

**Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ)
2010 Survey Report**

ADPCCJ Executive Board

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Association of Doctoral Programs in Criminology & Criminal Justice (ADPCCJ) 2010 Survey Report

Introduction

The Association of Doctoral Programs in Criminology and Criminal Justice (ADPCCJ) has been in operation since the late 1970s, but it has become more strongly organized during the last decade. Membership is open to all institutions that currently have or are developing a doctoral program in criminology, criminal justice, or a closely related discipline. As outlined in the ADPCCJ charter (see www.adpccj.com/charter.html), the primary purpose of the association is to “promote doctoral education with a primary focus on crime and justice.” One of the core roles of the ADPCCJ is to collect and disseminate information for the advancement of doctoral education in crime and justice. A key way in which the ADPCCJ fulfills this role is by fielding an annual survey of doctoral programs, something it has done since 1998.

This report summarizes results from the 2010 ADPCCJ survey. Results for prior years can be found on the association website (www.adpccj.com). In addition, Frost and Clear (2007, *Journal of Criminal Justice Education*, 18: 35-52) provide a good description of the history of CCJ doctoral programs and summarize ADPCCJ survey results from the late 1990s through the mid-2000s. During the 2010 spring academic semester, the Executive Board of the ADPCCJ distributed a survey to all active members, which at that time stood at thirty-nine programs. We received partial responses to the survey from thirty-two programs, and full data on most questions for at least twenty-five programs. Because several programs expressed some unease about directly sharing with others the specific information they provided on the survey, preferring instead to have the data conveyed in aggregate form, we summarize below the general patterns observed without reference to particular programs. The report begins with a brief overview of the programs that reported data to ADPCCJ, followed by a portrait of their faculties, graduate students, and selected policies and procedures. The body of the report focuses on describing patterns for all reporting programs. Given that ADPCCJ members frequently request similar information for smaller subsets of programs as well, often those identified in various ways as

“top” programs, we also include in the Appendix a series of graphs and figures that provide a comparable summary of programs that were ranked in the top 5 by U.S. News & World Report in 2009 (for a listing of the 2009 rankings for Criminology and Criminal Justice programs, see <http://grad-schools.usnews.rankingsandreviews.com/best-graduate-schools/top-criminology-schools/rankings>).

Overview of ADPCCJ Criminology and Criminal Justice Programs

The thirty-two programs that provided data to the ADPCCJ in 2010 are listed in Table 1. These programs span 22 states; 12 are located in the southern region of the U.S., with the remaining spread across the other areas (2 in the western part of the U.S., 7 in the Midwest, 10 in the northeast) or outside the nation (1). Collectively, the 32 programs represented in the ADPCCJ survey

Table 1. Participating Programs in the 2010 ADPCCJ Survey (N=32)

American University	Texas Southern University
Arizona State University	University at Albany
Florida State University	University of Arkansas, Little Rock
George Mason University	University of California, Irvine
Indiana University	University of Cincinnati
Indiana University of Pennsylvania	University of Delaware
John Jay College, CUNY	University of Florida
Michigan State University	University of Illinois at Chicago
Northeastern University	University of Maryland
Old Dominion University	University of Missouri-St. Louis
Penn State University	University of Nebraska at Omaha
Prairie View A&M University	University of North Dakota
Rutgers University	University of South Carolina
Sam Houston State University	University of South Florida
Simon Fraser University	University of Southern Mississippi
Temple University	University of Texas at Dallas

employed 590 full-time faculty members in 2010, and they reported serving almost 19,000 criminology and criminal justice undergraduate majors and over 2,600 graduate students actively pursuing advanced degrees (i.e., Master’s degrees and Doctoral degrees).

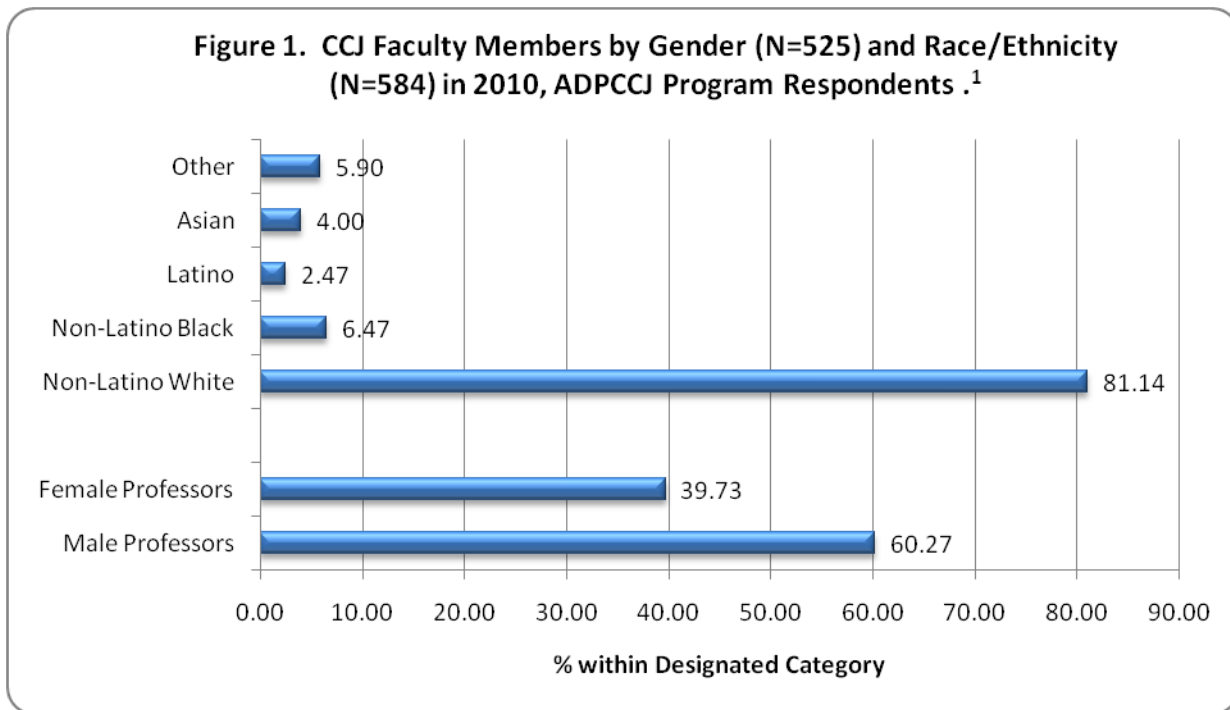
It is important to acknowledge that seven current members of the ADPCCJ did not respond to

the survey, yielding a non-participation rate of 18 percent. One of the non-participants is a relatively new member and/or has a new Ph.D. programs (University of Montreal); thus, many of the questions asked in the 2010 survey year would be inapplicable to them. Three other non-participants offer the master's degree in criminology and criminal justice only, along-side an interdisciplinary Ph.D. (North Dakota State University, California State University-Fresno, University of Central Florida), so their exclusion is not likely to alter the overall assessment of doctoral programs offered herein. We caution readers, however, that the analysis presented below excludes two established criminology and criminal justice doctoral programs (University of Pennsylvania and Washington State University), and it is unclear whether the overall assessment of doctoral programs would differ significantly if these programs were included.

Most of the faculty information refers to circumstances present at the time of the survey (Spring 2010), but other items for faculty (e.g., courses taught) and much of the student data refer to the previous academic year (AY 2008-2009). Where relevant we highlight the appropriate temporal reference period. We begin by presenting results for some key attributes of the faculties represented in the participating programs, followed by a summary of ADPCCJ survey results that describe the characteristics of currently active graduate students. Finally, we present information on the cohort of graduate students who enrolled in 2008-2009. Sample sizes vary across the items discussed below due either to relevance (e.g., programs with only M.A. programs did not provide responses to questions about doctoral programs) or non-response. We therefore note the sample sizes for each of the issues covered.

