

2015-
2020

CRIMINAL JUSTICE GRADUATE PROGRAM REVIEW



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PREFACE/HISTORY

Departmental Structure

Criminal Justice is part of the Department of Social, Cultural, and Justice Studies, in the College of Arts and Sciences at the University of Tennessee at Chattanooga. The program offers a Masters of Science Degree, which prepares students for leadership and management positions across the field. Courses are available in the evening and online, and provide students with opportunities to study a wide range of subjects from police, courts and corrections to victimology to terrorism.

i.1 Organizational Chart

Randy Boyd	Interim President of the University of Tennessee System
Steve Angle	Chancellor of the University of Tennessee at Chattanooga
Jerald L. Hale	Provost and Senior Vice Chancellor for Academic Affairs
Joe Wilferth	Interim Dean of the College of Arts and Sciences
Lynn Purkey	Interim Head of the Department of Social, Cultural, and Justice Studies
Karen McGuffee	Associate Head of the Department of Social, Cultural, and Justice Studies
Gale Iles	Graduate Program Coordinator

Mission

The mission of the Department of Social, Cultural, and Justice Studies is to prepare students for professional and personal success in the context of a strong liberal arts education. The Department is committed to coursework that is grounded in theory, research, and community engagement to help students prepare for careers in their respective fields. Emphasis is placed on intellectual, experiential, critical thinking, and problem-solving abilities that will prepare students to become ethically informed, culturally sensitive, engaged scholars, able to address global, national, regional, and local challenges.

More specifically the mission of the Criminal Justice Program is to help students acquire a solid footing in the core of the criminal justice system and to explore crime and its social, cultural, and political implications.

Departmental History

During the 1990s the Criminal Justice Program was part of the School of Social and Community Services, which in 2003 split into different departments, including Criminal Justice. As of August 1, 2015, the Department of Criminal Justice merged with the Department of Sociology, Anthropology, and Geography to form the Department of Social, Cultural, and Justice Studies.

Trends

Graduate enrollments have dropped nationally and at UTC. However, enrollments in the Criminal Justice graduate program have remained steady over the past five years, although they have dropped by 4% from last year.

Response to Previous Findings and Recommendations

Overall the last review was favorable. The undergraduate review in general discusses previous findings and recommendations for the program in general. However, a few areas relate

specifically to the graduate program. In particular, the reviewer indicated the need for more faculty for the graduate program, suggested gradually moving towards creating an online distance program, and encouraging graduate students to take relevant courses outside of the program.

The reviewer indicated that the graduate program could not continue to grow at the same rate without new resources, particularly without more faculty members. He also indicated that it would be extremely difficult to sustain the same level of engagement, mentorship, and scholarship, without lowering the teaching load. The department is currently searching for three faculty members, two assistant professors and a lecturer, which are filling lines that have been vacant, which is an improvement over the past few years, although the program needs more faculty.

In regards to the suggestion of gradually creating a distance learning program, the department has steadily increased the number of online classes in the graduate program, but it is not fully online. This is a choice on the part of faculty members, who feel that offering a completely online graduate program might diminish the program's reputation and might not be suitable pedagogically. Many top students in the program have gone on to prestigious programs. Faculty fear that national reputation of the program will diminish, if it is fully online, and they also fear that students will only take online classes, if given the opportunity, which would lead to the demise of the face-to-face program. Moreover, certain courses particularly those that are more theoretical or difficult lend themselves better to a face-to-face environment, and it would be counterproductive to offer them online.

PART I. LEARNING OUTCOMES

1.1 Program and student learning outcomes are clearly identified and measurable

The learning outcomes of the program are clearly specified in the catalog (see this link: http://catalog.utc.edu/preview_program.php?catoid=30&pooid=5442&returnto=1048).

The goals and objectives are as follows:

- Analyze the major historical and contemporary issues facing the criminal justice system in order to evaluate the nature, extent, causation, and prevention of crime.
- Apply and critique the major theories relevant to crime and identify how they affect policy decisions.
- Explain the inter-dependent operations of the major components of the criminal justice system (i.e., police, courts, correctional agencies) and the political, legal, ethical, and socioeconomic environments in which they operate, as well as the implications of these relationships for victims, offenders, justice professionals, and society.
- Illustrate how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level in the criminal justice system.
- Apply the skills and methods in criminal justice research, including how to acquire, analyze, interpret, and disseminate both quantitative and qualitative data.
- Students will be able to communicate effectively, both orally and in writing, and demonstrate basic knowledge of information technology as applied to criminal justice research and practice

Condensed into three broad categories, the fundamental educational outcome of our graduate program is to ensure that graduates from the program will emerge with (1) mastery of core material, (2) research-related skills and (3) the professional communication skills and abilities needed for employment.

1.2 The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.

As noted above the six learning outcomes of the program can be summarized into three broad categories: (1) mastery of core material, which includes the integration of program skills, (2) research-related skills including analytic, critical, evaluative and empirical skills, and (3) the professional communication skills and abilities needed for employment.

Mastery of Core Material Outcome

Graduates will demonstrate their ability to master core material in the field including familiarity with the structure, operation of the justice systems, criminological theory and research methods. This is assessed by the percentage of comprehensive exams passed and successful completion of a thesis.

To be eligible to take the exam, the student must be within one semester of program completion, successfully completed or be concurrently enrolled in all core classes and have a cumulative grade point average of 3.0 (CRMJ 5000, 5010, 5020 and 5030). The comprehensive exam is a two-part process. Six weeks prior to the official exam date, students will electronically receive Part I of the exam. This part requires students to respond to a policy question in the form of a research proposal that includes an introduction, literature review, theoretical framework, methodology, and limitations of the study. The literature review is expected to contain a discussion that outlines theoretical issues associated with the topic and outline the strengths and weaknesses of their study. The policy question mimics real-life issues facing society and is designed to assess students' ability to analyze the major historical and contemporary issues facing the criminal justice system in order to evaluate the nature extent, causation, and prevention of crime. For example, students taking the comprehensive exam in Spring of 2019 were asked to construct a research proposal that addresses the "#MeToo Movement." Previous exams have addressed similar hot button topics such as cyberbullying, the war on drugs, the death penalty, and the treatment of juveniles in the criminal justice system (see appendix 1.1 for sample copies of past exams). The theoretical portion of the exam is meant to assess students' ability to apply and critique the major theories relevant to crime and identify how they affect policy decisions.

On the official date of the comprehensive exam the student receives Part II of the exam. They have 6 hours to respond to research findings and tables pertinent to the research question. This part of the exam requires students to demonstrate their ability to apply the skills and method in criminal justice research, including the interpretation of data, discussion of the significance of the finding and discussion of the policy implications of the results. Within the interpretation of the data, students are assessed on their ability to illustrate how factors such as gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro-level in the criminal justice system. They are also required to present recommendations based on their literature review and the findings of the data. The comprehensive exam is graded by two reviewers assigned by the graduate coordinator. Blind reviewers are given a grading rubric and scoring sheet (see appendix 1.2). Based on performance, reviewers can make 1 of 3 recommendations; pass, marginal pass, or failure. A student passes the comprehensive exam if both reviewers issues a pass. If there is a split decision, a third reviewer will grade the exam. After this split position, if the student still receives a "marginal pass," the student is automatically required to take an oral exam. The purpose of the oral examination is to give reviewers the opportunity to follow up on issues in the paper and/or to flush out details in cases where the student appears to be on the margins of passing. An oral exam may also be requested if there are doubts that the student completed the work on their own.

Within the last five years 29 students have taken the comprehensive exam. Of the 29 students, 24 (82.7%) successfully passed the exam. Among the five who failed the exam, two (6.7%) failed the exam on their first attempt and have not yet scheduled their second attempt. The remaining 3 students (10.3%) failed the exam on their second attempt and two have subsequently left or were dismissed from the program. According to graduate school and program policy, after a failure on the second attempt a student is subject to program dismissal. However, a student can petition their dismissal and if granted can receive a third attempt at the exam. During the summer of 2019, one such student failed her second attempt of the exam. Her petition for readmission this fall was granted but she has not yet scheduled her third attempt at the exam.

Students not taking the comprehensive exam are required to complete a thesis research project under the supervision of one faculty chair and two other graduate faculty members, which together form a thesis advisory committee. Similar to comprehensive exams, theses also provide evidence related to program assessment, demonstrating students' ability to master core content as well as their ability to integrate material and apply skills learned in the program. It is meant to represent the culmination of an original research project that is focused on a criminal justice issue chosen by the student but within an area of expertise held by one or more members of the thesis committee. Theses are prepared according to the rules of the graduate school. Students completing a thesis are required to register for CRMJ 5999 (Thesis) and must maintain enrollment in thesis until the project is completed; the student must be enrolled for at least two hours of thesis during the semester the thesis is submitted.

Similar to the comprehensive exam, the thesis project requires students to write a literature review, provide a theoretical frame work, propose a methodology and provide limitations of the study. However, unlike the comprehensive exam option, the students' completion of a thesis is expected to address their own research question or hypothesis via the collection of primary data and/or the analysis of secondary data. Students who have made no progress towards thesis completion receives a grade of NP. SP (Satisfactory progress) grades are recorded for those semesters when adequate progress occurs. A final grade for the thesis is recorded when the thesis is deposited in the library. At that time, the six most recent semester hours of previously SP graded thesis credit is recorded as "A" or "B".

Criminal Justice thesis from 2014 to present can be access through this link: <https://scholar.utc.edu/>. Between 2015 and 2019, 10 students completed a thesis. Among those students, 3 have gone on to publish a peer-reviewed article centered on their thesis (Oladipupo Adegun, Caleb Trenthan and April Bennett). The thesis of two other students (Tessa Cole and Katelyn Hancock) are currently being revised and resubmitted for publication.

Research-Related Outcome

The Criminal Justice Program promotes both a theoretical and applied understanding of the criminal justice system. Provision of intellectual, experiential, and problem-solving activities are given high priority. Whether students chose the comprehensive exam option or the thesis option, all students are assessed on their ability to interpret data and comprehend applied theory-driven empirical research. Students in Research Methods I are given experience in locating and reading scholarly articles and are expected to demonstrate an understanding of empirical research. Additionally, students are assigned a major writing activity that requires the inclusion of "an introduction, literature review, proposed methodology, and limitations of the proposed study." This is reinforced again in Research Methods II, where students are once again given experience in finding, reading and comprehending scholarly articles. For example, in Spring of 2019, the final exam for CRMJ 5020 was as follows:

Final Exam Topic

In 2016, the major focus for the presidential election is crime and criminal justice policies (e.g., general criminal justice policies, drugs, death penalty, sentencing issues, correctional issues, etc.). The Presidential candidate has tasked her head researcher (you) to determine attitudes of the general population and how different segments of the population perceive crime throughout the country. Once you have collected this data, you will report the information to the candidate, so she can establish an electable platform.

Your study must contain the following elements:

1. Introduction & Literature Review
 - a. Review of general attitudes toward crime and criminal justice policies
 - b. Attitudes of differing segments of the population (gender, race/ethnicity, socioeconomic status, etc.)
2. Method
 - a. Hypothesis
 - b. Sample and sampling procedures
 - c. Research design, measurements, or instruments
 - d. Identification of the independent and dependent variables; operationalization of these variables.
3. Limitations of the study

The assignment is designed to mimic Part I of the comprehensive exam and the first four chapters of the thesis. To demonstrate students' ability to integrate research, criminological theory and policy issues (a learning outcome of CRMJ 5000 Pro-Seminar), students enrolled in Criminology (CRMJ 5030) in the Spring of 2019 were given a writing assignment that required them to apply the positivist explanation of crime to the landmark U.S. Supreme Court case of *Buck vs. Bell*. The assignment is designed to provide students with experience in theory application, an important component of the comprehensive exam and the theoretical framework of a thesis.

Assignment for Criminology – CRMJ 5030 (Spring 2019)

- I. Statement of the Issue
 - A. Briefly research and discuss the background of the *Buck v. Bell*, 274 U.S. 200 (1927) case.
 - B. What was the court's decision and rationale?
- II. Theoretical Framework
 - A. What is the argument/premise of the early positivist explanation of crime?
 - i. This is where you will demonstrate your understanding of the key ideas presented in the assigned readings and class discussion).
 - ii. NOTE: This is a theory class so your discussion on this section of the paper should be fully detailed and complete. You are free to use outside resources to help with your understanding of the theory. Be sure to include them in your reference page.
- III. Theory Application
 - A. How does the case and ruling relate to the thinking of the early positivist explanation of crime?
 - i. This is where you will demonstrate your ability to apply an event to what you have learned about the positivist explanation of crime/deviant behavior.
- IV. Policy Implication
 - A. What effect did the courts' ruling have on laws in the U.S.?

- B. Do you think the court made the right decision? Why or why not?
- i. Your response should include a discussion of the strength and/or weaknesses of the positivist school of thought.
- C. Should our deeds be judged by society (people) or science (genetics)?
- D. Better yet, should someone's life be read and judged not after they have committed a bad act but before they are even born?

Additional opportunities for experience in conducting research and theory application are provided in elective courses. Students in Organizational Crime (CRMJ 5270), for instance, are assigned the task of applying a theory to a form of white-collar crime. In Drugs and Crime (CRMJ 5370) students are asked to apply Becker's labeling theory to an analysis of the film "Reefer Madness." See samples of syllabi in appendix 1.3.

Professional Communication Skills Outcome

Graduates of the program are expected to demonstrate their ability to communicate effectively, both orally and in writing, and demonstrate basic knowledge of information technology as applied to criminal justice research and practice. Opportunities for developing professional communication skills are available in our internship course (CRMJ 5600). While we do not have a requirement that student complete an internship, we do strongly advise students to consider taking internships as a way to attain experience in the field, especially for those without prior work experience in criminal justice. The internship requires a personal interview with the internship coordinator. The internship coordinator is also responsible for their supervision and works as a liaison between the student and the placement supervisor. The internship is evaluated by both faculty and placement supervisors. Faculty grade written assignments and placement supervisors rate student performance on diverse indicators. Within the last two years, 15 students have enrolled in internships.

Internship placements includes:

- Tennessee Bureau of Investigation (TBI)
- Bureau of Alcohol, Tobacco and Firearms (ATF)
- Federal Bureau of Investigation (FBI)
- U.S. Marshalls
- Probation and Parole
- Hamilton County Sheriff's Office
- Juvenile Court
- Chattanooga Police Department
- The Next Door (A women's correctional pre-release center)
- District Attorney Office (Cold Case Unit)

One hundred percent of the internships have resulted in successful completion and some have even led to potential job opportunities (e.g., Calvin Bibbs interned at Probation and Parole and has been offered a position based on his internship performance). Caleb Smith interned at ATF and according to his supervisor:

Mr. Smith has been a great asset, assisting with numerous projects. He is often assigned complex tasks and always successfully completed them with little supervision. Also, his ability to work collaboratively is outstanding.

Alexandria Martin interned with the U.S. Marshall and her supervisor commented that:

Alex is very professional and handles herself well. She is very well spoken, intelligent, and respectful. Alex will be an excellent addition to any agency she decides to be a part of. Alex was very well prepared for this internship.

In addition to internships, comprehensive exams and theses also provide opportunities to demonstrate and assess communication skills. The comprehensive exam provides the opportunity for students to demonstrate their ability to communicate in writing. Students completing a thesis demonstrate not only their ability to communicate in writing but also their ability to communicate orally. Additionally, students are required to give some form of oral class presentation in a number of courses such as Pro-Seminar (CRMJ 5000-Fall 2018) and Research Methods I (CRMJ 5000). Opportunity to demonstrate oral skills were also available in elective courses such as Organizational Crime (CRMJ 5270) where students are required to select a week to lead the class discussion. Mandatory discussion boards are also used to assess students' professional communication skills for online classes.

Altogether, the variety of evidence used to evaluate mastery of core material, research-related skills and professional communication skills and abilities suggest achievement of program and student learning outcomes.

1.3 The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement

The graduate coordinator with the assistance of the curriculum committee regularly reviews the percentage of students that pass comprehensive exams and complete theses. Based on results of the review, changes are made to improve success rate. For instance, over the last year, greater efforts were made to better prepare students for passage of the comprehensive exams. To that end, Policastro began using an old comprehensive exam as a final exam for Research Methods II. The change not only gave students hands on experience on taking the comprehensive exam but since the sections of the exam (e.g., Introduction, literature review, methods and limitations of the study) are similar to that of theses, it also provided hands on experience for those completing a thesis. While it is too early to see the full effects of the change (Students in her class have not yet taken the comprehensive exam) there appears to be some modest success as students appear less unaware of the format of the comprehensive exam and consequently more prepared for the exam. To that end, Crittenden is currently working on incorporating a sample of the comprehensive exam into her Research Methods I course.

As shown below, results from Fall 2018 student evaluation reveals that 95% of students strongly agree, agree, and somewhat agree that the course content addressed the learning outcomes of the course (compared to 95% for College of Arts and Sciences (CAS) and 95% for the University as a whole). A slightly lower percentage (90%) said the course structure assisted them in achieving the learning outcomes of the course (90% for CAS and 90% for the University). Equally important is the 91% of students who strongly agree, agree, and somewhat agree that they achieved the learning outcome of the course (89%-CAS, 90%-University) and the 89% who said the courses encourage their use of critical thinking (90%-CAS, 92%-University). See appendix 1.5 for the complete student evaluation for Fall 2018.

Table 1.1: Abbreviated Student Evaluation for Fall 2018

	Strongly Agree (%)			Agree (%)			Somewhat Agree (%)			Neither Agree nor Disagree (%)			Somewhat Disagree (%)			Disagree (%)			Strongly Disagree (%)		
	Department	College	University	Department	College	University	Department	College	University	Department	College	University	Department	College	University	Department	College	University	Department	College	University
The course content addresses the learning outcomes of this course.	70	68	68	19	21	21	6	6	6	2	1	2	1	2	1	1	1	1	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	65	63	63	18	19	19	7	8	8	3	3	3	2	3	3	2	2	2	2	3	2
I am achieving the learning outcomes of this course.	63	60	60	19	20	21	9	9	9	3	3	3	2	3	2	1	2	2	2	3	2
The course encourages my use of critical thinking skills.	58	60	60	21	21	22	10	10	10	4	2	3	2	4	2	2	2	2	2	2	1

1.4 The program directly aligns with the institution’s mission

The University’s mission statement emphasizes the achievement of excellence via active engagement of students, faculty and staff, the embracement of diversity and inclusion, inspiring positive change and the enriching and sustaining of community. The mission of the Master of Science degree in Criminal Justice is to achieve excellence by preparing graduates for leadership, education, and research roles in the field of criminal justice. Align with the University’s mission, our program provides coursework that is grounded in theory, research, and community engagement. The degree is intended to prepare graduates for leadership in management positions in criminal justice and social service agencies, or entry into doctoral study. The program is designed to empower students as critical thinkers, ethical actors, and competent communicators concerning matters of crime and justice. It is committed to preparing students to become ethically informed, culturally sensitive, and engaged scholars and practitioners. This goal is achieved by an inclusive curriculum organized around core areas of study, while also providing flexibility in the form of elective courses so that students can tailor their degree in ways that are most reflective of their career and academic goals.

PART 2: CURRICULUM

2.1 The curriculum content and organization is reviewed regularly and the results are used for curricular improvement.

The curriculum consists of 36 hours (12 hours of required classes, 18 hours of electives, and 6 hours of thesis or 6 hours of additional electives if the student choses the comprehensive option.

Core (12 hours)

- CRMJ 5000 - Criminal Justice Proseminar
- CRMJ 5010 - Research Methodology I
- CRMJ 5020 - Research Methodology II
- CRMJ 5030 - Criminology

Electives (18 hours)

- CRMJ 5015 - Social Control/Prevention
- CRMJ 5050 - Criminal Justice Policy and Administration
- CRMJ 5060 - Police and Society
- CRMJ 5100r - Special Topics in Criminal Justice
- CRMJ 5120 - Juvenile Delinquency and the Justice System
- CRMJ 5130 - Diversity and Crime
- CRMJ 5200 - Crime Analysis
- CRMJ 5220 - Comparative Criminal Justice Systems
- CRMJ 5250 - Courts, Sentencing and Society
- CRMJ 5260 - Ethics and Crime
- CRMJ 5270 - Organizational Crime
- CRMJ 5320 - Victimology: Theory, Research and Policy Issues
- CRMJ 5340 - Crime and Popular Culture
- CRMJ 5370 - Drugs and Crime
- CRMJ 5420 - Terrorism and the Criminal Justice System
- CRMJ 5430 - Corrections and Society
- CRMJ 5600 - Internship in Criminal Justice
- CRMJ 5997r - Individual Studies
- CRMJ 5998r - Research

Thesis or Electives (6 hours)

- CRMJ 5999r - Thesis
- or
- 6 hours of electives

Total Required for Degree: 36 hours

While the program has a coordinator, who manages the graduate program, the department curriculum committee carries out reviews and revision of the program. The department curriculum committee is made up of all tenure/tenure-track faculty. The graduate curriculum is reviewed and discussed on an ad-hoc basis and also at the program annual retreat. The department discusses and formally vote on any necessary changes. In the last five years, there has been two major changes. In the first place, in 2015 Professional Development (CRMJ 5040) was deactivated dropping the number of core hours from 15 to

12. In the second place, beginning in Fall of 2019, a grade of “B” or better was required in all core classes. After a review of the number of students failing the exam, the “B” rule was made to ensure that students were better prepared to successfully pass the comprehensive exam and complete a thesis.

2.2 The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree

A variety of courses are offered on a regular basis to ensure that students graduate on time. As shown in Table 2.1, the majority of graduate courses have been taught in the past three years. However, Diversity and Crime (CRMJ 5130) and Crime Analysis (CRMJ 5200) has not been offered as frequently as we would like. Efforts are being made to offer those courses in the very near future. The Special Topics course (CRMJ 5100) is offered by popular demand. For example, in response to students’ interest in the death penalty, a special topic course on the death penalty was offered in Fall 2019 and was quickly filled with 12 students. Other Special Topic course offered in the past three years were Serial Murder (Fall 2016) and Family Violence (Spring 2017).

Table 2.1. Past Three Years of Course Offerings

Course Information		Academic Year 2016-2017			Academic Year 2017-2018			Academic Year 2018-2019		
No.	Title/Credit Hours	FA	SP	SU	FA	SP	SU	FA	SP	SU
5000	Criminal Justice Pro-Seminar*	X			X			X		
5010	Research Methodology I*	X			X			X		
5020	Research Methodology II*					X			X	
5030	Criminology*					X			X	
5015	Social Control/Prevention					X				
5050	Criminal Justice Policy & Administration		X							
5060	Police and Society					X				
5100r	Special Topics in Criminal Justice	X	X						X	
5120	Juvenile Delinquency and the Justice Systems		X						X	
5130	Diversity and Crime									
5200	Crime Analysis									
5220	Comparative Criminal Justice Systems				X					
5250	Courts, Sentencing and Society					X				
5260	Ethics and Crime								X	
5270	Organizational Crime							X		
5320	Victimology, Theory, Research and Policy Issues			X			X			
5340	Crime and Popular Culture							X		
5370	Drugs and Crime				X					
5420	Terrorism and the Criminal Justice Systems	X						X		
5430	Corrections and Society				X					
5600	Internship in Criminal Justice	X	X	X	X	X	X	X	X	X
5997r	Individual Studies	X	X	X	X	X	X	X	X	X
5998r	Research	X	X	X	X	X	X	X	X	X
5999r	Thesis	X	X	X	X	X	X	X	X	X

*Denotes core classes

First year students are advised to take Proseminar (CRMJ 5000) and Research Methods I (CRMJ 5010) in the fall semester and Research Methods II (CRMJ 5020) and Criminology (CRMJ 5030) in the Spring. Along with the core class we also offer two or three elective courses in addition to Internship (CRMJ 5600), Individual Studies (CRMJ 5997r) and Thesis (CRMJ 5999R). The of faculty resources makes it difficult to offer the variety of courses we would like in the program. In order to cover the undergraduate and online undergraduate programs, we’re generally unable to offer more than five to six masters level courses per semester. To accommodate students, we ensure that different electives are offered each semester and rotated over a period of two years at a minimum. The significant undergraduate teaching demands poses challenges to the rotation of courses and the diversity of course offerings (e.g., too few opportunities for faculty to develop and teach electives in their areas of expertise and students are

somewhat limited in their elective options). We have managed to deal with that problem by allowing students to take up to 6 hours (2 classes) outside the department pending approval by the graduate coordinator.

The following principle guide scheduling assignments.

1. Our first and highest priority is to cover core courses at both the graduate and undergraduate (on campus and online) level.
2. To control the quality of the program, full-time (and generally tenure tract) faculty teach core courses in the program whenever possible. Exceptions have been made for extremely well qualified adjunct faculty and in cases where it was impossible to cover courses without adjunct assistance. Electives are offered as often as possible after all primary bases are covered and with an attempt to rotate offerings while also ensuring that faculty expertise is used effectively.
3. With rare exceptions, graduate courses are taught by full-time faculty. All required classes are taught by full-time, tenure tract faculty. Graduate faculty are required to have a Ph.D. (or related degree) in the field.

All graduate courses are offered in the evening, ensuring that students with busy work schedules can attend classes. An increasing number of faculty members have been using a hybrid system to offer more flexibility for students who live and work outside the Chattanooga area (e.g., Knoxville). With the hybrid system, classes meet in person every other week instead of every week. Through proper advising, the sequence of classes, and scheduling of assignments, students are able to complete the program in two years.

2.3 The program reflects progressively more advanced in academic content than its related undergraduate programs

All courses require significant reading and writing assignments beyond undergraduate expectations; oral presentations are common as well. In addition to textbook, graduate level courses typically require reading a significant number of peer-reviewed journal articles. For example, students enrolled in undergraduate Courts (CRMJ 3250) are assigned one textbook with emphasis on learning about the structure and operations of the courts, roles/duties of legal actors and the criminal procedures. In the graduate equivalent of the course, students are assigned journal articles that are more focused on understanding the nuances of the courts. They are assigned a text/reader that contains peer-reviewed journal articles. Rather than, for example, merely identify legal actors, graduate students are expected to critique the legal actors. The syllabus of Organizational Crime (CRMJ 5270) provides another example of the extra assignments required in graduate level courses. In this course, there is a textbook as well as 25 peer-reviewed journal articles. Students are expected to submit 13 weekly critical assessments papers, participate in a discussion board and write an 8-10-page final paper (see appendix 1.3 for sample syllabi).

2.4 The curriculum is aligned with and contribute to mastery of program and student learning outcomes identified in 1.1

As listed in the course catalog, the six learning outcomes of the program are:

1. Students will be able to analyze the major historical and contemporary issues facing the criminal justice system in order to evaluate the nature, extent, causation, and prevention of crime.
2. Students will be able to apply and critique the major theories relevant to crime and identify how they affect policy decisions.

3. Students will be able to explain the interdependent operations of the major components of the criminal justice system (i.e., police, courts, correctional agencies) and the political, legal, ethical, and socioeconomic environments in which they operate, as well as the implications of these relationships for victims, offenders, justice professionals, and society.
4. Students will be able to illustrate how gender, race ethnicity, age, social class, and sexual orientation function at both the macro and micro level in the criminal justice system.
5. Students will be able to apply the skills and methods in criminal justice research, including how to acquire, analyze, interpret, and disseminate both quantitative and qualitative data.
6. Students will be able to communicate effectively, both orally and in writing, and demonstrate basic knowledge of information technology as applied to criminal justice research and practice.

Table 2.2 Summary of Program Learning Outcome and Target Proficiency Levels Per Course

No.	Course Title	LO1	LO2	L03	L04	LO5	LO6
5000	Criminal Justice Pro-Seminar*	I	I	I, R	I, R	R	I, R
5010	Research Methodology I*	R	R	R	R	I, R	I, R
5020	Research Methodology II*	R	R	R	R	I, R	I, 8
5030	Criminology*	R	I, R	R	R	R	R
5015	Social Control/Prevention	R	R	R	R	R	R
5050	Criminal Justice Policy & Administration	R	R	R	R	R	R
5060	Police and Society	R	R	R	R	R	R
5100r	Special Topics in Criminal Justice	R	R	R	R	R	R
5120	Juvenile Delinquency and the Justice Systems	R	R	R	R	R	R
5130	Diversity and Crime	R	R	R	R	R	R
5200	Crime Analysis	R	R	R	R	R	R
5220	Comparative Criminal Justice Systems	R	R	R	R	R	R
5250	Courts, Sentencing and Society	R	R	R	R	R	R
5260	Ethics and Crime	R	R	R	R	R	R
5270	Organizational Crime	R	R	R	R	R	R
5320	Victimology, Theory, Research and Policy Issues	R	R	R	R	R	R
5340	Crime and Popular Culture	R	R	R	R	R	R
5370	Drugs and Crime	R	R	R	R	R	R
5420	Terrorism and the Criminal Justice Systems	R	R	R	R	R	R
5430	Corrections and Society	R	R	R	R	R	R
5600	Internship in Criminal Justice	R	R	R	R	R	M
5997r	Individual Studies	R	R	R	R	M	M
5998r	Research	M	M	M	M	M	M
5999r	Thesis	M	M	M	M	M	M
	Comprehensive Exam	M	M	M	M	M	M

Key: I=Introduced, R=Reinforced, M=Mastery

2.5 The curriculum is structured to include knowledge of the literature of the discipline

The contents of our curriculum reflect current standards, practices, and issues in the discipline. Not only do we offer a course on Ethics and Crime (CRMJ 5260) but we also offer a course that specifically addresses issues on the policies, Criminal Justice Policies and Administration (CRMJ 5050). Courses such as Diversity and Crime (CRMJ 5130) and Terrorism and the Criminal Justice System (CRMJ 5420) are offered to address contemporary issues in society. Special Topics (CRMJ 5100r) also provides an opportunity to offer courses on hot button topics.

2.6 The curriculum strives to offer ongoing student engagement in research and/or appropriate professional practice and training experiences.

The program offers the opportunity to work on individual research projects (e.g., CRMJ 5997r-Individual Studies) or work on a research project with a faculty (e.g., CRMJ 5998r). A number of students are collaboratively working on a manuscript with Drs. Garland and Policastro on the topic of intimate partner violence in music. In addition, Katelyn Hancock has published with her thesis chair and Hannah Gately is

currently working with Dr. Crittenden. Students can obtain professional practice and training experience by enrolling in an internship (CRMJ 5600). As evidence of faculty members' commitment to ongoing research with students, several of our previous graduates continue to publish with faculty members even after they have left the program (e.g., Thaddeus Johnson published a book with his thesis chair, Policastro; after he left the program and Garland is currently working on a research with current and former students; see also section 4.1 for additional examples).

2.7 Programs offered entirely through distance education technologies are evaluated regularly to assure achievement of program outcomes at least equivalent to on-campus programs.

N/A: Although we do offer some online and hybrid classes our program is not entirely online.

2.8 The program incorporates appropriate pedagogical and/or technological innovations that advance student learning into the curriculum.

All graduate faculty have embraced seminar-based teaching styles where students are expected to actively participate in their learning. Student led discussions are common in some classes (e.g., CRMJ, 5000; 5270) and class participation is an important graded component of the course.

PART 3: STUDENT EXPERIENCE

3.1 Student Enrollment

Admission

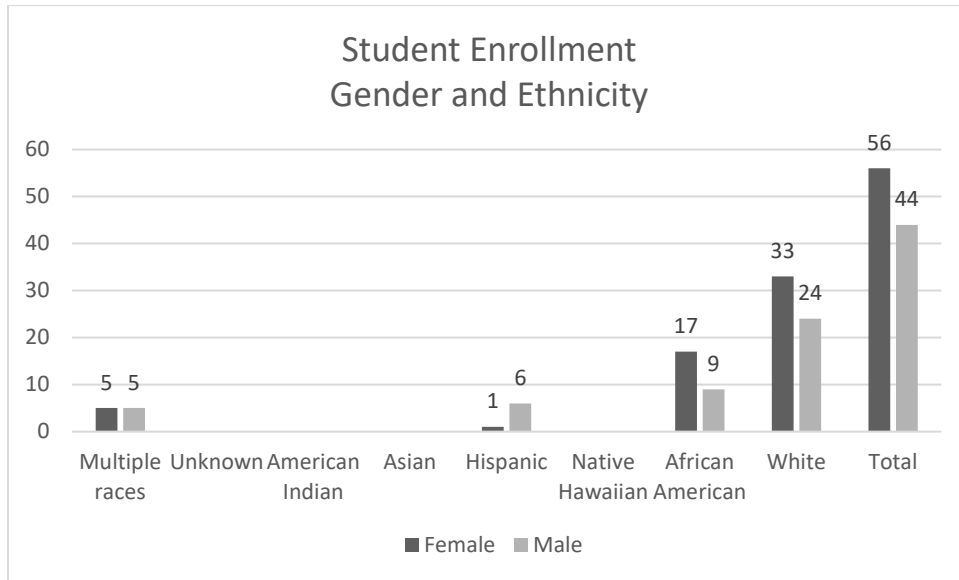
While we have no formal limits on the number of students admitted in any given semester, we try to control cohort sizes to ensure that graduate classes are between 15 and 20 students per semester. The past few years have seen an average enrollment of 26 students into the program with there being 15 enrolled in core classes. The Graduate Program Coordinator makes admissions decisions for the department (although, on occasion, she may consult with an ad hoc committee to assist with policies and procedures). Students with a GPA below a 2.7 may be enrolled in the program on a conditional basis. Conditional students may take six or nine graduate hours as specified by the Graduate Program Coordinator. Within two semesters of initial enrollment, the applicant must earn a grade of B or better in each graduate course and a cumulative 3.0 grade point average on all graduate courses taken during this time or the applicant will be dismissed. At the completion of the conditional work, the Graduate Program Coordinator and Dean of the Graduate School will review the student's application materials and make a final admissions decision. Conditional admission is a one-time opportunity extended to students who are United States citizens or permanent residents to prove that, despite a low-grade point average in undergraduate studies, they can now perform satisfactorily in graduate classes. Enrollment in graduate courses under a conditional admission does not imply admission to a degree program.

Applicants must hold a baccalaureate degree from a regionally accredited college or university, have a minimum grade point average of 2.7 (based on a 4.0 scale) on all undergraduate work taken prior to receiving the baccalaureate degree or 3.0 in senior year. (Conditional admission may be possible). Prospective students must take the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE). As a general admission guideline, the program uses 375 on the MAT or a combined verbal/quantitative score of 300 on the GRE, with at least a 3.0 on the analytical writing portion. Applicants must submit two letters of recommendation from faculty members in their undergraduate major or from the most recent work supervisor if the applicant graduated from college four or more years ago. They must complete the Writing Proficiency Essay form available from the Graduate Studies office (unless they have completed the GRE with the writing assessment portion). Upper level foundation courses may be required for

students who lack adequate preparation in criminal justice. Depending upon the undergraduate major, students are often required to take six to twelve hours of undergraduate courses including theory and methods.

Enrollment in our program also focuses on a diverse student body. Our program is 56% female in a field traditionally dominated by males (see Figure 3.1). Twenty-six percent of students enrolled in the program are African American, a figure higher than the university average of 7.9% in the Graduate School. There has been a slight increase in the diversity of ethnic minorities enrolled in the program.

Figure 3.1



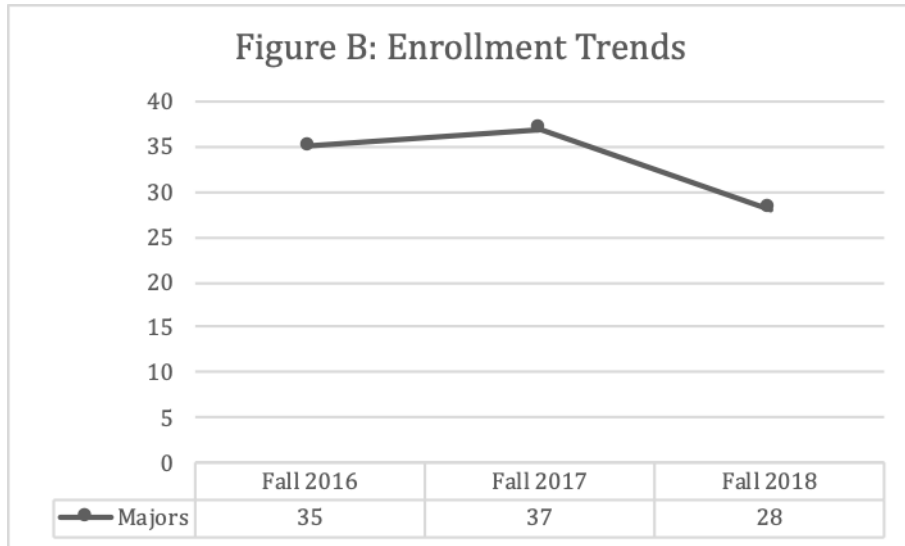
Orientation

Students in the program are advised to attend the annual fall orientation provided by the Graduate School. In addition, orientation to the program is covered in our first required seminar course (CRMJ 5000). Faculty expectations, areas of expertise, and general program guidelines are covered in this course, which is required and offered each fall. Students also may consult our advising page (<https://www.utc.edu/social-cultural-justice-studies/criminal-justice/criminal-justice-graduate-program/index.php>) where there is an abundance of relevant information regarding program requirements. Students are advised by the graduate program coordinator and any questions or concerns regarding course scheduling, job opportunities, or general concerns are discussed with her.

Enrollment

Generally speaking, enrollments have been consistent every year with an average of about 30 students enrolled annually (see Figure B). We are continuously working on increasing the quality of our students and the number of full-time students. The program is operating with good levels of enrollment and the number of students enrolled allows for a cohesive program enabling students to engage in a learning environment that effectively meets the needs of a seminar-based format. We are currently working to expand the program curriculum with the expansion of the department.

Figure 3.2



3.2 Student Evaluation

The program gathers student evaluations similar to those used in the undergraduate programs. Students are able to evaluate the courses they are enrolled in by responding to a series of questions regarding each course. Each course is reviewed on a Likert scale ranging from “strongly agree” to “strongly disagree”. Topics on the evaluation range from a student knowing the learning outcomes of the course to the instructor responding to emails in a timely manner. To ensure that the classes are the best they can be, each professor is able to review the student evaluations that pertain to their class. Often times, these evaluations help guide professors in adapting their course to best suit the students.

3.3 Student Professional Development Opportunities

Students are informed about the services provided by the University Placement Center and are encouraged to use peer-networking and special projects to enrich career-related opportunities. Students also have access to the annual career fair that includes many criminal justice representatives. All students have the opportunity to participate in an internship for elective credit. Students are advised to consider taking internships as a way to attain experience in the field, especially for those without prior work experience in the field. Students are supervised by the departmental internship coordinator. The internship requires a personal interview with the internship coordinator. The internship is evaluated by both faculty and placement supervisors. Faculty grade written assignments and placement supervisors rate student performance on diverse indicators.

3.4 Student Enrichment

Regarding the curriculum, students are required to successfully complete 36 total hours in the program. Of these hours, 12 hours include core classes of which six hours are in research methods, three hours in theory, and three hours in proseminar. Students take an additional 18 to 24 hours in electives (depending

on whether they are enrolled in the thesis or comprehensive exam option). Students must either: a) complete a thesis for 6 credit hours or b) take comprehensive exams and complete an additional 6 hours of electives.

In order to accommodate the needs of any and all of our students, we continue to offer some limited online courses as electives for students in the program. Currently, we offer CRMJ 5000-Proseminar, CRMJ 5320-Victimology, and CRMJ 5370-Drugs and Crime online. These courses have the same expectations and evaluations as face to face courses. Syllabi are on file in the department.

Academic enrichment opportunities are also present in the form of Graduate Assistantships. Students work 20 hours a week for faculty and receive a \$4,500 stipend and in-state tuition waiver per semester. The department has ten full-time graduate assistants paid for by funds provided by the graduate school (4) and the department (6). Currently, all of our assistantships are full-time but due to declining funds there is discussion of moving to some part-time assistantship in future. Assistantships facilitate graduate students in the prompt and successful completion of an advanced degree program and to provide work experience in a setting under the supervision of a faculty or administrative mentor. Duties may include assisting with undergraduate courses (i.e. proctor exams, record grades), library research, preparation of reports, gathering, organizing and analyzing data. As a form of internship, some assistants may be allowed to teach undergraduate courses in their second year of the program.

The program also provides the opportunity for students to participate in the Tennessee State Victim Assistance Academy. The Tennessee Coalition against Domestic and Sexual Violence, in collaboration with the State Treasurer's Office, the Office of Criminal Justice Programs, the Tennessee Victims of Crime State Coordinating Council, and the University of Tennessee at Chattanooga, was awarded a federal grant from the Office of Victims of Crime to develop and implement a victim assistance academy in Tennessee. The first academy was held in summer 2006 and has continued to be offered on campus each summer. The Academy is a one-week session held on the UTC campus. Students stay in dorms and Continuing Education provides support services. The Academy has had about 50 participants each year and in recent years, at least four of the students have been students from the graduate program.

The purpose of the Academy is to provide basic level training to victim advocates. The field lacks a specific career path and many people come to work with a wide variety of training and education. The purpose of the federal funding is to address these issues nationally by establishing programs throughout the nation. Dr. Policastro is currently serving as a curriculum expert, faculty liaison, and instructor for some sessions.

The Academy addresses issues specific to Tennessee. Attendees expand their knowledge of Tennessee law and increase their ability to serve as effective advocates. The Academy is designed for individuals who have less than two years of experience assisting victims of crime. The training is appropriate for individuals working in victim advocacy programs, prosecutors' offices, law enforcement, probation, corrections, domestic and sexual violence programs, child advocacy centers, and other victim service agencies. It is also appropriate for students who wish to pursue careers related to victim advocacy. The 40-hour curriculum encompasses a variety of subjects including: victims' compensation, domestic violence, sexual assault, child victimization, elder abuse, rural victims, hate crimes, collaboration, and cultural competency. Students may receive three graduate credit hours. Additional course work is required and is done via distance learning. Students have additional readings, participate in discussion boards, and is expected to complete a major writing assignment.

3.5 Diverse Perspectives and Experiences

While the Criminal Justice program has no graduate student organization, all graduate students at UTC can join the Graduate Student Association (GSA). We also have no formal lecture series, but graduate students are encouraged to participate in any programs sponsored by the department. We have had several students attend and/or present at national/regional conferences including Hannah Gately, and Katelyn Hancock, Zachary Rush, and Thaddeus Johnson. Students are also encouraged and have participated in UTC Research day, which allows UTC students and faculty to showcase their research;

3.6 Academic Support Services

All graduate students in the program are advised by the Graduate Coordinator to ensure continuity. Each student is seen personally by the Coordinator at least once a semester to review his/her status. The nature of the curriculum also offers students the opportunity to structure electives in ways that best meet their individual career and/or educational goals. All admission and retention standards are posted on the department's web page (<https://www.utc.edu/social-cultural-justice-studies/criminal-justice/criminal-justice-graduate-program/candidacy-graduation.php>). Students also have continuous access to their progress via their MocsDegree, a computerized (albeit unofficial) record of their coursework and requirement.

PART 4: FACULTY

4.1 All faculty, full-time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials

A brief overview of the departmental graduate faculty is presented below to provide context (see appendix 4.1 for full vitae of each faculty member). The criminal justice faculty have changed in the past 5 years due to a variety of circumstances. Tenure/tenure-track faculty members who are no longer with the department as of Fall 2019 are Dr. Vic Bumphus, Dr. Helen Eigenberg, Dr. Seong Park, Dr. Sharon Love, Dr. Christopher Hensley, and Dr. Roger Thompson. However, we have added four new faculty during that time: Dr. Rick Dierenfeldt, Dr. Courtney Crittenden, Dr. Ahmet Kule, Dr. Christina Policastro. We have just completed a search for two-tenure-track positions for Fall 2020 and are currently searching for a new lecturer. All faculty members have terminal degrees from accredited universities and hold graduate faculty status. Eligibility for membership to the graduate faculty include providing evidence of an appropriate terminal degree, evidence of on-going scholarly and professional work, documented commitment to graduate education, and a commitment to professional and ethical behavior. Graduate faculty membership is necessary for supervising theses or being a member of a thesis committee.

The following list outlines more specifically areas of interest held by each faculty member.

Courtney Crittenden: Ph.D. Dissertation titled "Gender and Programming: A Comparison of Program Availability and Participation in U.S. Prisons for Men and Women." Her teaching specialties and interests include Violence against Women, Women and Crime, Criminological Theory, American Criminal Justice System, Corrections, Research Methods, and Intersectionality in Criminal Justice.

Rick Dierenfeldt: Ph.D. Dissertation titled "Disentangling the effects of violent subculture and structure: A multi-level analysis of race-specific gun violence in urban U.S. counties." His teaching specialties and interests include Race, Gender and Crime, Policy evaluation, Policing, and Corrections.

Tammy Garland: Ph.D. Dissertation titled “Saving our Youth: A preliminary Assessment of the Adults Relating to Kids Program.” Her teaching specialties and interests include Gender and crime, Criminology, Popular Culture, Victimology, Juvenile justice, Drug Policy, and Criminal Justice Research Methods.

Gale Iles: Ph.D. Dissertation titled “The Forgotten Paradise: An Assessment of Sentencing Decisions and Outcomes in the United States Virgin Islands.” Her teaching specialties and interests include: Comparative Criminal Justice Systems, Criminology, and Court systems.

Ahmet Kule: Ph.D. Dissertation titled “Socialization of Individuals Who Join Terrorist Organizations in Turkey”. His teaching specialties and interests include: Terrorism, Policing, and Comparative Criminal Justice Systems.

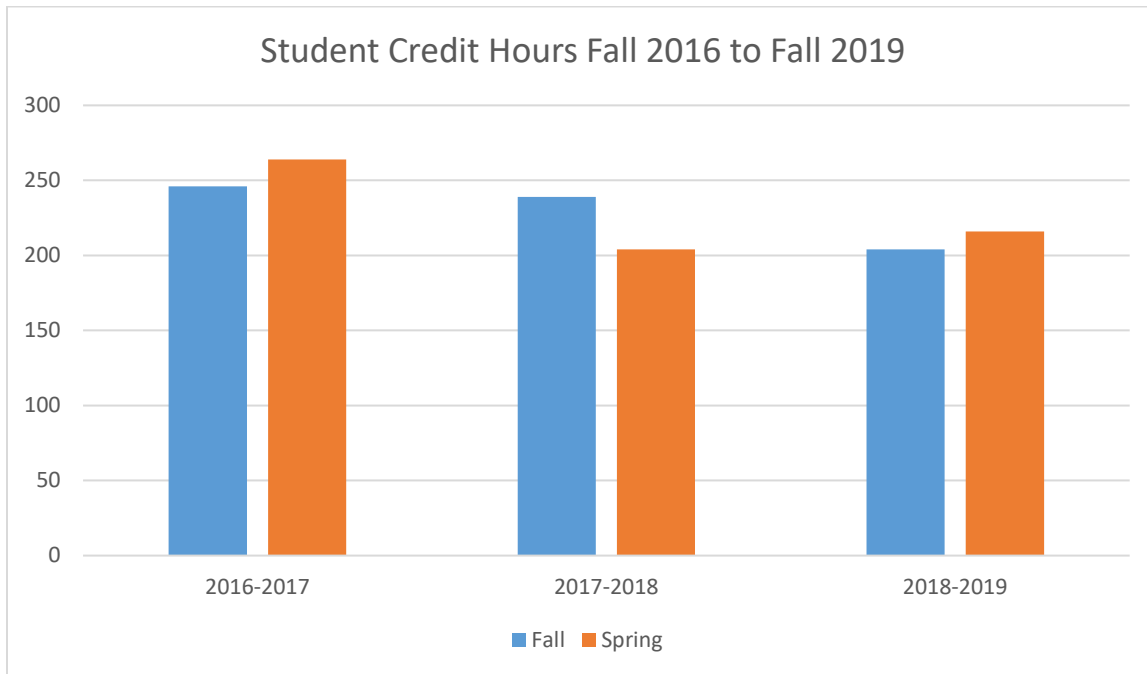
Karen McGuffee: Doctor of Jurisprudence (J.D.) Her teaching specialties and interests include: Evidence Law, Courts, Family Law, Constitutional Law, and Criminal Law.

Christina Policastro: Ph.D. Dissertation titled “Victimization of the Elderly: An Application of Lifestyle/Routine Activities Theory.” Her teaching specialties and interests include Intimate Partner Violence, Victimization/Victimology, Elder Abuse, Family Violence, Violence against Women, White Collar Crime, and Ethics.

4.2 The faculty teaching loads are aligned with the highly individualized nature of graduate instructor, especially the direction of theses or dissertations

The regular workload of a full-time faculty member is 12 hours. However, in the Fall of 2019 the department revised the departmental bylaws allowing for a change of a 9-hour workload per semester. This new workload is slated to start in Fall 2020 and is meant to alleviate the high teaching load of the previous years. Illustrated in Figure 4.1, our student credit hours have declined slightly over the last three years (825 in Fall and Spring of 2016-2017; 443 in Fall and Spring of 2017-2018; and 420 in Fall and Spring of 2018-2019). In general, each tenured/tenure tract faculty member with a normal load teaches a double section, one regular section, and one graduate course unless they have release time for other administrative duties. However, there are no added compensation for chairing theses or serving as faculty advisor on independent studies or research projects.

Figure 4.1



4.3 The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.

As shown in Figure 4.2 over 70 percent of our faculty members are female, which is notable given that the field is traditionally dominated by male. Figure 4.3 shows that with regards to race/ethnicity, the department is currently 86% (N=6) Caucasian and 14% African American (N=1).

Figure 4.2

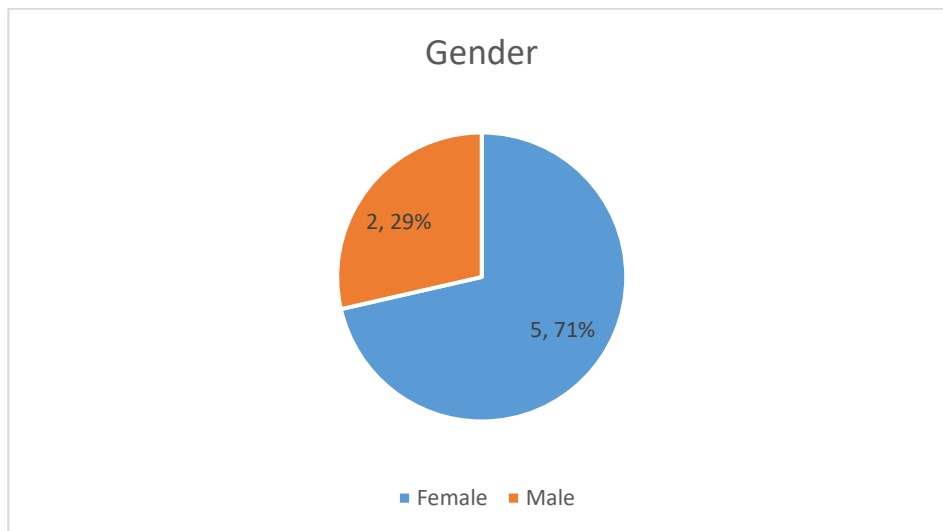
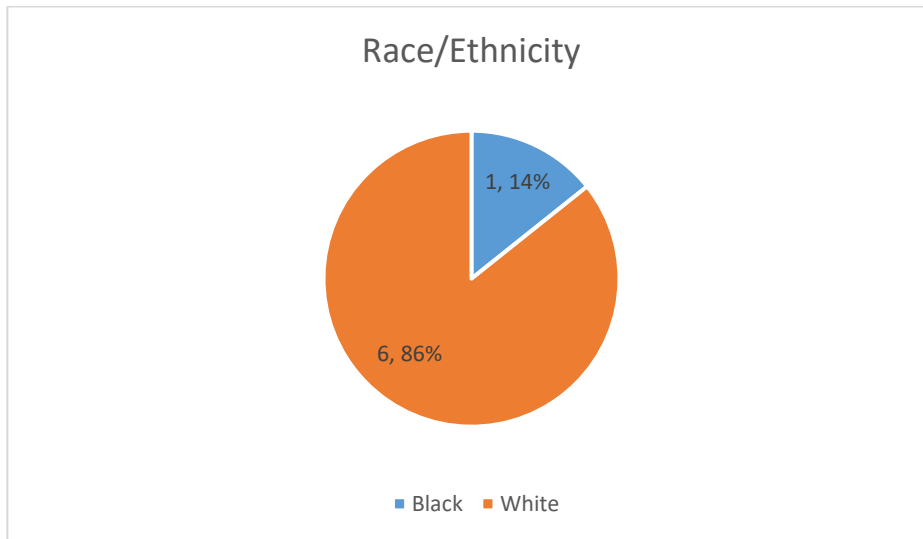


Figure 4.3



As illustrated in the Table 4.1, the wide variety of educational background and experiences among our faculty serve the students, university and community well. All faculty members are generalists with strengths in specific areas and some have practical experience in the field. Kule, for example, teaches courses in terrorism, policing, and comparative criminal justice systems. Those courses match his practical experience on the international level where he worked as a police officer for 15 years in the Turkish National Police, was also a police officer at NATO in Germany and taught at NATO for 8 years as a senior instructor. Dierenfeldt has 12 years of law enforcement; 2 years with a state investigations unit and 10 years split between 2 agencies (county and city) in Northwest Missouri. McGuffee also has practical experience from serving as a magistrate judge in the community.

Table 4.1 Educational Background of Faculty Members

Faculty Member/Title	Year appointed	Degree	University
Courtney Crittenden, Assistant Professor	2015	PhD in Criminology & Criminal Justice	Univ. of South Carolina
Rick Dierenfeldt, Assistant Professor	2018	PhD in Criminal Justice	Univ. of Arkansas-Little Rock
Tammy Garland, Full Professor	2005	PhD in Criminal Justice	Sam Houston University
Gale Iles, Associate Professor	2006	PhD in Criminal Justice	Univ. of Nebraska-Omaha
Ahmet Kule, Assistant Professor	2016	PhD in Criminal Justice	City University of New York
Karen McGuffee, Full Professor	2000	Doctor of Jurisprudence	Univ. of Tennessee-Knoxville
Christina Policastro, Assistant Professor	2015	PhD in Criminal Justice	Georgia State University

4.4 The faculty engages in regular professional development that enhances their teaching, scholarship and practice

Over the past five years, faculty members have demonstrated a significant increase in scholarly productivity in terms of conference presentations/attendance, publications. They also are involved in a wide variety of university, community, and professional service. Their involvement in city, state, and national organizations demonstrate commitment to the university mission to be an engaged metropolitan university. The following individual summaries provide an overview of faculty accomplishments, including information on publications, grants, journal review service, conference presentations, offices in professional organizations, service on grant review panels, professional awards, university and community service, and other significant professional activities.

Courtney Crittenden (hired 2015): Dr. Crittenden, with co-authors, had four refereed articles published in the following journals: *International Journal of Offender Therapy and Comparative Criminology* (2017), *Journal of Aggression, Maltreatment and Trauma* (2017); *Feminist Criminology* (2018); and *Journal of Offender Rehabilitation* (2018). She also had one book chapter published in the *Oxford Bibliographies in Criminology* (2018) and one technical report funded by the Tennessee Department of Human Services (2019). She has two refereed journal articles forthcoming and three works under review or in process. In the past five years Dr. Crittenden has had twelve presentations at conferences including the Southern Criminal Justice Association Annual Conference, Academy of Criminal Justice Sciences, and the American Society of Criminology.

Her service to the community includes serving as a community representative for the United Way (2019), a chair for the curriculum committee for the St. Paul's Episcopal Church (2019), and a volunteer and patron for the Athens Area Council for the Arts in Athens, Tennessee (2015-present). Her service to the discipline includes Committee Chair for the Southern Criminal Justice Association Ad Hoc Internal Policy Audit Committee (2018-2019), a Panel Chair for Sexual Offense Suspects, Offenders, and Victims at the Southern Criminal Justice Association (2018), and a Committee Member for the Southern Criminal Justice Association Student Poster Competition Committee (2016-present). Her University service includes Safe Zone Ally Training Facilitator (2017-present), Faculty Grants Committee member (2016-2017), a Women's Center Renaming Committee member (2016-2018), a Women's Center Search Committee for Assistant Director member (2016), the Institutional Review Board member (2016-present), a CAT Grader (2015-present), and a Safe Zone Ally Training Ally (2015-present). Her departmental service includes serving as chair on four graduate theses (2015-2019), and a committee member on four graduate theses. She also chaired an undergraduate Honor's Thesis (2018-2019). Additionally, she graded comprehensive exams (2015-present), served as independent study faculty advisor for a student in 2019, served on the Curriculum Committee (2019-2020), served as a member on the Search Committee (2018-2019), served as a member on the Faculty Expectations Ad Hoc Committee (2017) and served as a member on two additional Search Committees (2015-2017).

Dr. Crittenden served as a reviewer on journals such as *European Journal on Criminal Policy and Research*, the *International Journal of Offender Therapy and Comparative Criminology*, the *International Journal of English and Literature*, *SAGE Open*, the *Journal of Interpersonal Violence*, *Feminist Criminology*, the *Journal of Offender Rehabilitation*, and *Criminal Justice and Behavior*.

She received a grant in 2019 from the Tennessee Department of Human Services for 50,000.00 as a co-investigator to do a needs assessment on the topic of drug abuse and recovery in rural Tennessee communities. She has received six internal grants in the past five years to travel and present at conferences. She was named a U.C. Foundation Assistant Professor beginning in 2015.

Rick Dierenfeldt (hired 2018): Dr. Dierenfeldt, with co-authors, had seven peer-reviewed articles accepted and/or published in the following journals: *Deviant Behavior*, the *International Journal of Adolescence and Youth*, the *Journal of Interpersonal Violence*, the *American Journal of Criminal Justice*,

and Crime and Delinquency. He currently has ten articles in progress and he has completed two technical reports.

He was awarded a grant with the Tennessee Department of Human Services for 50,000.00 to complete a needs assessment on the topic of drug abuse and recovery in rural communities and received two other grants at his prior institution travel and research.

He has presented eight conference papers in the past five years at the American Society of Criminology and the Academy of Criminal Justice Sciences. He has also supervised student poster presentations.

He was awarded the Hayfield Award – Faculty Member of the Year (2016-2017) (2017-2018), he received the Hayfield Award – Undergraduate Research Excellence (2016-2017), and he received the Outstanding Recent Alumnus Award from the University of Central Missouri (2016).

His service to the discipline includes peer reviewer for the Journal of Interpersonal Violence (2018-present), Deviant Behavior (2018-present), Police Quarterly (2018-present), Journal of Criminal Justice (2017-present), American Journal of Criminal Justice (2016-present), and the Criminal Justice Policy Review (2015-present). His service to the department includes: search committee member for two searches (2019, 2018), writing and collecting assessment data for CRMJ 3110 (2019), serving as a grader for comprehensive exams (2019), and managing a Facebook page for the department (2018-present). His service to the University includes being a faculty advisor for the baseball team and chairing the Social Sciences Committee at his prior institution. In the community, Dr. Dierenfeldt founded and coordinated a Students for Justice Club 5k run at his prior institution.

Tammy Garland (hired 2005): Dr. Garland, with co-authors, had six refereed articles published and one forthcoming in the following journals: Journal of Academic Ethics (2019), Educational Policy (2018), Feminist Criminology (two in 2018, one in 2017, one in 2016), and the Journal of Aggression, Maltreatment, & Trauma (2017). She has one journal article currently under review. She has published one book and one book chapter in 2018 and has two book chapters forthcoming. Dr. Garland has published four encyclopedia articles in the past five years and she has written a technical report in 2019 on Drug Abuse and Recovery in Rural Tennessee Communities. She currently has six works in progress. She served as a co-investigator and was funded 50,000.00 in a grant from the Department of Human Services concerning drug abuse and recovery in rural Tennessee communities (2019).

She has participated in sixteen conference presentations, panels, and/or poster sessions at the Academy of Criminal Justice Sciences (2015, 2016, 2017, 2018, 2019), the Southern Criminal Justice Association (2016, 2017, 2018), and the American Society of Criminology (2015). She has participated in fourteen university presentations, panels, and/or poster sessions (2015, 2016, 2017, 2018, 2019).

She has served on the following departmental committees during the past five years: Chair of Visiting Criminal Justice Assistant Professor Search (2019-2020), Chair of the Criminal Justice Assistant Professor Search Committee (2 positions)(2019-2020), Retention, Tenure and Promotion Chair (2018-2020), the SCJS Curriculum Committee (2018-2019), Chair of the Sociology Assistant Professor Search (2018-2019), Comprehensive Exam grader (2018-2019), the Master's in Criminal Justice Appeals Committee (2018-2019), a junior faculty mentor (2017-2019), a member of the Sociology/Criminal Justice Assistant Professor Search (2017), Bylaws Committee (2016-2020), the Chair of the Criminal Justice Lecturer Search Committee (2016), member of the Criminal Justice Assistant Professor Search Committee (2016) and the OED faculty mentor (2015). Her service to the College/University is as follows: FARC Committee Member (2019-2020), College of Arts and Sciences Post-Tenure Review committee member (2019-2020), Rank, Tenure and Promotion External Member (2018-2019), Grade Appeals (2018-2019), UTC Institutional Review Board (2012-2019), Graduate Council- Best Practices Committee (2017-2018), Graduate Council- ad hoc Disciplinary Committee (2016-2018), Graduate Council- Graduate Appeal Committee (2016-2018), UTC SACSCOC Distance Learning Subcommittee (2016), CAS Strategic Planning Committee (2015), Faculty Grants Committee (2015-2017), Graduate Council, Chair and Graduate Appeals Committee, Chair (2015), CAS College Council Committee, (2015-

2016- Chair) (2014-2018), Institutional Assessment and Effectiveness Committee (2015), and the Walker Center for Teaching and Learning Advisory Board (2015-2016). Dr. Garland has extensive community service including: My Own Two Feet and Wheels Volunteer (2019), CREATE Volunteer (2017-2019), St. Peter's Episcopal Sunday school teacher (2018-2019), Moccasin Bend Mental Health Institute Board of Trustees (2016-2019), YMCA Board member (chair-2017, past chair 2018, and vice-chair 2016), Project Homeless Connect Planning Committee and Volunteer (2009-2018), and Chattanooga Community Housing Development Organization Board Member (2008-2019; secretary 2015-2018; vice chair 2018). Her service to the discipline includes: Past Chair for the ACJS Victimology Section (2019), Chair for the ACJS Victimology Section (2017-2019), Committee member for ACJS, Bruce Smith Sr. Award (2016-2017), Committee member for the ACJS, Donel McNamara Award (2015-2016), Awards Committee, Victimology, ACJS (2014-2017) and the Teaching Committee, Victimology, ACJS (2014-2015).

She served as an external program reviewer for five Universities (2015, 2018, three in 2019). She served as a journal manuscript reviewer for twenty journals including: Crime and Delinquency; Crime, Media & Culture; Criminal Justice & Behavior; Feminist Criminology; Feminist Media Studies; International Journal of Drug Policy; Journal of Criminal Justice; Journal of Criminal Justice and Law Review; Journal of Crime and Popular Culture; Journal of Drug Issues; Journal of Interpersonal Violence; Journal of Juvenile Justice; Violence and Gender; Violence and Victims; and Violence against Women. She has chaired two theses in the past year.

She has received the following awards: Harold Love Outstanding Community Service Award (2019), UTAA Public Service Award (2018), Dr. Carolyn Thompson and Roger Brown Community Engagement Award (2018), and the Outstanding Service Award, College of Arts and Sciences (2018).

