

**Indiana University Kokomo**  
**School of Humanities and Social Sciences**  
**Department of Criminal Justice and Homeland Security**  
**Bachelor of Science in Criminal Justice**  
**Program Review, Self-Study Report**

**I. Review Process**

- A. Program Under Review: Criminal Justice
- B. Review Period: Fall 2012 – Spring 2017
- C. Steps in the Review Process:
  - 1. Data obtained via IU Kokomo’s Office of Institutional Research, CJHS records, individual faculty records, IU Kokomo’s website
  - 2. Self-Study Process: All CJHS resident faculty members contributed to the self-study by providing information, gathering data, and writing sections of the report.
  - 3. External Review conducted by:

**II. Review Criteria**

- A. Program Role and Mission and Consistency with University Mission:
  - 1. Describe the ways in which the program advances the Campus' mission, vision, values, and strategic goals.

Department History and Overview:

The Department of Criminal Justice and Homeland Security was established July 1, 2012. Previously, the criminal justice program was housed in the School of Public and Environmental Affairs. The department is comprised of a chair (an associate professor), two-tenure track faculty (assistant professors), and one lecturer. Three adjunct professors teach classes most semesters. The degree requirements and program goals are included in Appendix A.

IU Kokomo Mission Statement: The mission of Indiana University Kokomo, a regional campus of Indiana University, is to enhance the educational and professional attainment of the residents of north central Indiana by providing a wide range of bachelor's degrees, and a limited number of master's and associate degrees. Indiana University Kokomo is further dedicated to enhancing research, creative work, and other scholarly activity, promoting diversity, and strengthening the economic and cultural vitality of the region and the state through a variety of partnerships and programs.

IU Kokomo Vision Statement: Indiana University Kokomo will be an educational institution of first choice. Students will have a transformative experience resulting in broad and deep knowledge, an ability to integrate professionalism and ethics, and exceptional skills in analytical and critical reasoning, innovative problem solving and effective communication. We will educate future leaders with a focus on inclusiveness, diversity, culture, civic engagement and globalization. Together with students, our faculty and staff will serve the world through scholarship, creative work and community engagement.

IU Kokomo Commitment Statements:

*Commitment to Student Learning:* The campus community provides a learner-centered environment grounded in the liberal arts and sciences and linked to the professional schools. We are committed to open and free inquiry, high quality instruction and academic support services, experiences that foster students' development, opportunities for experiential learning, and the enhancement of skills in the areas of civic engagement, diversity, and global awareness and involvement.

*Commitment to Regional Engagement:* The campus community works with regional partners, including other educational institutions, to enhance the vitality of the region by promoting community engagement opportunities as a key campus strategy and by valuing service as a core component of faculty, student, and staff responsibilities and experiences.

*Commitment to Diversity:* The campus community demonstrates its commitment to diversity by providing a safe, welcoming, and inclusive environment that promotes integrity and respect among all members of the campus community and by valuing shared governance and open, civil discourse.

*Commitment to Innovation:* As a community of learners, the campus embraces innovation and creativity in its pursuit of best practices in teaching and learning, student development, institutional stewardship, and scholarly activity.

*Commitment to Assessment:* The campus community embraces a culture of assessment, actively seeking evidence for improving current practices while providing an atmosphere in which new initiatives can develop as the campus strives for excellence in all of its work.

CJHS Mission Statement: The Department of Criminal Justice and Homeland Security (CJHS) is committed to academic excellence and the improvement of criminal justice and homeland security practices through research, applied learning, and service.

## Discussion of CJHS's Work to Advance the Campus Mission, Vision, and Values

CJHS is committed to providing academic excellence. Toward this end, we offer a curriculum which introduces students to a broad range of criminal justice subject matter, allows students to deepen their understanding of the history, theories, policies, laws, practices, and empirical evidence related to crime, criminal justice, and criminology. Beginning in Fall 2016 incoming CJHS students are required to complete a senior capstone experience by selecting either a criminal justice internship or research practicum. This experience allows students to hone their skills related to critical thinking, problem-solving, team work, leadership, and professionalism and apply subject matter learned in the classroom to real world situations. We offer students service learning and applied learning experiences; accompany students to regional, state, and national professional and academic conferences; encourage networking with in-service professionals; and promote ethical decision-making, cultural awareness, inclusiveness, and civic engagement.

The CJHS faculty have active research agendas that promote greater understanding of criminal justice and criminological issues and evidence-based practices in the criminal justice system. Faculty are able to incorporate their research into the classroom and merge their teaching and research roles in ways that enhance student learning and improve criminal justice practice. Students learn the value of the free exchange of ideas and the need for evidence-based practices.

Faculty are engaged in their communities and in the region and encourage the same in their students. CJHS faculty are involved in a number of community service activities including serving on the various community boards, presenting training workshops, and volunteering for local schools and other organizations. The faculty work to build relationships with criminal justice and related agencies in the community. These relationships have resulted in internships for our students, research opportunities for faculty and services provided to the agencies by faculty (e.g., program evaluation and data analysis). Students are often encouraged to participate in these activities along with faculty and on their own. This community engagement enriches the community and strengthens the relationship between the campus and the region.

The department is committed to providing an inclusive and welcoming environment for its students, celebrating diversity, and working with others on campus, in the community, and in the region in a way that fosters mutual respect, trust, integrity, shared governance, and civil discourse. Students are encouraged to share ideas and experiences in the classroom, to participate in activities on campus that promote diversity and cultural understanding, and to work together toward common goals. The faculty model these attitudes and behaviors through their work in the community and on campus (e.g., contributing to the work of the diversity group on campus, advising the GSA

student group, attending multi-cultural events, and promoting inclusiveness and cultural awareness in the classroom).

The CJHS faculty are committed to improving student learning through assessment, innovation, and best practices. The faculty attend a wide variety of professional development training sessions, workshops, and conferences designed increase teaching effectiveness. Faculty incorporate what they learn into their classrooms and assess the value of teaching changes on student learning and student outcomes. Faculty also encourage students to innovate and think “outside the box” as they learn course content and apply course material to real world situations. The department has implemented a plan to assess all the program learning goals over the next few years and are plan to assess the impact of high impact practices including KEY experiences and program events and activities.

2. List key relationships between the program and external constituencies such as collaborations, partnerships with regional, community, state organizations, and/or businesses.

Key relationships partnerships between the CJHS program and external constituencies include the following internship providers, many of whom have hired on our graduates: Kokomo PD, Howard County Sheriff’s Department, Hamilton County Sheriff’s Department, Indiana State Police, U.S. Marshals, Indianapolis Fire Department, Howard County Community Corrections, Howard County Probation, Howard County Superior Court, Kinsey Youth Center, and the Cass County Family Opportunity Center.

In addition, Dr. Shine met with Howard County Probation in January 2017 to discuss evaluating some of their programs, and they are in the early stages of collaborating on the research project. Dr. Shine has worked with the Indiana Department of Homeland Security, Indiana Coalition to End Sexual Assault (previously the Indiana Coalition against Sexual Assault), and other community organizations.

## B. External and Internal Demand

1. Describe the external demand for graduates of the program. Refer to employment projections based on federal and state information and other resources. See for example the [Occupational Outlook Handbook](#) and the [Indiana Department of Workforce Development](#) at

Criminal justice majors are in great demand across the country. In addition to serving in the Armed Forces and as local, state, and federal law enforcement personnel, criminal

justice majors go on to become prosecutors, defense attorneys (both public and private), judges, probation officers (both juvenile and adult), parole officers, correctional officers and administrators, and correctional counselors. In addition, due to growing needs in the private sector, criminal justice majors find careers in loss prevention, fraud detection, private investigation, and private security.

### ***Occupational Outlook Projections***

“Employment of probation officers and correctional treatment specialists is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. Limited state and local government funding for corrections will temper employment growth. However, job openings should be plentiful because many people leave the occupation each year.”

“Employment of lawyers is projected to grow 6 percent from 2014 to 2024, about as fast as the average for all occupations. Competition for jobs should continue to be strong because more students graduate from law school each year than there are jobs available.”

“Employment of judges and hearing officers is projected to show little or no change from 2014 to 2024. The number of federal and state judgeships is expected to remain steady because nearly every new position for a judge must be authorized and approved by a legislature.”

“Employment of correctional officers and bailiffs is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. Although state and local budget constraints and prison populations will determine how many correctional officers are necessary, employment opportunities will continue because the stress associated with the job causes many to leave the occupation each year.”

“Employment of police and detectives is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. The continued desire for public safety is expected to lead to new openings for officers, although demand may vary by location.”

“Employment of private detectives and investigators is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations. Demand for private detectives and investigators will stem from security concerns and from the need to protect confidential information. Strong competition can be expected for jobs.”

“Employment of security guards and gaming surveillance officers is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations. Overall job opportunities should be excellent, especially for security guards.”

“Opportunities should be very good for qualified individuals in all branches of the Armed Forces through 2024. All services have needs to fill entry-level and professional positions

as current members of the Armed Forces move up through the ranks, leave the service, or retire. All services of the Armed Forces establish recruiting goals for each year to replace those who complete their military service commitment, leave the service, or retire.”

2. What steps has the program implemented to attract enrollment from high school students and transfer students?

All full-time and some adjunct faculty attended and participated in VIP Days when high schools come to campus with students and their parents to tour IUK and learn about its programs, faculty, and extra-curricular activities. Participation included recruiting prospective students with an expressed interest in criminal justice, as well as meeting with undecideds and presenting the CJHS program including its major/minor requirements, careers in criminal justice, and a discussion of how our faculty work with students to help them achieve their goals. In addition, Tim Fulk visited various high schools in the region as a recruitment effort, talking with prospective students about IUK, our department, and what a degree in criminal justice can do for them. Finally, several faculty members met individually with prospective students and student-athletes with an expressed interest in criminal justice who came to visit IUK. Faculty met with these students (and their families, when present) to recruit them and answer any questions they may have had regarding the university, campus, and/or program.

3. Describe internal demand for courses in the major using institutional data

The Bachelor’s Degree in Criminal Justice continues to be one of the most popular degrees on campus. In fact, the BSCJ is currently the fourth largest bachelor’s degree program (behind nursing, health sciences, and general studies) at IU Kokomo. The BSCJ program ranked third and second largest on campus in AY 2015-16, 2014-15, 2012-13 and AY 2013-14 respectively. Criminal justice is the largest bachelor’s degree program in the School of Humanities and Social Sciences (HSS) and has retained this spot since it joined HSS in 2012 with one exception. In Spring 2015, criminal justice and psychology both had 133 majors enrolled in classes. Table 1 shows the number of majors enrolled in the BSCJ program. While the table shows a decline in majors over the last two academic years, the program continues to offer steady credit hour production (as seen in Section C. Productivity below).

Table 1. Criminal Justice Majors by Semester

Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
137	128	147	134	147	133	128	116	110	108

Table 2. Criminal Justice Degrees Conferred

	2012-2013	2013-2014	2014-2015	2015-2016	TOTAL
B.S.C.J.	20	23	27	36	106
HSEM Certificate Conferred	0	4	3	3	10

4. How has the program addressed increased demand?

The department hired two Assistant Professors in 2014. When a Lecturer left full-time status in 2016, the department hired a replacement full-time Lecturer. We also have added multiple adjuncts to meet the course load.

We have begun offering more sections of J101 each semester, have increased the number of elective courses, and increased the number of times each year that we offer other courses. For example, we now offer J201 and J202 each fall and spring semester rather than once year. These increases in course offerings allow more flexibility for students' schedules, may allow students the ability to complete their degrees in four years, and provide an opportunity for increasing enrollments in the major.

5. What problems have been encountered in meeting demand?

There have been no problems encountered in meeting demand. We have had the support of campus administration in adding new positions and filling positions when faculty leave. We have been able to hire new adjuncts to teach new courses.

C. Productivity

Describe the resources generated and used by the program and key results of the uses of these resources in the areas of student retention, graduation rates, and number of degrees awarded, and services provided to non-majors and to campus-wide learning goals.

1. List grants and contracts received by the program in the last three years and indicate how these resources have affected program productivity and efficiency.

The grants received by the program are listed in Table 3 below.

Table 3

Fiscal Year	Type of Resource	Approximate Dollar Amount
2012	Applied Learning Grant	\$500
2013	Applied Learning Grant	\$500
2013	Applied Learning Grant	\$500
2013	Applied Learning Grant	\$500
2014	Applied Learning Grant	\$152
2014	Applied Learning Grant	\$500
2014	Applied Learning Grant	\$500
2014	Undergraduate Research Grant	\$3000
2015	Gateway Research Grant	\$40,000
2016	Applied Learning Grant	\$500

Mr. Tim Fulk received a \$40,000 Gateway Course grant to develop, with CJ faculty from other regional campuses, an on-line J101 course. This course will allow CJHS to work with other campuses to offer additional sections of J101 to students from all IU campuses in an on-line format. This format allows flexibility of scheduling for students. The effects of the course have not yet been examined. The grant funded the two-year project which should end this year.

Multiple CJHS faculty have applied for and received Applied Learning Grants from the Office of the Vice Chancellor for Academic Affairs. These grants (up to \$500 each) have funded student travel, student participation in state-wide training sessions, raising awareness of emergency preparedness and other public safety issues, and other applied learning opportunities for CJ students.

Dr. Kelly Brown received a grant for undergraduate research. Two students collected, analyzed, and presented data on victim assistance programs in Indiana.

2. List other financial resources generated by the program such as donation, externally funded programs, and conference earnings. Indicate how these resources have enhanced productivity, and efficiency.

In Fall 2014, CJHS established an IU Foundation Account. In the last two years, contributions to the Foundation account have totaled \$1,610.00. The department has thus far chosen to use these funds to enhance student learning and engagement activities. A small portion of these funds paid for a student trip to a Sexual Assault Awareness Month event.



3. Describe the resource requirements of accreditation other than annual fees and site visits:

Not applicable to the criminal justice program.

4. List in the table below the last three year's data on the program's fall to fall retention rate, graduate rate, and number of degrees awarded, and classes cancelled due to low enrollment and/or with an enrollment below ten.

Table 4.

Year	Fall to fall retention rate	Number of low enrolled classes	Number of cancelled classes	Number of graduates	Graduation rate
2013	48.6%	5	1	9	14.3% 21.6%
2014	53.3%	7	3	6	50% 6.7%
2015	38.7%	3	0	NA	NA
2016	NA	4	1	NA	NA
2017	NA	1	2	NA	NA

Table 5. Credit Hour Productivity by Majors

Term	100-200	300-400	Grand Total
Fall 2012	102	282	384
Spring 2013	240	258	498
Fall 2013	186	498	684
Spring 2014	231	534	765
Fall 2014	231	525	756
Spring 2015	369	405	774
Fall 2015	228	393	621
Spring 2016	198	496	694
Fall 2016	177	612	789
Spring 2017	315	438	753

Table 6. Non-Major Credit Hour Productivity

Term	100-200	300-400	Grand Total
Fall 2012	120	90	210
Spring 2013	120	114	234
Fall 2013	144	93	237
Spring 2014	210	84	294
Fall 2014	189	90	279
Spring 2015	300	69	369
Fall 2015	249	84	333
Spring 2016	255	126	361
Fall 2016	204	219	423
Spring 2017	174	99	273

5. Provide information relating to other areas in which the major has contributed to Campus-wide initiatives in the areas of learning, engagement, diversity, and others not already reported in a previous section of this report. These might include but are not limited to involvement in freshmen learning communities, Campus-community partnerships and collaborations, and Camp diversity initiatives. Please provide specifics regarding the number of individuals involved in each initiative, the duration of the involvement, as well as the impact of the initiative on the Campus.