CCJ Faculty Information Reported in the 2009 ADPCCJ Survey

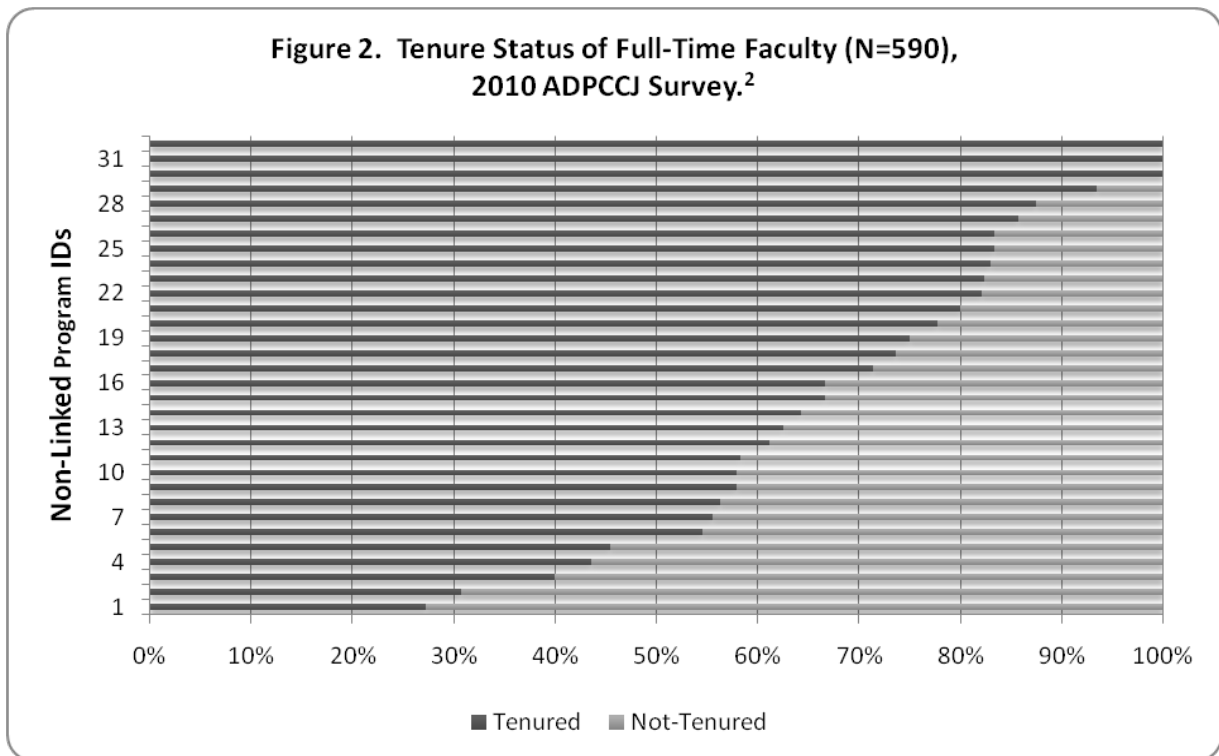
The median full-time faculty size in 2010 for the 32 programs was 15 faculty members (this includes full professors, associate professors, assistant professors, instructors, and other full time faculty). The smallest CCJ doctoral program, as measured by the number of full-time faculty members, contained 5 faculty members, while the largest program contained 76 full-time faculty members. The ADPCCJ survey gathered some basic demographic attributes of CCJ faculty members across graduate programs. As Figure 1 shows, a large majority (over 81 percent) of current faculty members across the 30 programs for which such data were supplied are non-Latino white; approximately 6.5 percent were identified as non-Latino black, and the remaining (about 12.5 percent) were identified as belonging to another racial or ethnic group. Fully sixty-percent of the full-time faculty members of the ADPCCJ reporting programs are male.



¹Data provided by 30 programs.

There is some variability across programs in the gender, racial, and ethnic composition of CCJ faculties, but most programs have more male faculty and little diversity by race and ethnicity. In all but five programs the majority of faculty members are male. In all but one program, the majority of faculty members are non-Latino white.

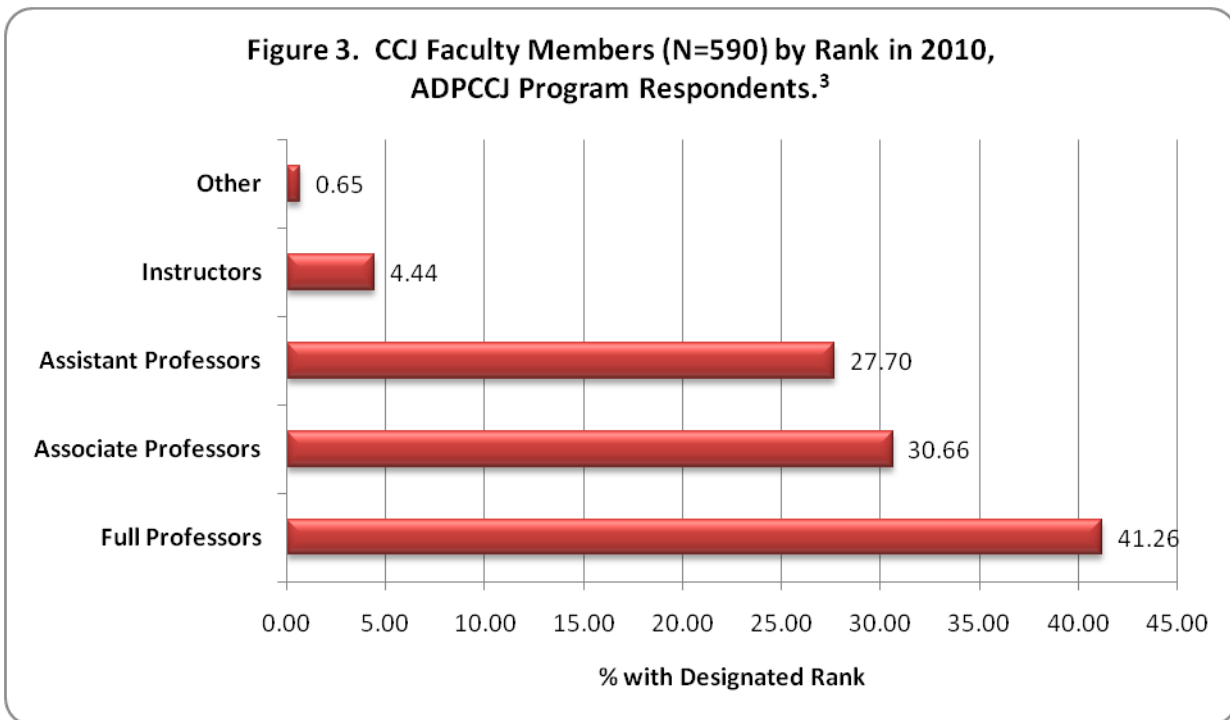
According to the responses in the ADPCCJ survey, the median length of time in service prior to review for tenure and promotion to associate professor in the reporting programs is six years. Over 87 percent of the reporting programs indicated that tenure was considered in the fifth or sixth year of employment, but the effective period varied from three years to seven years across programs. The vast majority of full-time faculty members in the reporting programs are tenured or on the tenure-track; indeed, approximately 70 percent of full-time faculty members in the reporting programs are tenured, and in only a few programs are more than 10 percent of full-time faculty members in non-tenured or non-tenure earning positions. But as Figure 2 shows, this does vary across programs quite a bit. This bar graph shows for each program (identified only with a number that cannot be linked in any direct



² Data provided by 32 programs

way to specific programs) the percentage of full-time faculty who are tenured and untenured. As indicated, some programs contain mostly tenured faculty and some contain mostly non-tenured faculty. Overall, though, tenured faculty members are more prevalent in most places.

Another way to look at this is to consider faculty rank, where a similar story emerges. As Figure 3 reveals, the most prevalent rank in the reporting programs is full professor, followed by associate professor, then assistant professor, and finally instructors and others. Of course, this picture varies across programs in ways that can be anticipated from the assessment of tenure status noted above. In fact, within each of the three largest categories (full professors, associate professors, and assistant professors), the figures range across programs from about 10% to about 80%. In other words, in some programs 10% of the faculty members are assistant professors, whereas in others the comparable figure is approximately 80%. The same is true for associate and full professors.



³ Data provided by 32 programs.

The ADPCCJ survey gathers data on faculty salaries by rank as well. Table 2 shows the median salaries for all full professors, associate professors, and assistant professors as well as for recently hired assistant professors across the 25 programs that provided such data. Within each of these categories, the minimum and maximum salaries also are displayed. Table 2 indicates substantial variability in faculty salaries both between and within ranks.

Table 2. ADPCCJ Data on Faculty Salaries for Reporting Programs (N=25)

	Median Salary	Minimum Salary	Maximum Salary
Current Full Professors	106,337	60,000	311,000
Current Associate Professors	78,754	52,000	142,000
Current Assistant Professors	63,000	43,000	86,000
Most Recently Hired Assistant Professor	63,000	38,000	85,000

Note: Minimum and maximum salaries rounded to the nearest thousandth.

The ADPCCJ survey also assessed the typical course-loads and overall distribution of duties across teaching, service, and research. The majority (66%) of programs that provided data on workload (N=32) indicated that full-time faculty were typically assigned four courses per academic year; a small handful reported higher teaching loads, ranging from 5 to 8 courses per year. The median number of courses assigned per academic year across these programs was four. Considering work-load more broadly, as displayed in Table 3 most of the programs indicated an expected time allocation distribution for faculty that equates to 42% teaching, 42% research, and 16% service. The table also shows, however, that the expected time allocated to each of the three major dimensions of professional scholarship differs significantly across programs.