Gale Iles (hired 2006) During the prior five years, Dr. Iles has published two refereed articles (2018, 2019) and a technical report (2018). She has two manuscripts currently under review and three manuscripts in progress. She also serves as Co-Investigator to one external grant (2019 - Enhancing Law Enforcement Response to Victims, Department of Justice - International Association of Chiefs of Police - \$33,000.00). In 2017 she completed the P.O.S.T. certified training on NamUs (National Missing and Unidentified Persons System).

She has attended and presented at the Crime and Justice Summer Research Institute on Broadening Perspective and Participation in Newark, NJ (2019), presented on General and Specific Attitudes Regarding the Police in Kansas, MO (2017), and presented on Country of Citizenship Variation in Sentencing at the Academy of Criminal Justice Sciences Annual Conference (2016). She served as a discussant at the New Directions in Critical Criminology Conference (2016) and as a panel discussant on informing students of their rights at the Ninth Annual NAACP Criminal Justice Seminar (2016).

During the past five years, her service to the discipline includes serving on the editorial board for the International Journal of Criminology and Sociology (2017-2018) and serving as a journal manuscript reviewer for three journals including: American Journal of Criminal Justice (2017); Criminal Justice Policy Review (2016); and International Journal of Criminology and Sociology (2017, 2018). Her service to the department includes serving as Graduate Coordinator for the Criminal Justice program (2018-present) and as a faculty representative for the athletic (football) recruitment program. In addition, she served as a chair for a search committee (2016); as a chair for thesis committee and as a reader of a thesis committee. University-wide, she sits on the graduate council and serves on the grade appeals committee. She currently also serves as a member of the UTC Police Department Hiring Committee and as the faculty advisor for UTC Bigs (student organization affiliated with the Big Brother Big Sister national organization). As a volunteer, she worked with the University's GEAR UP program to help local high school students complete the college application process (2017). She served on the Student Rating of

Faculty Instruction Committee (2017-2018), and the Faculty Senate and Faculty Handbook Committee (2015-2017). In the community, she serves as an evaluator for the Hamilton County Veterans Treatment Court Planning Initiative (2019-present), on the Board of Directors for Big Brothers and Big Sisters of Greater Chattanooga (2016-present), Salvation Army Community Relation Board (2010-present) and the Hamilton County Coalition (2007-present).

Ahmet Kule (hired 2016): During the past five years, Dr. Kule has published one book, *Unmanned Aerial Systems: Past, Present and Future* (2015), published an article on the Probation system in Turkey (2019) in the *Journal of Comparative and Applied Criminal Justice*, published an article on how individuals join terrorist organizations in Turkey (2015) in *The Global: A Journal of Policy and Strategy*, and has an accepted article for publication in the *Journal of Ethnicity in Criminal Justice* concerning the Internationality of Race, Class, and Gender in Predicting Police Satisfaction (2019). He has two manuscripts with revise/resubmit/conditional acceptance decisions pending.

Dr. Kule has presented at four conferences in the prior five years including: The Academy of Criminal Justice Sciences Annual Meeting (2019, 2018, 2017) and the American Society of Criminology Annual Meeting (2018).

He also received an internal grant to travel to the ACJS meeting in 2018.

Karen McGuffee (hired 2000- moved into CJ in fall 2019) Professor McGuffee has published one peer-reviewed journal article in the *International Journal of Offender Therapy and Comparative Criminology*, and one encyclopedia article on juvenile court in the *Wiley Encyclopedia of Crime and Punishment* in the prior five years.

She has served as a reviewer for the *Introduction to Law* book by Hames & Ekern (2019), and *Family Law and Practice* book by Luppino and Miller (2015).

She currently has one publication submitted for review and one in progress and she has served on four these committees.

Presently, she serves as associate department head for Social, Cultural and Justice Studies and her duties include: preparing the course schedule for all classes in the five programs, completing compliance assist assessments for all programs, organizing the program reviews for the department, assist the department head in conducting meetings and addressing issues in the department. She has also been the Legal Assistant Studies coordinator for the past several years before its discontinuation and has collected all the data for American Bar Association approval, hired all adjuncts for the program, conducted internal and external employer surveys, conducted advisory board meetings, advised all majors, prepared all faculty and program meetings, prepared the schedule for LAS, and placed students in internships and jobs. For service to the program, she has advised criminal justice majors, attended numerous recruitment sessions, and attended orientation sessions. Professor McGuffee has served on the following committees the past five years: Faculty Rating of Administration (2018, 2019, 2020), served on the Bylaws Committee for Social, Cultural, and Justice Studies as chair (2017, 2018, 2019, 2020), served on Departmental Search Committees (2019-2020), (2017-2018- chair), (2016-2017), served on the Student Rating of Faculty Administration Committee (2016-2017), served on the Admissions Committee (2015-2016), served on the Curriculum Committee (2017-2019). For community involvement, she has served on the Advisory Board for the Chattanooga State paralegal program (2015-present), served as a guest speaker at Chattanooga State (2015-2016), and was a speaker for the Tennessee Victims' Academy (2015, 2016, 2017, 2019).

Prof. McGuffee received the Outstanding Advising Award for the University (2016) and received the Outstanding Advising Award for the College of Arts and Sciences (2016).

Christina Policastro (hired 2015): Dr. Policastro has published thirteen peer-reviewed journal articles in the past five years in the following journals: (Journal of Aggression, Maltreatment, and Trauma (2 articles in 2017), Women and Criminal Justice (2015), Violence and Gender (2016), Feminist Criminology (2018), Journal of Interpersonal Violence (2016, 2 in 2017), American Journal of Criminal Justice (2015), the Journal of Crime and Justice (2015), the Journal of Quantitative Criminology (2016), Criminal Justice Review (2016), and the International Journal of Offender Therapy and Comparative Criminology (2018). She published one book entitled, “Deviance Among Physicians: Fraud, Violence, and the Power to Prescribe” in 2019. She wrote five book chapters, encyclopedia entries and bibliographies in the prior five years. Dr. Policastro completed a technical report on drug abuse and recovery in rural Tennessee communities. Presently, she has four works in progress and/or under review.

She has fourteen professional presentations during this time period at the following conferences: Southern Criminal Justice Association (2019, 2018, 2016), the Academy of Criminal Justice Sciences (2 in 2019, 2017, 2016, 3 in 2015) Research Dialogues at the University of Tennessee at Chattanooga (2017), and the American Society of Criminology (2016, 2 in 2015). Dr. Policastro has also presented a webinar on elder abuse.

She has received three grants: one for a needs assessment concerning drug abuse and recovery in rural communities in TN (2019) and the others as principle investigator for the Tommy Burks Victim Assistant Academy (2018, 2019). She has also received four financial awards for travel during this time.

She received the following awards: Outstanding Research and Creative Achievement Award for the College of Arts and Sciences (2019), the UC Foundation Professorship (207-2022), Promising Young Scholar of the Year by the College of Arts and Sciences at UTC (2017), and the New Scholar Award by the Academy of Criminal Justice Sciences, Division of Victimology (2017).

Her service to the discipline includes: Chair of the Victimology Section of the Academy of Criminal Justice Sciences (2019-present), member of the Donal MacNamara Award Committee for the Academy of Criminal Justice Sciences (2019), Director at Large for the Southern Criminal Justice Association (2016-2019), member of the Southern Criminal Justice Association Outstanding Professional Award Committee (2016), and Panel chair for the American Society of Criminology meeting (2015). She has served as a manuscript reviewer for the International Journal of Offender Therapy and Comparative Criminology (2019), Journal of Interpersonal Violence (2015-2018), Criminal Justice Review (2015-2019), Aging and Mental Health (2015), Asian Journal of Criminology (2015), Journal of Family Violence (2019), and Youth and Society (2019). Her service to the University includes: member of the Institutional Review Board (2016-present), member of the Walker Center for Teaching and Learning Advisory Board (2016-present), panelist for the Provost Student Research Awards competition (2016), member of Walk-a-Mile in her Shoes Planning Committee (2015), member of Student Conduct Board (2015), and member of the Undergraduate Research Council at Georgia Southern University (2015). Service to the College and the Department includes: member of the College Curriculum Committee (2015-2017), member of the CJ Assistant Professor Search (2019), departmental representative for a recruiting event (2019), member of the Curriculum Committee (2018-2019), member of the By-Laws Committee (2018-2019) , representative at the Majors Fair (2017), member of the Criminal Justice Graduate Committee (2017-present), comprehensive examination grader (2019, 2017, 2016, 2015), member of Lecturer in Criminal Justice Search Committee (2016), and member of the (Transitional Executive Committee for CJ (2015). Dr. Policastro has served as a chair on four theses committees and served as a member on 6 theses committees. For service to the community, she volunteers at her church youth program and serves as a volunteer for Project Homeless Connect.

4.5 The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success

The program provides opportunities for students to collaborate with faculty in terms of research, involvement in community service projects, and teaching. Students who exhibit strong writing skills, but are not yet interested in writing a thesis, are encouraged to enroll in Individual Studies (CRMJ 5997r) where they work independently on a writing project of their choosing or enroll in Research (CRMJ 5998r) where they can work closely with a faculty member on a research project. Enrollment into either of those courses has the potential of steering students into the thesis option (e.g., Calvin Bibbs and Whitney Ridley). Additionally, the work of graduate research assistants (e.g., Candace Ammons, Calvin Bibbs, Emily Curran, Candace Murphy, Heather Storey) also demonstrate ability to gather data, analyze and interpret data. Candace Murphy has a forthcoming book chapter with Dr. Garland and Candace Ammons has published a peer-reviewed article also with Dr. Garland. Moreover, all classes have a writing component that assess research-related learning outcomes. Some of the work produced in some classes provides opportunities for research that can ultimately result in publication. For example, based on a class project, a number of students (Katelyn Hancock, Bethany Bray, Katelyn Kennedy and Brandon Miller) are collaboratively working on a manuscript with Drs. Garland and Policastro about intimate partner violence in music. In addition to publishing from her thesis, Katelyn Hancock has worked with Dr. Policastro on a book chapter (currently in press) and unrelated to his thesis, Thaddeus Johnson published a book based on a research project he worked on with his thesis chair, Dr. Policastro.

Although we have no formal lecture series, graduate students are encouraged to participate in any programs sponsored by the department. We also have had several students attend and/or present at national/regional conferences including April Bennett, Hannah Gateley, Katelyn Hancock, Thaddeus Johnson and Zachary Rush. Students are also encouraged to participate in UTC Research Day, which allows UTC students and faculty to showcase their research; Katelyn Hancock, Zachary Rush, Hannah Gateley, and Thaddeus Johnson, Whitney Ridley are just some of the students that have presented research papers at this venue.

4.6 The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service

All UTC faculty members participate in an annual evaluation process which is called an EDO. The process involves multiple levels of evaluation throughout the year. Each faculty member sets individual goals, which are approved by the Department Head each spring. Follow-up conferences are held in October and serve as an interim evaluation period. Modifications to the goals may be made at that time and faculty may receive preliminary evaluative feedback. Annual evaluations are completed each spring for all faculty members. Departmental goals and the input of the Department Head help ensure that appropriate faculty development efforts are in progress. The EDO process is also used to ensure that faculty members continue to develop in terms of their specific research, teaching, and service assignments. In addition to this process, untenured faculty members participate in an annual reappointment process. Faculty members are evaluated according to criteria outlined in the Faculty Handbook and based upon the departmental policy on expectations of faculty. The policy also provides guidelines regarding meritorious achievement. The bylaws of the Social, Cultural, and Justice Studies Department also specify expectations of faculty and criteria for meritorious achievement. The detailed EDO process and the bylaws are attached as Appendix 4.2 and 4.3.

Student teaching evaluations are completed online for each class every semester, excluding independent studies. Students are encouraged to complete these evaluations because the information gleaned is used for EDO purposes by administration to improve teaching and by professors to make positive changes to their classes. Criminal Justice faculty have consistently received excellent teaching evaluations

throughout the years. Criminal Justice faculty also exceed the average scores received by faculty at the College of Arts and Sciences and UTC levels. See Appendix 1.5 for a view of the Fall 2018 course learning evaluation.

PART 5: LEARNING RESOURCES

5.1 The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.

The Criminal Justice department is located on the 4th floor of the State Office Building (540 McCallie Avenue). All faculty have offices in this space and there is also cubicle space equipped with four desktops for graduate student use. Our graduate students also use this space to meet with undergraduate students during office hours as several of our graduate assistants also teach courses or assist faculty with classes. We relocated to this space from the building located at 801 McCallie Avenue in the summer of 2018. This is a renovated space and the department used gift fund money to purchase all new office furniture for faculty when we relocated. Prior to the purchase of new furniture, faculty were using extremely old office furniture that was often in disrepair (e.g., drawer handles falling off, locking cabinets that failed to secure, etc.). The new space is also equipped with a large conference room space with projector/computer podium and smart TV system, a kitchen equipped with sink and refrigerator, a break room, and a copy room. Our departmental administrative assistant also has her own dedicated space with waiting area. Faculty computers are refreshed via the institution's computer refresh program on a set cycle. Several faculty members had their computers replaced based on the refresh schedule in the fall of 2019 (i.e., Karen McGuffee, Christina Policastro, Courtney Crittenden, Andy Browne). All faculty/staff offices are equipped with desktops (either Mac or Dell personal computers). The building is a vast improvement over the last space, however, does encounter some heating/cooling issues throughout the year that facilities must address intermittently.

There are classrooms in the State Office Building that we may request for courses that may require a computer lab, however, there is not a dedicated Criminal Justice Department computer lab space for undergraduate use.

5.2 The program has access to learning and information resources that are appropriate to support teaching and learning.

All faculty and students have access to the Walker Center for Teaching and Learning (WCTL), as well as the university library. The WCTL regularly holds workshops for faculty and staff related to a variety of teaching topics (see website here: <https://www.utc.edu/walker-center-teaching-learning/index.php>). The WCTL is a valuable resource to assist faculty in course development and design, integration of technology in the classroom, and assessment. One area that the WCTL is heavily involved in is the implementation of Quality Matters (QM) standards in courses across the university. For instance, in the summer 2019, they worked with a cohort of faculty and helped them design a QM certified course with a \$1500 incentive for those who successfully completed the certification. One of our faculty members, Courtney Crittenden, was a part of this cohort and her CRMJ 2950: Violence Against Women course is now a QM certified online course. Dr. Crittenden is also working with WCTL currently to redesign her CRMJ 5030: Criminology course to a QM certified hybrid course, for which a stipend of \$2,000 is provided for successful completion of the redesign and certification.

Students also have access to the Writing and Communication Center on campus (see: <https://www.utc.edu/library/services/writing-and-communication-center/about.php>). This resource provides assistance both in-person and electronically to students. The center focuses on helping students

improve their writing abilities and will work with faculty to tailor their services based on the particular writing assignments required for a course.

The university library was recently relocated to a new building (Spring 2015) and houses a plethora of resources for students and faculty. Importantly, students have access to the university writing center and librarian instruction services to help improve their writing/research skills (see: <https://www.utc.edu/library/help/>). Students and faculty may access individual and small group study rooms that are stocked with state-of-the-art equipment depending on the needs of the individual/groups. The UTC Library Studio is located on the 3rd floor of the library and has a host of resources for students/faculty who are interested in using innovative equipment and software to create a range of media (e.g., produce movies, prototype inventions, 3D print, etc.). There are 24 workstations on the 3rd floor and staff present to assist in the use/navigation of the software/technology. Faculty can also work with the Affordable Course Material Initiative (ACMI) program through the library. This program assists faculty in choosing low or no cost materials for their courses to assist with affordability for the students. Dr. Courtney Crittenden completed the ACMI program in Spring 2019 for our required CRMJ 3310: Race, Class, Gender, and Crime.

Here is a link to the university's library webpage: <https://www.utc.edu/library/>

Faculty in the department are also actively involved in grant projects funded by external entities. The Tommy Burks Victim Assistance Academy is hosted each summer at UTC in partnership with the Tennessee Coalition to End Domestic and Sexual Violence. Dr. Policastro took over the role as principal investigator on the Academy in the Summer of 2018. Last year, a total of \$39,440 was funded by the Coalition for the Academy.

Drs. Dierenfeldt, Garland, Crittenden, and Policastro received a grant for \$50,000 from the South-East Tennessee Human Resource Agency to collect data on drug use and recovery in rural jails in Tennessee.

Drs. Bumphus and Iles administered a grant focused on improving law enforcement's response to victims with Chattanooga Police Department as one of the national research sites. This project was funded through the Department of Justice in the amount of \$33,000 over 4 years.

Additionally, our students are provided with academic lectures to support their learning. Last year, UTC hosted global terrorism expert Dr. Bruce Hoffman, and he gave an excellent lecture on ISIS and al-Qaeda. This event was made possible by our department, and Dr. Ahmet Kule took the lead role in the organization of this lecture.

5.3 The program provides adequate materials and support staff to encourage research and publication.

Research Activities of Graduate Students

We have had several students attend and/or present at national conferences. Students are also encouraged to participate in UTC Research Day, which allows UTC students and faculty to showcase their research. We have no formal lecture series, but graduate students are encouraged to participate in any programs sponsored by the department.

Graduate Assistant, Hannah Gateley, presented two papers at the annual meetings of Academy of Criminal Justice Sciences (2019), and Southern Criminal Justice Association (2019). Additionally, she presented at ReSEARCH Dialogues at the UTC (2019).

Graduate Assistant Zachary Rush presented a paper at the annual meeting of Southern Criminal Justice Association (2019). Additionally, he presented at ReSEARCH Dialogues at the UTC (2018 and 2019). He also received the UTC Provost Student Research Award (\$405.00).

Academic enrichment opportunities also are present in the form of Graduate Assistantships. Students work 20 hours a week for faculty and receive a stipend and in-state tuition waiver per semester. As of the Spring 2020, our program has ten graduate assistants; six of these assistants are paid for by the online funds, and four of them are paid by the Graduate School. Additionally, we have started a scholarship for students in honor of Dr. Vic Bumphus, a criminal justice professor who recently passed away. Over the last five years, our graduate assistants have published several articles, and presented at the national/regional conferences with our faculty.

Library Support

The UTC Library continues to provide both the faculty and students with valuable research resources. The mission of the library is to contribute to the intellectual endeavors of the UTC community by assisting in the discovery of information and providing infrastructure and resources for learning. The UTC Library also houses research and instruction teams that can design in-person or online sessions tailored to the needs of the faculty and students. These sessions include strategies for improving research skills, exposure to the best subject specific databases for the topic, and hands on class time to practice what will be required to complete the research project.

Additionally, the library has created a research guide for students studying criminal justice to easily access relevant databases, journals, electronic books, and helpful information, including citing sources. This guide is available on the library web site at: <http://guides.lib.utc.edu/criminaljustice>.

Our students also are provided with access to the Writing and Communication Center on campus (see: <https://www.utc.edu/library/services/writing-and-communication-center/about.php>). This resource provides assistance both in-person and electronically to students. The center focuses on helping students improve their writing abilities, and will work with faculty to tailor their services based on the particular writing assignments required for a course.

The library has a Liaison Program where a librarian is assigned to each academic department to enhance communication, collection development, and general support for students and faculty. The librarian assigned to the Criminal Justice Department is Dunstan McNutt. The library enjoys a very successful relationship with Criminal Justice Department and works with them in several areas from collection building to assisting students obtain the necessary resources.

Computer Support

All faculty members have a desktop computer and printer – none of which are more than five years old. Recently, the department provided all faculty members with iPads. All University computers have full Microsoft products and access to the SPSS site license. The department has funded a full annual membership to Survey Monkey that has been used for faculty research projects. Our graduate students are provided with six new desktop computers that are located on the 4th floor of the State Office Building. However, given the number of the graduate students and graduate assistants, more computers and space are needed to support our graduate students in their research activities.

PART 6: SUPPORT

6.1 The program's operating budget is consistent with the needs of the program

Overall, the operating budgets at UTC are insufficient to sustain the level of research, teaching, and service the department completes. We have seen very little fluctuation in the budget since we merged with Sociology, Anthropology, and Geography, other than salaries due to new hires, promotion, and tenure. However, we have an online funds account from the criminal justice online completion program. This money is used to support additional graduate assistants who assist professors teaching online classes. It is also used to support salaries for online classes taught by full-time and adjunct faculty members. Criminal Justice is also fortunate to have a gift fund. This fund recently enabled the program to furnish a conference room with tables, chairs, and new equipment. The faculty also purchased new furniture for their offices with these funds, and the program has started a scholarship for students with these funds in honor of Dr. Vic Bumphus, a criminal justice professor who recently passed away. Finally, the department has an account (F&A) for other needed items in criminal justice. The budget is attached as appendix 6.1.

Separate from the budget, there are additional ways for faculty to secure funding for research, travel, and teaching. The Walker Center for Teaching and Learning provides funding for course redesign for online instruction. The Collaborative Research Initiative for Sponsored Programs provides funding for collaborative research. The Experiential Learning Faculty Fellows grant helps faculty with funding to create experiential learning classes. The High-Impact Practices Development Grants provide funds for the development of active learning in classes. The Ruth Holmberg Grant for Faculty Excellence supports time, through course releases and money, for research and special projects. The UTC Engaged Grants Competition: Arts-Innovation – Activation supports engaged research. Finally, various faculty grants sponsored by the College of Arts and Sciences provide funding for faculty for research and teaching.

6.2 The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.

Enrollments

Over the past five years, the program has been operating with good levels of enrollment. Fall enrollment rates for the CJ Graduate Program have ranged from a low of 27 to a high of 37 (see appendix 6.2 for enrollment rates). As shown in the Table 6.1, the number of students enrolled in classes has been relatively healthy. The high enrollment numbers allow for a cohesive program enabling students to engage in a learning environment that effectively meets their expectations. The number of majors is relatively consistent, with a slight trend toward lower enrollment in the most recent years.

Figure 6.1: Class Enrollments for the Last Three Years

Course Information		Academic Year 2016-2017			Academic Year 2017-2018			Academic Year 2018-2019		
No.	Title/Credit Hours	FA	SP	SU	FA	SP	SU	FA	SP	SU
5000	Criminal Justice Pro-Seminar*	18			19			13		
5010	Research Methodology I*	13			18			10		
5020	Research Methodology II*		12			7			10	
5030	Criminology*		15			12			13	
5015	Social Control/Prevention					12				
5050	Criminal Justice Policy & Administration		15							
5060	Police and Society					14				
5100r	Special Topics in Criminal Justice	20	15						13	
5120	Juvenile Delinquency and the Justice Systems		15						10	

5130	Diversity and Crime								
5200	Crime Analysis								
5220	Comparative Criminal Justice Systems				8				
5250	Courts, Sentencing and Society					15			
5260	Ethics and Crime							15	
5270	Organizational Crime						8		
5320	Victimology, Theory, Research and Policy Issues								
5340	Crime and Popular Culture						12		
5370	Drugs and Crime				15				
5420	Terrorism and the Criminal Justice Systems	20						14	
5430	Corrections and Society				9				
5600	Internship in Criminal Justice	5	4		4	2		4	4
5997r	Individual Studies	2	2	2	1	3		2	2
5998r	Research				1				
5999r	Thesis	2	2	2	5	3		3	3

Retention

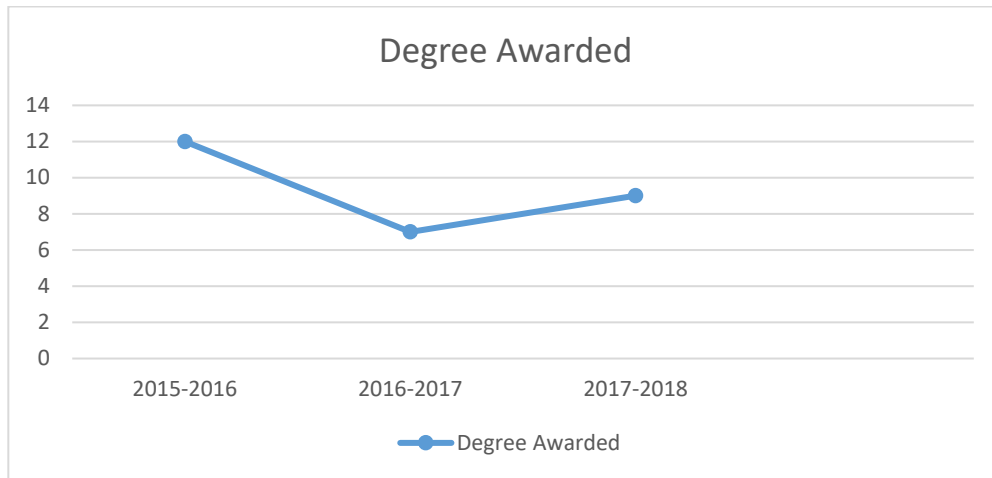
Retention standards for the program are those established by the Graduate School. A student admitted to graduate program must maintain a 3.0 GPA on all courses taken for graduate credit. Students who fail to meet these standards will be placed on academic probation. They must raise their cumulative GPA to 3.0 or higher by the end of the next two terms of enrollment or they will be dismissed. Students are automatically dismissed if they fail to meet this standard or if they fail to achieve a 3.0 or higher for either probationary semester. In addition, the CJ Graduate Program has instituted a three C rule. Students receiving a third final grade of “C” or below on any graduate credit course will be dismissed from the program.

Graduation Rates

Between the academic years 2015-2018, the number of degrees awarded in the CJ Graduate Program has fluctuated somewhat (see Figure 6.1 and Appendices 6.3 and 6.4). During that 3-year academic period, a total of 27 students graduated from the program. To be able to sustain a high-quality program and high-graduation rates, all graduate students in the program are advised by the Graduate Coordinator. Each student is seen personally by the Coordinator at least once a semester to review his/her status. In addition to advising, progress is monitored by the candidacy process. All students receive notification from the Graduate Coordinator when it is time to submit a program of study or declare candidacy.

Overall, the criminal justice program has been a high-quality degree based on the dedication and hard work of the faculty, and it has been very cost-effective for UTC based on the number of majors versus the number of full-time faculty over the past several years. Also, offering online and hybrid courses has been beneficial for the program since it allows students who are unable to attend face-to-face classes to pursue a degree.

See Figure 6.1



Source: Planning, Evaluation, and Institutional Research (see appendices 6.3 and 6.4).

6.3 The program is responsive to local, state, regional, and national needs

The Criminal Justice Program has responded to local, state, regional, and national needs in several ways. The program is routinely examining and changing current course offerings to reflect the needs of the local and national job markets. The Tommy Burks Victim Assistance Academy is a good example of how we respond to state needs.

The Office of Victims of Crime awarded a federal grant to the Tennessee Coalition against Domestic and Sexual Violence, in collaboration with the State Treasurer’s Office, the Office of Criminal Justice Programs, the Tennessee Victims of Crime State Coordinating Council, and the University of Tennessee at Chattanooga. The purpose of the grant was to develop and implement a victim assistance academy in Tennessee. The inaugural academy took place in Summer 2006. And the academy continues to be held each summer at UTC in partnership with the Tennessee Coalition to End Domestic and Sexual Violence. The academy’s purpose is to provide basic level training to victim advocates and addresses issues specific to Tennessee.

Dr. Policastro took over the role as principal investigator of the Academy in the Summer of 2018. Last year, a total of \$39,440 was funded by the Coalition for the Academy. At the academy, attendees expand their knowledge of Tennessee law and increase their ability to effectively serve as advocates. The curriculum consists of 40 hours and covers a variety of topics including: victims’ compensation, domestic violence, sexual assault, child victimization, elder abuse, rural victims, hate crimes, collaboration, and cultural competency. Approximately 50 participants enroll in the academy each summer and in Summer of 2019, 4 graduate students from the criminal justice program enrolled in the academy. Students enrolled in the program receive three graduate credit hours. Additional course work is required and is complete via distance learning. Enrolled students have additional assigned readings, participate in discussion boards, and complete a major writing assignment.

The graduate program also creates and revises classes based on student interest and current issues. Online and hybrid course offerings, for instance, help those locally and regionally by allowing more flexibility in degree completion.

6.4 The program regularly and systematically collects data on graduating students and evaluates placement of graduates.

The data for enrollment, retention, graduation, and placement are collected by the Office of Planning, Evaluation, and Institutional Research. The Alumni Office also keeps records relevant to placement. The Alumni Office keeps contact information and some employment information on our alumni. Unfortunately, the Alumni Office only have employment information of alumni who provide them with that information, and they do not have statistics for graduates working within their majors.

Although a Facebook page was recently established to stay connected with our graduates, we have not been able to reconnect to many of our graduates. However, we are able to track some of the graduates to Criminal Justice related jobs in agencies such as:

- Knox County Sheriff Department
- Probation and Parole (2 students)
- Counseling at Silverdale Correctional Facility
- Data Analyst at Manhattan Police Department in Kansas
- Police officer at UTC
- Paralegal in law firms (2 students)
- The Next Door in Knoxville TN
- Lecturer in the criminal justice program at UTC
- U.S. Marshalls

In addition to working in the field a number of graduates pursued a PhD. One such student is Dr. Candice Ammons-Blanfort who graduated from the program in 2015 and went on to earn a PhD in International Crime and Justice from Florida International University in 2019. Today she works as a visiting Instructor in the Department of Criminology and Criminal Justice in the Steven J. Green School of International and Public Affairs. Other graduates of our program have gone on to PhD programs at:

- Georgia State (3)
- University of Louisville
- Old Dominion

Another graduate, Whitney Ridley, has plans an opening an investigation business and as a result is pursuing a Master's degree in Business Management at UTC.

6.5 The program's procedures are regularly reviewed to ensure alignment to institutional policies and admission

The Graduate Curriculum Committee regularly reviews the graduate curriculum, and make changes to curriculum when it is needed. The Graduate Program is also systematically reviewed by the Curriculum Committee to ensure its consistency with the handbook.

The first revision of the CJ graduate program took place in 1995, following a 1993 review by external consultants. At that time, the curriculum was restructured. The core curriculum was broadened, and specific concentrations (e.g., in corrections, policing, the law) were abolished in favor of major electives. The curriculum included 21 hours of core courses on research methods (two courses), proseminar (overview of the criminal justice system), administration, cross-cultural diversity, theory, and the courts. In response to our 1998 program review, another major revision occurred effective in 2004. In 2010, the course catalog was revised, and course sequencing was restructured. The graduate program was again

revised in 2012, and core requirements were modified from 12 to 15. In 2015 the professional development course was dropped, reducing the number of core classes from 15 back to 12.

Revisions in the graduate curriculum allowed our students more opportunities to use electives to build their program around areas of interest, career goals, and/or future educational pursuits while obtaining a foundation provided by core requirements.

Appendix 1.1

Table 1: Code and Descriptive Statistics for Dependent and Independent Variables (N=3,165)

Variable	Code	N	%	Mean	SD
Dependent Variable					
Sentence Length	Continuous (Measured in months)			29.4	43.1
Independent Variables					
<i>Extra-Legal Factors</i>					
Gender					
*Male	0	1638	51.75		
Female	1	1527	48.24		
Race/Ethnicity					
Whites	0/1	527	16.5		
Blacks	0/1	582	18.4		
*Hispanics	0/1	1752	55.4		
Other	0/1	304	9.6		
Age	Continuous			33.70	10.1
Number of Dependents					
*None	0	1133	35.8		
1 or more	1	2032	64.2		
Education					
*Less than HS	0/1	2190	69.2		
H.S Grad	0/1	564	17.8		
Some College/College Graduate	0/1	411	13.0		
<i>Mid-range Extra Legal Factors (Case Processing)</i>					
Pretrial Dent. Status					
*In Custody	0	2399	75.8		
Bail	1	766	24.2		
Mode of Disposition					
*Plea	0	3047	96.3		
Trial	1	118	3.7		
<i>Legally Relevant Factors</i>					
Offense type					
Violent	0/1	168	5.3		
*Drug	0/1	1528	48.2		
White-collar	0/1	1020	32.3		
Other	0/1	449	14.2		
Criminal History					
No	0	506	16.0		
*Yes	1	2659	84.0		
Departures					
*Within Range	0/1	1734	54.8		
Govt. Sponsored	0/1	912	28.8		
Downward departure	0/1	519	16.4		
Presumptive Sentence	Continuous			37.5	55.7

ABBREVIATION: SD= Standard Deviation

*= Reference Category

Table 2 Bivariate Correlations

	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11	Y1
Independent Variables												
X1 Gender	1.000											
X2 Race/ethnicity	-.086	1.000										
X3 Age	.085	-.722**	1.000									
X4 # of Dependents	.011	-.469*	-.273**	1.000								
X5 Education	.052	-.199**	-.226**	.012	1.000							
X6 Pretrial Status	-.085	-.115*	-.031*	.200**	.009	1.000						
X7 Mode of disposition	.068	.166**	-.073	-.138**	.019	-.665**	1.000					
X8 Offense Type	.019	-.067	.128*	-.071	-.034	-.385**	-.434**	1.000				
X9 Criminal History	-.100*	-.386**	.142**	.355**	-.107*	.092	-.139**	.061	1.000			
X10 Departures	.118*	-.011	.059	-.061	.042	-.035	-.092	.156**	-.164**	1.000		
X11 Presumptive Sentence	-.008	.010	-.050	.049	.070	.077	-.034	-.052	.068	-.061	1.000	
Dependent Variable												
Y1 Length of Sentence	-.091	.222**	-.209**	-.042	.086	-.005	.120*	-.142**	-.115**	-.322**	.387**	1.000

*p is ≤ to .05 level of significance (two tailed)

**p is ≤ to .01 level of significance (two tailed)

Table 3. OLS Regression Model for Length of Sentence

Variables	Model 1	
	b	s.e.
Female	-.132***	.020
White	-.030	.020
Black	.021**	.037
Other race	-.001	.035
Age	.003***	.001
# of Dependents	.002	.003
H.S. Grad	.016	.014
Some College/College Grad	.013	.018
# of Dependents	.002*	.003
In-Custody	.342***	.024
Trial	.287***	.029
Violent	.167***	.016
White-collar	.194***	.034
Other	.024	.006
Criminal History	.147***	.011
Govt. Sponsored	-.557***	.012
Downward	-.394***	.017
Presumptive Sentence	.798***	.008
Intercept	.003	.042
N		
<u>R</u> ²		.817

*p < .05, **p < .01, ***p < .001

Comprehensive Exam
Spring 2019
Part 1

As a backlash to the #MeToo Movement, some people have argued that the criminal justice system has traditionally treated women more leniently than men. Others, however, argue that women are actually the recipients of harsher penalties. Yet, a third group contends that the nuances of judicial decision-making dictates that there are statistically no differences in treatment between men and women. In response to the conflicting viewpoints, Tarana Burke, founder of the #MeToo Movement, is offering grants to study gender's/sex effects on sentencing outcomes. To apply for a grant, you are asked to submit a research proposal that includes the following:

1. Introduction
2. Literature Review
 - a. Review of the literature on the influence of gender/sex on sentencing outcomes
3. Theory
 - a. Identify a theory that might explain gender/sex differences in sentencing
 - i. Address the major tenets of the theory
 - ii. Be able to apply the theory (in depth) to the topic
4. Method
 - a. Hypothesis
 - b. Sample and sampling procedures
 - c. Research design, measurements, or instruments
 - d. Identification of the independent and dependent variables; operationalization of these variables.
5. Limitations of the study

PART II

Please interpret the following tables. Your interpretation of the tables should include:

1. What generalizations can be made from Table 1?
2. What are the key findings of Table 2?
3. What are the key findings in Table 3?
 - a. Make sure to identify independent and dependent variables, significance and explanation of significance, Betas, and directionality of the findings.
 - b. How do these findings differ from Table 2?
4. Are these findings expected or unexpected (explain your answer)?
5. Are these findings consistent with your literature review?
6. What are the policy implications of these findings?

Fall 2018 COMPREHENSIVE EXAMINATION
PART I

In the 1980s and 1990s, state legislatures in almost every state expanded transfer laws that allowed or required the prosecution of juveniles in adult criminal courts. Since the impact of these laws has been difficult to assess, the OJJDP has contracted you to research the subject. While this is a comprehensive analysis on the impact of transferring youths to adult court, the agency has requested that you address disparities that may have occurred in this process.

Your study must contain the following elements:

1. Introduction
2. Literature review
 - a. Review of transfer literature (types, trends, statistics, etc)
 - b. Review of disparities in transfer cases (i.e., race, class, and gender)
3. Theory
 - a. The identification of criminological theory or theories that might explain disparities in the system.
4. Method
 - a. Hypothesis or research question
 - b. Sample and sampling procedures
 - c. Research design, measurements or instruments
 - d. An identification of the independent and dependent variables; operationalization of the variables
5. Limitations of the study

Part II

Please interpret the following tables. Your interpretation of the tables should include:

1. What generalizations can be made from Table 1?
2. What are the key findings in Table 2? Why do you use Logistic Regression in this analysis? Make sure to identify independent and dependent variables, significance and explanation of significance, Betas, and directionality of the findings.
3. Are these findings expected or unexpected (explain your answer)? Are these findings consistent with your literature review?
4. What are the policy implications of these findings?

Operationalization of Variables

Dependent Variable

1. Waived to adult court (0 = no, 1 = yes)

Independent Variables

1. Transfer Mechanism (In analysis recoded into Statutory Exclusion or Not)
 - a. Judicial Waiver
 - b. Prosecutor Direct File
 - c. Statutory Exclusion
2. Most Serious Charge (In analysis recoded into Violent Offense or Not)
 - a. Violent
 - b. Drugs
 - c. Property
 - d. Other offenses
3. Prior record

- a. No
 - b. Yes
4. Gang involvement
- a. No
 - b. Yes
5. Age at the time of offense (continuous variable)
6. Sex
- a. Male (0)
 - b. Female (1)
7. Race/ethnicity (In analysis recoded into White/Nonwhite)
- a. White
 - b. Black
 - c. Hispanic
 - d. Other
8. High School Drop Out
- a. No
 - b. Yes
9. Socioeconomic Class
- a. Lower class
 - b. Middle/Upper class

Table 1: Descriptive statistics for key variables

(N=14,000)

	Freq.	%	Mean	S.D.
Dependent Variable				
Transfer to Adult Court				
No	13,832	98.8%		
Yes	168	1.2%		
<i>Case Characteristics</i>				
Transfer Mechanism				
Judicial Waiver	3,318	23.7%		
Prosecutor Direct File	4,858	34.7%		
Statutory Exclusion	5,824	41.6%		
Offense Types				
Violent	8,974	64.1%		
Drugs	2,128	15.2%		
Property	2,534	18.1%		
Other	364	2.6%		
Prior Record				
No	3,324	23.1%		
Yes	10,766	76.9%		
Gang Involvement				
No	10,332	73.8%		
Yes	3,668	26.2%		
Age			16.8	5.2
Gender				
Male	13,412	86.8%		
Female	588	13.2%		
Race/Ethnicity				
White	2,786	19.9%		
Black	8,708	62.2%		
Hispanic	2,268	16.2%		
Other	252	1.8%		
High School Drop-Out				
No	6,300	45.5%		
Yes	7,700	55.5%		
Socio Economic Status				
Lower Class	9,548	68.2%		
Middle/Upper Class	4,452	31.8%		

Table 2. Logistic Regression

Variables	Model 1	
	b	S.E.
Statutory Exclusion (0 = no)	.456*	.045
Violent offenses (0 = no)	-.085*	.017
Have a prior record (0 = no)	.317	.012
Involved in gang (0 = no)	.040	.081
Age	.266*	.283
Sex (0 = male)	.037*	.074
Race (0 = white, 1 = nonwhite)	.651**	.077
HS Drop-Out (0 = no)	-.011	.052
Socio Economic Class (0 = lower, 1 = middle/upper)	-.478*	.013
Intercept	1.103*	.104
Pseudo R²	.263	

*<.05; **<.01

Comprehensive Exam

Summer 2016

Due to the controversial nature of the death penalty, the Governor of Tennessee has formed an investigative task force to examine issues that may lead to discriminatory, arbitrary, and capricious implementation during sentencing. Thus, you, as head of the task force, have been assigned with examining case law, academic literature, statistics and changes in sentencing and state attitudes in relation to capital punishment. You must devise a methodology to determine what factors may lead to being sentenced to death in Tennessee. Once the data have been collected, you will present it to the Governor to determine if a moratorium should be issued in the state of Tennessee until these issues have been resolved.

Your study should include the following elements:

1. Introduction
2. Literature Review
 - a. Review of death penalty (history, stats, case law, etc.)
 - b. Review of issues related to discrimination (race/ethnicity, class, gender)
3. Theory
 - a. Identify a criminological/penological theory that might explain the support or non-support of the death penalty
 - i. Address the major tenets of the theory
 - ii. Be able to apply the theory (in depth) to the topic
4. Method
 - a. Hypotheses
 - b. Sampling and sampling procedures
 - c. Research design, measurements, or instruments
 - d. Identification of the independent and dependent variables; operationalization of these variables
5. Limitations of the Study

Summer 2016 COMPREHENSIVE EXAM (PART II)

Please interpret the following tables. Your interpretation of the tables should include:

Findings:

1. What generalizations can be made from Table 1?
2. What are the key findings in Table 2?
3. What are the key findings in Table 3? Why do you use Logistic Regression in this analysis? Make sure to identify independent and dependent variables, significance and explanation of significance, slope, Betas, and directionality of the findings. How do these findings differ from Table 2? Why did this occur?

Discussion:

4. Are these findings expected or unexpected (explain your answer)?
5. Are these findings consistent with your literature review?
6. What are the policy implications of these findings?

Operationalization of Variables

Dependent Variable

1. Sentenced to Death Penalty
 - a. No (0)
 - b. Yes (1)
 - c.

Independent Variables

1. Prior Arrest for Violent Crime
 - a. No (0)
 - b. Yes (1)
2. Gender
 - a. Male (0)
 - b. Female (1)
3. Race/ethnicity
 - a. White (0)
 - b. Non-White (1)
4. Education Level
 - a. Did not graduate high school (0)
 - b. High school/GED (1)
 - c. Some College (2)
 - d. College Graduate (3)
5. Socioeconomic Class
 - a. Lower class (0)
 - b. Middle/Upper class (1)
6. Age of Offender (continuous variable)
7. DNA Evidence Present

- a. No (0)
- b. Yes (1)
- 8. Relationship to Victim
 - a. Stranger (0)
 - b. Intimate/Known (1)
- 9. Race of Victim
 - a. White (0)
 - b. Non-White (1)
- 10. Gender of Victim
 - a. Male (0)
 - b. Female (1)
- 11. Age of Victim (continuous variable)

Table 1: Descriptive statistics for key variables

(N=184)

	Freq.	%	Mean	S.D.
Dependent Variable				
Death Penalty				
No	96	52.2%		
Yes	88	47.8%		
Case Characteristics				
Prior Arrest for Violent Crime				
No	82	44.6%		
Yes	102	55.4%		
Gender				
Male	152	82.6%		
Female	32	17.4%		
Race/Ethnicity				
White	105	57.0%		
Black	66	35.8%		
Hispanic	10	5.0%		
Other	3	2.2%		
Education Level				

Did not graduate HS	123	67.0%		
HS/GED	54	29.3%		
Some College	6	3.2%		
College Graduate	2	0.5%		
Socio Economic Class				
Lower	117	63.6%		
Middle	42	22.8%		
Upper	25	13.6%		
Age of Offender			24.6	2.37
DNA Evidence Present				
No	96	52.2%		
Yes	88	47.8%		
Relationship				
Stranger	58	31.5%		
Intimate/Known	126	68.5%		
Race of Victim				
White	96	52.2%		
Black	52	28.3%		
Hispanic	28	15.2%		
Other	8	4.3%		
Gender of Victim				

Male	138	75.0%		
Female	46	25.0%		
Age of Victim			19.2	4.16

Table 2: Correlation Matrix

Variable	X1	X2	X3	X4	X5	X6	X7	X8	X9	X10	X11
X ¹ Prior Arrests											
X ² Gender	-										
	.245*										
X ³ Education	-.098*	.150*									
X ⁴ Race	.151	.111	.210								
			*								
X ⁵ SE Class	.128	.076	-	-.102							
			.115								
X ⁶ Age of Off.	.220*	-.006	.187	.119	-.303						
X ⁷ DNA Evid.	.014	-.024	-	-.111	.039	-.012					
			.024								
X ⁸ Relationships hip	.169*	-.086	-	-.191	.207	-	-				
	*		.169			.489*	.032*				
						*					
X ⁹ Race of Victim	.210	.021	.010	.012	.210	-.012	.012	.001			
X ¹⁰ Gender of Victim	.001	.250	.214	.001	.002	-.003	-.101	-.045	.003		
X ¹¹ Age of Victim	.004	.010	-	.020	.033	.012	-.213	-.019	.013	.124	
			.043								
Y ¹ DP Sentence	.150*	.041*	.435	.283	.183*	-.029*	-	-.221	.421*	.012	.450
	*		*		*			.321*	**		*

*p < .05; **p < .01; ***p < .001 (2-tailed)

Table 3. Logistic Regression

Table 3:

Logistic Regression Analyses of Death Penalty Sentences (n=184)

Variable	<u>Model 1</u>		
	DP Sentence		
	β		Std. Error
Prior Arrest	.03	**	.33
Gender	.06		.26
Race	.64	***	.27
Education Level	.08		.23
SE Class	.51	***	.09
Age of Offender	.09		.20
DNA Evidence	-.08	**	.22
Relationship to Victim	-.02		.21
Race of Victim	.32	***	.08
Gender of Victim	.45		.13
Age of Victim	.26	*	.22
R ²	.32	**	
F	5.71	**	

*p < .05; **p < .01; ***p < .001

Appendix 1.2

Criminal Justice Comprehensive Result Sheet

Student # _____ Semester _____

Please indicate the result of the comprehensive exam using one of the following categories. Part 1 & Part 2 are to be graded separately.

PART 1:

- 1. Pass, no further action _____
 - 2. Marginal fail, rewrite requested _____
 - 3. Fail _____
-

Comments:

Part 2:

- 1. Pass, no further action _____
 - 2. Marginal fail, oral meeting requested _____
 - 3. Fail _____
-

Comments:

Evaluator's Signature: _____ Date: _____

Comprehensive Grading Exam Grading Rubric

Part 1

(Note: Not all areas will apply to every question. Make sure to grade based on the question asked)

1. Mastery of Content			
Poor	Marginal	Competent	Exemplary
Confuses the intent of the question, fails to focus on relevant material, and/or information is inaccurate and/or irrelevant.	Misinterprets some parts of the question, fails to focus on some relevant material and/or some information is inaccurate and/or irrelevant.	Interprets most parts of the question, focuses mostly on relevant material and most information is accurate and/or relevant.	Interprets all key parts of the question, focuses only on relevant material and most information is accurate and/or relevant.
2. Application of Theoretical Concepts			
Poor	Marginal	Competent	Exemplary
Demonstrates an unacceptable knowledge and application of relevant theoretical concepts.	Demonstrates a minimal knowledge and application of relevant theoretical concepts.	Demonstrates an acceptable knowledge and application of relevant theoretical concepts.	Demonstrates in-depth knowledge and application of relevant theoretical concepts.
3. Understanding of Diversity			
Poor	Marginal	Competent	Exemplary
Shows an unacceptable level of understanding of how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level.	Shows a minimal level of understanding of how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level.	Shows an acceptable level of understanding of how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level.	Shows an in-depth understanding of how gender, race, ethnicity, age, social class, and sexual orientation function at both the macro and micro level.
4. Research Design			
Poor	Marginal	Competent	Exemplary
Fails to explain research design, sampling technique and sample	Vaguely explains research design, sampling technique, and sample	Generally explains research design, sampling technique, and sample	Clearly explains research design, sampling technique, and sample
Fails to identify variables to be used and does not explain them.	Vaguely identifies variables to be used and does not clearly explain them.	Generally identifies variables to be used and explains them.	Clearly identifies the variables to be used and clearly explains them.
Fails to explain limitations of the study.	Vaguely explains limitations of the study.	Generally explains limitations of the study.	Makes outstanding explanation of the limitations of the study.
5. Critical Thinking and Problem Solving Skills			
Poor	Marginal	Competent	Exemplary
Fails to make clear arguments, shows errors in facts, and demonstrates illogical thinking. Relies upon personal experiences rather than scientific evidence.	Makes arguments with some difficulty. Uses cites, cases, and/or examples but fails to adequately connect them to the issue.	Makes arguments that are mostly clear, insightful, and responsive. Uses cites, cases, and/or examples and generally connects them to the issue.	Makes arguments that are clear, insightful, and responsive. Uses cites, cases, and/or examples to concretely connect them to the issue.
6. Written Communication Skills			
Poor	Marginal	Competent	Exemplary
Reflects serious deficiencies in scholarly writing skills including grammar, punctuation, spelling, and formatting. Fails to use organizational devices such as appropriate paragraphs, headings, sections, transitions, and/or citations.	Reflects notable deficiencies in some aspects of scholarly writing skills including grammar, punctuation, spelling, and formatting. Uses limited organizational devices such as appropriate paragraphs, headings, sections, transitions, and/or citations.	Reflects competency in most aspects of scholarly writing skills including grammar, punctuation, spelling, and formatting. Generally uses organizational devices such as appropriate paragraphs, headings, sections, transitions, and/or citations.	Reflects excellence in most aspects of scholarly writing skills including grammar, punctuation, spelling, and formatting. Generally uses organizational devices such as appropriate paragraphs, headings, sections, transitions, and/or citations.

Part 2

7. Analyzing and Interpreting Data			
Poor	Marginal	Competent	Exemplary
Fails to explain the characteristics of variables	Vaguely explain the characteristics of variables	Explain the overall characteristics of variables	Makes outstanding explanation of the characteristics of variables
Fails to identify and explain the significances of variables	Identify and explain the significance of some variables	Generally is able to identify and explain the significance of variables	Identify and explains the significance of variables and clearly explain them.
Fails to explain the meaning of slope or Beta values	Vaguely explain the meaning of slope or Beta values	Explain the overall meaning of slope or Beta values	Makes outstanding explanation of the meaning of slope or Beta values.
Fails to provide directional information of slope or Beta values	Vaguely provide directional information of slope or Beta values	Provide overall directional information of slope or Beta values	Provide clear directional information of slope or Beta values
Fails to interpret the data as given in a correct manner	Interprets some data as given in a correct manner	Generally is able to interpret the data as given in a correct manner	Provides an outstanding interpretation of the data as given in a correct manner.
Fails to link interpretations of data to logical outcomes	Vaguely links interpretations of data to logical outcomes	Makes good links between interpretations of data and logical outcomes	Makes outstanding links between interpretations of data and logical outcomes
8. Critical Thinking and Problem Solving Skills			
Poor	Marginal	Competent	Exemplary
Fails to make clear arguments, shows errors in facts, and demonstrates illogical thinking. Relies upon personal experiences rather than scientific evidence.	Makes arguments with some difficulty. Uses cites, cases, and/or examples but fails to adequately connect them to the issue.	Makes arguments that are mostly clear, insightful, and responsive. Uses cites, cases, and/or examples and generally connects them to the issue.	Makes arguments that are clear, insightful, and responsive. Uses cites, cases, and/or examples to concretely connect them to the issue.
Fails to recognize policy implications of data.	Vaguely recognizes policy implications of data.	Does a good job of recognizing policy implications of data.	Does an outstanding job of recognizing policy implications of data.
9. Written Communication Skills			
Poor	Marginal	Competent	Exemplary
Reflects serious deficiencies in scholarly writing skills including grammar, punctuation, spelling and formatting. Fails to use organizational devices such as appropriate paragraphs, headings, sections, and/or transitions.	Reflects notable deficiencies in some aspects of scholarly writing skills including grammar, punctuation, spelling and formatting. Uses limited organizational devices such as appropriate paragraphs, headings, sections, and/or transitions.	Reflects competency in most aspects of scholarly writing skills including grammar, punctuation, spelling and formatting. Generally uses organizational devices such as appropriate paragraphs, headings, sections, and/or transitions.	Reflects excellence in most aspects of scholarly writing skills including grammar, punctuation, spelling and formatting. Generally uses organizational devices such as appropriate paragraphs, headings, sections, and/or transitions.

Appendix 1.3

The University of Tennessee at Chattanooga
Pro-Seminar
Fall 2018
CRMJ 5000-43018, Hybrid, 3 hours

Instructor: Dr. Vic Bumphus

Email and Phone Number: vic-bumphus@utc.edu; 423-425-4519

Office Hours and Location:

Tuesdays and Thursdays: 10:30-12:00 and by appointments

Course Meeting Days, Times, and Location: Hybrid – Alternate Tuesdays (540 McCallie #110)

COURSE DESCRIPTION

A comprehensive review of the criminal justice system focusing on how the system functions in theory and practice. Analysis of specific policies relevant to crime and the administration of justice are used to explore the process of forming public policy and the impact criminal justice professionals have upon the policy implementations.

LEARNING OUTCOMES

This course is designed to (1) provide the student a critical knowledge of the criminal justice apparatus, while tying together the three main sub-systems of police, courts, and corrections. We will also (2) synthesize the causes of crime in terms of criminological theory, and address how the criminal justice system uses theory to address public policy. Further, students will analyze (3) specific policies relevant to the administration of justice will be used to explore different methods of theorizing the field of criminal justice. At the end of course, the student (4) should have a competent knowledge of the major issues critical to criminal justice policy, theory, and practice. The course will also consider various orientations to thinking about criminal justice and crime. Further, students (5) will demonstrate effective oral communications, thematic writing skills, and (6) competency in the APA citation style.

PREREQUISITES: NONE

COURSE MATERIALS/RESOURCES

Kraska, P. & J. Brent (2011). Theorizing Criminal Justice: Eight Essential Orientations. Long Grove, IL: Waveland Press.

Walker, S. (2011). Sense and Nonsense About Crime, Drugs and Communities: A policy guide. Belmont, CA: Wadsworth publishing.

Required Articles (*Provided by Instructor*)

Erez, E. (1992). Dangerous men, evil women: gender and parole decision-making. *Justice Quarterly*, 9(1): 105-126.

Von Hirsch, A. (1994). The Logic of prison Growth Crime Control as Industry (N. Christie) (A review). Modern Law Review, 57(3): 476-482.

Technology Requirements for Course

- Students are expected to have reliable access to the internet.

- Since not all of UTC Learn’s tools and functions work well using mobile devices (i.e., phones, ipads, kindles, etc.) the taking of exams, quizzes and submission of assignment via mobile devices is NOT RECOMMENDED. Therefore, students are expected to have access to a full browser on a computer. See the following link for more information on functions that may not work properly using mobile devices <https://www.utc.edu/learn/mobile-learn.php>.
- A USB Drive is REQUIRED: Do not count upon the stability of any online environment or of your computer’s hard drive. All materials for online submission should FIRST be saved on a USB/Flash Drive and submitted by using the upload or cut and paste feature of your computer. Portable drive back up files are a course requirement.

Technology Skills Required for Course

- Beginning the first week of the semester, the instructor will assume that students are acquainted with the Blackboard environment and have become proficient at the following:
 - Navigating the features of blackboard
 - Sending and receiving emails via blackboard
 - Accessing and creating discussion board forums
 - Creating and formatting documents in a standard word-processing application: saving files in either a “.doc”, “.docx”, or “.rtf” format.
 - Submitting assignments via blackboard
 - (You can find tutorials on most of these features can be found @ <https://www.utc.edu/learn/student-resources/index.php>)
- By the end of the first week of the semester, all students should have resolved all technical issues with IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu and be ready to fulfill the requirements of the course. No exceptions will be made no excuses will be accepted.

Technology Support

If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

COURSE ASSESSMENTS AND REQUIREMENTS

WRITING ASSIGNMENTS – Controversies in Criminal Justice/Criminology

Two writing assignments will be required during the semester. These writing assignments will be in the form of critical analysis where students will formally debate topics from the Walker text (the topical areas will be chosen by the professor). For each area chosen, students will be placed on either supporting or opposing sides. The final product will be a 5-page paper (*no longer, no shorter*) outlining the major issues and providing support for the assigned position. Be advised that this assignment may take you out of your comfort zone, depending on which side of the issue you are assigned, but remember, your job is to use available scholarship, experiences, and rational critical analysis to put forth a cogent argument. The specific guidelines for the critical essay assignment are included as an attachment to the syllabus (*50% of course grade – essay 1(20%)/ essay 2 (30%)*).

Discussion Board/Questions: There will be five discussion boards, which will consist of preparing questions or critical observations for discussion based on the assigned readings. All students must post 2 critical observations or questions to (to the Discussion Board) at least 24 hours prior to each class meeting to receive credit consideration. Two major observations or questions should be posted to stimulate class discussion. There will be no peer responses entered to individual questions/observations on Blackboard (*20% of the course grade*).

Individual readings/PRESENTATION: During the semester, each student will be required to select electronic articles (minimum 3) in relation to illuminating one of Kraska AND Brent's orientations to criminal justice and present their content and overall relevance. It will be up to each student to make relevant connections to broader issues in the field. At least 2 students will be assigned to specific orientations by the instructor. *(Students will present their overview of the selected readings on the last two class days; further guidelines are included as an attachment) (15% of course grade).*

Participation: Your participation grade will depend on regular attendance and preparation, and you are expected to attend class having read the assigned material. Students are welcome to discuss the readings with me during office hours. You will be graded on participation in each of the regularly scheduled class meetings. Therefore, the average of the 5 evaluations of individual participation will constitute your overall participation grade *(15% of the course grade)*.

GRADING SCALE/ EVALUATION

Your grade will be calculated using the following percentages:

Writing Assignments	50%
Presentation	15%
Discussion Board Entries	20%
Class Participation	15%
Total Percentage=	100%

Course grades and paper grades will use the following grading scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60	F

ATTENDANCE POLICY

It is expected that student will be attendance every class meeting during the semester. However, if the occasion arises and you have to miss a class period, please notify the instructor promptly. It might also be helpful to provide an explanation. A rule of thumb for missing classes: "one miss is one too many". Overall participation points will be affected by not being present. Full participation and attendance is of great importance in our hybrid setting.

ACADEMIC DISHONESTY

Academic misconduct includes cheating and plagiarism and will be taken seriously by the professor. Please refer to the UTC Student Handbook for a discussion of Academic Honesty and the possible consequences for non-compliance.

Safe Assign

Students will submit papers to the UTC Online (Blackboard) text-matching software (Safe Assign) for review and analysis of originality and intellectual integrity. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Course and Institutional Policies

- Late/Missing Work Policy
 - No late assignments will be accepted. However, there may be serious circumstances that might prevent or delay one's progress (e.g., hospitalization or serious injury). These issues will be handled on a case-by-case basis.
- Course Attendance Policy
 - Students are expected to log into the course at least 2 times a week. As this is a three-credit course, you should expect to spend three to four hours per week on readings, discussion entries and other assignments.
- Student with Disabilities
 - Students with a documented disability who requires assistance and/or academic accommodations should contact the Disability Resource Center (DRC). They can be reached at (423)-425-4006 or website: <https://www.utc.edu/disability-resource-center/>.
- Student Conduct Policy
 - UTC's Academic Integrity Policy is stated in the [Student Handbook](#).
- Honor Code Pledge
 - I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Participation/Contribution

- Your class participation will be measured by your participation in five required discussion board forums and contributions to class discussions on 5 lecture periods scheduled for the classroom. You are expected to make 2 original posts on discussion weeks – these posting require NO peer responses. While I will take into consideration that your position might have changed as a result of the discussion, great attention will be placed on your original statement. Therefore, it is highly recommended that you do the reading prior to posting – do not make causal, uninformed posts. Discussion boards will be closed at 5:30 pm on Monday evenings – 24 hours prior to the class meeting. Late, uninformed posts are equivalent of walking into a face-to-face class during the last five minutes and expecting to get full credit for being in class the entire 75 minutes.
- **Course Learning Evaluation**
 Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

ADA STATEMENT

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the UTC Disability Resource Center at 425-4006, come by the office - 102 Frist Hall.

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

VETERANS SERVICES STATEMENT

The office of Veteran Student Services is committed to serving all the needs of our veterans and assisting them during their transition from military life to that of a student. If you are a student veteran or a veteran dependent and need any assistance with your transition, please refer to <http://www.utc.edu/greenzone/> or <http://www.utc.edu/records/veteran-affairs/>. These sites can direct you to the necessary resources for academics, educational benefits, and adjustment issues. You contact the coordinator [Veteran Student Program and Services](#) directly at 423-425-2277. THANK YOU FOR YOUR SERVICE.

COURSE SCHEDULE AND TOPIC OUTLINE

Aug. 21	<i>Introduction to the Course and Discipline / Review of Syllabus/ REVIEW THE MSCJ PROGRAM IN UTC CATALOG & FIND 5 OTHER PROGRAMS AND MAKE GENERAL COMPARISONS (BE READY TO DISCUSS FINDINGS IN CLASS)</i>	
Aug. 28 (No meeting)	<i>Criminal Justice and Criminology & Thinking/Theorizing About Crime</i> Kraska/Brent (Chapter 1) & Walker (Chapter 1) & Kraska <u>Article</u> – under Course Docs: Theorizing Criminal Justice	
Sept. 4	<i>Theorizing Criminal Justice: Justice System Orientations</i> Kraska/Brent (Chapters 2 AND 3), Walker (Chapter 2)	DB1
Sept. 11 (No meeting)	<i>Justice System Orientation: Due Process/Crime Control</i> Kraska/Brent (Chapter 4), Walker (Chapter 3)	
Sept. 18	<i>Justice Orientations Politics and Social Construction</i> Kraska/Brent (Chapters 5 and 6)	DB2
Sept. 25 (No meeting)	<i>Justice System Orientations: Growth Complex / Crime Control as Industry</i> Kraska/Brent (Chapters 7) & von Hirsch <u>Article</u> : The logic of prison growth (Critical Essay 1 - Assigned)	
Oct. 2	<i>Justice System Orientations: Criminal Justice as Oppression</i> Kraska/Brent (Chapter 8) & Erez <u>Article</u> : Dangerous men, evil women Critical Essay1 Due by 5:30 - class time	DB3
Oct. 9 (No meeting)	Justice Orientations: Late Modernity Kraska/Brent (Chapters 9 and 10)...	
Oct. 16	<i>Fall Break</i>	
Oct. 23 (No Meeting)	<i>Predicting Criminality, Get Tough Ideology, and Deterrence</i> Walker (Chapters 4, 5 and 6)	
Oct. 30	Mass Incarceration and Closing the Loopholes Walker (Chapters 7-8)	DB4
Nov. 6 (No Meeting)	<i>The Middle Ground to Liberalism</i> Walker (Chapters 9, 10, 11, and 12), (Critical Essay2 – Assigned)	
Nov. 13	Presentations (Critical Essay2 – Due Date)	DB5
Nov. 20 (No Meeting)		
Nov. 27	Presentations	
END OF SEMESTER		

*On the 5 lecture class periods, you will receive a grade for your DB input and for your active participation in class discussion

CRITICAL ANALYSIS OUTLINE AND OVERVIEW

Use the structure below to write your critical analyses. The structure should make your essay more coherent, logical, and organized.

1. The **INTRODUCTION** of an essay has four functions:

- a) Tell the reader what you're talking about (**SPECIFIC STATEMENT**)
- b) Tell how you will address the topic in your essay
- c) Capture the interest of the reader
- d) State your major thesis or position

2. The **BODY** is the largest section of an essay. It is where you address what you said you would address (or do what you said, and provide evidence supporting your position). The BODY uses the following formative information (these are not subheading, but conceptual:

(This section should progress from the general and narrow in on the position issue)

- a) **General Statement** (Topic Sentence) tells the reader the general problem or area of what you are studying, not specific as in INTRODUCTION
- b) **Quoted Material (or specific detail)** expands/ the analysis and provides support for your major thesis
- c) **Explanation** - Answers the question "so what?" Remember to ask "so what does this have to do with my thesis?" (DON'T USE GENERIC UNRELATED RESEARCH – MAKE CONNECTIONS). Further, explicitly address how evidence fits your position on the issue.
- d) **Transition** ties paragraph to next paragraph (make sure your essay logically progresses)

3. The **CONCLUSION** of an essay is a retelling of your thesis (what you were going to prove). If an essay is properly set up using a solid introduction, a conclusion flows naturally after the body.

