.
- Campbell, J.** (2016) Overview: Prisons, Corrections and Incarceration, in: **Julie Campbell** (Ed.), *Prisons, Corrections, and Incarceration*. Belmont, California: Cengage Learning.
- Campbell, J.** (2016) Overview: History of the U.S. Criminal Justice System, in: **Julie Campbell** (Ed.), *History of the United States Criminal Justice System*. Belmont, California: Cengage Learning.
- Campbell, J.** (2016) Overview: The Juvenile Justice System, in: **Julie Campbell** (Ed.), *Juvenile Justice Systems*. Belmont, California: Cengage Learning.

Presentations

- Maughan, S., Wulf, T., **Campbell, J.**, Sogar, C. & VanLaningham, J. (2021). Exploring Youth Perceptions of Juvenile Reentry: A Gendered Perspective. Paper presented at Western Social Science Association Annual Meeting. Regional Virtual Event.
- Wulf, T. & **Campbell, J.** (2021). An Evaluation of the Dance to be Free Program. Paper presented at the Academy of Criminal Justice Sciences National Conference. National Virtual Event.
- Sogar, C., VanLaningham, J., Maughan, S., **Campbell, J.**, & Wulf, T. (2021). Understanding Juvenile Reentry: Examining Past Trauma, Perceived Support, and Youth Opinions of Service Needs and Utilization. Poster Presented at the Society for Social Work and Research (SSWR), National Virtual Event.
- Hallett, R., **Campbell, J.** & Harvey, J. (2021). Integrating Faculty into The FYE through a Validating Living/Learning community: Update. Paper Presented at the 40th Annual Conference on the First Year Experience (FYE), National Virtual Event.
- Hallett, R., **Campbell, J.** & Harvey, J. (2020). Integrating Faculty into The FYE through a Validating Living/Learning community. Paper Presented at the 39th Annual Conference on the First Year Experience (FYE), Washington, D.C.
- Sogar, C., VanLaningham, J., **Campbell, J.**, Maughan, S., Wulf, T., & Burger, P. (2019). Understanding Juvenile Reentry: An Evaluation of Youth Service Needs and Utilization. Paper Presented at the National Association for Welfare Research and Statistics (NAWRS) in New Orleans, Louisiana.
- Sogar, C., Maughan, S., **Campbell, J.**, Wulf, T., VanLaningham, J., & Burger, P. (2019). Understanding Juvenile Reentry: An Evaluation of Detention Staff Perceptions. Paper Presented at the Western Social Science Association Annual Meeting in San Diego, California.
- Campbell, J.** & Wadkins, T. (2017). The Efficacy of Rural Drug Courts: An Examination of Recidivism over a Three-Year Period. Paper Presented at the Academy of Criminal Justice Sciences Annual Meeting in Kansas City, Missouri.

Hobbs, A. & **Campbell, J.** (2016). Preparing Juvenile Justice Professionals for the Reality of the Profession. Workshop presented at the 22nd National Symposium on Juvenile Services in Denver, Colorado.

Wadkins, T.A. & **Campbell, J.** (2016). Drug Court Recidivism. Paper Presented at the Academy of Criminal Justice Sciences Annual Meeting in Denver, Colorado.

Grants

2017 Hobbs, A. (PI), **Campbell, J.** (Site-PI), “Juvenile Reentry Mentoring Project,” Sherwood Foundation. Funded for \$18,700 (UNK Subaward).

2017 Hobbs, A. (PI), **Campbell, J.** (Site-PI), “OJJDP FY 2017 Mentoring Opportunities for Youth Juvenile Reentry Mentoring Project,” Office of Juvenile Justice and Delinquency Prevention, \$253,676 (UNK subward). Not funded.

2016 Miller, M. (PI), Maughan, S., (co-PI), **Campbell, J.**, (co-PI), Duffin, D. (co-PI), Harms, S. (co-PI), Hollman, A. (co-PI). GenCyber: TechnoGirls Fight CyberCrime. National Security Agency. \$94,190, not funded.

Mentoring of Student Research

2020 Martinez, Karina. “Exploring Victimization Resources for Young Adults in Central Nebraska.” Accepted for Presentation the National Council for Undergraduate Research Annual Conference (NCUR 2020), Bozeman, Montana. (Event canceled due to COVID).

2020 Chavez, Guadalupe. “Police Response to Domestic Violence: Training and Knowledge Level.” Accepted for Presentation the National Council for Undergraduate Research Annual Conference (NCUR 2020), Bozeman, Montana. (Event canceled due to COVID).

2019 Martinez, Karina. “Exploring Victimization Resources for Young Adults in Central Nebraska.” Presented at Student Research Day

2019 Chavez, Guadalupe. “Police Response to Domestic Violence: Training and Knowledge Level.” Presented at Student Research Day

2017 Hays, Courtney. “Victimization Among Law Enforcement Officers: An Assessment of Officer Perceptions.” Presented at Student Research Day

2016 Williams, Caitlin. “Rape in Alaska” Presented at the No Limits! 2016 Women’s Studies Conference in Lincoln, Nebraska.

2016 Williams, Caitlin, “Rape in Alaska” Published in the *Undergraduate Research Journal*, 20, 173-182.

Service

Service to the University

2019 Dean’s Advisory Committee

2016-2018 Co-chair, Oversight Committee

2017-2019 Member, Pratt-Heins Review Committee, the University of Nebraska at Kearney.

2017 Member, College of Arts and Sciences Merger Committee on Rank, Promotion, and Tenure Guideline

2017 Chair, Summer Institutes Committee

Service to the Community

2013-2019 Board Member, Nebraska Juvenile Justice Association (NJJA), Lincoln, Nebraska

2013 – Pres. Member, Buffalo County Community Team, Kearney, Nebraska.

Jessica Rene' Peterson

Abbreviated Curriculum vitae

2504 9th Ave Kearney, NE | (903) 283-4188(c) | (308) 865-8961(o) | petersonj6@unk.edu

EDUCATION

Ph.D. , Criminal Justice, Indiana University – Bloomington, IN	2021
M.A. , Criminal Justice, Indiana University – Bloomington, IN	2017
B.S. , Criminal Justice and Psychology, Summa Cum Laude, Texas Christian University – Fort Worth, TX	2013

ACADEMIC POSITIONS

University of New England - – Armidale, Australia Honorary Adjunct Lecturer in the School of Humanities, Arts, and Social Sciences Research Associate and thematic co-leader in the Centre for Rural Criminology	2021-Present
University of Nebraska at Kearney, Department of Criminal Justice – Kearney, NE Assistant Professor	2020-Present
Indiana University, Department of Criminal Justice – Bloomington, IN Associate Instructor	2014-2017
Grant-Funded Research Assistant	2015-2020

PUBLICATIONS AND MONOGRAPHS IN PROGRESS

Peer Reviewed Articles

Saunders, J.*, Hipple, N. K., Nicole, K., **Peterson, J.** (2020). Estimating the impact of research practitioner partnerships on evidence-based program implementation. *Justice Quarterly*, <https://doi.org/10.1080/07418825.2020.1831578>

Hipple, N. K.*, Saunders, J., Allison, K. N., **Peterson, J.** (2020). What does success look like? Lessons from the innovations in Community-Based Crime Reduction (CBCR) program. *Justice Evaluation Journal*. <https://doi.org/10.1080/24751979.2020.1748519>

Book Reviews

Peterson, J. (2015). Kerry Robinson: Innocence, knowledge, and the construction of childhood: the contradictory nature of sexuality and censorship in children's contemporary lives. *Journal of Youth and Adolescence*, 44(5), 1165-1167. doi: 10.1007/s10964-015-0268-2

Books in Progress

Harkness, A., **Peterson, J.**, Bowden, M., Pedersen, C., & Donnermeyer, J. F. (Eds.) *The Encyclopedia of Rural Crime*. Under contract with Bristol University Press. Anticipated Publication Date: 2022

Weisheit, R. A., **Peterson, J. R.**, Pytlarz, A. (Eds.) *Research Methods for Rural Criminologists*. Under contract with Taylor & Francis Group. Anticipated Publication Date: 2021.