We participate heavily in campus wide enrichment experiences, including but not limited to the Kokomo Experience and You, which provides a multitude of opportunities and experiences throughout the student's plan of study. Examples of past KEY related activities include our annual Criminal Justice picnic, our Sophomore Sojourn to observe security for the Indiana Pacers, and a variety of internship opportunities for students taking CJHS-J380 Internship in Criminal Justice.

Our program is committed to diversity. Many of our courses include diversity components, including CJHS- J101 American Criminal Justice, CJHS- J202 Criminal Justice Data, Methods, and Research, CJHS- J306 The Criminal Courts, and CJHS-J321 American Policing. All four full-time faculty are involved in diversity efforts. Faculty members have taken classes to participate in campus events including Culture Bash, DiversiTEA discussions, and campus activity fairs.

The department has contributed to other campus-wide initiatives. For example, we are currently developing an upcoming Freshman Learning Community for Fall 2017. This will be a combination of CJHS- J101 American Criminal Justice and PHIL- P140 Introduction to Ethics. CJHS faculty have contributed to the honor's program by offering some sections of courses (e.g., CJHS-J201 Theoretical Foundations of Criminal Justice Policy) as honors. Faculty have participated in Faculty Senate by serving on committees, contributing to senate meetings, and voting on issues before the senate. We offer three general education courses.

We have also participated extensively in the campus's online course offering initiatives. We have offered the following courses in the fully online format:

Table 7: Online Course Offerings

Course	Academic Term
CJHS- J331 Corrections	Fall 2013
CJHS- J387 Foundations of Homeland Security	Fall 2013
CJHS- J304 Correctional Law	Spring 2014
PAHM- V272 Terrorism and Public Policy	Spring 2014
PAHM- V275 Introduction to Emergency Management	Spring 2014
CJHS- J278 Principles and Practices of Homeland Security	Summer 2014
CJHS- J305 Juvenile Justice	Summer 2014
CJHS- J306 The Criminal Courts	Summer 2014
PAHM- V387 Public Administration and Emergency Management	Summer 2014
CJHS- J321 American Policing	Fall 2014
CJHS- J387 Foundations of Homeland Security	Fall 2014
CJHS- J101 American Criminal Justice System	Spring 2015
PAHM- V272 Terrorism and Public Policy	Spring 2015
PAHM- V275 Introduction to Emergency Management	Spring 2015
CJHS- J101 American Criminal Justice System	Summer 2015
CJHS- J278 Principles and Practices of Homeland Security	Summer 2015
CJHS- J301 Substantive Criminal Law	Summer 2015
CJHS- J305 Juvenile Justice	Summer 2015
CJHS- J306 The Criminal Courts	Summer 2015
CJHS- J387 Foundations of Homeland Security	Summer 2015
CJHS- J101 American Criminal Justice System	Fall 2015
CJHS- J321 American Policing	Fall 2015
CJHS- J101 American Criminal Justice System	Spring 2016
CJHS- J202 Criminal Justice Data, Methods, and Research	Spring 2016
CJHS- J260 Special Topics in Criminal Justice	Spring 2016
CJHS- J101 American Criminal Justice System	Summer 2016
CJHS- J278 Principles and Practices of Homeland Security	Summer 2016
CJHS- J301 Substantive Criminal Law	Summer 2016
CJHS- J305 Juvenile Justice	Summer 2016
CJHS- J306 The Criminal Courts	Summer 2016
CJHS- J321 American Policing	Fall 2016
CJHS- J331 Corrections	Fall 2016

#### D. Program Quality

Describe activities of the program that lead to high program quality and provide documentation of how that quality is measured.

1. Provide evidence of the students' successful achievement of the program's learning outcomes.

#### Assessment of Student Learning

The department has been collecting assessment data for three years. The information below contains the assessment reports from AY2014-15 and AY2015-16. Assessment data is not available for AY2016-17. All CJHS faculty contribute to assessing the program's learning goals. The faculty determine each year which goals will be assessed and in which classes. The faculty member teaching the class in which the goal is being assessed identifies the specific data to be collected and the artifacts which will be used to assess student learning.

#### *2014-2015 Academic Year*

*Program Goal Assessed – #4: Demonstrate an understanding of issues related to crime prevention and rehabilitation.*

This assessment was for J440 (Corrections in the Community). The student sample is mainly comprised of juniors and seniors in the major. The sample size for this assessment was 23 students. Student learning competencies for this assessment were based on the final exam for this course. The questions asked and the levels of performance for this course were as follows:

*#1: What is the EPICS model and what is its purpose? What are the four components of each session EPICS teaches officers to go through with their clients?*

Exceeds expectations: 39.1% (9/23)

Meets expectations: 56.5% (13/23)

Failed to meet expectations: 4.3% (1/23)

*#2: What is the difference between criminogenic risk factors and noncriminogenic risk factors, and what has research found regarding targeting each in rehabilitative programming? Cite specific data in your response.*

Exceeds expectations: 13.0% (3/23)

Meets expectations: 60.9% (14/23)

Failed to meet expectations: 26.1% (6/23)

*#5: What is the responsivity principle and what does it have to do with treatment?*

Exceeds expectations: 13.0% (3/23)

Meets expectations: 82.6% (19/23)

Failed to meet expectations: 4.3% (1/23)

*Program Goal Assessed – #8: Demonstrate an understanding of the problems and issues facing contemporary criminal justice and possible solutions to the problem.*

This assessment was for J101 (American Criminal Justice System). The student sample was mainly comprised of freshmen and sophomores. The sample size for this assessment was 47 students. Students were asked to either define terms, provide documented examples of the impact, or provide examples of court cases, or create solutions to the issues surrounding racial profiling. The artifacts used to compile the data from this course came from written activities in the course in the form of written homework.

97.3% of the students were able to meet or exceed expectations of being able to define the concept of racial profiling.

2.1% of the students were unable to meet expectations of being able to define the concept of racial profiling.

100% of students were able to exceed or meet the expectations of being able to provide documented examples of the effects of racial profiling on the criminal justice system.

53.2% of students were able to exceed or meet the expectations of being able to provide solutions to help reduce racial profiling.

46.8% of students were unable to meet the expectations of being able to provide solutions to help reduce racial profiling.

36.1% of students were able to meet or exceed the expectations in providing examples of case law concerning racial profiling.

63.9% of students were unable to meet or exceed the expectations in providing examples of case law concerning racial profiling.

*2015-2016 Academic Year*

*Program Goal Assessed – #6: Demonstrate knowledge of the major historical and current events, trends, concepts, theories, perspectives, and research related to crime and criminal justice.*

This assessment was for J101 (American Criminal Justice System). The student sample was mainly comprised of freshmen and sophomores. The sample size for this assessment was 22 students. The criminal justice issue addressed in the course, and used to measure the student competency in meeting goal 6 of the program concerned the different types of modern sentencing/corrections models. Students were asked to answer 4 questions correctly. Correctly answering 3-4 questions met overall expectations. Answering 2 or fewer question correctly was considered failing to meet overall expectations. The artifacts used to compile the data from this course came from Exam 3 in the course in the form of four questions. Overall, 81.8% of the students were able to meet or exceed overall expectations, while 18.2% of the students were unable to meet overall expectations. Specific questions and their corresponding results are as follows:

Q1. Which of the following is a just deserts perspective that emphasizes taking revenge on a criminal perpetrator or group of offenders?

77.3% of the students were able to meet or exceed expectations in being able to identify retribution sentencing/corrections.

22.7% of the students were unable to meet expectations in being able to identify retribution sentencing/corrections.

Q2. Which of the following refers to the goal of criminal sentencing that attempts to make the victim “whole again”?

81.8% of the students were able to meet or exceed expectations in being able to identify restorative justice/sentencing.

18.2% of the students were unable to meet expectations in being able to identify restorative justice/sentencing.

Q3. True or False. Retribution depends on a fear of the consequences of violating the law.

90.1% of students were able to exceed or meet the expectations of being able to identify qualities of retributive justice.

22.7% of students were unable to meet the expectations of being able to identify qualities of retributive justice.

Q4. Which of the following is NOT one of the goals of contemporary sentencing?

86.3% of students were able to meet or exceed the expectations in identifying the goals of contemporary sentencing.

13.7% of students were unable to meet or exceed the expectations in identifying the goals of contemporary sentencing.

2. Provide outcome information on graduates as available, in particular, employment and enrollment in graduate programs. Information on exit exams, licensure, and other tests and exams should also be provided, especially when comparative results are available.

CJHS does not currently collect employment and graduate program enrollment data. We are currently working on a strategy to begin collecting this data including an exit survey that has been developed and distributed to graduates from the program.

3. Discuss the benefits, impact, and importance of accreditation where appropriate.

This is not applicable to the criminal justice program.

4. What steps has the program taken to develop pedagogical innovation and forward-looking curricula?

The program has taken steps to develop pedagogical innovation and forward-looking curricula by developing several special topics courses. These courses focus on specific issues of crime and criminal justice, and they include (but are not limited to): Drugs and Crime, Gangs and Organized Crime, Social Justice and the Legal System. The program is also in the process of creating a Forensics Lab to expand the education of students in law enforcement evidence collection topics. We are currently developing a crime analysis certificate.

The CJ faculty have modified the curriculum to better serve the students. When CJHS separated from the School of Public and Environmental Affairs (AY2012), the public affairs classes were removed from the curriculum and CJHS-J305 Juvenile Justice System was added as a required, rather than an elective, course. The Certificate in Homeland Security and Emergency Management was modified by changing the prefixes for three courses from PAHM (Public Administration and Health Management) to CJHS (Criminal Justice and Homeland Security). This change was completed when the certificate was moved to CJHS. The certificate had previously been offered by both the PAHM and CJHS programs. Beginning in AY2016, B.S.C.J. students will be required to complete a capstone experience course. Students may select one of two capstone courses: CJHS-J380 Internship in Criminal Justice or CJHS-J480, Research Practicum in Criminal Justice.

CJHS now offers three general education courses and has changed the prerequisites of our classes to include “or permission of the instructor” so that non-CJ students can take some of our classes that do not require J101, the pre-requisite course for all other CJHS courses. CJHS is developing an on-line master’s degree in collaboration with the CJ programs on other IU campuses.

5. Provide evidence of advising effectiveness.

Our campus utilizes a professional advising system. Students now have more opportunities to meet with advisors and the monitoring of student progress has become more systematic. Faculty retain the role of mentoring students informally, and often meet with students to review graduation plans, course selection, career options, and so on.

The advisors have their own regular assessment plans, and use several features such as electronic degree maps and academic planners. However, these tools are relatively new and we do not yet have data on their impact upon Criminal Justice students.

6. Describe specific efforts aimed at student success and retention; if possible, include the numbers of students, faculty, and staff involved in these initiatives, and provide evidence of the effects of these activities quantitatively and qualitatively.

The Criminal Justice faculty constantly strive to improve student success. Our curricular efforts are designed to enhance student success, both in terms of meeting learning objectives and ultimately culminating with degree conferral.

The Criminal Justice faculty all participate in the campus's FLAGS early warning system. This helps identify at-risk students so advisors can intervene. Faculty submit reports at one, five, and ten weeks in the semester.

The Criminal Justice faculty participate in campus-wide efforts, including VIP days. There are as many as six VIP days in an academic year, and we always have at least one faculty member at the event to recruit. We present general information about the program, explain program requirements, and answer any questions that a prospective student has about the program. We also participate and interact with students at the New Student Convocations each academic year.

We participate in the Freshman Learning Community program, as mentioned earlier in this report. The importance of providing this opportunity to students is to create a supportive peer group, which helps their overall success and improves retention.

As detailed in other sections of this report, CJHS faculty regularly engage students in high impact practices. Faculty work with students on research projects, introduce students to professionals in the field, and accompany students to state and national conference. CJHS hosts KEY events including the sophomore sojourn trip to meet the head of security of the Indiana Pacers and learn more about private security at high profile events and the freshman CJ picnic where incoming CJHS students meet upperclassmen while participating in leadership and team building activities. All CJHS faculty contribute to these types of events and activities throughout the year.

The impact of these activities has not been quantitatively assessed. Students informally report to faculty the positive impact these activities have on their learning and career and graduate school opportunities.

7. Provide evidence of faculty engagement in scholarship and service in the table below.

Faculty Extramural Research Awards: not applicable



Professors Brown, Glosser, and Shine receive one course release per semester for research. Lecturer Fisher has no official research responsibilities.

Table 8. Faculty Scholarly Publications (insert number)

Year	Books	Chapters	Ref Journal Articles	Ref/Invited Presentations
2012				
2013				
2014				
2015		1	1	
2016			1	

Table 9. Faculty Service and Engagement

The Criminal Justice faculty are very active in service. Our complete service activities are in our curricula vitae: several of our major service activities are shown in the following table.

Year	Campus	University	Discipline	Region, Community, State
2011	*Pre-Law Advisor (Brown)  *Criminal Justice Association Faculty Sponsor and Alpha Phi Sigma Sponsor (Brown)		*Principle Investigator and Member- IDHS Higher Education Advisory Board (Brown)	*Howard County-Family Services Volunteer (Brown)
2012	* Criminal Justice Association Faculty Sponsor and Alpha Phi Sigma Sponsor (Brown)		*Panel Chair "Issues in Terrorism:..." (Brown)	

2013	*Faculty Senate Board of Review Chair (Brown)  * Criminal Justice Association Faculty Sponsor and Alpha Phi Sigma Sponsor (Brown)		*Reviewer, <i>Journal of Homeland Security and Emergency Management</i> (Brown)	
2014	*Faculty Senate Board of Review Chair (Brown)  *Criminal Justice Association Faculty Sponsor (Shine)	*Statewide Single Articulation Pathway Committee Member (Brown)	*Panel Chair- Annual Meetings of the Academy of Criminal Justice Sciences (Brown)	*Grant Consultant, The Gilead House-Kokomo (Brown)
2015	*Criminal Justice Association Faculty Sponsor (Shine)	*Statewide Single Articulation Pathway Committee Member (Brown)		
2016	*Criminal Justice Association Faculty Sponsor (Shine)		*Ivy Tech Community College Criminal Justice Advisory Board (Fisher)	*Kokomo-Downtown Association Volunteer (Fisher)

Summarize special accomplishments:

- Awards and special recognition of students
  - The CJHS Department has awarded one upperclassman the Outstanding Criminal Justice Student award each of the past five years.

#### E. Potential

Describe the relationship between current resources and program capacity. Support your responses with substantive explanations and forecasts based on measurable trends and other data.

1. What is the program's maximum capacity for majors and minors with current resources? What is the maximum for service courses? In the last five years, what

steps have been taken to strengthen the program and increase enrollment, and eliminate underused capacity?