Table 3. ADPCCJ Data on Faculty Time Distribution (N=31)

	Mean	Min	Max
Percentage of Time on Research	42	20	70
Percentage of Time on Teaching	42	20	60
Percentage of Time on Service	16	5	33

Looking more closely at teaching, the ADPCCJ survey revealed substantial variation in the number of class sections offered and the way in which classes are covered by programs. Table 4 summarizes information relevant to these issues. For the thirty programs that provided pertinent information, the median number of undergraduate class sections offered in the preceding academic year (2008-2009) was 82, but this varied from 17 to 456 across programs. Taking into consideration the number of full-time faculty members in the reporting programs, these data translate into a ratio of sections offered to faculty members that ranges from approximately 1 ½ to 14 ½ across programs and which is, on average, 5.9 for all 30 programs. Table 4 reveals also that graduate students frequently teach undergraduate courses in ADPCCJ reporting programs. To be sure, in a couple of places few undergraduate courses are taught by graduate students, but in several programs more than three-

Table 4. Class Sections Offered by Degree, Relative to Faculty Size and Graduate Student Involvement

	Median	Min	Max
2008-2009 Undergraduate Class Sections (N=30)	82	17	456
Ratio of Sections to Faculty	5.9	1.70	14.25
Percent Taught by Graduate Students	49.09%	11.22%	83.54%
2008-2009 Masters Class Sections (N=29)	13	0	59
Ratio of Sections to Faculty	1	0	6.56
Percent Taught by Graduate Students	0%	0%	100%
2008-2009 Doctoral Class Sections (N=30)	12	2	40
Ratio of Sections to Faculty	0.63	0.11	3.33
Percent Taught by Graduate Students	0%	0%	100%

quarters of the undergraduate sections are covered by graduate students and in one instance this figure surpasses 83 percent. Across all programs, the median percentage of undergraduate sections taught by graduate students is 49.09 percent.

A final piece of information gathered on CCJ faculty members in the ADPCCJ survey concerns faculty scholarly productivity (i.e., publications and grants). Thirty program representatives reported on the number of articles published in peer-reviewed journals and the number of books published during the previous academic year. The information provided is summarized in Table 5. It is important to note that these estimates make no adjustments for the prestige of the journals in which the articles appear or the quality of the book publisher, but they provide an indication of the overall *quantity* of publications across programs during the period. The data indicate that the median number of journal articles published per faculty members in these programs was 1.59, a figure that varied from zero to

Table 5. ADPCCJ Data on Faculty Productivity in Past Year

<i>Articles and Books (N=30)</i>	Median	Min	Max
Peer Reviewed Journal Articles Published	21	0	122
Articles Per Faculty Member	1.59	0	4.25
Books Published	3	0	21
Books Per Faculty Member	0.2	0	0.64
<i>Grant Applications and Awards (N=30)</i>			
Competitive National Grants Submitted	7	1	40
Competitive National Grants Received	4	0	19
<i>Grant Dollars Received (N=24)</i>			
Total Dollars Received Last Fiscal Year	1,169,779	8,128	6,313,266
Federal Grant Dollars Received	1,000,000	0	3,926,767
State and Local Grant Dollars Received	179,618	0	3,783,073
Foundation Grant Dollars Received	14,783	0	1,423,842
Private Grant Dollars Received	0	0	945,035

more than four across programs. Book publications were much less common, with on average three books published per program, but also with substantial variability between programs. With respect to

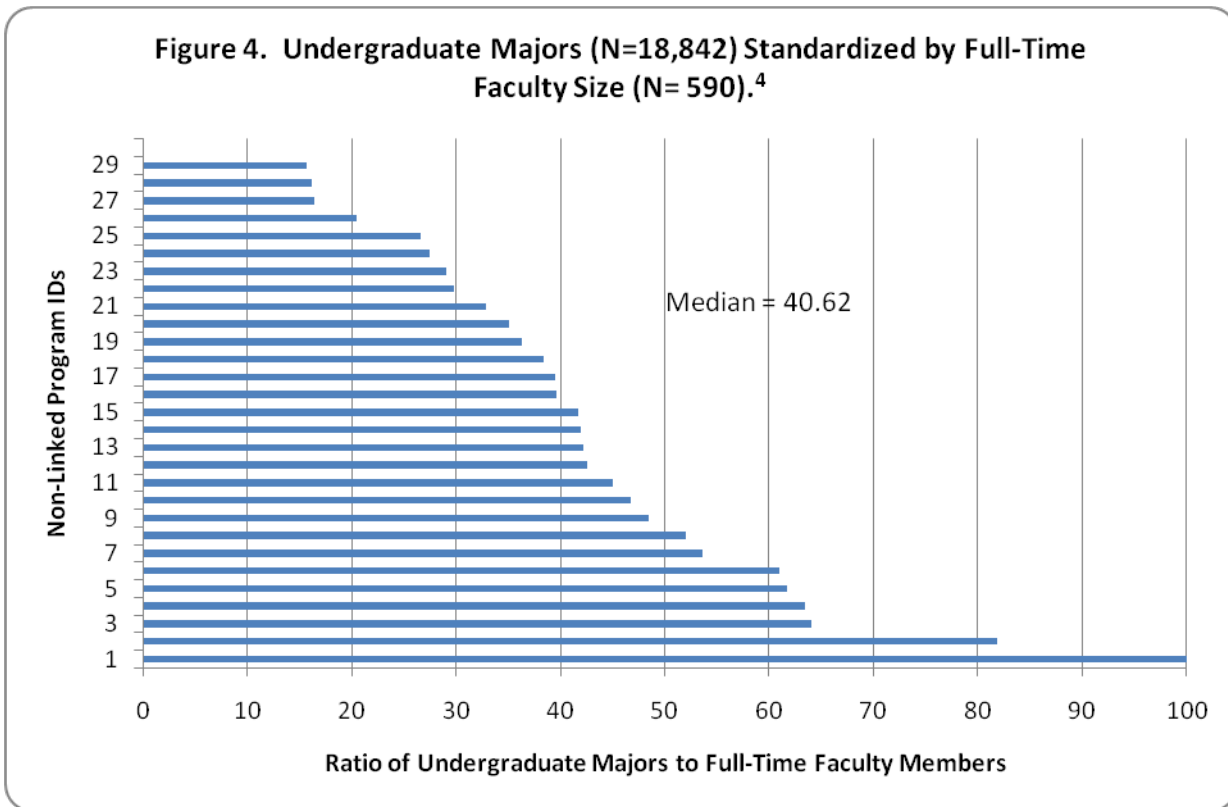
grants, the ADPCCJ survey reveals that the median number of “competitive national grants” submitted across the 30 reporting programs was 7, and the median number of such grants that were funded was 4. Some programs did not submit or receive any of these grants, though, while others had a very large number of submissions (e.g., as many as 40) and awards (e.g., as many as 19). Not surprisingly, this translated into substantial variation in the amount of grant funds received by CCJ programs surveyed, as illustrated in the bottom of Table 5.

CCJ Student Information Reported in the 2009 ADPCCJ Survey

Active Students

In addition to providing details about faculty members at criminology and criminal justice doctoral institutions across the nation, the ADPCCJ survey elicits a wide array of information on the students who apply for, enroll in, and pursue studies at those programs. As noted above, the thirty-two programs that participated in the 2010 ADPCCJ collectively serve almost 19,000 criminology and criminal justice undergraduate majors, over 1,000 students actively pursuing master’s degrees, and over 1,000 students actively pursuing doctoral degrees.

The median number of undergraduate majors across the 30 programs that provided the relevant data is 582, but this varies across programs from 0 to 2,193. As noted above, these programs also differ significantly in the number of full-time faculty employed, so one useful way to look at the data on undergraduate majors is to standardize the figures by faculty size. Figure 4 shows the ratio of undergraduate majors to full-time faculty for the 30 programs that provided the needed data. As noted in the figure, the median student-to-faculty ratio for the reporting programs during the reference period (spring, 2010) was 40.6, but the ratio ranged from 0 to 100 across programs.



⁴ Data provided by 30 programs.

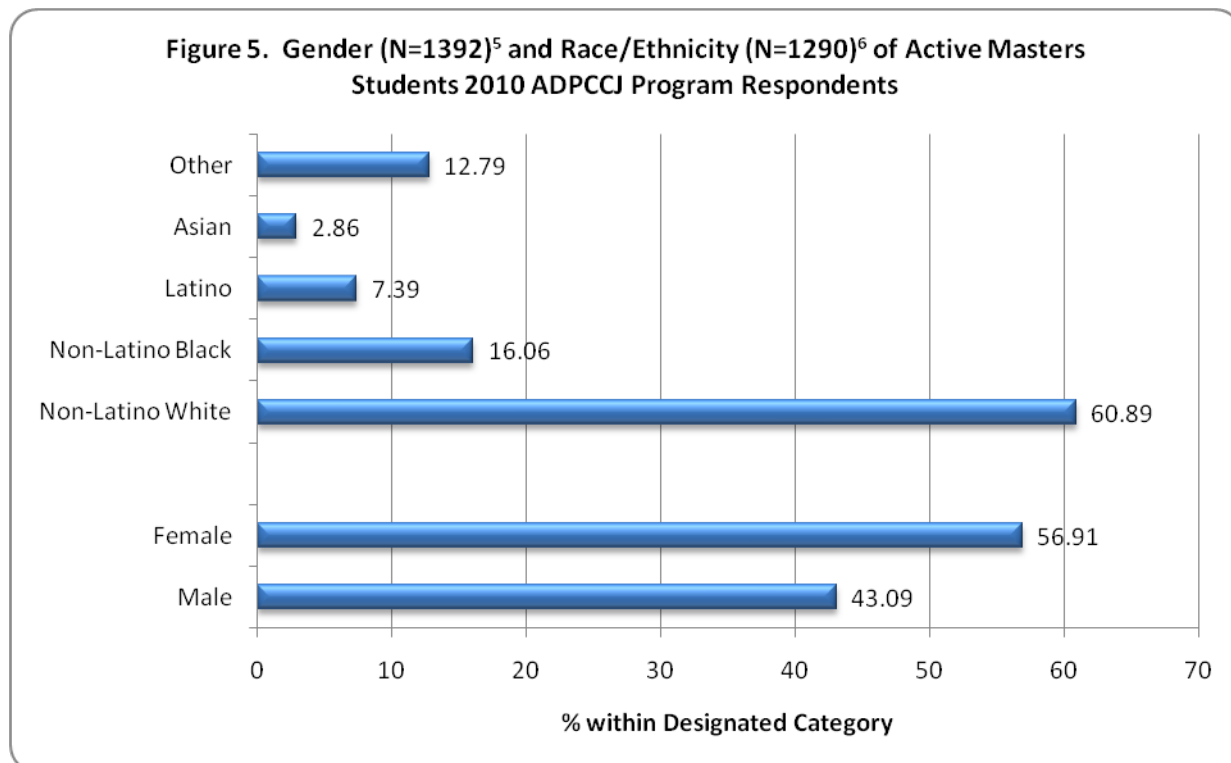
The ADPCCJ survey collected much more detailed information about active and new *graduate* students, including the overall number of students currently enrolled but also a variety of other details. Table 6 displays information about the average graduate student-body size across programs as well as the range across programs. As the table shows, the median number of total graduate students