PROFESSIONAL ASSOCIATIONS

Rural Sociological Society Member	2021-Present
The International Society for the Study of Rural Crime (ISSRC) Founding Member and Executive Committee Member	2020-Present
American Society of Criminology (ASC) Founding Member –Division of Rural Criminology Member – Division of Policing	2015-Present 2018-Present 2015, 2021-Present

PROFESSIONAL SERVICE

Profession

Editor, <i>International Journal of Rural Criminology</i>	2021-Present
International Virtual Roundtable Co-organizer and Moderator: <i>Rural Policing in North America: Community Policing and Crime Reduction in Rural Communities - 2021</i> <i>Policing in Rural Spaces - 2020</i> International Society for the Study of Rural Crime	2020; 2021

University

Women's, Gender, and Ethnic Studies Advisory Council Member UNK Nominated for 3-year term	2021-2024
Mentor, <i>Loper2Loper Mentoring Program</i> Paired with a first-year student to help connect them with campus and community resources, help them navigate the academic and social transition to college, and be a friend on campus	2021-Present
Diversity and Inclusion Executive Committee Member <i>LGBT+ Support Sub-Committee Member</i> UNK College of Arts and Sciences	2021-Present
Guest Speaker at New International Student Orientation <i>Classroom Expectations and Study Habits</i> UNK Office of International Student Services	2021
Search Committee Member Search for the Director of the Women's Studies Program at UNK Nominated by Dean of the UNK College of Arts and Sciences	2020-2021
Faculty Friday Participant UNK Residence Life	2020

Department

Continuing Student Scholarship Award Committee Department of Criminal Justice, UNK	2021
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TIMBRE WULF

CURRICULUM VITAE

University of Nebraska at Kearney
Criminal Justice Department
Copeland Hall 240C
Kearney, Nebraska 68849

Phone: (402) 309-3348
Email: wulftl@unk.edu

EDUCATION

2013 Ph.D., University of Nebraska at Omaha
2010 M.A., University of Nebraska at Omaha
2008 B.S. University of Nebraska at Omaha/University of Nebraska at Lincoln

CURRENT POSITION

Fall 2019-Present Associate Professor
 University of Nebraska at Kearney
 Tenured in Fall 2019

Summer 2019-Present Criminal Justice Department Chair
 University of Nebraska at Kearney

PREVIOUS POSITIONS

Summer 2018 – Summer 2019
 Criminal Justice Department Associate Chair
 University of Nebraska at Kearney

Fall 2014-Summer 2019
 Assistant Professor
 University of Nebraska at Kearney

OTHER TEACHING EXPERIENCE

Mentoring/Supervision of Student Research:

Spring 2017 – Supervised student's Undergraduate Honors Senior Study
Summer 2016 – Supervised student's Summer Student Research Program project

PEER REVIEWED PUBLICATIONS

Wulf, T.L. & Trammell, R. (2021) Understanding disrespectful behavior through a gendered lens: Race and power in women's prison. *The Journal of Qualitative Criminal Justice and Criminology*, 10(2), 1-26.

Moody, A. & **Wulf, T.L.** (2020) Women prisoners' perceptions of healthcare in a Midwestern women's prison. Accepted for publication in *The Social Science Journal*

Combs, H.J., Burger, P., Sogar, C. Campbell, J., **Wulf, T.**, Maughan, S. & Van Laningham, J. (2019) Employing GIScience to address the perceived needs and service use among

youth offenders preparing for reentry to rural and urban communities. *Papers in Applied Geography*, DOI: 10.1080/23754931.2019.1654404

Trammell, R., **Wulf-Ludden, T.**, Pyfer, N., Jakobitz, E, Mullins-Orcutt, J. & Nowakowski, K. (2018). Doing gender as self-improvement: An exploration of how incarcerated men and women interpret the advice from prison employees. *Feminist Criminology*, 13(5), 516-542.

Wulf-Ludden, T. (2016). Pseudo-families, misconduct, and the utility of General Strain Theory in a women's prison. *Women & Criminal Justice*, 26(4), 233-259.

EDITED BOOKS

Carlson, J. & **Wulf, T.** (In progress). Prison Nurseries. Lexington Books. Lanham, MD

BOOK CHAPTERS

Wulf, T. (submitted). Attachment and Bonding, in: Carlson, J. & Wulf, T. (In progress). Prison Nurseries. Lexington Books. Lanham, MD

BOOK REVIEWS

Wulf-Ludden, T. (2016). Book review for In Cold Storage: Sex and Murder on the Plains by James W. Hewitt. *Great Plains Research: A Journal of Natural and Social Sciences*, 26(2), 146.

AWARDS AND HONORS

Sage Junior Faculty Professional Development Teaching Award, Spring 2017.

Featured in "New Frontiers," 2016.

CONFERENCE PRESENTATIONS

2021	ACJS Annual Meeting (virtual)
2021	Western Social Science Association annual meeting (virtual)
2020	The Society for Social Work and Research (virtual conference)
2019	National Association of Welfare Research and Statistics
2019	The Society for the Study of Social Problems Conference
2019	Western Social Science Association Conference
2018	ASA Annual Meeting
2018	ACJS Annual Meeting
2017	ACJS Annual Meeting
2016	ACJS Annual Meeting

B. Data Summaries for 2021.

1. Number of faculty by rank and title
 In the Fall of 2021, after two recent retirements, one resignation, and one new hire, the Department of Criminal Justice had just 4 full time faculty members: 1 at the rank of professor, one at the rank of associate professor, one at the rank of assistant professor, and one full time instructor. Of these four faculty, 3 held doctorates of philosophy in their fields of study, all 4 held master's degrees in their fields of study.
2. Faculty Full time and Part time status
 In 2021, the Department of Criminal Justice maintained 4 full time faculty members. We also utilized three adjunct faculty.
3. Faculty Gender
 In the spring semester of 2021, the Department of Criminal Justice was made up of 1 male and 3 females.
4. Faculty Ethnicity and Race
 In 2021, the Department of Criminal Justice was made up of all white individuals.
5. Courtesy/adjunct faculty by institution
 Department of Criminal Justice had no courtesy or adjunct faculty from another institution. We did, however utilize three local adjuncts regularly: Jim Davis, UNK Police Chief, Sue Gugel, and Shawn Eatherton.
6. Faculty areas of expertise
 Timbre Wulf: Corrections, juvenile justice, women offenders
 Kyle Harshbarger: Policing, Investigations, Forensics
 Julie Campbell: Victimology, Gender
 Jessica Peterson: policing, rural communities and crime, juvenile justice, qualitative methods
7. Teaching assignment patterns
 Recently, over approximately the last five years, required courses were on a semester rotation schedule. Elective courses are offered when there is faculty availability, with an attempt to hold most on a two year rotation pattern and an attempt was made to offer each course at least once every other year.
8. Faculty peer-reviewed and non-peer reviewed publications
 In 2021, the faculty in the Department of Criminal Justice published 2 articles in peer reviewed journals. In 2020, the faculty in the Department of Criminal Justice had three articles published in a peer reviewed journal. In 2019, two faculty published an article together with other UNK colleagues. In 2018, one peer reviewed journal article was published. In 2016, one peer reviewed journal article was published, and one faculty member edited 10 books, and wrote 7 book chapters. Another faculty member published a book review.
9. Faculty Presentations
 In 2021, the faculty in the Department of Criminal Justice made 4 presentations at academic conferences. In 2020, the faculty in the Department of Criminal Justice made 2 presentations at academic conferences around the United States. An additional presentation was scheduled and accepted, but the conference was cancelled due to Covid-19. In 2019, current faculty (CVs were not available for

retired or resigned, etc. faculty) made 3 presentations. In 2018, current faculty made 2 presentations. In 2017, current faculty made 2 presentations.

10. Faculty Exhibits

No current faculty members presented exhibits from in the past five years.

11. Students advising and mentoring

Number of advisees for each faculty member is listed below, where the information is available. In the Spring of 2021, Julie Campbell had 476 advisees, 92 of whom are Criminal Justice majors or minors, Kyle Harshbarger had 66 advisees and Timbre Wulf had 33 advisees. As per Department policy, in the fall of 2020 and spring of 2021, Jessica Peterson did not have any advisees because she was a new hire. In 2020, Kyle Harshbarger advised more than 50 students. Julie Campbell advised over 400 students. Timbre Wulf had 17 advisees. In 2019 Timbre Wulf had 30 advisees. In 2018, Timbre Wulf had 38 advisees. Julie Campbell had 475. In 2017 Timbre Wulf had 27 advisees. Julie Campbell had 61. In several of the reported years, other faculty served as advisors, however they have retired or left UNK and their data is not available. Mentoring students was a high priority among faculty members in the Department. During the past five years students projects were mentored by faculty through UNK's Summer Student Research Program, four presentations were mentored by faculty for UNK's Student Research Days, two presentations were mentored for conference presentations, two more had conference presentations accepted, but cancelled due to Covid-19, one student's honors project was mentored by a CJUS faculty member, one academic journal publication was mentored, and one paper was mentored for the Undergraduate Research Journal.