CJHS has the capacity to add more majors with current resources. The underused capacity is the result of a strategic plan that included the hiring of two much needed faculty members in 2014. CJHS has served as many as 147 majors with two faculty members. With the addition of two new faculty members, CJHS began offering a wider variety of elective courses and more sections of required courses than we have in the past. As a result, many of our classes have not met maximum capacity. There is potential for growth without utilizing more resources.

Because we have more faculty, we can contribute to more service classes including offering a new Freshman Learning Community next fall. Our plans to strengthen the program include greater and more focused recruitment and retention efforts. The increase in high impact practices that we have been able to offer students in the past two years should have an impact on retention and graduate rates. To date, we do not have enough data to examine the effect of these efforts.

2. Has the program implemented any measures to increase efficiency in the last five years? Describe any reallocations of greater efficiency within the program or department. How might the program improve productivity through consolidation or through internal/external partnerships?

We have begun scheduling required classes more frequently. In the past, we were only able to offer most required classes once a year. We are now able to offer some courses each semester. This should provide our students more flexibility in scheduling classes and should increase our 4-year graduation rates. We are currently working with other IU campuses to offer (or explore) collaborative on-line courses and degrees.

#### F. Additional Information

Appendix A. Degree Requirements and Program Goals

Appendix B. Faculty Curriculum Vita

## Appendix A

Name \_\_\_\_\_ UNIVERSITY ID# \_\_\_\_\_

**CRIMINAL JUSTICE BS  
INDIANA UNIVERSITY KOKOMO  
SCHOOL OF HUMANITIES & SCIENCES**

**General Education Requirements: A minimum 2.0 must be obtained in general education coursework.**

**Communication Skills/Information Literacy (9 cr.)**

- \_\_\_\_ \_\_\_\_ ENG-W131 Elementary Composition I
- \_\_\_\_ \_\_\_\_ ENG-W132 Elementary Composition II
- \_\_\_\_ \_\_\_\_ SPCH-S121 Public Speaking

**Mathematics/Quantitative Literacy (4-8 cr.) (Choose 1 of 4 options)**

- Option 1** MATH-M133/134(4 cr.) \_\_\_\_ \_\_\_\_ (Pre req MATH-M105)
- Option 2** MATH-M118 (3 cr.) \_\_\_\_ \_\_\_\_ (Pre req MATH-M105) AND Statistics \_\_\_\_
- \_\_\_\_ \_\_\_\_ **Option 3** MATH-M119 (3 cr.) \_\_\_\_ \_\_\_\_ (Pre req MATH-M125) AND Statistics \_\_\_\_
- Option 4** MATH-M215 (5 cr.) \_\_\_\_ \_\_\_\_ (Pre req MATH-M125) AND Statistics \_\_\_\_

**Social and Behavioral Sciences (6 cr.) (Choose 2, each from a different area)**

- \_\_\_\_ \_\_\_\_ HSS-E104 \_\_\_\_ \_\_\_\_ HIST-H105, 106, 113, or 114
- \_\_\_\_ \_\_\_\_ PSY-P103 \_\_\_\_ \_\_\_\_ POLS-Y103, 217, or 219
- \_\_\_\_ \_\_\_\_ SOC-S100 or 101 \_\_\_\_ \_\_\_\_ CJHS-J101

**Arts and Humanities (6 cr.) (Choose 2, each from a different area)**

- | <u>Literature and Philosophy</u> | <u>Fine, Performing, and Communication Arts</u> |
|----------------------------------|---|
| ____ ____ Any PHIL-P except P150 | ____ ____ HSS-E103                              |
| ____ ____ Any ENG-E or ENG-L     | ____ ____ ENG-W203                              |
| ____ ____ SPAN-S360              | ____ ____ FINA-A101 or 102                      |
| ____ ____ HSS-E 103              | ____ ____ MUS-M174, X001, X040, X070, U320      |
|                                  | ____ ____ HUMA-U101, 102, 103, or 305           |
|                                  | ____ ____ THTR-T120                             |

**Physical and Life Sciences (8 cr.)** Choose one 5 credit hour course with a lab and one 3 credit hour course **from a different area.**

**Biology**

- \_\_\_\_ \_\_\_\_ ANAT-A215 (5 cr.)
- \_\_\_\_ \_\_\_\_ BIOL-L100 (5 cr.)
- \_\_\_\_ \_\_\_\_ BIOL-L105 (5 cr.)
- \_\_\_\_ \_\_\_\_ BIOL-L270 (3 cr.)
- \_\_\_\_ \_\_\_\_ BIOL-L370 (3 cr.)
- \_\_\_\_ \_\_\_\_ MICR-J200 (3 cr.)
- \_\_\_\_ \_\_\_\_ PHSL-P215 (5 cr.)
- \_\_\_\_ \_\_\_\_ PLSC-B203 (5 cr.)
- \_\_\_\_ \_\_\_\_ PLSC-B364 (5 cr.)
- \_\_\_\_ \_\_\_\_ SSCI-E105 (3 cr.)

**Geology**

- \_\_\_\_ \_\_\_\_ SSCI-E105 (3 cr.)
- \_\_\_\_ \_\_\_\_ GEOL-G100 (5 cr.)
- \_\_\_\_ \_\_\_\_ GEOG-G107 (3 cr.)
- \_\_\_\_ \_\_\_\_ GEOL-G133 (5 cr.)
- \_\_\_\_ \_\_\_\_ GEOG-G315 (3 cr.)
- \_\_\_\_ \_\_\_\_ GEOL-G400 (3 cr.)
- \_\_\_\_ \_\_\_\_ GEOL-T312 (3 cr.)

**Chemistry**

- \_\_\_\_ \_\_\_\_ CHEM-C100/120 (5 cr.)
- \_\_\_\_ \_\_\_\_ CHEM-C101/121 (5 cr.)
- \_\_\_\_ \_\_\_\_ CHEM-C105/125 (5 cr.)
- \_\_\_\_ \_\_\_\_ CHEM-C109 (3cr.)
- \_\_\_\_ \_\_\_\_ CHEM-C390 (3 cr.)
- \_\_\_\_ \_\_\_\_ SSCI-E105 (3 cr.)

**Physical Science**

- \_\_\_\_ \_\_\_\_ SSCI-E105 (3 cr.)
- \_\_\_\_ \_\_\_\_ AST-A100 or 110 (3 cr.)
- \_\_\_\_ \_\_\_\_ PHYS-P100 or P201 (5 cr.)

**Cultural Diversity (3 cr.)**

- \_\_\_\_ \_\_\_\_ Any Foreign Language Course  
Options: Spanish, French, German
- \_\_\_\_ \_\_\_\_ SOC-S100
- \_\_\_\_ \_\_\_\_ CJHS-J355

**Ethics and Civic Engagement (3 cr)** One course from the list.

\_\_\_\_\_ SPCH-S 223, SPCH-S 233, PHIL-P 100, PHIL-P 140, PHIL-P 242, PHIL-P 342, PHIL-P 375, PHIL-P 383, EDUC-H 340, BUS-L 201, PAHM-V 171, NURS-S 472, AHLT-R 407

**Major Requirements: All major courses require a grade of C- or higher to count toward the major.**

**Required Courses—Nine Courses are required for the major (27 cr.)**

\_\_\_\_\_ CJHS-J101 American Criminal Justice System (Pre-req for all other criminal justice courses)

\_\_\_\_\_ CJHS-J201 Theoretical Foundations of Criminal Justice Policies

\_\_\_\_\_ CJHS-J202 Criminal Justice Data, Methods, and Research

\_\_\_\_\_ CJHS-J301 Substantive Criminal Law

\_\_\_\_\_ CJHS-J306 Criminal Courts

\_\_\_\_\_ CJHS-J321 American Policing

\_\_\_\_\_ CJHS-J331 Corrections

\_\_\_\_\_ CJHS-J305 Juvenile Justice System

\_\_\_\_\_ CJHS-J380 Internship in Criminal Justice **–or–** J480 Research in Criminal Justice

**Criminal Justice Electives**—Any five additional 200, 300 or 400 level criminal justice courses are required.

Any course offered in CJHS not listed as required course may be taken to complete elective credits. Any CJHS-J course may count as a criminal justice elective. **(15 credits)**

\_\_\_\_\_ CJHS-J \_\_\_\_\_      \_\_\_\_\_ CJHS-J \_\_\_\_\_      \_\_\_\_\_ CJHS-J \_\_\_\_\_  
\_\_\_\_\_ CJHS-J \_\_\_\_\_      \_\_\_\_\_ CJHS-J \_\_\_\_\_

Criminal Justice majors are not eligible for certificates in Correctional Management and Supervision and/or a Certificate in Public Safety as these are all CJHS courses. Students may select courses from these electives to fulfill the certificate in Homeland Security.

**Additional Electives (38-42 cr.)**

\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_      \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_      \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_      \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_      \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_      \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_      \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_      \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_      \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_  
\_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_      \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_      \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

**Humanities & Social Sciences BS Graduation Requirements**

\_\_\_\_\_ 120 credit hours with a minimum 2.0 cumulative grade point average

\_\_\_\_\_ 30 credit hours of 300/400 level coursework within the School of Humanities & Social Sciences and School of Sciences (credits may come from both schools)

\_\_\_\_\_ 30 of the last 60 credit hours completed at Indiana University Kokomo

## Certificate in Homeland Security and Emergency Management

### INDIANA UNIVERSITY KOKOMO SCHOOL OF HUMANITIES & SOCIAL SCIENCES Department of Criminal Justice and Homeland Security

The Certificate in Homeland Security and Emergency Management offers students an in-depth understanding of the issues and concerns surrounding homeland security and emergency management. The certificate also provides students with practical solutions in the management of natural and unnatural threats and emergency events. Upon completion of the certificate, students will be better equipped to lead their agency, department, organization, company, and community in the preparedness, response, recover, and mitigation of both natural and man-made disasters.

#### Requirements:

1. Students must meet the regular Indiana University admission requirements.
2. Students who are interested in pursuing the CJHS Certificate in Homeland Security and Emergency Management must demonstrate competence in ENG-W 131 or have taken CJHS-J101. Students seeking waiver of these courses must have either completed similar courses before applying to the program or have several years working experience in a criminal justice, homeland security, or related field. Waiver for these courses must be submitted in writing by the student to the department of CJHS and will be granted only by the department chair. Students must complete 15 credit hours in homeland security and emergency management with a grade of C- or higher in each course.
3. Students requesting substitution of any course must complete and submit for approval the *Request for Possible Substitution of Courses in Criminal Justice* form which may be obtained from a Criminal Justice advisor.
4. This certificate is available for currently enrolled BS students in Criminal Justice and is financial aid eligible.
5. The courses for this certificate are usually offered only online.
6. The following courses are required of all students seeking a certificate in homeland security and emergency management:

#### **Required Courses:**

- \_\_\_\_ \_\_\_\_ CJHS-J272 Terrorism and Public Policy (3 cr.)
- \_\_\_\_ \_\_\_\_ CJHS-J275 Introduction to Emergency Management (3 cr.)
- \_\_\_\_ \_\_\_\_ CJHS-J278 Principles and Practices of Homeland Security (3 cr.)
- \_\_\_\_ \_\_\_\_ CJHS-J387 Foundations of Homeland Security (3 cr.)
- \_\_\_\_ \_\_\_\_ CJHS-J388 Public Administration and Emergency Management (3 cr.)

**Note:** The University reserves the right to cancel courses for insufficient enrollment.

Revised 3-2-13, Revised 8-14-14, Revised 10-1-15

## Appendix B



# Kelly L. Brown, Ph.D.

## CURRICULUM VITA

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### *PERSONAL DATA*

Office Address: Department of Criminal Justice and Homeland Security  
School of Humanities and Social Sciences  
Indiana University Kokomo  
2300 South Washington Street, KE334  
P.O. Box 9003  
Kokomo, IN 46904-9003  
Phone: (765) 455-9328  
E-mail: kelkebro@iuk.edu

Home Address: 701 Hillcrest Drive  
Greenwood, IN 46143  
(317) 670-2177

### *ACADEMIC APPOINTMENTS*

2014 – Present Chair, Department of Criminal Justice and Homeland Security, School of Humanities and Social Sciences, Indiana University Kokomo, Kokomo, Indiana

2012 – Present Associate Professor of Criminal Justice, Department of Criminal Justice and Homeland Security, School of Humanities and Social Sciences, Indiana University Kokomo, Kokomo, Indiana (Note: This is not a new appointment, the department and school were reorganized and renamed.)

2009 – 2012 Associate Professor of Criminal Justice, School of Public & Environmental Affairs, Indiana University Kokomo, Kokomo, Indiana

2006 - 2012 Director, Homeland Security/Emergency Management Certificate Program, School of Public and Environmental Affairs, Indiana University Kokomo, Kokomo, Indiana

2010 – 2012 Coordinator, Criminal Justice Program, School of Public & Environmental Affairs, Indiana University Kokomo, Kokomo, Indiana

2003 – 2009 Assistant Professor of Criminal Justice, School of Public & Environmental Affairs, Indiana University Kokomo, Kokomo, Indiana

1997 - 2003 Assistant Professor, Department of Criminology, Indiana State University,

Terre Haute, Indiana.

1996 - 1997      Assistant Professor (one-year contract), Department of Criminology,  
Indiana State University, Terre Haute, Indiana.

### ***EDUCATION***

1999              Doctor of Philosophy, Criminal Justice, University of Cincinnati, Cincinnati, Ohio  
Dissertation Title: *Intensive Supervision Probation: The Effects of Supervision  
Philosophy on Intensive Probationers*

1994              Master of Science, Criminology, Indiana State University, Terre Haute, Indiana  
Thesis Title: *A Descriptive Analysis of Victim Assistance Programs in Indiana*

1990              Bachelor of Science, Criminology, Indiana State University, Terre Haute, Indiana

1989              Associate of Science, Law Enforcement Program, Vincennes University, Vincennes,  
Indiana

### ***PEER REVIEWED PUBLICATIONS***

Brown, K. L., G. M. Holguin, T. L. Halbrook-Scott (2016). Emergency Management Communication on University Web Sites: A 7-year Study. *Journal of Emergency Management*, Jul-Aug 14(4):259-68. Doi. 1005055.jem.2016.0291

Brown, K. L. (2015) Assessing the Educational Needs of Homeland Security and Emergency Management Personnel. *Journal of Homeland Security Education*, 1:1 -19.

M. K. Gray and K. L. Brown (2009). Drinking and Drug Use by College Students: Comparing Criminal Justice Majors to Non-Criminal Justice Majors. *Journal of Criminal Justice*, 37(3), 234-240.

Brown, K. L. and M. A. Benningfield (2008). "Death Row Correctional Officers: Experiences, Perspectives, and Attitudes." *Criminal Justice Review*, 33(4):524-540.

Brown, K. L. and C. Scheungrab (2008). "Emergency Preparedness: Using the Internet to Educate the Public." *Journal of Emergency Management*, 6(4):17-23.

Brown, K. L. (2007). "Effects of Supervision Philosophy on Intensive Probationers." *Justice Policy Journal*, 4(1).

Brown, K. L. (2006). "Community Service: An Evaluation of Program Components." *Journal of the Indiana Academy of Social Sciences*, 10: 21-29.

### ***WORKS UNDER REVIEW***

Brown, K. L., Tanner, C. L., and Imlay, T. (To be Revised and Resubmitted) “Twenty Years of Serving Crime Victims: An Examination of Past and Current Victim Assistance Programs in Indiana.” *Journal of the Indiana Academy of Social Sciences*.