Table 6. Graduate Program Size, by Degree Type

	Median	Min	Max
Total Active Graduate Students (N=32 Programs)	71	12	269
Active Grad. Students/FT Faculty Members (N=2696 Active Grad)	4.89	0.79	9.91
Active Doctoral Students (N=32 Programs)	38	3	119
Active Doctoral Students/FT Faculty Members (N=1304 Active Doctoral)	2.38	0.27	6.45
Active Masters Students (N=28 Programs)	37	2	200
Active Masters Students/FT Faculty Members (N=1392 Active Masters)	2.53	0.12	6.95

(Master's and Doctoral) in the reporting programs in spring 2010 was 71, ranging from 12 to 269. Breaking this down by degree type, we see that the average program had 38 active doctoral students; however, at the extremes, one program had just 3 doctoral students while another had 119. The average number of doctoral students per full-time faculty member was 2.38, though this also varied widely across programs (from .27 to 6.45). A similar picture emerges from the data on size of Master's programs, also shown in Table 6.

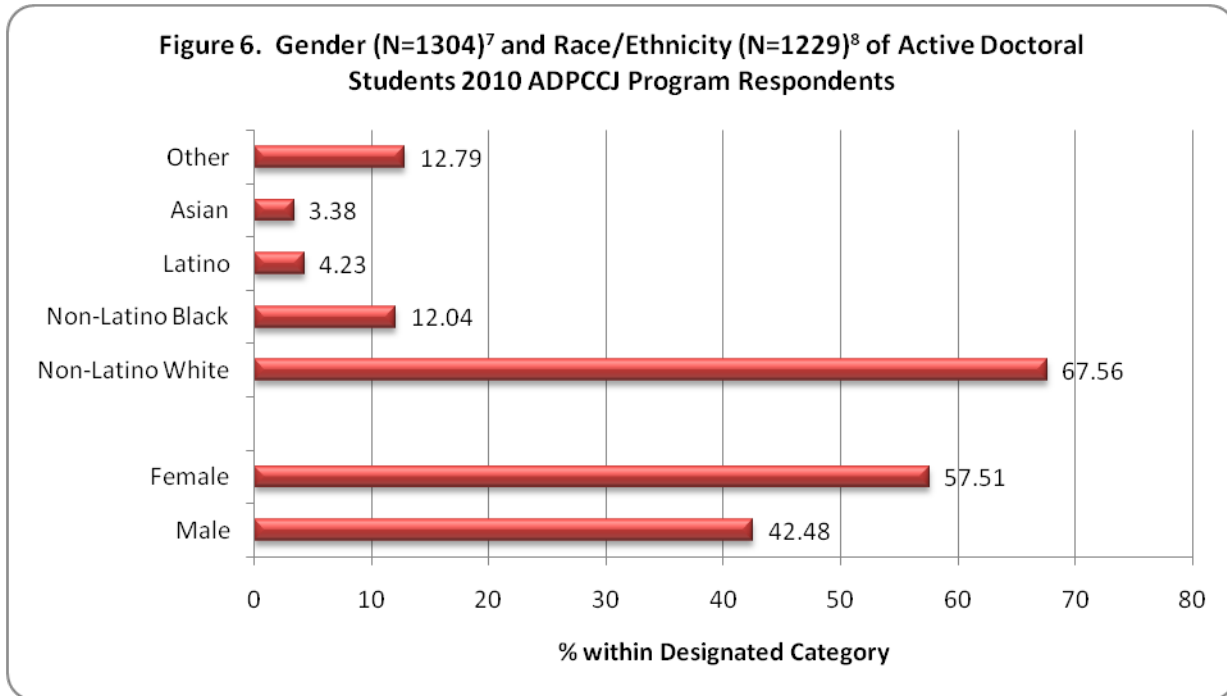
Some of the ADPCCJ programs do not have stand-alone CCJ Master's Degree programs, and thus all of their graduate students are pursuing doctoral degrees. But, most programs contain a mix of doctoral and masters students, and overall the average mix is a roughly even one between the two groups, with doctoral students slightly more represented (56%) than master's students (44%) among those pursuing graduate studies. Both groups exhibit similar demographic attributes, as illustrated in Figures 5 and 6. Much like the faculty data presented earlier, the vast majority of graduate students in



⁵ Data provided by 28 programs.

⁶ Data provided by 26 programs.

CCJ (as reported by programs that participated in the ADPCCJ survey) are non-Latino white. But, unlike the pattern observed for full-time faculty, a majority of graduate students in the programs that reported to ADPCCJ are female.



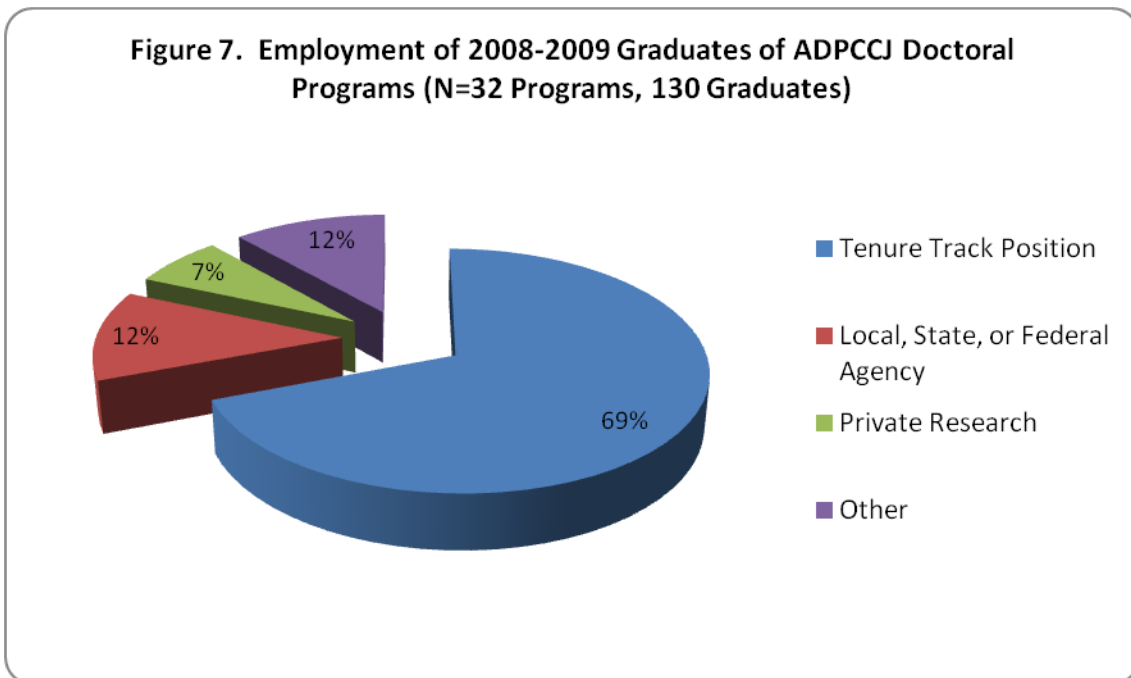
⁷ Data provided by 32 programs.

⁸ Data provided by 31 programs.

The ADPCCJ survey also elicited information on the status of doctoral students and recent graduation patterns. One dimension of the former is whether doctoral students active in the year preceding the survey were still enrolled and, if not, the reasons for the ‘disappearance’ of those no longer enrolled. As it turns out, the 2010 ADPCCJ data indicate that this form of student attrition is relatively rare. The median response to the question of how many students had been enrolled in 2008-2009 but were no longer enrolled in 2009-2010 was one student, and in the vast majority of cases in which students dropped out (N=57) they did so prior to comprehensive exams (N=36).