12. Faculty Leadership and governance roles

All current (CVs for retired and other faculty who have left the department are not available) faculty members served on a variety of university committees, held leadership roles on those committees, and also within community agencies. From 2012-2021, three individuals served as faculty senators in the Faculty Senate (one of whom is no longer with the Department). From 2013-2021 two individuals served as department chair for the Department. These two faculty members also served on the Dean's Advisory committee. All faculty have served on the Department Scholarship Committee. All but one faculty member served on various search committees both within and outside of the Department. One faculty member serves as the Faculty Coordinator for the Thompson Scholar Learning Community. She also served on a number of other committees including co-chairing the Oversight Committee for the College, chairing the Summer Institutes Committee, Secretary for the Educational Policy Committee, and membership on many other committees at the Department, College and Community levels. Additionally, another faculty member serves on the University Suspension Appeals Committee, served on the UNK General Scholarships Committee, and various other committees. Another faculty member serves as a Women's, Gender, and Ethnic Studies Advisory council member and Diversity and Inclusion Executive committee member. Annual peer review committees were provided with service from faculty members. One faculty member and one adjunct developed Implicit Bias Training for law enforcement. Faculty have also provided service to the

profession via numerous journal peer-reviews, professional memberships, and by serving as a journal editor.

13. Faculty Awards, Recognition and Honors Received

In 2017 one faculty member received the Sage Junior Faculty Professional Development Teaching Award. In 2016, one faculty member was featured in New Frontiers.

VII. RESOURCES

A. Budgetary resources.

The base operating budget for the Department of Criminal Justice from 2017-2021 were \$10,218.00 per year. Basic operating expenses include office supplies, copying, postage, the telephone bill, as well a part-time work study position and other miscellaneous items. As a further expenditure, the Department set aside \$1000.00 in 2020-21 to support new faculty travel as specified in her contract. The base operating budget is not generally sufficient to cover operating expenses and other department initiatives.

The annual operating budget is supplemented each year in a variety of ways. The Dean's office has provided funding for faculty overloads and/or adjuncts to support teaching during each of these academic years. This financial support is critical as adjuncts and overloads are necessary to provide sufficient academic course offerings for students majoring in criminal justice.

The department receives limited financial support in the form of distance differential funds each year. Differential funds are associated with online courses taught by faculty in the department. The amount of funding the department receives has consistently diminished each year, and funding is limited to only items that can be used to support online learning. The department uses this funding most often to support online course offerings during the summer term. This line of funding is currently not sustainable, as annual expenses now exceed annual income from this source.

The Department also supports the laboratory through a \$25.00 laboratory fee associated with two courses: CJUS 390 Criminal Investigation and CJUS 490 Advanced Criminal and Crime Scene Investigations. There is also a \$25 lab fee for CJUS 480 to cover the cost of mandatory exit exam taken by students during their senior year. The exit exam is used to assess student academic competencies in the area of criminal justice well as recognize outstanding student scholar performance.

The Department applies for the Artists & Lecturers award whenever possible to help fund the Conference and Career Fair. This funding can be used to cover a portion of a speaker's honorarium and travel expenses, but falls far short of fully supporting the conference event.

Annually, in the spring, the Department offers one General Studies course section to students in the Thompson Scholars Learning Community. In exchange for teaching this course, the Department receives a stipend of \$8,500.00. The Department is directed to allot \$1,500 to

the faculty member teaching the course, and to use the other \$6,500 for department purposes that support student learning. This stipend is most often used to support faculty travel, as well as the purchase of materials to support faculty development.

In summary, the Criminal Justice Department's annual operating budget is generally insufficient to meet the needs of a functioning Department; it requires the Department to actively pursue outside funding on an annual basis. Most critically, the Department must rely on college and university support to fully fund necessary course offerings each year. The Department does not have sufficient resources to fully support travel related to student internships or professional conferences and workshops, nor to provide all faculty with programs critical to their research, like SPSS. The department also struggles to fully fund recruiting measures designed to bring new students to the University and the Department of Criminal Justice. Finally, the Department regularly relies on outside funding to supplement the Annual Criminal Justice Conference.

B. Library resources.

Calvin T. Ryan Library Report for Academic Program Review:

Department of Criminal Justice (2020-2021)

This library report provided for the Academic Program Review of the Department of Criminal Justice was prepared by Laurinda Weisse, University Archivist and Digital Repository Manager, during the Fall 2021 semester. The report provides general information about the Calvin T. Ryan Library, as well as specific library resources and services which support the Department of Criminal Justice.

LIBRARY MISSION STATEMENT

The Calvin T. Ryan Library supports the University of Nebraska Kearney mission by acquiring and organizing resources; providing collaborative assistance and instruction in support of scholarly teaching, learning and research; meeting information needs; and adhering to recognized standards of library practice.

The Library's primary clientele are UNK students, faculty and staff. All members of the UNK community may access the library's electronic resources from both on or off-campus. Students from other units of the University of Nebraska, or from State Colleges, are classified as reciprocal borrowers and may check out library materials. The library is also open for public use. Nebraska citizens may acquire a Special Borrower's card free of charge. Special Borrowers can check out up to five library items, and also have access to the Library's electronic resources on a "walk in" basis only.

FACILITIES & GENERAL STATISTICS

The library's services and collections are based in the Calvin T. Ryan Library, which was built in 1963 and expanded in 1981-82 to its present size. The library is open approximately 3,750 hours per year. During FY 2019-20, library entrance gates recorded 111,937 visits to the library, which reflects the COVID-19 related closure for the major of spring 2020.

The library offers study and classroom seating to accommodate over 1,100 library users. Group study rooms, individual study carrels, tables, comfortable seating, photocopying and scanning facilities, three instructional computer labs, and a coffee shop are some of the amenities available within the library to support research and curriculum needs. The Learning Commons, which includes Academic Peer Tutoring and the Writing Center, is located on the library's second floor.

Over 160 desktop and laptop computers are available to library users. These computers are equipped with a full suite of productivity applications. In addition, computers in the West Lower Level Lab have SPSS, Mathematica, R, Matlab, and other specialized software available. Media production applications are also available on select computers. Access to the University's secure wireless network is available; guest access to wireless is available for those who are not affiliated with the University.

The library also makes available equipment for checkout, including 29 laptops, microphones, tripods, and other materials.

STAFF INFORMATION

The library has 20 employees. In addition to the Dean, the library includes 6 library faculty members, 6 professional staff, and 8 support staff positions. The library also employs many student workers.

Library faculty members are assigned to liaise with specific academic departments and programs. These liaison assignments are posted on the library's website. The librarian liaison works with faculty members of the academic department to identify resources to add to the library's collections. In addition, the librarian liaison offers instructional classes to the department, to increase awareness of library resources, improve information literacy, and enhance scholarship. The librarian liaison also maintains online research guides to assist faculty and students in navigating library resources related to that discipline. Research assistance from the librarian liaison is also available through email, online appointments, telephone, and in-person consultations.

BUDGET

University Administration allocates state funds and tuition revenue in setting the library's budget, which is augmented by the Student Library Enhancement Fee. Faculty input from academic departments and programs is sought in purchasing decisions so that the library's collections align with the research and curriculum needs of the University faculty.

Overall Library budget for FY 2019-20:

One-time purchases (books, serial backfiles, etc): \$79,900

E-books: \$29,700

Subscription resources (databases, etc): \$684,000

Preservation/binding - \$50

Note: the above does not reflect all journal access, as much is provided through electronic databases.

Library Budget Allocations for Criminal Justice

Historically, the Library has allocated funds to departments based on the number of credit hours produced by the department in the previous academic year. However, for the past several years, Criminal Justice faculty members have been able to request purchase of materials as needed. From 2018-2021, the Criminal Justice department has spent \$3,101 on books; most academic resources used by the department are available via databases.

COLLECTIONS

Books, E-books, and DVDs

As of July 2021, there are over 250,000 print titles, 228,000 e-book titles, and approximately 2,600 DVD videos in the library's collections. The library collects other media types as well including, although an increasing number of materials are available solely online, via databases. See the Databases and E-Resources section for more detail.

Within the library's collections, over 13,000 books, 12,800 e-books, and 200 DVDs were cataloged with call numbers related to Criminal Justice, as shown in Table 2.

Table 2: Criminal Justice-related book and DVD holdings as of July 2021

LC Class / Subjects related to Criminal Justice	Print volumes in Book Collection	DVD titles
HV6001-9960/Criminology & Criminal Justice Administration	5,496	91

In addition to books held in the library's print collection, many ebooks in the Criminal Justice subject area are available, both through the library's catalogue and via databases. Because ebooks are spread across multiple collections, we are unable to provide an exact count for Criminal Justice-specific ebooks.

Periodicals

As of July 2021, over 100,000 periodical titles were available online to library users via subscription databases and publisher e-journal packages. The library also maintains approximately 150 current periodical subscriptions in print and about 5,100 volumes dating from the early 1900s forward.