### ***PROFESSIONAL PRESENTATIONS***

Brown, K. L., C. Tanner, and T. Imlay (2014). “Then and Now: Twenty Years of Serving Indiana Crime Victims.” Presented at the Annual Meetings of the Indiana Academy of Social Sciences, Anderson, Indiana.

Brown, K. L. and T. Scott (2014). “Disseminating Preparedness and Response Information on College Websites: A Six Year Study.” Presented at the Annual Meetings of the Midwestern Criminal Justice Association, Chicago, Illinois.

Brown, K. L. and M. L. Lynch (2013). “Victim Advocates, Religion, and Coping Strategies.” Paper presented at the Annual Meetings of the American Society of Criminology. Atlanta, Georgia.

Brown, K. L. and M. L. Lynch (2013) “In the Trenches: Working with Victims of Sexual Assault.” Paper presented at the Annual Meetings of the Academy of Criminal Justice Sciences, Dallas, TX.

Brown, K. L. (2012). “Assessing the Educational Needs of Homeland Security and Emergency Management Personnel.” Paper presented at the Annual Meetings of the Midwestern Criminal Justice Association, Chicago, IL.

Brown, K. L. and M. K. Gray (2008). “Religion, Crime, and Criminology Majors.” Paper presented at the Annual Meetings of the Academy of Criminal Justice Sciences, Cincinnati, OH.

Brown, K. L., T. Halbrook, and K. Johnson (2007). “Criminology Majors and Typical College Student Behavior: A Comparison of Behaviors and Attitudes across College Majors.” Paper presented at the Annual Meetings of the Midwestern Criminal Justice Association. Chicago, IL.

Widman, K., S. Aamidor, and K. Brown (2007). “Take Back the Night.” Poster Presentation, American Democracy Project Conference. Philadelphia, PA

Scheungrab, C. and K. L. Brown (2006). “Homeland Security and Emergency Management in Mid-America: Exploring the Use of the Internet by Cities and Towns to Help Citizens Prepare for Disasters.” Paper presented at the Annual Meetings of the Midwestern Criminal Justice Association. Chicago, IL.

Gray, M. K. and K. L. Brown (2006). "Comparing Drinking and Drug Use across College Majors." Paper presented at the Annual Meetings of the Academy of Criminal Justice Sciences, Baltimore, Maryland.

Brown, K. L., and M. Benningfield (2005). "Apples and Oranges: Death Row v. General Population." Presented at the Annual Meetings of the Midwestern Criminal Justice Association, Chicago, IL.

Brown, K. L., M. K. Gray, and J. D. Krozier (2004). "Do As I Say, Not As I Do: Criminal Behavior Among Criminology Majors." Paper Presented at the Annual Meeting of the Academy of Criminal Justice Sciences, Las Vegas, NV.

Sundt, J. L. and K. L. Brown (2002). "The Effect of Ministering on Death Row: An Examination of the Work Experiences of Prison Chaplains." Presidential Panel Presented at the Annual Meeting of the American Society of Criminology, Chicago, IL.

Brown, K. L., M. Benningfield, K. Culotta (2002). "Working on X-Row: An Exploratory Study of Correctional Officers Assigned to Death Row." Presented at the Annual Meeting of the Midwestern Criminal Justice Association, Chicago, IL.

Brown, K. L. (2001). "Community Service, Day Reporting, and Home Detention: The Effects of Intermediate Sanctions on Recidivism." Presented at the Annual Meeting of the Midwestern Criminal Justice Association, Chicago, IL.

Brown, K. L., Melissa Benningfield, and Jody L. Sundt (2001). "The Effects of Working with Death Row Offenders on Prison Chaplains." Paper presented at the Annual Meeting of the Academy of Criminal Justice Sciences, Washington, D.C.

Sundt, J. L. and K. L. Brown (2000). "Help Me O God: Religious Coping Styles and Adjustment to Incarceration." Paper presented at the Annual Meeting of the American Society of Criminology, San Francisco, CA.

Brown, K. L., J. L. Sundt, and F. T. Cullen (2000). "Employment and Recidivism among Adult Intensive Probationers: An Examination of the Effects of Adult Social Bonds." Paper presented at the Annual Meeting of the Midwestern Criminal Justice Association, Chicago, IL.

Brown, K. L. (1999). "The Effects of Supervision Philosophy on Intensive Probationers." Presented at the Annual Meetings of the Midwestern Criminal Justice Association, Chicago, IL.

Moon, M., J. L. Hartman, and K. L. Brown (1997). "An Analysis of the Criminal Justice Job Market." Presented at the Annual Meetings of the Academy of Criminal Justice Sciences, Albuquerque, NM.

Latessa, E. J., L. F. Travis, K. L. Brown, and A. M. Holsinger (1996). "Evaluating Community Correctional Alternatives to Regular Supervision Probation." Presented at the Annual Meetings of

the Midwestern Criminal Justice Association, Indianapolis, IN.

Travis, L. F., E. J. Latessa, A. M. Holsinger, and K. L. Brown (1996). "Evaluating the Effectiveness of Community Based Correctional Facilities." Presented at the Annual Meetings of the Midwestern Criminal Justice Association, Indianapolis, IN.

Hartman, J. L., K. L. Brown, and M. L. Moon (1995). "Academic Employment: Toward A Better Understanding of the Criminal Justice Job Market." Presented at the Annual Meetings of the Academy of Criminal Justice Sciences, Boston, MA.

### ***TECHNICAL REPORTS/PROGRAM MATERIALS***

Indiana Coalition against Sexual Assault (with Kelly Brown, Contributing Editor). 2013. Evaluation Tool Kit, Indiana Coalition against Sexual Assault: Indianapolis, Indiana.

Brown, K. L. (2012) Evaluability Assessment of the Successful Self Direction Program, Howard County Jail, Kokomo, Indiana. Indiana University Kokomo: Kokomo, Indiana.

Brown, K. L. (2002). Recidivism among Community Corrections Offenders: Final Report to Vigo County Community Corrections Program. Indiana State University: Terre Haute, Indiana.

Brown, K. L. and R. Huckabee (1999). Evaluation of the Vigo County Community Corrections Program: Final Report. Indiana State University: Terre Haute, Indiana.

Johnson, L. J., D. Zorn, D. Tatem, K. L. Brown, and J. Edwards (1995). Comprehensive Preschool Program Initiative: Evaluation Report: School Year 1994 - 95. University of Cincinnati: Arlitt Child and Family Research and Education Center.

Johnson, L.J., D. Zorn, D. Tatem, K. L. Brown, and J. Edwards (1995). Developmentally Appropriate Practice Initiative: Evaluation Report: School Year 1994 - 95. University of Cincinnati: Arlitt Child and Family Research and Education Center.

Johnson, L.J., D. Zorn, D. Tatem, K. L. Brown, and J. Edwards (1995). Overall Pilot Mini District Evaluation: Evaluation Report, School Year 1994 - 95. University of Cincinnati: Arlitt Child and Family Research and Education Center.

### ***MONOGRAPHS***

Van Voorhis, P. and K. L. Brown (1996). The Current State of Offender Risk Classification. Washington, D. C.: National Institute of Corrections.

Van Voorhis, P. and K. L. Brown (1996). Evaluability Assessment in Correctional Programming.

Washington, D.C.: National Institute of Corrections.

### ***GRANTS/FELLOWSHIPS RECEIVED***

Brown, K. L. (2014). Indiana Victim Assistance Services: Twenty Years of Providing Services to Indiana Crime Victims. Undergraduate Research Program, Indiana University Kokomo, \$3000.

Brown, K. L. (2014). Indiana Victim Assistance Services Research Project. Applied Learning Grant, Indiana University Kokomo, \$152.

Brown, K. L. (2014). Media and Crime: Field Observations of Deviant and Non-Deviant Behavior and Media Consumption. Applied Learning Grant, Indiana University Kokomo, \$180.

Brown, K. L. (2013). The Great Central U.S. Shake Out Day. Applied Learning Grant, Indiana University Kokomo, \$500.

Brown, K. L. (2013). Indiana Coalition against Sexual Assault Training Workshops. Applied Learning Grant, Indiana University Kokomo, \$500.

Brown, K. L. (2013). Victim Advocates Conference Presentation. Applied Learning Grant, Indiana University Kokomo, \$500.

Brown, K. L. (2012). Public Safety Day. Applied Learning Grant, Indiana University Kokomo, \$500.

Brown, K. L. (2005). "Criminology Majors and Criminal Behavior." Grant-in-Aid, Faculty Development & Grants Committee, Indiana University Kokomo.

Brown, K. L. (2005) "Working on X-Row: Correctional Officers Who Work on Death Row." Summer Faculty Fellowship, Faculty Development & Grants Committee, Indiana University Kokomo.

Brown, K. L. and Garber, A. (2004) "I've Fallen and I Can't Get Up: An Examination of Female Prisoners." Undergraduate Research Summer Institute Grant, Indiana University Kokomo.

Brown, K. L., M. Benningfield, and J. L. Sundt (University Research Committee, Indiana State University: \$803) "Working on Death Row: An Examination of the Job Experience and Satisfaction of Correctional Officers Assigned to Death Row."

### ***SERVICE***

University/Department Committee Service

- 2012 – Present  
 CJHS Assessment Committee, member  
 CJHS Curriculum Committee, member  
 IU Cadet Program, CJHS Representative  
 Revised CJHS Bulletin
- 2014 – 2016  
 Dean Administrative Review Committee, member  
 School Restructuring Committee, member  
 IU Criminal Justice, Single Articulation Pathway Committee, IUK Rep.  
 Criminal Justice Statewide Single Articulation Pathway Committee, member  
 Mentoring Junior Faculty, Department Level  
 Center for Applied and Community Research, Board Member
- 2013 - 2014  
 Faculty Senate Board of Review, member and chair  
 Department Administrative Review Committee, member  
 Department Search Committee (for two faculty members), chair  
 Promotion and Tenure Committee, member (Department of Sociology, History, and Political Science)
- 2011 - 2015  
 CJHS Curriculum  
 Revised SPEA/CJHS Academic Bulletin  
 Co-Developed CJHS 4-Year Plan/Curriculum Map  
 Co-Developed CJHS Schedule for 2012 – 2013 & 2013 - 2014
- 2009-Present  
 New Student Convocation, CJHS representative  
 VIP and Majors Days, CJHS representative  
 Master's Recognition and Hooding Ceremony Honor's Convocation, CJHS representative
- 2016  
 CJHS Search Committee, Chair
- 2015 – 2016  
 Applied Learning Grants Committee, Chair
- 2009 – 2015  
 Applied Learning Grants Committee, Member  
 Department Promotion and Tenure Committee  
 Internship Supervisor
- 2009 – 2012  
 Multiple SPEA/CJHS Search Committees (Chair and Member)
- 2007-2012  
 Campus Safety Committee  
 American Democracy Project

- Take Back the Night Committee  
SPEA's Outstanding Student Selection Committee  
Freshman Convocation, SPEA Representative
- 2012 Promotion and Tenure Committee, member (Department of Sociology, History, and Political Science)
- 2011-2012 SPEA Planning Task Force, Chair  
Developed 2012-2013 Proposed Department Budget  
IU Blueprint Transfer Charter
- 2011 Administrative Review Committee  
Developed Curriculum for Homeland Security/Emergency Management Degree Completion Proposal
- 2005-2011 Pre-Law Advisor
- 2009-2010 Roles and Purposes Committee, Foundations of Excellence  
Summer Diversity Program  
IT Advisory Board  
Ethics and Civic Engagement, General Education Subcommittee  
SPEA Focus Group  
SPEA Representative, Master's Recognition and Hooding Ceremony  
SPEA Representative, Honor's Convocation
- 2007-2010 Graduate Affairs Committee  
Faculty Advisory Board General Studies/ ACCELErated Program  
SPEA Advisory Board, Co-Secretary  
American Democracy Project
- 2006 – 2007 Vice Chancellor Review Committee  
Assessment Council  
Assessment Committee, Faculty Senate  
Faculty Advisory Board General Studies/ ACCELErated Program  
American Democracy Project  
Take Back the Night Committee  
Freshman Learning Communities Committee  
Freshman Convocation Committee  
School of Public and Environmental Affairs, IUK, Newsletter, Editor  
VIP Day, SPEA Speaker  
SPEA Advisory Board, Co-Secretary
- 2005 – 2006 Assessment Council  
Assessment Committee, Faculty Senate  
Faculty Advisory Board General Studies/ ACCELErated Program  
Take Back the Night



- American Democracy Project  
 Calendar Committee, Faculty Senate  
 Search Committee for Assistant Dean, SPEA, IUK  
 SPEA's Outstanding Student Selection Committee  
 Alpha Chi Student Selection Committee
- 2003 – 2005 Academic Council (SPEA Representative, Fall 2004)  
 Assessment Council  
 American Democracy Project  
 Search Committee for Assistant Dean of SPEA at IUK  
 Calendar Committee  
 Faculty Advisory Board General Studies/ACCELerated Program
- 1996 – 2003 Numerous Department and University Committees at Indiana State University

#### Student Centered Service

- 2005 - Present Faculty Sponsor, Alpha Phi Sigma  
 Faculty Sponsor, Criminal Justice Association (through 2014)  
 Mentor and Advise Students on Research Projects  
 Mentor and Advise Students on Career, Education, and Life Goals  
 Write Letters of Recommendation for Jobs, Scholarships, Graduate School, Law School
- 2005 - 2010 Reviewer/Coordinator, Criminal Justice Association, Essay Contest  
 Internship Supervisor (alternate years)
- 2004 Undergraduate Research Summer Institute Project  
 Faculty Sponsor, Criminal Justice Association  
 Undergraduate Advisor
- 2003 Undergraduate Advisor  
 Supervised student entering data for research project
- 1996 – 2003 Numerous Student Service Activities at Indiana State University

#### Public/Professional Service

- 2016 Kairos, Prison Ministry International, Evaluation Project, Consultant
- 2014 Grant Consultant, Indiana Coalition against Sexual Assault, Indianapolis, IN

- Panel Chair, “Educational Issues in Homeland Security.” Annual Meetings of the Academy of Criminal Justice Sciences, Philadelphia, PA.
- Grant Consultant, The Gilead House, Kokomo, IN
- 2013 Reviewer, Journal of Homeland Security and Emergency Management
- Reviewer/Evaluator, Rape Prevention Education, Request for Proposals, Indiana Coalition against Sexual Assault.
- 2012 Panel Chair, “Issues in Terrorism: Human Trafficking, Lone Terrorists, U.S. – Mexico Border Threats, and Homeland Security and Community Policing.”
- 2010 Reviewer, Justice Quarterly
- 2007–2011 Chair, Education, Curriculum, & Training Committee, IDHS Higher Education Advisory Board
- Principle Investigator and Member, Research Committee, IDHS Higher Education Advisory Board
- Indiana Department of Homeland Security’s Homeland Security and Emergency Management Higher Education Advisory Board
- Campus Safety & Emergency Preparedness Committee, IDHS Emergency Management and Higher Education Advisory Board
- Turning Point, Johnson County, Indiana
- Family Services of Howard County, Domestic Violence Shelter
- 2007 Panel Chair, “Examining Deviant and Crime Attitudes Among Youth.” Panel at the Annual Meetings of the Midwestern Criminal Justice Association. Chicago, IL.
- 2006 Awards Committee, Division of Corrections and Sentencing, American Society of Criminology
- 2004 Panel Chair, “Treatment in Institutional Settings: Residential Treatment Therapeutic Communities and Coping with Incarceration.” Panel at the Annual Meeting of the Academy of Criminal Justice Sciences. Las Vegas, NV.