With respect to graduation patterns, the ADPCCJ data indicate that the reporting programs (N=28) combined to confer master's degrees to 448 graduate students and doctoral degrees to 130 graduate students in 2008-2009. Just under half (44%) of the doctoral graduates during this period first enrolled in the fall of 2004 or after, completing the degree in five years or less. Overall, approximately two-thirds of these recent graduates completed their degrees in six years; the remainder took slightly longer to complete their degrees. Enrollment semesters for doctoral graduates range from fall of 1993 to fall of 2007.

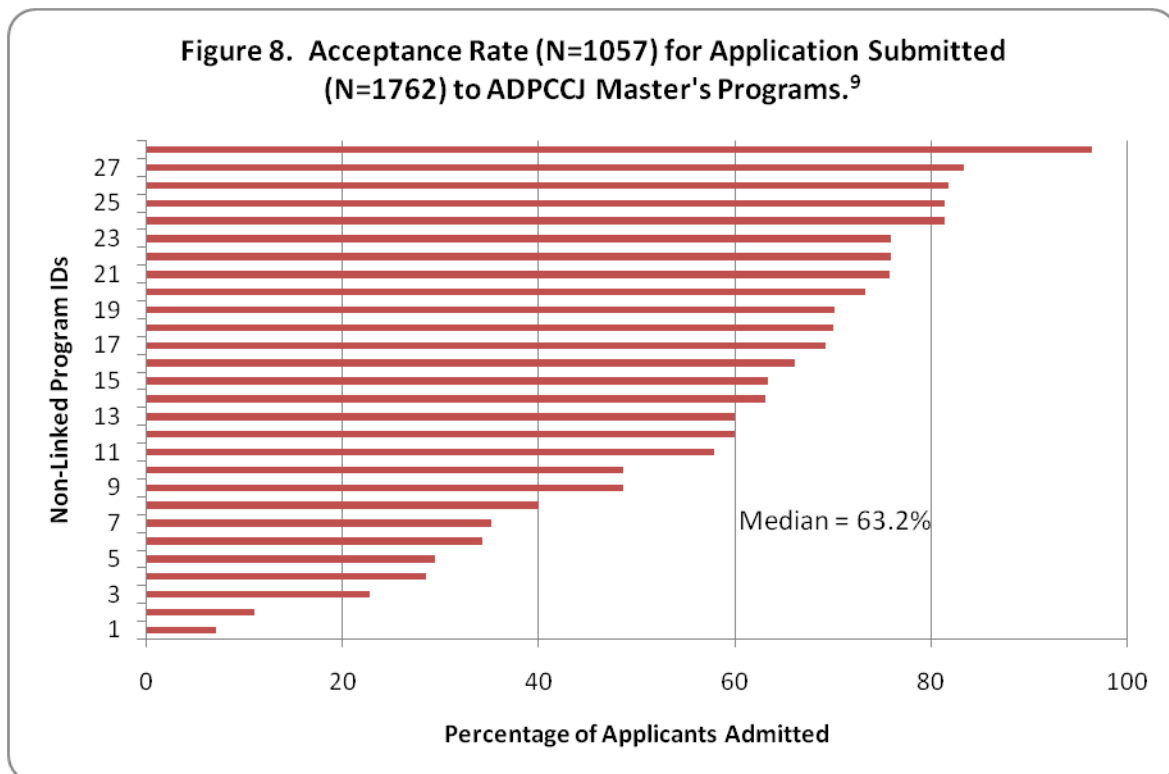
What types of jobs do those who complete the doctoral degrees end up in? Figure 7 shows that not only is the employment rate among recent graduates very high – almost 90 percent are known to be employed in a tenure-track academic position, a local, state, or federal research agency, or a private research firm – but also that academic positions are by far the most prevalent mode of employment.



Incoming Students

Programs also wish to track incoming students, and thus the ADPCCJ survey captures several details about applications, program admissions decisions, enrollment rates, and a variety of other data items about the students who have most recently joined the ADPCCJ member programs. The 2010 ADPCCJ survey gathered information on new graduate students who enrolled in the 2008-2009 academic year. The twenty-eight participating programs that provided data on master's students received an aggregate total of 1762 applications from prospective students, with application counts ranging from 7 to 330 across programs. The 32 programs that responded to similar questions about doctoral programs took in 1103 applications for doctoral study, ranging from a low of 0 to a high of 85.

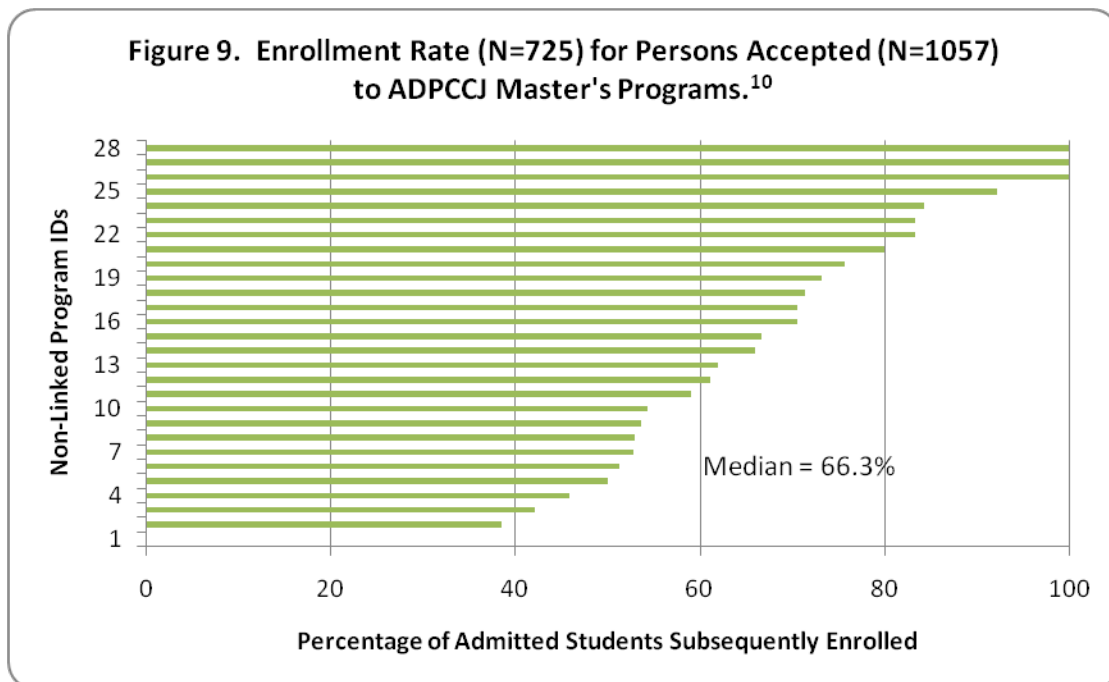
Figures 8 through 11 summarize the program-specific (non-identified) acceptance rates (i.e. the percentage of applications received that resulted in a decision to admit) and enrollment rates (i.e., the



⁹ Data provided by 28 programs.

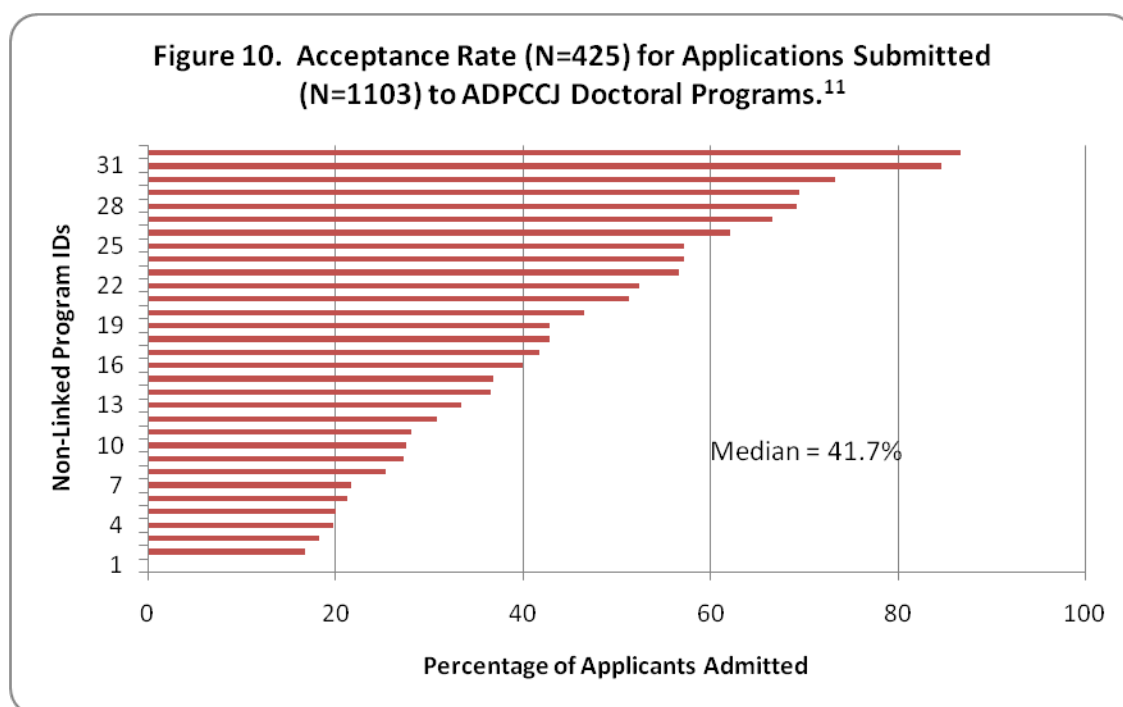
percentage of admitted students who subsequently enrolled) for master's and doctoral programs, respectively.