Table 3 below shows the number of unique periodical titles related to criminal justice, as pulled from Alma, which categorizes some UNK serials subscriptions by the Hierarchical Interface to Library of Congress Classification (HILCC) system. It is important to note that hundreds of additional criminal justice-related periodicals are available to UNK students and faculty, but are not classified within Alma.

Table 3: Periodical titles available to UNK library users and related to criminal justice as of July 2021

Subject Area	Number of unique serial titles accessible in print or online
Criminology, Penology, & Juvenile Delinquency	222

Additional titles are available via publishers' e-journal packages or large database aggregators. For example, Criminology Collection, one of the major Criminal Justice databases, includes 627 unique titles.

Databases and E-Resources

The library subscribes to 249 online databases, including multidisciplinary, full-text sources such as Academic Search Premier, Academic OneFile, and JSTOR. Subject-specific databases supporting the Criminal Justice Department include HeinOnline, ProQuest's Criminology Collection and EBSCO's Criminal Justice Abstracts, National Criminal Justice Reference Service Abstracts and Sociological Collection. Table 5 shows recent usage statistics for these criminal justice-related databases.

Table 5: Recent search and result click statistics for criminal justice-related databases

Database Name	Total Use	
	2019-2020	2020-2021
Criminal Justice Abstracts	823	660
Criminology Collection	503	452
Hein Online	4406	3415
National Criminal Justice Reference Service Abstracts	32	18
Sociology Collection (ProQuest)	1450	1480
Sociology Collection (EBSCO)	4299	4156

The library also has subscriptions to two streaming video collections: Films On Demand and Kanopy. These resources provide online access to over 55,000 documentaries, instructional videos, and films, including over 1,700 criminal justice-related videos.

Special Collections

The library's collections include several specialized collections, including the University Archives and Special Collection, Government Documents, Curriculum Collection. Archival

materials include documents, photographs, and realia related to the institution's history from its founding in 1905 through the present day. Graduate student theses and published documents from the departments that make up the University are also retained in the Archives. The library's Special Collection includes about 2,500 cataloged items, mostly books, concerning the history of Nebraska, the Great Plains, and the American West. Items related to rural schools, including oral histories and photographs, are also being collected.

Government Documents

The library serves as a federal and state depository of government documents. It has been a selective depository of U.S. Government publications since 1962, with more than 275,000 federal publications in print and microform formats, and cataloged access to over 20,000 federal publications. As a Nebraska State Depository Library, Government Documents also contains about 17,000 state documents in print, microform and online formats.

Digital Repository

OpenSPACES is the campus's institutional repository. Research, scholarship, and creative works of faculty, students and staff are gathered, preserved, and shared with a global audience. OpenSPACES hosts several journals. OpenSPACES can also assist faculty with making their work – scholarship, creative activity, teaching materials, etc. - freely available while also respecting copyright.

SERVICES

Learning Commons

The UNK Learning Commons is a collaboration of the CTR Library and the Division of Student Affairs.

Located on the second floor of the library the Learning Commons centralizes academic support services to foster student confidence and independence in a collaborative learning environment. Programs offered in the Learning Commons are subject tutoring, language tables, supplemental instruction, and the Writing Center.

Reference / Research Assistance

Research assistance from library faculty is available in-person, by telephone, appointment, email, text, and online chat. Ask a Librarian is the central portal for research assistance services.

Course Reserves

Faculty may place course reserve materials at the library's circulation desk for students to access. Electronic reserves provide 24-7 online access to supplemental readings via the library's e-reserves system. Physical reserves may include personal copies or library copies of books, videos, CDs, or other materials.

Library Instruction

Library instruction is a service provided by librarian liaisons to each academic department and program. Since Fall 2017, Prof. Laurinda Weisse, University Archivist & Digital Repository Manager, has been the librarian liaison to the Criminal Justice Department.

Library instruction sessions have been provided to Criminal Justice 103 and Criminal Justice 250. In addition, the Library Research Tutorial is available via Canvas for all faculty. The online tutorial allows students to broaden their familiarity with library resources and learn basic information literacy skills at their own pace and with the benefit of online assessments, outside of scheduled classroom instruction time.

Prof. Weisse has developed and maintained a number of online research guides to assist Criminal Justice students. These guides are accessible at <https://guides.library.unk.edu/cjus>, and provide links to recommended databases and reference works, as well as resources on citing sources.

Interlibrary Loan/Document Delivery

The library offers an interlibrary loan/document delivery (ILL/DD) service to all UNK faculty, students, and staff to support their research and instructional needs. Books, microforms, journal or magazine articles, government documents, musical scores, and other items not owned by the Calvin T. Ryan Library may be requested from other libraries through Interlibrary Loan. Document delivery is a service by which library-owned materials are made available to distance learning students. The library pays for the costs of requesting and shipping materials associated with ILL/DD service. This service expands faculty and student access to materials which the Library does not own.

Open Education Resources

The University of Nebraska is committed to student affordability by supporting faculty in adopting free or reduced cost digital course materials in their courses. Faculty are encouraged to go to the Open Nebraska (ONE) website and use the available resources. Calvin T. Ryan librarians are available to assist faculty in this process. Since the UNK initiative began in 2015, students in 83 courses have saved nearly half a million dollars. Beginning with the Spring 2022 semester, campuses at the University of Nebraska will pilot a new course attribute in for the searchable web-based course schedules. Digital Repository

VIII. PROGRAM COMPARISONS

Among ten comparison group universities of University of Nebraska at Kearney, four universities whose data were available through their website or on our request were included in this comparison. Those schools included in this analysis are generally bigger than UNK in terms of size. Thus, a comparative analysis between UNK's program and those in the peer group has inherent limitations because of the size difference of the universities in the peer group and their programs.

	Total Enrollment	Majors	Faculty	Degree Conferred
UNK (2020)	6,225	150 (2.41%)	4 (+3)	28 (18.7%)
Central Missouri (2020)	9,959	591 (5.93%)	11	145 (24.5%)
Northern Michigan (2020)	7,368	253(3.43%)	6(+9)	99(39.1%)
Sam Houston (2020)	19,945	3,064 (15.36%)	25	966(31.5%)
Western Illinois (2020)	7,490	408(5.45%)	23(+10)	(%)

1. The percentages in Majors column are proportions of number of majors to the total enrollment.
2. Numbers with “+” in parentheses in Faculty column mean adjunct or part time faculty
3. The percentages in Degree Conferred column are proportions of number of degree conferred to the total number of majors/minors

Looking at the proportions of CJ majors/minors to the total enrollment, our department’s number was the smallest (2.41 %) and Sam Houston was the highest (15.36%). The portion of CJ majors at UNK was found to be relatively low comparing to other schools. However, this may help us to provide high-quality education to the students with more interaction between faculty members and students.

In terms of student-faculty ratio, our department has a lower ratio at 21.4:1 (if adjuncts are included in calculations) than some of our peers. The Northern Michigan (at 16.9:1) and Western Illinois (12.4:1) are lower, but Central Missouri (53.7:1) is significantly higher than UNK. Larger departments such as Sam Houston (at 122.7:1) also has a higher student-faculty ratio than our department. With this relatively low student-faculty ratio, our department may provide smaller classes than other peer schools, which in turn will increase the opportunity for higher quality education and more student-faculty interaction. However, considering that the university wide student-faculty ratio is approximately 14:1 (if part-time faculty are included in calculations, most recent year available, 2018) at UNK, our department’s student-faculty ratio is still high. To meet the university wide average ratio, adding more faculty members should be considered.

It was not possible to calculate accurate graduation rate since the data on the number of senior class was not available. Instead the percentages of degrees conferred compared to the total number of majors/minor were calculated to produce rough estimates for graduation rate with available data. As mentioned, these percentages are not the graduation rates. However, if a school has higher percentage of the degrees conferred, it would probably also have higher graduation rates when there are no specific factors affecting the graduation rates. Our department’s percentage of degree conferred was lower than our peers.

IX. FUTURE DIRECTIONS

Building on the data discussed in the previous eight sections of this report, the Department should give an overall assessment of its current effectiveness in the delivery of the academic programs and its plans for the future.