2003 Reviewer/Judge, Outstanding Student Paper Award, Division of Corrections and Sentencing, American Society of Criminology

### ***OTHER RESEARCH EXPERIENCE***

1995 - 1996 Research Assistant, Ohio Community Corrections Programs Evaluation, Division of Criminal Justice, University of Cincinnati.

1995 Research Assistant, Arlitt Child and Family Research and Education Center, University of Cincinnati.

1994 Research Assistant, Division of Criminal Justice, University of Cincinnati.

### ***PROFESSIONAL WORKSHOPS***

Presenter (2013). "Preparing for the RFP. Logic Models: A Brief Review." Addressing Sexual Violence in Indiana: A Collaborative, Statewide Strategic Planning Process Conference, Indiana Coalition against Sexual Assault, Indianapolis, Indiana.

Trainer (2013). "Evaluation Training." Indiana Coalition against Sexual Assault Training Workshop. (All Day Workshop) Marion, Indiana.

Trainer (2013). "Evaluation Training." Indiana Coalition against Sexual Assault Training Workshop. (All Day Workshop) Ft. Wayne, Indiana.

Trainer (2013). "Evaluation Training." Indiana Coalition against Sexual Assault Training Workshop. (All Day Workshop) Jasper, Indiana.

Panel Discussant (2010). Northern Networking Council Regional Meeting, Indiana Campus Compact, Indiana University Kokomo.

Panel Discussant (2004). Workshop for Undergraduates on Graduate School. Indiana University Kokomo

Presenter (2001). "Concerns and Fears about Teaching." Fall Teaching Assistant Workshop, Center for Teaching and Learning, Indiana State University.

Presenter (2000). "Rewards and Punishments." Indiana Association of Community Correction Act Counties, Lebanon, IN.

Presenter (2000). "What Works in Community Corrections." Indiana Association of Community Correction Act Counties, Lebanon, IN.

Brown, K. L. (2000). "Concerns and Fears about Teaching." Fall Teaching Assistant

Workshop, Center for Teaching and Learning, Indiana State University.

### ***AWARDS***

1994 – 1996	University Graduate Scholarship
1994 – 1995	Teaching Assistantship
1994 - 1995	Gabbard Research Associate Fellowship
1993 – 1994	Graduate Assistantship

### ***PROFESSIONAL DEVELOPMENT***

Multiple Leadership, Assessment, Teaching Workshops, IUK, 2014 - Present

Academy of Criminal Justice Sciences, Conference, Orlando, FL, March 2015

Indiana Academy of Criminal Justice Sciences, Anderson, IN, October 2014

Academy of Criminal Justice Sciences Conference, Philadelphia, PA, February 2014

International Crime, Media, and Popular Culture Studies Conference, Indiana State University, Terre Haute, IN September 2013

Weave Training, Indiana University Kokomo, 2013

On-Line Course Development Training, Indiana University Kokomo, 2010 - 2011

Human Resources Compliance Training, Indiana University Kokomo, Spring 2011

Diversity Training, Indiana University Kokomo, November 2010

Grants Workshop, Indiana University Kokomo, October 2010

Indiana Department of Homeland Security, Higher Education Conference, Indianapolis, IN, October 2010

Indiana Conference on Sexual Violence, Indianapolis, IN, March 2010

American Society of Criminology Conference, Philadelphia, PA, November 2009

Indiana Department of Homeland Security, Higher Education Conference, Indianapolis, IN, October 2009

12<sup>th</sup> Annual Emergency Management Higher Education Conference, Emmitsburg, Maryland, June 2009

Homeland Security Emergency Management Conference, IUPUI, Indianapolis, IN, June 2008

11<sup>th</sup> Annual Emergency Management Higher Education Conference, Emmitsburg, Maryland, June 2008

Indianapolis Assessment Institute, Indianapolis, Indiana, Fall 2006

10<sup>th</sup> Annual Emergency Management Higher Education Conference, Emmitsburg, Maryland, June 2006

Tech Camp, Center for Teaching Excellence, Indiana University Kokomo, Fall 2003

Remote Mouse Training, Center for Teaching Excellence, Indiana University Kokomo, Fall 2003

Multiple Teaching and Assessment Workshops, Indiana State University, Terre Haute, IN, 1997 - 2001

### ***UNDERGRADUATE TEACHING EXPERIENCE***

Research Methods	Criminological Theories
Women in the Criminal Justice System	American Criminal Justice System
Juvenile Delinquency	Families, Crime, and Delinquency
Introduction to Corrections	Correctional Institutions
Introduction to Law Enforcement	Introduction to Criminology
Internships	Community Corrections
Juvenile Justice System	Public Affairs Internships
Independent Studies	Drugs and Society
Organized Crime	Religion and Crime
Crime and Public Policy	Police Corruption
Victimology	Homeland Security
Emergency Management	Substantive Criminal Law

### ***GRADUATE TEACHING EXPERIENCE***

Criminological Theories	Drugs and Society
Research Methods	Correctional Institutions
Juvenile Delinquency	Organized Crime

Women in the Criminal Justice System  
Law Enforcement Internship  
Chair/Member Proposal Committees

Community Corrections  
Independent Studies

***RESEARCH INTERESTS***

Victim Advocates  
Emergency Management  
Corrections

Program Evaluation  
Attitudes toward Crime and Correctional Policies  
Attitudes, Experiences, and Behaviors of College Students

**Dr. Beau Shine**  
**5129 Outback Ct.**  
**Noblesville, IN 46062**  
**(269)352-2381**  
**shineb@iuk.edu**

## **EDUCATION**

**PhD, Criminal Justice** May, 2016

*University of Cincinnati, Cincinnati, OH*

**Master of Science, Criminal Justice** December, 2009

*University of Cincinnati, Cincinnati, OH*

**Bachelor of Arts, Communication** April, 2008

*Western Michigan University, Kalamazoo, MI*

Minor: Health, Physical Education, and Recreation

## **RESEARCH EXPERIENCE**

Recruitment Coordinator/Data Coder, University of Cincinnati: I was the recruitment coordinator and a data coder for a simulated shoplifting study funded by P&G (results forthcoming).

Data Coder, University of Cincinnati: I coded EPICS data for the Corrections Institute at UC.

## **TEACHING EXPERIENCE**

*Indiana University Kokomo, Kokomo, IN August 2016 – December 2016*

**Assistant Professor, Correctional Counseling**

Describe the history of the rehabilitative ideal in corrections.

Identify and discuss the goals of rehabilitation.

Describe the use of assessment and classification in corrections.

Identify and explain the principles of effective intervention.

Identify and describe effective and ineffective counseling strategies in correctional settings.

Identify and describe treatment options for special populations of offenders.

Define and understand program evaluation and quality assurance measures.

*Indiana University Kokomo, Kokomo, IN January 2016 – December 2016 (Spring and Fall of 2016)*

**Assistant Professor, Corrections**

Discuss the history of corrections.

Identify and discuss various philosophies/goals of corrections.

Demonstrate knowledge of different sentencing practices and the impact of those practices.

Evaluate different programs within community corrections.

Identify the different forms of institutional corrections.

Explain the inmate culture of institutions and show how that culture impacts the operation of institutional facilities.

Demonstrate a knowledge of the ethical issues facing correctional personnel.

Recognize “The Principles of Effective Treatment” and evidence-based treatment practices. Understand “What Works” in correctional treatment.

*Indiana University Kokomo, Kokomo, IN January 2016 – December 2016 (Spring, Summer, and Fall of 2016)*

**(Acting) Assistant Professor, Internship in Criminal Justice**

Help CJHS majors and minors secure internships with appropriate agencies/businesses, including the Kokomo Police Department.

Teach students how to conduct themselves properly in the workplace, including a thorough lesson on ethics.

Work with the IUK Career and Accessibility Center to instruct students how to write a good resume, interview well, and secure employment in both the public and private sectors.

*Indiana University Kokomo, Kokomo, IN July 2016 – August 2016*

**Acting Assistant Professor, Institutional Corrections**

Explain legal justifications for incarcerating convicted criminals.

Identify characteristics of early prisons in the U.S. and how these prisons served the purpose of banishment.

Explain why imprisonment is compatible with the philosophy of retribution.

Discuss difficulties in achieving retribution in today’s legal system.

Understand the implications of an over-representation of minorities and economically disadvantaged persons in prison.

Know the social factors contributing to the emergence of the inmate rights movement in the 1960s.

Identify solutions for reducing prison populations.

*Indiana University Kokomo, Kokomo, IN July 2016 – August 2016*

**Acting Assistant Professor, Substantive Criminal Law**

Understand the basic principles of criminal law, its history and development, and its practical application, including but not limited to: being able to identify the actus reus and mens rea for a crime; being able to convey an understanding of major defenses of criminal cases, including insanity, diminished capacity, duress, necessity, intoxication, mistake, self-defense, defense of property or others, alibi, and reasonable doubt and entrapment; being able to identify the crimes committed in various scenarios, including homicide, assault, rape and sexual offenses, kidnapping, arson, robbery, burglary, blackmail, forgery, drug offenses, offenses against justice administration, and offenses against the government; and being able to identify various purposes of criminal law involved in any statutory scheme or serving as the basis for any sentence in a criminal case, including general and specific deterrence, rehabilitation, incapacitation, and retribution.

*Indiana University Kokomo, Kokomo, IN January 2016 – May 2016*

**Acting Assistant Professor, Corrections in the Community**

Discuss the history of community corrections.



Identify and discuss various goals of community corrections.  
Demonstrate knowledge of intermediate sanctions and the impact of such sanctions.  
Evaluate different programs within community corrections.  
Identify and discuss the intersection of juveniles and community corrections.  
Recognize the difference between probation and parole, and the role each plays in community corrections.  
Understand the evolution of risk assessment and its importance in community corrections.  
Recognize “The Principles of Effective Treatment” and evidence-based treatment practices. Understand “What Works” in correctional treatment.

*Indiana University Kokomo, Kokomo, IN August 2015 – December 2015*

**Acting Assistant Professor, Criminal Justice Data, Methods & Research**

Explain the importance of criminal justice research as consumers and future creators of empirical knowledge.  
Critically evaluate research projects and their findings.  
Identify sources of criminal justice data.  
Display a general understanding of methods appropriate for creating knowledge through the collection of empirical data.

*Indiana University Kokomo, Kokomo, IN August 2015 – December 2015*

**Acting Assistant Professor, Correctional Counseling**

Describe the history of the rehabilitative ideal in corrections.  
Identify and discuss the goals of rehabilitation.  
Describe the use of assessment and classification in corrections.  
Identify and explain the principles of effective intervention.  
Identify and describe effective and ineffective counseling strategies in correctional settings.  
Identify and describe treatment options for special populations of offenders.  
Define and understand program evaluation and quality assurance measures.

*Indiana University Kokomo, Kokomo, IN July 2015 – August 2015*

**Acting Assistant Professor, Substantive Criminal Law**

Understand the basic principles of criminal law, its history and development, and its practical application, including but not limited to: being able to identify the actus reus and mens rea for a crime; being able to convey an understanding of major defenses of criminal cases, including insanity, diminished capacity, duress, necessity, intoxication, mistake, self-defense, defense of property or others, alibi, and reasonable doubt and entrapment; being able to identify the crimes committed in various scenarios, including homicide, assault, rape and sexual offenses, kidnapping, arson, robbery, burglary, blackmail, forgery, drug offenses, offenses against justice administration, and offenses against the government; and being able to identify various purposes of criminal law involved in any statutory scheme or serving as the basis for any sentence in a criminal case, including general and specific deterrence, rehabilitation, incapacitation, and retribution.

*Indiana University Kokomo, Kokomo, IN January 2015 – December 2015 (Spring, Summer, and Fall of 2015)*

**Acting Assistant Professor, Internship in Criminal Justice**

Help CJHS majors and minors secure internships with appropriate agencies/businesses, including the Kokomo Police Department.

Teach students how to conduct themselves properly in the workplace, including a thorough lesson on ethics.

Work with the IUK Career and Accessibility Center to instruct students how to write a good resume, interview well, and secure employment in both the public and private sectors.

*Indiana University Kokomo, Kokomo, IN January 2015 – December 2015 (Spring and Summer of 2015)*

**Acting Assistant Professor, Corrections in the Community**

Discuss the history of community corrections.

Identify and discuss various goals of community corrections.

Demonstrate knowledge of intermediate sanctions and the impact of such sanctions.

Evaluate different programs within community corrections.

Identify and discuss the intersection of juveniles and community corrections.

Recognize the difference between probation and parole, and the role each plays in community corrections.

Understand the evolution of risk assessment and its importance in community corrections.

Recognize “The Principles of Effective Treatment” and evidence-based treatment practices. Understand “What Works” in correctional treatment.

*Indiana University Kokomo, Kokomo, IN January 2015 – May 2015*

**Acting Assistant Professor, Corrections**

Discuss the history of corrections.

Identify and discuss various philosophies/goals of corrections.

Demonstrate knowledge of different sentencing practices and the impact of those practices.

Evaluate different programs within community corrections.

Identify the different forms of institutional corrections.

Explain the inmate culture of institutions and show how that culture impacts the operation of institutional facilities.

Demonstrate a knowledge of the ethical issues facing correctional personnel.

Recognize “The Principles of Effective Treatment” and evidence-based treatment practices. Understand “What Works” in correctional treatment.

*Indiana University Kokomo, Kokomo, IN August 2014 – December 2014*

**Acting Assistant Professor, The Criminal Courts**

Demonstrate knowledge of terminology related to criminal courts.

Describe how the courts are related to the other components of the criminal justice system.

Understand the four amendments of the Bill of Rights that deal specifically with criminal procedure.

Understand the relationship between the principal actors in the courtroom work group.  
Demonstrate knowledge of the process a criminal defendant follows in the court system.

*Indiana University Kokomo, Kokomo, IN August 2014 – December 2014*

**Acting Assistant Professor, American Criminal Justice System**

Understand terminology related to criminal justice.

Explain how the three components of the criminal justice system are interrelated.

Demonstrate an understanding of the criminal justice process.

Understand the history of the criminal justice system in America.

Demonstrate knowledge of the balance between public safety and individual liberty.

*Indiana University Kokomo, Kokomo, IN August 2014 – December 2014*

**Acting Assistant Professor, Foundations of Homeland Security**

Explain the emergence of homeland security.

Describe the types of terrorists groups and their ideologies.

Explain the unique dangers terrorism in the 21st century.

Describe terrorist organizations and the various strategies they use.

Understand homeland security's role in managing natural disasters and mass emergencies.

Understand what cybersecurity is and the role homeland security plays in it.

Describe the organization and roles of U.S. homeland security agencies.

Identify and evaluate U.S. homeland security strategies.

Describe the relationship between security and civil liberties.