Overall, for the 28 programs that provided data on applications to and admissions decisions for master's programs, the median acceptance rate was 63.2%. Figure 8 shows that such acceptance rates varied widely across programs, however, from roughly 7% to over 95%. Figure 9 also reveals substantial variation in enrollment rates for those accepted into master's programs; the median enrollment rate was 66.3%, but this ranged from 0% to 100%.



¹⁰ Data provided by 28 programs.

Average acceptance rates were lower for doctoral programs than master's programs (41.7% vs. 63.2%), but again we see considerable variation across programs, as displayed in Figure 10. While slightly less than half of applicants to doctoral programs in the 32 participating programs were admitted, in some programs less than one-third of applicants were admitted, while in others more than two-thirds were admitted.



¹¹ Data provided by 32 programs.

For those admitted to doctoral programs, the ADPCCJ gathers information from programs on GRE scores and grades. With respect to the latter, the average undergraduate grade point average (GPA) for newly admitted doctoral students in ADPCCJ reporting programs was 3.4, and it varied from 2.6 to 3.87 across programs (N=27). ADPCCJ respondents provided the information summarized in Table 7 in response to questions about the average GRE scores among recently admitted doctoral students.

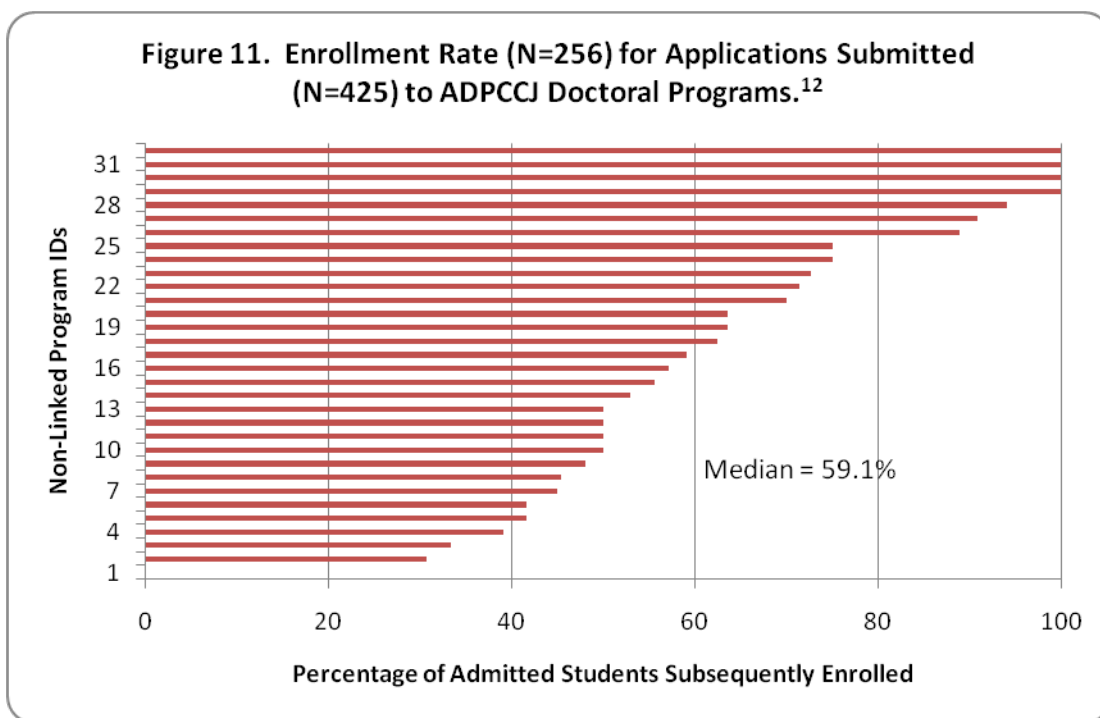
Table 7. GRE Scores for Newly Admitted Doctoral Students, ADPCCJ 2009-2010 (N=29)

	High	Median	Low
Average GRE Verbal	602	520	341
Average GRE Quantitative	726	600	342
Average GRE Combined	1328	1124	683

As illustrated in the last row of the table, the median “average GRE” combined (verbal and

quantitative) score across programs was 1124. There was a substantial spread in average combined scores, however, ranging from 683 to 1328. The component specific scores yield similar patterns.

Enrollment rates among admitted students range across the full gamut of possibilities. As shown in Figure 11, the median enrollment rate for the 32 programs that provided the needed data was just shy of 60% (59.1%), but this ranged from 0 to 100 percent (all of the accepted Ph.D. students enrolled). It should be noted that one program did not accept any applicants; therefore, that program had no new enrollments.



¹² Data provided by 32 programs.

Overall, the ADPCCJ survey indicated that 725 new students enrolled in master’s programs across the 28 programs that provided such data, and 256 new students enrolled across the 32 reporting programs in begin pursuit of the Ph.D. The vast majority of these new enrollments are for full-time study. The gender, race, and ethnic composition of these incoming cohorts of graduate students was similar to the patterns shown above for all active students (see Figures 5 & 6). The reporting programs indicated that for master’s degree programs, the majority of incoming students were female (the median was 53% female for master’s programs) and non-Latino white (the median was 66% non-Latino white).

Incoming cohorts of Ph.D. students also exhibited quite a bit of variability across programs in race, ethnic, and gender composition; overall the medians were 62% female and 76% non-Latino white.

A large majority of newly admitted doctoral students in the ADPCCJ reporting programs received tuition remission and were funded as either a research or teaching assistant (or both). Overall, 80% of active doctoral students in the 32 programs that reported data on funding sources were funded through a teaching or research assistantship. While some programs relied exclusively on teaching assistantships and others relied exclusively on research assistantships, these forms of funding contribute about equally to those supported by non-grant financial resources across all programs. About 20% of active doctoral students were supported primarily through external grants. However, this ranged from no students to more than two-thirds of active doctoral students being funded by grants in a few programs.

The 2010 ADPCCJ data indicate that the amount of the stipend given to students by programs varies quite a lot. More than two-thirds of programs that provided student funding data indicated that they had both a “basic” stipend level that would be distributed to most students, and a “lucrative” stipend that was reserved for the most promising students. Figures 12 and 13 provide details of funding levels across programs.

As Figure 12 shows, the median “basic stipend” for the ADPCCJ programs that provided data was \$14,739, a figure that ranges from less than \$0 to more than \$28,000. In terms of “most lucrative” awards, the average award across programs is \$19,140, though as Figure 13 shows there is again substantial variability across programs.

Figures 14 and 15 present comparable figures for master’s students. Overall, the median stipend for master’s students across the 24 programs that offer the degree and which provided the information was \$9,300. Six programs that offer CCJ master’s degrees do not offer funding on a regular basis. At the other extreme, some programs provide funding for master’s students that is comparable to typical funding levels for doctoral students. Additionally, as Figure 15 shows, a few programs reserve some significant awards (e.g., \$20,000) for especially promising master’s students.

Figure 12. Basic Doctoral Stipends at ADPCCJ Programs (N=32)

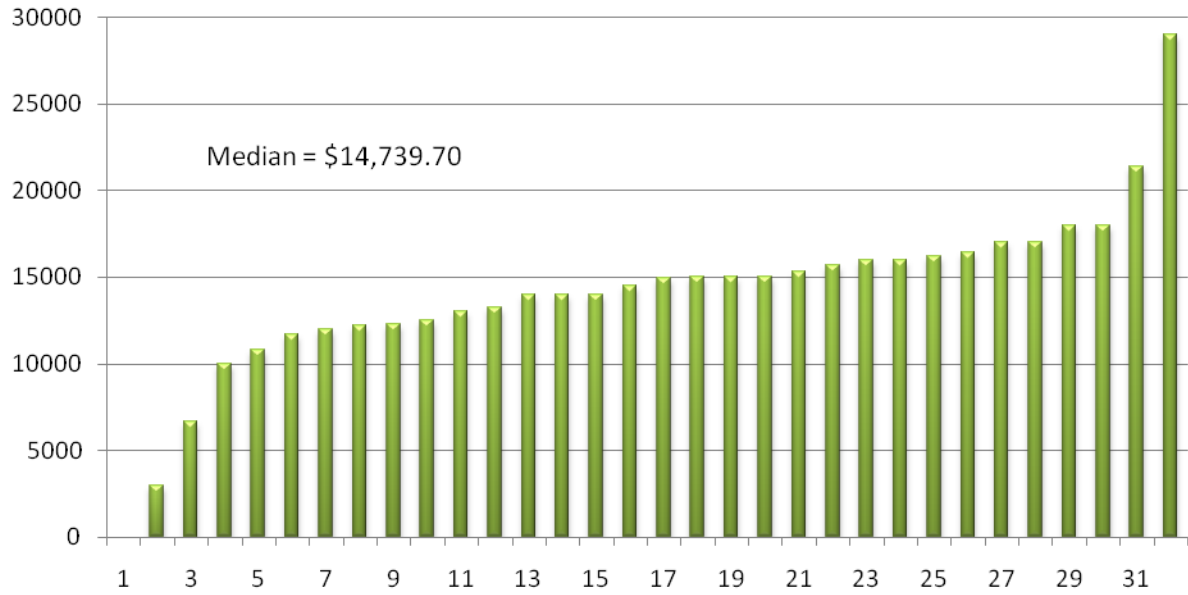


Figure 13. Most Lucrative Doctoral Stipends at ADPCCJ Programs (N=31)