- a) **Restate Thesis** this does not mean repeat it. You said you were going to show or prove something, now it's time to tell us that you did.
- b) **Summarize Salient points** this sounds difficult, but actually you are merely touching on your EXPLANATION points from your BODY paragraphs.
- c) **Concluding statement** finish memorably... remember, leave your reader understanding that you proved your point.

Avoid the following: a) DO NOT begin a concluding paragraph with "in conclusion."
b) DO NOT repeat the introduction verbatim

Essay answering tips

1. Understand what the essay is asking you to do. Are you to discuss, compare, contrast, analyze, describe, prove, or give an opinion on something?
2. A good rule is to restate the essay question, but do it using terminology you understand. This restatement becomes your "Part a)" the "what" of the INTRODUCTION.
3. Often, an essay question provides possible directions in which to take your answer. Use these avenues -- they are "Part b)" the "how" of the INTRODUCTION.
4. Finally, you have to draw on your own knowledge of the subject to finish the essay.

Modified from: Source: <http://www.angelfire.com/me2/altman/Critical20Essay20Outline.html>

ORAL PRESENTATION OUTLINE

The purpose of the oral presentation on individual readings is for the student to demonstrate their understanding of a specific orientation as illustrated by Kraska and Brent. Each student should choose 3 articles on diverse criminal justice/criminological issues to illustrate the relevance of the paradigm. In essence, the student should be able to make the case to Kraska and Brent that the selected articles might be a suitable addition to Theorizing Criminal Justice: Eight Essential Orientations.

Order of Presentation:

- 1) Students should give a brief overview of the paradigm and its major postulates. As well, the introduction should address the potential for the orientation to become a valid, structured theoretical perspective;
- 2) After illustrating the logic and theoretical promise of the orientation, students should illustrate how their selected research helps illuminate the major tenets of the orientation. These articles should be selected across diverse criminal justice areas;
- 3) Students should provide a critique of the articles used by Kraska and Brent to make their analysis. Where they appropriate? Lacking in information? Out-right confusing?; and
- 4) Students should illustrate how contemporary responses to crime control fit within their specific orientation. Discussion of these policies, practices, or occurrences should make explicit.

Each presentation should last 15-20 minutes and be accompanied by a presentation to hand to the class. Student examining the same orientation will present at the same time.

Department of Social, Cultural, & Justice Studies
CRMJ 5000 (3): Proseminar (42266)
Fall 2019

Course: CRMJ 5000; CRN# 422686
Professor: Dr. Tammy S. Garland
Office: 540 McCallie; Rm. 454
Phone: (423) 425-5245
E-mail: Tammy-Garland@utc.edu
I will respond to emails within two business days.

Teaching Modality: Online
Office Hours: M/W: 10-11:30, W: 3:30-4:30, and by appointment

Required Texts:
Kraska, P. & J. Brent (2011). Theorizing Criminal Justice: Eight Essential Orientations. Long Grove, IL: Waveland Press.
Walker, S. (2011). Sense and Nonsense About Crime, Drugs and Communities: A policy guide. Belmont, CA: Wadsworth publishing.

**Additional required readings have been posted on Canvas within each learning module.*

Prerequisite: Graduate standing

Accommodation and Counseling information can be found in UTCLearn.

COURSE DESCRIPTION

A comprehensive review of the criminal justice system focusing on how the system functions in theory and practice. Analysis of specific policies relevant to crime and the administration of justice are used to explore the process of forming public policy and the impact criminal justice professionals have upon the policy implementations.

Course Objectives:

- **Examine, using a critical lens, the criminal justice system emphasizing the three main sub-systems: police, courts, & corrections(CO1)**
- **Identify and examine the causes of crime in relation to criminological theory (CO2)**
- **Understand and analyze how criminological theory is used to address public policy (CO3)**
- **Analyze various criminal justice polices and theories and apply how they are linked (CO)**

Student will also demonstrate effective communications, thematic writing skills, and competency in APA citation style.

Trigger Warning:

As with most criminal justice-related courses, the subject matter contained within the class is often shocking and controversial. While I understand that each individual is affected differently by topics discussed, the material is designed to help prepare students for employment within the field. Thus, topics addressing the realities of drug addiction, sexual violence, abuse, the consequences of engaging in deviant and criminal behaviors,

etc. is necessary as the field in which you enter is not sterile and anything discussed in this class cannot compare to the issues that you, as a professional, will encounter. Thus, while I am empathetic to any discomfort, the material is necessary. Please do not hesitate to contact me if you have any questions.

Academic Dishonesty:

The policy regarding academic dishonesty is simple. Students are responsible for doing their own work. In essence, there is no assistance from fellow classmates on quizzes, papers, or exams. Cases of academic dishonesty are handled in accordance with the University of Tennessee Student Handbook.

UTC HONOR CODE PLEDGE:

I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Selected written assignments in this class should be submitted to UTC Learn text-matching software (Intellicheck) for review and to analyze the originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outline in the UTC Student Handbook.

Participation Policy:

You are responsible for all material covered and all assignments given, regardless of personal illness, family emergency, or computer system failures. It is the student's responsibility to notify the instructor concerning usually demanding circumstances.

Although this is an online course, **it is not self-paced**. Reasonable deadlines have been set to ensure that you have adequate time to complete all assignments within the current session. Active participation in this class is required. Anyone who misses two due dates in a row, or three or more due dates, without communicating with the instructor prior to the due date, will be promptly notified on the probability of passing the course. Note: All assignments must be completed in order to receive a passing grade in the class.

Make Up Policy:

As this is an ONLINE course, timely participation is required. In order to make up a quiz/assignment, prior approval must be obtained from the professor. Approval is at the discretion of the professor, and documentation for an emergency absence is required within two weeks; All missed assignments must be completed within two weeks of the original due date. Please see the university policy for what constitutes professional academic notification and an excusable absence: <https://www.utc.edu/dean-students/studentoutreach/academicnotification.php>

Note: Discussion Boards are not eligible for make up.

Late Assignments:

For every day an assignment is late, the grade will drop by 10 points. After 5 days, the assignment will no longer be accepted, and you will receive a grade of “0.”

Email Statement:

To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for all communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-2678.

Technology Skills Required for Course:

Beginning the first week of the semester, the instructor will assume that students are acquainted with the Canvas Learning Management System and have become proficient at the following:

- Navigating the features of Canvas
- Sending and receiving emails via Canvas
- Accessing and creating discussion board forums
- Creating and formatting documents in a standard word-processing application: saving files in either a “.doc”, “.docx”, or “.rtf” format.
- Submitting assignments via Canvas
- (You can find tutorials on most of these features can be found @ <https://www.utc.edu/learn/student-resources/index.php>)

Technology/Communication:

Class information and announcements will be communicated through the announcements listings on the course web page (on Canvas at <http://utconline.utc.edu>), and through your UTC e-mail address.

You need access to a personal computer (Mac or Windows) for major amounts of time for this course. You need Internet access for this course. You must have an Internet browser that up to date. You are required to check the online portion of this course at <http://utconline.utc.edu/> on a daily basis.

You must be able to save word processing files in a .doc or .docx (Microsoft Word) format for sharing and submitting files to the instructor. You are expected to have working knowledge and capability with your computer before entering this class.

To access Canvas, you will need your UTC-ID and password. If you do NOT know what your UTC-ID is, please contact me as soon as possible or see <http://utconline.utc.edu/fastfacts.html>

Conduct Code:

Disorderly conduct is defined as “any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches peace or violates the rights of others.” If a student continuously disrupts the classroom in a manner deemed intolerable, you will be administratively removed from the class.

This class allows an open forum for discussion; however, we must remember that college is a serious business. Thus, it is necessary that each member of the class **respect the needs and**

beliefs of others. The ideas of another can be denounced but remember to not make your arguments personal. There is no talking or other class distraction while the instructor or other students are talking. **NO WEAPONS, NO BEEPERS, NO CELL PHONES, NO VIDEO GAMES, AND NO READING OF OUTSIDE MATERIAL DURING CLASS.**

Course Requirements:

*All assignments must be completed.

Non-Graded:

1. Introductions (Credit/No Credit)
2. MSCJ Participation Assignment (Credit/No Credit)

Failure to complete these assignments will result in 5 points being deducted from your final grade.

Graded:

- 1) Reading Summaries: (30%)

For each week reading summaries are assigned (5 total), students should provide an analysis of the readings. Summaries should include: a basic summary of the readings, connecting the broader issues to the field, and critiques of the readings (what did the authors get wrong...support). Each week summary must: be no more than 2 pages, use at least 2 academic sources outside of the assigned readings, and be written using APA format and citation style.

2. Paper: (30%)

Students will be assigned a topic to complete an 8-10 page paper. The paper will consist of an introduction, literature review, and orientation. Please see paper guidelines located within Canvas. The paper must be a minimum of 8 pages, include at least 15 academic/scholarly journals, and use APA.

3. Presentation: (10%)

Students will complete a Powerpoint presentation on their assigned paper. Presentations should be between 10-15 minutes, and will be presented using Zoom. Students can schedule a time during the Week of Nov. 17-24 to virtually present their findings.

4. Online Discussion Boards: (30%)

Since this is an online class, rather than participating face-to-face, this class requires that you participate in the discussion forum. Six discussion boards will be assigned with the lowest grade being dropped. Students must be actively engaged throughout the week. Each respondent will post an initial post based on the prompt; Additional posts will be a response to others (See Discussion Board Rubric and Do's and Don'ts for what constitutes appropriate posts). A **minimum of 4 posts per week on 3 separate days** is required (7 posts maximum; quality not quantity). If the minimum is not met, you will receive no credit for the week's discussion. Each discussion is worth 20 points for a total of 100 points.

Grading:**All assignments are graded within 2 weeks from the date of submission.**

The final grade will be computed as follows:

Reading Summaries:	30%	A = 90-100%
Paper:	15%	B = 80-89%
Presentation:	30%	C = 70-79%
Discussion:	30%	D = 60-69%
-----		F = below 60%
Total:	100%	

Class Outline:

Date	Topics	Readings and Assignments: All material must be completed for the designated week. See Assigned readings in Weekly Module
8/19-8/25	Week 1: Introduction & Discipline Review Course Syllabus/Examining MSCJ Programs	Week 1 Readings; Introduce yourself to the class; Participation Assignment
8/26-9/1	Week 2: Theorizing Criminal Justice	Kraska/Brent (Chapter 1) & Walker (Chapter 1) & Kraska <u>Article</u> –Theorizing Criminal Justice; Reading Summary
9/2-9/8	Week 3: Modern Theory and Application	DeValve, Garland, & Wright; Discussion Board (DB1)
9/9-9/15	Week 4: Justice Systems Orientations	Kraska/Brent (Chapters 2 AND 3), Walker (Chapter 2); Reading Summary
9/16-9/22	Week 5: Due Process/Crime Control	Kraska/Brent (Chapter 4), Walker (Chapter 3); DB2
9/23-9/29	Week 6: Politics & Social Constructionism	Kraska/Brent (Chapters 5 and 6); Reading Summary
9/30-10/6	Week 7: Growth Complex/Crime Control as Industry	Kraska/Brent (Chapters 7) & von Hirsch <u>Article</u> : The logic of prison growth; DB3
10/7-10/13	Week 8: Criminal Justice as Oppression	Kraska/Brent (Chapter 8) & Erez <u>Article</u> ; DB4
10/14-10/20	Fall Break	Play Catch Up
10/21-10/27	Week 9: Late Modernity	Kraska/Brent (Chapters 9 and 10)... Reading Summary
10/28-11/3	Week 10: Predicting Criminality, Get Tough Ideology, and Deterrence	Walker (Chapters 4, 5 and 6); Reading Summary
11/4-11/10	Week 11: Mass Incarceration & Closing the Loopholes	Walker (Chapters 7-8); DB5
11/11-11/17	Week 12: The Middle Ground to Liberalism	Week 12 Readings; DB6
11/18-11/24	Week 13: Presentations	

*This schedule is
tentative and subject
to change.*

The University of Tennessee at Chattanooga
Criminology
Spring 2019
CRMJ 5030-29260 - 3 hours

Instructor: Dr. Gale Iles

Email and Phone Number: Gale-iles@utc.edu; 423-425-2241

Office Hours and Location:

Tuesdays and Thursdays: 12:30-3:00 and by appointments; 540 McCallie Avenue, Room 447.

Course Meeting Days, Times, and Location: Online

Course Catalog Description

Critical examination of current theoretical perspectives on crime and justice.

Course pre/co-requisites

None

Course Student Learning Outcomes

- To understand the development and arguments of the major criminological explanations of crime
- To critically compare and contrast the various schools of thought
- To apply and assess theories of crime to criminal behavior depicted in high profile cases.
- Be able to apply knowledge on the theoretical explanations of crime to policies on crime reduction and the sentencing of offenders

Required Course Materials

- Vold, G., Bernard, T., & Snipes, J. (2009). *Theoretical criminology*, 7th ed. New York: Oxford University Press.
- Selected Journal Articles: Students are responsible for retrieving the articles.

Technology Requirements for Course

- Students are expected to have reliable access to the internet.
- Since not all of UTC Learns' tools and functions work well using mobile devices (i.e., phones, ipads, kindles, etc.) the taking of exams, quizzes and submission of assignment via mobile devices is NOT RECOMMENDED. Therefore, students are expected to have access to a full browser on a computer. See the following link for more information on functions that may not work properly using mobile devices <https://www.utc.edu/learn/mobile-learn.php>.
- A USB Drive is REQUIRED: Do not count upon the stability of any online environment or of your computer's hard drive. All materials for online submission should FIRST be saved on a USB/Flash Drive and submitted by using the upload or cut and paste feature of your computer. Portable drive back up files are a course requirement.

Technology Skills Required for Course

- Beginning the first week of the semester, the instructor will assume that students are acquainted with the Blackboard environment and have become proficient at the following:
 - Navigating the features of blackboard
 - Sending and receiving emails via blackboard
 - Creating and formatting documents in a standard word-processing application: saving files in either a “.doc”, “.docx”, or “.rtf” format.
 - Submitting assignments via blackboard
- A tutorial on many of the above features can be found at: <https://www.utc.edu/learn/student-resources/index.php>
- By the end of the first week of the semester, all students should have resolved all technical issues with IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu and be ready to fulfill the requirements of the course. No exceptions will be made no excuses will be accepted.

Technology Support

If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements (see bottom of syllabus for details of the writing assignments)

- Writing Assignment 1 35% of course grade (5-7 pages)
- Writing Assignment 2 45% of course grade (8-10 pages)
- Discussion board – 25% of course grade

Course Grading

- Grading scale
 - A – 90-100
 - B – 80-89
 - C – 70-79
 - D – 60-69
 - F – Below 60
- Course Grading Policy
 - All grade disputes must be brought to the attention of the instructor no later than two weeks after receiving the grade.
- Instructor Grading and Feedback Response Time
 - Writing assignments may take up to 2 weeks from the deadline’s due date. Discussion board entries will be graded within 1 week.

Course and Institutional Policies

- Late/Missing Work Policy
 - There are NO make-up exams. Exceptions, however, may be made at the instructor’s discretion and will ONLY be granted in instances of plausible but unforeseeable circumstances (e.g., death of an immediate family member). Documented proof MUST be provided.
 - Writing assignments that are submitted late will be deducted 10 points per day. NO papers will be accepted after (7) days from the deadline.

- Course Attendance Policy
 - Students are expected to log into the course at least 3-4 times a week.
- Student with Disabilities
 - Students with a documented disability who requires assistance and/or academic accommodations should contact the Disability Resource Center (DRC). They can be reached at (423)-425-4006 or website: <https://www.utc.edu/disability-resource-center/>.
- Student Conduct Policy
 - UTC's Academic Integrity Policy is stated in the [Student Handbook](#).
- Honor Code Pledge
 - I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Participation/Contribution

- As this is a three-credit graduate course, you should expect to spend at least 5-9 hours per week on discussion boards, readings and other assignments.
- Discussion Boards
 - There are 6 graded discussion boards in this course. You are expected to make one original post and then respond to the comments of at least three of your peers. You will not be able to see or respond to the post of your peers until you have posted your original comment. While I will take into consideration that your position might have changed as a result of the discussion, great attention will be placed on your original statement. Therefore, it is highly recommended that you do the reading prior to posting. In other words, do not attempt to just make a casual post in the hopes of gaining access to the comments of others for the "correct" response to the question. Discussion boards will open at 12:01am on Monday morning and close at 11:59pm on Sunday night. **NOTE:** posting any of the required entries (one original and three responses to your peers) on Sunday will be considered late. That is the equivalent of walking into a face-to-face class during the last five minutes and expecting to get full credit for being in class the entire 75 minutes. In addition, you cannot post all your entries on the same day and not return to comment on the feedback of others. That behavior is similar to walking into a face-to-face class, saying what's on your mind then leaving without listening to the feedback of others. Engaging in either or both of those activities will lower the grade you receive on your discussion board entries

Course Learning Evaluation

Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule

Week 1 Jan 7-13	Course Orientation Theory & Crime; Theory and Policy in Context	Chapters 1 & 2
Week 2 Jan 14-Jan 20	Classical and Neo-Classical School of Thought Journal Article: Steven Durlauf and Daniel Nagin, "Imprisonment and Crime: Can Both Be Reduced?," <i>Criminology and Public Policy</i> 10(2011): 13-54. Discussion Board 1	Chapters 3
Week 3 Jan 21-27	Positivist School of Thought	Chapters 4 & 5
Week 4 Jan 28-Feb 3	Assignment 1 Due: By 11:59pm on Sunday, Feb 3	
Week 5 Feb 4-10	Durkheim, Anomie, and Modernization Journal Article: Richard Bennett, "Development and Crime," <i>Sociological Quarterly</i> 32 (1991). 343-363. Discussion Board 2	Chapter 6
Week 6 Feb 11-17	Neighborhoods and Crime Journal Article: Edward Goetz, "Where Have All the Towers Gone?," <i>The Dismantling Of Public Housing in U.S. Cities</i> , <i>Journal of Urban Affairs</i> 33 (2011). 267-287. Discussion Board 3	Chapter 7
Week 7 Feb 18-24	Strain Theories Robert Agnew, "Storylines as a Neglected Cause of Crime," <i>Journal of Research in Crime and Delinquency</i> 43 (2006). 119-147.	Chapter 8
Week 8 Feb 25-Mar 3	Learning Theories Eric Stewart, Christopher Schreck, and Ronald Simons, "I Aint't Gonna Let No One Disrespect Me: Does the Code of the Street Reduce or Increase Violent Victimization Among African Americans Adolescents?," <i>Journal of Research in Crime and Delinquency</i> 43(4) (2006). 427-458. Discussion Board 4	Chapter 9
Week 9 Mar 4-10	Control Theories Chongmin Na and Raymond Paternoster, "Can Self-Control Change Substantially over Time" Rethinking the Relationship between Self-and Social Control," <i>Criminology</i> 50(2). (2012). 427-462.	Chapter 10
Week 10 Mar 11-17	Spring Break!	No Class
Week 11	Labeling Theories and Conflict Criminology	Chapter 11

Mar 18-24	N. Al-Talib and C. Griffin, "Labeling Effects on Adolescents' Self-concept." <i>International Journal of Offender Therapy and Comparative Criminology</i> , 38. 47-57. Discussion Board 5
Weeks 12 Mar 25-Mar 31	Marxist and Postmodern Criminology; Gender Theories Chapters, 12 & 13
Week 13 Apr 1-7	Assignment 2 Due: By 11:59pm on Sunday, April 7
Week 14 Apr 8-14	Developmental Theories Chapter 14 Alex Piquero, Terrie Moffitt, and Bradley Wright. "Self-Control and Criminal Career Dimensions," <i>Journal of Contemporary Criminal Justice</i> 23 (2007). 72-89.
Week 15 Apr 15-21	Integrated Theories; Assessing Criminology Theories Chapter 15 &16 Discussion Board 6

Details of Assignments

Assignment 1 (5-7 pages, not including reference page)

- I. Statement of the Issue
 - A. Briefly research and discuss the background of the Buck v. Bell, 274 U.S. 200 (1927) case.
 - B. What was the court's decision and rationale?

- II. Theoretical Framework
 - A. What is the argument/premise of the early positivist explanation of crime?
 - i. This is where you will demonstrate your understanding of the key ideas presented in the assigned readings and class discussion).
 - ii. NOTE: This is a theory class so your discussion on this section of the paper should be fully detailed and complete. You are free to use outside resources to help with your understanding of the theory. Be sure to include them in your reference page.

- III. Theory Application
 - A. How does the case and ruling relate to the thinking of the early positivist explanation of crime?
 - i. This is where you will demonstrate your ability to apply an event to what you have learned about the positivist explanation of crime/deviant behavior.

- IV. Policy Implication
 - A. What effect did the courts' ruling have on laws in the U.S.?
 - B. Do you think the court made the right decision? Why or why not?

- i. Your response should include a discussion of the strength and/or weaknesses of the positivist school of thought.
- C. Should our deeds be judged by society (people) or science (genetics)?
- D. Better yet, should someone's life be read and judged not after they have committed a bad act but before they are even born?

Writing Assignment 2 (8-10 pages, not including reference page)

On Tuesday September 25, 81-year old Bill Cosby, famously known as America's Dad, was sentenced to 3-10 years in prison after a jury found him guilty on three counts of aggravated indecent assault involving the drugging and sexually molestation of Andrea Constand. At the sentencing hearing, Judge Steven O'Neill refer to Cosby as a "sexually violent predator" (Durkin, 2018). Despite Cosby's advanced age and his legally blind diagnosis, the judge further denied him bail pending an appeal by noting that Cosby, "could quite possibly be a danger to the community" (Durkin, 2018)

The sentencing of the legally blind, 81-year-old Bill Cosby raises the issue of the rapidly expanding problem surrounding the incarceration of geriatric inmates. To some the incarceration of the elderly has caused prisons to "essentially function as expensive yet inhumane nursing homes" (Schindler, 2018). In deed a 2016 report by the Bureau of Justice Statistics revealed that between 1993 and 2013, the number of inmates 55 and older who were sentenced to a year or more of incarceration increased a staggering 400 percent (Carson and Sabol, 2016).

As a prosecutor in the Bill Cosby case, you have been tasked to recommend a sentence based on your knowledge of the life-course perspectives of criminality. More specifically you are asked to recommend to the judge a sentence that is align with your knowledge and understanding of developmental theories. You will do so by discussing:

1. Background of issue
 - a. Statistics on the incarceration of the elderly
 - b. Findings of at least three scholarly journal articles that have studied the impact (financial and social cost and effectiveness) of the elderly prison population.
2. Theoretical application
 - a. Provide an in-depth discussion of the arguments of the developmental theories discussed in chapter 14.
 - i. NOTE: this is where you will demonstrate your understanding and ability to articulate the arguments of the developmental theorists.
 1. Your response should include a discussion of the debate between criminal propensity versus career criminals
 - ii. Your answer should begin with a discussion of the characteristics or factors that distinguishes developmental theories from traditional theoretical frameworks (i.e., how has the explanations of crime discussed in previous weeks differ from the explanations of crime discussed in Week 14).
3. Policy Implications
 - a. Which side of the debate (criminal propensity versus career criminals) do you find more convincing?
 - b. What transitions or trajectories have you seen in your life or that of your friends lives that provides support of Sampson and Laub's developmental model? What events encouraged offending or inhibited it?
 - c. Based on your knowledge and understanding of the developmental theory perspective, what sentence would you recommend for Bill Cosby, and why?

Carson, E., and Sabol, W. (2016, May 19). Aging of the State Prison Population, 1993-2013. Bureau of Justice Statistics. NCJ 248766. [Online]. Available: <https://www.bjs.gov/index.cfm?ty=pbdetail&iid=5602>. Retrieved, January 5, 2019.

Durkin, E. (2018, September 25). "Bill Cosby Sentenced to Three to 10 Years in Prison for Sexual Assault. The Guardian. [Online]. Available: <https://www.theguardian.com/world/2018/sep/25/bill-cosby-sentence-sexual-assault-judge>. Retrieved, January 5, 2019.

Schindler, M. (2018, November 24). "Paroling Elderly Inmates is Humane Solution to Costly Mass Incarceration". The Hill [Online]. Available: <https://thehill.com/opinion/criminal-justice/417765-paroling-elderly-inmates-is-humane-solution-to-costly-mass>. Retrieved: January 5, 2019.

Guidelines for writing assignments:

Both assignments should have the standard typed 12-point font and 1-inch margins. The use of subheadings (e.g., statement of the issue, theoretical framework/application and policy implications) is highly recommended to aid in the organization of the paper. APA citation and references is also recommended. However, you are free to use any style citation/reference (e.g., MLA, Chicago, etc.) just as long as it is consistently use throughout the paper.

* The schedule of activities is subject to change
Last reevised 1/05/2019

CRMJ 5120 (3): JUVENILE DELINQUENCY AND JUSTICE SYSTEM
Spring 2019

Course: CRMJ 5120-001, CRN # 29261
Title: Juvenile Delinquency and Justice System
Class Schedule: Online
Class Location: Online
Credit: 3 Credit Hours
Professor: Dr. Tammy Garland
Office Phone: 423-425-5245
Office Location: 540 McCallie Ave, #454
Office Hours: M/W:10:00-11:30, W: 3:30-4:30 & by appointment
E-mail: Tammy-Garland@utc.edu , I will respond to your emails no later than 2 business days.
Prerequisite: Graduate standing

Course Texts:

Oudshoorn, J. (2016). Trauma-informed juvenile justice in the United States. Toronto: CPSI.
**Additional readings have been posted on UTC Learn.*

Please go to www.utc.edu/learn to access student ADA, counseling, and veteran's accommodations, services, and policy statements. This class will address issues of domestic, sexual, and community violence. If you have been a victim, please consider seeking counseling if course material triggers any psychological problems.

Course Description:

An in-depth analysis of the juvenile justice system, juvenile law, theory, and causes of delinquency

Course Objectives:

- Apply theoretical concepts of the juvenile justice system to practical application
- Understand, analyze, and critique the historical and legal evolution of the juvenile justice system
- Identify factors related to juvenile delinquency (e.g. abuse, race, class, and gender) through a trauma-informed lens
- Analyze what we know about the reality of juvenile delinquency and the public's conception and reaction to juvenile delinquency

Academic Dishonesty:

The policy regarding academic dishonesty is simple. Students are responsible for doing their own work. In essence, there is no assistance from fellow classmates on individual assignments. Cases of academic dishonesty are handled in accordance with the University of Tennessee—Chattanooga Student Guidelines. Please see the Plagiarism PPT in Blackboard.

Plagiarism is “the unauthorized use of the language and thoughts of another author and the representation of them as one’s own” (Webster’s College Dictionary, 2010). If you are caught plagiarizing a published work/idea or another student’s work/idea, this act may result in automatic failure of the class. Simply put, **DO NOT CHEAT!!!**

Participation Policy:

You are responsible for all material covered and all assignments given, regardless of personal illness, family emergency, or computer system failures. It is the student's responsibility to notify the instructor concerning usually demanding circumstances.

Although this is an ONLINE course, **it is not self-paced**. Reasonable deadlines have been set to ensure that you have adequate time to complete all assignments within the current session. Active participation in this class is required. Note: All assignments must be completed in order to receive a passing grade in the class.

Make Up Policy:

As this is ONLINE course, timely participation is required. In order to make up a quiz/assignment, prior approval must be obtained from the professor. Approval is at the discretion of the professor, and documentation for an emergency absence is required within one week; All missed assignments must be completed within one week of the original due date. Please see the university policy for what constitutes professional academic notification and an excusable absence: <https://www.utc.edu/dean-students/studentoutreach/academicnotification.php>

Note: Discussion Boards are not eligible for make up.

Late Assignments:

For every day an assignment is late, the grade will drop by 10 points. After 5 days, I will not accept the assignment and the student will receive a grade of "0".

Email Statement:

Students are encouraged to communicate with the professor if there are experiencing difficulties/concerns in the course. You can expect a response anywhere between 24-48 hours from me during normal business hours (8am-5pm, Monday-Friday). All communication must be made using your UTC email address (firstname-lastname@utc.edu) for (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular daily. If you have problems with accessing your email account, contact the Help Desk at 423/425-2678.

Technology Requirements:

You need access to a personal computer (Mac or Windows) for major amounts of time for this course. You need Internet access for this course and your internet browser (preferably Mozilla) must be up to date. You are required to check the online portion of this course at <http://utconline.utc.edu/> on a daily basis.

You must be able to save word processing files in a .doc (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing and submitting files to the instructor. You are expected to have working knowledge and capability with your computer before entering this class. **DO NOT USE MICROSOFT WORKS; I WILL NOT ACCEPT IT!!!!**

Class information and announcements will be communicated through the announcements listings on the course web page (on UTC Learn at <http://utconline.utc.edu>), and through your UTC e-mail address.

Title IX Statement:

Federal law, specifically Title IX, and university policy require that I, along with all other faculty members, serve as mandated reporters of incidents involving sexual misconduct and relationship violence, including sexual assault, dating violence, domestic violence, and stalking. Reporting ensures that colleges protect and accommodate victims/survivors as well as hold perpetrators accountable for their behavior. There are several places on campus where you can report incidents if you wish to file a formal complaint. You can file a formal complaint without filing a police report, and you can get services from the university even if you do not want to file or pursue a formal complaint. If you wish to report an incident confidentially, there also are some places on campus where you can go for assistance. For more information about reporting options see the webpage:

<http://www.utc.edu/sexual-misconduct/>. If you provide information about these types of incidents in class, in a written assignment, in discussion in my office, in an email, or in other forms of communication, it is important that you know that I am required to report it.

Conduct Code:

Disorderly conduct is defined as “any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches peace or violates the rights of others.” If a student continuously disrupts the classroom in a manner deemed intolerable, you will be administratively removed from the class.

Class Rules:

This class allows an open forum for discussion; however, we must remember that college is a serious business. Thus, it is necessary that each member of the class **respect the needs and beliefs of others**. The ideas of another can be denounced but remember to not make your arguments personal

Course Requirements:**1. Case Briefs: (30%)**

During the semester, four legal briefs worth 25 points each will be assigned. Each student is to write the brief according to handout guidelines. Please be prepared to discuss case briefs.

1. Kent v. US (1966)
2. DeShaney v. Winnebago County Social Services (1989)
3. Vernonia School District v. Acton (1995)
4. Roper v. Simmons (2005)

2. Paper (Rough Draft 1: 5%; Rough Draft 2: 5%; Final Paper: 30%)

You will be assigned a paper topic and a group to work on your paper for the semester. Your paper will be structured to include an introduction, literature review (including theoretical application), and methodology (including limitations). Due dates are noted in the syllabus and assignment requirements/rubric are posted in UTC Learn.

3. Discussion Boards: 30%

Since this is an online class, this class requires that you participate in the discussion forum. DBs are open from Monday-Sunday; all posts must be complete by 8:00 pm on the assigned date of topic. You must post one initial response based on the given prompt; All other posts will be in response to your classmates or myself. Note: This does not mean that you will simply post one response or wait until the last minute. Discussion entails active participation throughout the week. (See Discussion Board Rubric for what constitutes appropriate posts). A **minimum of 4** posts per

week is required (7 posts maximum; quality not quantity). If the minimum is not met, you will receive no credit for the weeks' discussion. Each discussion is worth 10 total points (10 x 10) for a total of 100 points.

Grading:

The final grade will be computed as follows:

Rough Drafts:	10%	A = 90-100%
Paper:	30%	B = 80-89%
Case Briefs:	30%	C = 70-79%
Discussion Boards:	30%	D = 60-69%
-----		F = below 60%
Total:	100%	

All Assignments will be graded within 2 weeks of their submission date.

Class Outline:

Date	Topics	Readings and Assignments
Week 1: 1/7-1/13	Introduction	Foreward, Intro, & Ch. 1: J. Oudshoorn (JO)
Week 2: 1/14-1/20	Juvenile Crime & the Criminal Justice System; Girls & Delinquency	Module Articles; DB 1
Week 3: 1/21-1/27	Juvenile Law	Module Articles; Brief 1 (Kent)
Week 4: 1/28-2/3	Ethics and the Criminal Justice System	Module Articles; DB 2
Week 5: 2/4-2/10	Theorizing Juvenile Crime & Explaining Youth Offending	DB 3
Week 6: 2/11-2/17	Trauma and the Juvenile Justice System	Chs. 2-4 (JO); Module Articles DB 4 due; Rough Draft 1 due
Week 7: 2/18-2/24	Childhood Victimization, ACE Scores, & Maladaptive Behaviors	DB 5 due
Week 8: 2/25-3/3	Family & Delinquency Foster Care	Module Articles; Brief 2 due (DeShaney)
Week 9: 3/4-3/10	Mental Health, Drug Abuse, and Special Populations	Module Articles; DB 6 due; Rough Draft 2 due
3/11-3/17	SPRING BREAK	
Week 10: 3/18-3/24	Peers & Delinquency Bullying	Module Articles; DB 7
Week 11: 3/25-3/31	Schools & Delinquency...Pipeline to Prison	Ch. 7 (JO); Module Articles; Brief 3 due (Vernonia); DB 8
Week 12: 4/11-4/7	Imprisonment & Treating Juveniles as Adults	Ch. 5 (JO); Module Articles; DB 9 due

Date	Topics	Readings and Assignments
Week 13: 4/8-4/14	Extreme Decisions: Death Penalty & Life in Prison	Module Articles Brief 4 due (Roper)
Week 14: 4/15-4/21	Diverting Juveniles and Juvenile Programs; Restorative Justice	Chs. 6 & 7 (JO); Module Articles; DB 10 due
		Final Paper due: Wed 4/24

This schedule is tentative and subject to change.

The University of Tennessee at Chattanooga
Courts, Sentencing and Society
Spring 2018
CRMJ 5250-28654, Online, 3 hours

Instructor: Dr. Gale Iles

Email and Phone Number: Gale-iles@utc.edu; 423-425-2241

Office Hours and Location:

Tuesdays and Thursdays: 12:30-3:00 and by appointments; 801 McCallie, Room 107.

Course Meeting Days, Times, and Location: Online

Course Catalog Description

Examination of the criminal, civil, and juvenile legal institutions. Explores the theoretical foundations of various types of law. Compares and contrasts consensus versus conflict models. Reviews the function of courts, legislature, and administrative agencies and the ways they impact upon criminal justice administration.

Course pre/Co Requisites

None

Course Student Learning Outcomes

1. Explore the structure and organization of the American court
2. Identify and critique the roles and duties of prosecutors, defense attorneys, judges and juries.
3. Critique the decision-making process, including pretrial proceedings, plea bargaining, and sentencing.
4. Examine the post-conviction process, with an emphasis on criminal appeals and habeas corpus proceedings.
5. To explore trends on specialized or problem-solving courts.

Required Course Materials

- Spohn, C. & Hemmens, C. (2012). Courts: A Text/Reader (2nd ed.) Thousands Oaks, CA: Sage Publication
- The Servant Girl's Baby – the PDF file is available in the assignment tab on blackboard

Technology Requirements for Course

- Students are expected to have reliable access to the internet.
- Since not all of UTC Learn's tools and functions work well using mobile devices (i.e., phones, ipads, kindles, etc.) the taking of exams, quizzes and submission of assignment via mobile devices is NOT RECOMMENDED. Therefore, students are expected to have access to a full browser on a computer. See the following link for more information on functions that may not work properly using mobile devices <https://www.utc.edu/learn/mobile-learn.php>.
- A USB Drive is REQUIRED: Do not count upon the stability of any online environment or of your computer's hard drive. All materials for online submission should FIRST be saved on a USB/Flash Drive and submitted by using the upload or cut and paste feature of your computer. Portable drive back up files are a course requirement.

Technology Skills Required for Course

- Beginning the first week of the semester, the instructor will assume that students are acquainted with the Blackboard environment and have become proficient at the following:
 - Navigating the features of blackboard
 - Sending and receiving emails via blackboard
 - Accessing and creating discussion board forums
 - Creating and formatting documents in a standard word-processing application: saving files in either a “.doc”, “.docx”, or “.rtf” format.
 - Submitting assignments via blackboard

- A tutorial on many of the above features can be found at: <https://www.utc.edu/learn/student-resources/index.php>

- By the end of the first week of the semester, all students should have resolved all technical issues with IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu and be ready to fulfill the requirements of the course. No exceptions will be made no excuses will be accepted.

Technology Support

If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements

- Writing Assignment 1 (40% of overall course grade)
- Students will surf the internet to find a case of a defendant who was wrongly convicted. Student will research the background of the case and use the gathered information to write a 4-6-page paper on wrongful conviction. The paper should include:
 1. Identification of the problem
 - a. Definition of wrongful conviction
 - b. Statistics on wrongful conviction
 2. Summary of the case
 - a. A discussion of the role or actions of the legal actors, including jurors, involved in the selected case.
 - b. What other pertinent details are available about the case and the process
 - c. Outcome of the case
 3. Policy implications
 - a. Based on your review of the case and the various assigned readings, what do you think is a primary cause of wrongful conviction?
 - b. What policy and/or program would you implement to reduce the number of wrongful conviction
 4. Commentary
 - a. How has this assignment and the assigned readings shape or reshape your perception of justice, courts and the criminal justice system as a whole?

- Writing Assignment 2 (45% of overall course grade)
 - The Servant Girl’s Baby and the Tabafunda’s case (State vs. Williams, 1971)
 - Students will use the parable of “The Servant Girl’s Baby” to write a 4-6-page paper that address the following questions.
 1. How is the real life Tabafunda’s case similar to the fictional case of the Servant’s Girl Baby? Be sure to explain.

2. According to Blair, “I thought the cause of the baby’s death was obvious enough, as a medical fact, but thought there was much more to consider before MiYan could be convicted and punished.” (pg. 181). In your own words, what are some factors that should be considered?
 3. To some extent, each of the four main actors (MiYan, the grandmother, Mr. Moffit and Mrs. Moffit) played a role in the death of the baby. As her defense attorney, can you briefly explain why that may be the case? As a jury, of the four, who would you hold the most responsible for the baby’s death, and why?
 4. In the United States, cultural practices or values are not given the same constitutional protections as those given to religion. If MiYan was tried in the United States, should her “cultural background and religious beliefs provide a defense for her, even if she did not live up to whatever standard of care the law imposes?”
 5. If you were in MiYan’s position, what life-saving course of action would you have taken to ensure the safety of your child? Be sure to explain.
 6. Do you think the right outcome was made in the Tabafunda’s case? In MiYan’s case? Why or why not.
- Discussion Board (15% of overall course grade)
 - Aside from the introductory discussion board, there are 7 graded discussion boards in this course. You are expected to make one original post and then respond to the comments of at least three of your peers. You will not be able to see or respond to the post of your peers until you have posted your original comment. While I will take into consideration that your position might have changed as a result of the discussion, great attention will be placed on your original statement. Therefore, it is highly recommended that you do the reading prior to posting. In other words, do not attempt to just make a casual post in the hopes of gaining access to the comments of others for the “correct” response to the question. Discussion boards will open at 12:01am on Monday morning and close at 11:59pm on Sunday night. **NOTE:** posting any of the required entries (one original and three responses to your peers) on Sunday will be considered late. That is the equivalent of walking into a face-to-face class during the last five minutes and expecting to get full credit for being in class the entire 75 minutes. In addition, you cannot post all your entries on the same day and not return to comment on the feedback of others. That behavior is similar to walking into a face-to-face class, saying what’s on your mind then leaving without listening to the feedback of others. Engaging in either or both of those activities will reduce the grade you receive on your discussion board entries

Course Grading

- Grading scale
 - A – 90-100
 - B – 80-89
 - C – 70-79
 - D – 60-69
 - F – Below 60
- Instructor Grading and Feedback Response Time
 - Discussion board entries will be graded within 5 days of the posted deadline and writing assignments may take up to 3 weeks from the deadline’s due date.

Course and Institutional Policies

- Late/Missing Work Policy

- There are **NO** make-up exams. Exceptions, however, may be made at the instructor’s discretion and will **ONLY** be granted in instances of plausible but unforeseeable circumstances (e.g., medical emergencies; death of an immediate family member). Documented proof **MUST** be provided.
- Late submission of the Brothel Boy writing assignment will be deducted 10 points per day. **NO** assignments will be accepted after (7) days from the deadline.
- Course Grading Policy
 - All grade disputes must be brought to the attention of the instructor no later than two weeks after receiving the grade.
- Course Attendance Policy
 - Students are expected to log into the course at least 3-4 times a week.
- Student with Disabilities
 - Students with a documented disability who requires assistance and/or academic accommodations should contact the Disability Resource Center (DRC). They can be reached at (423)-425-4006 or website: <https://www.utc.edu/disability-resource-center/>.
- Student Conduct Policy
 - UTC’s Academic Integrity Policy is stated in the [Student Handbook](#).
- Honor Code Pledge
 - I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Participation/Contribution

- As this is a three-credit course, you should expect to spend three to nine hours per week on discussion boards, readings and other assignments.

Course Learning Evaluation

Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule

Week 1	Jan 8-14	Section I: Introduction: Courts and Case Processing Assigned Readings: Pages 1-27
Week 2	Jan 15-21	Section II: Historical and Contemporary Perspectives on Courts (pgs. 29-45, including “How to Read a Research Article” Additional Readings 1. The Process is the Punishment: Handling Cases in a Lower Criminal Court 2. The Honest Politician’s Guide to Juvenile Justice in the Twenty-First Century

3. Wrongful Conviction: Perceptions of Criminal Justice Professionals Regarding the Frequency of Wrongful Conviction and the Extent of System Errors

Assignment: Discussion Board

Week 3	Jan 22-28	Section III: Prosecutors and Defense Attorneys (pgs. 109-124) Additional Readings <ol style="list-style-type: none"> 1. Violated Trust: Conceptualizing Prosecutorial Misconduct 2. Prosecutorial Justifications for Sexual-Assault Case Rejection: Guarding the “Gateway to Justice” 3. Prosecutorial Discretion in Seeking Death: An Analysis of Racial Disparity in the Pretrial Stages of Case Processing in a Midwestern County
Week 4	Jan 29-Feb 4	Continuation of Section III <ol style="list-style-type: none"> 1. Representing the Accused: Professional Values and Professional Choices of Small-Town Lawyers 2. Indigent Defenders Get the Job Done and Done Well <p>Assignment: Discussion Board</p>
Week 5	Feb 05-11	Section IV: Judges and Jurors (pgs. 213-238) Additional Readings <ol style="list-style-type: none"> 1. Judges and the Politics of Death: Deciding Between the Bill of Rights and the Next Election in Capital Cases 2. Reflections on a Rape Trial: The Role of Rape Myths and Jury Selection in the Outcome of a trial 3. Racially Based Jury Nullification: Black Power in the Criminal Justice System <p>Assignment: Discussion Board</p>
Week 6	Feb 12-18	Section V: Pretrial Proceedings (pgs. 295-303) Additional Readings <ol style="list-style-type: none"> 1. The Relationship Between Type of Attorney and Bail Amount Set for Hispanic Defendants 2. The Impact of Race, Gender, and Age on the Pretrial Decision 3. Criminal Prosecution of Domestic Violence Offenses: An Investigation of Factors Predictive of Court Outcomes <p>Assignment: Discussion Board</p>
Week 7	Feb 19-25	Section VI: Plea Bargaining and Trial Dynamics (pgs. 347-361) Additional Readings <ol style="list-style-type: none"> 1. Prosecutorial Discretion and Plea Bargaining in the United States, France, Germany, and Italy: A Comparative Perspective 2. Variation in Trial Penalties Among Serious Violent Offenses 3. The Entertainment Value of Trial: How Media Access to the Courtroom is Changing the American Judicial Process
Week 8	Feb 26-Mar 4	Writing Assignment 1 is due by 11:59pm, Sunday March 4
Week 9	Mar 05-11	Section VII: Sentencing (pgs. 427-448) Assigned Readings

1. Is preferential Treatment of Female Offenders a Thing of the Past
2. The Interactive Effects of Victim Race and Gender on Death Sentence Disparity Findings.

Assignment: Discussion Board

Week 10	Mar 12-18	Spring Break – Enjoy!
Week 11	Mar 19-25	Section VIII: Beyond Conviction and Sentencing (pgs. 495-506) Assigned Readings <ol style="list-style-type: none"> 1. The Federal Habeas Corpus Process: Unraveling the Issues 2. Criminal Justice System Reform and Wrongful Conviction: A Research Agenda Assignment: Discussion Board
Week 12	Mar 26-Apr 01	Section IX: Specialized Courts and Other Trends in Adjudication (pgs. 539-550) Assigned Readings <ol style="list-style-type: none"> 1. The Baltimore City Drug Treatment Court: One-Year Results from a Randomized Study 2. Combatting Domestic Violence: Findings from an Evaluation of a Local Domestic Violence Court 3. Teen Court Referral, Sentencing, and Subsequent Recidivism: Two Proportional Hazards Models and a Little Speculation Assignment: Discussion Board
Week 13	Apr 02-08	Application Assigned Readings (Parables will be supplied by instructor) <ol style="list-style-type: none"> 1. The Servant’s Girl Baby 2. Tabafunda’s case (State v. Williams – 484 p.2d 1167 (Wash. App. 1971).
Week 14	Apr 09-15	Writing Assignment 2 is due by 11:59pm, Sunday, April 15
Week 15	Apr 16-22	Course Wrap Up

* The schedule of activities is subject to change
 last modified 01/08/2018)

The University of Tennessee at Chattanooga
Department of Social, Cultural, and Justice Studies
Organizational Crime
Fall 2018
CRMJ 5270, CRN 49679, Hybrid, 3 credit hours

Instructor: Dr. Rick Dierenfeldt

Email: [ricki-dierenfeldt@utc.edu](mailto:ricket-dierenfeldt@utc.edu)

Office Location: State Office Building 452

Office Phone: 423-425-2174

Office Hours: Mondays (11 am – 1 pm), Tuesdays (11 am – 1 pm), and by appointment. I will also respond to questions via email within 24 hours.

Course Meeting Days, Time, and Location: 540 McCallie Building 110 (5:30-8:00 pm)

*The following is a list of assigned meeting times in MocsNet. Additional meeting times will be determined during the first day of class.

8/20 (M)

9/10 (M)

9/24 (M)

10/8 (M)

10/22 (M)

11/05 (M)

11/19 (M)

12/3 (M)

Course Catalog Description: Exploration of empirical research, theories and concepts related to crime committed within organizational contexts. Particular attention is paid to forms of syndicated crime, corporate crime, governmental corruption, and state crime.

Course Pre/Co Requisites: None.

Course Student Learning Outcomes:

1. Describe the problems associated with defining white collar crimes and criminals;
2. Analyze and critique the theoretical explanations for white collar offending;
3. Describe the various forms of white collar crime and their social consequences;
4. Analyze the social distribution of opportunities to commit white collar crime;
5. Describe, analyze, and critique the legal controls for white collar offending;
6. Apply the concept of situational prevention to opportunities for white collar crime.

Required Textbook: Benson, M.L., & Simpson, S.S. (2018). *White-collar crime: An opportunity perspective (3rd ed.)*. New York, NY: Routledge.

Additional Required Readings:

Agnew, R. Piquero, N.L., & Cullen, F.T. (2009). General strain theory and white-collar crime. In S.S. Simpson & D. Weisburd (eds), *The criminology of white-collar crime* (pp. 35-60). New York, NY: Springer.

Barnett, H.C. (2010). And some with a fountain pen: Mortgage fraud, securitization, and the subprime bubble. In S. Will, S. Handelman, & D.C. Brotherton (eds.), *How they got away with it: White-collar criminals and the financial meltdown* (pp. 104-129). New York, NY: Columbia University Press.

Benson, M.L. (1985). Denying the guilty mind: Accounting for involvement in white-collar crime. *Criminology*, 23, 583-608.

Benson, M.L., & Cullen, F.T. (1988). The special sensitivity of white-collar offenders to prison: A critique and a research agenda. *Journal of Criminal Justice*, 16, 207-215.

Benson, M.L., & Madensen, T.D. (2007). Situational crime prevention and white-collar crime. In H.N. Pontell & G. Geis (eds.), *International handbook of white-collar and corporate crime* (pp. 609-626). New York, NY: Springer.

Benson, M.L., Madensen, T.D., & Eck, J.E. (2009). White-collar crime from an opportunity perspective. In *The criminology of white-collar crime* (S.S. Simpson & D. Weisburd, eds) (pp. 175-193). New York, NY: Springer.

Buell, S.W. (2014). Is the white collar offender privileged? *Duke Law Journal*, 63(4), 823-854.

Calhoun, C., & Miller, H. (1988). Coping with insidious injuries: The case of Johns-Manville Corporation and asbestos exposure. *Social Problems*, 35(2) 162-181.

Engdahl, O. (2011). White collar crime and informal social control: The case of “crisis responders” in the Swedish banking and finance sector. *Sociology Mind*, 1(2), 81-89.

Faichney, D. (2014). Autocorrect? A proposal to encourage voluntary restitution through the white-collar sentencing calculus. *The Journal of Criminal Law and Criminology*, 104(2), 389-430.

Gibbs, C., Cassidy, M.B., & Rivers, L. (2013). A routine activities analysis of white-collar crime in carbon markets. *Law & Policy*, 35(4), 341-374.

Gibbs, C., Gore, M.L., McGarrell, E.F., & Rivers, L. (2010). Introducing conservation criminology: Towards interdisciplinary scholarship on environmental crimes and risks. *The British Journal of Criminology*, 50(1), 124-144.

- Holtfreter, K. (2005). Is occupational fraud 'typical' white-collar crime? A comparison of individual and organizational characteristics. *Journal of Criminal Justice*, 33, 353-365.
- Iglehart, J.K. (2010). The ACA's new weapons against health care fraud. *New England Journal of Medicine*, 363, 304-306.
- Klenowski, P.M., Copes, H., & Mullins, C.W. (2011). Gender, identity, and accounts: how white-collar offenders do gender when making sense of their crimes. *Justice Quarterly*, 28(1), 46-69.
- Lasley, J. (1988). Toward a control theory of white-collar offending. *Journal of Quantitative Criminology*, 4(4), 347-362.
- Martin, A.B., Hartman, M., Washington, B., & Catlin, A. (2017). National health care spending: Faster growth in 2015 as coverage expands and utilization increases. *Health Affairs*, 36(1), 166-176.
- Paternoster, R. (2016). Deterring corporate crime: Evidence and outlook. *Criminology & Public Policy*, 15, 383-386.
- Paternoster, R., & Simpson, S. (1996). Sanction threats and appeals to morality: Testing a rational choice model of corporate crime. *Law & Society Review*, 30(3), 549-583.
- Piquero, N.L., & Weisburd, D. (2009). Developmental trajectories in white-collar crime. In S.S. Simpson & D. Weisburd (eds.), *The criminology of white-collar crime* (pp. 153-174). New York, NY: Springer.
- Schell-Busey, N., Simpson, S.S., Rorie, M., & Alper, M. (2016). What works? A systematic review of corporate crime deterrence. *Criminology & Public Policy*, 15, 387-416.
- Simpson, S.S (2012). Making sense of white-collar crime: Theory and research. *Ohio State Journal of Criminal Law*, 8, 481-502.
- Simpson, S.S., & Piquero, N.L. (2002). Low self-control, organizational theory, and corporate crime. *Law and Society Review*, 36, 509-548.
- Steffensmeier, D.J., Schwartz, J., & Roche, M. (2013). Gender and twenty-first century corporate crime: Female involvement and the gender gap in Enron-era corporate frauds. *American Sociological Review*, 78(3), 448-476.
- Smith, N.C., Simpson, S.S., & Huang, C. (2007). Why managers fail to do the right thing: An empirical study of unethical and illegal conduct. *Business Ethics Quarterly*, 17, 633-667.

Technology Required: You need access to a computer with a reliable internet connection to complete this online course. Test your computer set up and browser for compatibility with UTC Learn at <http://www.utc.edu/learn/getting-help/system-requirements.php>.

- Students are expected to have reliable access to the internet.
- Students are expected to have access to Microsoft Office features, including Word and Power Point.
- Since not all of UTC Learns' tools and functions work well using mobile devices (i.e., phones, iPads, Kindles, etc.) the taking of exams, quizzes and submission of assignments via mobile devices is **NOT RECOMMENDED**. Therefore, students are expected to have access to a full browser on a computer. See the following link for more information on functions that may not work properly using mobile devices <https://www.utc.edu/learn/mobile-learn.php>.
- **A USB Drive is REQUIRED**: Do not count upon the stability of any online environment or your computer's hard drive. All materials for online submission should FIRST be saved on a USB/Flash Drive and submitted by using the upload or cut and paste feature of your computer. Portable drive back up files are a course requirement.

Technology Skills Required: Beginning the first week of the semester, the instructor will assume that students are acquainted with the Blackboard environment and have become proficient at the following:

- Navigating the features of Blackboard
 - Sending and receiving emails via Blackboard
 - Creating and formatting documents in a standard word-processing application: saving files in either a “.doc”, “.docx”, or “.rtf” format.
 - Creating presentations in Microsoft Power Point
 - Submitting assignments via Blackboard
- A tutorial on many of the above features can be found at: <https://www.utc.edu/learn/student-resources/index.php>
 - By the end of the first week of the semester, all students should have resolved all technical issues with IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu and be ready to fulfill the requirements of the course. No exceptions will be made and no excuses will be accepted.
 - If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Communication: Class announcements are made during normal class time, as well as through UTC Learn and UTC email. UTC email is the official means of communication between instructor and student at UTC. Please check your UTC email and UTC Learn on a regular basis.

Technical Support: If you have problems with your UTC email account or UTC Learn, contact the IT Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Course Grading Policy: 90-100% = A (495-550 points); 80-89% = B (440-494 points); 70-79% = C (385-439 points), 60-69% = D (330-384 points); <60% = F (<330 points). Final grades will be rounded precisely. If you have an 89.4% final average, this is a B. If you have a 69.5%, this is a C.

Weekly Critical/Analytic Papers	13@20 points	260
Contribution to Discussion	14@10 points	140
Discussion Lead	1@50 points	50
<u>Final Paper</u>	<u>1@100 points</u>	<u>100</u>
Total points		550

Instructor Grading and Feedback Response Time: Grading and feedback on weekly critical/reaction papers will be available within 3 days of submission. Grading and feedback related to contribution to weekly discussion will occur on a continual basis. Grading and feedback on discussion lead will be available within 3 days of submission. Grading and feedback on the final paper will be available within 7 days of submission.

Course Materials: Course content is organized by week (see course schedule below). Because this is a hybrid class, weekly folders will be available in UTC Learn for all weeks that do not involve face-to-face meetings. Readings that cannot be readily accessed via the text or UTC library resources (i.e., chapters from edited books) will be made available in UTC Learn.

Course Assignments:

Weekly Critical/Analytic Papers (260 points)

Each week, you will be required to type a paper providing your reaction to the assigned readings for the week. These papers are designed as opportunities to critically analyze the readings while demonstrating that you have read *all* readings assigned that week. These should not be confused with article summaries. Instead, you should analyze the critical components of the readings (i.e., applicability of the theory used to explain the phenomenon; methodology adopted by the author(s); the authors arguments/conclusions). For example, if you are particularly critical of the application of low self-control to organizational crime by Simpson and Piquero (2002), use the additional assigned readings to illustrate your points. Regarding methods, if you find the reliance on a single data source as problematic, describe why it is an issue and how a triangulated methodology might have improved the study. Regarding the authors arguments, if you disagree with Buell's (2014) assertion that white collar offenders are harshly treated by the criminal justice system, use other assigned readings to refute this claim. Each critical/analytic paper should be approximately 3 pages in length, double spaced, 12 point/Times New Roman font, 1-inch margins, formatted in APA, and include a reference section (does not count toward page length). Each weekly critical/analytic paper is due in UTC Learn by 5:00 pm on the day of the corresponding class. For example, Week 3 (9/3) pertains to "Who is the White Collar Offender,"

so your paper that critically analyzes Ch. 2, Piquero & Weisburd (2009), and Engdahl (2011) is due 9/3 at 5:00 pm.

Contribution to Discussion (140 points)

As a graduate seminar, this course will be dependent upon your preparation and participation. As a consequence, you are expected to participate in scholarly discourse. You must arrive in class fully prepared (i.e., having read and critically analyzed all required readings) and meaningfully contribute to discussion. Anecdotes and feelings on a topic or issue do not constitute a meaningful contribution. As a hybrid course, your contribution to discussions during face-to-face meetings will be gauged by direct observation by the instructor. In addition, you must submit a minimum of 2 questions designed to spur discussion (hard copy due at beginning of class). During weeks that are not accompanied by face-to-face meetings, you must post a minimum of 2 questions in the weekly discussion board (questions that duplicate those already posted by your peers will not count toward this total) and respond to a minimum of 4 questions posed by your peers. For example, Week 2 (8/27) pertains to “What is White Collar Crime,” so your 2 original posts are due in UTC Learn by Friday (8/24) at 11:59 pm and 4 responses due Sunday (8/26) at 11:59 pm.

Discussion Lead (50 points)

You will play an important role in leading scholarly discourse. The role of discussion leader will require you to identify major points in the readings and develop a minimum of 10 questions around those points. DO NOT simply summarize the readings. All discussion lead responsibilities will take place during face-to-face meetings. A copy of your discussion questions must be submitted in UTC Learn by the beginning of class. You should also bring a hard copy to class. Below are suggestions for leading discussions:

1. Leading discussion is not a test of your knowledge. You do not need to “know” the answers to questions to ask.
2. Read critically and make sure you bring out major themes in the readings.
3. Ask questions that require more complex answers that will lead to more discussion rather than asking questions that may have only one correct answer or a yes/no response.
4. Review the example provided to you in UTC Learn. It may be useful in framing your own questions.

Final Paper (100 points)

For the final paper, you will be required to choose a form of white collar crime, apply a theory that adequately explains the offense you have selected, and describe at least one approach (criminal, regulatory, civil, situational prevention) that will aid in either the deterrence or identification/apprehension of white collar offenders. This will almost certainly require you to read and cite sources beyond those required for the class. The paper should be 8-10 pages in length, double spaced, 12-point Times New Roman Font, 1-inch margins, and organized by the following chapters: Introduction, Review of the Literature, Policy Recommendations. APA format is expected, as is a reference section (does not count toward page total) that includes a minimum of 20 academic sources. A checklist will be available in UTC Learn no later than the

second week of class that you may use as a guide while writing your papers. The final paper is due in UTC Learn no later than 12/3 at 11:59 pm.

SafeAssign – All assignments will be submitted to SafeAssign, the text-matching tool in UTC Learn that helps identify plagiarism. To avoid plagiarizing someone else's work, **do not copy and paste** from the internet or journal article. Assignments should be written in your own words and properly cite your sources. If plagiarism is detected, you will fail the assignment. If plagiarism is identified a 2nd time, you will fail the course.

Course and Institutional Policies

Course Attendance Policy: Attendance in this class is mandatory. Attendance is taken at the beginning of class and will not be available 20 minutes after class has begun. Any unexcused absence will result in a score of 0 for contribution to discussion, as well as discussion lead if this responsibility has been assigned.

Late/Make-Up Work Policy: Late work is not accepted for any course materials.

Weather Events Policy: If the campus is closed due to inclement weather, class will carry on as normal via UTC Learn.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Participation/Contribution: This is a graduate-level course and my expectations are high, but not unreasonable. You are expected to complete scheduled activities every week. Be aware of due dates and arrive in class each week prepared to engage your peers and the instructor in scholarly discourse. As is the case with any graduate course, you should expect to spend at least 12 hours per week working on course materials.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Schedule and Checklist

Week	Topic	Reading Assigned
1 (8/20)	Course Welcome/Expectations	Syllabus
2 (8/27)	What is White Collar Crime?	Ch. 1
3 (9/3)(H)	Who is the White Collar Offender?	Ch. 2 Piquero & Weisburd (2009) Engdahl (2011)
4 (9/10)	Traditional Theory (Part I)	Ch. 3 Lasley (1988) Simpson & Piquero (2002)
5 (9/17)	Traditional Theory (Part II)	Ch. 3 Paternoster & Simpson (1996) Agnew et al. (2009)
6 (9/24)	Opportunity Perspective	Ch. 4 Benson et al. (2009) Gibbs et al. (2013)
7 (10/1)	Financial Crimes in Health Care, Mortgages, Securities, and Markets (Part I)	Ch. 5 Barnett (2010) Iglehart (2010)
8 (10/8)	Financial Crimes in Health Care, Mortgages, Securities, and Markets (Part II)	Ch. 5 Martin et al. (2017) Simpson (2012)
9 (10/15)(H)	Corporate Violence	Ch. 6 Calhoun & Miller (1988) Gibbs et al. (2010)
10 (10/22)	Symbolic Construction (Part I)	Ch. 7 Benson (1985) Benson & Cullen (1988)
11 (10/29)	Symbolic Construction (Part II)	Ch. 7 Klenowski et al. (2011)
12 (11/5)	Social Distribution of Opportunity	Ch. 8 Steffensmeier et al. (2013) Holtfreter (2005)

13 (11/12)	Legal Controls (Part I)	Ch. 9 Buell (2014) Schell-Busey et al. (2016)
14 (11/19)	Legal Controls (Part II)	Ch. 9 Paternoster (2016) Faichney (2014)
15 (11/26)	Opportunities and Situational Prevention	Ch. 10 Benson & Madensen (2007) Smith et al. (2007)
16 (12/3)	Course Wrap-Up; Final Papers Due	

CRMJ 5340 (3): Crime and Popular Culture
Fall 2018

Course: CRMJ 5340-001, CRN # 49680
Title: Crime and Popular Culture
Class Schedule: 5:30-8:00, Wednesday
Class Location: 801 McCallie, Rm 105
Credit: 3 Credit Hours
Professor: Dr. Tammy Garland
Office Phone: 423-425-5245
Office Location: 540 McCallie, Rm 454
Office Hours: By appointment
E-mail: Tammy-Garland@utc.edu , I will respond to your emails no later than 2 business days.

Required Text:

Potter, G.W. & Kappeler, V.E. (2006). *Constructing crime: Perspectives on making news and social problems* (2nd ed.). Long Grove, IL: Waveland Press.

Surette, R. (2015). *Media, crime, and criminal justice: Images and realities* (5th ed.). Belmont, CA: West/Wadsworth.

Orwell, G. (1950). 1984.

**Additional readings are posted on Blackboard.*

Prerequisite: Graduate standing

Course Description: Explores the ways media and pop culture influence our understanding of crime, deviancy, and the criminal justice system. Examination of the social and symbolic construction of crime will be included by analysis of film, television, literature, music, popular press materials, and academic publications.

Course Objectives:

- Examine the correlation between reality and the construction of reality through popular culture mediums
- Examine the link between popular culture and attitudes toward crime and the criminal justice system
- Examine how popular culture mediums help construct images and address issues of race, class, and gender
- Introduce, discuss, and implement content analysis
- Identify and examine the effects of popular culture mediums on society

Academic Dishonesty:

The policy regarding academic dishonesty is simple. Students are responsible for doing their own work. In essence, there is no assistance from fellow classmates on quizzes, papers, or exams. Cases of academic dishonesty are handled in accordance with the University of Tennessee—Chattanooga Student Guidelines. Please review Plagiarism PPT under the Syllabus Tab.