*Indiana University, Bloomington, IN January 2014 – May 2014*

**Guest Lecturer, Drugs, Society, and Justice**

Explore issues surrounding the drugs and crime link, including whether it is causal or correlational, different drugs and how they affect the body, drug markets and drug dealing, narco-terrorism, and substance abuse treatment programs.

Evaluate the effectiveness of the War on Drugs from all perspectives, focusing on how success is defined and what collateral consequences have resulted since its inception.

*Indiana University, Bloomington, IN January 2014 – May 2014*

**Guest Lecturer, Introduction to Criminal Justice**

Examine the U.S. Criminal Justice System, paying attention to its evolution over time and the factors that were catalysts for change.

Teach students about each stage of the criminal justice system, with special attention being paid to policing, courts and adjudication, and corrections.

Cover special topics in criminal justice, including juvenile justice and drugs and crime.

*Indiana University, Bloomington, IN August 2013 – December 2013*

**Guest Lecturer, Developmental Criminology**

Explore theories and empirical findings on the development of antisocial behavior and offending, the bio-psychosocial risk and protective factors at different ages, the effects of turning points and life events on the course of development, and possible intervention and prevention strategies.

Describe the different developmental trajectories of antisocial behavior and offending and identify their bio-psychosocial risk and protective factors.

Summarize, analyze, and critically assess research conducted in the field of developmental criminology.

*Indiana University, Bloomington, IN August 2013 – December 2013*

**Guest Lecturer, Introduction to Criminal Justice**

Examine the U.S. Criminal Justice System, paying attention to its evolution over time and the factors that were catalysts for change.

Teach students about each stage of the criminal justice system, with special attention being paid to policing, courts and adjudication, and corrections.

Cover special topics in criminal justice, including juvenile justice, drugs and crime, white collar crime, and international crime and terrorism.

*University of Cincinnati, Cincinnati, OH September 2011 – Present*

**Field Placement Coordinator**

Help senior undergraduates in the School of Criminal Justice secure their required internships with appropriate agencies/businesses, including the Cincinnati Police Department.

Teach students how to conduct themselves properly in the workplace, including a thorough lesson on ethics.

Orchestrate guest speaker visits to classes to teach students how to write a good resume, interview well, and secure employment in both the public and private sectors.

*University of Cincinnati, Cincinnati, OH May 2013 - Present*

**Instructor, Women & Crime**

Explore issues surrounding women and crime, including whether there are gender differences (both in terms of offenses and risk factors), victimization, girls and juvenile delinquency, the processing and sentencing of female offenders, the incarceration of women, and international issues for women and crime.

*University of Cincinnati, Cincinnati, OH August 2012 – December 2012*

**Instructor, Corrections in America**

Teach students an overview of America's correctional system from past to present. This includes examining the evolution of America's correctional system, jails and prisons, probation and parole, correctional assessment, evidence-based treatment modalities, and special populations of offenders.

*University of Cincinnati East, Batavia, OH August 2012 – December 2012*

**Instructor, Drugs & Crime**

Examine issues surrounding the drugs and crime link, including whether it is causal or correlational, different drugs and how they affect the body, drug markets and drug dealing, narco-terrorism, and substance abuse treatment programs.

*University of Cincinnati, Cincinnati, OH August 2012 – December 2012*

**Instructor, Correctional Rehabilitation**

Teach students an overview of case management and counseling strategies in correctional settings. This includes development of treatment plans, counseling theory, components of

helping process, principles of confidentiality, correctional classification, and characteristics of program effectiveness.

*University of Cincinnati, Cincinnati, OH* September 2009 – August 2011

**Distance Learning Facilitator, School of Criminal Justice**

Facilitated for all 16 CJ courses, including Applied Statistics in Criminal Justice, Basic Research Methods in Criminal Justice, Applied Criminal Justice Research Methods, Theory and Philosophy of Corrections, Seminar in Criminal Justice, Juvenile Justice System, Seminar in Criminology, Pro-Seminar in Law and Social Control, Criminal Justice Management, Theory and Practice of Law Enforcement, Criminal Justice Policy Analysis, Seminar in White-Collar Crime, Seminar in Police Effectiveness, Seminar in Community Corrections, Crime and the Life Course, and Seminar in Correctional Rehabilitation.

Graded assignments and papers of online Master's students.

Provided detailed feedback to students about their work, including identifying areas for improvement in both their comprehension and writing.

**UNIVERSITY SERVICE**

Calendar Committee, August 2015 – Present, Indiana University Kokomo

Faculty Adviser, CJA (Criminal Justice Association), August 2014 – Present, Indiana University Kokomo, Department of Criminal Justice & Homeland Security

Board Member, GRADS (Graduate Research and Discussion Symposium), 2009 – 2010, University of Cincinnati, School of Criminal Justice.

Student Board Member, Western Herald, Western Michigan University, Kalamazoo, MI, 2007 – 2008.

**PUBLICATIONS**

*“Best Systemic Practices for the Management of Deaf Suspects, Defendants and Offenders”*: my dissertation, completed November, 2015.

*“Does Paying More Mean Getting a Better Product: A Cost-Benefit Analysis of the Modes of Survey Administration”*: a book chapter in Handbook of Survey Methodology for the Social Sciences (Gideon, 2012).

“Henry Louis Gates”. In D. Jones-Brown & B. D. Frazier (Eds.), *African Americans and Criminal Justice: An Encyclopedia*. Red Bank, NJ: ABC-CLIO/Greenwood Publishers.

**PRESENTATIONS AND POSTER SESSIONS**

“The Sex Offender Registry: An Evaluation of the Post-Adam Walsh Act Classification and Public Safety in Ohio”, roundtable presentation, 2014 Annual ASC Conference (San Francisco, CA).

“Technology and the Criminal Justice System: Piloting the Treatment of Offenders Using a Virtual Environment”, roundtable presentation, 2013 Annual ASC Conference (Atlanta, GA).

“Attendance and Participation Patterns of Offenders Sanctioned to Attend Alcoholics Anonymous”, solo presentation, 2011 Annual ASC Conference (Washington, D.C.).

“A Longitudinal Analysis on the Effect of CCW Laws in 10 Major U.S. Cities”, poster presentation, 2010 Annual ASC Conference (San Francisco, CA).

**RESEARCH INTERESTS**

Evidence-Based Corrections  
Rehabilitation and Reentry  
Substance Abuse

**TEACHING INTERESTS**

Corrections  
Criminal Justice  
Drugs & Crime  
Juvenile Justice  
Research Methods

## Angela M. Glosser, Ph.D.

6008 Yale Blvd. Kokomo, IN 46902

Phone: 641-799-4348

aglosser@iuk.edu

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### EDUCATION

Iowa State University, Ames, Iowa

**PhD in Sociology**

**2013**

Areas of Concentration: Criminology and Social Inequality

Dissertation: "Gangs in a Rural Town: Community Perceptions of Crime, Gangs, and the New In-Migrant Population"

Boston University, Boston Massachusetts

**MCJ Masters in Criminal Justice**

**2005**

Buena Vista University-Ottumwa Center, Ottumwa, Iowa

**B.A. in Distributive Education / Minor: Sociology**

**1999**

University of Missouri-Columbia, Columbia, Missouri

1993-1995

Indian Hills Community College, Ottumwa, Iowa

**Associate of Arts**

**1992**

### HONORS AND HONOR SOCIETIES

Alpha Kappa Delta (International Sociology Honor Society)

**2010 - Present**

Phi Kappa Phi

**2013**

President's List – Buena Vista University

**1998 - 1999**

### ACADEMIC AND TEACHING EXPERIENCE

Indiana University Kokomo, Kokomo, IN

**Assistant Professor of Criminal Justice**

**2014 - Present**

As part of the Criminal Justice and Homeland Security Department, developed syllabus, overall course content and structure, and administered all grades for the following courses: **Social Justice & the Legal System, Race, Sex & Criminal Justice, Research Practicum, Juvenile Justice, Evidence, American Criminal Justice Systems, Procedural Criminal Law, Gangs and Organized Crime, Drugs and Crime, Internship in Criminal Justice, The Criminal Courts, and Criminal Justice Data, Methods, and Resources.**

Boston University, Boston, MA

**Facilitator**

**2013 - Present**

As part of the Metropolitan College, facilitate Master's in Criminal Justice online classes for professors. Responsibilities include grading homework, inputting grades online, answering student questions regarding coursework, and assisting the professor. Courses include: **Terrorism, Analytical Methods, and Research Methods.**

**Guest Lecturer/Speaker and Researcher****2013- Present**

Present to rural law enforcement and community organizations the findings of dissertation research. Present to rural law enforcement agencies concerning gang growth in rural communities and implementation of prevention strategies. Also, developed and implemented research strategies and protocol for recording gang members, gang activity, and gang migration patterns for rural law enforcement agencies.

William Penn University, Oskaloosa, Iowa

**Instructor of Sociology****2011 - 2013**

As part of the Behavioral Sciences Department, developed syllabus, overall course content and structure, and administered all grades for the following courses: **Juvenile Delinquency, Racial and Ethnic Situations, Sex and Gender in Society, Deviant Behavior, Introduction to Sociology, Contemporary Social Issues, and Sociological Theory.**

William Penn University, Oskaloosa, Iowa

**Adjunct Instructor of Sociology****2010 -2011**

As part of the Behavioral Sciences Department, developed syllabus, overall course content and structure, and administered all grades for the following courses: **Juvenile Delinquency, Racial and Ethnic Situations, Sex and Gender in Society.** As part of the Behavioral Sciences Department, I was also required to advise students in what classes were needed to meet the graduation requirements for the major and minor.

William Penn University – College for Working Adults / The Apollo Group, Ames, Iowa

**Consultant – Program Development****2009-2011**

Employed as an independent consultant for program development on behalf of William Penn University – College for Working adults, and compensated by The Apollo Group. Developed, created, and instituted the Justice Systems Leadership program for the College for Working Adults. Responsibilities included: choosing courses, creating course descriptions, objectives and outcomes, and writing the courses. Also responsible for implementing the courses, uploading course content to the online course management system (EAGLE), hiring and training instructors, scheduling classes, participating in institutional assessments, attending weekly faculty meetings, negotiating student and instructor issues, advising students and teaching courses as needed. Courses created: **Introduction to the Criminal Justice Systems, Professionalism and Ethics in Criminal Justice Leadership and Practice, Introduction to Criminology, Juvenile Justice Systems, Crime and Substance Abuse, Victimology and Victim Advocacy, Terrorism and Homeland Security, Crime and Social Issues, Criminal Law and Society, Evidence Collection and Interviewing Techniques, Law Enforcement Processes and Practices, Corrections Systems, Contemporary Criminal Justice Leadership, and Justice Systems Leadership Capstone Seminar.**



Des Moines Area Community College – Urban Campus, Des Moines, Iowa

**Adjunct Instructor**

**2009**

Developed syllabus, overall course content and structure, and administered all grades for the following courses: **Juvenile Delinquency** and **Criminology**.

Buena Vista University – Ottumwa Center, Ottumwa, Iowa

**Adjunct Instructor**

**2008**

Developed syllabus, overall course content and structure, and administered all grades for the following course: **Drugs, Crime, and Criminal Justice**.

Indian Hills Community College, Ottumwa, Iowa

**Adjunct Instructor**

**2005 – 2009**

Developed syllabus, overall course content and structure, and administered all grades for the following courses: **Foreign and Domestic Terrorism**, **Introduction to Computers**, and **Computer Essentials**.

**COURSES TAUGHT AND DEVELOPED**

Social Justice and the Legal System

Race, Sex, & Criminal Justice

Research Practicum

American Criminal Justice Systems

Evidence

Procedural Criminal Law

Gangs and Organized Crime

Drugs and Crime

Juvenile Justice

Internship in Criminal Justice

The Criminal Courts

Criminal Justice Data, Methods, and Resources

Terrorism

Analytical Methods (Statistics)

Research Methods

Introduction to Sociology

Juvenile Delinquency (William Penn University and DMACC)

Racial and Ethnic Situations

Sex and Gender in Society

Deviant Behavior

Contemporary Social Issues (also known as Social Problems)

Sociological Theory

Introduction to the Criminal Justice Systems

Professionalism and Ethics in Criminal Justice Leadership and Practice

Introduction to Criminology

Criminology (DMACC)

Drugs, Crime, and Criminal Justice

Foreign and Domestic Terrorism (traditional classroom and ICN)

Introduction to Computers

Computer Essentials

COURSE EVALUTATIONS –

INDIANA UNIVERSITY KOKOMO (HIGHEST SCORE OF 1.0 AND AVERAGES OF MEAN SCORES)

SEMESTER	COURSE	AVERAGE TOTAL RATING
Fall 2014	CJHS-J101 American Criminal Justice Systems	1.32
	CJHS-J303 Evidence	1.13
	CJHS-J305 The Juvenile Justice System	1.08
Spr 2015	CJHS-J202 Criminal Justice Data, Methods, and Resources	1.14
	CJHS-302 Procedural Criminal Law	1.37
	CJHS-J305 The Juvenile Justice System	1.08
SU1 2015	CJHS-J306 The Criminal Courts	1.18
	CJHS-J370 Seminar (Drugs and Crime)	1.12
Fall 2015	CJHS-J260 Seminar (Gangs and Organized Crime)	1.22
	CJHS-J305 The Juvenile Justice System	1.53
	CJHS-J306 The Criminal Courts	1.18
Spri 2016	CJHS-J101 American Criminal Justice Systems	1.42
	CJHS-J480 Research Practicum	1.00
	CJHS-J370 Seminar (Drugs and Crime)	1.14
	CJHS-J305 The Juvenile Justice System	1.16
SU1 2016	CJHS-J370 Seminar (Race, Sex, & Criminal Justice)	1.11

\*I excluded Question 11 from Assignments and Workload, as it falsely skews the results

WILLIAM PENN UNIVERSITY (ALL ON 5.0 SCALE)

Semester	Course	Instructor Rating	Course Rating
2013	No Evaluations Provided		
Spr 2012	SOCI126 (Deviant Behavior)	4.42	4.29
	PLSC217 (Racial and Ethnic Situations)	5.00	4.25
	SOCI217 (Racial and Ethnic Situations)	4.31	4.29
	SOCI101 (Introduction to Sociology)	4.61	4.58
	SOCI219 (Sex and Gender In Society)	4.57	4.57
Fall 2011	SOCI217 (Racial and Ethnic Situations)	5.00	5.00
	SOCI218 (Juvenile Delinquency)	5.00	5.00
Spr 2011	SOCI219 (Sex and Gender In Society)	4.12	4.19
Fall 2010	SOCI217 (Racial and Ethnic Situations)	4.81	4.78
	SOCI218 (Juvenile Delinquency)	4.50	4.55

PROFESSIONAL MEMBERSHIPS

American Sociological Association	<b>2013-Present</b>
Sex and Gender	
Income	
American Society of Criminology	<b>2012-Present</b>
Division of Experimental Criminology	
Division of People of Color and Crime	
Division of Developmental and Life-Course Criminology	
Division of Victimology	
Division of Women and Crime	
Division of Critical Criminology	
Queer Criminology	
Academy of Criminal Justice Sciences	2012-2013
PEO – IO Chapter	2012-Present
Phi Kappa Phi	2009-Present