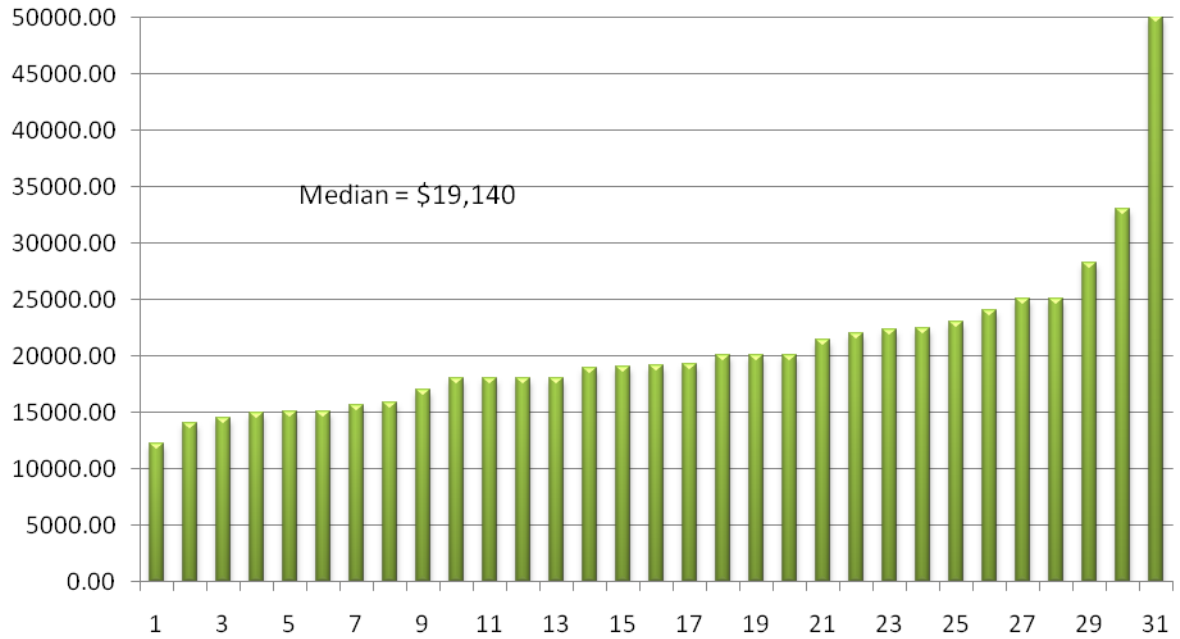


Figure 14. Basic Master's Stipends at ADPCCJ Programs (N=24)

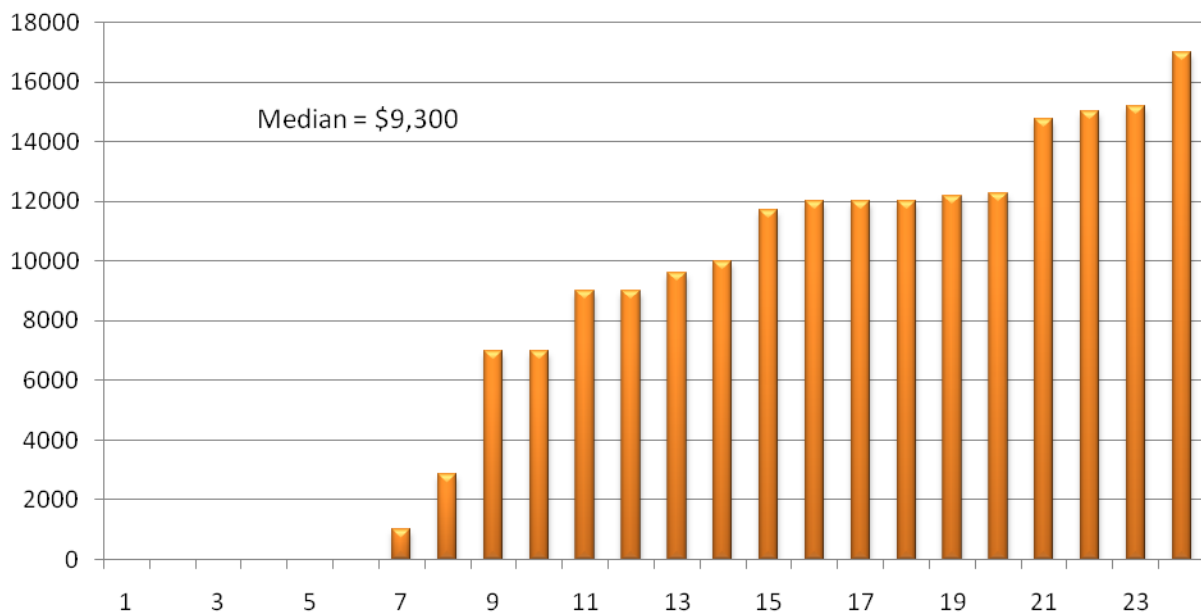
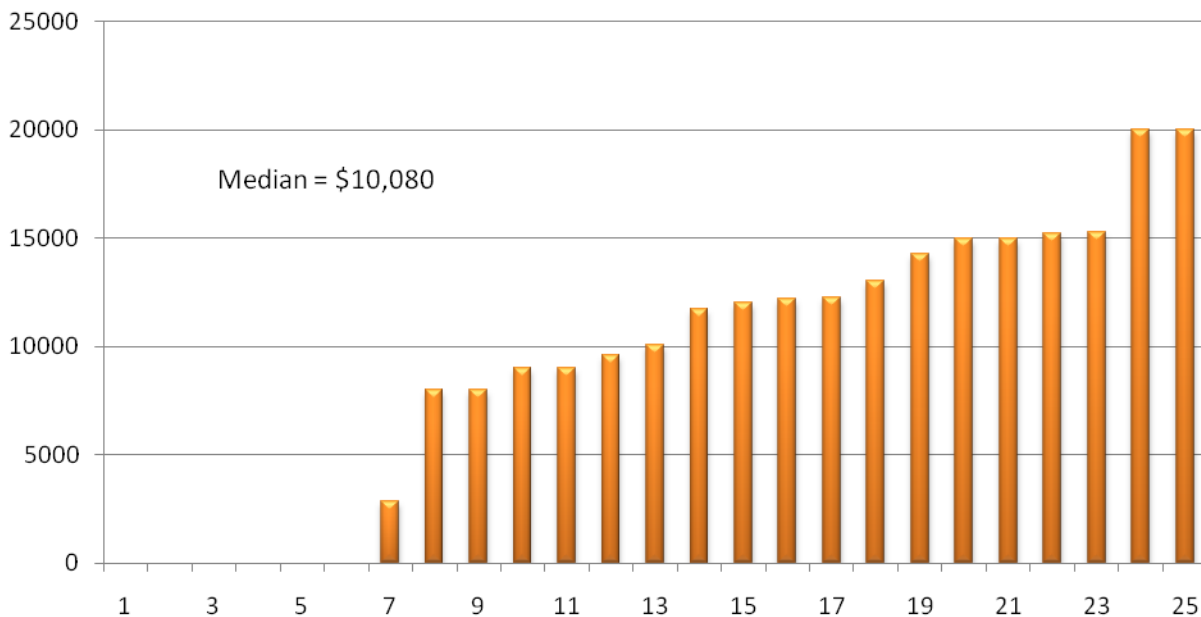


Figure 15. Most Lucrative Master's Awards at ADPCCJ Programs (N=25)