Plagiarism is “the unauthorized use of the language and thoughts of another author and the representation of them as one’s own” (Webster’s College Dictionary, 2009). If you are caught plagiarizing a published work/idea or another student’s work/idea, this act results in automatic failure of the class. Collaboration on exams is forbidden. In addition, this act may result in sanctions by Honor Court. Simply put, **DO NOT CHEAT!!!**

Participation Policy:

You are responsible for all material covered and all assignments given, regardless of personal illness, family emergency, or computer system failures. It is the student’s responsibility to notify the instructor concerning usually demanding circumstances.

Although this is an online course, **it is not self-paced.** Reasonable deadlines have been set to ensure that you have adequate time to complete all assignments within the current session. Active participation in this class is required. Anyone who misses two due dates in a row, or three or more due dates, without communicating with the instructor prior to the due date, will be promptly notified on the probability of passing the course. Note: All assignments must be completed in order to receive a passing grade in the class.

Make Up Exams:

As this is HYBRID course, timely participation is required. In order to make up a quiz/assignment, prior approval must be obtained from the professor. Approval is at the discretion of the professor, and documentation for an emergency absence is required within two weeks; All missed assignments must be completed within two weeks of the original due date. Please see the university policy for what constitutes professional academic notification and an excusable absence: <https://www.utc.edu/dean-students/studentoutreach/academicnotification.php>

Note: Discussion Boards are not eligible for make up.

Late Assignments:

All assignments will be due by **5:00 pm on the announced due date.** For every day an assignment is late, the grade will drop by 10 points. After 5 days, the student will receive a grade of “0.”

Email Statement:

Students are encouraged to communicate with the professor if there are experiencing difficulties/concerns in the course. You can expect a response anywhere between 24-48 hours from me during normal business hours (8am-5pm, Monday-Friday). All communication must be made using your UTC email address (firstname-lastname@utc.edu) for (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular daily. If you have problems with accessing your email account, contact the Help Desk at 423/425-2678.

Technology Requirements:

You need access to a personal computer (Mac or Windows) for major amounts of time for this course. You need Internet access for this course. You must have an Internet browser that is 4.0 or higher. You are required to check the online portion of this course at <http://www.utc.edu/learn/> on a daily basis.

You must be able to save word processing files in a .doc (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing and submitting files to the instructor. You are expected

to have working knowledge and capability with your computer before entering this class. **DO NOT USE MICROSOFT WORKS; I WILL NOT ACCEPT IT!!!!**

Class information and announcements will be communicated through the announcements listings on the course web page (on Blackboard at <http://www.utc.edu/learn/>), and through your e-mail address.

Conduct Code:

Disorderly conduct is defined as “any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches peace or violates the rights of others.” If a student continuously disrupts the classroom in a manner deemed intolerable, you may be administratively removed from the class.

Class Rules:

This class allows an open forum for discussion; however, we must remember that college is a serious business. Thus, it is necessary that each member of the class **respect the needs and beliefs of others**. The ideas of another can be denounced but remember to not make your arguments personal. There is no talking or other class distraction while the instructor or other students are talking. **NO WEAPONS, NO BEEPERS, NO CELL PHONES, NO VIDEO GAMES, AND NO READING OF OUTSIDE MATERIAL DURING CLASS.**

No texting allowed. If you are caught texting more than once, you will receive a “0” for your total participation grade.

Course Requirements:

1) Critical Analysis: (15%)

Seemingly, every time we turn on the TV, log into Facebook, or just had a simple conversation, issues of immigration, racism, religious intolerance, homophobia, gender discrimination, etc rear its ugly head. Much of this is attributed to the current administration, but is this targeting of groups deemed as “other” “new”? Discuss the history of discriminatory and hate rhetoric as a means to control the masses from the 1800s to the present. What groups have been targeted and why? How has social media changed the way we view and address these issues? And most importantly, using George Orwell’s book, 1984, discuss how the government is often instrumental in this. *Write a 4-5 page analysis of the book. This is not simply a summary. Make sure to use the book and academic sources to support your arguments.*

Must be in APA format, follow the rubric, and use no less than 5 academic sources.

2) Research Paper: (45%)

Students are expected to write an 18-22 page research paper involving an issue related to media/popular culture and crime. Students will be broken into teams as academics and practitioners rarely work on a project alone. Each team is required to write a journal quality paper (APA format; see APA manual) that includes: title page, abstract, introduction, literature review, methodology, analysis, discussion/conclusion, and references. (Title Page, Abstract, and References not included in page length).

Must be in APA format, follow the rubric, and use no less than 15 academic sources.

3) Presentation: (10%)

Each team will present a PowerPoint presentation over their paper. Each presentation should be 15-20 minutes and should not only report the findings of the study but should capture the attention of the audience.

4) Discussion Boards: (20%)

Since this is a hybrid class, rather than simply participating face-to-face, this class requires that you participate in the discussion forum. DBs are open from Thursday-Wednesday; all posts must be complete by 5:00 pm on the assigned date of topic. Note: This does not mean that you will simply post one response or wait until the last minute. Discussion entails active participation throughout the week. (See Discussion Board Rubric for what constitutes appropriate posts). A **minimum of 4** posts per week is required (7 posts maximum; quality not quantity). If the minimum is not met, you will receive no credit for the weeks' discussion. Each discussion is worth 20 total points (5 x 20) for a total of 100 points.

5) Participation: (10%)

Each week you will be responsible for reading the assigned materials. Participation will be graded based on the appropriateness and effort put into class discussion. Remember: it is not simply the quantity of your comments but the quality that will secure your grade. Failure to be prepared will result in a substantial reduction in grade.

Grading:

The final grade will be computed as follows:

Critical Analysis:	15%	A = 90-100%
Paper:	45%	B = 80-89%
Disc. Boards:	20%	C = 70-79
Presentation:	10%	D = 60-69%
Participation:	10%	F = below 60%

Total:	100%	

Class Outline:

Course readings and assignments are due the assigned class date.

Date	Topics	Readings and Assignments
8/22	In Class: Introduction What is popular culture? Research and popular culture	Surrette: Ch. 1
8/29	Online: The Social Construction of Reality and Crime Popular Culture and Crime Is Reality, Reality?	Ch. 2—Surrette; Introduction & Ch. 4 --Potter & Kappeler; Article: Quinney; Manning
9/5	Class: Moral Panics <ul style="list-style-type: none"> • Child Abductions, Serial Killers, & Devil Worshipers • Diseases 	Ch. 1—Potter & Kappeler;
9/12	Online: Crime, Criminality, and Popular Culture; Creating a moral panic via the war on drugs	Ch. 3—Surrette; Ch. 3, 7, & 17—Potter & Kappeler; Article: Britto & Dabney; Dominick;
9/19	Class: Content Analysis	Articles: Berg; Woodrum
9/26	Online: Censorship	
10/3	Class: Big Brother is Watching!; Creating Violence and Controlling the Masses through a Moral Panic	Ch. 4 & 10-11 Surrette; 14-18 P&K ; 1984 Paper due
10/10	Online: Insane Youths	Ch. 6 & 15—P & K; Articles: Anderson & Bushman; Nyberg;
10/17	Class: Gender, Crime, and Popular Culture	Articles: Clover; Cecil; Garland; Bjornstrom; Escholz; Rough Draft Due
10/24	Group Meeting w/ Instructor	
10/31	Online: The Courts and The CSI Effect	Ch. 6—Surrette; Articles: Georgette; Deutsch & Cavendar; Podlas;
11/7	Class: Police, Violence, Minority Groups, and Media Construction	Ch 5. Surrette; Articles: Skolnick & McCoy; Bjornstrom; Buckler; Gustafson
11/14	Online: Corrections	Ch. 7—Surrette; Ch. 16—P & K
11/28	Presentations	Final paper due

This schedule is tentative and subject to change.

Department of Social, Cultural, & Justice Studies

CRMJ 5370 (3): Drugs and Crime (42268)

Fall 2019

Course: CRMJ 5370; CRN# 42268
Professor: Dr. Tammy S. Garland
Office: 540 McCallie; Rm. 454
Phone: (423) 425-5245
E-mail: Tammy-Garland@utc.edu
I will respond to emails within two business days.
Teaching Modality: Online
Office Hours: M/W: 10-11:30, W: 3:30-4:30, and by appointment
Required Text: Becker, H. (1991). *Outsiders: Studies in the sociology of deviance*. New York, NY: Free Press.

Macy, B. (2018). *Dopesick*. NY: Little, Brown, & Company.

**Additional required readings have been posted on Canvas within each learning module.*

Prerequisite: Graduate standing

Accommodation and Counseling information can be found in UTCLearn.

Course Description:

Historical and contemporary perspectives of drugs and crime. Examines the highly politicized nature of drug policy nationally and internationally. Explores the ways in which the war on crime has become synonymous with the war on drugs. Discusses the efficacy of the criminal justice system in addressing drug use.

Course Objectives:

- **Examine how morality influences attitudes toward drug use (CO1)**
- **Identify and examine the relationship between drugs and crime (CO2)**
- **Understand and analyze the historical and current attitudes held by the criminal justice system, the war on drugs, criminal justice responses to drug use and abuse, and specific groups targeted by these laws (CO3)**
- **Examine how illicit and licit organizations contribute to the drug crisis (CO4)**
- **Identify and examine alternatives to the current approach of criminalization by the system (CO5)**

Trigger Warning:

As with most criminal justice-related courses, the subject matter contained within the class is often shocking and controversial. While I understand that each individual is affected differently by topics discussed, the material is designed to help prepare students for employment within the field. Thus, topics addressing the realities of drug addiction, sexual violence, abuse, and the consequences of engaging in deviant and criminal behaviors is necessary as the field in which you enter is not sterile and anything discussed in this class cannot compare to the issues that you, as a professional, will encounter.

Thus, while I am empathetic to any discomfort, the material is necessary. Please do not hesitate to contact me if you have any questions.

Academic Dishonesty:

The policy regarding academic dishonesty is simple. Students are responsible for doing their own work. In essence, there is no assistance from fellow classmates on quizzes, papers, or exams. Cases of academic dishonesty are handled in accordance with the University of Tennessee Student Handbook.

UTC HONOR CODE PLEDGE:

I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to insure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Selected written assignments in this class should be submitted to UTC Learn text-matching software (Intellicheck) for review and to analyze the originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outline in the UTC Student Handbook.

Participation Policy:

You are responsible for all material covered and all assignments given, regardless of personal illness, family emergency, or computer system failures. It is the student's responsibility to notify the instructor concerning usually demanding circumstances.

Although this is an online course, **it is not self-paced**. Reasonable deadlines have been set to ensure that you have adequate time to complete all assignments within the current session. Active participation in this class is required. Anyone who misses two due dates in a row, or three or more due dates, without communicating with the instructor prior to the due date, will be promptly notified on the probability of passing the course. Note: All assignments must be completed in order to receive a passing grade in the class.

Make Up Policy:

As this is an ONLINE course, timely participation is required. In order to make up a quiz/assignment, prior approval must be obtained from the professor. Approval is at the discretion of the professor, and documentation for an emergency absence is required within two weeks; All missed assignments must be completed within two weeks of the original due date. Please see the university policy for what constitutes professional academic notification and an excusable absence: <https://www.utc.edu/dean-students/studentoutreach/academicnotification.php>
Note: Discussion Boards are not eligible for make up.

Late Assignments:

For every day an assignment is late, the grade will drop by 10 points. After 5 days, the assignment will no longer be accepted, and you will receive a grade of "0."

Email Statement:

To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for all communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-2678.

Technology/Communication:

Class information and announcements will be communicated through the announcements listings on the course web page (on Canvas at <http://utconline.utc.edu>), and through your UTC e-mail address.

You need access to a personal computer (Mac or Windows) for major amounts of time for this course. You need Internet access for this course. You must have an Internet browser that up to date. You are required to check the online portion of this course at <http://utconline.utc.edu/> on a daily basis.

You must be able to save word processing files in a .doc or .docx (Microsoft Word) format for sharing and submitting files to the instructor. You are expected to have working knowledge and capability with your computer before entering this class.

To access Canvas, you will need your UTC-ID and password. If you do NOT know what your UTC-ID is, please contact me as soon as possible or see <http://utconline.utc.edu/fastfacts.html>

Conduct Code:

Disorderly conduct is defined as “any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches peace or violates the rights of others.” If a student continuously disrupts the classroom in a manner deemed intolerable, you will be administratively removed from the class.

This class allows an open forum for discussion; however, we must remember that college is a serious business. Thus, it is necessary that each member of the class **respect the needs and beliefs of others**. The ideas of another can be denounced but remember to not make your arguments personal. There is no talking or other class distraction while the instructor or other students are talking. **NO WEAPONS, NO BEEPERS, NO CELL PHONES, NO VIDEO GAMES, AND NO READING OF OUTSIDE MATERIAL DURING CLASS.**

Course Requirements:

1) Case Briefs: (30%)

During the semester, four legal briefs worth 25 points each will be assigned. Each student is to write the brief according to handout guidelines (see example).

2. Film Analysis: (15%)

You will analyze “Reefer Madness” using Becker’s Labeling Theory. In your discussion make sure to address, moral panics, moral entrepreneurs, and the role of rule enforcers. This analysis must be no less than 4 pages (max 7). You must use at least 4 other academic sources. Paper must be in APA format. See grading rubric. Note: This is not a summary of the film.

3. Opioid Crisis Paper: (30%)

Using Macy's book as the foundation, students are expected to write a 6 (max 8) page critical analysis of the opioid crisis. Make sure to address salient themes such as race, class, and gender. In addition, make sure to address issues that Macy failed to discuss. You must use no less than 5 academic sources (refereed journals only) in addition to the text. Paper must be in APA format. See grading rubric.

4. Online Discussion Boards: (25%)

Since this is an online class, rather than participating face-to-face, this class requires that you participate in the discussion forum. Six discussion boards will be assigned with the lowest grade being dropped. Students must be actively engaged throughout the week. Each respondent will post an initial post based on the prompt; additional posts will be a response to others (See Discussion Board Rubric and Do's and Don'ts for what constitutes appropriate posts). A **minimum of 4 posts per week on 3 separate days** is required (7 posts maximum; quality not quantity). If the minimum is not met, you will receive no credit for the week's discussion. Each discussion is worth 20 points for a total of 100 points.

Grading:

All assignments are graded within 2 weeks from the date of submission.

The final grade will be computed as follows:

Case Briefs:	30%	A = 90-100%
Film Analysis:	15%	B = 80-89%
Opioid Crisis Analysis:	30%	C = 70-79%
Discussion:	25%	D = 60-69%
-----		F = below 60%
Total:	100%	

Class Outline:

Date	Topics	Readings and Assignments: All material must be completed for the designated week. See Assigned readings in Weekly Module
8/19-8/25	Week 1: Introduction Overview of Drugs	Week 1 Readings; Introduce yourself to the class
8/26-9/1	Week 2: History of the War on Drugs	Week 2 Readings; Kimbrough v. US (brief due)
9/2-9/8	Week 3: Legislating Morality	Week 3 Readings; Discussion Board
9/9-9/15	Week 4: Creating Criminals	Week 4 Readings Begin Becker; Discussion Board
9/16-9/22	Week 5: Creating Crime: Moral Entrepreneurs	Finish Becker Book; Film Analysis due
9/23-9/29	Week 6: Drugs and Crime	Week 6 Readings; Discussion Board
9/30-10/6	Week 7: Impact on Minorities & Women	Week 7 Readings Discussion Board
10/7-10/13	Week 8: Drug Testing & Right to Privacy	Week 8 Readings Brief due (Ferguson v. Charleston)
10/14-10/20	Fall Break	Read Macy & Work on Paper
10/21-10/27	Week 9: Pharmaceutical Companies & the Opioid Crisis	Macy; Paper due (10/27)
10/28-11/3	Week 10: Treatment	Week 10 Readings; Discussion Board
11/4-11/10	Week 11: Legalization, Decriminalization, Harm Reduction, and Medical Marijuana	Week 11 Readings; Brief due (Gonzales v. Raich)
11/11-11/17	Week 12: Law, Policy & Public Opinion	Week 12 Readings; Discussion Board
11/18-11/24	Week 13: Winning the War?	Week 13 Readings; US v. Drayton (Brief due)

This schedule is tentative and subject to change.

Terrorism and the Criminal Justice System

FALL 2018
CRMJ 5420-01

COURSE	CRMJ 5420-01, CRN # 49681
TITLE	Terrorism and the Criminal Justice System
CLASS SCHEDULE	Online
CLASS LOCATION	Online
CREDIT	3 Credit Hours
PROFESSOR	Dr. Ahmet Kule
OFFICE PHONE	423-425-4512
OFFICE LOCATION	540 McCallie, Rm 451
OFFICE HOURS	11:00 a.m. – 12:30 p.m., MW, or by appointment
E-MAIL	Ahmet-Kule@utc.edu , Your email will be responded within 2 business days.

Course Description:

This course provides an overview of terrorism as a form of political power by the state, individual, and organized groups. The topics will include the identification of terrorists and terrorist groups, the assessment of vulnerability and risk for population and infrastructure, the types of terrorist violence and justifications for their use of violence. Case studies of terrorism in various parts of the world will be used to evaluate the impact of terrorism on societies in modern times.

A major theme is the changing definition and the uses of discretion by criminal justice personnel, influenced by the culture and various subcultures developed and maintained by the law enforcement agencies, by outside forces, and by legal developments. The course will cover preventive strategies and tactics, as well as methods to improve information sharing and coordination between agencies in the criminal justice system. The desired outcome of this course is to provide the students with some analytical and critical skills in the field of counter-terrorism policies.

Course Objectives:

1. Analyze the global phenomenon of terrorism within the context of a localized response.
2. Identify the definition problems of terrorism.
3. Explore the root causes of terrorism.
4. Explain the growing need for a comprehensive and multilateral proactive preparedness from both operational and academic standpoints.
5. Describe how to measure success in the fight against terrorism.
6. Demonstrate critical thinking skills by analyzing the best counter-terrorist practices around the world and the possibility of customization of them by law enforcement agencies in the United States.

Required Texts:

G. Martin (2018). **Understanding Terrorism: challenges, perspectives, and issues.** Sixth Edition. SAGE Publications, Inc. ISBN 978-1-5063-8581-5

ADA Policy:

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall. <http://www.utc.edu/disability-resource-center>.

Counseling Center Statement:

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely affecting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438 or <http://www.utc.edu/counseling-personal-development-center/index.php>.

Communication:

The best way to communicate with the instructor in this class is emailing. Your email will be responded within 2 business days. To enhance student services, the University uses your UTC email address for all communications. Please check your UTC email on a regular basis. If you have problems with accessing your UTC email account, contact the Call Center at 423/425-4000.

Course Format:

- If you have any questions or need consulting during the semester please do not hesitate to contact me, and I will do my best to assist you in any way that I can. Email communication is the best way to reach the Instructor.
- It is important that you are prepared; this means that you should always read the required assignment, be familiarized with the topic and be prepared to contribute to the classroom requirements.
- Every student is expected to do his or her own work, and all of the work produced will be expected to be completed in its entirety by the student registered for this course.
- I will not change any student's grade unless there is a calculation error on my part. Do not email the Professor asking for extra time to complete an assignment. You will have plenty of time to do so during the semester and I will only say 'no' if asked. Assignments must be typed in Times New Roman, double spaced utilizing a 12-point font size.
- Labeling Emails and Signatures: The subject line must always include CRMJ 5420 and a brief reason for your email. Examples: CRMJ 5420 — Student Question or CRMJ 5420 —Help Finding a Source. Remember to "sign" your email, to include your full name (first, last; no nickname) and UTC email address.

- Submit required assignments on the Blackboard by 11:59 PM by the due date. Late assignments will not be accepted or graded. Grammatical errors will lower your grade, so proof read your assignments before submitting them.
- Basic computer skills required: online courses require not only mastery of course content, but also knowledge and use of technology. You must have basic computer skills to succeed in this course. You should know the basics concerning opening, saving, downloading, and sending files. You should be comfortable with Blackboard, and with using a browser such as Firefox or Internet Explorer to surf the Internet.
- It is your responsibility to have easy access to a computer. Plan ahead so that a last minute problem with your computer doesn't spell disaster for you. Not all Blackboard courses are the same. This course is likely to be different from other online courses you have taken or are taking. To succeed, you must read and follow instructions; review all the instructions for this course.
- You will get no credit for submitting anything other than Word or rich text format files. If you submit assignments done in WordPerfect, MS Messenger or some other word processing software, the Instructor will be unable to open and read your work. If you submit a file which the Instructor cannot open, it may not be discovered until after the deadline, and it will be too late to resubmit the assignment.
- Texting & Abbreviations: below you will find some key terms for this class. No other text language/abbreviations are allowed for this course. For example, the word "you" must be spelled out at all times --"u" is not acceptable. You will lose points if you use text language such as "tmrw, brb, got 2 go." Assignments with text abbreviations and slang terminology will not be accepted.

Allowed terms (abbreviations for this course):

- Blackboard (BB)
- Professor (Prof.)
- Writing Assignment (WA)
- Reading Comprehension Notes (RCN)

Course Assessments and Requirements:

Term Research Project (18 % of total grade)

Students are expected to submit a short paper assignment (between 500-600 words). This research project will review the approaches and research as pertains to a criminal justice practice or issue. Students will be provided with specific instructions and a rubric for the assignment. Students are encouraged to submit a rough draft for feedback before 10/7/18. No drafts will be reviewed after this date.

No assignments will be accepted late without prior consent – exceptions will only be made in the case of unforeseeable and acceptable circumstances (i.e. accidents, death of a family member, etc.)

It is easy to download from the internet, but that is not only morally dishonest but educationally counterproductive, since you are defeating the purpose of writing and thus cheating yourself as well. All papers in this class must be submitted to UTC Learn (Blackboard) text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Students are expected to use and cite at least three academic sources (books and journals, no websites allowed), and they are not allowed to use more than two direct quotes (twenty words or less each). All papers must be formatted in the APA citation method. Students will use the American Psychological Association (APA) style for written assignments, as appropriate.

Exams (60% of total grade)

Four exams (15 % each) will be administered during the semester. These multiple choice and true/false tests will be based on assigned readings and course materials. Failure to take an exam at its scheduled time will result in a grade of zero (0) being used in the computation of your final grade– exceptions will only be made in the case of unforeseeable and acceptable circumstances (i.e. accidents, death of a family member, etc.). You can take an exam any time during the discussion week. But you are strongly encouraged not to wait until last minute. And there will be a time limit to complete each exam. You may use your course materials during the tests, but assistance from others is not allowed. There will be 15 questions in each test, and you will have 30 minutes to complete the test.

BB Participation: Discussion Board Assignments (14 % of total grade)

Students are expected to participate all Blackboard discussions. Discussions will start every Sunday at 11:59 p.m. and will be open seven days until the following Sunday, 11:59 p.m.

Students will respond to prompts posted by the Instructor. Students are also expected to respond to other students at least once each week. That means students will post at least twice in each BB discussion. ***Each weekly BB discussion is worth 1 point (.8 point for the answers and .2 point for response to other students).*** Discussions are expected to be based on course readings/materials, and other academic sources that are relevant to course topics. Students don't have to use other sources, but they may if they want. It would be better if the students cite their own sources, so other students will have a clear understanding. It is always good to proof read your assignments before submitting them.

Each student will receive feedback regarding his/her BB participation performance every two weeks.

Short Essay Based on Terrorism Conference (8 % of total grade)

During the course of the semester, there will be a conference on terrorism at the UTC. You are required to attend to this conference **or** watch the video of the conference which will be posted on the Blackboard. You are expected to submit a short essay (between 250-300 words) summarizing the important aspects of terrorism that will be explained at the conference. I will announce the date and place of the conference and provide you with a rubric for the essay.

Distance Learning (Online Education):

Distance learning is self-directed learning. It requires a high level of responsibility, dedication, and self-discipline on the part of the student. Students are responsible for reading the assigned chapters “cover to cover.” Because of its nature, you are responsible for your own work, your own progress, and your own grade. In order to succeed, you must carefully follow all instructions.

It is your responsibility to know the functions, and how to navigate on Blackboard. You are asked to get an account, and be able to access Blackboard within the first week of the classes. If there are any additional readings they will be posted on the Blackboard.

I will not accept excuses regarding sporadic difficulties in accessing the Blackboard due to temporary network problems. I assume that after the first week, all of you will access the Blackboard routinely. To access Blackboard, you will need your UTC-ID and password. If you do NOT know what your UTC-ID is, please contact me as soon as possible or see <http://utconline.utc.edu/fastfacts.html>.

All course information and assignments will be available online through the course site on Blackboard. All written assignments must be submitted online through the course site on Blackboard. No assignments will be accepted via email or in person. You may use any of the computers provided for students on campus, or any other computer with internet access.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Grading Protocol – Individual performance will be measured and final grades determined by the following:

Four Exams (15% each)	60 %
Term Research Project	18 %
Discussion Board Participation	14 %
Essay Based on Terrorism Conference	<u>8 %</u>
	100 %

Grading Scale – The numerical values of the grades are as follows:

A = 90-100 %

B = 80-89 %

C = 70-79 %

D = 60-69 %

F = below 60 %

Academic Integrity:

All students are expected to be familiar with the UTC's standards on academic integrity, honesty, cheating and plagiarism. These standards will be strictly observed and enforced in this class. You are expected to do your own work on all assignments and pledge that you will neither knowingly give, nor receive any inappropriate assistance in academic work, thus affirming your personal commitment to honor and integrity. This pledge includes both issues of cheating and plagiarism.

Class Schedule

Week	Dates	Subjects	Reading
Week 1	August 20 - August 26	Introduce Yourself Terrorism: First Impressions	Chapter 1
Week 2	August 27 – September 2	The Nature of the Beast: Defining Terrorism	Chapter 2
Week 3	September 3 - September 9	Beginnings: The Causes of Terrorism	Chapter 3
Week 4	September 10 - September 16	Terror From Above: Terrorism by the State Exam 1 (Chapters 1-2-3-4)	Chapter 4
Week 5	September 17 - September 23	Terror From Below: Terrorism by Dissidents	Chapter 5
Week 6	September 24 - September 30	Violence in the Name of the Faith: Religious Terrorism	Chapter 6
Week 7	October 1 - October 7	Violent Ideologies: Terrorism from the Left and Right - Paper Draft Due (Optional)	Chapter 7
Week 8	October 8 - October 14	Terrorist Spillovers: International Terrorism Exam 2 (Chapters 5-6-7-8)	Chapter 8
Week 9	October 17 - October 21	Emerging Terrorist Environments	Chapter 9
Week 10	October 22 - October 28	Tools of the Trade: Tactics and Targets of Terrorists - Paper Due	Chapter 10
Week 11	October 29 – November 4	The Information Battleground: The Role of the Media	Chapter 11
Week 12	November 5 - November 11	The American Case: Terrorism in the United States Exam 3 (Chapters 9-10-11-12)	Chapter 12
Week 13	November 12 - November 20	Counterterrorism: The Options A New Era: Homeland Security	Chapter 13 Chapter 14
Week 14	November 21 - November 25	Thanksgiving Holiday	
Week 15	November 26 – December 3	What Next: The Future of Terrorism Final Exam (Exam 4) (Chapters 13-14-15)	Chapter 15

Assignment #1

DUE: 2/4 by 11:59 PM via SafeAssign

For this assignment, you will need to address the following below.

1. You will create a data shell and enter data based on the 10 surveys provided in class. This will require you to code variables and enter the data into SPSS. You must submit an SPSS file to Dr. Policastro for this portion of the assignment. The file will be checked for accuracy and detail. (80% of assignment)
2. You will also recode at least one variable (that has at least more than two attributes or is ratio) so that it is a binary/dichotomous variable. This will require you to recode an existing variable into a new variable. (5% of assignment)
 - Syntax needs to be saved and submitted along with the dataset.
3. You must reverse code one ordinal variable. (5% of assignment)
 - Syntax needs to be saved and submitted along with the dataset.
4. You will also compute one, additive scale variable using the data you entered. (5% of assignment)
 - Syntax needs to be saved and submitted along with the dataset.¹
5. Finally, you need to save a subset of the data in a new data file. (5% of assignment)
 - That is, you must select your IDVariable and at least three additional variables to save in a new file as an analytic dataset.
6. You will submit all of the files you create to the assignment #1 submission link on UTCLearn.

¹ You can submit one syntax file instead of multiple syntax files.

Assignment #2

DUE: 2/13 by 11:59 PM via SafeAssign

For this assignment, you will need to address the following below. All assignments should be presented in paragraph format, not a bulleted list. The final product should resemble a formal paper that would be the basis of a peer-reviewed journal article. See template provided on UTCLearn for guidance.

Part I. (50% of grade)

- I. **Introduction:** Provide an introduction that provides the reader with an overview of your topic, as well as the state of the current literature related to your topic. This should include citations and provide a basis for your hypothesis that you will outline in the following section. You should cite a minimum of 3 peer reviewed scholarly journal articles in this introduction. This section should be no more than 2-3 paragraphs in length.
- II. **Current Study:** This brief section (no more than 1 paragraph) should provide a short description of the study you will be conducting this semester complete with a formal, directional hypothesis. This hypothesis will inform all of your analyses for the remainder of the semester, thus should include variables that are available to you in the Add Health dataset. You must focus on ONE key predictor/independent variable AND ONE dependent/outcome variable. As will be noted below, you will also be required to have control variables, but these should not be discussed in your hypothesis.
- III. **Methodology:** This part of your assignment will provide your reader with an overview of your secondary data analysis methodology and a description of the Add Health data – complete with information on the tools/instruments used and data collection procedures (i.e., sample, administration, etc.). This section will also provide a description of your key independent/predictor variable, dependent/outcome variable, and at least 4 control variables. When describing your variables, you will need to discuss how these variables are coded for your specific analyses.

Part II. (50% of grade)

- IV. **Analytic Plan:** A brief description of the data analysis plan must be provided. This will give your reader an overview of the statistical models that you estimated and the rationale for using these specific analytic procedures. For this assignment, you are tasked with providing univariate, descriptive statistics.
- V. **Findings:** This section of the assignment will outline and describe your descriptive findings. You will need: (1) descriptive findings related to the characteristics (demographics) of your sample and (2) descriptive findings related to your independent/predictor variable, dependent/outcome variable, and control variables.

These findings must be presented in text and tabular (i.e., tables) format.

All assignments MUST conform to the following guidelines:

1. Include a proper APA citation in a reference list for each source
2. Be typed; 12 point Times New Roman font
3. 1 inch margins all around document
4. Include your name and class information on the document
5. Have a file name that includes your name (e.g. Policastro_Assign2)
6. Be submitted by to the SafeAssign tool on UTC Learn the deadline described above and in the syllabus.

Assignment #3

DUE: 3/4 by 11:59 PM via SafeAssign

For this assignment, you will need to address the following below. All assignments should be presented in paragraph format, not a bulleted list. The final product should resemble an excerpt from a formal paper that would be the basis of a peer-reviewed journal article.

I. Bivariate analyses: Interpretation and presentation of findings

- a. First, you will need to run appropriate bivariate statistical tests to examine the bivariate relationships among your variables (those outlined in assignment #1).
- b. In the paper, you must present an analytic plan that discusses which tests you ran, as well as a justification/explanation of why these particular tests were appropriate.
- c. Then, you must present your bivariate results in tabular (i.e., tables) and text format. Tables should present all important statistics and findings, while text should focus on interpreting the findings depicted in the tables. Please refer to samples provided in class and peer reviewed journal articles for additional examples.

All assignments MUST conform to the following guidelines:

1. Include a proper APA citation in a reference list for each source
2. Be typed; 12 point Times New Roman font
3. 1 inch margins all around document
4. Include your name and class information on the document
5. Have a file name that includes your name (e.g. Policastro_Assign3)
6. Be submitted by to the SafeAssign tool on UTC Learn the deadline described above and in the syllabus.

Assignment #4

DUE: 4/11 by 11:59 PM via SafeAssign

For this assignment, you will need to address the following below. All assignments should be presented in paragraph format, not a bulleted list. The final product should resemble an excerpt from a formal paper that would be the basis of a peer-reviewed journal article.

I. Multivariate analyses: Interpretation and presentation of findings

- a. First, you will need to run appropriate multivariate statistical tests to examine the relationships among all of your variables (all of the variables outlined in assignment #1).
- b. In the paper, you must present an analytic plan that discusses which tests you ran, as well as a justification/explanation of why these particular tests were appropriate.
- c. Then, you must present your multivariate results in tabular (i.e., tables) and text format. Tables should present all important statistics and findings, while text should focus on interpreting the findings depicted in the tables. Please refer to samples provided in class and peer reviewed journal articles for additional examples.

II. Discussion and conclusion section

- a. This section will highlight your key findings from your multivariate models. Here you will discuss if what you found was what you expected (i.e., was your hypothesis supported? Or did you find something unexpected?). You will also relate your current findings to the literature you reviewed in the first assignment. This discussion should revolve around consistencies/inconsistencies between your study and the existing literature on the topic.
- b. This section should also discuss the potential implications of your findings for theory, policy, and/or future research.
- c. Finally, you should acknowledge the limitations of your current study in this section of the assignment.

All assignments MUST conform to the following guidelines:

1. Include a proper APA citation in a reference list for each source
2. Be typed; 12 point Times New Roman font
3. 1 inch margins all around document
4. Include your name and class information on the document
5. Have a file name that includes your name (e.g. Policastro_Assign3)
6. Be submitted by to the SafeAssign tool on UTC Learn the deadline described above and in the syllabus.

Assignment #5

DUE: 4/10 IN CLASS

(Submit electronic copy by 11:59PM on 4/10 and provide a paper copy in class)

For this assignment, you will need to craft a presentation based on assignments 2, 3 and 4. You will need to submit a paper copy of your presentation, as well as an electronic version via SafeAssign on UTCLearn. More specifically, the presentation should consist of the following:

- I. Introduction
 - a. Provide an introduction that provides the audience with a brief overview of your topic, as well as the state of the current literature related to your topic.
- II. Overview of Current Study
 - a. This slide should provide the audience with an overview of your hypothesis and focus of the current study.
- III. Methodology
 - a. As you are all doing a secondary data analysis using AddHealth data, you do not need to discuss this in the presentation. This section will focus on describing the measures you used and how they were coded. Remember, you will need to discuss your key independent variable, your dependent variable, and your four control variables.
- IV. Analytic Plan
 - a. Here you will discuss each type of analysis you estimated and why: univariate, bivariate, and multivariate. Remember this should discuss the specific techniques and justify their use (i.e., why were these specific tests appropriate for your data?), while distinguishing between the goals of each stage of analysis (That is, why do we do univariate, why do we do bivariate, and why do we do multivariate?).
- V. Findings
 - a. You will then present the findings of each stage of analysis: univariate, bivariate, and multivariate. This presentation should include tables and a discussion/interpretation of the findings at each stage.
- VI. Discussion and Conclusion
 - a. You will need to conclude your presentation by discussing what you found and how it relates back to your initial hypothesis, as well as the existing literature. This part of your presentation should also discuss the potential implications of your findings for theory, policy, and/or future research. Finally, you should acknowledge the limitations of your current study.

All assignments MUST conform to the following guidelines:

1. Include a proper APA citation in a reference list for each source
2. Be created using Microsoft PowerPoint
3. Presentations should last **approximately 10 minutes**
4. Be submitted by to the SafeAssign tool on UTC Learn the deadline described above and in the syllabus.

	Minimal	Basic	Proficient	Exemplary
Introduction & Overview of Current Study	Does not introduce topic or hypothesis	Does not create strong sense of topic; poorly written directional hypothesis; overly detailed or incomplete; shows some structure	Mostly clear and coherent with a generally well-written directional hypothesis; relates to topic	Presents overall topic in a clear manner and crafts a well-written directional hypothesis; grabs audience attention
Methods, Analytic Plan, and Findings (univariate, bivariate, and multivariate)	Failed to address the major elements of proposal; limited understanding of methods, statistical analyses, and findings	Addressed most of the major elements of the assignment; lacked detail; information shows some understanding of methods, statistical analyses, and findings	Addressed all of the major elements of the assignment ; some unnecessary length/detail; demonstrates sufficient understanding of methods, statistical analyses, and findings	Addressed all of the major elements of the assignment ; accurate and complete; demonstrates an excellent understanding methods, statistical analyses, and findings
Discussion & Conclusion (with limitations and reference list slide)	Missing conclusion and/or reference slide	Concluded the material sufficiently but overall lacking in detail; references failed to conform to APA format for reference slide	Concluded the material well, but needed some expansion; followed APA format for reference slide	Strong conclusion and discussion of findings, as well as limitations; APA format for reference slide with no errors
Appearance/Layout	Layout is cluttered/confusing; no headings; distracting background; large gaps of space; text difficult to read; formatting inconsistent; poorly organized	Layout cluttered/busy/minimal; large gaps of space; font is often difficult to read; some slides have too much information listed; organization needs work	Font is sometimes difficult/distracting to read; layout is pleasant overall, but some inconsistencies; well organized	Easy to read; layout is visually appealing; appropriate headings; excellent organization
Writing Mechanics	More than 3 errors exist; spelling, punctuation, capitalization, usage, and grammar errors are repetitive and distracting	3 errors exist	Little or no editing required for spelling/grammar	No spelling, punctuation, or grammatical errors
Presentation	Little to no eye contact with audience; relies on screen for content/stares at screen; does not add information besides what is on slides; does not show interest in the presentation; can't understand the speaker; volume not appropriate; constantly uses verbal fillers (um, so, like)	Eye contact is lacking; sometimes looks at screen; adds little information besides what is on slide; shows little interest in presentation; needs to speak a little clearer; needs to speak a little louder/softer; sometimes uses verbal fillers	Good eye contact; does not stare at screen; adds some information besides what is on slide; shows general interest in topic; speaks clearly most of the time; volume is adequate; rarely uses verbal fillers	Great eye contact; does not stare/read screen; adds great information besides what is on slide; shows interest and enthusiasm; speaks with clear voice and appropriate volume; does not use verbal fillers

Grade: _____

Instructor Comments:

In-Class Activities
Interpreting Bivariate Results
CRMJ 5020, SP 19

	Studied for the Exam	
	No \bar{x} (sd)	Yes \bar{x} (sd)
Exam Performance	62.22 (19.60)	89.41 (12.66)
Total n	50	60
$t = 22.952^{**}$		

What test is being estimated here and why?

What are the results? Interpret significance and findings.

In-Class Activities
Interpreting Bivariate Results
CRMJ 5020, SP 19

		Engaged in Delinquency		
		No	Yes	Total
Participated in after school program	No	23.5% (14)	76.5% (46)	60
	Yes	89.5% (62)	10.5% (8)	70
$\chi^2 = 9.624^{***}$				

What test is being estimated here and why?

What are the results? Interpret significance and findings.

In-Class Activities
 Interpreting Bivariate Results
 CRMJ 5020, SP 19

		Work productivity	Time spent on Facebook
Work productivity	Pearson's correlation	1.000	-.41
	Sig. (2-tail)	.	.000
	<i>N</i>	100	100
Time spent on Facebook	Pearson's correlation	-.41	1.000
	Sig. (2-tail)	.000	.
	<i>N</i>	100	100

What do the results shown in the table tell you? You need to interpret the SPSS output here. That is, what type of analysis is being conducted and why?

What are the findings? You need to interpret the direction of the association, the significance, and the magnitude of the relationship depicted.

Research Methodology II

Spring 2019

Department of Social, Cultural, & Justice Studies, CRMJ 5020 CRN 43083, IN-PERSON, 3 credit hours

Instructor: Christina Policastro, PhD

Email and Phone Number: 423-425-5752; Christina-Policastro@utc.edu

Office Hours and Location: MW 1:30-3:00 or by appointment, 540 McCallie Avenue RM 446

Course Meeting Days, Times, and Location: Wednesday, 5:30-8:00 PM, 540 McCallie Avenue Rm 105

Course Catalog Description: An overview of applied research and exploration of advanced concepts of research design. Application of computer to multi-variate statistics, non-parametric tests, regression models, and secondary data. An applied research project is carried out (prerequisite *CRMJ 5010*).

Course Pre/Co Requisites: CRMJ 5010.

Course Student Learning Outcomes: Students will vary with regard to their competency on each of these learning outcomes and students are ultimately responsible for their learning experience. By the end of the semester, students can expect to accomplish these learning outcomes only if they abide by all course policies, attend class regularly, complete all assignments satisfactorily and on time, and fulfill all of the other course expectations:

- (1) Locate, read, and demonstrate an understanding of empirical research
- (2) Critically assess the quality of published empirical studies
- (3) Critically evaluate the differences between major statistical strategies for data analysis
- (4) Utilize SPSS to create, manage, and perform basic statistical analyses
- (5) Present findings of analyses in writing
- (6) Understand the philosophy and techniques of univariate, bivariate, and multivariate analyses
- (7) Be able to interpret significance levels of multivariate, bivariate and univariate analysis
- (8) Be able to create and specify statistical models for testing hypotheses or answering research questions
- (9) Describe and identify methodological or statistical problems that influence findings
- (10) Analyze and interpret research findings based on SPSS output as well as tabular presentation of statistical analyses
- (11) Demonstrate strong writing and analytical skills
- (12) Demonstrate the knowledge and skills necessary to effectively utilize research and statistical techniques to complete an applied research project

Required Course Materials: Gau, J. M. (2019). *Statistics for Criminology and Criminal Justice* (3rd Edition). Los Angeles, CA: Sage Publications.

Additional readings will be posted on Blackboard & will be located in the module for the week they are assigned.

Technology Requirements for Course: Students are expected to check the course on UTC Learn and their UTC student email account daily. Students are expected to have the following computer skills: Word processing including formatting word processor documents Email including sending, receiving and email attachments Internet searches UTC library database searches Students must keep their anti-virus definitions up to date For UTC Learn support, contact the Solutions Center at 423-425-4000 or <http://www.utc.edu/information-technology/departments/solutions-center/index.php>

Technology Skills Required for Course: You are expected to have working knowledge and capability with your computer hardware and a variety of software applications before entering this class. Class participants must know how to use and check their e-mail on a daily basis. You will need to know your UTC ID user name and password to access the UTC Learn online password-protected system. If you do NOT know your UTC ID user name and password, please contact the Solutions Center at 423-425-4000. You must be able to save word processing files in a .doc/.docx (Microsoft Word), .rtf (Rich Text Format), or .txt (Text) format for sharing files.

Technology Support: If you have problems with your UTC email account or with UTC Learn, contact IT Solutions Center at 423-425-4000 or email itsolutions@utc.edu.

Course Assessments and Requirements: Grades for this course will be based on the completion of homework/in-class assignments, exams, and paper assignments. The descriptions below describe each assignment, as well as the percentage of the grade associated with each activity.

1) Homework Assignments (60% of total grade)

- a. Throughout the semester students will be required to complete homework assignments. There will be a total of 5 of these assignments (each accounting for 12% of the student's final grade). Students will be provided with an assignment document outlining the instructions for each assignment. The course is based on a mixture of lecture and in-class laboratory exercises. In many cases the in-class laboratory exercises will assist students in completing the homework assignments.
- b. The assignments are aimed at assessing the student's ability to apply, as well as understand course concepts and material.
- c. Assignments #2 through #5 are related to one another. All students will be provided with the same dataset (the public use Add Health Wave I data) and be required to identify a research topic of focus that will be the basis of a single research hypothesis. The hypothesis and the key variables outlined in that hypothesis will be the subject of assignments 2-5. More specific instructions will be provided to students in class and posted on UTCLearn.
- d. No late assignments will be accepted – see the course schedule for due dates.

2) Midterm Exam (20% of total grade)

- a. Students will have a midterm exam administered in-class. The exam will be a

mixture of multiple choice, short-answer, and essay questions.

- b. ***Cheating on exams will not be tolerated*** and disciplinary measures will be taken if students are observed cheating. Cheating includes, ***but is not limited to***, using notes during an exam, looking at another student's exam, using one's cell phone during the exam, and using one's textbook during the exam.
- c. Students will not be permitted to wear hats, use cell phones, have anything on their desk, and to listen to iPods or the like during exams. All personal items must be put away during the exam. The instructor will be moving around the class throughout examinations to ensure compliance.

3) Final Exam (20% of total grade)

- a. The final exam in this course will resemble Part II of the comprehensive exam administered in the Criminal Justice Graduate Program. This exam will be administered in class on the last regularly scheduled class meeting. Given that Part II of the comprehensive exam requires students to discuss the findings provided in relation to the existing literature, as well as the implications of the findings for theory and policy – students will be provided with a general idea of the topical area of the final and the specific hypothesis that is being tested. The instructor will provide this information four weeks prior to the administration of the in-class final so that students can conduct research related to the topic.
- b. Cheating on the final exam will not be tolerated.
- c. **Students are only allowed to use ONE short (20 words or less) quote in their final exam.** Points will be deducted if students exceed the one quote limit.
- d. All final exams in this class must be submitted to UTC Learn (Blackboard) text-matching software (SafeAssign) for review and to analyze for originality and intellectual integrity. By submitting your paper online, you agree to have your paper included in the institutional repository of digital papers. If the results of the review indicate academic dishonesty, disciplinary action may be taken against the student as outlined in the UTC Student Handbook.

Course Grading

Course Grading Policy: The manner in which grades are calculated for this course is described below. The professor does not “give” grades, students EARN grades based on their performance in the course. Students are responsible for keeping up with the course material, as well as satisfactorily completing and submitting assignments on time. The grade reported by the professor is based on assessments of the assignments described above. Therefore, the professor will not “give” additional points to the student to obtain a specific grade the student wants. Grades are not negotiable even when graduation, scholarships, etc. are at stake.

Further, no last minute requests for extra credit opportunities at the end of the semester will be entertained. If extra credit is offered, it will be at the professor's discretion and will occur prior to the last week of classes. The professor is more than happy to discuss with students how to improve their grades in the course (i.e., helpful study tips, talk about ideas for papers, etc.), but this has to occur well before the end of the semester.

The professor will adjust grades that are borderline. Borderline grades are those that are on the

border of being in the next grade category. For instance, if the student earns an 89.5 then the professor will round the grade to a 90 or if the student earns a 79.5 then the grade is rounded to an 80, etc. In general, grades that end in .5 or above will be rounded to the next whole number.

Final grades will be calculated as follows:

Grading Breakdown

Final grades will be calculated as follows:

Homework Assignments	60%
Midterm Exam	20%
Final Exam	20%
<hr/>	
Total :	100%

Grading Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Instructor Grading and Feedback Response Time: The instructor will provide feedback and grades for each writing assignment within 14 days of student submission provided students submit work on time. Exams will be graded within 7 days of student submission. These timelines may be subject to change due to unforeseeable circumstances (i.e., instructor illness, hospitalization, etc.). Any changes will be announced via UTCLearn.

Course and Institutional Policies

Student Conduct Policy: UTC’s Academic Integrity Policy is stated in the [Student Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Participation/Contribution: As this is a graduate course, students are expected to attend all in-class sessions and participate in all online course assignments during online course delivery weeks. Should students fail to do so, this will be reflected in their grade.

Attendance Policy: Class participation and class discussion are fundamental components of this course. It is recommended, although not required, that students attend every class. As adults, the decision to attend class is yours. I will note, however, that the level of success a person has in a class is typically positively correlated with their attendance. Also important, if you are not present in class, any and all participation points and/or points from in-class assignments will be lost. Feel free to ask for and even complete the assignment without credit – you will be responsible for the information it covers. Class readings are supplemented by lecture material drawn from a variety of resources, as well as information gleaned from class discussions. Anything discussed in class and in the text is fair game for tests. Therefore, it is important that students attend class on a regular basis. Students who miss class are solely responsible for the material they missed. DO NOT email the professor asking for class notes, videos, or if “I missed anything important.”

Students are expected to be on time for class. Tardiness is a disruption and very disrespectful to both the professor and fellow students. If tardiness becomes an issue, the classroom door will be locked at the beginning of class. An attendance sheet will be passed around daily for students to

sign in. The professor will use this sheet to keep track of student attendance. It is the student's responsibility to make sure that he/she has signed the attendance sheet for each class period.

Policy for Late/Missing Work: Make-up exams will be allowed if the student provides appropriate documentation for his/her absence (i.e. doctor's excuse, letter for a school sanctioned activity, etc.) and preferably when the student has informed the instructor prior to the absence. Exceptions will be made at the instructor's discretion in instances of unforeseeable and plausible circumstances (i.e. death of an immediate family member, hospitalization of student, etc.). The student must make arrangements with the professor to take the make-up exam within ONE week of the missed exam. If the student fails to take the exam within the allotted week then he/she will receive a zero for the exam, no exceptions.

Given that this is a graduate-level course, **no late/missing homework/in-class activities will be accepted.** Similar to exams, exceptions for late papers will be made at the instructor's discretion in instances of unforeseeable and plausible circumstances (i.e. death of an immediate family member, hospitalization of student, etc.). Students must make arrangements with the professor as soon as possible for late paper submissions – this means do not wait to notify me of any issues you may have when it comes to submitting your assignments. Paper guidelines are posted well in advance of deadlines and students should start their papers early to anticipate any technical issues they may encounter.

Communication with the Instructor: Students will be able to communicate with the instructor via email and telephone. Students are encouraged to communicate any difficulties or concerns they may have in relation to the course with the instructor. When contacting the instructor via email please use the email listed at the top of this syllabus. Students must use their assigned UTC email to communicate with the instructor via email. *It is strongly suggested that the student carbon copy (CC) him/herself on all emails to document the efforts in the event of computer-related problems. The instructor will respond to all emails as promptly as possible, generally within a 24 hour timeframe.*

Keep in mind that the professor will not be available to you on a 24/7 basis and will generally respond to emails within business hours (typically 9AM-5PM Monday through Friday). In the event that the instructor cannot respond (i.e., hospitalization or other emergencies), the instructor will attempt to create (if possible) an automated message that will inform students of the anticipated date/time the instructor will respond to their emails. In these situations, the instructor will consider the time/date of the student's email in cases of technical difficulties to determine appropriate solutions to problems.

If you have problems with accessing your UTC email account or UTC Learn, contact the Call Center at 423-425-4000.

Class Disruptions: Students are expected to behave in a civil and professional manner in the classroom. Think of the classroom like a work environment and behave as you would in a professional setting. Disrespectful behavior will not be tolerated. Cell phones must be turned off (not to vibrate) during class. Absolutely no answering of phones and/or texting will be tolerated as it is very disruptive to other students who are trying to pay attention. If you have a legitimate need to have your phone on vibrate during class (for work, kids at home, and so forth) let the

professor know at the beginning of class and try to sit near an exit so you can answer your phone in the hallway with minimal disruption.

Laptop use is allowed for note taking, but not web-surfing, e-mailing, Facebook, etc. will be tolerated. If caught using a laptop for any purpose other than note taking, you will be asked to close the laptop for the remainder of that class. If caught a second time you will be asked to leave the class that day and will be barred from using the laptop during class for the remainder of the semester. If it becomes an issue for the class, the professor will discontinue laptop use for all students in the class.

Academic Dishonesty: In the event of academic dishonesty, policies outlined by the University of Tennessee at Chattanooga will be followed. Cheating includes, but is not limited to, presenting another individual's work as your own, copying another's work, etc. (refer to the Student Handbook for more examples of plagiarism – see the Academics section and the Appendix on pg. 5).

If you have any questions about whether an activity/behavior is cheating, refer to the Student Handbook or talk to the professor. The professor will determine the course of action for dishonest behavior. Academic dishonesty may result in an "F" for the course and may result in suspension or expulsion from the university. For more details, please refer to the Student Handbook located at the following link: <http://www.utc.edu/dean-students/pdfs/academics.pdf>

Email & Office Hour Etiquette:

Issues that can usually be handled via email:

- Scheduling an appointment
- Requests to go over material in class (anything you think the whole class would benefit from)

Email Etiquette

- Students should use their UTC email address when corresponding with professors.
- Put the section & course number in the subject line of your email (ex. "CRIM 403-003 question")
- Address your professors as Professor or Dr.
- Keep it short. If you can't communicate what you need to say in a paragraph or less, it's probably something that should be discussed during office hours.
- Sign your email AND do not assume I have received your email unless you have received a response from me. I will respond promptly but not necessarily immediately.

Things you should really come to office hours for:

- To discuss or get help with assignments, exam review, and papers
- To review material you have missed (see below)
- To request special accommodations or discuss personal issues that might be interfering with course performance
- To dispute a grade (see below)

Office Hour Etiquette

The University of Tennessee at Chattanooga

- Office Hours are scheduled precisely for the purpose of dropping-in on your professors. If you would like to see me during unscheduled times, please make an appointment. It's easiest if you email me since I don't usually carry my calendar to class.
- If you're coming to see me to review materials you missed while absent, I expect that you have 1) copied and read a classmates' notes, 2) read all the materials assigned for the day(s) you missed and 3) jotted down at least one or two questions to get the review started. Please do not expect me to give the missed lecture to you.
- When coming to discuss or dispute a grade, please prepare IN WRITING a one-page statement of your reasons for disputing the grade. Note: This is not necessary if the dispute is related to a scoring (i.e. arithmetic) error.

Email and Office Hours Etiquette was borrowed from Dr. Claudia Scholz's webpage, Dept of Sociology, University of Texas San Antonio

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

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Course Calendar/Schedule: Please see the table below for important dates related to this course.

<i>Dates</i>	<i>Topic</i>	<i>Reading/Exam Schedule</i>
Week 1: 1/9	Introduction to the course, review of requirements etc.	Course syllabus; need to download SPSS on laptop/home computer for the semester (see this link: https://www.utc.edu/information-technology/knowledge-base/applications/utk-software-distribution/download-utk-software-distribution.php)
Week 2: 1/16	Linking methodology to statistics and key concepts in statistics	Chapters 1-2 (Gau); download and begin exploring Add Health Wave I codebook, as well as dataset
Week 3: 1/23	Get to know SPSS	Chapter 3 (Field)
Week 4: 1/30	Descriptive data and identifying bias	Chapter 3 - 5 (Gau)
Week 5: 2/6	Probability and distributions	Chapter 6 - 8 (Gau) Assignment #1: Creating SPSS files & entering data DUE by 11:59 PM on 2/4
Week 6: 2/13	Hypothesis testing Bivariate analysis I: T-tests, ANOVA, and Chi-square (cross-tabulations)	Chapter 9 – 12 (Gau) Assignment #2: Part I: Introduction, current study discussion with description of hypothesis of focus for remaining assignments, and methodology; PART II: descriptive data analysis, interpretation, and presentation (based on hypothesis described in assignment); DUE by 11:59PM on 2/13
Week 7: 2/20	Bivariate analysis II: Correlations; Presenting bivariate findings	Chapter 13 (Gau); <i>additional reading TBD</i>
Week 8: 2/27	MIDTERM EXAM	MIDTERM EXAM ADMINISTERED IN CLASS
Week 9: 3/6	Multivariate analysis I: Regression	Chapter 14 (Gau); <i>additional reading TBD</i> <i>Topic for Final Exam provided in class</i> Assignment #3: Bivariate analysis, interpretation, and presentation DUE by 11:59PM on 3/4
Week 10: 3/13	NO CLASS – SPRING BREAK	NO CLASS – SPRING BREAK
Week 11: 3/20	Multivariate analysis II: Categorical data & logistic regression	Chapter 18 & 19 (Field)
Week 12: 3/27	<i>Dr. Policastro is at ACJS this week</i>	NO CLASS

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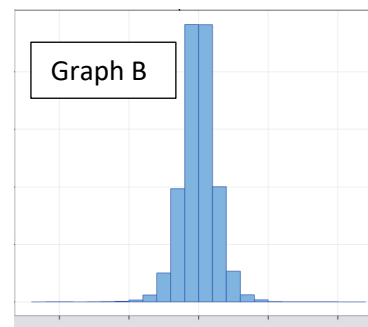
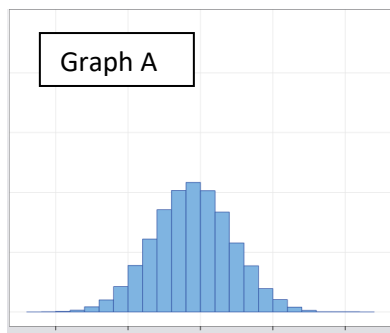
Week 13: 4/3	Multivariate analysis III: Logistic regression continued & presenting multivariate findings	
Week 14: 4/10	Wrapping it all up: In-class presentations	Assignment #4: Multivariate analysis, interpretation, and presentation DUE by 11:59PM on 4/11 Assignment #5: In-class presentation of findings related to hypothesis (based on assignments 2-4) on 4/10
Week 15: 4/17	FINAL EXAM	<i>FINAL EXAM ADMINISTERED IN CLASS</i>

**The course syllabus provides a general plan for the course; deviations may be necessary. **
Any changes will be announced in class and/or via email/Blackboard

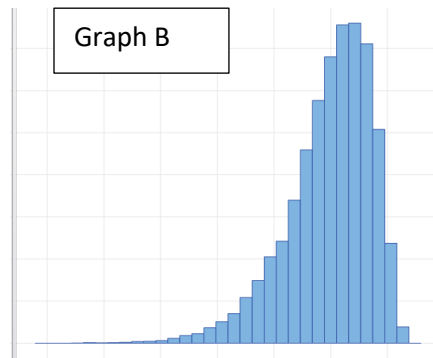
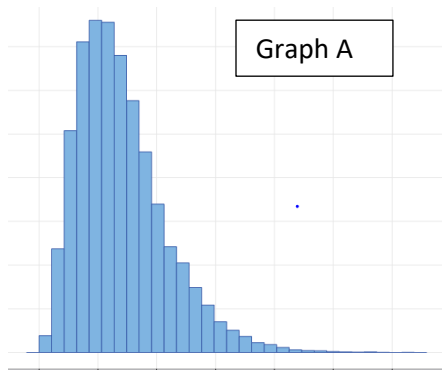
Midterm Exam

Directions: Read each question carefully and provide an answer in the space provided. Some of the items are multiple choice, thus you will need to circle your response and legibly write the letter of your response next to the question.

1. Look at the graphs below – please describe what kurtosis is and describe the kurtosis of each of the two graphs below (HINT: there are key terms that relate to the kurtosis displayed in each graph, I am looking for you to use these terms). This question is worth 6 points.



2. What is skew? Once you have discussed skew, describe the skew depicted in the graphs below. (HINT: there are key terms that relate to the skews displayed in each graph, I am looking for you to use these terms). This question is worth 6 points.



3. Classify each of the following variables as either nominal or continuous. Write your response next to the variable. This question is worth 8 points; 2 points for each item below.
 - a. Age
 - b. Gender
 - c. Height
 - d. Race
 - e. Number of times victimized

4. You are a researcher exploring the relationship between juvenile delinquency and victimization risk. First, craft a directional, research hypothesis that outlines what you expect to find in a study examining this relationship. Second, clearly identify which variable is your independent variable and which is your dependent variable. This question is worth 5 points.

5. Explain the difference between systematic variation and unsystematic variation. This question is worth 5 points.

6. Describe what the mean, standard deviation, median, and mode tell us about a variable. That is, what are these and why do we calculate these statistics? This question is worth 5 points.

7. What does statistical significance mean? That is, if we have a significant test statistic what does that tell us? This question is worth 5 points.

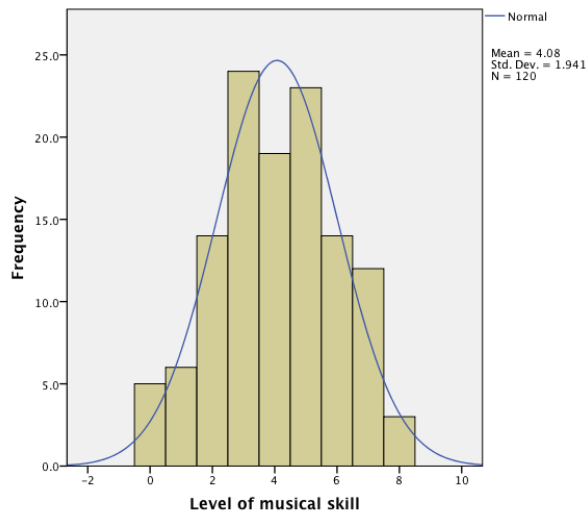
8. What is a type I error? What is a type II error? This question is worth 5 points.

9. What does the alpha level mean? More specifically, what does it mean to have an alpha level less than .05? (HINT: you need to interpret what this confidence level means in relation to your test statistic). This question is worth 5 points.

10. Which of the following best describes the relationship between sample size and significance testing? Clearly circle your response. This question is worth 3 points.
- In large samples even small effects can be deemed 'significant'.
 - In small samples only small effects will be deemed 'significant'.
 - Large effects tend to be significant only in small samples.
 - Large effects tend to be significant only in large samples.

11. Name and explain the assumptions of parametric tests. This question is worth 8 points.

12. Based on the graph below, is the data normal or does the data deviate from normality? This question is worth 3 points.



13. Which of the following statements about Pearson's correlation coefficient is **not** true? Clearly circle your response. This question is worth 3 points.

- a. It cannot be used with binary variables.
- b. It can be used as an effect size measure.
- c. It varies between -1 and $+1$.
- d. It can be used on ranked data.

14. Which type of correlation coefficient would you use to look at the correlation between gender and time spent on the phone talking to your mother? This question is worth 3 points.

15. What do the results of shown in the table tell you? You need to interpret the SPSS output here. That is, what type of analysis is being conducted and why? Then, you need to interpret the direction of the association, the significance, and the magnitude of the relationship depicted. This question is worth 10 points.

		Work productivity	Time spent on Facebook
Work productivity	Pearson's correlation	1.000	-.86
	Sig. (2-tail)	.	.000
	<i>N</i>	100	100
Time spent on Facebook	Pearson's correlation	-.86	1.000
	Sig. (2-tail)	.000	.
	<i>N</i>	100	100

16. Look at the following table. Tell me what test is being estimated and why this test is being used for this data, then discuss the findings. This question is worth 10 points.

		Blame Victims of Crime		
		No	Yes	Total
Gender	Male	66.6% (40)	33.3% (20)	60
	Female	14.3% (10)	85.7% (60)	70
$\chi^2 = 9.624^*$				

17. Look at the following table. Tell me what test is being estimated and why this test is being used for this data, then discuss the findings. This question is worth 10 points.

	Victimized by Theft	
	No \bar{x} (sd)	Yes \bar{x} (sd)
Age	42.52 (19.60)	27.21 (12.66)
Total n	1037	192
	$t = 13.943^{***}$	

Final Exam Topic

In 2016, the major focus for the presidential election is crime and criminal justice policies (e.g.. general criminal justice policies, drugs, death penalty, sentencing issues, correctional issues, etc.). The Presidential candidate has tasked her head researcher (you) to determine attitudes of the general population and how different segments of the population perceive crime throughout the country. Once you have collected this data, you will report the information to the candidate, so she can establish an electable platform.