Alpha Kappa Delta

2013-Present

## CONFERENCE ATTENDANCE

American Society of Criminology - Atlanta, GA.	<b>Nov. 2013</b>
American Society of Criminology - San Francisco, CA.	<b>Nov. 2014</b>
American Sociology Association - Chicago, IL.	<b>Aug. 2015</b>
American Society of Criminology - Washington, D.C.	<b>Nov. 2015</b>
American Sociology Association - Seattle, WA.	<b>Aug. 2016</b>
American Society of Criminology - New Orleans, LA.	<b>Nov. 2016</b>

## PROFESSIONAL CONFERENCE PRESENTATIONS AND SERVICE

American Society of Criminology Session Chair: <i>Location and the Media Portrayal of Crime</i> . ASC Annual Meeting at Atlanta, GA. November 23, 2013. Panel Presentation: <i>Gangs in a Rural Town: Community Perceptions of Crime, Gangs, and the New In-Migrant Population</i>	<b>Nov. 2013</b>
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American Sociological Association Roundtable: <i>To Whom It May Concern: The Editorial Discourse of the Immigrant Population of Postville, Iowa</i> . ASA Annual Meeting at Chicago, IL. August 23, 2015.	<b>Aug. 2015</b>
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American Society of Criminology Roundtable: <i>Finding Pride: The Stonewall Riots and Social Movement Theory</i> . ASC Annual Meeting at Washington, D.C. November 19, 2015 Panel Presentation: <i>To Whom It May Concern: The Editorial Discourse of the Immigrant Population of Postville, Iowa</i> . ASC Annual Meeting at Washington, D.C. November 20, 2015. Committee: Queer Criminology.	<b>Nov. 2015</b>
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American Sociological Association Roundtable: <i>Look of Pride: Examining the Social Movements of Stonewall, Windsor, and Obergefell</i> . ASA Annual Meeting at Seattle, WA. August 22, 2016.	<b>Aug. 2016</b>
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American Society of Criminology Panel Presentation: <i>Look of Pride: Examining the Social Movements of Stonewall, Windsor, and Obergefell</i> . ASC Annual Meeting at New Orleans, LA. November 18, 2016. Participant: Author Meets Critic: <i>Routledge International Handbook of Rural Criminology</i> . ASC Annual Meeting at New Orleans, LA. November 19, 2016. Panel Presentation: <i>Faceless Rage: An Examination of Incivility on Facebook News Pages</i> . ASC Annual Meeting at New Orleans, LA. Nov. 19, 2016. Committee: Queer Criminology Committee: Rural Criminology	<b>Nov. 2016</b>
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## PUBLICATIONS AND SUBMISSIONS TO PUBLICATIONS

Glosser, Angela M., 2016. "Homies of the Corn: Gangs in the Rural Environment." Pp. 85-92 in *Routledge International Handbook of Rural Criminology*. Edited by J. Donnermeyer. New York, NY: Routledge, Taylor & Francis Group

Glosser, Angela M., Cornelia Flora, and Daniel Wittrock. "To Whom it May Concern: The Editorial Discourse on the Immigrant Population of Postville, Iowa. Submitted to *The International Journal of Rural Criminology*.

#### UNIVERSITY, DEPARTMENT, AND COMMUNITY VOLUNTEERISM

##### INDIANA UNIVERSITY KOKOMO

##### UNIVERSITY:

Faculty Co-Sponsor of GSA (Gay Straight Alliance) for the IUK campus.	Oct 2015- Present
Panel Participant: Diversitea "That's so Gay"	Oct 2016
Emcee and Panel Participant: OUT talks	Oct 2016
Guest Speaker for Brooke Komar	Oct 2016
Guest Speaker for Dr. Gin Morgan	Apr 2016
Panel Participant: Guns on Campus talk	SPR 2016
Proctored an exam for Dr. Stephanie Medley-Rath	Oct 2015
Guest speaker for Stephanie Medley-Rath's Criminology Course	Sep 2015
Participated in the 70th Anniversary Campus Walk.	Sep 2015
Participated in the New Student Convocation as well as the Break-out sessions on behalf of the Campus and the CJHS department.	Aug 2015
Guest speaker for Niki Weller's Intro to Sociology Course	Feb 2015
Participated in the New Student Convocation as well as the Break-out sessions on behalf of the Campus and the CJHS department.	Aug 2014

##### DEPARTMENT:

Attended the VIP Day as a representative of the CJHS Department.	Dec. 2016
Chaperoned students to ASC Conference in New Orleans, LA	Nov. 2016
Member of Gateway Grant Program for J101	2015-Present
Assessment Committee member	2015-Present
Created handbook for department for new students and recruiting	2015-Present
Assessment coordinator for department	2015-Present
Worked with Media and Marketing to create recruiting T-Shirts	Jul. 2015
Worked with Media and Marketing to create print media for the department	Jul. 2015
Attended Assessment Council Meeting	Apr. 2015
Attended the VIP Day as a representative of the CJHS Department.	Feb. 2015
Developed Curriculum Map for CJHS Department	2014
Helped develop Goals for the Department of Criminal Justice and Homeland Security	2014

##### PROFESSION:

Guest speaker for IHCC Criminology Course	Dec 2016
Voting Member of Rural Sociology a subgroup within ASC	2016-Present
CARAS Mentor for graduate students	2015-Present
Voting Member of Queer Criminology a subgroup within ASC	2015-Present
Voting Member of Division of Women and Crime	2014- Present
Developed and created video series for Social Problems course for IHCC	2014-Present

##### COMMUNITY:

Guest speaker for P.E.O.	Dec 2016
Guest speaker for Twisted Teens	Nov 2016
Speaker for Pulse Nightclub Vigil	June 2016
Guest Editorial - Kokomo Tribune	March 2016
Guest speaker for Twisted Teens	Jan and Feb 2016

Member of Kokomo Pride	2015-Present
Guest speaker for Twisted Teens	Dec 2015
Guest speaker for P.E.O.	July 2015
P.E.O. Member	2012-Present
Habitat for Humanity	2014-Present

#### INDIAN HILLS COMMUNITY COLLEGE (IHCC)

Habitat for Humanity	2009-present
Indian Hills Community College Advisor – LAN Party	2009
Indian Hills Community College Theater Dept. – <i>Hamlet</i>	2008
Indian Hills Community College Theater Dept. – <i>The Butterfield</i> <i>Angel, Mary &amp; Joseph, Herod the Nut, &amp; the Slaughter of 12 Hit</i> <i>Carols in a Pear Tree</i>	2007
Indian Hills Community College Theater Dept. – <i>Greater Tuna</i>	2007
Indian Hills Community College Theater Dept. – <i>The Eight: Reindeer Monologues</i>	2007
Indian Hills Community College Theater Dept. – <i>Robin Hood</i>	2006
Indian Hills Community College Theater Dept. – <i>Laramie Project</i>	2006
Indian Hills Community College Theater Dept. – <i>Picnic</i>	2005

MENTOR FOR NEW STUDENT PROGRAM AT BOSTON UNIVERSITY	2005
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#### RELATED WORK EXPERIENCE

Integrity Investigations, Inc, Ottumwa, Iowa

##### **Licensed Private Investigator**

**2000 – Present**

Perform investigations on behalf of insurance companies, Fortune 500 companies, attorney's offices, and private clients. Conduct criminal and financial background investigations for employment agencies and lending services. Undertake surveillance of potential Worker's Compensation fraud. Perform heir searches for estates. Design and implementation of surveillance and security systems used for private clients. Serve legal documents on behalf of attorneys, landlords, and private clients. Complete affidavits of service and file documents at the appropriate court offices. Provide debt collection work on behalf of lending agencies. Repossess cars and other items for lending agencies.

Wapello County Sheriff's Department, Ottumwa, Iowa

##### **Reserve Deputy**

**1998 – 2007**

Participated in search and arrest warrants, assisted in security sweeps, conducted criminal investigations, secured crime scenes, served as arresting officer, and cited motor vehicle violations. Was responsible for collection of evidence, including fingerprinting and chain of custody. Provided testimony on legal matters, including depositions and court appearances. Assisted jail staff, including jail matron responsibilities and transportation of inmates between jurisdictions and to prison, hospitals, and mental health facilities.

Southeast Iowa Area Crime Commission, Fairfield, Iowa

##### **Transporter**

**1999-2000**

Transported juveniles, Children In Need of Assistance (ChINA) clients, and mental health patients to court, detention facilities, hospitals, and mental health institutions as ordered by various authorities in the court and criminal justice systems.

Ferren Law Office, Ottumwa, Iowa

**Legal Secretary/ Assistant**

**1998-1999**

RELATED ADDITIONAL EDUCATION AND TRAINING

**Professional Development – IA Assoc. of Private Investigators**

2012

*Des Moines, Iowa*

**ESL Tutoring Certification and Training**

2009

*Indian Hills Community College, Ottumwa, Iowa*

**ICN Training**

2009

*Indian Hills Community College, Ottumwa, Iowa*

**A Street Officer’s Perspective on the War on Terrorism**

April 2007

*Gates Hall, Nevada, Iowa*

**National Sheriff’s Association Jail Officers’ Correspondence Training Program**

2005

Corrections Officer Certification

Ottumwa, Iowa

**Professional Development - Academy of Private Investigators**

March 2006

*Des Moines Area Community College, Ankeny, Iowa*

**Professional Development - Academy of Private Investigators**

March 2005

*Des Moines Area Community College, Ankeny, Iowa*

**Professional Development - Academy of Private Investigators**

Oct. 2003

*Des Moines Area Community College, Ankeny, Iowa*

**Professional Development – IA Assoc. of Private Investigators**

July 2002

*Des Moines, Iowa*

**Professional Development - Academy of Private Investigators**

Feb. 2002

*Des Moines Area Community College, Ankeny, Iowa*

**Professional Development - Academy of Private Investigators**

April 2001

*Des Moines Area Community College, Ankeny, Iowa*

**Wapello Co. Sheriff’s Dept. In-house Training Programs**

1998-2007

*Wapello County Sheriff’s Office, Ottumwa, Iowa*

**8-hour Methamphetamine Lab Detection Course**

Dec. 1999

*Indian Hills Community College, Ottumwa, Iowa*

**4 year 150-hour Reserve Law Officer Training Course**

Dec. 1999

*Indian Hills Community College, Ottumwa, Iowa*

## KELLY L. FISHER

1123 Cardinal Court, Greentown, IN 46936 | 765-432-0694 | Kelly.fisher84@yahoo.com

### EDUCATION

Indiana State University, Terre Haute, IN

**M.S. in Criminology** 2011

Indiana University, Kokomo, IN

**B.A. in General Studies** 2009

With Distinction

### AWARDS/CERTIFICATIONS/TRAINING

Universal Design, *Indiana University Kokomo* October 2016 –  
November 2016

Online Course Strategies, *Indiana University Kokomo* September 2016 –  
October 2016

Leadership Academy, *Ivy Tech Community College* September 2013 –  
March 2014

Applying the QM Rubric, *Quality Matters* July 2012

Excellent Employee Award, *Ivy Tech Community College* April 2012

Distance Ed Online Faculty Certification, *Ivy Tech Community College* July 2010

### TEACHING EXPERIENCE

Indiana University, Kokomo, IN

**Lecturer- Criminal Justice and Homeland Security** 2016

Develop syllabi and overall course structures, administer grades, track attendance and performance, assist with recruitment and departmental tasks.

Ivy Tech Community College, Kokomo, IN

**Trainer- Supervisor Training** 2016

Selected by Ivy Tech Central Office to serve as a trainer for regional Supervisor Training: Organizing and administering training to new hires or recently promoted supervisors.

**Adjunct Instructor- Criminal Justice** 2011-2015

Provided online instruction through the Blackboard platform, entering grades, tracking attendance and performance, assisting with the regional student organization and recruitment.

**Adjunct Instructor- Life Skills/Student Success** 2010

Providing online instruction through the Blackboard platform, entering grades, tracking attendance and performance.

#### RELATED EXPERIENCE

Counseling Partners, LLC, Lafayette, IN

**Independent Contractor- Family Case Manager**

**January 2014 –**

**January 2017**

Services range from case management, preservation & reunification, and visitations to providing customized group and/or individual education in areas including: parenting education & skills training, anger management/domestic abuse, child abuse prevention/intervention, foster/adopt training, organizational training, and other topics as needed.

Ivy Tech Community College, Kokomo, IN

**College Connection Coach**

**November 2015 –**

**July 2016**

Establishing relationships with high school students in order to encourage and assist students toward enrollment in college and persistence toward degree completion. Planning and implementing outreach services and dual credit opportunities in the local school systems. Providing college and career support to students seeking employment or a four-year degree upon completion of a Technical Certificate or Associate Degree. Services offered include recruitment by identifying college bound students, advising for retention, one on one coaching to support college attainment and career exploration, complementing current services offered by high school or community, utilizing community resources, developing and convening small group sessions, coaching students through various transitions, implementing career workshops, developing and delivering orientation sessions, maintaining and collecting accurate data, outcome tracking, service evaluation, and maintaining a base of information about all college programs and processes.

Ivy Tech Community College, Kokomo, IN

**Human Resources Specialist**

**May 2012 – October**

**2015**

Developing and implementing procedures to recruit qualified applicants to open positions, screening prospective hires to provide a pool of qualified candidates, managing internal/external



postings, managing advertising, assisting departments with the interview process, checking references, responsible for government reporting as related to Human Resources, conducting exit interviews as needed, ensuring compliance with personnel policies and operating procedures in conformance with established guidelines, assists with regional benefit and wellness programs, processes/responds to claims for disability/unemployment/workers' compensation insurance claims, assists with grievances and complaints, maintains regional personnel files, monitors regional payroll processing (review of associated reports, paid leave time accruals, and retirement eligibility), assists with service award programs, monitor the HR departmental budget and purchasing, creating and analyzing budget reports, ensuring completion of staffing paperwork, coordinating adjunct faculty onboarding processes, developing relationships and implementing recognition methods designed to enhance retention of adjuncts, evaluating credentialing and maintaining compliance, serving on various committees ranging from staff development events to foundation events, facilitating faculty development programs, developing and maintaining a faculty mentoring program, tracking and processing of fee remission and tuition reimbursement paperwork, and other duties as needed.

#### COMMITTEE/COMMUNITY INVOLVEMENT

United Way Volunteer, <i>Howard County, IN</i>	2000-Current
Downtown Association Volunteer, <i>Kokomo, IN</i>	2012-Current
Annual Scholarship Fundraiser, <i>Ivy Tech Community College</i>	
Subcommittee chair	2010-2016
Annual Student Engagement- Faculty Conference, <i>Ivy Tech Community College</i>	
Co-chair	2011-2016

#### PROFESSIONAL REFERENCES

**Celestine Johnson**

Executive Director of Human Resources

*Ivy Tech Community College*

765-252-5491

[Cjohnson@ivytech.edu](mailto:Cjohnson@ivytech.edu)

**Kim King**

Associate Vice Chancellor of Academic Affairs

*Ivy Tech Community College*

765-252-5526

[kmking@ivytech.edu](mailto:kmking@ivytech.edu)

**Marcia Worland**

Executive Director of Marketing and Communication

*Ivy Tech Community College*

765-252-5505

[mworland@ivytech.edu](mailto:mworland@ivytech.edu)

**Shannon Niedzwicki**

Director of Campus Recreation

*Ohio State University*

740-725-6206

[Niedzwicki.1@osu.edu](mailto:Niedzwicki.1@osu.edu)

**External Review Report**  
Criminal Justice and Homeland Security Program  
Indiana University Kokomo

External Reviewer: Dr. Bernadette Olson Jessie  
Friday, April 28, 2017

The purpose of this review is to explore the Criminal Justice and Homeland Security (CJHS) Program at Indiana University Kokomo. This review will emphasize the program's goals, its impact on student success, and how the program supports the broader college mission. The program review is an opportunity for self-study, self-evaluation, recognition of key educational and support programs, and an chance to explore the need for improvement.