A. What are the primary strengths of the Department?

- A comprehensive broad based curriculum with appropriate specialty courses.
- The Annual Criminal Justice Conference and Career Fair provides educational and professional opportunities as students attend keynote speeches and network at the specialized Career Fair.
- Experiential learning provided through required internships.
- A variety of practical, hands-on, applied courses. For example, CJUS 230, 390, 490 and 401 offer students the opportunity to engage in hands on learning and with the community.
- Job placement is achieved through the immersive partnerships and collaborative staff studies students complete in their required internships
- Strong collegiality and professionalism in the department.
- A comprehensive academic curriculum in the foundations of the criminal justice system with appropriate specialty courses.
- Strong professional relationships in the community and service to the professional community by faculty.
- Direct student involvement and contact with the students by the faculty through academic advising, undergraduate research and mentoring.
- An entirely online Criminal Justice degree completion program that makes our comprehensive program accessible to non-traditional students in all stages of life.
- The department is supportive of the UNK General Studies Program by offering CJUS 101 Introduction to Criminal Justice (LOPER 7 – Social Science), CJUS 102 Crime, Democracy, and Justice (LOPER 9 – Civic Competency & Engagement), CJUS 370 Women and Crime and CJUS 380 Minorities and Criminal Justice (LOPER 10 – Respect for Human Diversity). The department also offers crossover courses for Ethnic Studies, International Studies, Women and Gender Studies, and Social Work.
- Our faculty maintain close ties with the field and are active in their research agendas.

B. What are the plans to build on those strengths?

- Advocate for new faculty and high quality adjuncts.
- The department will work to increase visibility to prospective students through the website and outreach.
- To engage in on-going curriculum review and assessment.
- Constant efforts at recruitment, student retention and advising.
- To do a faculty search as soon as allowed in order to replace faculty that have left and retired.
- To continue to upgrade and modernize the crime lab facility.
- To continue to bring in high quality national speakers for the Annual Criminal Justice Conference.
- To continue to encourage freshmen and sophomore students to take research classes early in their schooling and apply for Summer Student Research Program grants and the Thompson Scholars program.
- The faculty will continue to foster high-quality educational experiences for students by encouraging more undergraduate research, student travel, and competitive internships.

C. What are the areas of concern for the Department?

- A critical shortage of full-time, tenure track faculty.
 - Only four full time faculty, three tenured or tenure-track to try to fill the needs of approximately 150 students. We rely heavily on adjuncts Credit hour production can't grow without more faculty.
- A concern about the lack of visibility of department faculty, for example, at on campus student organization events.
- Staffing and maintenance of the online degree completion program. In the past the department had an online program coordinator. This position no longer exists.

- We lack a full-time office associate. Our half-time associate is shared with Geography and Political Science, therefore we only get part of her time, and she is unable to assist us in the afternoons when she has left for the day.
- The lack of a structured departmental program for student recruitment and retention.
- The need to have enough faculty members to offer both traditional face-to-face classes and online classes in Criminal Justice to meet the needs of both the traditional residential campus students and those that choose online classes.
- Faculty workloads are heavy because the program is an applied program. Teaching overloads have been all too common in recent years. The overall research productivity of the department could be higher. Any class that is offered at College Park results in an overload. Faculty cannot teach during the J-term as their time is required during the regular semester. To do otherwise would deplete teaching resources during the academic year.
- There is concern with the level of writing instruction that our majors receive.

D. How do future plans address those concerns?

- The department intends to hire for a tenure-track position as soon as allowed by the administration. This should begin to address most weaknesses within the program.
- We are beginning to teach classes at College Park in Grand Island to improve our visibility and perhaps enhance recruitment, however more faculty is needed for this to be effective.
- We hope to work toward increased advertisement/marketing for recruitment (increasing CJ club's visibility, working with the comm department to create a dept advert video/more CJ dept swag/pamphlets, etc.).
- We have been engaged in a curriculum revamp. We hope to streamline our program and bring it up to date/more in line with current CJ issues.
- We hope to increase the diverse specialties of our faculty by hiring for new, tenure-track, positions.

E. Are changes anticipated in the Department's strategic direction and if so, how does the Department plan to reposition itself?

- The Dean of the CAS asked each Department to create a strategic 1, 3, 5 and 10 year plan in 2019. We are still working toward those goals.

F. Is the Department responsive to the changing needs of the students, the community, and the state?

- The faculty strives to keep courses up-to-date and the department also offers online courses, which allows the department to meet the needs of a segment of prospective and current students in the region.
- Faculty are involved with academic organizations, both at a national and international level, to stay abreast on the most current information in the field.
- Our interns make valuable contributions in the Kearney community, at the state level, and even nationally.
- Our CJUS 401 Juvenile Reentry offering offers mentoring to system-involved youth. This provides a necessary and important service to the greater Nebraska community.
- The Criminal Justice conference impacts our community. We invite Nebraska students and practitioners to attend and have speakers chosen to reflect trends in the field. Adjacent to the conference, we host a career fair, which connects students with agencies in our state and beyond.
- We support two student organizations: the Criminal Justice Club, and Alpha Phi Sigma (a national honor society). Both bring in speakers to educate students and engage in service projects on campus and in the community.
- We continue to offer a variety of course delivery options, including online and eventually at College Park, which makes higher education more accessible for those without access to UNK's Campus.
- The curriculum is current and dynamic. It is constantly being evaluated for relevancy, and reflects current trends in the field. Faculty strives to keep courses up-to-date as well. The department also offers online courses, which allows the department to meet the needs of prospective and current students in the region. In addition, faculty remains very involved with the profession, providing service to both the community and to state-level agencies/organizations.

G. Is the current organizational structure ideal for the Department's goals?

- The department is very small and therefore the organizational structure is very simple. In short, the department faculty answers to the Department Chairperson as does the department's shared administrative assistant.

H. If the Department's plans require additional and or redistributed resources, how will the resources be obtained and how will reallocation decisions be made?

- Continue to seek approval to fill vacant faculty lines.
- The online degree completion program may be able to eventually support the coordinator position, adjuncts, and with expansion, perhaps a faculty line in the future.

- The department will need to actively search for development funds for online courses, internships, recruitment programs, and faculty development.

I. If changes in the faculty and staff are projected, how will program effectiveness be maintained or enhanced?

- Currently the program can barely be maintained. In truth, there are not enough full-time faculty to maintain the program. This creates a heavier reliance on adjunct faculty than in the past.
- At least one additional faculty member will help lower the student-faculty ratio, which will enable smaller classes with more interaction between students and faculty members. It will enable better service to the students through course offerings and increased interaction with faculty. It would also help to ease some of the faculty workload.

J. How will the Department address future enrollment trends?

- Online tuition differentials may support the hire of adjuncts (short-term) however we cannot rely on these funds long term.
- The department could offer blended courses and generate income from the online tuition differential students must pay for these courses.
- The department will continue attracting high school students through invitation to the annual Criminal Justice conference, and concentrating on the basic programs in the criminal justice field. Jobs in the criminal justice field are still going strong at this point which is a major strength to the department.
- Criminal Justice will remain as one of the most popular majors in the social science field with high chances of employment. Therefore, the enrollment will likely increase gradually. The department needs to prepare for this increase in the future especially with additional faculty members.
- We will continue to enrich the internship and EL opportunities as our competitors don't offer them to the extent we do.
- We continue to "revamp" our curriculum in order to strengthen the program for our majors. We must cover the core elements of the CJUS program well (to do this we will need more faculty immediately). We currently cover critical areas like foundations, knowledge/skills/writing, multi-disciplinary and diverse understandings, and application, but could strengthen these areas further.
- Our department needs to do more in the promotion/recruitment area. We could have the communications team help us create a promotional video; have new and updated pamphlets - particularly once we have an updated curriculum; hold collaborative events with soc, poli sci, psych, etc. to be more visible on campus, etc.

To respond to these and similar questions, the Department should conclude with an executive summary of its immediate and long-range plans to achieve its academic mission.

The following are taken from the CJUS (2019) strategic plan:

Immediate Goals:

One year

We seek to increase the number of faculty currently employed by the department. Currently there are four full time faculty and several adjuncts that comprise the Criminal Justice department. When at full capacity, there are roughly seven full-time faculty members on staff. Within one year we will seek to increase our numbers by adding at least one new, full-time, faculty member to our staff.

We seek to increase the expertise diversity in the department. We will achieve this goal by hiring at least one new, full-time, faculty member to our staff.

We seek to improve public relations/focus on recruitment. Potential avenues to do this are to develop our alumni contact network and to enhance the current Criminal Justice website.

Long-Range Goals:

Five years

We seek to improve public relations/focus on recruitment. Potential avenues to do this are to develop our alumni contact network, enhance the current Criminal Justice website, to target professionals, community college students and true freshmen and to improve rural outreach.

We seek to grow our online program. We wish to expand the number and variety of online courses that are offered to our students, decreasing the number of courses they need to transfer in from other programs.

Ten years

We seek to improve public relations/focus on recruitment. Potential avenues to do this are to develop our alumni contact network, enhance the current Criminal Justice website, to target professionals, community college students and true freshmen and to improve rural outreach.

We seek to grow our Foundation account.