Your study must contain the following elements:

1. Introduction & Literature Review
 - a. Review of general attitudes toward crime and criminal justice policies
 - b. Attitudes of differing segments of the population (gender, race/ethnicity, socioeconomic status, etc.)
2. Method
 - a. Hypothesis
 - b. Sample and sampling procedures
 - c. Research design, measurements, or instruments
 - d. Identification of the independent and dependent variables; operationalization of these variables.
3. Limitations of the study

Appendix 1.5

Fall 2018 Course Learning Evaluation

	Strongly Agree (%)			Agree (%)			Somewhat Agree (%)			Neither Agree nor Disagree (%)			Somewhat Disagree (%)			Disagree (%)			Strongly Disagree (%)		
	Department	College	University	Department	College	University	Department	College	University	Department	College	University	Department	College	University	Department	College	University	Department	College	University
I am aware of the learning outcomes of this course, as stated in the syllabus	72	70	70	18	20	20	5	5	6	2	1	2	1	2	1	1	1	1	1	1	1
The course content addresses the learning outcomes of this course.	70	68	68	19	21	21	6	6	6	2	1	2	1	2	1	1	1	1	1	1	1
The course structure assists me in achieving the learning outcomes of this course.	65	63	63	18	19	19	7	8	8	3	3	3	2	3	3	2	2	2	2	3	2
I am achieving the learning outcomes of this course.	63	60	60	19	20	21	9	9	9	3	3	3	2	3	2	1	2	2	2	3	2
I keep up with all course readings and assigned work.	58	58	59	23	25	24	12	11	11	3	2	2	2	3	2	1	1	1	1	1	1
The course encourages my use of critical thinking skills.	58	60	60	21	21	22	10	10	10	4	2	3	2	4	2	2	2	2	2	2	1
The way this course is delivered encourages me to be actively engaged.	57	57	58	18	18	19	11	10	10	4	4	4	4	4	4	3	3	3	4	4	3
The instructor is willing to assist me with achieving the course learning outcomes.	67	66	67	19	18	18	5	6	6	4	2	4	2	4	2	1	1	1	2	2	2
The instructor provides constructive feedback on my coursework.	60	59	60	18	17	17	8	8	8	7	4	6	3	6	3	2	3	3	3	3	3
The instructor responds to my questions and emails within the time-frame indicated in the syllabus.	63	64	65	19	18	18	5	5	5	8	2	8	2	9	2	1	1	1	2	2	2

Appendix 4.1

Courtney Crittenden, Ph.D.

Assistant Professor of Criminal Justice

Department of Social, Cultural, and Justice Studies

University of Tennessee at Chattanooga

Chattanooga, TN

Office: (423) 425-4220

Email: courtney-crittenden@utc.edu

Education

- 2013 Ph.D., Criminology and Criminal Justice, University of South Carolina
Dissertation: Gender and Programming: A comparison of Program Availability and Participation in U.S. Prisons for Men and Women
Committee: Barbara A. Koons-Witt (*Chair*), Robert Kaminski, Emily Wright, Lynn Weber
- 2009 M.S. Criminal Justice, University of Tennessee at Chattanooga
- 2007 B.A. Behavioral Science with an emphasis in Criminal Justice and Sociology, *Summa Cum Laude*, Tennessee Wesleyan College

Academic Positions

- 2015 – present *U.C. Foundation Assistant Professor*, Department of Criminal Justice, University of Tennessee at Chattanooga
- 2012 – 2015 *Assistant Professor*, Department of Criminal Justice and Criminology, East Tennessee State University

Research and Teaching Interests

- | | |
|----------------------------------|---------------------------------------|
| Violence Against Women | Corrections |
| Women and Crime | Research Methods |
| Criminological Theory | Intersectionality in Criminal Justice |
| American Criminal Justice System | |

Publications

Refereed Journal Articles

- Forthcoming Carrillo, A., **Crittenden, C.A.**, & Garland, T. Faculty perceptions of consensual sexual relationships between faculty and students. *Journal of Academic Ethics*.
- Forthcoming **Crittenden, C.A.**, Gimlin, A., Bennett, A., & Garland, T. Exploring faculty and students' attitudes about consensual sexual relationships and sexual harassment on college campuses. *Educational Policy*.
- 2018 Koons-Witt, B.A. & **Crittenden, C.A.** Gender differences and program participation among prisoners with co-occurring substance abuse and mental health disorders. *Journal of Offender Rehabilitation*, 57(7), 431-458.
- 2018 **Crittenden, C.A.**, Koons-Witt, B.A., & Kaminski, R. Being Assigned Work in Prison: Do Race and Gender Matter. *Feminist Criminology*, 13(4), 359-381.
- 2017 **Crittenden, C.A.**, Policastro, C. & Eigenberg, H.M. Attitudes toward dating violence: How does sexual identity influence perceptions among college students? *Journal of Aggression, Maltreatment, & Trauma*, 26(7), 804-824.
- 2017 **Crittenden, C.A.** & Koons-Witt, B.A. Gender and programming: A comparison of participation in U.S. Prisons. *International Journal of Offender Therapy and Comparative Criminology*, 61(6), 611-644.
- 2014 Richards, T.N., **Crittenden, C.A.**, Garland, T., & McGuffee, K. An exploration of policies governing faculty-to-student consensual sexual relationships on university campuses: Current strategies and future directions. *Journal of College Student Development*, 55(4), 337-352.
- 2013 Wright, E.M., DeHart, D.D., Koons-Witt, B.A. & **Crittenden, C.A.** "Buffers" against crime? A look at positive relationships among women offenders. *Punishment and Society*, 15(1), 71-95.
- 2013 **Crittenden, C.A.** & Wright, E.M. Predicting patriarchy: Using individual and contextual factors to examine patriarchal endorsement in the community. *Journal of Interpersonal Violence*, 28(6), 1267-1288.
- 2011 **Crittenden, C.A.**, Wright, E.M., & Fagan, A.A. The effects of exposure to intimate partner violence on children's development. *Family & Intimate Partner Violence Quarterly*, 4(2), 113-123.

Book Chapters and Other Publications

- 2018 **Crittenden, C.A.**, Policastro, C. Feminist Victimization Theories. In B.M. Huebner (Ed.), *Oxford Bibliographies in Criminology*. New York City, NY: Oxford University Press.
- 2013 Koons-Witt, B.A. & **Crittenden, C.A.** Gender-Responsive Practices. In S.L. Mailliccoat & C.L. Gardiner (Eds.). *Criminal Justice Policy*. Thousand Oaks, CA: Sage Publications.

Works Under Review/In Progress

- Preparation Cole, T., Policastro, C., **Crittenden, C.A.**, & McGuffee, K. Freedom to post or invasion of privacy?: Analysis of U.S. revenge porn state statutes.
- Under Review Piatak, K., Choi, J., **Crittenden, C.A.** Do demographics influence perceptions of sexual violence? Investigating the role of victim and respondent characteristics on victim blaming among college students.
- Under Review Hancock, K.P., Policastro, C., **Crittenden, C.A.**, & McGuffee, K. Perceptions of male rape victims: Examining rape myth acceptance and victim blaming attitudes among a sample of college students

Technical Reports

- 2019 Dierenfeldt, R., Garland, T., Policastro, C. & **Crittenden, C.A.** *Drug abuse and recovery in rural Tennessee communities: A needs assessment*. Final report submitted to the Southeast Tennessee Human Resource Agency (SETHRA).
Funding Agency: Tennessee Department of Human Services
- 2011 Wright, E.M., Fagan, A.A. & **Crittenden, C.A.** *Exposure to Intimate Partner Violence: Gendered and Contextual Effects on Adolescent Interpersonal Violence, Drug Use, and Mental Health Outcomes*. NIJ # 2009-IJ-CX-0043, Final Report submitted to the National Institute of Justice. Document NCJ #235153
Funding Agency: National Institute of Justice
- 2010 **Crittenden, C.A.** & Wright, E.M. *SISTERCARE Domestic Violence Shelter Staff Evaluation*. Final report submitted to Sistercare, Inc.
Cooperating Agency: Sistercare, Inc., Columbia, SC.
- 2010 Wright, E.M. & **Crittenden, C. A.** *SISTERCARE Domestic Violence Shelter Program Evaluation*. Final report submitted to Sistercare, Inc.
Cooperating Agency: Sistercare, Inc., Columbia, SC.

Presentations

* denotes work with undergraduate students; + denotes work with graduate students

- 2019 **Crittenden, C.A.**, Gateley, H.+, & Dodge, D.* Looking for intersections in research. Presented at the Southern Criminal Justice Association Annual Conference, Nashville, TN.
- 2019 Gateley, H.+, Dodge, D.*, & **Crittenden, C.A.** Measuring gender and sexuality in criminology. Presented at the Southern Criminal Justice Association Annual Conference, Nashville, TN.
- 2019 **Crittenden, C.A.**, Bumphus, V., Gateley, H.+, & Dodge, D*. Exploring social constructs in criminological research. Poster presented at Academy of Criminal Justice Sciences Annual Meeting, Baltimore, MD.
- 2019 Hancock, K.+, Policastro, C.N., **Crittenden, C.A.**, & Garland, T. Perceptions of male rape victims. Poster presented at Academy of Criminal Justice Sciences Annual Meeting, Baltimore, MD.
- 2018 Policastro, C.N., **Crittenden, C.A.**, Garland, T. & Hancock, K.+ Victim blaming attitudes among college students: Exploring perceptions of male rape victims. Presented at the Southern Criminal Justice Association Annual Conference, Pensacola, FL.
- 2018 Bennett, A.+, **Crittenden, C.A.**, & Garland, T. Faculty perceptions of consensual sexual relationships between university faculty and students. Presented at Academy of Criminal Justice Sciences Annual Meeting, New Orleans, LA.
- 2017 **Crittenden, C.A.**, Garland, T., & Bennett, A.+ Consensual sex relationships: How do faculty and students' opinions compare. Presented at the Southern Criminal Justice Association Annual Conference, New Orleans, LA.
- 2016 **Crittenden, C.A.**, Policastro, C.N., & Eigenberg, H.M. Attitudes toward dating violence: How does sexual identity influence perceptions? Presented at American Society of Criminology Annual Meeting, New Orleans, LA.
- 2016 Policastro, C.N, **Crittenden, C.A.**, & Eigenberg, H. M. Educators' perceptions of Intimate Partner Violence. Presented at the Southern Criminal Justice Association Annual Conference, Savannah, GA.
- 2016 Garland, T. & **Crittenden, C.A.** Faculty perceptions of student/faculty consensual relationships. Paper presented at the Academy of Criminal Justice Sciences Annual Meeting, Denver, CO.
- 2015 **Crittenden, C.A.**, Garland, T., & Bennett, A.+ (2015). Crossing the line: Student perceptions of student/faculty consensual sexual relationships. Poster presented at the American Society of Criminology Annual Meeting. Washington, D.C.

- 2015 Piatak, K.A.+ & **Crittenden, C.A.** Assessing victim blame: Intersections of rape victim race, gender, and ethnicity. Paper presented at the American Society of Criminology 2015 Annual Meeting, Washington, D.C.
- 2014 **Crittenden, C.A.** & Koons-Witt, B.A. Treating Co-Occurring Disorders in Female Inmates. Paper presented at the Southern Criminal Justice Association 2014 Annual Conference, Clearwater, FL.
- 2013 Capowich, G.E., Brauer, J.R., Jacques, S., Wright, K.A., Vaske, J.C., & **Crittenden, C.A.** (*chair*). Professional Development Panel: Balancing Teaching, Research, and Service Demands in Academia. Presented at the American Society of Criminology 2013 Annual Meeting, Atlanta, GA.
- 2013 **Crittenden, C.A.** & Koons-Witt, B.A. Gender and programming: A comparison of program participation in U.S. prisons. Paper presented at the American Society of Criminology 2013 Annual Meeting, Atlanta, GA.
- 2012 **Crittenden, C.A.** & Koons-Witt, B.A. Assessing gender differences in the availability of programming in U.S. prisons. Paper presented at the American Society of Criminology 2012 Annual Meeting, Chicago, IL.
- 2011 **Crittenden, C.A.** & Wright, E.M. Predicting patriarchy: Using individual and contextual factors to examine patriarchal endorsement in the community. Paper presented at the American Society of Criminology 2011 Annual Meeting, Washington, D.C.
- 2011 **Crittenden, C.A.**, Wright, E.M. & Koons-Witt, B. “Buffers” against crime? A look at positive relationships among women offenders. Paper presented at the American Society of Criminology 2011 Annual Meeting, Washington, D.C.
- 2010 **Crittenden, C.A.** & Eigenberg, H.M. Attitudes toward women and their effect on rape myth acceptance. Paper presented at the American Society of Criminology 2010 Annual Meeting, San Francisco, California.
- 2009 **Crittenden, C.A.** & Eigenberg, H.M. Predicting attitudes toward sexual harassment. Paper presented at the American Society of Criminology 2009 Annual Meeting, Philadelphia, Pennsylvania.

Teaching Experience

University of Tennessee at Chattanooga, Assistant Professor (2015- Present)

UHON 2850 Innovations in Honors Lab I (undergraduate)

UHON 2860 Innovations in Honors Lab II (undergraduate)

CRMJ 2100 Criminology (undergraduate, face to face and online)

CRMJ 3110 Research Methods in Criminal Justice (undergraduate, face to face and online)

CRMJ 3210 Corrections (undergraduate)

CRMJ 3310 Race, Class, Gender, and Crime (undergraduate, face to face and online)
CRMJ 5030 Criminology (graduate)
CRMJ 5110 Research Methodology I (graduate)
CRMJ 5130 Diversity and Crime (graduate)

East Tennessee State University, Assistant Professor (2012 – 2015)

CJCR 3010 Research Methods in Criminal Justice (undergraduate)
CJCR 4580 Violence: The American Experience (undergraduate)
CJCR 4670 Race, Gender, & Crime (undergraduate)
CJCR 4950 Women and the Criminal Justice System (undergraduate)
CJCR 5580 Violence: The American Experience (graduate)
CJCR 5500 Women and the Criminal Justice System (graduate)

South University, Instructor (2012)

CRJ 3014 Criminal Justice and the Media (undergraduate)

University of South Carolina, Graduate Assistant

CRJU 101 The American Criminal Justice System (undergraduate)
CRJU 421 Victimization (undergraduate)
CJCR 341 Sociology of Crime (undergraduate – assisted).

University of Tennessee at Chattanooga, Graduate Intern (2009)

CRMJ 110 Introduction to the Criminal Justice System (Undergraduate)

Service Activities

Service to the Community

2019 Community representative, United Way of McMinn and Meigs Counties. I served as a community representative and evaluated the organizations requesting funding from the United Way.

2019 Committee chair, Adult Sunday School Curriculum Committee, St. Paul's Episcopal Church, Athens, TN. I was asked to chair the curriculum committee and help plan the Sunday school lessons for Adult Sunday School due to my experience in academia and as a professor/educator.

2015 – present Volunteer and Patron, Athens Area Council for the Arts, Athens, TN. The Arts Center provides pro-social summer camps and programming throughout the year for school-aged children. I have volunteered several times with these camps and programming.

Service to the Discipline

2018 – 2019 Committee Chair, Southern Criminal Justice Association Ad Hoc Internal Policy Audit Committee.

2018 Panel Chair, Sexual Offense Suspects, Offenders, and Victims, Southern Criminal Justice Association, Pensacola, FL.

2017 Committee Member, Southern Criminal Justice Association Student Poster Competition Committee.

2016- present Committee Member, Southern Criminal Justice Association Audit Committee.

University Service

2017 – present Safe Zone Ally Training, *Facilitator*, UTC.

2016 - 2017 Faculty Grants Committee, member, UTC.

2016 – 2018 Women’s Center Renaming Committee, member, UTC.

2016 Women’s Center Search Committee for Assistant Director, member, UTC.

2016 Sexual Assault Awareness Programing, Film Screening Facilitator, UTC.

2016 – present Institutional Review Board, member, UTC.

2015- present CAT Grader, Grader Dec. 2015, Dec. 2017, Dec. 2018, UTC.

2015- present SafeZone Ally Training, *Ally*, UTC.

2014 Panel Member for Academic Misconduct Appeal. College of Arts and Sciences, ETSU.

2014 SafeZone Ally Training, *Ally*, ETSU.

2012 – 2015 Honors-In-Discipline Coordinator for the Department of Criminal Justice and Criminology, ETSU.

Department Service

Graduate Thesis

Chairperson

2019- 2020 Bethany Bray. Department of Social, Cultural and Justice Studies, UTC. *Examining gender and institutional ties in criminological research.*

Hannah Gateley. Department of Social, Cultural and Justice Studies, UTC. *Measuring sexuality and gender in criminology.*

2014 – 2015 April Miller. Department of Criminal Justice and Criminology, ETSU. *The effects of gender, race, and age on sentencing decisions.* Graduated Spring 2015.

Kirsten Piatak. Department of Criminal Justice and Criminology, ETSU. *Assessing victim blame: Intersections of Victim Race, Ethnicity, & Gender.* Graduated Spring 2015.

2014 Giovanna Lima, Department of Criminal Justice and Criminology, ETSU. *Women Killers.* Graduated Spring 2014.

Committee Member

2019 – 2020 Zachary Rush, Department of Social, Cultural, and Justice Studies, UTC. *Student attitudes towards corporal punishment.*

- 2018-2019 Katelyn Hancock, Department of Social, Cultural, and Justice Studies, UTC. *Perceptions of male rape victims: Examining rape myth acceptance and victim blaming attitudes among a sample of college students.*
- 2017-2018 Tessa Piety, Department of Social, Cultural, and Justice Studies, UTC. *A civil liberty or sexual exploitation: revenge porn?*
- 2016 – 2017 April Bennett. Department of Criminal Justice, UTC. *Examining attitudes between consensual sex and sexual harassment.*
- 2013 – 2015 Alison Cox. Liberal Studies Program. ETSU. *Therapeutic Story Telling for Incarcerated Women.*

Undergraduate Honor's Thesis

Chairperson

- 2018-2019 Dominique Malone. Department of Social, Cultural, and Justice Studies, UTC.
- 2013 - 2014 Christian Jordan Howell. Department of Criminal Justice and Criminology, ETSU. *The media's response to domestic versus international terror.* Graduated Spring 2014.
Samantha Lower. Department of Criminal Justice and Criminology, ETSU. *Controlling juvenile behavior: An empirical test of Hirschi's Attachment and Involvement.* Graduated Spring 2014.

Comprehensive Exams

- Grader Fall 2015 – present, UTC
Grader Spring 2013; Fall 2013; Spring 2012; Fall 2012, ETSU

Independent Study Faculty Advisor

- 2019 Hannah Gateley (graduate). Department of Social, Cultural, and Justice Studies, UTC. *Examining Criminological Literature.*
- 2013 Alex Cantrell (undergraduate). Department of Criminal Justice and Criminology, ETSU. *Police Interrogation Techniques.*
- 2013 Alison Cox (graduate). Gender Responsive Programming and the Female Offender. Master of Arts in Liberal Studies, ETSU.
- 2013 Lydia Sharpe (undergraduate). Department of Criminal Justice and Criminology, ETSU. *Perceptions of Hate Crimes.*

Other Departmental Service

- 2019 -2020 Curriculum Committee, Committee Co-Chair. Department of Social, Cultural, and Justice Studies, UTC.

2018 – 2019	<i>Search Committee</i> , Committee Member, Department of Social, Cultural, and Justice Studies, UTC.
2017 - 2018	<i>Faculty Expectations Ad Hoc Committee</i> , Committee member, Department of Social, Cultural, and Justice Studies, UTC.
2017	<i>Search Committee</i> , Committee member, Department of Criminal Justice, UTC.
2015-2016	<i>Search Committee</i> , Committee member, Department of Criminal Justice, UTC.
2015 – 2016	<i>Social Justice Film Series</i> , Co-Curator, Department of Criminal Justice in conjunction with Department of Sociology, Anthropology, and Geography.
2014	<i>Search Committee</i> , Committee Chair, Department of Criminal Justice and Criminology, ETSU.
2013	<i>Search Committee</i> , Committee member, Department of Criminal Justice and Criminology, ETSU.
2013	<i>Teaching Mentor</i> , Department of Criminal Justice and Criminology, ETSU.
2012 – present	<i>Graduate Admissions Committee</i> , Committee member, Department of Criminal Justice and Criminology, ETSU.
2012 – present	<i>Scholarship Committee</i> , Committee member, Department of Criminal Justice and Criminology, ETSU.
2012	<i>Search Committee</i> , Committee member, Department of Criminal Justice and Criminology, ETSU.

Journal Reviewer

European Journal on Criminal Policy and Research
International Journal of Offender Therapy and Comparative Criminology
International Journal of English and Literature
SAGE Open
Journal of Interpersonal Violence
Feminist Criminology
Journal of Offender Rehabilitation
Criminal Justice and Behavior

Book Review

Oxford University Press

Grants

External Grants

- 2019 *Co-Investigator*. Drug abuse and recovering in rural Tennessee communities: A needs assessment. Principle and Co-Investigators: Rick Dierenfeldt, Tammy Garland, Christina Policastro, & Courtney Crittenden, University of Tennessee at Chattanooga. DGA#60060. *Funding Agency*: Tennessee Department of Human Services. *Total Funded Amount*: \$50,000.
- 2011 *Graduate Research Assistant*. Exposure to Intimate Partner Violence: Gendered and Contextual Effects on Adolescent Interpersonal Violence, Drug Use, and Mental Health Outcomes. Principle Investigators: Emily Wright & Abigail Fagan, University of South Carolina. NIJ Grant # 2009-IJ-CX-0043. *Funding Agency*: National Institute of Justice *Total Funded Amount*: \$37,179.

Internal Grants

- 2019 College of Arts & Sciences Faculty Achievement Award (FAA) supporting travel to annual meeting of the Academy of Criminal Justice Science in Baltimore, MD (\$1,000).
- 2018 UTC Library's Affordable Course Materials Initiative (\$500.00).
- 2017 UTC Faculty Grants Award supporting travel to Annual meeting of the Southern Criminal Justice Association in New Orleans, LA (\$1,242.56).
- 2016 College of Arts and Sciences Travel Funding. Award supporting travel to Annual meeting of American Society of Criminology in New Orleans, LA (\$500.00).
- 2016 Officer of Equity and Diversity Access and Diversity Professional Development award supporting travel to Annual meeting of the Academy of Criminal Justice Science in Denver, CO (\$1103.70).
- 2015 College of Arts and Sciences Travel Funding. Award supporting travel to Annual meeting of American Society of Criminology in Washington, D.C. (\$500.00).

Academic Experience

- 2010 – 2012 Graduate Teaching Assistant, Department of Criminology and Criminal Justice, University of South Carolina
Courses Assisted: CRJU 101 – The American Criminal Justice System and CRJU 341 – Sociology of Crime
- 2009 – 2010 Graduate Research Assistant, Department of Criminology and Criminal Justice, University of South Carolina
- 2008 Editorial Assistant, *Feminist Criminology*, University of Tennessee at Chattanooga

- 2007 – 2009 Graduate Assistant, Women’s Center and Transformation Project,
University of Tennessee at Chattanooga
Courses Assisted: University 101 – Guest Speaker
- 2006 Intern, Tennessee Board of Probation and Parole, Cleveland, Tennessee
- 2005 Intern, Office of Chancellor Jeri Bryant, Tenth Judicial District, Tennessee

August 2019

Rick Dierenfeldt
University of Tennessee at Chattanooga
Curriculum Vitae
ricki-dierenfeldt@utc.edu
[816-390-1657 \(cell\)](tel:816-390-1657)

Professional Experience

Fall 2018-Present Assistant Professor
Department of Social, Cultural, and Justice Studies
University of Tennessee at Chattanooga

Fall 2016-Spring 2018 Assistant Professor
Administration of Justice
The Pennsylvania State University, Wilkes-Barre

Education

Doctor of Philosophy: 2016

Department of Criminal Justice, University of Arkansas at Little Rock, Little Rock, AR.

Dissertation: *Disentangling the effects of violent subculture and structure: A multi-level analysis of race-specific gun violence in urban U.S. counties.*

Master of Science: 2013

Department of Criminal Justice, University of Central Missouri, Warrensburg, MO.

Thesis: *Panoptical control in the digital age: Examining the effect of required lifetime electronic monitoring on reported forcible rape.*

Bachelor of Science: 2011

Department of Criminal Justice, Legal Studies & Social Work, Missouri Western State University, Saint Joseph, MO.

Research Interests

Relationships between community characteristics, culture, race, gender, and crime.

Policy evaluation in the fields of policing and corrections.

Peer-Reviewed Publications

*denotes undergraduate student **denotes graduate student

Dierenfeldt, R., Shadwick, J., & Kwak, H. (Accepted). Examining gender- and drug-specific arrest counts: A partial test of Agnew's general strain theory. *Deviant Behavior*.

Paez, R.A., & **Dierenfeldt, R.** (Accepted). Community policing and youth offending: A comparison of large and small jurisdictions in the United States. *International Journal of Adolescence and Youth*.

August 2019

Dierenfeldt, R., & Balemba, S. (Online First). Male sexual victimization: Examining variation in the probability of weapon use and victim injury. *Journal of Interpersonal Violence*.

Dierenfeldt, R., Naylor, M., & Bilardi, S.* (Online First). Community context, weapon use, and victim injury: A multi-level study of offense severity in the sexual victimization of women. *American Journal of Criminal Justice*.

Dierenfeldt, R., Thomas, S.A., Brown, T.C., & Walker, J.T. (Online First). Street culture and gun violence: Exploring the reputation-victimization paradox. *Journal of Interpersonal Violence*.

Kwak, H., **Dierenfeldt, R., & McNeeley, S.** (2019). The code of the street and cooperation with the police: Do codes of violence, procedural injustice, and police effectiveness discourage reporting violent victimization to the police? *Journal of Criminal Justice*, 60, 25-34.

Thomas, S.A., & **Dierenfeldt, R.** (2018). Assessing (in)equality in the structural covariates of drug-specific arrest counts. *Crime and Delinquency*, 64(1), 88-114.

Dierenfeldt, R., Brown T., & Roles, R. (2017). Re-considering the structural covariates of gun crime: An examination of direct and moderated effects. *Deviant Behavior*, 38(2), 208-225.

Dierenfeldt, R., & Carson, J.V. (2017). Examining the influence of Jessica's Law on reported forcible rape: A time-series analysis. *Criminal Justice Policy Review*, 28(1), 87-101.

Dierenfeldt, R., Lindsteadt, G., Laan, J., & Sobba, K. (2016). Big brother as a contract monitor: An assessment of the use of contract staff to monitor offender communications. *American Journal of Criminal Justice*, 41(2), 279-295.

Jang, H., Kang, J., **Dierenfeldt, R., & Lindsteadt, G.** (2015). Weapon possession among college students: A study from a Midwestern university. *International Journal of Offender Therapy and Comparative Criminology*, 59(11), 1239-1259.

Jang, H., **Dierenfeldt, R., & Lee, C.** (2014). Who wants to allow concealed weapons on the college campus? *Security Journal*, 27(3), 304-319.

Manuscripts in Progress

*denotes undergraduate student **denotes graduate student

Baldwin, J.M., Brown, T.C., & **Dierenfeldt, R., & McCain, S.** Playing the game: A qualitative exploration of the female experience in a hyper-masculine policing environment. (Decision: Revise and Resubmit at *Police Quarterly*)

Baldwin, J.M., Brown, T.C., **Dierenfeldt, R., & Carter, J.*** Exploring the intersection of work and romantic relationships among female police officers.

August 2019

Dierenfeldt, R., Walker, J.T., & Moak, S. Food deserts, crime, and neighborhood context.

Kwak, H., & **Dierenfeldt, R.** Low self-control, risky lifestyles, and victimization: A study of adolescents in South Korea.

Kwak, H., & **Dierenfeldt, R.** Emotional labor and police officer burnout: The buffering effect of emotional intelligence.

Carson, J.V., **Dierenfeldt, R.**, & Fisher, D. Re-conceptualizing the gun control-gun violence nexus: Examining the relation between gun control and terrorist attacks with firearms in an international context.

Dierenfeldt, R., Smith, M.*, Scott, S.*, Iles, G., & George, K. How often does it really happen? College student perceptions of the frequency and predictors of wrongful convictions.

Dierenfeldt, R., Scott, S.*, Smith, M.*, & Iles, G. Examining college student perceptions of criminal justice outcomes among persons with mental illness.

Dierenfeldt, R., Shadwick, J., Caines, M., Radcliff, B.**, & Morris, A.* Street-level colorism: A multi-level analysis of violent outcomes across racial dyads.

Overstreet, S., **Dierenfeldt, R.**, & Dawson, C. A comparative analysis of juvenile justice professionals' views on restorative justice.

Book Chapters

Walker, J.T., & **Dierenfeldt, R.** (2015). The restriction and likely elimination of the exclusionary rule. In C. Hemmens (Ed.), *Current Legal Issues in Criminal Justice* (2nd ed.). New York, NY: Oxford University Press.

Technical Reports

Dierenfeldt, R., Garland, T., Policastro, C., & Crittenden, C. (2019). Drug abuse and recovery in rural Tennessee communities: A needs assessment.

Dierenfeldt, R. (2019). Direct assessment of CRMJ 3310: Evaluative report.

Dierenfeldt, R. (2017). On recruitment and retention: Preliminary recommendations to improve enrollment at Penn State Wilkes-Barre.

Dierenfeldt, R., Lindsteadt, G., Godboldt, S., & Bonham, G. (2014). Balancing efficiency and effectiveness: Examining the impact of privatized monitoring systems in the Missouri Department of Corrections.

August 2019

Grant Activity

Awarded

- 2019 State of Tennessee Department of Human Services. Community Service Block Grant DGA#60060. Drug Abuse and Recovery in Rural Communities: A Needs Assessment. **Dierenfeldt, R.**, Garland, T., Policastro, C., & Crittenden, C. Amount Awarded: \$50,000.
- 2017 Travel for Students to Present Research at ACJS. George Bierly Endowment Fund. The Pennsylvania State University, Wilkes-Barre. **Dierenfeldt, R.** Amount Awarded: \$2,700.
- 2016 Office of Undergraduate Education Grant for Support of Undergraduate Involvement in Research. The Pennsylvania State University. **Dierenfeldt, R.** Amount Awarded: \$1,200.
- 2011 Blake K. Scanlon Applied Learning Presentation Grant. Missouri Western State University. **Dierenfeldt, R.** Amount Awarded: \$900.

Applied

- 2017 Penn State Wilkes-Barre Undergraduate Teaching Assistant Initiative (Pilot Program). **Dierenfeldt, R.**, Mager, V., Hales, S., & Chin, L. Robert and Shirley Fortinsky Discretionary Fund/Chancellor Endowment Fund. The Pennsylvania State University, Wilkes-Barre. Amount Requested: \$2,468. Decision: Not Funded.
- General Education Course: Multi-Disciplinary Geographic Information Systems. Bolkas, D., **Dierenfeldt, R.**, and Weber, J. Office for General Education Seed Grant, The Pennsylvania State University. Amount Requested: \$17,175. Decision: Not Funded.
- 2015 Research on Efficacy of Different Contraband Interdiction Modalities Used in Correctional Facilities: Exploring Use and Evaluating Implementation and Efficacy. Baldwin, J., and **Dierenfeldt, R.** Evaluation of Justice Systems Grant: NIJ-2015-3976. Amount Requested: \$675,720. Decision: Not Funded.
- Futures in Automotive Service Technologies through Education and Reentry (FASTER) Arkansas. Laan, J., Thomas, J., Thomas, S., and **Dierenfeldt, R.** Bureau of Justice Assistance Second Chance Act Grant: BJA-2015-4181. Amount Requested: \$749,331. Decision: Not Funded.

August 2019

Conference Papers

*denotes undergraduate student

- 2019 Carson, J.V., **Dierenfeldt, R.**, & Fisher, D. *A comparative analysis of terrorism by firearm*. Paper presented at the annual meeting of the American Society of Criminology: San Francisco, CA.
- 2018 McCain, S., Brown, T.C., Baldwin, J.M., & **Dierenfeldt, R.** *Playing the game: Female police officers conforming to codes of police culture*. Paper presented at the annual meeting of the American Society of Criminology: Atlanta, GA.
- 2018 **Dierenfeldt, R.**, Naylor, M., & Bilardi, S.* *Strain, community context, and incident characteristics: A multi-level study of sexual victimization*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: New Orleans, Louisiana.
- 2017 Caines, M.*, **Dierenfeldt, R.**, Shadwick, J. *Re-framing the Ferguson Effect: Strain and intra-racial violence in the age of the new media*. Paper presented at the annual meeting of the American Society of Criminology: Philadelphia, Pennsylvania.
- Dierenfeldt, R.**, & Ritchie, I.B.* *Examining (in)equality in the structural covariates of gender-specific drug arrest counts*. Paper presented at the annual meeting of the American Society of Criminology: Philadelphia, Pennsylvania.
- Dierenfeldt, R.** *The Dark Figure of Sexual Violence: Examining Characteristics of Sexual Victimization among Adult Males*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Kansas City, Missouri.
- 2015 **Dierenfeldt, R.** *Examining Determinants of Race Specific Gun Violence*. Paper presented at the annual meeting of the American Society of Criminology: Washington, D.C.
- Dierenfeldt, R.**, Walker, J.T., and Moak, S. *Food Deserts, Crime, and Neighborhood Context*. Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Orlando, Florida.
- 2014 **Dierenfeldt, R.**, and Thomas, S.A. *Shake, Bake, and Roll: Examining the Differential Effects of Community Characteristics on Arrests by Drug Type*. Paper presented at the annual meeting of the American Society of Criminology: San Francisco, California.

Dierenfeldt, R. *Big Brother as a Contract Monitor: An Assessment of the Use of Contract Staff to Monitor Offender Communications.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Philadelphia, Pennsylvania.

2013 **Dierenfeldt R.** *Panoptic Control in the Digital Age: Examining the Effect of Required Lifetime Electronic Monitoring on Reported Forcible Rape.* Paper presented at the annual meeting of the American Society of Criminology: Atlanta, Georgia.

2012 **Dierenfeldt, R.,** and Carson, J.V. *Lifetime Electronic Monitoring: A Preliminary Examination of UCR Rape Rates.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: New York City, New York.

2011 **Dierenfeldt, R.,** and Lindsteadt, G. *Field Testing the Quality of an Undergraduate Degree in Criminal Justice: Implications for Curriculum and Advisement.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Toronto, Ontario, Canada.

Jang, H., and **Dierenfeldt R.** *An Analysis of Weapon Possession among College Students.* Paper presented at the annual meeting of the Academy of Criminal Justice Sciences: Toronto, Ontario, Canada.

Supervised Student Poster Presentations

*denotes undergraduate student

2018 George, K.* *Undergraduate Perceptions of False Convictions in a "Practitioners" Degree Program.* Poster presented at the annual meeting of the Academy of Criminal Justice Sciences: New Orleans, Louisiana.

Caines, M.* *Undergraduate Perceptions of the Death Penalty in a 'Practitioner-Oriented' Criminal Justice Program.* Poster presented at the annual meeting of the Academy of Criminal Justice Sciences. New Orleans, Louisiana.

Teaching Experience

*denotes graduate course

Social, Cultural, and Justice Studies, University of Tennessee at Chattanooga

Criminological Theory Assistant Professor-Traditional

Race, Class, Gender
and Crime Assistant Professor-Traditional

August 2019

Race, Class, Gender and Crime Assistant Professor-Online (Blackboard)

Criminal Justice Administration Assistant Professor-Traditional

Policing Assistant Professor-Online (Blackboard)

Police Administration and Management Issues Assistant Professor-Traditional

Organizational Crime* Assistant Professor-Hybrid (Blackboard)

Administration of Justice, The Pennsylvania State University Wilkes-Barre

Race, Crime, and Justice Assistant Professor-Traditional

Race, Crime, and Justice Assistant Professor-Online (Canvas)

Research Topics (Statistics) Assistant Professor-Traditional

Gangs and Gang Behavior Assistant Professor-Traditional

Legal Rights, Duties, And Liabilities of Criminal Justice Personnel Assistant Professor-Traditional

Women and the Criminal Justice System Assistant Professor-Traditional

Field Research in Criminal Justice (Research Methods) Assistant Professor-Traditional

Politics of Terrorism Assistant Professor-Traditional

Independent Research Assistant Professor-Traditional

Internship Assistant Professor-Traditional

August 2019

Department of Criminal Justice, University of Arkansas at Little Rock

Legal Aspects	Instructor-Online (Blackboard)
Police and Society	Instructor-Traditional
Crime and Science	Instructor-Online (Blackboard)
Terrorism	Instructor-Online (Blackboard)
Statistics	Teaching Assistant-Online (Blackboard)
Victimology	Teaching Assistant-Online (Blackboard)
Terrorism	Teaching Assistant-Online (Blackboard)
Criminal Justice Research	Teaching Assistant-Online (Blackboard)

Department of Criminal Justice, Legal Studies & Social Work, Missouri Western State University

Introduction to Criminal Justice	Adjunct Instructor-Hybrid (Moodle)
Juvenile Delinquency	Adjunct Instructor-Hybrid (Moodle)

Awards and Honors

2018	Hayfield Award—SGA Faculty Member of the Year. The Pennsylvania State University, Wilkes-Barre (2017-2018).
2017	Hayfield Award—SGA Faculty Member of the Year. The Pennsylvania State University, Wilkes-Barre (2016-2017). Hayfield Award—Undergraduate Research Excellence. The Pennsylvania State University, Wilkes-Barre (2016-2017).
2016	Outstanding Recent Alumnus. Department of Criminal Justice. University of Central Missouri.
2013	Reid Hemphill Outstanding Graduate Scholar Nominee. University of Central Missouri.
2012	Bill P. Colvin Criminal Justice Scholarship. University of Central Missouri.

August 2019

2010 Corinne Hancock Memorial Scholarship. Missouri Western State University.

Kelly Gentry Murphy Memorial Scholarship. Missouri Western State University.

Service

To the Discipline

2018-Present Peer Reviewer, *Journal of Interpersonal Violence*

2018-Present Peer Reviewer, *Deviant Behavior*

2018-Present Peer Reviewer, *Police Quarterly*

2017-Present Peer Reviewer, *Journal of Criminal Justice*

2016-Present Peer Reviewer, *American Journal of Criminal Justice*

2015-Present Peer Reviewer, *Criminal Justice Policy Review*

2014 Panel Chair for Institutional Corrections #1. Academy of Criminal Justice Sciences, Philadelphia, PA.

2013 Panel Chair for Justifiable Homicide, Forcible Rape, Hate Crime and DNA. American Society of Criminology, Atlanta, GA.

To the Department

2019 Search Committee Member—Assistant Professor of Criminal Justice (x2). University of Tennessee at Chattanooga.

2019 Direct Assessment of CRMJ 3310 (Evaluation Report). University of Tennessee at Chattanooga.

2019 Member—Comprehensive Exam Committee (MSCJ) (Summer 2019). University of Tennessee at Chattanooga.

2019 Member—Comprehensive Exam Committee (MSCJ) (Spring 2019). University of Tennessee at Chattanooga.

2018 Search Committee Member—Assistant Professor of Sociology. University of Tennessee at Chattanooga.

August 2019

2018-Present Co-Manager—SCJS Facebook Page. University of Tennessee at Chattanooga.

To the Campus

2018 Program Assessment—Administration of Justice Program. Development, distribution, and analysis of alumni and drop-out surveys of former students; development, distribution, and analysis of pre-/post-test of current students. The Pennsylvania State University, Wilkes-Barre.

2018 Co-Director, Celebration of Scholarship, The Pennsylvania State University, Wilkes-Barre.

2017 Member, Scholarly Activities Committee, The Pennsylvania State University, Wilkes-Barre.

Development of APA Primer for undergraduates majoring in social sciences.

Program Assessment—Administration of Justice Program. Development, distribution, and analysis of pre-/post-test of current students. The Pennsylvania State University, Wilkes-Barre.

Founding Coordinator, Criminal Justice Spring Lecture Series, The Pennsylvania State University, Wilkes-Barre. Guest Speaker: Dr. Jeff Walker, University of Alabama at Birmingham.

2016 Founding Coordinator, Undergraduate Research Center, The Pennsylvania State University, Wilkes-Barre.

Advisor, Students for Justice Club, The Pennsylvania State University, Wilkes-Barre.

Member, Academic Affairs Committee, The Pennsylvania State University, Wilkes-Barre.

Member, Faculty Senate, The Pennsylvania State University, Wilkes-Barre

To the University

2018-Present Faculty Advisor: University of Tennessee at Chattanooga Baseball Team. University of Tennessee at Chattanooga.

2018 Chair: Social Sciences Committee. Erickson Discovery Grant Program. The Pennsylvania State University.

August 2019

2017 Member-Undergraduate Research Website Redevelopment Team (Supervised by Associate Vice President of Undergraduate Education). Initiative to redesign Undergraduate Research website, The Pennsylvania State University.

2015-2016 Chief Justice of the Student Government Association, University of Arkansas at Little Rock.

Senate Parliamentarian of the Student Government Association, University of Arkansas at Little Rock

Chair of the Judicial Oversight Committee of the Student Government Association, University of Arkansas at Little Rock.

Member of the Traffic Committee, University of Arkansas at Little Rock.

Member of the Honors and Awards Committee, University of Arkansas at Little Rock.

Member of the Behavioral Standards Committee, University of Arkansas at Little Rock.

To the Community

2017 Founding Coordinator, Students for Justice Club 5k Run, Pennsylvania State University Wilkes-Barre. Funds used to purchase stuffed animals and stickers distributed to law enforcement agencies to hand out to children at the scenes of traumatic events.

2016-2017 Founding Coordinator, Students for Justice Club Holiday Care Package Drive, Pennsylvania State University Wilkes-Barre. Collaboration between PSWB Students for Justice Club and 12 law enforcement agencies to deliver food, children's toys, and family activities to recovering heroin addicts and their families in Luzerne County, PA.

Field Experience

2011-2013 Intelligence Investigator: Missouri Department of Corrections, Office of the Inspector General

2009-2011 Police Officer: Gower Police Department. Gower, Missouri

2003-2009 Deputy Sheriff: Buchanan County Sheriff's Department. St. Joseph, Missouri

August 2019

Academic Memberships

2011-Present Academy of Criminal Justice Sciences

2013-Present American Society of Criminology

Media Coverage and Interviews

2017 “PSU Students for Justice ‘Winter Care Package’ Program Has Increased Participation.” The Dallas Post.

<https://www.mydallaspost.com/features/life/30500/psu-students-for-justice-winter-care-package-program-has-increased-participation>

“Winter Care Packages for Recovering Heroin Addicts and Families.”

ABC affiliate WNEP 16. <http://wnep.com/2017/12/13/winter-care-packages-for-recovering-heroin-addicts-and-families/>

2016 “Students Help Needy Families, Build Trust with Police.” ABC affiliate

WNEP 16. <http://wnep.com/2016/12/16/students-help-needy-families-build-trust-with-police/>

“Holiday Care Packages Delivered to Families Overcoming Drug

Addictions.” Times Leader. <http://timesleader.com/news/616302/holiday-care-packages-delivered-to-families-overcoming-drug-addictions>

“PSU Gift Delivery.” NBC affiliate WBRE Wilkes-Barre.

<http://www.pahomepage.com/news/psu-gift-delivery/621705089>

“Gauging the Pressure on Gun Rights in Arkansas.” CBS affiliate THV 11

Little Rock. <http://www.thv11.com/story/news/local/hot-springs/2016/02/04/11-news-investigates-gauging-pressure-gun-rights-arkansas/79849850/>

2015 “Experts: Murders Link Back to Stolen Guns.” CBS affiliate THV 11

Little Rock. <http://www.thv11.com/story/news/2015/08/21/experts-murders-link-back--stolen-guns/32158675/>

Tammy S. Garland, Ph.D.

University of Tennessee-Chattanooga

Tammy-Garland@utc.edu

3510 Highland Ave
Chattanooga, TN 37410
(423) 774-3377 (cell)

Criminal Justice #3203
Chattanooga, TN 37403
(423) 425-5245 (work)

Education:

Sam Houston State University-Huntsville, TX

Ph.D., Criminal Justice, August 2004

Dissertation: *Saving Our Youth: A Preliminary Assessment of the Adults Relating to Kids Program (ARK)*

Areas of Interest: Victimization of Women, Children, & the Homeless, Drug Attitudes & Policy, Popular Culture & Crime, Juvenile Delinquency, Women & Crime

Eastern Kentucky University-Richmond, KY

M.S., Criminal Justice, December 1999

Thesis: *Realities and Misperceptions of Police Suicide: An Analysis of Suicide in Kentucky; 1988-1997*

University of Kentucky-Lexington, KY

B.A., History, May 1997

Professional Highlights:

University of Tennessee—Chattanooga, Chattanooga, TN 8/05-present

Associate Department Head, Department of Social, Cultural, and Justice Studies (1/16-8/16)

Interim Department Head, Criminal Justice & Legal Assistant Studies (8/13-1/16)

Coordinator, Criminal Justice Graduate Program (8/11-present)

Full Professor (8/17-present)

Associate Professor (8/11-8/17)

Assistant Professor (8/05-8/11)

Coordinator, Criminal Justice Internships (8/07-8/12)

University of Arkansas—Monticello, Monticello, AR 8/04-8/05

Assistant Professor

Coordinator, Criminal Justice Internships

Sam Houston State University, Huntsville TX 1/00-8/03

Doctoral Teaching Fellow (1/01-8/03)

Math/Writing Consultant (4/00-8/02)

Graduate Research/Teaching Assistant (1/00-12/01)

Fayette County Public Schools, Lexington KY 9/99-12/99

Lexington Day Treatment Center

Substitute Teacher

Administrative Experience:

Associate Department Head, Department of Social, Cultural, and Justice Studies, University of Tennessee Chattanooga (January 2016-August 2016)

- Assist in the supervision of department with 22 faculty and staff members, 670 majors consisting of 6 degree programs and one minor including a BS in Criminal Justice (online and on campus), a BS in Legal Assistant Studies, a BS/BA in Sociology, a BS/BA in Anthropology, a minor in

Geography, and an MS in Criminal Justice. Other duties in which I was responsible included: supervising the criminal justice office as we are not collocated; serving as chair of the SCJS Transitional Executive Board to rewrite the new department bylaws, scheduling for all SCJS programs, assessment of all SCJS programs, addressing student concerns, processing student petitions, aiding in the collection of data, mentoring new faculty, etc.

Interim Department Head, Department of Criminal Justice, University of Tennessee Chattanooga (August 2013-January 2016)

- Supervise and evaluate 10.5 faculty and staff members in a department with 450 majors consisting of 4 degree programs including a BS in criminal justice (on campus and online), a BS in legal assistant studies, and an MS in criminal justice; budget supervisor; designed and implemented changes to the curriculum for department; developed and implemented assessment plan; hired and mentored several new tenure track faculty, staff members, and graduate assistants; conducted successful five year program review. Other duties include collection of retention and graduation data, rewriting of departmental by-laws, hiring of adjuncts, processing student petitions, hiring and termination of staff, department relocation and renovation

Graduate Coordinator, Department of Criminal Justice, University of Tennessee Chattanooga (August 2011-present)

- Review applicant files and admit qualified students into the program; Recruit and provide information to prospective students; Go into classrooms to recruit and attend campus-wide and community recruiting events; Creation of recruitment materials; Ensure all candidacy and graduation requirements are met; Coordinate the Graduate Awards/Recruitment Luncheon; Serve on Graduate Council and attend all meetings; Review applicant files to determine if they meet admission standards; Process graduate petitions; Create, administer, and process comprehensive exams; Ensure that admissions, grades, and withdrawals are in compliance with university policies; Advise all graduate students; Assist in the preparation of scheduling classes; Creation of MSCJ Guidebook; Process all graduate curriculum revisions.

Publications:

Refereed:

Carillo, A., Crittenden, C., & Garland, T.S. (forthcoming, accepted 7/12/2019). Faculty perceptions of consensual sexual relationships between university faculty and students. *Journal of Academic Ethics*.

Crittenden, C., Baker, A., Bennett, A., & Garland, T.S. (2018). Distinguishing differences: How faculty and students compare consensual sexual relationships and sexual harassment on college campuses. *Educational Policy*.

Garland, T.S., Policastro, C., Branch, K., & Henderson, B. (2018). Bruised and battered: Reinforcing intimate partner violence in comic books. *Feminist Criminology*.

Garland, T.S., Blackburn, A., Browne, J.A., & Blanford, C. (2017). Prime-Time Representations of Female Federal Officers in Television Dramas. *Feminist Criminology*, doi: 10.1177/1557085117693089

Garland, T.S., Policastro, C., Richards, T.N. & Miller, K.S. (2017). *Blaming the victim: University student attitudes toward bullying*. *Journal of Aggression, Maltreatment, & Trauma*, 26(1), 69-87.

Garland, T.S. Phillips, N., & Vollum, S. (2018). Gender politics and *The Walking Dead: Gendered violence and the reestablishment of patriarchy*. *Feminist Criminology*, doi: 10.1177/1557085116635269

Garland, T.S., Branch, K.A., & Grimes, M.* (2016). Blurring the lines: Reinforcing rape myths in comic books. *Feminist Criminology*, 11(1), p. 48-68. doi: 10.1177/1557085115576386

Richards, T.N., Crittenden, C., Garland, T.S., McGuffee, K. (2014). An exploration of policies governing faculty-to-student consensual sexual relationships on university campuses: Current strategies and future directions. *Journal of College Student Development*, 55(4), 337-352.

Garland, T.S., & Bumphus, V.W. (2012). Race, bias, and drug policy. *Journal of Ethnicity and Criminal Justice*, 10, 148-161.

Eigenberg, H., McGuffee, K., Iles, G., & Garland, T. (2012). Doing gender: Perceptions of gender bias in the jury selection process. *American Journal of Criminal Justice*, 37(2), 258-275.

Garland, T.S., Bumphus, V.W., & Knox, S.A. (2012). Exploring general and specific attitudes toward drug policies among college students. *Criminal Justice Policy Review*, 23(1), 3-17.

Garland, T.S., Richards, T.N., & Cooney, M.* (2010). Victims hidden in plain sight: The reality of the victimization of the homeless. *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 23(4), 285-301.

Richards, T.N., Garland, T.S., Bumphus, V., & Thompson, R. (2010). Personal and political?: Exploring the feminization of the American homeless population. *Journal of Poverty*, 14(1), 97-115.

McGuffee, K., Garland, T., and Eigenberg, H (2007). Is the jury selection process fair? Perceptions of race and the jury selection process. *Criminal Justice Studies: A Critical Journal of Crime, Law and Society*, 20(4), 445-468.

Garland, T.S., Hughes, M.F., & Marquart, J.W. (2004). Alcohol, sexual innuendos, & bad behavior. *Southwest Journal of Criminal Justice*, 1(2), 11-28.

Under Review:

Hancock, K., Policastro, C., Crittenden, C, & Garland, T.S. (Submitted March 2019). Perceptions of male rape victims: Acceptance and victim blaming attitudes among college students. *Violence & Victims*

Books:

DeValve, M., Garland, T.S., & Wright, B.Q. (2018). *A unified theory of justice and crime: Justice that love gives*. Lanham, MD: Roman & Littlefield.

Book Chapters:

Garland, T.S., Browne, J.A., & Murphy, C. (forthcoming). *Breaking Bad: Failure, crime, and the inability to cope*. In *Streaming criminology: Theory and justice through the lens of popular tv shows*. J.A. Grubb & Posick, C.

Vollum, S., Garland, T.S., & Phillips, N. (forthcoming). *The Walking Dead and criminological theory: Exploring the impact fo radical social change on crime through the lense of the zombie apocalypse*. . In *Streaming criminology: Theory and justice through the lens of popular tv shows*. J.A. Grubb & Posick, C.

Garland, T.S. & Bennett, A. (2018). An overview of sexual assault and sexual assault myths. In F.P. Reddington & B. W. Kreisel (Eds.). *Sexual assault: The victims, the perpetrators, and the criminal justice system (3rd ed)*. Durham, NC: Carolina Academic Press.

Updated September 2019

- Garland, T.S. & Policastro, C. (2014). Sexual victimization and the vulnerable. In T.N. Richards & Catherine D. Marcum (Eds.). *Sexual victimization: Then and now*. Sage.
- Eigenberg, H. & Garland, T.S. (2008). Victim blaming. In L. Moriarty (Ed.). *Controversies in Criminology (2nd ed.)*. Cincinnati, OH: Anderson Publishing.
- Garland, T. (2005). An overview of sexual assault and sexual assault myths. In F.P. Reddington & B. W. Kreisel (Eds.). *Sexual assault: The victims, the perpetrators, and the criminal justice system*. Durham, NC: Carolina Academic Press.
- Non-Refereed:**
- Garland, T.S. (2019). Homelessness and girls. In *Women and Crime Encyclopedia* by F. Bernat & K. Frailing (eds.). Wiley & Sons.
- Garland, T.S. (2019). Homelessness and female drug and alcohol addiction. In *Women and Crime Encyclopedia* by F. Bernat & K. Frailing (eds.) Wiley & Sons.
- Garland, T.S. & McGuffee, K. (2016). Juvenile court. In W. Jennings (Ed.). *The Encyclopedia of Crime and Punishment*. Wiley-Blackwell.
- Garland, T.S. & Branch, K. (July/August 2015). Sexual assault in comic books and reinforcing rape myths. *Sexual Assault Review*, 18(6), 83-84.
- Garland, T. (2012). Leni Riefenstahl. In V. Jensen (Ed.), *Women criminals: An encyclopedia of people and issues*. ABC-CLIO: Santa Barbara, CA.
- Garland, T. (2012). Lucy Stone. In V. Jensen (Ed.), *Women criminals: An encyclopedia of people and issues*. ABC-CLIO: Santa Barbara, CA.
- Garland, T. (2010). Simple and Aggravated Assault. In B. Fisher and S. Lab (Eds.). *Encyclopedia of Victimology and Crime Prevention*. Sage Publications.
- Garland, T. (2010). Guns and Victimization. In B. Fisher and S. Lab (Eds.). *Encyclopedia of Victimology and Crime Prevention*. Sage Publications.
- Garland, T. (2009). Statutory Rape. In J. Wilson (Ed.). *The Praeger Handbook of Victimology*. Praeger Publishers.
- Garland, T. (2009). Benjamin Mendelsohn. In J. Wilson (ed.). *The Praeger Handbook of Victimology*. Praeger Publishers.
- Garland, T. (2009). Mendelsohn's Typologies. In J. Wilson (ed.). *The Praeger Handbook of Victimology*. Praeger Publishers.
- Garland, T., Eigenberg, H., McGuffee, K. (2009). Race and Jury Selection. In H. Green & Sean Gabbidon (eds.). *Encyclopedia of Race and Crime*. Sage Publications.
- Garland, T.S. Powerpoint Slides. (2007). *For Drugs & Behavior: An Introduction to Behavior Pharmacology (6th ed.)*. Prentice Hall.
- Garland, T. (2004). Drug Enforcement. In L.E. Sullivan, M.S. Rosen, D. Schulz, & M.R. Haberfeld (eds.) *Encyclopedia of Law Enforcement*. Sage Publications.
- Garland, T. (2002). Book Review. *Women and injustice: The civil and criminal effects of the common law on women's lives*. Grana, S. *SWACJ Newsletter* 8 (2).

Garland, T. (2002). The difficulty of writing. *Communication across the Curriculum*, 21, p. 17.

Technical Reports/Program Evaluations:

Dierenfeldt, R., Garland, T.S., Crittenden, C., & Policastro, C. (July 2019). Drug Abuse and Recovery in Rural Tennessee Communities, Conducted for the Tennessee Department of Human Services.

Garland, T.S. & Bumphus, V.W. (December 2011). Assessing the Tennessee Methamphetamine Task Force. Conducted for the Tennessee Bureau of Investigation.

Garland, T.S. & Thomas, S. (May 2011). A preliminary assessment of the Hamilton County Drug Court. Conducted for the Hamilton County Drug Court.

Garland, T.S. (2004). *Saving Our Youth: A Preliminary Assessment of the Adults Relating to Kids Program*. Conducted for the Center for Self-Esteem.

Garland, T. S. (2003). The ARK program as a means of elevating the self-esteem of adult participants in jail. Conducted for the Center for Self-Esteem

Work in Progress:

Hancock, K., Bray, B., Garland, T.S., Policastro, C. Kennedy, K., & Miller, B. (in progress). Abusive Beats: IPV in popular music.

Garland, T.S., Williams, L., & Bray, B. (in progress). Stranger Things: Moral panics and the myth of child abduction.

Hancock, K., Gateley, H., & Garland, T.S. (in progress). Breaking Bad: General Strain and the Method of Crime.

Plumlee, B., Garland, T.S., Policastro, C., & Bumphus, V. (in progress). Student perceptions of body-worn cameras.

Garland, T.S., Green, A., & Browne, A.J. (in progress). Perceptions of body-worn cameras among police officers.

Garland, T.S., Bumphus, V. & Toliver, C. (in progress). *Drug Policy and the Ivory Tower: Drug Policy Attitudes among University Faculty and Staff*

Grants:

Funded:

- 2019 Co-Principal Investigator: Assessment of Drug Use, Perceptions, and Needs among Rural Jail Inmates in Tennessee
Department of Human Services
Awarded: \$50,000.00
- 2011 Co-Principal Investigator: Assessment of the Methamphetamine Task Force
Tennessee Bureau of Investigation
Awarded \$24,500.00
- 2010 Faculty Research Grant: Bullying and Cyber Bullying: Reflections of University Students
University of Tennessee Chattanooga
Awarded \$2750.00

Updated September 2019

- 2009 Faculty Development Grant: Exploratory Analysis of Student Perceptions of Drug Policy
University of Tennessee Chattanooga
Awarded \$1000.00
- 2008 Faculty Development Grant: Repeat Victims
University of Tennessee Chattanooga
Awarded \$1000.00
- 2007 Faculty Development Grant: Victimized Homeless Women
University of Tennessee Chattanooga
Awarded \$700.00
- 2007 Faculty Development Grant: Is Jury Selection Fair?
University of Tennessee Chattanooga
Awarded \$1000.00
- 2006 Faculty Development Grant: Hollywood and Crime
University of Tennessee Chattanooga
Awarded \$698.00
- 2006 Faculty Research Grant: Impact of Homelessness on Families
University of Tennessee Chattanooga
Awarded \$1504.00
- Not Funded:***
- 2015 Co-Principal Investigator-Patterns of Criminal Victimization: Group Based Trajectories and Repeat Measure Zero-inflated Analysis of the 2009-2013 NCVSs
National Institute of Justice
Requested Funding: \$35,059.00
- 2007 Summer Research Grant: Realities of Crime and Victimization among the Homeless
Requested Funding: \$2500.00
- 2006 Co-Principal Investigator-Evaluation of the Effectiveness of the South/East Tennessee Methamphetamine Task Force and Idaho Combined Agency Methamphetamine Partnership in Disrupting the Market for Methamphetamine
National Institute of Justice
Requested Funding: \$249,145.00

Professional Participation:

Conference Presentations, Panels, and Poster Sessions:

- 2019 Poster, Perceptions of male rape victims (w/ Katelyn Hancock, Christina Policastro, & Courtney Crittenden), Academy of Criminal Justice Sciences, Baltimore MD (March 2019).
- 2018 Panel Participant, Perceptions of male rape. (w/ Christina Policastro & Courtney Crittenden) Southern Criminal Justice Association, Clearwater, FL (September 13, 2018).
- 2018 Panel Participant, Mass shootings, media coverage, and moral panics: An analysis of mass shootings in 2015, Academy of Criminal Justice Science, New Orleans, LA (February 17, 2018)
- 2018 Panel Participant, Faculty perceptions of consensual sexual relationships between university faculty and students. Academy of Criminal Justice Sciences, New Orleans, LA (February 15, 2018).
- 2017 Panel Participant, Consensual sexual relationships: How do faculty and student's opinions compare. Southern Criminal Justice Association, New Orleans, LA (September 2017).
- 2017 Panel Participant, Attitudes and needs of practitioners working with foster youth. Academy of Criminal Justice Sciences, Kansas City, MO (March 2017)

- 2016 Panel Participant, *Bruised and Battered: Representations of Intimate Partner Violence in Comic Books*, at the Southern Association of Criminal Justice, Savannah, GA (September 9, 2016).
- 2016 Panel Chair, *Victimology*, at the Southern Association of Criminal Justice, Savannah, GA (September 9, 2016).
- 2016 Moderator, *Balancing Motherhood and Academia*, at Academy of Criminal Justice Sciences, Denver, CO (March 31, 2016).
- 2016 Panel Participant, *Race, Racial Identification, and Perceived Racial Bias as Predictors of Attitudes toward Drug Policy*, at Academy of Criminal Justice Sciences, Denver, CO (March 31, 2016).
- 2016 Panel Participant, *Faculty Perceptions of Student/Faculty Consensual Sexual Relationships*, at Academy of Criminal Justice Sciences, Denver, CO (March 30, 2016).
- 2015 Poster Presentation, *Crossing the Line: Student Perceptions of Student/Faculty Consensual Sexual Relationships*, at American Society of Criminology, Washington, DC (November 19, 2015).
- 2015 Panel Participant, *Advice on How to Successfully Navigate Graduate School and Academia*, at Academy of Criminal Justice Science, Orlando, FL (March 7, 2015).
- 2015 Panel Participant, *Ten Years Later: First Year Professors (2005) Revisited-Lessons Learned Over a Decade*, at Academy of Criminal Justice Sciences, Orlando, FL (March 7, 2015).
- 2015 Panel Participant, *Bringing Crime and Media Research to the People: A New Perspective*, at Academy of Criminal Justice Sciences, Orlando, FL (March 5, 2015).
- 2015 Presentation, *Women in Prime Time: Representation of Federal Female Officers*, at Academy of Criminal Justice Science, Orlando, FL (March 4, 2015).
- 2014 Presentation, *An Examination of Rape Myths in Comic Books*, at Academy of Criminal Justice Sciences, Philadelphia, PA (February 19, 2014).
- 2013 Panel Chair, *Drug Policy and Drug Market Interventions*, at American Society of Criminology, Atlanta, GA (November 21, 2013).
- 2013 Presentation, *Drug Policy and the Ivory Tower: Drug Policy Attitudes among University Faculty and Staff*, at American Society of Criminology, Atlanta, GA (November 21, 2013).
- 2013 Panel Chair, *Adolescent & young adult victimization and bullying*, at Academy of Criminal Justice Sciences, Dallas, TX (March 20, 2013).
- 2013 Presentation, *Blaming the victim: University student attitudes toward bullying*, at Academy of Criminal Justice Sciences, Dallas, TX (March 20, 2013).
- 2012 Panel Chair, Panel Session 13, at International Crime, Media, & Popular Culture Studies Conference, Terre Haute, IN (September 18, 2012).
- 2012 Presentation, *Gender Politics and The Walking Dead: Women as Living Zombies and the Men who "Kill" Them*, at International Crime, Media, & Popular Culture Studies Conference, Terre Haute, IN (September 18, 2012).
- 2012 Panel Chair, *Internet and Cyber Victimization*, at the Academy of Criminal Justice Sciences, New York, NY (March 20, 2012).