The faculty and leadership of the CJHS faculty should be commended for producing a thorough self-study that clearly documents careful reflection of the current state of their program. The self-study reveals a department that has grown tremendously. It is a place where faculty and staff have created a collaborative learning community that inspires intellectual curiosity, scientific, evidence-based work that transforms lives of those who attend. From my experience meeting with faculty, administrators, and students, it is clear that their priority is to turn out graduates who possess critical, independent thinking skills. It is my hope that this external review can be helpful as the program continues to grow and move forward in achieving its goals.

**1. Does the program demonstrate significant alignment with campus mission, values, and strategic plans? Is the curriculum of the program consistent with the unit's mission? Are the teaching, research, and service activities of the faculty consistent with the unit's mission?**

Based on available data, yes. The Department of Criminal Justice and Homeland Security at Indiana University Kokomo was established July 1, 2012. It is clear that the IU Kokomo CJHS faculty have worked hard since then to develop a rigorous and interesting program that meets the needs of a broad range of students. Review of the self-study reveals an exceptional group of faculty dedicated to the educational and professional attainment of its students. As per the IU Kokomo mission statement, the program is truly committed to providing academic excellence; its' faculty are fully invested in student learning, regional engagement, diversity, innovation, and assessment.

The Criminal Justice and Homeland Security faculty focus much of their efforts on teaching; it is clear this is their priority. They do, however, also engage in a wide range of research activities and take an active part in a variety of university and community service roles. Each faculty member possesses a unique teaching philosophy that seems to allow them to include a variety of techniques and applications; several of them mentioned specific strategies that help to reach students with the full spectrum of learning styles. The individual teaching philosophies indicate that students are mentored in the value of the free exchange of ideas and the need for evidence-based practices.

After speaking with members of the CJHS program, as well as a number of students in the unit, it is clear that local and regional involvement is key; students are encouraged to take part in service learning activities that not only reflect program goals, but the broader mission of the university.

Students enthusiastically discussed the community service activities that have helped to build connections with criminal justice and related agencies in their area. The relationships cultivated by the faculty have resulted in internships for students, research opportunities, and increased community engagement by students.

In line with the university mission and values, faculty fully expect that students will leave the CJHS program with a raised level of awareness and an appreciation for differences in others. The department is committed to providing an inclusive and welcoming environment for its students, celebrating diversity, and working with others on campus, in the community, and in the region in a way that fosters mutual respect, trust, integrity, shared governance, and civil discourse. This is a unit committed to offering educational programs and services which promote and support diversity in all its aspects.

## **2. Evaluate the quality of the curriculum and student learning assessment. What are the students learning?**

The mission of the criminal justice and homeland security program at IU Kokomo is to prepare graduates for leadership, education, and research roles in the field of criminal justice and homeland security. As such, the faculty are committed to coursework that is grounded in theory, research, and community engagement. Courses are designed to prepare students to become ethically informed, culturally sensitive, engaged scholars and practitioners. This goal is achieved by an inclusive curriculum that includes common core areas of study, while allowing for flexibility in electives so that students can tailor their degree in ways that are most reflective of their career and academic goals.

To accomplish these goals, the CJHS faculty offer a curriculum that introduces students to a broad range of criminal justice subject matter. Additionally, incoming students are required to complete a senior capstone experience by selecting either a criminal justice internship or a research practicum. They offer students a number of service and applied learning opportunities, accompany students to a menagerie of professional and academic conferences, encourage net-working, and promote cultural awareness, inclusiveness, and civic engagement.

The department has strengthened its assessment process for the undergraduate program in the last several years, and as a result will be able to generate data reflective of how well its programmatic changes are impacting student learning. For this review, the department surveyed its undergraduates and compiled data in several critical areas; students indicate that they feel the program prepares them according to their expectations, and that the faculty are meeting their expectations.

Changes to the program curricula support the program's student learning benchmarks; additionally, the CJHS department's assessment process supports their program outcomes. All of the changes undertaken by the program since its inception are appropriate to the overall goal of enhancing student learning, providing professional opportunities for student majors in the program and after graduation, and creating more detailed methods of continued assessment.

## **3. Does the program demonstrate substantial internal and external demand?**

Criminal justice is an employment-relevant field and this often means actively maintaining community and agency connections that help to foster potential student-employee relationships.

Faculty work hard to assist those in the program as they transition from student life to one of professionalism and expertise. Criminal justice is a burgeoning field in the social and behavioral sciences, as reflected in the substantial growth in the number of students pursuing criminal justice (and/or related) degrees across the country, with many of those students pursuing careers in policing, the armed forces, crime lab technicians, FBI investigators, and various roles in the legal arena. This national trend is similarly reflected in the number of criminal justice and homeland security majors at Indiana University Kokomo.

In efforts to increase student enrollment, the CJHS program has taken a number of proactive steps, for example attending and participating in activities at the local high schools and inviting the youth to the IUK campus. This provides students and their parents an opportunity to tour IUK and learn about its programs, faculty, and extra-curricular activities. Faculty participation also included recruiting prospective students with an expressed interest in criminal justice, as well as meeting with students who are undecided in their educational goals. At these events, faculty are available to answer questions regarding the university, campus, and/or their specific program.

The Bachelor's Degree in Criminal Justice continues to be one of the most popular degrees on campus. The BSCJ is currently the fourth largest bachelor's degree program at IU Kokomo. The program ranked third and second largest on campus in AY2015-16, 2014-15, 2012-13, and AY2013-14 respectively. Criminal Justice is the largest bachelor's degree program in the School of Humanities and Social Sciences (HSS) and in all but one year, has retained this spot. To address increased enrollment demands, the program has had a number of successful hires. They have been able to offer more sections of their Introductory Criminal Justice course, as well as increasing the number of times and sections in which they offer their Theory and Research Methods courses. While overall enrollment numbers do show a decline in majors over the last two academic years, the program continues to offer steady credit hour production. Their review indicates that they have had no problems meeting the demands of their students. They continue to receive support from their campus administration.

#### **4. Compared to other similar programs at similar institutions, is it of high quality?**

Yes. From the evidence reviewed, the CJHS program demonstrates a high level of quality. The department's primary strength is in its commitment to students and excellence in education. Faculty members interact well with students and have worked collaboratively to provide quality in education; the department's overall reputation in the field is positive. Another of their strengths lies in the well-qualified faculty who participate in active scholarship, dynamic service, and who possess diverse expertise. They have a well-designed curriculum, placed into well-defined, logical rotation and delivered in a number of diverse formats.

The department has been collecting assessment data for three years. The information provided contains assessment reports from AY2014-15 and AY2015-16. Assessment data is not available for AY2016-17. All CJHS faculty contribute to assessing the program's learning goals. The faculty determine each year which goals will be assessed and in which classes. The faculty member teaching the class in which the goal is being assessed identifies the specific data to be collected and the artifacts that will be used to assess student learning.

The program recognizes the importance of assessment efforts, as it will provide them with critical insight into how their courses and/or their program can be refined to improve what and how their

students are learning.

**5. Does the program demonstrate significant overall productivity?**

The resident faculty members are clearly active in their teaching, research and service activities; this productivity contributes to the reputation of the program, meets program needs, contributes to student learning, and meets tenure and promotion guidelines. They are active in and have served in (or are currently serving in) leadership positions in the criminal justice and homeland security department, in campus organizations, as well as in professional and community groups.

The CJHS program has two relatively new faculty members, and as such, they are at the beginning stages of their academic careers. Creating a research agenda should be a major goal for junior faculty, and this is a definite priority for the faculty I met with. They see this as a way to help them orient themselves toward both short-and long-term goals, guide selection of classes in the years to come, help decide on academic/professional conferences to engage in, and assist in research, teaching, and service collaborations.

**6. Did the additional information provided suggest that the program demonstrates significant contributions to the campus, region, etc.?**

Some of the primary goals of the CJHS program are to provide their students with the acquisition and understanding of and the ability to apply a criminal justice knowledge base; the development of key life skills, such as effective written and oral communication, problem solving, and critical thinking; the promotion of active citizenship; and the preparation for graduate and professional schools. The establishment and implementation of goals, outcomes/objectives, and assessment tools, will help the program be far more successful in effectively outlining student achievement. Evidence from individual classes indicates that a knowledge base and life skills (critical thinking, etc.) are indeed being met.

On the balance, the criminal justice and homeland security faculty engage in professional development. They attend and participate in regional and national conferences, and attend a variety of faculty orientation training sessions throughout the year. Faculty members maintain relationships with professional organizations, and mentor peers (collaborative efforts among faculty). The criminal justice faculty continue to read, write, and actively conduct research in their specific areas of interest.

**7. Do program trends suggest potential for future program growth? What is the program doing well, and what, if any, changes are needed in the next five years?**

CJHS has the capacity to add more majors with existing resources. The underused capacity is the result of a strategic plan that included the hiring of two much-needed faculty members in 2014. CJHS has served as many as 147 majors with two faculty members. With the addition of the newest faculty members, the program was able to offer a wider variety of elective courses, as well as more sections of required courses. As a result, many of their classes did not achieve maximum capacity. There is definite potential for growth without utilizing more resources.

Because they have more faculty, they can contribute to even more service classes including offering a new freshman Learning Community course in the upcoming fall semester. Plans to strengthen their program include greater and more focused recruitment and retention efforts. On-going efforts will hopefully be seen in retention and graduation rates in the upcoming two years. To date, they do not have enough data to examine the effect of current impact practices.

CJHS has been successful in scheduling required classes more frequently. In past semesters, they were only able to offer most required classes one time a year; however they are now in a position to offer some of these courses each semester. This should provide students with increased flexibility in scheduling class, and subsequently increase their overall 4-year graduation rates. They are currently working with other IU campuses to explore the potential in collaborative on-line courses and degrees.

### **Major Findings:**

For this review, the faculty included information related to curriculum, student learning, program assessment, and faculty performance. The review packet incorporated department history and overview, historic; current, and projected data related to enrollment trends; student evaluations of courses and faculty; program resources; and faculty achievement data points.

This reviewer applauds the department for its growth and development over the last few years. The primary goal of the Criminal Justice and Homeland Security Program is to prepare students for their role as criminal justice professional by providing them the knowledge and tools needed to engage with the problems of the criminal justice system and the needs of society. The overarching mission of the department is to contribute to the criminal justice professions through evaluation, research, and service. The faculty in the CJHS program strive to provide the highest quality of scientific based education to their students. To accomplish this objective, the department offers a variety courses under the broad areas of police, courts and the law, and corrections.

The CJHS program is putting out graduates who work (or will work) in local law enforcement agencies, the federal government, social work agencies, and as potential faculty members at the university level. It is clear they hold their students to the highest standards, personally, professionally, and academically. For students, these activities are likely to carry over into their experiences in the job market, their pursuits of continued education, and within their communities as a whole. Faculty mentoring has also had a significant impact in the number of students who participate in their program.

The program has implemented a number of important changes that will further improve student enrollment and retention. They are offering more classes as greater intervals, they are requiring incoming students to complete a senior capstone experience by selecting either a criminal justice internship or a research practicum, and they continue to look for more effective methods of program assessment. All of these are significant steps for which the faculty should be congratulated.

CJHS faculty have been active in and served in leadership positions in the department, in campus organizations, as well as in professional and community groups. They have been actively involved in the program's hiring processes, worked with colleagues on departmental accreditation issues, on-going curriculum and course development, and continue to maintain an active and varied research agendas.

The CJHS has made great strides in their assessment efforts. The self-study indicates solid student learning outcomes that align well with the revised curriculum. The unit has developed both direct and indirect measures of assessment and strategies for administering them, and they are motivated to collect and analyze new data, and to utilize findings to better inform programmatic decisions.

### **Suggestions for further reflection:**

This program review is an attempt to evaluate the performance of the Criminal Justice and Homeland Security curricula, faculty, and students. Overall, this reviewer was impressed with the quality of instruction, the advancements made by this relatively new program, and of the caliber of students currently enrolled in this unit.

Interest and growth in the IU Kokomo program is reflective of the excellence in teaching among its faculty, as well as the dedication of those in the program to ensure student success. To accommodate and foster continued program growth, they have made a number of changes to their curriculum, for example, increasing the number and diversity of courses offered. Despite fluctuations in enrollment numbers, employment opportunities in the criminal justice field remain numerous. The field of criminal justice and homeland security is one that will always be in demand, and this will translate into a fairly steady stream of students in the years to come. The faculty of the CJHS program should be encouraged and stay focused in the growth of their program.

The CJHS unit has not yet collected employment and graduate program enrollment data; the faculty are aware of this, and have made substantial steps towards this goal. They are working on a strategy to begin collecting this data including an exit survey that has been developed and recently distributed to graduates from the program. They will need to continue efforts to develop relationships with program graduates, explore ways to sustain and institutionalize those relationships, and implement a system for tracking and documenting student involvement in research and other scholarly activities.

Creating a criminal justice alumni-focused website may be one way to improve after-graduation tracking. It could provide an opportunity for alumni to share what they are doing and where they are employed. Responses could be retained and evaluated to determine whether those alumni who report are working in a field related to criminal justice and/or homeland security, and to assess whether alumni have completed additional education programs. This web page could provide alumni the opportunity to have their emails posted by year of graduation to facilitate contact among classmates. All alumni should be encouraged to maintain contact with the department and its faculty, either directly or indirectly. Additionally, any faculty that have supervised internships could maintain contact with the various internship agencies. In the event that these internships turn into employment, receiving information from them would definitely prove valuable in program efforts to maintain better contact with former students.

The CJHS program will need to continue their assessment efforts to better (more accurately) determine the extent to which students can demonstrate the program learning outcomes. They have made good strides with their assessment strategies, using both direct and indirect evidence, and moving forward the CJHS unit should begin evaluating all of their classes, perhaps administering a set of 'core' exams in their required courses, or creating other assessment tools across the various classes. Assessment can answer important questions about the learning of individual students, as well as the overall effectiveness of a single course or an entire program.



As previously mentioned, the CJHS program has two relatively new faculty members, and as such, they are at the beginning stages of their academic careers. It will be crucial for the university and the school to foster the development of the new faculty. Administrators, support staff, and tenured faculty members can definitely aid in this process. These collaborations can expand the tools and formal processes that assist junior faculty to improve their curricular and pedagogical innovation. It will be helpful for faculty members to outline tentative 'milestone' goals (ie. three-year review and tenure and promotion) at the outset of one's faculty appointment. While the goals may change, this early focus on an intended plan will help guide decisions made throughout a scholarly research career. Working closely with newer faculty will necessarily enhance the overall program.