APPENDIX I

Criminal Justice Department Tenure and Promotion Criteria

Criminal Justice faculty seeking tenure and promotion are required to meet the minimum general guidelines for promotion and tenure that are outlined in UNK's Guidelines: Evaluation, Promotion, and Tenure, as well as the Guidelines provided by the College of Arts and Sciences. They are also expected to meet the Criminal Justice Department's guidelines using the qualifies or fails to qualify standards for the different ranks and provide specific documentation of their performance in the areas of teaching, scholarship, and service. Finally, collegiality will be assessed in the context of teaching, research and service. When engagement descends into obstructiveness or belligerence that prevents others from carrying out their normal functions, however, collegiality no longer exists.

Teaching

The quality of teaching is a central concern at the University of Nebraska at Kearney, and all faculty members in every rank must document effective teaching. Teaching effectiveness is documented in several ways, with student/course evaluations representing a primary source of teaching effectiveness. Teaching evaluations in support of promotion and tenure should be complete when submitted to one's Peer Review Committee, and to the College of Natural and Social Sciences Rank and Tenure Committee. As directed by the Rank and Tenure Committee, all evaluations must be included with the exception of class evaluations from other institutions completed prior to employment at UNK. Other materials which may be submitted as evidence in support of teaching effectiveness include, but are not limited to: (a) teaching materials which document the preparation and use of innovative teaching methodologies, techniques, and materials, e.g. exams, student assignments, descriptions of exercises and demonstrations used in class to enhance learning effectiveness; (b) materials which demonstrate the results of quality teaching, e.g. data regarding the effect of the faculty member's courses on students' career aspirations and/or graduate school choices, student publications or conference presentations, a record of student success in advanced courses of study, etc.; (c) materials supporting quality teaching from peers which reflect classroom visitation, documentations support the applicant's attendance and/or presentation at seminars, conferences, and workshops pertaining to teaching enhancements, and: (d) awards and other competitive recognitions of teaching performance including publications related to teaching. Overall, in order to achieve promotion you should demonstrate a record of positive teaching evaluations and a sustained commitment to improving teaching. In addition you should include at least one peer evaluation in the teaching portfolio.

Scholarship

Scholarship may be defined as faculty being familiar with knowledge of a specific academic discipline and with the ideas, theories, and accumulated knowledge necessary to acquire expertise within the discipline. Further, scholarship encompasses the necessary methodological knowledge necessary to actively engage in research activities in which ideas, theories, and discipline related concepts are developed. Scholarship is served not only by traditional research

and publication, but also by activities that result in the development, application, and integration of knowledge directly linked to instruction into the classroom.

The Department of Criminal Justice recognizes the need for diversity in scholarly activities expected of faculty. With that diversity in mind, the following performance criteria are to be used in defining levels of scholarship for Annual Peer Evaluations and Rank and Tenure purposes as an illustrative model, which is not intended to be exhaustive in definition.

Scholarly materials are typically (a) published materials, such as books and monographs, refereed articles, and other articles; (b) scholarly papers presented at professional meetings; (c) published book reviews; (d) edited scholarly materials; (e) the development of educational materials which advance knowledge with in the criminal justice field or which result in the integration of knowledge with this field; (f) deliverables to granting agencies; (g) program evaluations for commissioned research funding; (h) external research funding received; (i) submitted grant proposals; (j) intellectual properties developed; (k) non-refereed journal articles and book chapters; (l) professional/technical reports; (m) textbooks; (n) edited volumes; and (o) other quality professional products.

Both the quantity and quality of scholarly activities will be taken into consideration by the Peer Review Committee and the College of Arts and Sciences Rank and Tenure Committee. The Criminal Justice Department recognizes that the types of scholarly activities that faculty members engage in will differ, and will depend upon not only individual talents and research interests, but also upon opportunity and teaching load assignments. With such diversity in mind, the Department recognizes that certain minimal scholarly activities are expected in each rank:

Assistant Professor

Scholarship is of secondary priority to teaching. Qualifying faculty will have the presentation of one paper at a professional conference over the academic year or demonstration of scholastic ability through presentation at campus programs or publication of a book or film review within discipline or submission of such for consideration or clear evidence of scholastic work on ongoing research.

Associate Professor

Scholarship is of equal priority with teaching. A cumulative record of scholarship substantially completed while at UNK which includes: two peer-reviewed journal articles within the faculty member's discipline or equivalent scholarly production; on the average of once a calendar year attendance at a professional conference which may include a paper presentation; other published items like book reviews or other scholarly essays of demonstration of work for an ongoing research project or projects. As noted previously, the following items would also demonstrate a cumulative record of qualifying scholarship: (a) published materials, such as books and monographs, refereed articles, and other articles; (b) scholarly papers presented at professional meetings; (c) published book reviews; (d) edited scholarly materials; (e) the development of educational materials which advance knowledge with in the criminal justice field or which result in the

integration of knowledge with this field; (f) deliverables to granting agencies; (g) program evaluations for commissioned research funding; (h) external research funding received; (i) submitted grant proposals; (j) intellectual properties developed; (k) non-refereed journal articles and book chapters; (l) professional/technical reports; (m) textbooks; (n) edited volumes; and (o) other quality professional products.

Professor

Scholarship is of equal priority with teaching. A cumulative record of scholarship substantially completed while at UNK which includes: publication of a book or four articles within discipline or equivalent scholarly production; on average, attendance every other year at professional conference which may include paper presentation; other published items like a book chapter, book review or other scholarly essays or demonstration of work for ongoing research. As noted previously, the following items would also demonstrate a cumulative record of qualifying scholarship: (a) published materials, such as books and monographs, refereed articles, and other articles; (b) scholarly papers presented at professional meetings; (c) published book reviews; (d) edited scholarly materials; (e) the development of educational materials which advance knowledge with in the criminal justice field or which result in the integration of knowledge with this field; (f) deliverables to granting agencies; (g) program evaluations for commissioned research funding; (h) external research funding received; (i) submitted grant proposals; (j) intellectual properties developed; (k) non-refereed journal articles and book chapters; (l) professional/technical reports; (m) textbooks; (n) edited volumes; and (o) other quality professional products.

Service

Service to the Department of Criminal Justice, the College of Arts and Sciences, the University, and community is expected of all faculty members regardless of rank. Service and spirit of collegiality are essential to the well-being of the Department. As the discipline of Criminal Justice is directly linked to national, state and regional agencies, the Department's service ideal extends to providing direct assistance to such agencies. All faculty are expected to perform service as define below, with higher levels of performance expected of persons in the upper two ranks. Such service must be related to the academic profession or discipline of Criminal Justice. Illustrative examples of such activities that are deemed as service for qualifying faculty include, but are not limited to the following:

Service to the Department

- Service on Departmental committees
- Academic advising
- Participation in events sponsored by the Department
- Assignment as a club advisor
- Collaboration with members of the Department on scholarly or teaching activities
- Grant activities related to Departmental goals
- Instructional development activities which assist other members of the Department

Service to the College

- Service on College committees
- Participation in campus symposia
- Participation in College sponsored events
- Advisor to student organizations outside the Department but within the College
- Grant activities related to College-wide goals
- College specific administrative duties

Service to the University

- Service to the University-wide committees
- Participation in campus symposia
- Participation in University sponsored events
- Advisor to University-wide student organizations
- Grant activities related to University-wide goals
- University administrative duties

Service to the Profession

- Activities in Professional Associations and Societies
- Offices in Professional Associations and Societies
- Service as a referee or editor of a professional journal related to the discipline
- Service as a consultant to law enforcement, judicial, or correctional agencies
- Paid consultantships insofar as they demonstrate direct service to the University
- Participation in professional conferences

Service to the Community

- Presentations related to the discipline of Criminal Justice given to community groups
- Volunteer efforts with community organizations based on professional skills
- Volunteer service on community boards and organizations related to the discipline of Criminal Justice
- Conduct training or developmental programs for the community related to the discipline of Criminal Justice

Collegiality

Collegiality is a cooperative environment that exists between colleagues and will be assessed as an element of promotion and tenure in the context of its impact on teaching, research and service. It includes congeniality and civility as well as the sharing of ideas to enhance the educational experience of our students and faculty. Debate, discussion, criticism, dissent, opposition and diversity in a professional manner are not in conflict with collegiality but are necessary for healthy, constructive engagement. When engagement descends into obstructiveness or belligerence that prevents others from carrying out their normal functions, however, collegiality no longer exists. All members of the department are expected to contribute to the maintenance of a collegial environment.

Tenure

The Department of Criminal Justice realizes that the tenure appointment is the most significant recognition the University may grant to faculty, as it most significantly impacts the future and

quality of the institution. Accordingly, in order to qualify for tenure appointments candidates must, as a minimum, have qualifying levels of teaching, scholarship, and service as noted below.