- 2012 Presentation, *Logged on 24/7: The impact of cyberbullying*, at the Academy of Criminal Justice Sciences, New York, NY (March 20, 2012).
- 2012 Presentation, *This is your brain on drugs: Exploring drug myth acceptance among college students*, at the Academy of Criminal Justice Sciences, New York, NY (March 19, 2012).
- 2010 Poster Presentation, *Exploring attitudes toward drug policies among college students as it relates to religiosity and moralism*, at the American Society of Criminology, San Francisco, CA (November, 18, 2010).
- 2010 Presentation, *Student perceptions of minority drug use*, at the American Society of Criminology, San Francisco, CA (November 18, 2010).
- 2009 Presentation, *Questioning morality: Do religious beliefs lead to poor drug policies?*, at the American Society of Criminology, Philadelphia, PA (November 6, 2009).
- 2009 Presentation, *An exploratory study of students perceptions of drug policy in the United States*, at the American Society of Criminology, Philadelphia, PA (November 6, 2009).
- 2008 Presentation, *The criminalization and victimization of the homeless*, at the University of Tennessee Chattanooga, Chattanooga, TN (November 18, 2008).
- 2008 Panel Participant, *Repeat victims: The criminalization and victimization of the homeless*, at the American Society of Criminology, St. Louis, MO (November 13, 2008).
- 2007 Panel Participant, *Misogyny in the courts: Gender and the jury selection process*, at the American Society of Criminology, Atlanta, GA (November 14, 2007).
- 2007 Panel Participant, *Victimizing homeless women*, at the American Society of Criminology, Atlanta, GA (November 15, 2007).
- 2007 Panel Participant, *Is the jury selection process fair? Race and the jury*, at the Academy of Criminal Justice Sciences, Seattle, WA (March 15, 2007).
- 2007 Panel Participant, *Policing Hollywood Style*, at the American Association of Behavioral and Social Sciences, Las Vegas, NV (February 8, 2007).
- 2006 Panel Participant, *Hollywood and crime*, at the Academy of Criminal Justice Sciences, Baltimore, MD (March 1, 2006).
- 2005 Panel Participant, *Saving our lost: A preliminary assessment of ARK*, at the Academy of Criminal Justice Sciences, Chicago, IL (March 16, 2005).
- 2005 Roundtable Participant, *Examining 1st-year professors' experiences*, at the Academy of Criminal Justice Sciences, Chicago, IL (March 17, 2005).
- 2004 Panel Participant, *Second-class crime fighters*, at the Academy of Criminal Justice Sciences, Las Vegas, NV (March 13, 2004).
- 2004 Panel Participant, *Forever young: A legal analysis of estrogen-based drugs*, at the Academy of Criminal Justice Sciences, Las Vegas, NV (March 11, 2004).
- 2002 Panel Participant, *Alcohol, bad behavior and sexual innuendos: A Study of a Small Town Bar*, at the American Society of Criminology, Chicago, IL. (November 15, 2002).

- 2002 Panel Participant, *Leaping tall buildings: The evolution of the female crime fighter in television serials 1965-2002*, at the Southwestern Social Sciences Association, New Orleans, LA (March 29, 2002).
- 2001 Panel Participant, *Incarcerated Mothers: A legal right to their children?*, at the Southwestern Association of Criminal Justice, San Antonio, TX (October 5, 2001).
- 2001 Panel Chair, *Drugs in the media and popular culture*, at the Academy of Criminal Justice Sciences, Washington, D.C. (April 5, 2001).
- 2001 Panel Participant, *The new crack: Toward a theoretical understanding of law enforcement attempts to expand the war on drugs*, at the Academy of Criminal Justice Sciences, Washington, D.C. (April 5, 2001).
- 2001 Panel Participant, *Mothers in prison: The destruction of the American family*, at the Academy of Criminal Justice Sciences, Washington, D.C. (April 4, 2001).
- 2000 Panel Participant, *Saving our lost*, at the annual meeting of the Southwest Association of Criminal Justice, El Paso, TX (October 13, 2000).
- 2000 Panel Participant, *A national analysis of police hazards: Actualities and misperceptions*, at the annual meeting of the Academy of Criminal Justice Sciences, New Orleans, LA (March 24, 2000).
- 1999 Panel Participant, *Terrorists among us: An investigation into domestic terrorist bombings*, at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL (March 13, 1999).

University Presentations, Panels, and Poster Sessions:

- 2019 Poster Presentation, Reinforcing IPV in Popular Music (w/ Katelyn Hancock, Bethany Bray, Christina Policastro, Kaitlyn Kennedy, & Brandon Miller), UTC Research Dialogues, Chattanooga, TN (April 2019).
- 2019 Poster Presentation, Stranger Things: Moral Panics, Child Abductions, and the Myth of Missing Children (w/ Bethany Bray & Lauren Williams), UTC Research Dialogues, Chattanooga, TN (April 2019).
- 2019 Poster Presentation, Methodology & Breaking Bad: General Strain (w/ Katelyn Hancock & Hannah Gateley), UTC Research Dialogues, Chattanooga, TN (April 2019).
- 2019 Poster Presentation, Black and Blue: Images of Policing in Comics (w/ Zachary Rush & Candace Murphy), UTC Research Dialogues, Chattanooga, TN (April 2019).
- 2019 Poster, Perceptions of male rape victims (w/ Katelyn Hancock, Christina Policastro, & Courtney Crittenden), UTC Research Dialogues (April 2019).
- 2018 Poster Presentation (w/Bryant Plumlee), University Student Perceptions of Body-Worn Cameras, UTC Research Dialogues, Chattanooga, TN (April, 2018).
- 2017 Poster Presentation (w/Christina Policastro, Courtney Crittenden, and Whitney Ridley), Perceptions of male rape, UTC Research Dialogues, Chattanooga, TN (April, 2017).
- 2017 Poster Presentation (w/ April Bennett & Courtney Crittenden), Faculty attitudes toward consensual sexual relationships with students, UTC Research Dialogues, Chattanooga, TN (April, 2017).

Updated September 2019

- 2016 Presentation (w/April Ebbinger & Jamie Harvey), This isn't the 1950s: Rethinking learners' engagement within an online forum using the Quality Matters framework, at UTC 2016 Instructional Excellence Retreat, Chattanooga, TN (May 11, 2016).
- 2016 Poster Presentation (w/ Carson W. Green & Joseph B. Ketron). Depictions of crime and justice in post-apocalyptic comics, UTC Research Dialogues, Chattanooga, TN (April, 2016).
- 2016 Poster Presentation (w/ April Bennett & Elizabeth Twitty), Mass shootings and media misconceptions, UTC Research Dialogues, Chattanooga, TN (April, 2016).
- 2016 Poster Presentation (w/ David Sherit & Brandon Sissom), Comprehending the Ebola Outbreak of 2014: A study of newsprint media and moral panics, UTC Research Dialogues, Chattanooga, TN (April 2016).
- 2016 Poster Presentation (w/ Leah Adams, Derek Cathey, & Lasha McCullough), Gender issues in comic books, UTC Research Dialogues, Chattanooga, TN (April 2016).
- 2015 Poster Presentation (w/ Candice Ammons & John A. Browne), Prime-Time Crime: Female Federal Agents in Popular Culture, UTC Research Day, Chattanooga, TN (April 14, 2015).
- 2014 Poster Presentation (w/ Katherine Larsen), Bullying and bystanders, UTC Research Day, Chattanooga, TN (March 21, 2014).
- 2014 Poster Presentation (w/ Mackenzie Grimes), *Blurring the lines: Rape and rape myths in comic books*, UTC Research Day, Chattanooga, TN (March 21, 2014).
- 2013 Poster Presentation (w/ Charles Goforth), *Cyberbullying and negative outcomes*, at UTC Research Day, Chattanooga, TN (April 2, 2013).
- 2012 Panel Participant, Social Injustice and Women, UTC Women's Studies Department, Chattanooga, TN (February 22, 2012).
- 2010 Presentation, *Using I-Clickers in the Classroom*, Walker Teaching Resource Center, Chattanooga, TN (November 2010).
- 2009 Presentation, *Using I-Clickers in the Classroom*, Walker Teaching Resource Center, Chattanooga, TN (October 20, 2009).
- 2008 Presentation, *The Criminalization and Victimization of the Homeless*, at the University of Tennessee Chattanooga, Chattanooga, TN (November 18, 2008).
- 2007 Invited Speaker, *The War on Drugs and Its Impact on the African-American Community*, at the University of Tennessee Chattanooga, Symposium on Negativity in the Black Community, Chattanooga, TN (November 8, 2007).
- 2007 Invited Speaker, *Sexual Assault: Realities and Misperceptions*, at Glenville State University, Symposium on Violence against Women, Glenville, WV (February 19, 2007).
- 2004 Panel Participant, *Domestic and Relationship Abuse: Awareness and Prevention Seminar*, at the University of Arkansas-Monticello, Monticello, AR (October 21, 2004).
- 2002 Panel Participant, *Women, Crime, and Popular Culture*, for Women's History Month at Sam Houston State University, Huntsville, TX (March 27, 2002).
- 2001 Presentation, *Overcoming Statistics Anxiety*. Academic Enrichment Center, Huntsville, TX (February 22, 2001).

Updated September 2019

2000 Presentation, *Comma Chameleon: A Guide to the Insertion of the Comma*. Academic Enrichment Center, Huntsville, TX (November 15, 2000).

Invited Speaking Events

2014 Invited Speaker, *Juvenile Delinquency Trends*, MLK Jr. Children's Rights, Southeast Council on Children and Youth, Chattanooga, TN (January 16, 2014)

2012 Invited Speaker, Extending the Vision-Reaching Every Victim, Tennessee Board of Probation and Parole, Chattanooga, TN

2007 Invited Speaker, *Sexual Assault: Realities and Misperceptions*, at Glenville State University, Symposium on Violence against Women, Glenville, WV (February 19, 2007).

Courses Taught:

Graduate:

Criminal Justice Proseminar
Drugs and Crime
Juvenile Delinquency and Juvenile Justice
Popular Culture and Crime
Research Methods I
Research Methods II
Victimology

Undergraduate:

Corrections
Crime, Society, and the Media
Criminology
Drugs: Law and the Community
Drug Use and Abuse
Introduction to Criminal Justice
Juvenile Justice and Delinquency
Research Methodology
Senior Seminar in Criminal Justice
Understanding Human Behavior
Victimology
Women, Crime, & Criminal Justice
Zombies, Outlaws, & Crime: Disenfranchisement in a Post-Apocalyptic Society

Web-Based Course Design:

2018 Juvenile Justice & Delinquency, University of Tennessee Chattanooga (Quality Matters)
2016 Drugs: Law & the Community, University of Tennessee Chattanooga (Quality Matters)
2012 Drugs: Law & the Community, University of Tennessee Chattanooga
2011 Internship in Criminal Justice, University of Tennessee Chattanooga
2010 Diversity Module: Women in Policing, South Eastern Command & Leadership Academy
2009 Juvenile Justice and Delinquency, University of Tennessee Chattanooga
2004 Juvenile Justice, Social and Behavioral Sciences, University of Arkansas at Monticello
2002 Women and Crime, Victim Studies Department, Sam Houston State University

Academic Appointments, Committees, and Service:

Department:

2019-2020 SCJS, Visiting Criminal Justice Assistant Professor Search, Chair
2019 SCJS, Criminal Justice Assistant Professor Search (2 positions), Chair
2018-2020 SCJS RTP Chair
2018-2019 SCJS Curriculum Committee
2018-2019 SCJS, Sociology Assistant Professor Search, Chair
2018-2019 MSCJ Comprehensive Exam Grader
2018-2019 MSCJ Appeals Committee
2017-2019 SCJS Junior Faculty Mentor
2017 SCJS, Sociology/Criminal Justice Assistant Professor Search
2016-2020 SCJS Bylaws Committee
2016 SCJS, Criminal Justice Lecturer Search Committee, Chair
2016 SCJS, Criminal Justice Assistant Professor Search Committee
2015 OED Faculty Mentor
2011-2018 RTP Committee
2010 Criminal Justice Faculty Search Committee
2005-2011 MSCJ Comprehensive Exam Grader
2005-2010 Faculty Sponsor, Alpha Phi Sigma & UTC Criminal Justice Club
2004-2005 Faculty Sponsor, UAM Criminal Justice Association

College/University:

2019-2020 FARC, Committee Member, UTC
2019-2020 CAS Post-Tenure Review (PTR), Committee Member, UTC
2018-2019 RTP External Member
-Christopher Horne (PSPS)
-Michael McCluskey (Communications)
2018-2019 Grade Appeals, UTC
2012-2019 UTC Institutional Review Board
2017-2018 Graduate Council, Best Practices Committee
2016-2018 Graduate Council, ad hoc Disciplinary Committee
2016-2018 Graduate Council, Graduate Appeal Committee
2016 UTC SACSCOC Distance Learning Subcommittee
2015 CAS Strategic Planning Committee
2015-2017 Faculty Grants Committee
2015 Graduate Council, Chair; Graduate Appeals Committee, Chair
2014-2018 CAS College Council Committee, Chair (2015/16)
2015 Institutional Assessment and Effectiveness Committee
2015-2016 Walker Center for Teaching and Learning Advisory Board
2014-2015 Best Practices Committee Chair, Graduate Council, UTC
2014-2015 Alpha Society, President
2014-2015 Faculty Development Grants, UTC
2013-2015 Council of Academic Department Heads
2013 CAS Administrative EDO Development Committee
2013 Alpha Society, Vice President
2013 Search Committee, UTC WCTL, Senior Instructional Developer
2013 Search Committee, UTC Achieve Degree Program Coordinator
2013-2014 Best Practices Committee, Graduate School
2012-2014 Integrated Studies Committee (BIS)
2012-2013 Blackboard Functionality and Planning Committee
2012 Graduate Council, Reviewer, Graduate Recruitment Grants
2011-2013 Rape Aggression Defense Systems (RAD) Instructor
2012-2013 UTC ad hoc EDO Appeals Committee

2012-2013 Graduate Council, Grade Appeals
2012 Alpha Society, Secretary
2012 Ann Tinnon Scholarship Committee, Alpha Society
2011-2016 UHON Faculty Interviewer
2011 Women's Center, Search Committee
2011-2013 UTC Conduct Board
2011-2012 Graduate Council, Petitions Committee
2011-2014 Scholarship Committee
2011-2013 Rape Aggression Defense Systems (RAD) Instructor
2011 Graduation Marshall
2011-2013 Arts & Sciences, Faculty Awards Committee
2010 RAD Instructor Training (UTC Police Department)
2010 Shared Values Rubrics Committee: Civic Engagement
2010 Shared Values Rubrics Committee: Inquiry and Analysis
2010-2011 UTC Honor Court
2010 Beta-Tester, BlackBoard 9, Walker Teaching Resource Center
2009-2012 Departmental Honors Committee
2009-2010 Online Faculty Fellow, Walker Teaching Resource Center
2008 ad hoc Course Substitution Committee
2007-2009 Faculty Senate
2007-2009 Student Petitions Committee, Chair, UTC
2007 Social Work Faculty Search Committee
2006-2007 Student Petitions Committee, UTC
2006-2008 Faculty Research Committee, UTC
2006-2008 Women's Studies Advisory Board

Community Service:

2019 My Own Two Feet & Wheels, Volunteer
2017-2019 CREATE, Volunteer
2018-2019 St. Peter's Episcopal, Youth Sunday School Teacher
2016-2019 Moccasin Bend Mental Health Institute, Board of Trustees
2015-2019 J.A. Henry (YMCA of Metropolitan Chattanooga), Board Member
-appointed Past Chair 2018
-appointed Chair in 2017
-appointed Vice Chair in 2016
2009-2018 Project Homeless Connect Planning Committee and Volunteer
2008-2019 Chattanooga Community Housing Development Organization (CCHDO) Board Member
-Secretary (2015-2018)
-Vice Chair (2018)
2012-2013 Sexual Assault Prevention, Chattanooga Community Kitchen
2013 Rape & Sexual Assault Awareness, CHA, Emma Wheeler Homes
2012 Domestic Violence In-Service Training, Chattanooga Community Kitchen
2012 Rape Awareness Seminar, Interfaith Hospitality Network
2008-2010 Homeless Blueprint Oversight Committee, Board Member
2008-2009 Alton Park Homeowner's Association, Board Member
2007-2014 South Eastern Command Leadership Academy (SECLA) Instructor
2007-2009 Tennessee State Victims' Academy, Advisory Committee and Instructor
2007-2008 Girls Inc., Summer Legal Academy, Planning Committee and Instructor
2001-2003 SAAFE House Volunteer, Huntsville, TX

Service to the Discipline:

Committees:

2019 Past Chair for the ACJS Victimology Section
2017-2019 Chair for the ACJS Victimology Section
2016-2017 Committee Member, Bruce Smith Sr. Award, ACJS

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2015-2016 Committee Member, Donal McNamara Award, ACJS
2014-2017 Awards Committee, Victimology, ACJS
2014-2015 Teaching Committee, Victimology, ACJS
2011-2013 Student Paper Committee, Division of Women and Crime (DWC)
2011-2012 Student Mentor, Division of Women and Crime (DWC)
2011-2012 Student Affairs Committee, Division of Women and Crime (DWC)

External Reviewer and Program Reviews:

2019 External Reviewer, Dr. Henriikka Weir, University of Colorado, Colorado Springs
2019 External Reviewer, Dr. Dawn Cecil, University of South Florida St. Petersburg
2019 External Program Reviewer, University of Baltimore
2018 External Reviewer, Dr. Lane Gillespie, Boise State University
2015 External Reviewer, Dr. Mary Sarver, USC Upstate
2014 External Reviewer, Dr. Robert Sarver, USC Upstate
2012 External Program Reviewer, University of Arkansas Ft. Smith

Journal Manuscript Reviewer:

Asia Pacific Journal of Police and Criminal Justice
Australian & New Zealand Journal of Criminology
Crime & Delinquency
Crime, Media, & Culture
Criminal Justice & Behavior
Criminal Justice Studies: A Critical Journal of Crime, Law, & Society
Feminist Criminology
Feminist Media Studies
International Journal of Drug Policy
Journal of Criminal Justice
Journal of Criminal Justice and Law Review
Journal of Crime and Popular Culture
Journal of Drug Issues
Journal of Interpersonal Violence
Journal of Juvenile Justice
Journal of Qualitative Criminology & Criminal Justice
Social Currents
Violence & Gender
Violence & Victims
Violence against Women

Theses Chaired:

2018 Bryant Plumlee
2017 April Bennett
2014 Katherine Larsen (Departmental Honors)
2009 Carlyn Saylor (Departmental Honors)
2008 Angie Overton
2007 Tara Richards
2006 Ashley Cook

Professional Memberships:

The American Society of Criminology
The Academy of Criminal Justice Sciences
Southern Criminal Justice Association

Awards:

Updated September 2019

2019 Harold Love Outstanding Community Service Award
2018 UTAA Public Service Award
2018 Dr. Carolyn Thompson and Roger G. Brown Community Engagement Award
2018 Outstanding Service Award, College of Arts and Sciences
2011 Outstanding Service Award, College of Arts and Sciences
2011 Nominated for Outstanding Advisor Award, College of Arts and Sciences
2009 Alpha Society Inductee
2002 Outstanding Graduate Student Leadership Award
2001 Outstanding Graduate Student Leadership Award

Certifications:

Quality Matters
Team-Based Learning

References

Vic Bumphus, Ph.D.
Associate Professor & Africana Studies Coordinator
University of Tennessee Chattanooga
Department of Criminal Justice
615 McCallie Ave. #3203
Chattanooga, TN 37403
(423)425-4519
Vic-Bumphus@utc.edu

Scott Vollum, Ph.D.
Associate Professor & Associate Department Head
University of Minnesota Duluth
Department of Sociology/Anthropology
1123 University Dr., 205 Cina
Duluth, MN, 55812
(218)726-6506
svollum@d.umn.edu

Elizabeth Quinn, Ph.D.
Middle Tennessee State University
Department of Criminal Justice Administration
1301 Jones Main Street, Jones Hall 313
Murfeesboro, TN 37132
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Updated September 2019

CURRICULUM VITAE
Gale D. Iles

PERSONAL INFORMATION

Office Address: Department of Criminal Justice
615 McCallie Ave., Dept. 3203
Chattanooga, TN 37403
OFFICE: (423) 425-2241
FAX: (423) 425-2228

Home Address: 7458 Salmon Lane
Ooltewah, TN 37363
402-871-7482

EDUCATION

Ph.D. 2006 – University of Nebraska – Omaha, NE
Major: Criminal Justice

Dissertation: The Forgotten Paradise: An Assessment of Sentencing Decisions and Outcomes in the United States Virgin Islands.

Committee Chair: Dr. Cassia Spohn

M.S. 2000 – University of Wisconsin – Milwaukee, WI
Major: Criminal Justice

B.A. 1998 – University of Washington – Seattle, WA
Major: Law & Society
Major: Sociology
Minor: Political Science

TEACHING EXPERIENCE

University of Tennessee-Chattanooga (2006-present)
Associate Professor

Graduate Level Courses Taught
Comparative Criminal Justice Systems
Cross Cultural Diversity and Crime
The American Justice System (Courts)
Theoretical Perspectives of Crime

Undergraduate Level Courses Taught
Comparative Criminal and Juvenile Systems
Human Trafficking (Freshman Seminar)
Law and the Justice System (Courts)
Minorities & the Criminal Justice System
Theories of Criminal and Delinquent Behavior

University of Nebraska-Omaha (2001-2005)
Instructor

Courses: Criminal Court System
Police & Society

University of Nebraska-Lincoln (Spring 2004)
Graduate Teaching Assistant

Courses: Survey of Criminal Justice
Minorities & the Criminal Justice System
Terrorism

University of Nebraska-Omaha (2000-2001)
Graduate Teaching Assistant
Courses: Survey of Criminal Justice
Minorities & the Criminal Justice System

University of Wisconsin-Milwaukee (1998- 2000)
Graduate Teaching Assistant
Courses: Introduction to Criminal Justice
Police

ADVISING AND ADMINISTRATIVE EXPERIENCE

Graduate Coordinator Fall 2007 – Fall 2011; 2018-present
University of Tennessee-Chattanooga

- Advise Graduate Students
- Provide information to perspective students and review and screen the credentials of perspective students.
- Administer Comprehensive exams and ensure that deadlines regarding filing for candidacy and graduation are met.
- Regularly check student files to ensure that admissions, grades, and withdrawals are all in compliance with university policies and standards.
- Attend bi-monthly graduate council meeting

Graduate Program Fall 1998-2000
Coordinator Assistant University of Wisconsin-Milwaukee

- Respond to questions from perspective graduate students
- Maintain graduate records (i.e., ensure all documents are submitted; file is complete)
- Follow-up on missing documents
- Send letters of acceptance

PUBLICATIONS

Peer-Reviewed Articles

Ahmet, K., Bumphus, V., & Iles, G. (2019). Intersectionality of race, class, and gender in predicting police satisfaction. *Journal of Ethnicity in Criminal Justice*, 17(4), 321-338.

Iles, G. & Adegun, O. (2018). Geography and sentencing: Does country of Citizenship Influence Sentence Longevity? *International Journal of Criminology and Sociology* (Vol 7), 48-58.

Iles, G., Bumphus, V., & McGuffee, K. (2014). U.S. territorial exclusion in federal sentencing: Can it be justified. *International Journal of Criminology and Sociology* (Vol 3), 113-124.

Jacobs, D., Malong, C., & Iles, G. (2012). Race and imprisonments: Vigilante violence, minority threat, and racial politics. *Sociological Quarterly* (53)2, 166-187.

McGuffee, K., Garland, T., Iles, G., & Eigenberg, H. (2012). Doing Justice: Perceptions of gender neutrality in the jury selection process. *American Journal of Criminal Justice*, 37(2), 258-275.

Iles, G., Bumphus, V. & Zehel, L. (2011). Assessing the relevance of legal and extra-legal factors in felony drug sentencing: the case of Michigan. *Criminal Justice Studies* (24)3, 291-306.

Iles, G. (2009). The effects of race/ethnicity and national origin on length of sentence in the United States Virgin Islands. *The Annals of the American Academy of Political and Social Science*, (623), 64-76.

Book Chapter/Encyclopedia

Iles, G. (2010). United States Virgin Islands. In *Crime and Punishment Around the World* (Vol 2), 329-347. Greenwood Publishing Group.

Technical Reports

Hamilton County Sheriff Department & Iles, G. (2018). *Beta-testing of Drug Lab 118*. Findings submitted to the Hamilton County Sheriff Department.

Eichenthal, D. & Iles, G. (2008). Crime and public safety in the Chattanooga region. In *2008 State of Chattanooga Region Report*.

Manuscripts Under Review

Smith, M., Dierenfeldt, R., Iles, G., & Scott, S. *How Often Can it Really Happen? College Perceptions of the Frequency and Predictors of Wrongful Convictions*.

Scott, S., Dierenfeldt, R., Iles, G., & Smith, M. *Examining College Student Perceptions of Criminal Justice Outcomes among Persons with Mental Illness*.

Manuscripts in Progress

Smith, M., Dierenfeldt, R., Scott, S., & Iles, G. College Student Perceptions of System-Culpability in the Frequency of Wrongful Convictions: Gauging the Importance of Respondent Characteristics.

Scott, S., Dierenfeldt, R., Smith, M., & Iles, G., Gauging Support for the Death Penalty in Cases of Sexual Assault: The Interplay between Respondent Characteristics and Victim Age.

McGuffee, K., Ashmore, P., & Iles, G., *Laws on the Private Ownership of Primates*.

GRANTS

2019 Co-Investigator, Enhancing Law Enforcement Response to Victims, Department of Justice - (International Association of Chiefs of Police). Amount Awarded: \$33,000.00.

CERTIFICATIONS

2017 P.O.S.T. certified training on NamUs (National Missing and Unidentified Persons Systems) By the Hamilton County District Attorney's Cold Case Unit (April, 27, 2017).

PROFESSIONAL CONFERENCE PRESENTATIONS

Fall 2019 Scott, S., Smith, M., Dierenfeldt, R., & Iles, G. *Examining College Student Perceptions of Criminal Justice Outcomes among Persons with Mental Illness*. Southern Criminal Justice Association, Nashville, TN

Fall 2019 Smith, M., Scott, S., Dierenfeldt, R., & Iles, G. *How Often Can It Really Happen? College Student Perceptions of the Frequency and Predictors of Wrongful Convictions*. Southern Criminal Justice Association, Nashville, TN

Sum. 2019 Iles, G. *Therapeutic Jurisprudence; Are Problem Solving Courts Shaping and Reshaping our Perception of Justice*. Crime and Justice Summer Research Institute: Broadening Perspective & Participation, Newark, NK

Spr. 2017 Kule, A., Bumphus, V., and Iles, G. *General and Specific Attitudes Regarding the Police: An Examination of Interaction Types*. Kansas, MO.

Spr. 2016 Iles, G. (Discussant)
Police Data, Police Representations Panel
New Directions in Critical Criminology Conference
University of Tennessee-Knoxville, TN (May 6-7)

- Spr. 2016 Iles, G.
Country of Citizenship Variation in Sentencing. Academy of Criminal Justice Sciences Annual Conference. Denver, CO
- Spr. 2013 Iles, G. & Bumphus, V.
Federal Sentencing in the U.S.: An Assessment of Territorial and Mainland Differences – An update. American Association of Behavioral and Social Sciences, Las Vegas, NV.
- Sum. 2011 Iles, G.
Federal Sentencing in the U.S.: An Assessment of Territorial and Mainland Differences. Crime and Justice Summer Research Institute: Broadening Perspective & Participation Columbus, Ohio
- Fall 2010 Iles, G & Bumphus, V.
A Longitudinal Analysis of Tennessee Prison Admission Data for Cocaine Offenses American Society of Criminology Annual Conference, San Francisco, CA.
- Sum. 2009 Iles, G.
Revisiting the Minority Threat Hypothesis: An Empirical Assessment of U.S. Prison Admissions from 1977-2002. Crime and Justice Summer Research Institute: Broadening Perspectives & Participation Columbus, OH.
- Fall 2008 Iles, G., Bumphus, V.
Assessing the Benefits of Substance Abuse Treatment for Female Offenders: Does Treatment Participation Impact Recidivism. American Society of Criminology Annual Conference, St. Louis, MO.
- Fall 2007 McGuffee, K., Garland, T, Iles, G. & Eigenberg, H.
Jurors and Jury: What we Know and Wish we Knew about Juries. American Society of Criminology Annual Conference, Atlanta, GA.
- Sum. 2007 Iles, G.
Understanding Sentencing in the United States Virgin Islands Crime and Justice Summer Research Institute: Broadening Perspectives & Participation Columbus, OH.
- Spr. 2007 Iles, G.
Findings on Sentencing Decisions and Outcomes in the United States Virgin Islands. Academy of Criminal Justice Sciences Annual Conference. Seattle, WA.
- Spr. 2006 Iles, G.
What's in a Name: An Exploration of the Multiple Conceptualization of Domestic Violence. Academy of Criminal Justice Sciences Annual Conference. Baltimore, MD.
- Fall, 2005 Iles, G.
America's Forgotten Paradise: An Assessment of Sentencing Decisions and Outcomes In the United States Virgin Islands, American Society of Criminology Annual Conference. Toronto, Canada
- Fall 2003 Spohn, C., Iles, G. & Keller, E.
Charging and Sentencing Decisions in Federal Courts: An Analysis of the Interpretation and Application of the Federal Sentencing Guidelines in Three U.S. District Courts. American Society of Criminology Annual Conference. Denver, Colorado.

Fall 2002 Iles, G.
Comparing Apples to Oranges: The Difficulties of Conducting Cross-national Studies
American Society of Criminology Annual Conference. Boston, MA.

PROFESSIONAL SPEAKING ENGAGEMENTS

Sum 16 Ninth Annual Chattanooga Hamilton County NAACP Criminal Justice Seminar
Students Know Your Rights Forum (Panel discussant)
University of Tennessee-Chattanooga, TN (June 4, 2016)

Fall 10 *The Mentally Ill and the Death Penalty: Towards and Empirical Legal Analysis of Defining Competency.*
Presenter
National Alliance on the Mentally Ill Conference, Chattanooga, TN

Sum. 08 *Sequence of Events in the Criminal Justice System: Do You Know Your Rights?*
Presenter
NAACP Criminal Justice Seminar, Chattanooga, TN

Spr. 07 *The Holocaust and its Aftermath*
Round Table Moderator
Jewish Community Federation, Chattanooga, TN

DISCIPLINE SERVICE

17-18 Editorial Board
International Journal of Criminology & Sociology

UNIVERSITY SERVICE

Fall 19 - present UTC Police Hiring Committee

Fall 17 - present Grade Appeal
Graduate Council

Fall 16 - Spr 17 Student Rating of Faculty Instruction Committee

Fall 15 - Spr 17 Faculty Senate

Fall 15 -Fall 17 Faculty Handbook

Fall 13 -Spr 14 Media Relation Board

Fall 11 - Spr 13 Honor's Court

Fall 08 -Spr 09 Efficiency & Effectiveness Committee
Strategic Planning Implementation Committee

Fall 07 - Fall 11 Graduate Council
Ad-hoc committees
Graduate Council Chair Appointment Committee (Chair)
Graduate Dean Search Committee
400-Level Courses (Chair)
Graduate Petitions

Fall 07 - Fall 14 Africana Minor Committee

Fall 07- Spr 08 Special Events and Speakers Committee

COMMUNITY SERVICE

Spr 19 - Evaluator: Veterans Treatment Court Planning Initiative, Chattanooga, TN

Fall 16 - Board of Directors, Big Brothers and Big Sister of Greater Chattanooga

Fall 10 - Salvation Army Community Relations Board
Chattanooga, TN

Fall 09 - L'Abri Symphony Orchestra
Dalton, GA

Fall 08 – Spr 11 Board of Directors
Tennesseans for Alternatives to the Death Penalty
Nashville, TN

Fall 08 – Spr 12 Research Associate
The OCHS Center for Metropolitan Studies
Chattanooga, TN

Fall 07 – UTC Bigs - Faculty Advisor for the Big Brothers Big Sisters of Greater Chattanooga
Chattanooga, TN – University of Tennessee

Spr 07 – Hamilton County Coalition
Chattanooga, TN

PROFESSIONAL AFFILIATIONS

Academy of Criminal Justice Sciences
Association for the Studies of Middle East and Africa

Updated: 11/07/2019

AHMET KULE

Department of Social, Cultural, and Justice Studies
University of Tennessee at Chattanooga
540 McCallie Avenue
Chattanooga, TN 37403
Phone [423.425.4512](tel:423.425.4512)
Ahmet-Kule@utc.edu

FORMAL EDUCATION AND DEGREES:

- 2001 – 2007** **Ph.D. in Criminal Justice**
City University of New York Graduate Center &
John Jay College of Criminal Justice
New York, NY
- 1999 – 2005** **Master of Arts in Criminal Justice**
City University of New York Graduate Center &
John Jay College of Criminal Justice
New York, NY
- 1988 - 1992** **Bachelor of Art in Law & Police Science**
Turkish National Police Academy
Ankara, Turkey

OTHER PROFESSIONAL EDUCATION AND TRAINING:

- 2-5/2007** **European Union – Advanced Study**
Ankara University
Centre of European Union – ATAUM
Ankara, Turkey
- 1-3/1995** **FBI National Academy**
180. Session
A professional development course for U.S. and international law
enforcement leaders
Quantico, Virginia, VA
- 1-2/1993** **Swedish Police Academy**
Human Rights and Police
Stockholm, Sweden

PROFESSIONAL EXPERIENCE:

08/2016 – Present **University of Tennessee at Chattanooga**
Department of Social, Cultural, and Justice Studies
Assistant Professor

Courses – Fall 2019:

- CRMJ 4140: Terrorism
- CRMJ 4999R: Cybercrime

Courses – Spring 2019:

- CRMJ 3100: Policing
- CRMJ 4999: Hate Crimes

Courses – Fall 2018:

- CRMJ 5420: Terrorism & the Criminal Justice System (online)
- CRMJ 4140: Terrorism (online)
- CRMJ 4140: Terrorism
- CRMJ 3030: Comparative Criminal Justice Systems

Courses – Summer 2018:

- CRMJ 4140: Terrorism (online)

Courses – Spring 2018:

- CRMJ 3100: Policing
- CRMJ 4999: Group Studies - Hate Crimes

Courses – Fall 2017:

- CRMJ 4140: Terrorism
- CRMJ 3030: Comparative Criminal Justice Systems

Courses – Summer 2017:

- CRMJ 4140: Terrorism (online)

Courses – Spring 2017:

- CRMJ 3100: Policing
- CRMJ 5050: Criminal Justice Policy & Administration (online)

Courses – Fall 2016:

- CRMJ 5420: Terrorism & the Criminal Justice System (online)
- CRMJ 3030: Comparative Criminal Justice Systems

09/2015 – 08/2016 **John Jay College of Criminal Justice** (New York, NY)
Department of Law, Police Science, and Criminal Justice Administration

Adjunct Assistant Professor

Courses:

- CJBS 415: Capstone Seminar for BS in Criminal Justice
- CJBS 101: Introduction to the American Criminal Justice System

04/2008 – 08/2016 **NATO School in Germany** (Oberammergau, Germany)
Senior Instructor

Courses Developed:

- Internal Security Structures: The U.S.A. – The EU Countries – Turkey / A Comparative Approach
- Suicide Terrorism and Police: Istanbul Bombings-2003
- Criminal Interrogations
- Defense Against Terrorism
- Role of Intelligence in Countering Terrorism
- Crisis Management and Terrorism
- Managing Consequences of Terrorism

04/2008 – 08/2016 **Centre of Excellence** (NATO-Ankara)
Senior Instructor

Courses Developed:

- Suicide Attacks and Law Enforcement Agencies
- Social and Psychological Factors of Terrorist Recruitment
- Managing Consequences of Terrorism
- The New Security Environment and Unmanned Aerial Systems

1/2007 – 4/2015 **Turkish National Police Academy**
Adjunct Assistant Professor

Courses:

- Sociology
- Intelligence Gathering and Unmanned Aerial Systems
- Introduction to Law
- Research Methods

4/2015 Retired as a Second Degree Chief Superintendent

4/2013 – 4/2015 **Turkish National Police**
Second Degree Chief Superintendent
Deputy Chief - Diyarbakir Police Department

- Supervised 54 officers
- Organized meetings to create public awareness
- Coordinated the relations with internal and external partners

- 6/2010 – 4/2013** **Turkish National Police**
 Third Degree Chief Superintendent
 Program Manager
- Developed and implemented several training programs
 - Organized seminars
 - Developed budgets
- 1/2007 – 6/2010** **Turkish National Police**
 Fourth Degree Chief Superintendent
 Chief – Division of Unmanned Aerial Systems
- Established the Division
 - Conducted research on ‘Use of UAVs by Law Enforcement Agencies’
 - Supervised 17 officers
 - Developed training programs for UAV personnel
 - Purchased unmanned aerial systems for TNP
- 09/2002 – 12/2006** **John Jay College of Criminal Justice**
 Department of Law, Police Science & CJA
 Graduate Teaching Fellow / Adjunct
- Courses:**
- CRJ 101: Introduction to Criminal Justice
 - ICJ 101: Introduction to International Criminal Justice
 - PSC 201: Police Organization and Administration
 - PSC 202: Police and Community Relations
 - PSC 397: Changing Landscape of Terrorism
 - PSCT 511: Urban Policing in the Age of Terror
 - COR 101: Institutional Treatment of the Offender
 - SOC 101: Introduction to Sociology
 - SOC 203: Criminology
- 8/2005-12/2005** **Montclair State University**
 Department of Justice Studies
 Adjunct
- Courses:**
- JUST 499: Selected Topics in Justice Studies: Terrorism
- 8/1999 – 1/2007** Awarded “**Study Abroad Scholarship**” by Turkish National Police
- 6/1995 – 8/1999** Chief Inspector, TNP Aviation Department
- Assisted Deputy General Director of TNP in ‘developing modern criminal interrogation methods’

- 1/1995** Awarded **scholarship** to study at **the FBI National Academy**
- 6/1994 – 6/1995** Inspector, TNP Counterterrorism Department
- Conducted research on ‘the root causes of terrorism’
 - Conducted research on ‘the police and countering terrorism’
- 6/1992 – 6/1994** Deputy Inspector, Police Department of Ankara, Counterterrorism Division
- Field investigations
 - Interrogations of criminal suspects
 - Lecturing in schools, professional seminars, community centers, etc.
 - Maintaining public relations with diverse ethnic communities, the school systems, social services, and additional government agencies

OTHER PROFESSIONAL ACTIVITIES:

- 9/2008** **Invited lecture, key note speaker, Suicide Terrorism and Law Enforcement Agencies**, U.S. Naval Post Graduate School, CCMR, Monterey, CA.
- 6/2005** **Co-Organizer** , “Istanbul Conference on Democracy and Global Security”, Istanbul, Turkey.

PUBLICATIONS:

Books:

Kule, Ahmet (2015). *Unmanned Aerial Systems: Past, Present and Future*. Beta Yayinlari. Istanbul.

Kule, Ahmet (1997). *Criminal Interrogations and Confessions*. Ankara (Translation).

Journal Publications:

Kule, Ahmet, Bumphus, Victor & Iles, Gale (2019). Intersections of race, class, and sex in predicting police satisfaction. Under review at *Journal of Ethnicity in Criminal Justice*.

Akgul, Arif, Akbas, Halil, & Kule, Ahmet (2019). Probation system in Turkey: An analysis of a public policy formation using multiple streams framework. *Journal of Comparative and Applied Criminal Justice*. February 2019, p. 1-16.

Kule, Ahmet & Gul, Zakir (2015). How Individuals Join Terrorist Organizations in Turkey: An Empirical Study on DHKP-C, PKK, and Turkish Hezbollah. *The Global: A Journal of Policy and Strategy*, vol. 1, number 1.

Gul, Zakir & **Kule, Ahmet** (2013). Intelligence –Led Policing: How the Use of Crime Intelligence Analysis Translates into the Decision-Making. *International Journal of Security and Terrorism*, vol. 4 (1)

Kule, Ahmet (2009) Comparing Dostoyevsky’s Approach to Rational Choice Theory and Low Self-Control Theory. *The Journal of Criminology and Criminal Justice*, vol. 1, number 1.

Kule, Ahmet (2005) Policing the European Union. *Istanbul Conference on Democracy and Global Security Publications*. Istanbul.

Manuscripts with Revise/Resubmit/Conditional Acceptance Decisions:

Demir, Mustafa & **Kule, Ahmet**. The effect of body-worn cameras (BWCs) on satisfaction and general perception of police: Findings from a quasi-randomized controlled trial. Revised and resubmitted at *Journal of Quantitative Criminology*.

Duru, Hacı, Onat, Ismail, **Kule, Ahmet**, & Tasdoven, Hidayet. Microcycles of terrorist violence in Turkey: A spatio-temporal Analysis of the PKK attacks. Revised and resubmitted at *International Journal of Conflict and Violence*.

PROFESSIONAL PRESENTATIONS:

Kule, Ahmet, Demir, Mustafa & Akgul, Arif. “Perspectives of Generation Z Regarding Terrorism: A Cross-Regional Study.” Preliminary findings presented at the American Society of Criminology (ASC) Annual Meeting, San Francisco, CA, November 2019.

Kule, Ahmet & Bumphus, Vic. “Considering External Police Oversight Within a Deterministic Framework.” Preliminary findings presented at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting, Baltimore, MD, March 2019.

Duru, Hacı & **Kule, Ahmet**. “Microcycles of Terrorist Violence in Turkey: A Spatio-Temporal Analysis of the PKK Attacks.” Paper presented at the American Society of Criminology (ASC) Annual Meeting, Atlanta, GA, November 2018.

Kule, Ahmet, Bumphus, Victor, & Iles, Gale. “Intersections of Race, Class, and Sex in Predicting Police Satisfaction.” Preliminary findings presented at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting, New Orleans, LA, February 2018.

Bumphus, Victor, **Kule, Ahmet** & Iles, Gale. “General and Specific Attitudes Regarding the Police”. Preliminary findings presented at the Academy of Criminal Justice Sciences (ACJS) Annual Meeting, Kansas City, MO, March 2017.

Kule, Ahmet. “Democratic Control of Intelligence Agencies and Activities”. International Intelligence Symposium, Istanbul, Turkey, June 2010.

Kule, Ahmet. “Accountability and Countering Terrorism”. Policing Across the Borders Project. John Jay College of Criminal Justice, New York, NY, December 2009.

Kule, Ahmet "Suicide Terrorism and Law Enforcement Agencies". U.S. Naval Post Graduate School, CCMR. Monterey, CA, 2008.

Kule, Ahmet. “Problems of Cooperation and Coordination in the Fight Against Terrorism”. Policing Across the Borders Project. John Jay College of Criminal Justice, New York, NY, December 2007.

Kule, Ahmet. “Policing in the European Union”. Istanbul Conference on Democracy and Global Security, Istanbul, Turkey, 2005.

Kule, Ahmet. “Terrorism Experience of Turkey”. Ohio Law Enforcement Conference, Ohio, OH, 2004.

GRANTS:

Faculty Grant (2018). The University of Tennessee at Chattanooga. Supporting travel to the Annual Meeting of the American Society of Criminology in Atlanta, GA, November 2018 (\$495.62).

Co – Investigator (2004). PSC – CUNY Research Foundation Grant. Supporting the research on the relationship between drugs and homicides in Istanbul, Turkey (\$ 5,000). Status: Funded.

FINANCIAL AWARDS:

Merit Increase Award (2018). The University of Tennessee at Chattanooga (\$ 704.55).

Study Abroad Scholarship (August, 1999). The Turkish National Police (\$ 240,000).

Scholarship to study at the FBI National Academy (January, 1995). The Turkish National Police (\$ 8,400).

SERVICE:

Service to the Discipline

2018 Panel Chair at the American Society of Criminology Annual Meeting (November, 2018), Atlanta, GA.

Service to the University & College

2019 Member - the UTC Faculty Senate.

2019 Member - the UTC National Center for Academic Excellence for Cyber Defense (CAE-CD) Advisory Board.

2019 Member - the UTC Law Enforcement Selection Board.

2018 Member - the UTC Faculty Senate.

2018 Member - the UTC National Center for Academic Excellence for Cyber Defense (CAE-CD) Advisory Board.

2018 Member - the UTC Law Enforcement Selection Board.

2018 Member - Statewide Dual Credit Exam Validation Teams in Nashville on March, 2018.

2017 Member - the UTC Law Enforcement Selection Board.

2016 CAT Grader - Walker Center for Teaching & Learning (December, 2016).

2016 Member - the UTC Law Enforcement Selection Board.

Service to the Department

2019 Search Committee Member—Lecturer of Criminal Justice (x2). University of Tennessee at Chattanooga.

2019 Member—Comprehensive Exam Committee (MSCJ) (Summer 2019). University of Tennessee at Chattanooga.

2019 Member—Comprehensive Exam Committee (MSCJ) (Spring 2019). University of Tennessee at Chattanooga.

2019 Served as a departmental representative at "Major Showcases" November, 2019.

- 2018 Took the lead in organizing "Terrorism Lecture" by Dr. Bruce Hoffman on October 31, 2018.
- 2018 Member—Comprehensive Exam Committee (MSCJ) (Spring 2018). University of Tennessee at Chattanooga.
- 2018 Direct Assessment of CRMJ 4500 (Evaluation Report). University of Tennessee at Chattanooga.
- 2017 Member—Comprehensive Exam Committee (MSCJ) (Spring 2017). University of Tennessee at Chattanooga.
- 2017 Thesis committee member for Whitney Harvey.
- 2017 Search Committee Member—Assistant Professor of Criminal Justice. University of Tennessee at Chattanooga.
- 2017 Represented the Department at the Grade Appeal Hearing (July, 2017).
- 2016 Member—Comprehensive Exam Committee (MSCJ) (Fall 2016). University of Tennessee at Chattanooga.
- 2016 Presenter - ISIS & its Objectives, UTC, Lambda Alpha Honors Society Symposium (November, 2016).

Service to the Community

- 2018 Served as a volunteer for Project Homeless Connect (March, 2018).
- 2016 Served as a volunteer for Project Homeless Connect (November, 2016).

SPECIAL SKILLS:

Languages: Fluent in: Turkish, English

Very good knowledge of statistical packages: SPSS and SAS.

Legal translations and interpretations.

MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS/ORGANIZATIONS:

- American Society of Criminology
- Academy of Criminal Justice Sciences
- International Police Association (IPA) (renewal needed)
- FBI National Academy Associates (FBINAA) (renewal needed)
- Association for Unmanned Vehicle Systems International (AUVSI) (renewal needed)

KAREN M. MCGUFFEE
P.O. Box 1
Chattanooga, Tennessee 37401
(423) 886-9999

EDUCATION

University of Tennessee College of Law

Knoxville, Tennessee

Doctor of Jurisprudence

Licensed to practice in Tennessee on October 23, 1990.

Licensed to practice in Federal Courts on November 12, 1991.

- Activities:
 - Client Counseling Moot Court Board
 - Moot Court Board
 - Student Bar Association
 - Intramural Athletics
- Professional Associations:
 - Tennessee Bar Association
 - Chattanooga Bar Association
 - Tennessee Trial Lawyers Association

University of Tennessee at Chattanooga

Chattanooga, Tennessee

Bachelor of Science magna cum laude in Criminal Justice, May 1987, G.P.A. 3.9

- Honors:
 - Judge Hinson Scholarship
 - Outstanding Senior Award
 - Academic Scholarship
 - Music Scholarship
 - Dean's List — all semesters
 - Alpha Lambda Delta Honor Society
 - Golden Key Honor Society
 - Alpha Honor Society
 - Phi Eta Honor Society

EMPLOYMENT

Professor in Criminal Justice and Associate Department Head for Social, Cultural, and Justice Studies

University of Tennessee at Chattanooga, August 2019- present

Professor and Associate Department Head for Social, Cultural, and Justice Studies and Coordinator for Legal Assistant Studies Program

University of Tennessee at Chattanooga, August 2016- August 2019

Associate Professor and Coordinator for Legal Assistant Studies Program
University of Tennessee at Chattanooga, August 2006- August 2016

Assistant Professor and Coordinator for Legal Assistant Studies Program
University of Tennessee at Chattanooga, January 2000-2006

TEACHING

Courses:

- LAS 1010 Law and the Legal Assistant
- LAS 2100 Legal Research and Writing
- LAS 2250 Commercial Law
- LAS 2450 Family Law
- LAS 2500 Personal Injury Litigation
- LAS 3500 Law of Evidence
- LAS 3400 Law Office Management
- LAS 4700 Internships
- LAS 4710 Legal Ethics and Professionalism
- LAS 4999- Special Topics—CLA Review Course
- CRMJ 3250 Law and the Justice System
- CRMJ 4060 Juvenile Law
- CRMJ 3250 Courts
- CRMJ 4050 Constitutional Law
- CRMJ 2450 Family Law

I have received excellent student evaluations every semester.

Associate Department Head Activities:

- Prepare schedules for all SCJS faculty
- Coordinate Compliance Assist reporting
- Organize CJ program review
- Assist the SCJS Department Head in preparing for meetings/attending meetings
- Assist in hiring adjuncts for SCJS

Coordinator Activities:

- Prepared all teaching schedules
- Conducted adjunct faculty meetings each semester
- Conducted LAS Advisory Board meetings each semester
- Attended numerous UTC teaching workshops
- Participated in faculty and program meetings

PUBLICATIONS

- Garland, T., McGuffee, K. (2016) Juvenile Court, *The Wiley Encyclopedia of Crime and Punishment*, edited by Wesley Jennings
- Browne, A., Hensley, C., McGuffee, K. (2016) Does Witnessing Animal Cruelty and Being Abused During Childhood Predict the Initial Age and Recurrence of Committing Childhood Animal Cruelty? *International Journal of Offender Therapy and Comparative Criminology*
- Iles, G., Bumphus, V., McGuffee, K. (2014). U. S. Territorial Exclusion in Federal Sentencing: Can it be Justified. *International Journal of Criminology and Sociology* (Vol. 2), 113-124.
- Richards, T. N., Crittenden, C., Garland, T.S., McGuffee, K. (2014) An Exploration of Policies Governing Faculty-to-Student Consensual Sexual Relations on University Campuses: Current Strategies and Future Directions, *Journal of College Student Development*, 55 (4), 337-352.
- Love, S., McGuffee, K. (2013) Division of Debt, In R. Emery and G. Golson (eds.) *Cultural Sociology of Divorce*, (Encyclopedia) Sage Publications.
- Eigenberg, H., Kappeler, V., McGuffee, K. (2012). Confronting the Complexities of Domestic Violence: A Social Prescription for Rethinking Police Training. *Journal of Police Crisis Negotiations*, 12(2), 122-145.
- Eigenberg, H., McGuffee, K., Iles, G., Garland, T. (2012) Doing Justice: Perceptions of Gender Neutrality in the Jury Selection Process. *American Journal of Criminal Justice*. Vol. 37, Issue 2, 258-275.
- Garland, T. Eigenberg, H., McGuffee, K. (2009) Race and Jury Selection, In H. Green & S. Gabbidon (eds.). *Encyclopedia of Race and Crime*. Sage Publications.
- McGuffee, K., Garland, T., Eigenberg, H. (2007) Is Jury Selection Fair?: Perceptions of Race and the Jury Selection Process, *Criminal Justice Studies: A Critical Journal of Crime, Law and Society* 20(4), 445-468.
- Ely, G., McGuffee, K. (2005) Partner Violence, *Handbook of Preventive Interventions for Adults*, John Wiley & Sons, Inc.
- Harrell, S., McGuffee, K. (2004) Common Ground?: The Definition of “The Practice of Law” in the United States, *The Professional Lawyer*, Vol. 14, No. 4.
- Berry, P., McGuffee, K., Rush, J., Columbus, S. (2004) Discrimination in the Workplace: The Firing of a Transsexual, *The Journal of Human Behavior in the Social Environment*, Vol. 8, No. 3-4.

- Berry, P., McGuffee, K., Rush, J., Columbus, S. (2003) Discrimination in the Workplace: The Firing of a Transsexual, M.K. Sullivan (Ed.), *Sexual Minorities: Discrimination, Challenges and Development in America*. Haworth Press: Binghamton, New York.
- Eigenberg, H., McGuffee, K., Berry, P. Hall, W. (2003) Protective Order Legislation: Trends in State Statutes, *Journal of Criminal Justice*, Vol. 31, No. 5.
- Harrell, S., McGuffee, K. (2002) The Utilization of Disbarred or Suspended Attorneys as Paralegal Instructors, *Journal of Paralegal Education and Practice*, Vol. 16, No. 1
- Harrell, S., McGuffee, K. (2002) A Fallback Career?: Can a Disbarred or Suspended Attorney be Employed as a Paralegal? A Survey of Current Laws, *Journal of Paralegal Education and Practice*, Vol. 16, No.1.
- Rush, J., McGuffee, K., McGuffee, W. (2001) *Court Officer Book*, 9th ed.

Publications (non-peer reviewed journal):

- San Juan, V. McGuffee, K. Goren, W. Jacobs, J. (2012) Advising Students Who are Considering Going to Law School, *The Paralegal Educator*, Vol. 27, No. 3.
- McGuffee, K., (2004) Make Litigation Fun, *The Paralegal Educator*, Vol. 18, No.2.

Editor:

Journal of Paralegal Education and Practice (2003)

Journal of Paralegal Education and Practice (2002)

Reviewer:

- Introduction to Law, 6th Edition, Hames & Ekern, Pearson Education (2019)
- Family Law and Practice, 4th Edition by Luppino and Miller, Pearson Education (2015)
- Ethics for the Legal Professional, 8th Edition, Orlik, Pearson Education (2014)
- Family Law and Practice, 3rd Edition by Luppino and Miller, Pearson (2012)
- Employment Law of Human Resource Practice, Walsh, Cengage Learning (2011)
- Contract Law for Paralegals, Yelin, Prentice Hall Publishing, Chapters 1-4 (2009)

- Contract Law for Paralegals, Yelin, Prentice Hall Publishing, Preface, TOC, Chapters 1 and 2 (2008)
- Journal of Paralegal Education and Practice (2003)
- Journal of Paralegal Education and Practice (2002)
- Journal of Paralegal Education and Practice (2001)

Paper Submitted for Review:

Cole, T., Policastro, C., Crittenden, C., McGuffee, K., Freedom to Post or Invasion of Privacy? Analysis of U.S. Revenge Porn State Statutes (2019)

Works in Progress:

My colleagues and I are researching the legality of owning primates as pets in each of the 50 states.

THESES COMMITTEES:

Ridley, W. (2018), *A Comparative Look of Sentencing Outcomes based on the Defendant's Country of Citizenship*

Piety, T. (2018), *A Civil Liberty of Sexual Exploitation: Revenge Porn and Section 230 of the Communication Decency Act*

Ketron, B. (2017), *Childhood Animal Cruelty Motives and Their Relationship to Adult Interpersonal Crimes*

Trentham, C. (2016), *The Link Between Recurrent Animal Cruelty and Recurrent Adult Interpersonal Violence*

Henderson, H. (2010), *Childhood Animal Cruelty Methods and Their Link to Adult Interpersonal Violence*

Crittenden, C. (2009), *Examining Attitudes and Perceptions of Sexual Harassment on a University Campus: What Role Do Myths and Stereotypes Play?*

Crump, Jr. L. (2009), *How Teachers Perceive the "School Violence Issue."*

Dutkiewicz, E. (2008), *Examining the Laws of War and the Necessity of Evolving Legal Principles to Counter Terrorism.*

Overton, A., (2008), *Media Depictions of Wrongful Conviction: Reality or Distortion?*

Richards, T. (2007), *An Evaluation of the Plight of the Homeless: A Socialist Feminist Perspective*

Seymour, D. (2007), *Law Enforcement Training Issues in Search and Seizure*

Strand, J. (2007), *Pop Culture and Policing: Exploring the Fourth Amendment in Popular Police Films*

Newman, T. (2006), *The Comparative Influences of Climate, Region, and Population Density on Homicide Trends*

Parks, C. (2006), *Public Policy and Incarcerated Pregnant Offenders*

DelCul, N. (2006), *A Comparative Study of Compliant and Non-Compliant Sexual Offenders in the State of Tennessee*

Powell, M. (2006), *Female vs. Male Serial Killers: An Analysis of Characteristic Traits and Typologies*

Inesia-Forde (2005), *The Presence of Learning Disabled Youth in our Juvenile Institutions: Excusable or Gross Negligence?*

Metzger, R. (2005), *The Impact of College Experience on Hate Crime Attitudes*

PRESENTATIONS:

- *Enhance the Value of your Program to your Institution*, American Association for Paralegal Education National Conference, Phoenix, Arizona (November 8, 2013).
- *Tips for the Department of One*, American Association for Paralegal Education National Conference, Phoenix, Arizona (November 7, 2013).
- *Paralegal Ethics*, Tennessee Paralegal Association Annual Seminar, Chattanooga, Tennessee (April 20, 2013).

- *Elder Law*, Smoky Mountain Paralegal Mountain Association Annual Seminar, Chattanooga, Tennessee (September 28, 2012)
- *Search and Seizure*, National Association of Legal Assistants Region 4 Conference, Chattanooga, Tennessee (July 14, 2012)
- *Search and Seizure*, Chattanooga Legal Professionals Continuing Legal Education, Baker, Donelson, Bearman, Caldwell & Berkowitz (June 9, 2011)
- *Search and Seizure*, Tennessee Paralegal Association's Spring Seminar, Chattanooga, Tennessee (April 29, 2011)
- *Family Law*, Tennessee Paralegal Association Spring Seminar, Chattanooga, Tennessee (April 29, 2011)
- *Advising Students and Choosing the Right Law School*, American Association for Paralegal Education National Conference, Baltimore, Maryland (October, 2011)
- *Teaching to Other Majors*, American Association for Paralegal Education Regional Conference in Arlington, Virginia (March 20, 2011)
- *Teaching to Other Majors*, American Association for Paralegal Education National Conference, Indianapolis, Indiana (October 31, 2010)
- *Recruitment and Retention of Students*, American Association for Paralegal Education National Conference, Portland, Oregon (October, 2009)
- *Constitutional Law: 1st Amendment Freedom of Speech*, Smokey Mountain Paralegal Association Annual Conference (June 12, 2009)
- *Ethics in Juvenile Law: Confidentiality, Unauthorized Practice of Law, Competency in Juvenile Court*, Bradley Court Juvenile Court (May 1, 2009)
- McGuffee, Karen and Helen Eigenberg presented the paper: *Is the Jury Selection Process Fair: Perceptions of Race and the Jury Selection Process?* UTC faculty and students, (February 25, 2009).
- Panel, *Jurors and Jury: What we know and wish we knew about Juries*, the American Society of Criminology, Atlanta, Georgia (November 14, 2007).

- Panel, *Is the Jury Selection Process Fair? Race and the Jury*, the Academy of Criminal Justice Sciences, Seattle, Washington (March 15, 2007).
- *Legal Research*, the Tennessee Official Courts Reporters Association Annual Conference, Chattanooga, Tennessee (June 12-14, 2002).
- *Mediation for Paralegals*, the American Association for Paralegal Education Regional Conference in Charleston, S.C. (March, 2002).
- Panel, *The Status of Domestic Violence Legislation in the United States*, the Academy of Criminal Justice Sciences, Washington, D.C. (April 3-7, 2001).
- *Protective Order Legislation in the United States*, the American Society of Criminology Conference, San Francisco, California (November 15-18, 2000).

SERVICE:

Program:

- Prepared and submitted the documentation which enabled the program to receive American Bar Association Approval and Re-Approval
- Advised all Legal Assistant Studies students
- Found placements and monitored students in internships
- Attended numerous recruitment sessions on and off campus
- Attended numerous freshman and transfer orientation sessions
- Participated in multidisciplinary group discussions from 2001-2013
- Implemented new courses into the Legal Assistant Studies curriculum
- Taught Command College for CRMJ program in 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014

Committees:

- Faculty Rating of Administration (University) 2019- 2020; 2018-2019; 2017-2018; 2007-2008; 2004-2005
- Bylaws Committee (Department) 2019-2020; 2018-2019; 2017-2018
- Departmental Search Committee 2019-2020; 2017-2018 (chair), 2016-2017
- Student Rating of Administration Committee 2016-2017
- Admissions Committee 2015-2016; 2013-2014
- Student Conduct Board (University) 2011-2012
- Honor Court (University) 2014-2015 (Chair); 2011-2012; 2010-2011; 2005-2006; 2004-2005; 2003-2004
- Student Rating of Faculty Committee (University) 2011-2012 (chair); 2010-2011 (chair); 2003-2004; 2002-2003; 2001-2002
- Blue Ribbon Task Force (chair) to determine the levels of skill and accomplishment

- needed by students to fulfill the ASK description (2010)
- Served as United Way team captain (University) 2011; 2010; 2009; 2008; 2007; 2005; 2003
- Library Committee (University) 2009- 2010 (chair); 2008-2009
- Post-Grier Statement of Commitment to Diversity under the University Planning and Resource Advisory Council, Partnership for Diversity group 2008
- Library Planning Committee for construction of the new library 2007-2008
- Bookstore Committee (University) 2007-2008
- Search Committee for the Dean of the Library (University) 2003-2004; 2002-2003
- Recruitment Committee (School) 2002-2003; 2001-2002; 2000-2001
- Curriculum (Department) 2018-2019 (chair); 2017-2018; 2002-2003; 2001-2002; 2000-2001
- Strategic Planning (College) 2002-2003
- Selection Committee for the Public Service Award (University) 2002-2003
- College of Health and Human Services Award Committee (College) 2001-2002
- Mediation (University) 2010- 2011; 2009-2010; 2006-2007; 2005-2006; 2004-2005
- Athletics (University) 2005-2006

Community Involvement:

Memberships:

- Chattanooga Bar Association
- American Association for Paralegal Education
- Tennessee Paralegal Association (local and state organizations)
- Chattanooga Trial Lawyers' Association
- Smoky Mountain Paralegal Association

Activities:

- Serve on the Partnership's Elder Abuse Board (Sarah Project), 2011, 2012, 2013, 2014
- Wrote (with Sarah Project) an elder abuse handbook with criminal and civil statutes from Tennessee and surrounding states 2013.
- Met with the American Bar Association members for Chattanooga State's ABA reapproval site visit 2012
- Guest speaker at Chattanooga State Paralegal Studies program 2009, 2010, 2013, 2014, 2015, 2016
- Serve on the Advisory Board at Chattanooga State Paralegal Program 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020
- Speaker for Tennessee Victim Assistant Academy 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2019
- Speaker for Girls, Inc. Law Academy 2007
- Serve on the Advisory Board for Girls, Inc. 2005- 2007
- Serve on the Scholarship Committee for Siskin Steel 2004, 2005, 2006, 2007, 2008

- Serve on the Moccasin Bend Mental Health Human Rights and Ethics Committee 2011; 2010; 2009; 2008; 2007; 2006; 2005
- Coach for Baylor Mock Trial Team 2013- 2014; 2012-2013; 2011-2012
- Coach for UTC Mock Trial Team 2008-2009
- Spoke to the Pre-Law club at UTC 2009
- Served as Jury Commissioner for Hamilton County, Tennessee 2000-2008
- Sat as Magistrate for Hamilton County Court, as needed, to set bonds for inmates and sign search and arrest warrants – 2002 - 2007
- Worked with Domestic Violence Coalition 2004
- Guest speaker for the Association of Legal Administrators 2005
- Guest speaker for community groups, such as the Tennessee Paralegal Association, and The Federal Bureau of Investigation, addressing various legal topics.
- Guest speaker for area schools on several occasions, addressing topics such as women in the legal profession and the inter-workings of the legal system.

AWARDS:

- Outstanding Advising Award for the University 2016
- Outstanding Advising Award for the College of Arts and Sciences 2016
- College of Arts and Sciences Outstanding Service Award, Faculty Honors Day, (April, 2012)
- UC Foundation Professor
- Golden Key International Honor Society membership for faculty (spring, 2011)
- College of Arts and Sciences Excellence in Teaching Award (December, 2007)
- Student Government Association Outstanding Professor (2001-2002)
- Outstanding Advising Award for the University
- Outstanding Advising Award for the College of Health and Human Services (2000)
- Outstanding Advising Award for the College of Health and Human Services (2002)
- Who's Who Among America's Teachers

Adjunct Faculty Member

University of Tennessee at Chattanooga, spring 1996 to January 2000

Taught the following courses:

- LAS 300 Interviewing and Investigation
- LAS 350 Law of Evidence
- LAS 225 Commercial Law
- LAS 101 Law and the Legal Assistant
- CRMJ 315 Prisoners' Rights
- CRMJ 408 Advanced Criminal Procedure
- CRMJ 525 The American Justice System—satellite class with UT Knoxville

Assistant District Attorney General

IV-D Support Division, Chattanooga, Tennessee

Part-time June 1999 to December 2000; Full-time March 1992 to August 1995

- Prepared and tried cases involving domestic matters for the State of Tennessee.
- Prepared and tried income tax appeal hearings for the State of Tennessee.
- Interviewed and counseled clients extensively, informing and advising them of their legal rights.
- Managed prodigious client caseload under severe time constraints.
- Worked with numerous other attorneys in case negotiations and trials; worked with numerous paralegals in preparation of caseload and trial work.
- Tried cases in Juvenile Court, Circuit Court, and Chancery Court on a daily basis.
- Promoted efficiency and harmonious relationships in an office setting of 30+ diverse employees where cooperative efforts were essential to effective operations.
- Received superior evaluations each year of employment.
- Built solid working relationships with clients as evidenced by their willingness to make contacts outside of the workplace.

Chattanooga Bar Association Continuing Legal Education Committee Chair

January 1996 to January 2000

- Initiated and arranged various Chattanooga Bar Association Continuing Legal Education seminars.
- Worked with numerous attorneys and judges in organizing Chattanooga Bar Association lectures.
- Introduced lecturers and provided general Chattanooga Bar Association information in the Continuing Legal Education seminars.

Special Referee for Juvenile Court

Chattanooga, Tennessee, 1997

- Sat as special referee in Juvenile Court, appointed by Judge Bailey, hearing child support, paternity, legitimation, and contempt case

Member of Chattanooga Bar Association Board of Governors January 1994 to December 1995

- Formulated and implemented Chattanooga Bar Association policies and procedures.
- Presented ideas and suggestions of various Bar Committees to the Board for consideration and vote.
- Reviewed and revised the budget for the Chattanooga Bar Association.
- Attended and participated in various Chattanooga Bar Association functions.

McPheeters Law Offices

Rhea County, Tennessee, August 1991 to March 1992

During my time in private practice I worked with a full-time paralegal.

- Managed a general civil and criminal caseload in a broad-based law practice.
- Volunteered to accept judicial appointments for Juvenile Court and Chancery Court cases.
- Worked effectively with judges and lawyers in Hamilton, Rhea and surrounding counties; worked effectively with paralegal in the law office preparing cases for court.

Hamilton County Chancery Law Clerk

Chattanooga, Tennessee, August 1990 to August 1991

- Researched and prepared court opinions for Chancellors R. Vann Owens and Howell Peoples.
- Prepared all legal research for motions for Chancellor R. Vann Owens.
- Computerized all information, including listing of issues and applicable law, pertaining to new cases filed in Chancery Court for easy access and reference.
- Read and researched case files, summarizing attorneys' legal positions for judicial review.

University of Tennessee Legal Clinic

Knoxville, Tennessee, spring 1990

- Interviewed and counseled the criminally accused.
- Met with members of the legal community to negotiate and facilitate the settlement of legal proceedings.
- Researched legal issues and attended court proceedings on behalf of clients.
- Collaborated with fellow classmates to organize and prepare cases.

Law Clerk

Lowe, Hogan, Shirley and Yeager

Knoxville, Tennessee, spring 1988 to spring 1990 (Full-time summer; Part-time school term)

- Researched assigned legal issues.
- Summarized depositions, interrogatories and legal briefs for attorney review.
- Wrote legal memorandums to attorneys to provide synopses of cases.
- Managed caseloads to several attorneys simultaneously under strict time constraints.
- Organized, summarized and determined legal relevance of scientific research.
- Organized trial notebooks.

CHRISTINA N. POLICASTRO

Department of Criminal Justice
University of Tennessee at Chattanooga
801 McCallie Avenue
Chattanooga, TN 37403
Phone: 423-425-5752
Email: Christina-policastro@utc.edu

EDUCATION

Georgia State University
Doctor of Philosophy, Criminal Justice & Criminology, 2013
Dissertation title: *Victimization of the Elderly: An Application of Lifestyle/Routine Activities Theory*
Chair: Dr. Brian K. Payne

University of Tennessee at Chattanooga, 2010
Master of Science, Criminal Justice
Thesis title: *Views of Justification and Blame of Violent Interpersonal Dating Relationships*
Chair: Dr. Helen Eigenberg

University of Tennessee at Chattanooga, 2008
Bachelor of Science, Criminal Justice

PROFESSIONAL EXPERIENCE

University of Tennessee at Chattanooga, Department of Criminal Justice
UC Foundation Assistant Professor 2015-Present

Georgia Southern University, Department of Criminal Justice & Criminology
Assistant Professor 2013- 2015

Georgia State University, Department of Criminal Justice & Criminology
Graduate Research Assistant 2011-2013
Supervisor: Dr. Brian K. Payne

Georgia State University, Department of Criminal Justice & Criminology
Graduate Teaching Assistant 2010-2011
Supervisor: Dr. Brian K. Payne

University of Tennessee at Chattanooga, Department of Criminal Justice
Graduate Teaching Assistant 2009-2010
Supervisor: Dr. Helen Eigenberg

RESEARCH AREAS

Intimate Partner Violence, Victimization/Victimology, Elder Abuse, Family Violence, Violence Against Women, White-Collar Crime

TEACHING AREAS

Criminal Justice, Criminology, Victimology, White-Collar Crime, Research Methods, Family Violence, Gender and Criminal Justice

PUBLICATIONS*PEER-REVIEWED SCHOLARLY JOURNAL ARTICLES*

Crittenden, Courtney, **Policastro, Christina**, & Eigenberg, Helen (2017). Attitudes toward dating violence: How does sexual identity influence perceptions? *Journal of Aggression, Maltreatment, and Trauma*, 26(7), 804-824.

Eigenberg, Helen & **Policastro, Christina**. (2015). Blaming victims in cases of interpersonal violence: Attitudes associated with assigning blame to female victims. *Women and Criminal Justice*, 26, 37-54.

Felix, Shanna, **Policastro, Christina**, Agnich, Laura, & Gould, Laurie. (2016). Psychological Victimization among College Students. *Violence and Gender*, 3(1), 42-48.

Garland, Tammy, **Policastro, Christina**, Branch, Kathryn, & Henderson, Brandy. (2018). Portrayals of intimate partner violence in comic books: An examination of domestic violence myths. *Feminist Criminology*. DOI: 10.1177/1557085118772093

Garland, Tammy, **Policastro, Christina**, Richards, Tara & Miller, Karen. (2017). Blaming the victim: University student attitudes toward bullying. *Journal of Aggression, Maltreatment, & Trauma*, 26(1), 69-87. (First published online: 8/2/16)

Mummert, Sadie, **Policastro, Christina** & Payne, Brian K. (2014). Revictimization through Education: Does Learning about Victimization Lead to Anxiety and Identification as a Victim Among College Students? *Journal of Criminal Justice Education*, 25(4), 435-451.

Policastro, Christina & Daigle, Leah. (2016). A Gendered Analysis of the Effects of Social Ties and Risky Behavior on Intimate Partner Violence Victimization. *Journal of Interpersonal Violence*, DOI: 10.1177/0886260516652271

Policastro, Christina, & Finn, Mary A. (2017). Coercive Control in Intimate Relationships: Differences Across Age and Sex. *Journal of Interpersonal Violence*, DOI: 10.1177/0886260517743548

Policastro, Christina & Finn, Mary A. (2017). Coercive Control and Physical Violence in Older Adults: Analysis Using Data from the National Elder Mistreatment Study. *Journal of Interpersonal Violence*. 32(3), 311-330. (First published online: 5/14/2015)

Policastro, Christina & Payne, Brian K. (2015). Can You Hear Me Now?: Telemarketing Fraud Victimization and Lifestyles. *American Journal of Criminal Justice*, 40(3), 620-638.

Policastro, Christina & Payne, Brian K. (2014). Assessing the level of elder abuse knowledge pre-professionals possess: Implications for the further development of university curriculum. *Journal of Elder Abuse & Neglect*, 26(1), 12-30.

Policastro, Christina & Payne, Brian K. (2013). An examination of deviance and deviants in the durable medical equipment (DME) field: Characteristics, consequences, and responses to fraud. *Deviant Behavior*, 34(3), 191-207.

Policastro, Christina & Payne, Brian K. (2013). The blameworthy victim: Domestic violence myths and the criminalization of victimhood. *Journal of Aggression, Maltreatment, & Trauma*, 22(4), 329-347.

Policastro, Christina, Payne, Brian K., & Gainey, Randy R. (2015). Conceptualizing crimes against older persons: Elder abuse, domestic violence, white-collar offending, or just regular 'old' crime. *Journal of Crime and Justice*, 38(1), 27-41.

Policastro, Christina, Teasdale, Brent, & Daigle, Leah E. (2015). The recurring victimization of individuals with mental illness: A comparison of trajectories for two racial groups. *Journal of Quantitative Criminology*, 32, 675-693.

Posick, Chad, Agnich, Laura, **Policastro, Christina**, & Hatfield, Heather. (2016). Who Seeks Counseling for Intimate Partner Violence? The Role of Emotional Distress. *Criminal Justice Review*, 41(2), 159-172.

Posick, Chad & **Policastro, Christina**. (2013). Victim injury, emotional distress, and satisfaction with the police: Evidence for a victim-centered, emotionally-based police response. *The Journal of the Institute of Justice & International Studies*, 13, 185-195.

Trentham, Caleb, Hensley, Christopher, & **Policastro, Christina** (2018). Recurrent childhood animal cruelty and future interpersonal violence. *International Journal of Offender Therapy and Comparative Criminology*, 62(8), 2345-2356. (First published online: 7/14/17)

BOOK

Johnson, Thaddeus, Johnson, Natasha, & **Policastro, Christina**. (2019). *Deviance Among Physicians: Fraud, Violence, and the Power to Prescribe*. New York: Routledge.

BOOK REVIEW

Policastro, Christina. (2011). Review of the book *Female Offenders and Risk Assessment: Hidden in Plain Sight*. *Criminal Justice Review*, 36(3), 368-370.

BOOK CHAPTERS, ENCYCLOPEDIA ENTRIES, AND BIBLIOGRAPHIES

Crittenden, C. A. & Christina, Policastro. (2018). "Feminist victimization theories." *Oxford Bibliographies* in "Criminology". Ed. Beth M. Huebner. New York: Oxford University Press. DOI: 10.1093/obo/9780195396607-0231

Garland, Tammy G. & **Policastro, Christina**. (2015). "Sexual victimization of the vulnerable." In Richards, Tara & Marcum, Cathy (eds.), *Sexual Victimization*, Sage.

Payne, Brian K. & **Policastro, Christina**. (2016). "Interventions, policies, and future research directions in family violence." In Cuevas, Carlos & Rennison, Callie M. (eds.), *The Wiley-Blackwell Handbook on the Psychology of Violence*, Wiley-Blackwell.

Policastro, Christina. (2014). "Elder abuse." In Forsyth, Craig J. & Copes, Heath (eds.), *Encyclopedia of Social Deviance*, Sage.

Policastro, Christina. (2016). "Feminist theory." In Jennings, W., Higgins, G., Maldonado-Molina, M., & Khey, D. (eds.), *Encyclopedia of Crime & Punishment*, Wiley.

Policastro, Christina, Gainey, Randy R., & Payne, Brian K. Elder neglect and strain: Can't get no satisfaction in the caregiver role? (2017). In Moriarty, Laura & Jerin, Bob (eds.), *Current Issues in Victimology Research*, Carolina Academic Press.

Policastro, Christina & Hancock, Katelyn. (In Press). Ethical issues and the criminal victimization of the elderly. Invited book chapter for Cognella Academic Publishing's *Ethics and Vulnerable Adults: The Quest for Individual Rights and a Just Society* edited by Georgia Antezberger, Candace Heisler, and Pamela Teaster.

TECHNICAL REPORTS

Dierenfeldt, Rick, Garland, Tammy, Crittenden, Courtney, & **Policastro, Christina**. (2019). Drug abuse and recovery in rural Tennessee communities: A needs assessment. Technical report prepared for the Southeast Tennessee Human Resource Agency.

WORKS IN PROGRESS AND UNDER REVIEW

Cole, Tessa, **Policastro, Christina**, Crittenden, Courtney, & McGuffee, Karen. Freedom to post or invasion of privacy?: Analysis of U.S. revenge porn state statutes. Preparing for submission to *Feminist Criminology*.

Daigle, Leah, Felix, Shanna, & **Policastro, Christina**. Crime reporting behavior among LGBT individuals: Results from the NISVS data.

Hancock, Katelyn, **Policastro, Christina**, Crittenden, Courtney, & Garland, Tammy. Student attitudes toward male rape victims. Under review at *Violence and Victims*.

Hancock, Katelyn, Bray, Bethany, Garland, Tammy, **Policastro, Christina**, Kennedy, Katelyn, & Miller, Brandon. Abusive Beats: Reinforcing Intimate Partner Violence in Music.

PROFESSIONAL PRESENTATIONS

*denotes work with undergraduate students; +denotes work with graduate students

Rush, Zachary⁺, **Policastro, Christina**, Crittenden, Courtney, & Garland, Tammy S. "Spare the Rod? The College Student Perspective on Corporal Punishment." Poster presented at the annual meeting of the Southern Criminal Justice Association, Nashville, TN, September 2019.

Hancock, Katelyn⁺, **Policastro, Christina**, Crittenden, Courtney, & Garland, Tammy S. "Perceptions of Male Rape Victims: Examining Rape Myth Acceptance and Victim Blaming Attitudes Among a Sample of College Students" Poster presented at the annual meeting of the Academy of Criminal Justice Sciences, Baltimore, MD, March 2019.

Policastro, Christina. "Sage Junior Faculty Development Workshop." Participant on roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Baltimore, MD, March 2019.

Policastro, Christina, Crittenden, Courtney A., Garland, Tammy S., & Hancock, Katelyn⁺. "Victim Blaming Attitudes Among College Students: Exploring Perceptions Of Male Rape Victims." Paper presented at the annual meeting of the Southern Criminal Justice Association, Pensacola, FL, September 2018.

Policastro, Christina, Garland, Tammy, Crittenden, Courtney A., & Ridley, Whitney. "Perceptions of Male Rape Victims." Preliminary results presented at University of Tennessee Research Dialogues, Chattanooga, TN, April, 2017.

Policastro, Christina. "Innovations in Teaching in the Traditional and Online College Classroom." Participant on roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Kansas City, MO, March, 2017.

Crittenden, Courtney A., **Policastro, Christina**, & Eigenberg, Helen M. "Attitudes toward dating violence: How does sexual identity influence perceptions?" Paper presented at the annual meeting of the American Society of Criminology, New Orleans, LA, November 2016.

Policastro, Christina, Crittenden, Courtney, & Eigenberg, Helen. "Educational professionals perceptions of intimate partner violence." Paper presented at the annual meeting of the Southern Criminal Justice Association, Savannah, GA, September 2016.

Policastro, Christina. "Motherhood in Academia." Participant on roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Denver, CO, April 2016

Policastro, Christina & Finn, Mary A. "Coercive control across age groups: Findings from the National Intimate Partner and Sexual Violence Survey (NISVS)." Paper presented at the annual meeting of the American Society of Criminology, Washington, DC, November 2015.

Mummert, Sadie, **Policastro, Christina**, & Snyder, Jamie. "Violence against women and reporting: Examining formal and informal reporting among college women." Paper presented at the annual meeting of the American Society of Criminology, Washington, DC, November 2015.

Hartman, Kelley⁺, Agnich, Laura, & **Policastro, Christina**. “Sex differences in the likelihood to endorse bystander intervention strategies among a sample of university students.” Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March 2015

Latham, Krista⁺, Agnich, Laura & **Policastro, Christina**. “The effects of alcohol, drug abuse, and sexual orientation on sexual victimization.” Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March 2015

Policastro, Christina. “Advice on how to successfully navigate graduate school and academia.” Moderator of roundtable at the annual meeting of the Academy of Criminal Justice Sciences, Orlando, FL, March 2015

Policastro, Christina & Finn, Mary A. “Prevalence and risk factors for intimate partner violence among the elderly: An examination of the National Elder Mistreatment Study.” Paper presented at the annual meeting of the American Society of Criminology, San Francisco, CA, November 2014.

Agnich, Laura, Gould, Laurie, & **Policastro, Christina**. “An examination of sexual assault, intimate partner violence, and dating violence among university students in a rural setting.” Paper presented at the annual meeting of the American Society of Criminology, San Francisco, CA, November 2014.

Felix, Shanna⁺, **Policastro, Christina**, Agnich, Laura, & Gould, Laurie. “The effects of self-control, sex, and sexual orientation on dating violence victimization.” Paper presented at the annual meeting of the Southern Criminal Justice Association, Clearwater Beach, FL, September 2014.

Felix, Shanna⁺, Breed, Alexandra*, Agnich, Laura, Gould, Laurie, & **Policastro, Christina**. “Sexual orientation and the likelihood to intervene as a bystander in cases of sexual assault.” Poster presented at the Georgia Southern University Research Symposium, Statesboro, GA, April 2014.

Policastro, Christina, Teasdale, Brent, & Daigle, Leah E. “The recurring victimization of individuals with mental illness.” Paper presented at the annual meeting of the American Society of Criminology, Atlanta, GA, November 2013.

Gainey, Randy, Payne, Brian K., & **Policastro, Christina**. “General strain theory and elder neglect.” Paper presented at the annual meeting of the American Society of Criminology, Atlanta, GA, November, 2013.

Policastro, Christina & Payne, Brian K. “Victimization of the elderly: An application of lifestyles/routine activities theory.” Paper presented at the annual meeting of the Southern Criminal Justice Association, Virginia Beach, VA, September 2013.

Policastro, Christina. “Telemarketing fraud victimization among older and younger adults.” Paper presented at the annual meeting of the Academy of Criminal Justice Sciences, Dallas, TX, March 2013.

Policastro, Christina & Daigle, Leah. E. “Risky behaviors and relationship violence among young adults.” Paper presented at the annual meeting of the American Society of Criminology, Chicago, IL, November 2012.

Policastro, Christina & Payne, Brian K. “An examination of deviance and deviants in the durable medical equipment (DME) field: Characteristics, consequences, and responses to fraud.” Paper presented at the annual meeting of the Southern Criminal Justice Association, Atlantic Beach, FL, September 2012.

Policastro, Christina & Payne, Brian K. “Domestic violence myths: The criminalization of victimhood.” Paper presented at the annual meeting of the American Society of Criminology, Washington, D.C., November 2011.

Policastro, Christina & Finn, Mary A. “Crossing the disciplinary divide: An integrated understanding of intimate partner violence among the elderly.” Paper presented at the annual meeting of the Southern Criminal Justice Association, Nashville, TN, September 2011.

Mummert, Sadie, **Policastro, Christina, & Payne, Brian K.** “Teaching sensitive topics in the college classroom: Dilemmas associated with violence against women.” Paper presented at the 9th Annual Suburban Studies Conference, Kennesaw, GA, April 2011.

Mummert, Sadie, **Policastro, Christina, & Payne, Brian K.** “Teaching sensitive topics in the college classroom: Dilemmas associated with violence against women.” Paper presented at the Graduate Teaching Assistant Pedagogy Conference, Atlanta, GA, March 2011.

Policastro, Christina & Payne, Brian K. “Assessing the level of elder abuse knowledge pre-professionals possess.” Poster Presented at the Annual Student Mentoring Conference in Gerontology & Geriatrics, Tybee Island, GA, March 2011.

INVITED PRESENTATIONS

Policastro, Christina. “Elder Abuse Webinar.” Webinar prepared and presented for the Tennessee Coalition to End Domestic and Sexual Violence, October 22, 2018.

Policastro, Christina. “Educating and Preparing Preprofessional Students on Adult and Elder Abuse: Implications for University Curriculum and Insights.” Paper presented in the Research to Practice Webinar series for the National Adult Protective Services Association, September 2014.

GRANTS

Co-Investigator. (2019). SETHRA Drug Abuse and Recovery in Rural Communities: A Needs Assessment (\$50,000). Status: Funded.

Principal Investigator. (2019) Tommy Burks Victim Assistance Academy, Tennessee Coalition to End Domestic and Sexual Violence (\$39,440.00). Status: Funded.

Principal Investigator. (2018) Tommy Burks Victim Assistance Academy, Tennessee Coalition to End Domestic and Sexual Violence (\$37,725.00). Status: Funded.

Co-Investigator. (2014). "Teen Dating Violence, Sexual Assault, and Intimate Partner Violence." (Georgia Southern). Research Seed Grant Funding (\$9,657.15). Status: Unfunded.

Investigator (2013). "Teen Dating Violence, Sexual Assault, and Intimate Partner Violence." (NIJ FY2013). Research and Evaluation on Violence Against Women: Teen dating Violence, Sexual Violence, and Intimate Partner Violence (\$198,138). Status: Unfunded.

AWARDS/APPOINTMENTS

Outstanding Research and Creative Achievement Award (2019). College of Arts and Sciences, University of Tennessee at Chattanooga.

UC Foundation Professorship (2017-2022). University of Tennessee at Chattanooga.

Promising Young Scholar of the Year (2017). The College of Arts and Sciences Dean's Award, The University of Tennessee at Chattanooga.

New Scholar Award (2017). Academy of Criminal Justice Sciences, Division of Victimology.

FINANCIAL AWARDS

College of Arts and Sciences Faculty Travel Funding (2016). University of Tennessee at Chattanooga, Award supporting travel to the Annual Meeting of the American Society of Criminology in New Orleans, LA (\$500.00).

Faculty Summer Fellowship (2016). University of Tennessee at Chattanooga, Award supporting research project entitled, "Perceptions of male rape victims: Examining rape myth acceptance and victim blaming attitudes among a sample of college students" (\$2,500).

Access and Diversity Professional Development Funding (2016). University of Tennessee at Chattanooga, Award supporting travel to the Annual Meeting of the Academy of Criminal Justice Sciences in Denver, CO (\$1,096.70).

College of Arts and Sciences Faculty Travel Funding (2015). University of Tennessee at Chattanooga, Award supporting travel to the Annual Meeting of the American Society of Criminology in Washington, DC (\$500.00).

Faculty Development Travel Award (2013). Georgia Southern University, Competitive award supporting travel to the Annual Meeting of the American Society of Criminology in Atlanta, Georgia (\$529.86).

TEACHING EXPERIENCE*GRADUATE COURSES*

Special Topics: Family Violence, CRMJ 5100 (in-person)
University of Tennessee at Chattanooga

Research Methodology I, CRMJ 5010 (in-person and hybrid)
University of Tennessee at Chattanooga

Research Methodology II, CRMJ 5020 (in-person)
University of Tennessee at Chattanooga

Seminar in Criminology: Family Violence, CRJU 7633 (in-person)
Georgia Southern University

Victimology: Theory, Research, & Policy Issues, CRMJ 5320 (Hybrid and online)
University of Tennessee at Chattanooga

UNDERGRADUATE COURSES

Innovations in Honors, UHON 2850/2860 (in-person)
University of Tennessee at Chattanooga

Victimology, CRMJ 4010 (in-person and online)
University of Tennessee at Chattanooga

Ethics in Criminal Justice, CRMJ 4300 (in-person and online)
University of Tennessee at Chattanooga

Research Methods, CRJU 4231
Georgia Southern University

Crimes Against Vulnerable Populations, CRJU 3533 (online)
Georgia Southern University

Family Violence, CRJU 4192/CRJU 3535/CRMJ 4999 (online and in-person)
Georgia Southern University
University of Tennessee at Chattanooga

Social Science and the American Crime Problem, CRJU 2200 (in-person)
Georgia State University

Introduction to Criminal Justice, CRMJ 110/CRJU 1100 (online and in-person)
Georgia Southern University
Georgia State University
University of Tennessee at Chattanooga

INSTRUCTIONAL DEVELOPMENT

Hired by Sage Publications to develop video and web-based components of *White-Collar Crime: A Text/Reader*, by Brian K. Payne, Ph.D.

Hired by Sage Publications to develop ancillaries for *White-Collar Crime: The Essentials*, by Brian K. Payne, Ph.D

PROFESSIONAL ASSOCIATIONS

American Society of Criminology
Southern Criminal Justice Association
Academy of Criminal Justice Sciences

SERVICE ACTIVITIES*SERVICE TO THE DISCIPLINE*

Chair, Victimology Section of Academy of Criminal Justice Sciences, 2019-present

Committee Member, Donal MacNamara Award Committee, Academy of Criminal Justice Sciences, 2019

Director at Large, Southern Criminal Justice Association, 2016-2019

Committee Member, Southern Criminal Justice Association Outstanding Professional Award Committee, 2016

Panel Chair, "Understanding Victimization of College Students," American Society of Criminology, Washington, DC, 2015

Panel Chair, "Prevalence and Trends of Intimate Partner Violence," American Society of Criminology, San Francisco, CA, 2014

Program Area Chair: Student Panels, Academy of Criminal Justice Sciences, 2014

Committee Member, Academy of Criminal Justice Sciences Nominations and Elections Committee, 2014

Panel Chair, "Teaching Criminal Justice," Southern Criminal Justice Association, Nashville, TN, 2011

Panel Chair, Georgia State University Graduate Teaching Assistant Pedagogy Conference, 2011

MANUSCRIPT REVIEWER (AD HOC)

International Journal of Offender Therapy and Comparative Criminology, 2019

Journal of Interpersonal Violence, 2014, 2015, 2016, 2017, 2018

Criminal Justice Review, 2015, 2016, 2017, 2018, 2019

Aging and Mental Health, 2015

Asian Journal of Criminology, 2015
Criminal Justice Studies, 2014
Journal of Family Violence, 2019
Youth and Society, 2019

BOOK PROPOSAL REVIEWER (AD HOC)

Handbook of Offenders with Special Needs, Routledge, 2015
Survey of Criminal Justice, Oxford University Press, 2017
Victimology, Sage, 2017

SERVICE TO THE UNIVERSITY

Member, Institutional Review Board, University of Tennessee at Chattanooga, Fall 2016-present

Member, Walker Center for Teaching and Learning Advisory Board, Fall 2016-present

Review panelist, Provost Student Research Awards (PSRA) competition, University of Tennessee at Chattanooga, Spring 2016

Committee member, Walk-a-Mile in Her Shoes Planning Committee, Georgia Southern University, Fall 2014-Spring 2015

Faculty volunteer, Sex Signals First Year Experience, Georgia Southern University, Fall 2014

Instructor, Conversations with Professors, Georgia Southern University, Fall 2014

Committee member, University Conduct Board, Georgia Southern University, Fall 2014-Spring 2015

Committee member, Undergraduate Research Council, Georgia Southern University, Fall 2013-Spring 2015

SERVICE TO THE COLLEGE

Committee member, College of Arts and Sciences Curriculum Committee, University of Tennessee at Chattanooga, Fall 2015-Spring 2017.

Panel member, Graduate School Panel for CLASS majors, October 2013

SERVICE TO THE DEPARTMENT

Committee member, SCJS Criminal Justice Assistant Professor Search, Fall 2019

Departmental representative, University of Tennessee at Chattanooga Fall 2019 Recruiting Event, August 20, 2019

Committee member, SCJS Curriculum Committee, Spring 2018-Summer 2019.

Committee member, SCJS By-Laws Committee, 2018-2019.

Departmental representative, University of Tennessee at Chattanooga Majors Fair, October 10, 2017

Committee member, Department of Criminal Justice Graduate Program Committee, Summer 2017-present.

Comprehensive examination grader, Criminal Justice Graduate Program, University of Tennessee at Chattanooga, Spring/Summer/Fall 2016; Spring 2017; Spring/Summer 2019

Committee member, Lecturer in Criminal Justice Search Committee, Department of Social, Cultural, & Justice Studies, University of Tennessee at Chattanooga, Summer 2016

Committee member, Transitional Executive Committee, Department of Criminal Justice, University of Tennessee at Chattanooga, Fall 2015

Comprehensive examination grader, Department of Criminal Justice Graduate Program, University of Tennessee at Chattanooga, Fall 2015

Presenter, Graduate Student Development Workshop: How to Read and Evaluate Empirical Research, Department of Criminal Justice and Criminology, Georgia Southern University, September 2014

Committee member, Assistant Professor of Criminal Justice and Criminology Faculty Search Committee, Department of Criminal Justice and Criminology, Georgia Southern University, Fall 2014

Committee member, Graduate Committee, Department of Criminal Justice and Criminology, Georgia Southern University, Fall 2013-Spring 2015

Committee member, Criminal Justice and Criminology Department Chair Search Committee, Department of Criminal Justice and Criminology, Georgia Southern University, Fall 2013

ADVISING

Thesis committee chair, Zachary Rush (expected completion Spring 2020). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Student Attitudes towards Corporal Punishment."

Thesis committee member, Hannah Gateley (expected completion Spring 2020). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Measuring Sexuality and Gender in Criminology."

Thesis committee member, Bethany Bray (expected completion Spring 2020). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Author's Gender in Criminology Publications."

Thesis committee chair, Katelyn Hancock (Spring 2019). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Student Attitudes and Perceptions of Male Rape Victims."

Thesis committee member, Bryant Plumlee (Spring 2018). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "College Student Perceptions of Police Body Cameras."

Thesis committee chair, Tessa Piety (Spring 2018). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "A Civil Liberty or Sexual Exploitation?: Revenge Porn and Section 230 of the Communication Decency Act."

Departmental honors thesis chair, Zachary Rush (Spring 2018). Honors College, University of Tennessee at Chattanooga. "College Student Perceptions of Corporal Punishment."

Thesis committee member, Joseph Blake Ketron (Fall 2016). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Childhood Animal Cruelty Motives and Their Relationship to Recurrent Adult Interpersonal Crimes."

Thesis committee member, Caleb Trentham (Summer 2016). Master of Science in Criminal Justice, University of Tennessee at Chattanooga. "Childhood animal cruelty and future interpersonal violence."

Thesis committee member, Shanna Felix (Spring 2016). Master of Arts in Social Sciences Program, Georgia Southern University. "Court-appointed special advocates in the rural south: A fidelity assessment."

Thesis committee member, Melanie Hart (Fall 2014). Master of Arts in Social Sciences Program, Georgia Southern University. "Mass school shootings: Predicting the use of firearms in acts of school violence."

SERVICE TO THE COMMUNITY

Monthly Volunteer, Two Rivers Church Prosocial Youth Program, Spring 2019-Present

Volunteer, Project Homeless Connect, Fall 2016

Member, Ogeechee Judicial Circuit Sexual Assault Response Team, Fall 2014

Member, Georgia Southern University Sexual Assault Response Team, Fall 2014

PROFESSIONAL DEVELOPMENT AND CONTINUING EDUCATION

Quality Matters Workshop, University of Tennessee at Chattanooga, Summer 2018

Workshop on Incorporating Research into the Undergraduate Experience, University of Tennessee at Chattanooga, Summer 2016

Course Development Workshop for Honor's Faculty, Honor's College, University of Tennessee at Chattanooga, Summer 2016

Safe Space Training, Georgia Southern University Counseling and Career Development Center, Summer 2014

Introduction to STATA Seminar, Department of Criminal Justice & criminology, Georgia Southern University, Spring 2014

Family and Workplace Violence Conference, Georgia Southern Continuing Education, Statesboro, GA, Spring 2014

New Faculty Symposium: Can we Talk? Facilitating & Engaging Students in Discussions, Center for Online Learning and Teaching, Georgia Southern University, Spring 2014

Online Course Development Training, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

New Faculty Symposium: Teaching Courses Online, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

New Faculty Symposium: Designing Multiple Choice Tests, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

New Faculty Symposium: Creating Rubrics, Center for Online Learning and Teaching, Georgia Southern University, Fall 2013

Elder Abuse Conference, Georgia Southern Continuing Education, Savannah, GA, Fall 2013

REFERENCES

Dr. Brian K. Payne, Vice Provost for Graduate and Undergraduate Academic Programs
Office of Academic Affairs
Old Dominion University
Norfolk, VA 23529
Phone: 757-683-3079
Email: bpayne@odu.edu

Dr. Mary A. Finn, Program Director and Professor
School of Criminal Justice
Michigan State University
Baker Hall, 655 Auditorium Road Room 544
East Lansing, MI 48824
Phone: 517-355-2192
Email: mfinn@msu.edu

Dr. Brent E. Teasdale, Professor and Department Chair
Department of Criminal Justice Sciences
Illinois State University
441 Schroeder Hall, Campus Box 5250
Normal, IL 61790-5250
Phone: 309-438-7626
Email: betead@ilstu.edu

Dr. Leah E. Daigle, Professor
Department of Criminal Justice & Criminology
Georgia State University
140 Decatur Street, 1227 Urban Life Building
Atlanta, GA 30303
Phone: 404-413-1037
Email: ldaigle@gsu.edu

Appendix 4.2

EDO process at UTC (taken directly from the UTC Faculty Handbook)

UTC utilizes the Faculty Evaluation and Development by Objectives (EDO) process for its annual evaluations of its faculty members. The EDO process is an annual performance-oriented system that is based on identifying objectives, establishing a realistic program for obtaining the objectives, and evaluating and rewarding performance in achieving the objectives. The scope of the EDO process is broad in that the format of the review process is consistent for all members of the faculty, is evidentiary based, and represents common goals of all faculty members. The EDO process also recognizes unique disciplinary characteristics and expectations of the faculty members working within their academic discipline.

The evaluation of a faculty member's performance is an essential component of the EDO process. The performance evaluation provides a formative and summative assessment of the faculty member's performance so that the faculty member can maintain or improve subsequent performance; serves as a basis for promotion, tenure, salary, and other decisions; and provides accountability with regard to the quality of teaching, research and service to those concerned with the institution. Essential to the annual evaluation process and progress toward promotion and/or tenure is the linking of the expectations for annual performance to the long-term efforts toward promotion and/or tenure. Departmental bylaws should clearly describe the association of the annual EDO process with faculty progression toward promotion and/or tenure.

Areas of Evaluation

The evaluation of the performance of the faculty member focuses on the following three (3) areas of professional responsibility:

teaching and advising;

research, scholarship, and creative activities; and

professional service to the University, profession, and community.

Among these obligations, teaching and advising (as appropriate) are of highest importance at UTC. It is recognized, however, that research, and scholarly and creative achievement contribute significantly to good teaching and to the advancement of knowledge. It follows, then, that faculty members will be expected to be actively involved in research, scholarship or creative activity as well. The fundamental purpose of the institution is to serve the people of the community, state, and region, and it is expected that faculty members will contribute to the mission of UTC.

While the individual faculty member is expected to participate in each of the three areas, annual achievement will vary in accordance with the objectives established in conference with the department head. Lesser participation in one area should be counterbalanced by greater participation in others.

The mechanics for the EDO as they apply to tenure-track and tenured faculty members do not differ. However, the EDO process for tenure-track faculty members can and does have bearing on reappointment and tenure decisions. In turn, the EDO process for tenured faculty members can and does have bearing on promotion decisions, and is linked directly to the Enhanced Post-Tenure

Performance Review (EPPR) process. It is the responsibility of the department head to ensure that the EDO process takes into account the distinction between tenure-track and tenured faculty members as follows:

Tenure-Track Faculty Members: The EDO process should focus on faculty development and mentorship, and should help to determine whether the faculty member is making adequate progress towards receiving tenure.

Tenured Faculty Members: The EDO process should focus on innovation and long-term goal setting and should ensure that the faculty member continues to meet the expectations of a tenured member of the faculty at such rank as determined by departmental by-laws.

Evaluation and Development by Objectives

An effective EDO process is one in which a faculty member's objectives are clear and in which discussion occurs on an ongoing basis between the faculty member and the department head regarding the faculty member's performance and progress toward achieving the faculty member's objectives.

1. EDO Objectives

Within the context of the institutional goals and long-range plans of UTC, individual faculty members propose objectives in writing on the Individual Objectives Sheet Form, which they submit to their department heads for review, discussion, and approval. Since the objectives of the faculty are fundamental components of the EDO process, it is important that they be carefully prepared. It is the responsibility of the faculty member to clearly articulate in writing specific objectives and to demonstrate how the objectives relate to his or her professional development and responsibilities. It is the responsibility of the department head to provide an unambiguous review of the merit and quality of the faculty member's objectives within the context of the disciplinary standards for the profession and the expectations of the faculty member specified in the faculty member's letter of appointment. The following guidelines should be consulted during the stage of the EDO process for formulating the faculty member's objectives:

The objectives must reflect the department, college, and University missions.

The objectives should contribute to the faculty member's development as an effective faculty member.

The objectives should be realistic and they should identify needed resources. Although a good objective will be challenging, it should also be attainable within the capabilities and resources of the faculty member and the University. Objectives should reflect the resources available to the faculty member.

Objectives should specify an action to be taken or a task to be accomplished. At the time of evaluation, it should be clear whether or not a particular objective has been achieved.

Objectives should be described in such a way that their completion may be objectively evaluated in a manner keeping with disciplinary standards. Not all objectives can or even should be quantified; but for those objectives that so lend themselves, the objectives should be stated in a manner so that the result is specific and subject to quantitative measures. When an objective aims for a qualitative result, understanding should be reached between the faculty member and the department head beforehand as to how and by what standards the outcome is to be judged.

Once formulated, objectives should be set forth in writing in a completed Individual Objectives Sheet for the faculty member.

2. Review and Modifications of EDO Objectives

The faculty member and the department head will review the faculty member's objectives at the time of the faculty member's EDO review. If, after a faculty member's objectives have been established, the faculty member proposes to change his or her objectives before the next EDO review is conducted, the faculty member must immediately consult with and obtain the approval of his or her department head regarding the proposed changes.

Performance Ratings

Each tenured and tenure-track faculty member must be evaluated annually in accordance with Board policy. Performance ratings for annual reviews shall be as follows, and college and department bylaws must clarify the means and metric for each department head to employ in conducting these reviews:

3. Exceeds Expectations for Rank—eligible for significant merit pay or performance-based salary adjustment that is consistent with campus, college, and department fiscal situations;
4. Meets Expectations for Rank—eligible for minimum merit pay or performance-based salary adjustment that is consistent with campus, college, and department fiscal situations;
5. Needs Improvement for Rank—not eligible for merit pay or performance-based salary adjustment and, if tenured, required to implement an Annual Review Improvement Plan (see Section 3.4.6.3.(1) below).¹⁴ If tenure-track, required to implement an Annual Review Improvement Plan unless the faculty member receives a notice of non-renewal of his or her reappointment as provided under Section 3.7.4. below; and
6. Unsatisfactory for Rank—not eligible for any salary adjustment, and, if tenured, requires an Enhanced Post-Tenure Performance Review (see Section 3.4.6.4.(1) below).¹⁵ If tenure-track, required to implement an Annual Review Improvement Plan unless the faculty member receives a notice of non-renewal of his or her reappointment as provided under Section 3.7.4. below.

Performance Standards

Each college and academic department will establish the standards for evaluating performance of their faculty members in each of the three areas of professional responsibility: teaching, research, and service. The performance standards will be utilized in determining the assignment of performance ratings to faculty members for their annual reviews.

College and departmental performance standards must be approved by the dean and the Provost and should be kept on file in the office of the dean of the college. The performance standards must be included in the college and departmental bylaws. Any proposed changes in college or departmental performance standards must be approved by the dean and Provost. It is the role of the dean to encourage reasonably comparable levels of standards for the differing units within each college or school. It is the role of the Provost to encourage reasonably comparable standards for the differing colleges and schools at UTC.

Performance evaluations must be based on the published performance standards as stated in college and departmental bylaws. In applying the performance standards, the department head is charged with fairly and equitably identifying qualitative differences in performance of the academic department's faculty members.

Determination of Performance Ratings and Process

In the three areas of responsibility (teaching, research, and service), the department head will evaluate the faculty member's routine responsibilities established by the academic department, those defined by Board policy,¹⁶ and those identified in the faculty member's Individual Objectives Sheet for the period being evaluated. During the course of the year, a faculty member may undertake teaching, research, or professional service activities in addition to those listed in the faculty member's Individual Objectives Sheet and report such activities for consideration in the EDO evaluation process. The department head shall not utilize quotas or forced distributions of ratings in the determination of annual performance ratings of faculty members within the academic department.

For the faculty member's performance evaluation, the department head will report on the Individual Evaluation Form: (1) brief narrative evaluations of the faculty member's performance in each of the three areas of responsibility; and (2) a recommended composite rating of the faculty member's overall performance.

The department head will provide the completed Individual Evaluation Form to the faculty member. The faculty member must sign the completed Individual Evaluation Form to indicate that the faculty member has read and understood the department head's evaluation. The faculty member's signature does not indicate agreement with the department head's evaluation. Subject to the provisions under Sections 3.4.6.1.-3.4.6.4. below, the department head will send a copy of the faculty member's evaluation and other EDO documentation to the dean, and the dean will send to the Provost for review and approval/disapproval copies of the evaluations of all faculty members within the dean's college or a list of the names of the faculty members and their corresponding performance ratings.

1. Rating of Meets Expectations for Rank

If a faculty member disagrees with the department head's recommendation of a "Meets Expectations for Rank" rating, the faculty member must, within seven (7) days of signing the Individual Evaluation Form, submit a written response to the department head setting forth the basis for the disagreement. The department head's evaluation and the faculty member's written response will be forwarded to the dean along with the faculty member's EDO documentation, all of which will become a part of the faculty member's official EDO record. The dean will review the matter and forward to the Provost a written recommendation and a copy of the faculty member's EDO documentation. The Provost will review the matter and provide written notice of his or her decision to the faculty member, department head, and dean.

2. Recommendation for Exceeds Expectations for Rank

In cases where the department head recommends an annual performance rating of "Exceeds Expectations for Rank," the department head will forward the recommendation to the dean by attaching

the Exceeds Expectations for Rank Recommendation Form to the faculty member's Individual Evaluation Form. If the dean agrees with the department head's recommendation, the dean will forward his or her recommendation for "Exceeds Expectations for Rank" to the Provost and provide a copy of the recommendation to the department head. The Provost will make his or her recommendation to the Chancellor for final award.

3. Rating of Needs Improvement for Rank

If a faculty member disagrees with the department head's recommendation of a "Needs Improvement for Rank" rating, the faculty member must, within seven (7) days of signing the Individual Evaluation Form, submit a written response to the department head setting forth the basis for the disagreement. Within three (3) days of receipt of the faculty member's response, the department head must provide to the departmental Reappointment, Tenure, and Promotion

Committee (RTP Committee) written notice of the basis and rationale for the faculty member's rating and a copy of the faculty member's written response. Within seven (7) days of receipt of the department's head notice, the departmental RTP Committee will provide a written evaluation of the faculty member's record and a performance rating recommendation. The departmental RTP Committee shall include in its evaluation the number of votes for and against the recommended performance rating.

The department head's evaluation, the faculty member's written response, and the departmental RTP Committee's recommendation will be forwarded by the department head to the dean along with the faculty member's EDO documentation, all of which will become a part of the faculty member's official EDO record. The dean will review the matter and forward to the Provost a written recommendation and a copy of the faculty member's EDO documentation. The Provost will review the matter and provide written notice of his or her decision to the faculty member, departmental RTP Committee members, department head, and dean.

(1) Annual Review Improvement Plan

Except as otherwise provided in this Section 3.4.6.3.(1) or in Section 3.4.6.4.(1) below, within thirty (30) calendar days of the Provost's decision to approve a "Needs Improvement for Rank" rating for a faculty member, the faculty member must collaborate with the department head on an Annual Review Improvement Plan to be reviewed by the department head and recommended by him or her to the dean for review and approval/denial. The next year's annual review must include a progress report that clearly describes improvements in any area(s) for which improvement was required. The Annual Review Improvement Plan process is inapplicable if the faculty member's performance rating has triggered Enhanced Post-Tenure Performance Review.¹⁸ An Annual Review Improvement Plan is not required for a tenure-track faculty member with an overall performance rating of "Needs Improvement for Rank" who receives a notice of nonrenewal of his or her appointment for the following year.

Rating of Unsatisfactory for Rank

If a faculty member disagrees with the department head's recommendation of an "Unsatisfactory for Rank" rating, the faculty member must, within seven (7) days of signing the Individual Evaluation Form,

submit a written response to the department head setting forth the basis for the disagreement. Within three (3) days of receipt of the faculty member's response, the department head must provide to the departmental RTP Committee written notice of the basis and rationale for the faculty member's rating and a copy of the faculty member's written response. Within seven (7) days of receipt of the department's head notice, the departmental RTP Committee will provide a written evaluation of the faculty member's record and a performance rating recommendation. The departmental RTP Committee shall include in its evaluation the number of votes for and against the recommended performance rating.

The department head's evaluation, the faculty member's written response, and the departmental RTP Committee's recommendation will be forwarded by the department head to the dean along with the faculty member's EDO documentation, all of which will become a part of the faculty member's official EDO record. The dean will review the matter and forward to the Provost a written recommendation and a copy of the faculty member's EDO documentation. The Provost will review the matter and provide written notice of his or her decision to the faculty member, departmental RTP Committee members, department head, and dean.

(1) Enhanced Post-Tenure Performance Review

A tenured faculty member who receives an annual performance rating of "Unsatisfactory for Rank" will be subject to an Enhanced Post-Tenure Performance Review (EPPR). An EPPR is an expanded and in-depth performance review conducted by a committee of tenured peers and administered by the Provost.

An EPPR must be initiated when the Provost determines that a faculty member has:

Requested an EPPR, after at least four annual performance review cycles since the last enhanced review (such as a previous EPPR or a review in connection with tenure or promotion);

Received one overall annual performance rating of "Unsatisfactory for Rank"; or

Received two overall annual performance ratings of "Needs Improvement for Rank" during any four consecutive annual performance review cycles.

(2) Annual Review Improvement Plan

Except as otherwise provided in this Section 3.4.6.4.(2), within thirty (30) calendar days of the Provost's decision to approve an "Unsatisfactory for Rank" rating for a tenure-track faculty member, the tenure-track faculty member must collaborate with the department head on an Annual Review Improvement Plan to be reviewed by the department head and recommended by him or her to the dean for review and approval/denial. The next year's annual review must include a progress report that clearly describes improvements in any area(s) for which improvement was required. However, an Annual Review Improvement Plan is not required for a tenure-track faculty member with an overall performance rating of "Unsatisfactory for Rank" who receives a notice of non-renewal of his or her appointment for the following year.

Appeal of Annual Performance Rating

The Provost's decision regarding a faculty member's annual performance rating may be appealed pursuant to the appeal procedure under Section 5.3. of this Handbook, except that the decision of the Chancellor on appeal shall be final and not appealable to the President. An Enhanced Post Tenure Review or the implementation of an Annual Review Improvement Plan will not be stayed pending the appeal of an annual performance rating.

Periodic Post-Tenure Performance Review (PPPR)

The academic freedom afforded to faculty by a grant of tenure is essential to the University's principal mission of discovery and dissemination of truth through teaching, research, and service. The Board has recognized and affirmed the importance of tenure in UT Policy BT0006. The Board has also recognized its fiduciary responsibility to students, parents, and all citizens of Tennessee to ensure that faculty members effectively serve the needs of students and the University throughout their careers. To balance its dedication to academic freedom with its responsibilities, UTC, with the approval of the President and the Board, has established the procedures under this Section 3.4.8. under which every tenured faculty member shall receive a comprehensive performance review no less often than every six years.

1. Post-Tenure Review Period

Except as otherwise provided in the procedures under this Section 3.4.8., each tenured faculty member must undergo some form of comprehensive performance review ("post-tenure review" or "PTR") no less often than every six years. The PTR shall not substitute for the EDO process in the year a faculty member is scheduled for PTR.

The dean of each college shall develop, and submit to the Provost for approval, an initial plan for staggering post-tenure reviews to avoid excessive administrative burden at any given time. The initial staggering plan may be revised with the approval of the Provost if later developments require changes in order to avoid excessive administrative burden. The post tenure review period begins at the granting of tenure, and, except as otherwise provided by the staggering plan, a faculty member's PTR will occur no less often than every six years thereafter unless one of the following circumstances results in a different timetable:

(1) Suspension of PTR Period: A faculty member's PTR period is suspended during any year in which the faculty member is granted a leave of absence or a modified duties assignment.

(2) Restarting of PTR Period Due to Alternative Comprehensive Review: A comprehensive review of a faculty member's performance restarts the faculty member's PTR period under the following circumstances:

(a) If a tenured faculty member undergoes a successful promotion review or a promotion is in progress during the year scheduled for the faculty member's PTR, the promotion review fulfills the PTR requirement and the PTR period is modified to require a PTR six years after the promotion review. An unsuccessful promotion review does not count as an Alternative Comprehensive Review. (b) If a tenured faculty member undergoes an Enhanced Post-Tenure Performance Review (EPPR) (generally triggered by annual performance review rating(s)) and is either rated as meeting expectations or

successfully completes the terms of the EPPR improvement plan, the EPPR process fulfills the PTR requirement and the PTR cycle is modified to begin with the date of the EPPR committee's report.

(3) Start of the PTR Period Upon Conclusion of an Administrative Appointment: Full-time administrators and faculty members with a majority administrative appointment (more than 50%) are not subject to PTR; faculty members holding a less than majority administrative appointment (50% or less) are subject to PTR regarding their faculty duties based on expectations consistent with their faculty duty allocation. When a full-time or majority-time administrator leaves his or her administrative position to assume a tenured faculty position, the faculty member's initial PTR shall occur within six years after leaving the administrative post.

(4) Commitment to Retire: When a faculty member submits a letter of resignation with a termination date within the academic year during which a post-tenure review would have taken place, and provided the letter of resignation is accepted by the Provost, the post tenure review shall be deemed unnecessary.

(5) Good Cause: A faculty member's scheduled PTR may be otherwise deferred or modified only for good cause approved by the Provost.

2. Annual Schedule for Post-Tenure Reviews

All post-tenure reviews will be conducted and completed during the Fall semester according to the following schedule:

The Provost shall notify all faculty members subject to post-tenure review in a given academic year no later than April 1 of the preceding academic year.

The dean of the faculty member's college shall appoint all PTR Committees as set forth in Section 3.4.8.3. below no later than May 1 of the preceding academic year.

Each PTR Committee shall convene and elect a chair and shall be provided with the materials required by Section 3.4.8.3. below no later than September 1.

When external review is required as part of the post-tenure review by the PTR Committee in accordance with college bylaws or by the dean in accordance with college bylaws, or is requested by the faculty member for his or her post-tenure review, the PTR Committee shall solicit reviews from at least three (3) valid external reviewers no later than October 1.

Each PTR Committee shall submit its report required under Section 3.4.8.6. below no later than December 15.

3. Appointment and Composition of Post-Tenure Review Committee

(1) All post-tenure reviews must be conducted by college-level committees established for the sole purpose of post-tenure review. Each PTR Committee shall include a minimum of three (3) members, provided the number is odd. Deans of larger colleges may opt to appoint a larger committee. The committee is appointed by the dean of the faculty member's college in the following manner:

Each department may nominate at least one (1) member, but no more than three (3) members of its tenured faculty, to serve on a college-level PTR Committee. The nominees should include no faculty member who is subject to post-tenure review in that cycle. The department nominee may hold the rank of Associate Professor only with prior approval of the dean and only in the event that no full Professor is eligible or available to serve.

From among the departmental nominees, the dean shall appoint faculty members to serve on a PTR Committee for any specific faculty member (or group of faculty members) undergoing review. The members of a PTR Committee shall be appointed so as to avoid any conflict of interest with any faculty member (or group of faculty members) undergoing review.

For the purpose of this process, a conflict of interest shall be defined as any professional or personal consideration between a PTR Committee member and a faculty member undergoing post-tenure review which may compromise, or have the appearance of compromising, the independence of the former's judgment during review of the latter.

(2) The composition of the PTR Committee must meet the following requirements:

Each PTR Committee member must be a tenured full-time faculty member who is at the same or higher academic rank (except as provided under Section 3.4.8.3.(1) above), and whose locus of tenure is at the same campus as the faculty member being reviewed.

One, and only one, PTR Committee member must hold an appointment in the same department as the faculty member being reviewed, unless there is no such faculty member eligible to serve.

College bylaws may further define the size and membership of a PTR Committee, accounting for the characteristics of the departments and faculties which constitute the college itself.

The Provost, working with the University of Tennessee Office of Academic Affairs and Student Success, will provide instructions, guidelines, and best practices to members of PTR Committees.

Each PTR Committee shall convene and elect a chair. The chair shall solicit and collect all required materials from each faculty member under review and the department head of each faculty member under review. The chair shall subsequently ensure that the committee meets in person for a thorough review of those materials.

4. Materials to be Reviewed by Post-Tenure Review Committee

The PTR Committee must review:

(1) a completed EDO (including the department head's evaluation and rating of the faculty member's performance, and student and any peer evaluation of teaching) for each year since the last review;

(2) EDO goals for the current review period;

(3) the faculty member's current Curriculum Vitae;

(4) a narrative, not to exceed two pages, prepared by the faculty member describing the faculty member's milestone achievements and accomplishments since the last review as well as goals for the next post-tenure review period; and

(5) if there has been a previous PTR, a copy of the narrative submitted as a part of the faculty member's previous PTR.

Items (1) – (2) above should be supplied by the faculty member's department head. Items (3) – (5) above should be supplied by the faculty member.

The PTR Committee may also review:

(6) external reviews, when external reviews are deemed necessary by the PTR Committee in accordance with college bylaws or when external reviews are deemed necessary by the dean of the faculty member's college in accordance with college bylaws. In the event that an external review is not deemed necessary by the PTR Committee or dean, external reviews may be requested by the faculty member undergoing post-tenure review.

When an external review is deemed necessary, or is requested, for a faculty member's post tenure review, the materials to be reviewed for that faculty member (i.e., the materials listed under (1) – (5) above), will be sent to no fewer than three external reviewers. At least two external reviewers must provide written reviews.

The selection of the external reviewers for a faculty member is a collaboration between that faculty member and the PTR Committee conducting the review. The faculty member shall submit to the PTR Committee two lists: one list of no fewer than five names of valid reviewers, and a second list of names of individuals who must be excluded from the external review. Relying on its own counsel and expertise, the PTR Committee will create its own list of no fewer than five valid reviewers.

A valid reviewer is a tenured faculty member at a comparable institution of higher education holding the rank of full Professor and a terminal degree in the same discipline, or sufficiently related discipline, as the faculty member undergoing post-tenure review. Preference should be given to valid reviewers from institutional peers of UTC.

From these two lists, the PTR Committee shall select exactly one name of a valid reviewer from the faculty member's list and two names of valid reviewers from its own list. From this panel of three reviewers, the PTR Committee shall solicit external reviews using a form letter provided by the Provost for this purpose. Each reviewer shall receive the same packet of materials (i.e., the materials listed under (1) – (5) as above), along with clear instructions on timely return of a review to the PTR Committee. Should a reviewer decline to review a candidate for post-tenure review, the PTR Committee may return to the two lists of valid reviewers and select another valid reviewer from whom to solicit a review.

At least two valid external reviewers must supply reviews to the PTR Committee reviewing a candidate for post-tenure review. In the event that two reviews from valid external reviewers cannot be secured, the chair of a PTR Committee may appeal to the Provost for a waiver of this requirement.

The reviews of external reviewers are advisory to the PTR Committee. In its conclusions and report, the PTR Committee should highlight relevant observations made by external reviewers, and describe the role that those observations played in the PTR Committee's conclusions and report.

5. Criteria for Post-Tenure Review

The post-tenure review process should ensure the faculty member has demonstrated continued professional growth and productivity in the areas of teaching, research (including published scholarship and creative achievement), service, and/or clinical care pertinent to his or her faculty responsibilities. The criteria for assessing the faculty member's performance must be consistent with established expectations of the department, college, and UTC and provide sufficient flexibility to consider changes in academic responsibilities and/or expectations. The expectations for faculty performance may differ by college, department, and even among sub-disciplines within a department or program. Those expectations may be commonly-held standards in the discipline or sub-discipline. Those expectations may be stated explicitly in the faculty member's own past annual performance reviews, work assignments, goals or other planning tools (however identified), as well as department or college bylaws, this Handbook (including without limitation this Section 3.4.8.), and in other generally-applicable policies and procedures (for example, fiscal, human resources, safety, research, or information technology policies and procedures).

6. PTR Committee's Conclusions and Report

The PTR Committee is charged to review the faculty member's performance during the review period and to conclude whether the faculty member's performance satisfies the expectations for the faculty member's discipline and academic rank. All conclusions and recommendations shall be adopted upon the vote of a simple majority of the PTR Committee. No member of the PTR Committee may abstain or recuse himself or herself from voting. Based on the judgment of its members, the PTR Committee must conclude either:

That the faculty member's performance satisfies the expectations for the faculty member's discipline and academic rank; or

That the faculty member's performance does not satisfy the expectations for the faculty member's discipline and academic rank.

The committee must report its conclusions and recommendations in writing using a standard format prepared by the Provost, including (a) an enumeration of the vote, (b) the supporting reasons for its conclusion, (c) a dissenting explanation for any conclusion that is not adopted unanimously, (d) an identification of any incongruences observed between the faculty member's performance and his or her annual evaluations, (e) a statement of any additional concerns identified or actions recommended, and (f) if applicable, an identification of areas of extraordinary contribution and/or performance.

The detailed PTR Committee report shall be provided to the faculty member, department head, dean, and Provost.

Faculty members and department heads must have the opportunity to provide a written response to the PTR Committee report. The dean shall either accept or reject the PTR Committee's determination that the faculty member's performance satisfies or does not satisfy the expectations for the faculty

member's discipline and academic rank. The Provost and the Chancellor shall indicate whether or not they concur in the dean's determination. If the PTR Committee report is not unanimous, the dean shall provide the supporting reasons for his or her determination. If the dean, the Provost, or the Chancellor do not concur in a determination, then he or she shall provide the supporting reasons for the non-concurrence. The dean's determination, the Provost's and Chancellor's concurrences, and any written responses of the faculty member and department head will be maintained with the PTR Committee report in UTC Faculty Records and submitted electronically to the University of Tennessee Office of Academic Affairs and Student Success.

7. Appeal

Within thirty (30) days of receipt of the PTR Committee report, the faculty member may appeal any conclusion with which the faculty member disagrees. The procedure for appeal is described in Section 5.3. of this Handbook, except that a final decision on the appeal shall be made within ninety (90) days of the faculty member's appeal, and the decision of the Chancellor on an appeal shall be final and not be appealable to the President.

8. Further Actions

If the PTR Committee concludes that the faculty member's performance has not satisfied the expectations for the faculty member's discipline and rank, a PTR improvement plan must be developed using the same procedures used for the development of an EPPR improvement plan as detailed in Appendix E to UT Policy BT0006.

If the Provost concludes that deficiencies exist in the departmental annual performance review process (including failure of department heads to conduct rigorous annual performance reviews) or other incongruences are observed between the PTR performance review and rankings assigned through the annual performance review process, the Provost must develop a process for addressing the issues.

9. Annual Report to the Board

The Provost shall prepare an annual assessment report of campus post-tenure review processes, procedures and outcomes for submission by the Chancellor to the Board, through the President, no later than June 1 of each year. The report shall include a description of any deficiencies identified in departmental annual performance review processes and the plan for addressing the issues.

Appendix 4.3

**DEPARTMENT OF
SOCIAL, CULTURAL, AND JUSTICE STUDIES**

BY-LAWS

JANUARY 2019

1 INTRODUCTION

These by-laws serve to govern the Department of Social, Cultural, and Justice Studies at the University of Tennessee at Chattanooga. These policies and procedures are considered to be supplemental to the policies and procedures of the College of Arts and Sciences, The University of Tennessee at Chattanooga, the University of Tennessee Board of Trustees, and the laws of the State of Tennessee. Should they conflict, the policies and procedures of these larger bodies will take precedent.

2 MISSION STATEMENT

2.1 Mission of the Department of Social, Cultural, & Justice Studies

- 2.1.1 The department shall have a Mission Statement that expresses its identity, purpose, goals, and vision.
- 2.1.2 The department mission shall be consistent with and reflect the broader mission of the College and University and should include long term and strategic plans.

3 MEETINGS AND DEPARTMENTAL ADMINISTRATION

3.1 Department Meetings

- 3.1.1 The department meeting will be the primary self-governance mechanism of the department.
- 3.1.2 The Department Head will chair department meetings, which will be held monthly during the regular academic year on a day and time in which all voting members can attend, taking into account the faculty's teaching and service commitments.
- 3.1.3 Tenure track/tenured faculty shall be voting members. Full-time non-tenure track faculty with three years consecutive full-time teaching experience in the department shall also be voting members. Emeritus faculty, phased retirement, retired, or adjunct faculty may also be invited to attend but shall not vote. Voting members of the department, who cannot attend due to sabbatical, illness, or scholarly-related travel, may issue a written proxy vote to the department head prior to meetings.
- 3.1.4 Meetings shall be held each month at a regularly scheduled time. Additional meetings may be added as needed. All agenda items must be submitted to the department head at least two weeks prior to the meeting. An agenda will be distributed to the full faculty one week prior to the physical meeting. If major requests need to be addressed within the year, the department head will solicit input from the faculty.
- 3.1.5 A quorum shall be a simple majority (more than half) of the voting faculty.
- 3.1.6 Major requests regarding budget priorities for the department will be distributed to the faculty during the academic year for faculty input prior to submission to the Dean.

- 3.1.7 All voting decisions shall be by simple majority of the voting faculty. Written ballots may be requested.
- 3.1.8 The departmental minutes will be taken by the departmental administrative assistant who will forward the minutes to the Department Head for editing, distribution to, and approval by the faculty. These minutes will be distributed one week prior to meetings.
- 3.1.9. The Associate Department Head is a member of the departmental faculty, who serves at the pleasure of the Department Head, the Dean, the Provost, and the Chancellor, to assist with the administrative operations of the department. The duties of the Associate Department Head include those listed below and other duties assigned as needed by the Department Head. The Department Head will solicit input from faculty regarding selected candidates.
- In consultation with the Department Head and faculty, draft and submit semester course schedules
 - Compile, update, and submit annual assessment data
 - Coordinate, compile information, and assist in writing drafts required for all 5 year reviews of non-accredited programs
 - Represent SCJS Department on university committees, as needed
 - Alert Department Head to staff and/or faculty concerns
 - Assist Department Head in addressing student complaints
 - Coordinate and track GE certification-recertification paperwork for SCJS courses
 - Monitor and coordinate student recruitment efforts and advising with the department advisor and the advising center

3.2 Ad Hoc Committees for Social, Cultural, & Justice Studies

- 3.2.1 Ad Hoc Committees will be created as needed to address departmental needs. Volunteers will be solicited, and the Department Head will appoint the chair of the ad hoc committee.
- 3.2.2 Ad Hoc Committees will consist of voting eligible full-time faculty members and, if applicable, represent all programs within the department.
- 3.2.3 All recommendations shall be brought before the department for simple majority approval. Of those present or those submitting votes by proxy, all voting shall be by simple majority. Upon approval, all decisions will be brought before the departmental faculty for approval.

3.3 Faculty Search Committee

- 3.3.1 All departmental searches will follow the *Faculty Handbook* and University policies and procedures.

- 3.3.2 The Department Head will appoint the chair of the Faculty Search Committee in consultation with the full faculty.
- 3.3.3 The membership of the Faculty Search Committee shall be determined by the tenure track and full-time faculty in conjunction with the Department Head.
- 3.3.4 The Faculty Search Committee shall consist of:
1. At least four departmental faculty with the majority of the committee members having substantive knowledge of the discipline in which the hire will be made in which one committee member will be chosen from within the department but not in the discipline specific field.
 2. The committee will be diverse in terms of characteristics such as rank, gender, race/ethnicity, etc.
 3. When appropriate, additional individuals outside of the department may be added to the committee if the department head and committee believe the addition would enhance the ability of the committee to assess candidate qualifications.
- 3.3.5. The Search Committee in conjunction with the Department Head will examine staffing needs and construct a job posting reflecting the needs of the department. The job posting will be distributed to the entire faculty for review.
- 3.3.6 The search must be in compliance with the policies established by the Office of Equity and Diversity (OEI).