Teaching. The faculty member displays effective teaching, with no evidence of any serious deficiency. Teaching evaluations are generally positive, indicating student satisfaction with the faculty member's teaching. The teaching portfolio contains clear evidence of expertise in content, good course management, and effectiveness in creative teaching.

Scholarship. The faculty member's scholarly record is clear and meets expectations. The portfolio contains clear evidence of consistent scholarly activity substantially completed while at UNK, and provides evidence of a peer-reviewed publication, or its scholarly equivalent, that may include, but is not limited to the following: (a) published materials, such as books and monographs, refereed articles, and other articles; (b) scholarly papers presented at professional meetings; (c) published book reviews; (d) edited scholarly materials; (e) the development of educational materials which advance knowledge within the criminal justice field or which result in the integration of knowledge with this field; (f) deliverables to granting agencies; (g) program evaluations for commissioned research funding; (h) external research funding received; (i) submitted grant proposals; (j) intellectual properties developed; (k) non-refereed journal articles and book chapters; (l) professional/technical reports; (m) textbooks; (n) edited volumes; and (o) other quality professional products. At minimum, to obtain tenure, the candidate should have at least two peer-reviewed journal articles.

Service. The faculty member's record of service to the university and the profession meets college expectations and does not indicate a deficiency. The portfolio contains clear evidence of meaningful service to the campus community, to the department, and to the profession. Evidence of service to the community or the campus includes service specific to the discipline. The amount and level of faculty service clearly meets department and college expectations.

Promotion and Tenure Timelines: Please refer to guidelines provided by University and College of Arts and Sciences guidelines at https://www.unk.edu/academic_affairs/_files/faculty_handbook/CNSSept.pdf.

Tenure & Promotion Committee Structure

The following proposed format is recommended in the composition of tenure and promotion committees within the department:

1. The Tenure and Rank Committee shall be made up of a minimum of five faculty members who are tenured and at the rank of the promotion sought or higher.
2. All tenured Criminal Justice faculty members are expected to serve on the committee.
3. If fewer than five faculty members are tenured in the Criminal Justice Department, additional tenured faculty who meet the rank criteria should be appointed from other UNK departments. Preference will be given to faculty members who are familiar with the philosophy and orientation of the Criminal Justice Department.
4. The faculty member under review may also elect to involve a Criminal Justice senior faculty member from outside the institution.

5. The Department Chair and the faculty member under review shall meet to construct and recommend a mutually agreed upon list of committee members to the Dean for consideration and approval.
6. Per College tenure and promotion policies, the committee's conclusion will be made in writing clarifying the rationale for the committee's structure and addressing the strengths and/or problems with the application.
7. If the committee's recommendation is less than unanimous, the vote count shall be indicated in the letter, which becomes part of the portfolio.
8. Upon receipt, the Department Chair will write a separate recommendation that also becomes part of the portfolio.
9. Recommendations from the committee and chair must be copied to the faculty member by December 20, or the date specified by University policy.
10. The faculty member may attach a response, ask for reconsideration of the original portfolio, or withdraw from consideration prior to forwarding the application to the Dean by January 15, or the date specified by University policy.

Annual Review Requirements

1. The Department will establish a three (3) member peer review committee.
2. The composition of the committee will change annually.
3. The committee composition will consist of:
 - a. A member of the Criminal Justice faculty other than the chair.
 - b. Two faculty members selected from outside the department. These members will be selected by departmental consensus or by majority vote if necessary. One of the outside members will chair the committee and write the report.

General Responsibilities of the Peer Review Committee

The committee has the responsibility of annually reviewing faculty teaching, scholarship, and service. The purpose of the annual evaluation is to recognize faculty achievement, to promote continued professional growth and development, and to identify needed improvements in teaching, scholarship and service. To achieve the above responsibilities, the committee will examine the documentation developed by each faculty member pertaining to their performance during the review period.

As a minimum, each faculty member must submit a hard copy of the electronic version of their annual report, along with the composite report of their student teaching evaluations. It is also strongly encouraged that documentation in the three areas of teaching, scholarship, and service be included. This will assist the faculty member in preparing their portfolios for promotion and tenure above the departmental level, and will help the committee in writing their report.

This information will be forwarded to the committee, which, after review, will prepare a report evaluating the faculty member's performance. The report will then be forwarded to the

faculty member who will then have an opportunity to respond in writing to the report. The Committee's report along with the faculty member's response (if any) will be forwarded to the Department Chair. The Chair will review the report and incorporate the information within his or her faculty evaluation which will be sent to the Dean. The Committee's findings are expected to significantly assist all faculty members in preparation for formation and function of separate tenure/promotion committees. Finally, the Committee will have the responsibility of annual evaluation of the Chair in addition to the Dean's evaluation. This evaluation will focus on similar criteria as discussed above in reference to general faculty. In addition, the Peer Review Committee may recommend outstanding achievements of three individuals for consideration of merit pay to the Department Chair. Individuals who have already had a peer review or Departmental Chair evaluation for promotion or tenure during the rated year do not need to have an additional peer review evaluation but will only submit their electronic annual report to the Department Chair.

Reviewed and approved by all faculty Dec. 2020

APPENDIX II: Alumni Survey

Thank you for participating in the UNK Criminal Justice Alumni Survey. Please answer the following questions to the best of your ability. Your responses will be kept confidential.

1. Check one of the following to indicate your current job status.
 - Full-time employment with a criminal justice agency.
 - Part-time employment with a criminal justice agency.
 - I am still seeking employment with a criminal justice agency.
 - I am attending or plan to attend graduate school or law school.
 - I am working in a field other than criminal justice.
 - I was a criminal justice minor, and pursued a career in another profession.

2. If you are working with a criminal justice agency, which of the following best describes your current field of employment?
 - Law Enforcement
 - Corrections
 - Juvenile Justice
 - The Court System
 - Private Security
 - Other: _____

3. If you are currently working in the criminal justice field, which best describes the agency you work for?
 - I work for a federal agency.
 - I work for a state agency.
 - I work for a city or county agency.
 - I work for a private corporation.
 - I work for a non-profit corporation.

4. Approximately how long after graduation did it take you to find employment in the criminal justice field?
 - Within one month of graduation
 - Within six months of graduation
 - Within one year of graduation
 - More than one year beyond graduation
 - I am not currently working in the field of criminal justice

5. What is your current salary range?
 - Below \$25,000
 - \$25,000 to \$30,000
 - \$31,000 to \$40,000
 - \$41,000 to \$50,000
 - Over \$50,000

6. How would you rate your overall satisfaction with the quality of learning you experienced in the Criminal Justice program at UNK?

- Very satisfied
 Satisfied
 Neither satisfied nor dissatisfied
 Dissatisfied
 Very dissatisfied

Comments: _____

7. Do you feel you received adequate career counseling in the criminal justice program?

- Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree

Comments: _____

8. Please rank the **top five** criminal justice courses you completed at UNK that **most contributed** to your preparation for a career, with one being the highest:

- | | |
|-----------------------------------------------------------------------------------------|-------------------------------------------------|
| ___ 101 Intro. to Criminal Justice | ___ 360 Sex Crimes |
| ___ 102 Crime, Democracy and Justice | ___ 370 Women and Crime |
| ___ 188 Portal: Native Americans and Justice | ___ 375 Comparative CJ Systems |
| ___ 188 Portal: Terrorism | ___ 380 Minorities and Criminal Justice |
| ___ 188 Portal: Women and Children for Sale:
The Global Problem of Human Trafficking | ___ 388 Capstone: Forensic Science |
| ___ 201 Juvenile Justice | ___ 390 Criminal Investigation |
| ___ 215 Correctional Services | ___ 401 Special Topics |
| ___ 230 Police Services | ___ 405 Criminal Justice Research Methods II |
| ___ 250 Research Methods I | ___ 411 Readings in Criminal Justice |
| ___ 310 Community-Based Corrections | ___ 415 Correctional Casework |
| ___ 315 Victimology | ___ 420 Supervision and Mgt in CJ |
| ___ 321 Technology and Criminal Justice | ___ 430 Drugs and the CJ System |
| ___ 326 Theories of Crime and Criminal Law | ___ 431 Correctional Law and Admin |
| ___ 330 Laws of Arrest, Search, Seizure | ___ 435 Interviewing and Correctional Case Mgt. |
| ___ 340 Criminal Evidence and Procedure | ___ 445 Sex Offender Supervision and Control |
| ___ 345 Criminal Law | ___ 475 Internship |
| ___ 350 Organized Crime | ___ 476 Terrorism and Crisis Negotiations |
| | ___ 480 Senior Seminar in Criminal Justice |

- 353 Crime Prevention and Security
- 355 Family Law

- 490 Advanced Crime Scene Investigation
- 499 Independent Study

Why were these courses helpful to you?