The Department uses the following internal procedures to review candidates: Faculty search committees review all applicant files, rank applicants, and recommend to the Department Head top applicants for consideration. Upon approval by OEI and the Department Head, the selected candidates will be given a video interview. All voting full-time faculty are invited to attend and are encouraged to provide feedback to the Search Committee. Only Search Committee member's rankings will be calculated in the final vote. After the video interviews, the Search Committee Chair will compile the data and present the averaged rankings to the Department Head. The department head then requests approval of the Office of Equity and Diversity and the Dean of the College of Arts and Sciences to contact the preferred candidate(s) and arrange for on-campus interviews.

All full time members of the department will be invited to observe the teaching demonstrations and/or research presentations given by the candidates, and will be invited to meet with each candidate. Members of the Search Committee will solicit feedback from those faculty who have attended complimentary/comparable sessions (i.e., all of the research presentations, or teaching demonstrations) given by all candidates who have been invited to campus. Non-committee faculty should provide feedback to the committee chair.

Committee members are expected to actively participate in the on-campus process if they are to rank prospective candidates. Based on their own observations as well as the feedback received from all other full-time faculty, the Search Committee will discuss and deliberate on the strengths and weaknesses of each of the final candidates and provide the Department Head with their final recommendations.

Based on the Search Committee recommendations, the department head in consultation with the Dean of the College of Arts and Sciences will request approval from the Office of Equity and Inclusion to contact the preferred candidate(s). When the Department Head deviates from the ranking of the search committee, a written explanation must be provided to the members of the search committee.

3.4 Department Head Search Committee

- 3.4.1 All Department Head searches will follow the *Faculty Handbook* and University policies and procedures.
- 3.4.2 The Department Head search will typically be chaired by a Department Head selected by the Dean of the College of Arts and Sciences.
- 3.4.3 After consultation with the Department and its faculty, the Dean selects no fewer than five (5) search committee members from individuals who have been nominated to serve and/or by invitation. Typically, the search for a Department Head is chaired by another Department Head (current or former) from within the College. The Dean should work to ensure that the Department has representation on the search committee from across the various ranks and divisions within the Department. It is not uncommon for search committee membership to include additional leaders from outside the Department (other Department Heads, graduate program coordinators, and the like) as such a search is for a peer, i.e., another department-level leader who understands the complexities, the nuances, and the demands on individuals who hold such positions.
- 3.4.4 The Search Committee in conjunction with the Chair of the Department Head Search Committee will examine staffing needs and construct a job posting reflecting the needs of the department. The job posting will be distributed to the entire faculty for review.
- 3.4.5 For both internal and external searches, standard search procedures will be utilized including interviews. Department Head Search Committee will recommend acceptable candidates to the faculty prior to submitting the nomination to the Dean
The Department Head Search Committee will then recommend a ranked list of acceptable candidates to the Dean.

3.5 Reappointment, Tenure, and Promotion (RTP) Committee

- 3.5.1 The Committee shall consist of all tenured faculty in the department as specified in the *Faculty Handbook* (Chapter 3), unless said individual is serving at the college-level RTP Committee. If needed, additional faculty at the appropriate rank from other departments shall be selected (see Faculty Handbook guidelines).
- 3.5.2 The Committee shall follow the procedures and timetable outlined in the *Faculty Handbook* and University policies and procedures documents.
- 3.5.3 The Committee Chair shall be elected by the tenured faculty to serve for a term of one year. Committee Chairs can be elected to consecutive terms.
- 3.5.4 At the organizational meeting, the Committee shall determine the list of candidates for reappointment, tenure and promotion and request dossiers from those candidates. Dossiers should be submitted in electronic format to the committee chair to be disseminated to the members of the Committee. Candidate dossiers will be reviewed based on the guidelines set by the Faculty Handbook.

- 3.5.5 Consistent with the College of Arts and Sciences and the Faculty Handbook, the Committee will also follow the department external review policies and procedures in evaluating the candidate (see Appendix A).
- 3.5.6 Upon completion of the dossier review, the Committee will call a voting meeting with a quorum present (a simple majority of the Committee membership at or higher than the rank being sought by a candidate). Voting shall be yes or no and shall be by an anonymous, written ballot with ballots being submitted to the RTP chair. Proxy votes are not permissible with the exception of faculty on approved leave by the university. Thus, faculty must be electronically or physically present to vote. Online meetings are permissible and may be scheduled by the RTP Chair when conducting informal evaluations; however, all policies shall remain consistent with traditional RTP Committee meetings. RTP cases occurring within formal years of evaluation must be held in person. Upon conclusion of both formal and informal votes, the RTP Committee shall notify the candidate of the committee's recommendation by letter.

3.6 **Graduate Program Committee**

The Graduate Program Committee shall consist of 3-4 faculty members with the Graduate Coordinator serving as the chair of the committee. Committee members shall make decisions regarding admissions, assistantships, appeals, scholarship awards, and comprehensive exam questions. Further tasks may be assigned as needed.

3.7 **Curriculum Committee**

The Department shall have a standing curriculum committee.

Every discipline will be represented on the committee with 1-2 faculty members depending on the size of the program (considering the number of majors in a program and the need for the criminal justice graduate program to be represented).

Members will serve for a 2-year period.

The Committee will elect the chair.

4 PERFORMANCE EVALUATION

4.1 Performance Evaluation

- 4.1.1 The Department will follow the *Faculty Handbook* and University policies and procedures for performance evaluation.
- 4.1.2 The criteria for EDO evaluations of Exceeds Expectations for Rank, Meets Expectations for Rank, Needs Improvement for Rank, and Unsatisfactory for Rank shall follow *Faculty Handbook* and University policy and procedure guidelines.

5 CRITERIA FOR TENURE AND PROMOTION

5.1 Reappointment, Tenure, and Promotion Committee

- 5.1.1 For tenure and/or promotion, the faculty member considered by the Committee shall meet the criteria presented in Chapter 3 of the *Faculty Handbook*.
- 5.1.2 A tenure request by an Assistant Professor may be accompanied by a request for promotion to Associate Professor. A tenure request by an Associate Professor may be accompanied by a request for promotion to Full Professor. All evidence of teaching, research, and service must be provided to the RTP committee via an electronic dossier.
- 5.1.3 All faculty are subject to the College of Arts and Sciences External Review Policy. Please refer to the policy for guidelines and procedures.

5.2 Reappointment, Tenure, and Promotion: Teaching, Research, Service, & Collegiality

5.2.1 Teaching Requirement for Reappointment, Tenure, and Promotion:

In accordance with the *Faculty Handbook* (Ch. 3), faculty at all ranks must exhibit the established requirements for reappointment, tenure, and promotion. Review of faculty for rank, tenure, and reappointment will be consistent with the policies and timeline established in the *Faculty Handbook*. Consistent with the *Faculty Handbook*, candidates for reappointment will be formally evaluated by the RTP Committee in year 3. In years 1, 2, 4, and 5, portfolios will be submitted to the committee; however, the committee shall only make an informal recommendation to the Department Head. During year 6, tenure-track faculty will be formally evaluated by the RTP Committee; a formal recommendation will be written and made to the Department Head for both tenure and promotion to the rank of Associate Professor.

- 5.2.2 Evidence of successful teaching shall not be limited to student evaluations but will include collegial peer observation and review. Additional evidence to be included in electronic dossier should be consistent with university policy and may include: ability to fill departmental teaching needs, observation of office hours, accessibility to students, course syllabi, teaching in accordance with course syllabi and objectives, assessment of course rigor, involvement with student organizations, integration of technology in the classroom, and directing honors, independent studies, and/or theses. Assistant professors and lecturers are subject to peer observation once an academic year by two tenured faculty chosen by the RTP Committee with Department Head approval. Notice must be given to the faculty member to be evaluated three weeks prior to the observation, and the faculty member

reserves the right to choose the class to be observed. Results are to be provided to the faculty member being reviewed, the RTP Committee, and the Department Head. The Department Head in conjunction with the RTP Committee will determine submission guidelines. Outcomes will be assessed in the annual evaluation. Observational peer reviews must be completed by the spring semester in which they are due.

5.2.3 Research Requirement for Reappointment, Tenure, and Promotion:

For tenure and/or promotion to associate professor, a minimum of four peer-reviewed articles in the field will be expected. For promotion to full professor, a minimum of six peer-reviewed articles since achieving the rank of associate professor is expected. These requirements represent a minimum level and one may not meet departmental standards based on the number of publications alone. Other qualitative factors are important including: quality of the journal, evidence of citations, contribution as lead author, evidence of an ongoing research agenda, and evidence of a regional and national reputation. Quality peer-reviewed publications, including evidence from citation index measurements, are encouraged and are valued above numerous publications of lesser contribution to the discipline. Other evidence of research includes authored books, edited books, monographs, book chapters, evaluation studies, externally funded grants, grant applications, and conference presentations. These accomplishments will be reviewed based upon the quality of the work (including things such as the reputation of the publisher, book reviews, and peer reviews) and the relative contribution to the work (such as lead author, coauthor, or edited volumes). Book revisions, vanity press, or pay for publication books are excluded from consideration.

Evidence of scholarship may be demonstrated by securing external funding. While grant applications alone do not constitute a scholarly agenda, the Department does recognize that it takes substantial time and effort to submit these applications irrespective of a favorable funding decision. External grant applications are encouraged and this type of effort will be acknowledged by the Department with submitted applications recognized as a significant research effort.

5.2.4 Service Requirement for Reappointment, Tenure, and Promotion:

For reappointment, tenure, and promotion, faculty at all ranks are expected to demonstrate clear evidence of service at all levels: university, professional, and community. Evidence of dedication and commitment to the University is measured by participation in the normal operation of the Department, service on University committees, and formal participation in UTC graduation ceremonies (see Appendix B). Evidence of dedication and professional competence to the discipline is measured by, but not limited to, book reviews published in professional journals/newsletters, reviews of manuscripts for academic journals, organizing and/or chairing symposia at professional meetings, serving on an editorial board for a journal, serving as a discussant/chair at professional meetings, or other scholarly professional activity. Evidence of community involvement includes, but is not limited to, serving on community boards/committees, volunteering with discipline-related organizations, conducting interviews at the local, state, and regional levels.

5.2.6 Collegiality Requirement for Reappointment, Tenure, and Promotion:

Consistent with the college-level policy on collegiality, faculty in all ranks are expected to demonstrate the ability to practice good citizenship and relate effectively to students and professional colleagues. Faculty should present themselves in a professional manner within the Department, College, University, discipline, and community.

5.2.7 In accordance with the university faculty handbook, tenure and promotion is linked to the EDO process. Expectations for annual performance are consistent with the University Handbook and the EDO guidelines developed and approved by the department (see Appendix B).

5.2.8 Evaluation of non-tenure track faculty will be in accordance with the Faculty Handbook. Non-tenure track faculty members retain the same rights as tenure track faculty, and as appropriate may participate in departmental activities.

6 TERM LIMITS

6.1 Departmental evaluation of the Department Head will occur at the end of a five year term. All tenured and tenure-track faculty will vote to either support or not support the current Department Head; notification of the committee's recommendation will be made to the Dean by the Chair of the RTP Committee. This recommendation will be sent directly to the Dean for consideration via written communication. If reappointed, the Department Head may serve up to an additional five year period. No one Department Head may serve more than 10 years.

7 CHANGES TO THE BY-LAWS

7.1 These by-laws can be changed by a simple majority vote of the tenure track and non-tenure track full-time faculty.

7.2 By-laws shall be reviewed as necessary for revisions.

*The term, Faculty Handbook, implies a reference to the current *UTC Faculty Handbook*.

Appendix A

External Review Process

As stated in the Faculty Handbook, “The purpose of the external review is *not* to make a recommendation regarding tenure/promotion but to provide an objective evaluation of the faculty member's record to date in the three performance areas of teaching, research, and service.” See Section 3.10.4 of the Faculty Handbook for related information.

In keeping with the Faculty Handbook, the College requires that the review of dossiers for tenure and promotion must include reviews by at least two (2) external reviewers. Should fewer than two (2) external reviews be returned by the end of this process, the chair of the departmental RTP Committee will note the efforts made to solicit reviewers and their reviews.

Prior to October 8th in the year that a tenure-eligible faculty member applies for tenure and/or promotion, the faculty member will provide the departmental RTP Committee with a dossier (hard copy or electronic) that documents evidence of effectiveness in the “three performance areas of teaching, research, and service.”

The departmental RTP Committee and the candidate for tenure and/or promotion should collaborate to generate a list of appropriate reviewers. In doing so, the candidate will provide a list of potential external reviewers, no fewer than four (4), that the departmental RTP Committee will review. Each potential reviewer should be identified by name, title, institution, and be accompanied by a brief rationale for her or his selection. The departmental RTP Committee will choose at least two (2) reviewers from the faculty member's list. The Committee will then generate a list of potential external reviewers, no fewer than four (4), that the faculty member will review. Each potential reviewer should be identified by name, title, institution, and be accompanied by a brief rationale for her or his selection. From the Committee's list, the candidate will choose no fewer than two (2) reviewers. No fewer than four (4) external reviewers remain at this point.

By November 1st, the chair of the departmental RTP Committee, in collaboration with the Department Head, will solicit via email a minimum of four (4) and a maximum of seven (7) external reviewers using a “neutral” template letter supplied by the College. (In the event that the Department Head is being evaluated for tenure and/or promotion, the cover letter will be sent by the chair of the departmental RTP Committee and the Dean of the College.) Should some of the selected reviewers decline, the Committee would go back to the two lists and continue the process until at least three (3) reviewers agree to submit an external review of the candidate's materials. Reviewers will then be provided with the candidate's dossier and they will be asked to supply two things by no later than January 15th: 1) a one-to-two page letter of evaluation, and 2) a copy of their curriculum vitae.

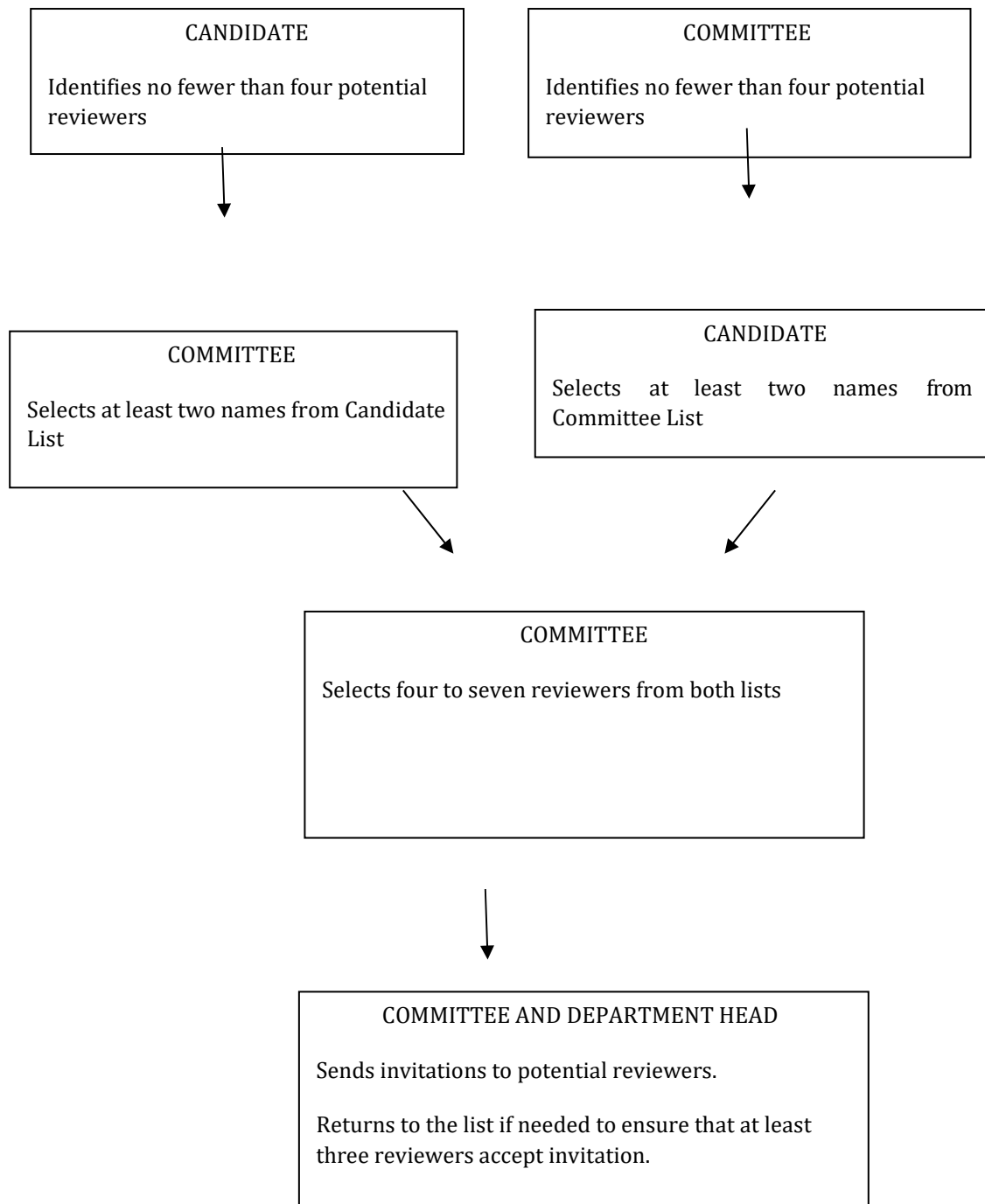
External reviewers should be selected based on the following guidelines.

- Reviewers should be tenured and at or above the rank that the candidate seeks.
- Reviewers should be at a peer institution, an aspirant peer institution, or an institution that is universally recognized as excellent.
- Reviewers should not have had a working relationship with the candidate (dissertation director, chairperson, co-author, etc.). That is, there should be no conflict of interest with the candidate.
- Reviewers should not be in contact with the candidate about the review process from the time that they accept the external review assignment. The candidate should also not attempt to contact the external reviewer.

Candidates must not contact external reviewers during the review process. In the event that the external reviewers should be contacted during the review process – for example, to clarify procedures or deadlines – only the chair of the departmental RTP Committee or the Department Head may contact the reviewers. In the event that the Department Head is being evaluated for tenure or promotion, the chair of the departmental RTP Committee or the Dean will communicate with the external reviewers.

External reviews will be delivered directly to the chair of the departmental RTP Committee.

FLOW CHART FOR EXTERNAL REVIEW PROCESS





CONCLUSION

A minimum of two external reviews must be completed to be included in the review process.

Appendix B

Teaching and Advisement

Required activities for Meets Expectations

Departmental members who have met the activities below should be awarded a standard EDO rating of "Meets Expectations":

- Demonstrate satisfactory teaching that encompasses and is informed by student and/or peer evaluation
- Teach courses in accordance with the syllabus, including such characteristics as:
 - Specifying (and following) appropriate, measurable student learning outcomes, including clear descriptions of assessment strategies
 - Selecting teaching materials which are appropriate to the course description and reflect current developments in the discipline or field
 - Meeting classes as scheduled
 - Submitting syllabi that follow UTC guidelines
- Share in the responsibility for advising students, according to departmental arrangements for accurate advisement

Additionally, faculty members are expected to:

- Hold regular (scheduled) office hours and respond in a timely manner to student inquiries
- Submit midterm and final grades on time
- Submit orders for course materials (i.e., books, textbooks) by due dates, or at the very least inform the bookstore that course materials are being researched

Isolated incidences of not meeting items on this second list of expectations should not be used as a reason for denying an EDO rating of meeting expectations. However, consistent failure to engage in these activities could be used as justifying for denying a "meets expectations" rating.

Representative elements for Exceeds Expectations

The following are activities that could demonstrate exceptional activity, going above and beyond the expectations of the department, but may not represent an exhaustive list.

Tier 1: Rare occurrence; high effort/time – could stand alone as evidence of exceptional EDO rating

- Prepare a new course or change a course modality
- Receive regional, national, or international teaching and/or advising award
- Chair Thesis Committee

Tier 2: Medium effort/time – could support, with other tier 2 or 3 activities, awarding of an exceptional EDO rating

- Attain superior (consistently above department averages) student evaluations on university-level questions with open comments provided by students that underscore excellent teaching
- Receive a departmental or college teaching and/or advising award
- Serve on Thesis and/or Ph.D. Dissertation Committee
- Direct Departmental Honors Thesis and/or student research project(s)

- Receive an internal university teaching and/or advising award

Tier 3: Common occurrence; low effort/time – could be supplemental for consideration of exceptional EDO rating

- Grade Comprehensive Exams
- Engage and actively mentor students outside of regularly scheduled class meeting times and office hours

Direct an undergraduate Individual Studies

- Participate in pedagogy-related professional development activities

Research, Scholarship, and Creative Activities

Required activities for Meets Expectations

A member of the department has met expectations in this area if they are able to demonstrate active progress on some research endeavor that is likely to result in one or more peer-reviewed publications. Examples of activities that would demonstrate such progress include things like:

- Writing a literature review
- Designing a survey or other data collection instrument
- Collecting data
- Analyzing data
- Attending and/or presenting at a conference
- Apply for and/or receive a department, college, or university travel grant
- Participating in a roundtable discussion or workshop
- Preparing and submitting a manuscript for publication (which can include articles, book chapters, book reviews, books, etc.)
- Submitting an application for funding

For pre-tenure faculty, it is important to recognize that efforts to meet expectations in this category should be done in consultation with departmental tenure expectations; in accordance with department bylaws, "a minimum of four peer-reviewed articles" is ultimately expected.

Representative elements for Exceeds Expectations

Authoring a published (peer-reviewed) article, book chapter, or book, or editing a book collection or reference work represents a significant achievement in terms of research and scholarship. However, given the diverse disciplinary (and even sub-disciplinary) standards that make up the department, it is impossible to firmly articulate which publications qualify as Tier 1 and which as Tier 2. As such, any of these sorts of publications (complete citations required) would qualify for Tier 1 or Tier 2 status based upon disciplinary expectations of significance.

The following are other activities that could demonstrate exceptional activity, going above and beyond the expectations of the department.

Tier 1: Rare occurrence; high effort/time – could stand alone as evidence of exceptional EDO rating

- Publish multiple peer-reviewed publications
- Receive an award from professional regional, national, or international organization
- Present a keynote lecture at professional association (discipline-related) event
- Receive a substantial national grant

Tier 2: Medium effort/time – could support, with other tier 2 or 3 activities, awarding of an exceptional EDO rating

- Receive an external research grant
- Receive an internal university research award

Tier 3: Common occurrence; low effort/time – could be supplemental for consideration of exceptional EDO rating

- Receive an internal research grant
- Author a published (peer-reviewed) encyclopedia entry or book review (complete citations required)

Service to the University, Profession, and Community

Required activities for Meets Expectations

Members of the department are expected to engage in meaningful, discipline-related service in at least two of four broad areas: service to the department, the college/university, the profession, and the community. When necessary, service to the department should take priority over other areas of service.

Since forms of service occur in a wide variety of ways, the lists below indicate common representative activities, but are by no means exhaustive. Other activities – and their exact configuration across the areas – should be determined in consultation between the faculty member and the department head. Additionally, recognizing that some forms of service require greater time commitments than others, care should be taken that more intensive service activities in one area be balanced with less-intensive activities in another area.

In addition to meaningful, discipline-related service in at least two of the four broad areas, faculty members are expected to contribute positively to the overall department and university culture by engaging in certain other activities¹, including:

- Regularly attending department faculty meetings
- Being an active and regular participant in departmental activities (e.g., lectures, award banquets, alumni receptions, etc.), as able
- Attending university and college-wide faculty meetings, as able
- Attending commencement

Examples of Service to the Department

- Serve on departmental committee(s), including attending meetings and reviewing relevant material prior to meetings

Examples of Service to the College and/or University

- Review grant proposals for campus funding opportunities
- Serve on university committee(s)

Examples of Service to the Profession

- Serve on committee of professional national or international organization
- Review manuscript(s) for a journal or press
- Review grant proposals for regional or national funding agencies
- Organize panel, chair session, or serve as discussant at professional meeting

Examples of Service to the Community

- Serve the community at the local, regional, or national level in a manner that matches the faculty member's area of expertise

¹ Consistent failure to meet these expectations could justify a rating of Needs Improvement. However, isolated incidences of missing these activities should not alone be used as a reason for denying an EDO rating of meeting expectations.

Representative elements for Exceeds Expectations

The following are activities that could demonstrate exceptional activity, going above and beyond the expectations of the department. Note that a faculty member must first meet expectations as outlined above before they may be considered for having exceeded expectations.

Tier 1: Rare occurrence; high effort/time – could stand alone as evidence of exceptional EDO rating

- Serve as editor of a professional journal
- Serve as Coordinator for professional discipline-related conference (regional or national) or for a major sub-theme of a conference
- Chair time-intensive, departmental, college, university, or community committee

Tier 2: Medium effort/time – could support, with other tier 2 or 3 activities, awarding of an exceptional EDO rating

- Engage in time-intensive special service to department, university, or community (e.g., SACS review process, Strategic Planning, etc.)
- Serve on Faculty Senate or another time-intensive university or community committee
- Serve as officer or on a time-intensive committee in professional or community organization
- Reviewing multiple grant proposals and/or manuscripts

Tier 3: Common occurrence; low effort/time – could be supplemental for consideration of exceptional EDO rating

- Serve as Marshal for commencement
- Regularly participate in student recruitment and retention activities (e.g., Fall Visitation Day, meeting with prospective students, Read2Achieve, "First Class" meetings, etc.)

Appendix 6.1

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on this ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

	Responsible Person	Date							
			Current Month	Budget	Commitments	YTD Actuals	Remaini		
Faculty Salaries			360.00	634,770	567,174.24		67,595.		
Clerical, Technical, Maintenance Salaries			360.00	29,058	12,192.00	360.00	16,506.		
TOTAL SALARIES & WAGES			360.00	663,828	579,366.24	360.00	84,101.		
BENEFITS/LONGEVITY CENTRALLY FUNDED									
Travel				8,485			8,485.		
Media Processing			35.66	3,410		35.66	3,374.		
Communication			2.87	1,787		2.87	1,784.		
Maintenance & Repairs				650			650.		
Professional Services & Memberships				465			465.		
Supplies			1.39	8,103		1.39	8,101.		
Contractual & Special Services				1,100			1,100.		
Other Services & Expenditures				4,000			4,000.		
TOTAL OPERATING & EQUIPMENT			39.92	28,000		39.92	27,960.		
TOTAL YEAR-TO-DATE COSTS			399.92	691,828	579,366.24	399.92	112,061.		

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on the ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

	Responsible Person		Date		
	Current Month	Budget	Commitments	YTD Actuals	Remaini
Faculty Salaries	8,657.50	832,444	739,438.22	8,657.50	84,348.
Professional Salaries		35,000			35,000.
Clerical, Technical, Maintenance Salaries	853.76	27,747	27,106.88	853.76	213.
TOTAL SALARIES & WAGES	9,511.26	895,191	766,545.10	9,511.26	119,134.
BENEFITS/LONGEVITY CENTRALLY FUNDED					
Travel	506.20	18,138	57.65	506.20	17,574.
Media Processing	23.73	1,900		23.73	1,876.
Communication	1.42	1,600		1.42	1,598.
Maintenance & Repairs		600			600.
Supplies	776.20	6,762		776.20	5,985.
Rentals & Insurance		75			75.
Contractual & Special Services		425			425.
Other Services & Expenditures	1,307.55	2,012			2,012.
TOTAL OPERATING & EQUIPMENT		31,512	57.65	1,307.55	30,146.
TOTAL YEAR-TO-DATE COSTS	10,818.81	926,703	766,602.75	10,818.81	149,281.

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on this ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

	Current Month	Budget	Commitments	YTD Actuals	Remaini
Faculty Salaries	6,658.33	1,646,938	1,202,657.51	6,658.33	437,622.
Professional Salaries	3,004.17	36,051	33,045.87	3,004.17	0.
Clerical, Technical, Maintenance Salaries	771.84	63,834	32,803.20	771.84	30,258.
TOTAL SALARIES & WAGES	10,434.34	1,746,823	1,268,506.58	10,434.34	467,882.
BENEFITS/LONGEVITY CENTRALLY FUNDED					
Travel		26,623	73.17		26,549.
Media Processing	31.29	5,310		31.29	5,278.
Communication	7.54	3,387		7.54	3,379.
Maintenance & Repairs		1,250			1,250.
Professional Services & Memberships		465			465.
Supplies	2.46	12,387		2.46	12,384.
Rentals & Insurance		75			75.
Contractual & Special Services		1,525			1,525.
Other Services & Expenditures		10,488			10,488.
TOTAL OPERATING & EQUIPMENT	41.29	61,510	73.17	41.29	61,395.
TOTAL YEAR-TO-DATE COSTS	10,475.63	1,808,333	1,268,579.75	10,475.63	529,277.

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on this ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

	Responsible Person	Date	Current Month	Budget	Commitments	YTD Actuals	Remaini
Faculty Salaries			7,158.33	1,656,355	1,519,346.07	7,158.33	129,850.
Professional Salaries			3,004.17	36,051	33,045.87	3,004.17	0.
Clerical, Technical, Maintenance Salaries			877.20	49,047	48,103.20	877.20	66.
TOTAL SALARIES & WAGES			11,039.70	1,741,453	1,600,495.14	11,039.70	129,918.
BENEFITS/LONGEVITY CENTRALLY FUNDED							
Travel				26,623	772.51		25,850.
Media Processing			43.47	5,310		43.47	5,266.
Communication			5.12	3,387		5.12	3,381.
Maintenance & Repairs				1,250			1,250.
Professional Services & Memberships				465			465.
Supplies			3.42	13,716	4,945.00	3.42	8,767.
Rentals & Insurance				75			75.
Contractual & Special Services				1,525			1,525.
Other Services & Expenditures				18,488			18,488.
TOTAL OPERATING & EQUIPMENT			52.01	70,839	5,717.51	52.01	65,069.
TOTAL YEAR-TO-DATE COSTS			11,091.71	1,812,292	1,606,212.65	11,091.71	194,987.

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on this ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

Responsible Person _____ Date _____

	Current Month	Budget	Commitments	YTD Actuals	Remaini
Faculty Salaries	22,474.38	1,704,849	1,667,116.28	22,474.38	15,258.
Professional Salaries	4,114.08	40,794	38,478.88	4,114.08	1,798.
Clerical, Technical, Maintenance Salaries	2,984.40	51,730	49,725.20	2,984.40	979.
TOTAL SALARIES & WAGES	29,572.86	1,797,373	1,755,320.36	29,572.86	12,479.
BENEFITS/LONGEVITY CENTRALLY FUNDED					
Travel		26,623	359.48		26,263.
Media Processing	58.99	5,460		58.99	5,401.
Communication	5.63	3,537		5.63	3,531.
Maintenance & Repairs		1,250			1,250.
Professional Services & Memberships		465			465.
Supplies		13,716			13,716.
Rentals & Insurance		75			75.
Contractual & Special Services	599.60-	1,525		599.60-	2,124.
Other Services & Expenditures		18,488			18,488.
TOTAL OPERATING & EQUIPMENT	534.98-	71,139	359.48	534.98-	71,314.
TOTAL YEAR-TO-DATE COSTS	29,037.88	1,868,512	1,755,679.84	29,037.88	83,794.

B U D G E T vs A C T U A L S S U M M A R Y

In accordance with university policy, I have reviewed the charges shown on this ledger and either verified their accuracy and appropriateness to this program identified and reported discrepancies for correction through proper channels.

Responsible Person _____ Date _____

	Current Month	Budget	Commitments	YTD Actuals	Remaini
Faculty Salaries	11,186.03	1,710,433	1,180,550.65	11,186.03	518,696.
Professional Salaries	3,498.08	41,977	38,478.88	3,498.08	0.
Clerical, Technical, Maintenance Salaries	3,586.80	62,172	59,062.64	3,586.80	477.
TOTAL SALARIES & WAGES	18,270.91	1,814,582	1,278,092.17	18,270.91	518,218.
BENEFITS/LONGEVITY CENTRALLY FUNDED					
Travel		26,623	107.48		26,515.
Media Processing	81.68	5,460		81.68	5,378.
Communication	38.45	3,537		38.45	3,498.
Maintenance & Repairs		1,250			1,250.
Professional Services & Memberships		465			465.
Supplies		13,716	259.00		13,457.
Rentals & Insurance		75			75.
Contractual & Special Services		1,525			1,525.
Other Services & Expenditures		18,488			18,488.
TOTAL OPERATING & EQUIPMENT	120.13	71,139	366.48	120.13	70,652.
TOTAL YEAR-TO-DATE COSTS	18,391.04	1,885,721	1,278,458.65	18,391.04	588,871.

Data as of 09/23/2019
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 Run by CNF311

UNIVERSITY OF TENNESSEE
 Fiscal Year 2015
 Period 1..16

Budget Version 0
 Fund E041076 Social, Cultural, & Justice Strds
 Funds Center *
 Commitment Item ALL_OI_AND_BENS All Commitment Items (w/ benefits)
 Functional Area *

	Overall Budget	Total Encumber	Total Actuals	Budget Variance	Enc. Pur Ord.	Enc:Punds_Req	Enc: Parked	Enc: Rsv. Trap	Ad. Pr. Postings	ACT CO Post
412100 Faculty Salaries		788,497.32	788,497.32						788,497.32	
412200 Faculty Extra Service		5,760.00	5,760.00						5,760.00	
412400 Faculty Longevity Pay		19,600.00	19,600.00						19,600.00	
* Total Faculty Sal. (6 Long.)		813,857.32	813,857.32						813,857.32	
416100 Cler/Tech/Maint Sal		27,237.80	27,237.80						27,237.80	
416200 Cler/Tech/Maint Ovtm		345.00	345.00						345.00	
416240 Cler/Tech/Maint Addl		1,400.00	1,400.00						1,400.00	
416400 Cler/Tech/Maint Ingv		700.00	700.00						700.00	
* Total Cler.Tech.Maint Sal&In		28,992.80	28,992.80						28,992.80	
** Total Salaries		842,850.12	842,850.12						842,850.12	
421100 Ret Contrib-Ord/B		52,286.32	52,286.32						52,286.32	
421140 Ret Contrib-Ord/Bybr		4,500.00	4,500.00						4,500.00	
421200 Ret Contrib-Stats		27,542.82	27,542.82						27,542.82	
421400 Soc Sec Contrib		61,900.21	61,900.21						61,900.21	
421500 Unemployment Comp		361.02	361.02						361.02	
421600 Workers Compensation		2,217.49	2,217.49						2,217.49	
421700 Ret Contrib-Ord/A		21,228.90	21,228.90						21,228.90	
421800 Soc Sec Contrib Flex		2,613.04	2,613.04						2,613.04	
422100 Group Insurance		115,111.81	115,111.81						115,111.81	
422400 401-K Matching		4,500.00	4,500.00						4,500.00	
*** TOTAL STAFF BENEFITS		292,261.61	292,261.61						292,261.61	
*** Total Salaries & Benefits		1,135,111.73	1,135,111.73						1,135,111.73	
431100 Travel In-State		1,111.75	1,111.75						1,111.75	
431200 Travel Out-Of-State		6,801.03	6,801.03						6,801.03	
431500 Travel International		996.52	996.52						996.52	
** Total Travel		8,909.30	8,909.30						8,909.30	
432100 Mtr V Oper-Local/Trk		1,820.38	1,820.38						1,820.38	
432200 Motor Vehicle Oper		1,820.38	1,820.38						1,820.38	
433100 Printing		424.41	424.41						424.41	
433200 Duplicating		633.71	633.71						633.71	
433400 Publications/Reports		702.16	702.16						702.16	
** Total Media Processing		1,760.28	1,760.28						1,760.28	
435100 Postage		43.20	43.20						43.20	
435300 Telephones		4,038.00	4,038.00						4,038.00	
** Total Communication		4,081.20	4,081.20						4,081.20	
436100 Maintenance & Repairs		25.00	25.00						25.00	
** Total Maintenance, Repair		25.00	25.00						25.00	
437400 Instt Mbr.Fees/Dues		675.00	675.00						675.00	
** Total Prof Svc,Memberships		675.00	675.00						675.00	
439100 Operating Supplies		11,514.86	11,514.86						11,514.86	
439400 Sensitive Min Equip										
** Total Supplies		11,514.86	11,514.86						11,514.86	
446200 Group Arranged Events		966.98	966.98						966.98	
446500 Oth Univ Departments		1,495.85	1,495.85						1,495.85	
446800 Seminar/Cont Reg Fee		916.00	916.00						916.00	
** Total Contract, Spec Svc		3,378.83	3,378.83						3,378.83	
*** Total Operating		32,164.85	32,164.85						32,164.85	
**** Commitment Item Total		1,167,276.58	1,167,276.58						1,167,276.58	

Data as of 09/23/2019
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UNIVERSITY OF TENNESSEE

Fiscal Year 2016
 Period 1..16

Budget Version 0

Fund E041076 Social, Cultural, & Justice Stds

Funds Center *

Commitment Item ALL_C1_AWD_BENE All Commitment Items (w/ Benefits)

Functional Area *

	Overall Budget	Total Encumber	Total Actuals	Budget Variance	Enc. Pur. Ord.	Enc. Funds Res.	Enc. Parked FI	Enc. Buf. 7.1.16	Net. P. Postings	Net. CO. Post.
412100 Faculty Salaries			816,988.98	816,988.98-					816,988.98	
412200 Faculty Extra Services			3,860.00	3,860.00-					3,860.00	
412400 Faculty Longevity Pay			19,000.00	19,000.00-					19,000.00	
* Total Faculty Sal. (& Long.)			839,848.98	839,848.98-					839,848.98	
414100 Professional Salaries			32,083.37	32,083.37-					32,083.37	
* Total Professional Sal. & Lon			32,083.37	32,083.37-					32,083.37	
416100 Cler/Tech/Maint Sal			29,581.31	29,581.31-					29,581.31	
416400 Cler/Tech/Maint Ingv			800.00	800.00-					800.00	
* Total Cler,Tech,Maint Sal&Lon			30,381.31	30,381.31-					30,381.31	
** Total Salaries			902,313.66	902,313.66-					902,313.66	
421100 Ret Contrib-Orp/B			53,304.76	53,304.76-					53,304.76	
421140 Ret Contrib-Orp/Hvbr			11,909.98	11,909.98-					11,909.98	
421200 Ret Contrib-Statc			21,680.87	21,680.87-					21,680.87	
421400 Soc Sec Contrib			66,202.70	66,202.70-					66,202.70	
421500 Unemployment Comp			360.12	360.12-					360.12	
421600 Workers Compensation			2,247.07	2,247.07-					2,247.07	
421700 Ret Contrib-Orp/A			22,356.30	22,356.30-					22,356.30	
421800 Soc Sec Contrib Flex			2,824.28	2,824.28-					2,824.28	
422100 Group Insurance			128,685.26	128,685.26-					128,685.26	
** TOTAL STAFF BENEFITS			4,950.01	4,950.01-					4,950.01	
*** Total Salaries & Benefits			314,521.35	314,521.35-					314,521.35	
431100 Travel In-State			908.20	908.20-					908.20	
431200 Travel Out-Of-State			7,375.57	7,375.57-					7,375.57	
431300 Mtr V Oper-Trvl In			75.64	75.64-					75.64	
431400 Mtr V Oper-Trvl Out			298.22	298.22-					298.22	
431500 Travel International			3,997.98	3,997.98-					3,997.98	
** Total Travel			12,855.61	12,855.61-					12,855.61	
432100 Mtr V Oper-Local/Trk			1,541.40	1,541.40-					1,541.40	
** Total Motor Vehicle Oper			1,541.40	1,541.40-					1,541.40	
433100 Printing			357.35	357.35-					357.35	
433200 Duplicating			685.26	685.26-					685.26	
433400 Publications/Reports			519.30	519.30-					519.30	
** Total Media Processing			1,561.91	1,561.91-					1,561.91	
435100 Postage			76.76	76.76-					76.76	
435300 Telephone			4,031.40	4,031.40-					4,031.40	
** Total Communication			4,108.16	4,108.16-					4,108.16	
439100 Operating Supplies			13,021.39	13,021.39-					13,021.39	
** Total Supplies			13,021.39	13,021.39-					13,021.39	
442100 Insurance			200.00	200.00-					200.00	
** Total Insur & Interest			200.00	200.00-					200.00	
446200 Group Arranged Events			227.29	227.29-					227.29	
446500 3-sec Commercial Svcs			1,165.53	1,165.53-					1,165.53	
446600 0-sec Univ Departments			50.00	50.00-					50.00	
446700 Other Personal Svcs			1,861.03	1,861.03-					1,861.03	
** Total Contract, Spec Svc			3,303.85	3,303.85-					3,303.85	
449200 Entertainment										
*** Total Other Serv & Exp										
**** Total Operating			36,392.32	36,392.32-					36,392.32	

OVERALL BUDGET VS. ACTUALS
 ZFN_RCS002 by Commitment Item

Data as of 09/23/2019

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UNIVERSITY OF TENNESSEE

Fiscal Year 2017

Period 1..16

Budget Version 0

Fund EQ41076 Social, Cultural, & Justice Stds

Funds Center *

Commitment Item ALL CI AND BENEF

Functional Area *

All Commitment Items (w/ benefits)

	Overall Budget	Total Encumbr.	Total Actuals	Budget Variance	Enc. Pur Ord.	Enc Funds Req	Enc Parked FI	Enc. Bus. Trns	Act P. Postng	Act CO Post.
412100 Faculty Salaries			1,592,395.31	1,592,395.31-					1,592,395.31	
412200 Faculty Extra Service			11,160.00	11,160.00-					11,160.00	
412400 Faculty Longevity Pay			29,500.00	29,500.00-					29,500.00	
* Total Faculty Sal. (6 Long.)			1,633,055.31	1,633,055.31-					1,633,055.31	
413100 CPA, GA, GRA Salaries			194.75	194.75-					194.75	
* Total GTA, GA, GRA Sal.			194.75	194.75-					194.75	
413100 Professional Salaries			36,050.04	36,050.04-					36,050.04	
* Total Professional Sal. & Lon			36,050.04	36,050.04-					36,050.04	
416100 Cler/Tech/Maint Sal			46,985.04	46,985.04-					46,985.04	
416210 Cler/Tech/Maint Addl			1,200.00	1,200.00-					1,200.00	
416400 Cler/Tech/Maint Longy			900.00	900.00-					900.00	
* Total Cler, Tech, Maint Sal/Lon			49,085.04	49,085.04-					49,085.04	
** Total Salaries			1,718,385.14	1,718,385.14-					1,718,385.14	
421100 Ret Contrib-Orp/S			87,844.73	87,844.73-					87,844.73	
421140 Ret Contrib-Orp/Sybr			17,498.74	17,498.74-					17,498.74	
421200 Ret Contrib-State			62,846.37	62,846.37-					62,846.37	
421240 Ret Contrib-State By			1,276.45	1,276.45-					1,276.45	
421250 Retire-RCSS By 401K			5,963.07	5,963.07-					5,963.07	
421270 Ret Contrib-St By SM			3,122.51	3,122.51-					3,122.51	
421400 Soc Sec Contrib			124,086.84	124,086.84-					124,086.84	
421500 Unemployment Comp			661.61	661.61-					661.61	
421500 Workers Compensation			4,293.77	4,293.77-					4,293.77	
421700 Ret Contrib-Orp/A			23,281.22	23,281.22-					23,281.22	
421800 Soc Sec Contrib Flex			6,106.95	6,106.95-					6,106.95	
422100 Group Insurance			252,873.35	252,873.35-					252,873.35	
422180 RSA State Contrib										
422400 401-K Matching										
** TOTAL STAFF BENEFITS			13,283.33	13,283.33-					13,283.33	
*** Total Salaries & Benefits			603,138.94	603,138.94-					603,138.94	
431100 Travel In-State			2,321,524.08	2,321,524.08-					2,321,524.08	
431200 Travel Out-Of-State			3,460.73	3,460.73-					3,460.73	
431300 Mtr V Oper-Tryl In			16,445.50	16,445.50-					16,445.50	
431400 Mtr V Oper-Tryl Out			345.76	345.76-					345.76	
431500 Travel Informational			259.90	259.90-					259.90	
** Total Travel			1,038.94	1,038.94-					1,038.94	
482100 Mtr V Oper-Local/Trck			21,550.83	21,550.83-					21,550.83	
** Total Motor Vehicle Oper			661.93	661.93-					661.93	
433100 Printing			3,063.07	3,063.07-					3,063.07	
433200 Duplicating			2,334.08	2,334.08-					2,334.08	
** Total Media Processing			5,397.15	5,397.15-					5,397.15	
435100 Postage			174.71	174.71-					174.71	
435300 Tel/cpb/phone			7,742.00	7,742.00-					7,742.00	
** Total Communication			7,916.71	7,916.71-					7,916.71	
437400 Inflat Mtr Fees/Dues			163.00	163.00-					163.00	
437500 Legal/Prof Fees			47.10	47.10-					47.10	
** Total Prof Svcs/Memberships			210.10	210.10-					210.10	
439100 Operating Supplies			32,795.89	32,795.89-					32,795.89	
439400 Sensitive Min Equip			329.26	329.26-					329.26	
** Total Supplies			33,125.15	33,125.15-					33,125.15	
442100 Insurance			150.00	150.00-					150.00	

**	Total Insur & Interest		150.00	150.00-				150.00
	446200 Group Arranged Events		2,030.36	2,030.36-				2,030.36
	446500 Spec Commercial Svcs		100.00	100.00-				100.00
	446600 Oth Univ Departments		5,319.87	5,319.87-				5,319.87
	446800 Seminar/Conf Reg Fees		6,055.00	6,055.00-				6,055.00
**	Total Contrac.,Spec Svc		13,505.23	13,505.23-				13,505.23
	449200 Entertainment		683.11	683.11-				683.11
**	Total Other Serv & Exp		683.11	683.11-				683.11
***	Total Operating		83,200.21	83,200.21-				83,200.21
****	Commitment Item Total		2,404,724.29	2,404,724.29-				2,404,724.29

Data as of 09/23/2019
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UNIVERSITY OF TENNESSEE
 Fiscal Year 2018

Period 1..16

Budget Version 0

Fund E041076 Social, Cultural, & Justice Stds

Funds Center *

Commitment Item ALL_CU_AND_HERE

Functional Area *

All Commitment Items (w/ benefits)

	Overall Budget	Total Encumbr	Total Actuals	Budget Variance	Enc: Pur Ord	Enc: Funds Req	Enc: Parked Y	Enc: Bus. Trip	Acct: Postings	Net CO Post
412100 Faculty Salaries			1,640,119.32	1,640,119.32-					1,640,119.32	
412200 Faculty Extra Services			1,140.00-	1,140.00-					1,140.00-	
412400 Faculty Longevity Pay			28,600.00	28,600.00-					28,600.00	
* Total Faculty Sal. (& Long.)			1,667,579.32	1,667,579.32-					1,667,579.32	
414100 Professional Salaries			40,793.88	40,793.88-					40,793.88	
414400 Professional Ingvty			300.00	300.00-					300.00	
* Total Professional Sal. & Lon			41,093.88	41,093.88-					41,093.88	
415100 Cler/Tech/Maint Sal			48,868.60	48,868.60-					48,868.60	
416400 Cler/Tech/Maint Ingvty			1,000.00	1,000.00-					1,000.00	
* Total Cler,Tech,Maint Sal&Lon			49,868.60	49,868.60-					49,868.60	
** Total Salaries			1,758,541.80	1,758,541.80-					1,758,541.80	
421100 Ret Contrib-Orp/B			88,923.90	88,923.90-					88,923.90	
421140 Ret Contrib-Orp/Hybr			18,458.41	18,458.41-					18,458.41	
421200 Ret Contrib-State			74,404.94	74,404.94-					74,404.94	
421240 Ret Contrib-State Hy			2,243.52	2,243.52-					2,243.52	
421250 Retire-Tech8 By 401K			9,605.36	9,605.36-					9,605.36	
421270 Ret Contrib-St Ry ER			4,609.08	4,609.08-					4,609.08	
421400 Soc Sec Contrib			128,760.26	128,760.26-					128,760.26	
421500 Unemployment Comp			574.92	574.92-					574.92	
421600 Workers Compensation			4,420.07	4,420.07-					4,420.07	
421700 Ret Contrib-Orp/A			26,561.25	26,561.25-					26,561.25	
421800 Soc Sec Contrib Flex			6,296.14	6,296.14-					6,296.14	
422100 Group Insurance			273,467.89	273,467.89-					273,467.89	
422400 HSA State Contrib										
422400 401-K Matching			13,176.49	13,176.49-					13,176.49	
** TOTAL STAFF BENEFITS			651,502.23	651,502.23-					651,502.23	
*** Total Salaries & Benefits			2,410,044.03	2,410,044.03-					2,410,044.03	
431100 Travel In-State			3,552.11	3,552.11-					3,552.11	
431200 Travel Out-Of-State			17,305.81	17,305.81-					17,305.81	
431300 Mtr V Oper-Trvl In			95.17	95.17-					95.17	
431400 Mtr V Oper-Trvl Out			72.23	72.23-					72.23	
431500 Travel International			2,026.76	2,026.76-					2,026.76	
** Total Travel			23,052.08	23,052.08-					23,052.08	
432100 Mtr V Oper-Local/Trk			414.66	414.66-					414.66	
** Total Motor Vehicle Oper			414.66	414.66-					414.66	
433100 Printing			2,081.33	2,081.33-					2,081.33	
433200 Duplicating			2,660.99	2,660.99-					2,660.99	
** Total Media Processing			4,742.32	4,742.32-					4,742.32	
435100 Postage			120.72	120.72-					120.72	
435300 Telephone			8,494.00	8,494.00-					8,494.00	
** Total Communication			8,614.72	8,614.72-					8,614.72	
437500 Legal/Prof Fees			145.95	145.95-					145.95	
** Total Prof Svc,Memberships			145.95	145.95-					145.95	
439100 Operating Supplies			37,887.33	37,887.33-					37,887.33	
439400 Sensitive Min Equip			4,945.00	4,945.00-					4,945.00	
** Total Supplies			42,832.33	42,832.33-					42,832.33	
442100 Insurance			173.00	173.00-					173.00	
** Total Insur & Interest			173.00	173.00-					173.00	
446200 Group Arranged Events										
446500 Spec Commercial Svcs			1,210.67	1,210.67-					1,210.67	

446600 Oth Unly Departments
 446700 Other Personal Svcs
 446800 Seminar/Conf Reg Fee
 ** Total Contrac., Spec Svc
 449200 Entertainment
 ** Total Other Serv & Exp
 *** Total Operating
 ***** Commitment Item Total

1,177.55
 2,300.00
 1,735.00
 6,423.22
 420.80
 420.80
 86,819.08
 2,496,863.11

1,177.55
 2,300.00
 1,735.00
 6,423.22
 420.80
 420.80
 86,819.08
 2,496,863.11

OVERALL BUDGET VS. ACTUALS
 25M_BCR002 BY Commitment Item

UNIVERSITY OF TENNESSEE

Data as of 09/23/2019

Fiscal Year 2019

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Period 1..16

Run by CNF311

Budget Version 0

Fund E041076 Social, Cultural, & Justice Stds

Funds Center *

Commitment Item ALL_OI_AND_BENE

All Commitment Items (w/ benefits)

Functional Area *

	Overall Budget	Total Encumber	Total Actuals	Budget Variance	Enc: Requisite	Enc: Par Ord	Enc: Fundd Res	Enc: Parked F	Enc: Bus. Trip	Act: FI Posting	Act: CO Post
412100 Faculty Salaries			1,504,217.59	1,504,217.59						1,504,217.59	
412200 Faculty Extra Service			6,430.00	6,430.00						6,430.00	
412400 Faculty Longevity Pay			29,703.79	29,703.79						29,703.79	
* Total Faculty Sal. (& Long.)			1,540,351.38	1,540,351.38						1,540,351.38	
414100 Professional Salaries			41,976.96	41,976.96						41,976.96	
414200 Professional Ext Svc			6,616.00	6,616.00						6,616.00	
414400 Professional Logvty			373.32	373.32						373.32	
* Total Professional Sal. & Ion			48,966.28	48,966.28						48,966.28	
416100 Cler/Tech/Maint Sal			52,212.41	52,212.41						52,212.41	
416400 Cler/Tech/Maint Empl			1,100.00	1,100.00						1,100.00	
* Total Cler, Tech, Maint Sal&Ion			53,312.41	53,312.41						53,312.41	
418100 Student Wages-Hourly			98.00	98.00						98.00	
* Total Student Employees			98.00	98.00						98.00	
** Total Salaries			1,642,728.07	1,642,728.07						1,642,728.07	
421100 Ret Contrib-Ord/B			73,898.15	73,898.15						73,898.15	
421140 Ret Contrib-Ord/Rybr			20,658.37	20,658.37						20,658.37	
421200 Ret Contrib-State			68,779.75	68,779.75						68,779.75	
421240 Ret Contrib-State RV			3,152.93	3,152.93						3,152.93	
421250 Retire-RORS By 401A			11,279.61	11,279.61						11,279.61	
421270 Ret Contrib-St By SR			4,200.10	4,200.10						4,200.10	
421400 Soc Sec Contrib			120,531.57	120,531.57						120,531.57	
421500 Unemployment Comp			594.54	594.54						594.54	
421600 Workers Compensation			4,117.02	4,117.02						4,117.02	
421700 Ret Contrib-Ord/A			27,417.75	27,417.75						27,417.75	
421800 Soc Sec Contrib Flex			4,892.15	4,892.15						4,892.15	
422100 Group Insurance			227,592.33	227,592.33						227,592.33	
422150 OPRS Normal Cost			6,758.48	6,758.48						6,758.48	
422180 HSA State Contrib											
422400 401-X Matching											
424800 Grad Empl Health Ins											
** TOTAL STAFF BENEFITS			11,827.67	11,827.67						11,827.67	
431100 Travel In-State			164.00	164.00						164.00	
431200 Travel Out-Of-State			585,864.42	585,864.42						585,864.42	
431300 Mtr V Oper-Fryl In			2,228,592.49	2,228,592.49						2,228,592.49	
431500 Travel International			5,168.31	5,168.31						5,168.31	
* Total Travel			12,203.18	12,203.18						12,203.18	
432100 Mtr V Oper-Local/Trk			288.93	288.93						288.93	
* Total Motor Vehicle Oper			298.61	298.61						298.61	
433100 Printing			17,959.03	17,959.03						17,959.03	
433200 Duplicating			1,170.55	1,170.55						1,170.55	
433400 Publications/Reports			1,170.55	1,170.55						1,170.55	
* Total Media Processing			2,092.67	2,092.67						2,092.67	
435100 Postage			8,944.64	8,944.64						8,944.64	
435300 Telephone			200.00	200.00						200.00	
* Total Communication			11,237.31	11,237.31						11,237.31	
437500 Legal/Prof Fees			151.02	151.02						151.02	
* Total Prof Svc, Memberships			9,971.00	9,971.00						9,971.00	
439100 Operating Supplies			10,122.02	10,122.02						10,122.02	
* Total Supplies			7.35	7.35						7.35	
** Total Prof Svc, Memberships			23,136.98	23,136.98						23,136.98	
** Total Supplies			23,136.98	23,136.98						23,136.98	

442100 Insurance
 ** Total Insur & Interest
 446200 Group Arranged Events
 446400 Oth Edng/Gov Agency
 446600 Oth Univ Departments
 446700 Other Personal Svcs
 446800 Seminars/Conf/Reg Fee
 ** Total Contract., Spec Svc
 449200 Entertainment
 ** Total Other Serv & Exp
 *** Total Operating
 ***** Commitment Item Total

237.00
 237.00
 3,417.83
 204.00
 622.16
 2,500.00
 680.00
 7,423.99
 533.79
 533.79
 71,828.02
 2,300,420.51

237.00
 237.00
 3,417.83
 204.00
 622.16
 2,500.00
 680.00
 7,423.99
 533.79
 533.79
 71,828.02
 2,300,420.51

Appendix 6.2



Office of Planning, Evaluation, and Institutional Research

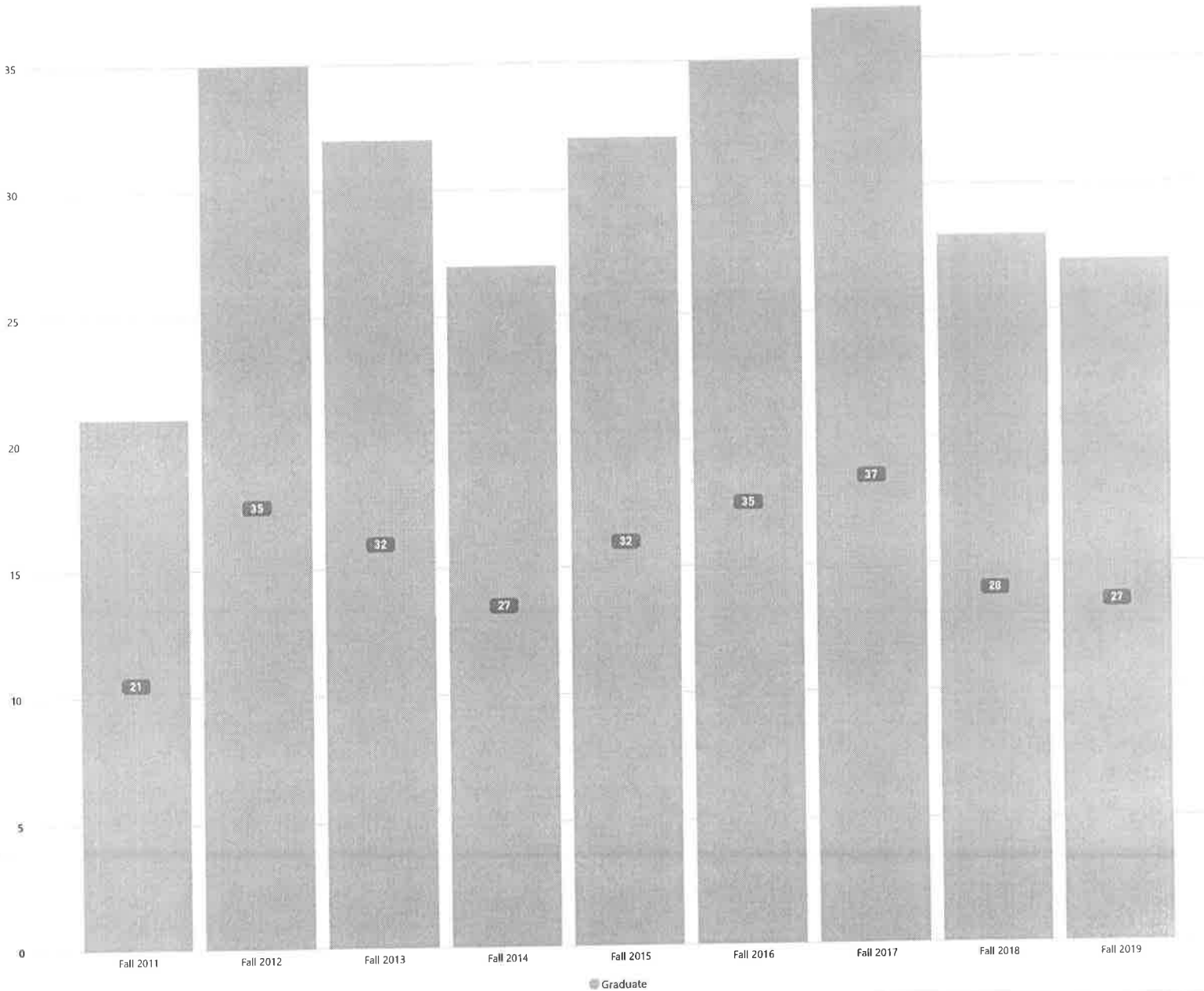
Enrollment Dashboard

[Enrollment](#) | [Degrees](#) | [Retention](#) | [Student Credit Hours](#) | [Faculty](#) | [General Education](#)

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ENROLLMENT BY YEAR

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Office of Planning, Evaluation, and Institutional Research

205 Hooper Hall | Dept 4654 | 615 McCallie Ave | Chattanooga, TN 37403 | 423-425-4007 [p.\(Phone\)](#) | [e.\(Email\)](#)

Appendix 6.3

Graduate Degrees Awarded by College

FY 2011 to FY 2015¹

Majors	2011	2012	2013	2014	2015
College of Arts & Sciences					
Criminal Justice, MSCJ	5	5	8	13	12
English, MA	12	19	17	20	17
Environmental Science, MS	7	8	8	7	8
Math, MS	2	4	5	9	7
Music, MM	10	7	2	6	7
Psychology, MS	21	26	22	20	18
Public Administration, MPA	16	14	12	11	14
College Total	73	83	74	86	83
College of Business Administration					
Accountancy, MACC	12	22	17	18	25
Business Administration, MBA	102	120	107	92	98
College Total	114	142	124	110	123
College of Engr & Computer Science					
Computer Science, MS	7	5	6	10	8
Engineering, MS	8	20	29	22	23
Engineering Management, MS	26	31	31	27	25
Computational Engineering, PhD	3	1	0	3	2
College Total	44	57	66	62	58

College of Health, Educ & Professional Studies

Athletic Training, MS	14	12	18	20	14
Counseling, MED	18	16	16	11	16
Education Specialist, EDS	15	9	17	12	14
Elementary Education, MED	35	53	24	16	18
Health & Human Performance, MS	3	6	4	5	2
Nursing, MSN	52	39	35	45	40
Secondary Education, MED	37	46	40	26	35
School Leadership, MED	11	11	16	24	12
Special Education, MED	19	17	12	19	15
Learning & Leadership, EDD/PHD	9	10	10	14	14
Nursing, DNP	**	**	10	11	12
Occupational Therapy, OTD	**	**	**	**	**
Physical Therapy, DPT	48	43	48	42	36

College Total	261	262	250	245	228
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Masters Total	432	490	446	433	428
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Doctoral Total	60	54	68	70	64
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Graduate Total	492	544	514	503	492
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¹July 1 through June 30

** Program phased out or did not exist that year.

Appendix 6.4

Graduate Degrees Awarded by College

FY 2015 to FY 2017¹

Majors	2016	2017			
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College of Arts & Sciences					
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Criminal Justice, MSCJ	7	9			
English, MA	8	12			
Environmental Science, MS	5	11			
Math, MS	4	9			
Music, MM	7	6			
Psychology, MS	21	20			
Public Administration, MPA	11	7			
College Total	63	74	0	0	0

Gary W. Rollins College of Business Administration					
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Accountancy, MACC	13	10			
Business Administration, MBA	102	103			
College Total	115	113	0	0	0

College of Engr & Computer Science					
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Computer Science, MS	12	8			
Engineering, MS	25	20			
Engineering Management, MS	36	18			
Computational Engineering, PhD	5	12			
College Total	78	58	0	0	0

College of Health, Educ & Professional Studies

Athletic Training, MS	15	17			
Counseling, MED	19	13			
Education Specialist, EDS	12	14			
Elementary Education, MED	6	6			
Health & Human Performance, MS	6	4			
Nursing, MSN	36	33			
Secondary Education, MED	25	26			
School Leadership, MED	8	9			
Special Education, MED	7	5			
Learning & Leadership, EDD/PHD	0	7			
Nursing, DNP	5	14			
Occupational Therapy, OTD	**	13			
Physical Therapy, DPT	30	33			
College Total	169	194	0	0	0
Masters Total	385	360	0	0	0
Doctoral Total	40	79	0	0	0
Graduate Total	425	439	0	0	0

¹July 1 through June 30

** Program phased out or did not exist that year.