9. Please indicate which **two** criminal justice courses you completed at UNK that were **least helpful** in your preparation for a career, if any:

- 101 Intro. to Criminal Justice
- 102 Crime, Democracy and Justice
- 188 Portal: Native Americans and Justice
- 188 Portal: Terrorism
- 188 Portal: Women and Children for Sale: The Global Problem of Human Trafficking
- 201 Juvenile Justice
- 215 Correctional Services
- 230 Police Services
- 250 Research Methods I
- 310 Community-Based Corrections
- 315 Victimology
- 321 Technology and Criminal Justice
- 326 Theories of Crime and Criminal Law
- 330 Laws of Arrest, Search, Seizure
- 340 Criminal Evidence and Procedure
- 345 Criminal Law
- 350 Organized Crime
- 353 Crime Prevention and Security
- 355 Family Law

- 360 Sex Crimes
- 370 Women and Crime
- 375 Comparative CJ Systems
- 380 Minorities and Criminal Justice
- 388 Capstone: Forensic Science
- 390 Criminal Investigation
- 401 Special Topics
- 405 Criminal Justice Research Methods II
- 411 Readings in Criminal Justice
- 415 Correctional Casework
- 420 Supervision and Mgt in CJ
- 430 Drugs and the CJ System
- 431 Correctional Law and Admin
- 435 Interviewing and Correctional Case Mgt.
- 445 Sex Offender Supervision and Control
- 475 Internship
- 476 Terrorism and Crisis Negotiations
- 480 Senior Seminar in Criminal Justice
- 490 Advanced Crime Scene Investigation
- 499 Independent Study

Why do these courses need improvement?

Are there any topics you think should be added to the criminal justice curriculum at UNK?

Why would these topics be useful to you?

10. Were you a criminal justice major or minor? Major Minor

If you were a criminal justice minor, please skip to question #16.

11. Did you participate in an internship? Yes No

12. What was your level of satisfaction with that internship?

- Very Satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Very dissatisfied

Comments: _____

13. Do you feel that participating in the internship assisted you in gaining employment in the field of criminal justice?

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly Disagree

Comments: _____

14. If you were not satisfied with the internship, how do you think the experience could be improved?

15. Would you recommend to others that they enroll in the Criminal Justice program at UNK?

- Yes
- No

16. To what extent do you feel the Criminal Justice education you received at UNK prepared you for a career in criminal justice?

- Excellent preparation
- Good preparation
- Adequate preparation
- Inadequate preparation
- Not applicable, I do not work in the field of criminal justice.

17. Finally, are there any comments you wish to make which would assist in the continued development of the Criminal Justice program at UNK?

Thank you for your time and honest answers. We will continue to strive to provide our students with the best education available. If you are in Kearney, we encourage you to remain involved with the Criminal Justice program by serving as a mentor to current students, or by visiting the classroom to share your professional experiences in the field.

The following items are **optional**. While your responses are appreciated, you are not required to provide the requested information.

If you would like to be added to our mailing list, please complete the following items:

Current Contact Information:

Name	Tel. Number	Email Address	
Address	City, State	Zip Code	Date of Graduation

Current Employer Information:

Name of Employer	Job Title
Address of Employer	

EXAMPLE ASSESSMENT RUBRIC

	1	2	3	4
Audience, Purpose, and Vocabulary	<p>Ineffective</p> <p>Inconsistent audience Uses inappropriate vocabulary for the audience Uses disinterested vocabulary Support is inappropriate for the audience Lacks a purpose beyond the aim Conclusion merely repeats what was already stated</p>	<p>Below Expectations</p> <p>Audience level varies in a manner that is distracting Uses somewhat inappropriate vocabulary for the audience Vocabulary somewhat varied and lively Support is somewhat inappropriate for the audience Attempts to create a purpose beyond the aim Conclusion makes little effort to address audience and purpose beyond restating what was said</p>	<p>Meets Expectations</p> <p>Audience level slightly varies but is not distracting Varies slightly from appropriate vocabulary Vocabulary is mostly varied and lively Support, examples, and ideas are mostly appropriate for the audience Successfully attempts to create a purpose beyond the aim Conclusion makes an effort to address audience and purpose beyond restating what has been said</p>	<p>Above Expectations</p> <p>Has a discernible audience, presumably, but not limited to academic Addresses audience with appropriate vocabulary level Vocabulary is varied and lively Support, examples, ideas are appropriate for the audience and purpose Has a discernible purpose beyond the aim Conclusion addresses audience and purpose—does not just repeat what is already stated</p>
Organization	<p>Has no thesis Lacks organization Lacks introduction, body, or conclusion Paragraph(s) unorganized, incoherent, and illogical Paragraph(s) undeveloped Lacks connection between ideas and paragraphs</p>	<p>Thought present, contains a weak thesis Somewhat organized around the thesis Underdeveloped introduction, body, and conclusion Paragraphs unorganized, incoherent, or illogical Paragraphs somewhat undeveloped Ideas and paragraphs are not fully connected</p>	<p>Contains an effective thesis Mostly organized around the thesis Contains introduction, body, and conclusion Paragraphs mostly organized, coherent, and logical Paragraphs mostly developed Attempt to create strong connections between ideas and paragraphs</p>	<p>Contains a strong, effective thesis Organized around the thesis Fully developed introduction, body, and conclusion Paragraphs are organized, coherent, and logical Paragraphs are fully developed Creates and maintains strong connections between ideas and paragraphs</p>
Support	<p>Contains no support</p>	<p>Very low level of support Support is somewhat illogical or lacks variety Support is too long or too short to be effective Support is not integrated or explained Support is irrelevant to the thesis Support is ineffective</p>	<p>Slightly lacking in support Support is mostly logical and varied Support slightly too long or short explained Support is mostly relevant to the thesis Support is effective</p>	<p>Has sufficient amount of support Support is logical and varied Support is of appropriate length Support is smoothly integrated and fully explained Support is relevant to the thesis Support is very effective</p>
Assignment, Structure, and Format	<p>Grammar, mechanical, or spelling errors make ideas unintelligible Does not follow appropriate physical formatting Does not meet assignment length or topic requirements</p>	<p>Grammar, mechanical, or spelling errors cause confusion Consistently simple sentence structure Lacks citations Lacks Works Cited/References/Bibliography Makes little attempt to use appropriate physical format Makes little attempt to meet the assignment requirements in length and topic</p>	<p>Very few grammar, mechanical, or spelling errors Sentence structure is varied Citations are present Works Cited/References/Bibliography present Attempt to use appropriate physical format Attempts to meet the assignment expectations in length and topic</p>	<p>No grammar, mechanical, or spelling errors Sentence structure is purposefully skilled and varied Citation are present and in appropriate format Works Cited/References/Bibliography are present and in appropriate format Appropriate physical formatting Meets the assignment expectations in length and topic</p>

ASSIGNMENT RUBRIC			
1 Ineffective	2 Below Expectations	3 Meets Expectations	4 Above Expectations
Assignment, Structure, and Format			
Support			
Organization			
Audience, Purpose, and Vocabulary			

DAY 1 – Oct 21

Dr. Rebecca Trammell to join via Zoom: <https://unk.zoom.us/j/95926674104>

7:30 a.m. Breakfast and meeting with Beth Hinga – CPH 244

8:30 a.m. to 9:30 a.m. Meet with College Dean – CPH 244

9:30 a.m. to 10:30 a.m. Meeting(s) with Director of Assessment – CPH 244

11:00 a.m. to 12 noon Meet with Department Chair – CPH 244

12 noon to 1:00 p.m. Lunch– CPH 244

1:15 p.m. to 2:15 p.m. Meet with students– CPH 244

2:30 p.m. to 5:00 p.m. Meet with faculty– CPH 244

7:00 p.m. to 10:00 p.m. Work Session as necessary– CPH 244

DAY 2 – Oct. 22

Dr. Rebecca Trammell to join via Zoom: <https://unk.zoom.us/j/97932476091>

8:00 a.m. Follow-up meeting with student or faculty representatives– CPH 244

9:00 a.m. Open time for Review Team to schedule work or further interviews with faculty, etc. – CPH 244

10:30 a.m. Preparations of recommendations for the exit interview– CPH 244

12 noon Working Lunch (Review Team members)

1:00 p.m. to 2:00 p.m. Oral reports to Department faculty and Chair– CPH 244

2:00 p.m. Oral exit report to the SVCASA, the College Dean, the Department Chair – Warner Conference room

3:30 p.m. Adjourn