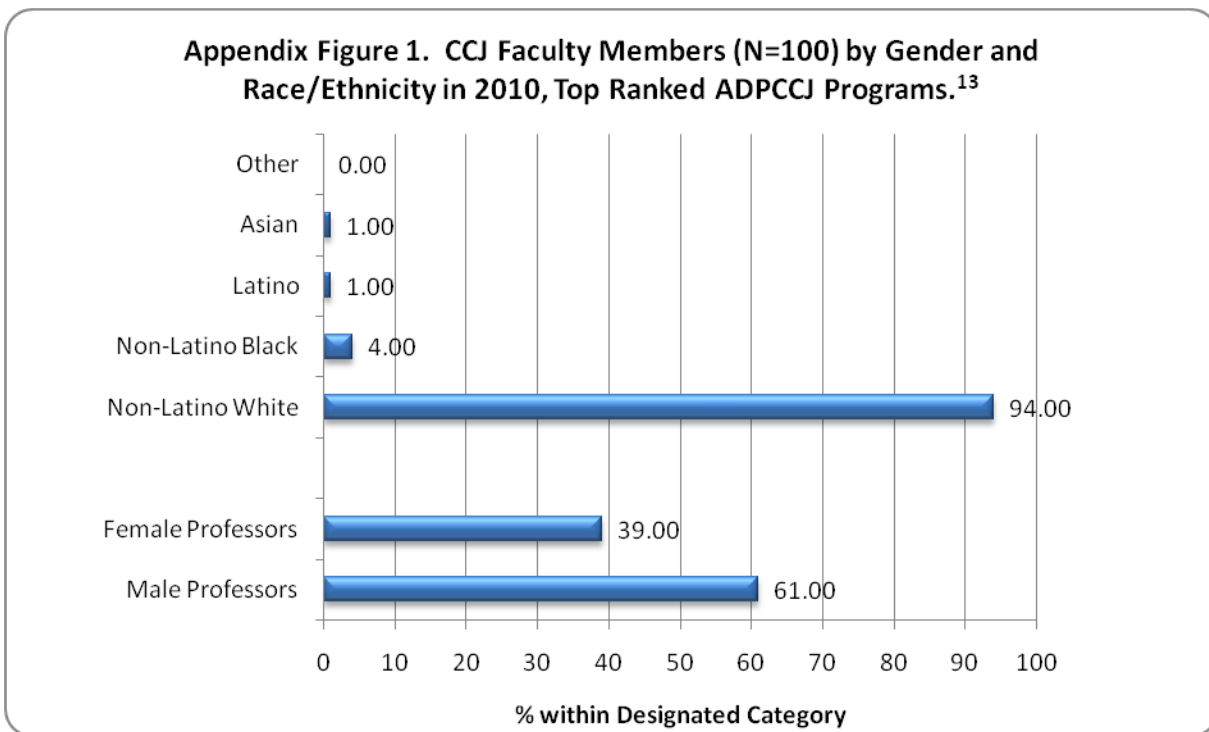
Conclusion

This report provides a snapshot of graduate programs as they looked in 2010. We hope the information summarized above is useful to current ADPCCJ members, others in the CCJ scholarly community, and prospective students and faculty members. Placed in the recent historical context (see, e.g., Frost and Clear, 2007, *Journal of Criminal Justice Education*), the two dominant themes that emerge from the results described herein are continued growth in the number and size of CCJ doctoral programs and an impressive stability in many of the features highlighted above. Some of the data elements summarized in this report (e.g., funding sources and details for graduate students, class sections offered, tenure time-lines) only recently were added to the ADPCCJ survey, so we do not have a good indication of how the reported figures compare with previous eras, but by and large the snapshot of CCJ doctoral programs provided above is highly similar to what we have seen in the survey over the past several years. For additional information, please visit the ADPCCJ website (www.adpccj.com).

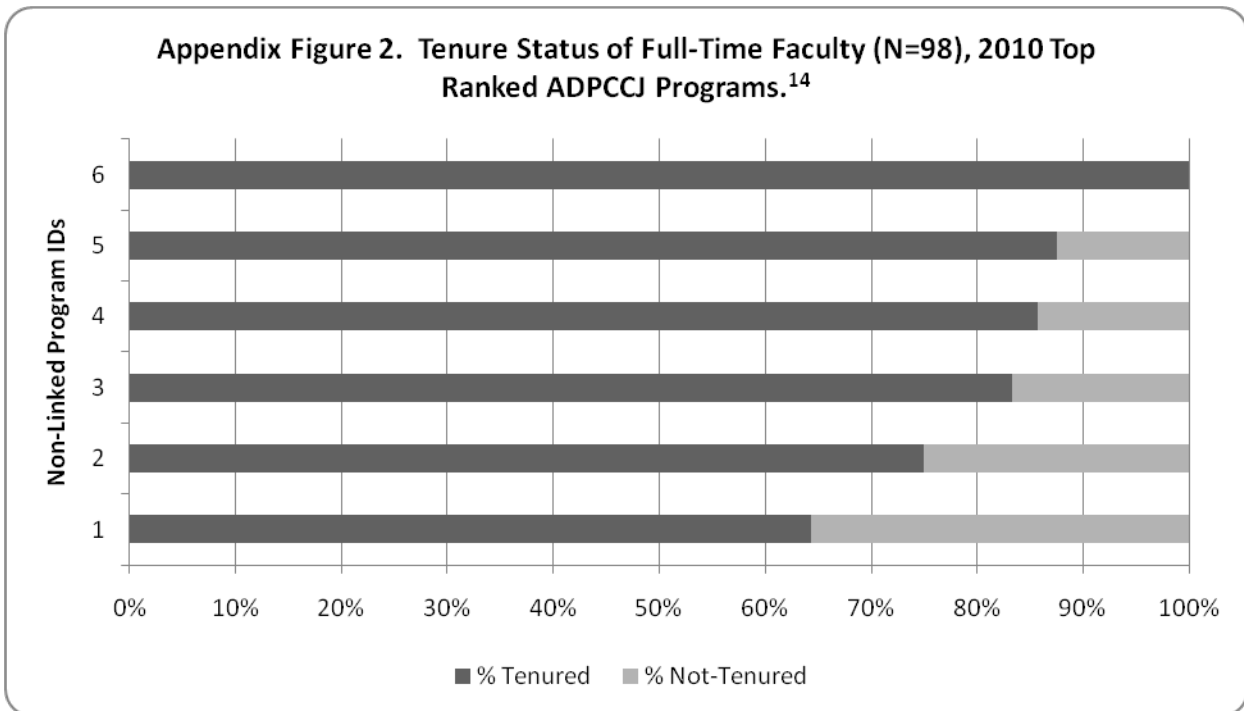
Appendix A. Summary Data from 2010 ADPCCJ Survey for Programs Ranked in Top 5 by U.S. News & World Report (table and figure numbers listed below parallel those for all reporting programs in full report).

Appendix Table 1. ADPCCJ Programs with Top 5 Rankings in 2009 U.S. News & World Report (N=6)

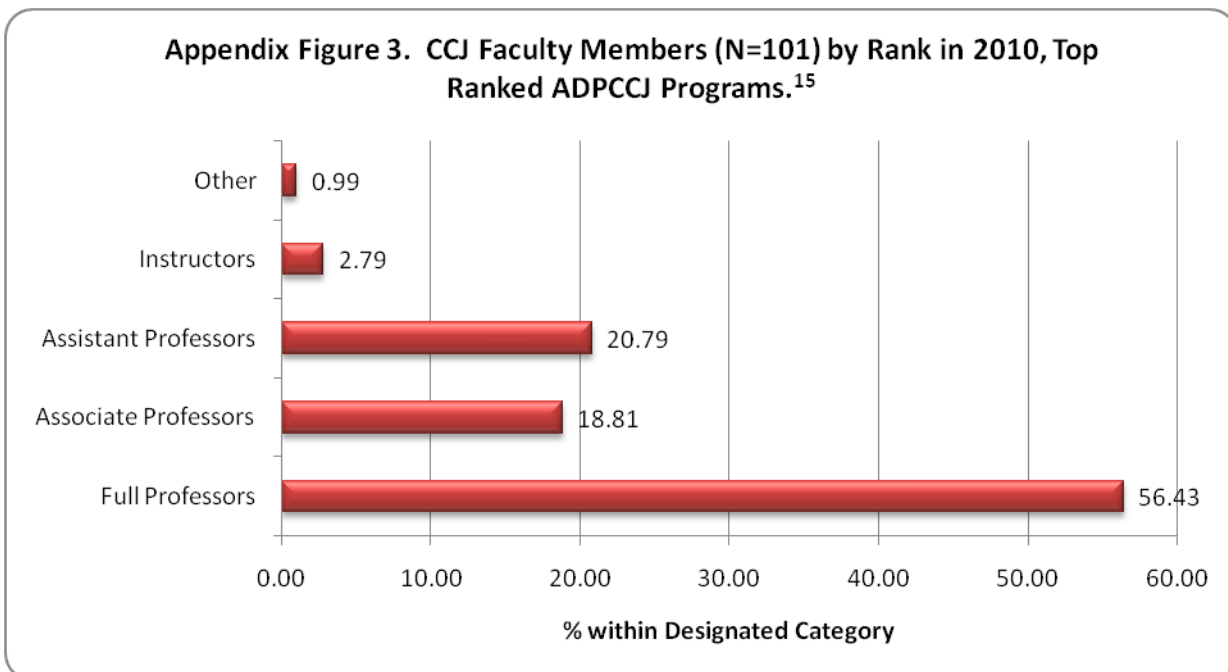
University of Maryland
 University at Albany, SUNY
 University of Cincinnati
 University of Missouri-St. Louis
 Pennsylvania State University
 University of California, Irvine



¹³ Data provided by 6 programs.



¹⁴ Data provided by 6 programs.



¹⁵ Data provided by 6 programs.

Appendix Table 2. Faculty Salaries for Top Ranked ADPCCJ Reporting Programs, (N=4)

	Median Salary	Minimum Salary	Maximum Salary
Current Full Professors	124,000	70,000	251,000
Current Associate Professors	82,000	57,000	103,000
Current Assistant Professors	66,000	60,000	75,000
Most Recently Hired Assistant Professor	65,000	60,000	73,500

Appendix Table 3. Faculty Time Distribution for Top Ranked ADPCCJ Reporting Programs (N=5)

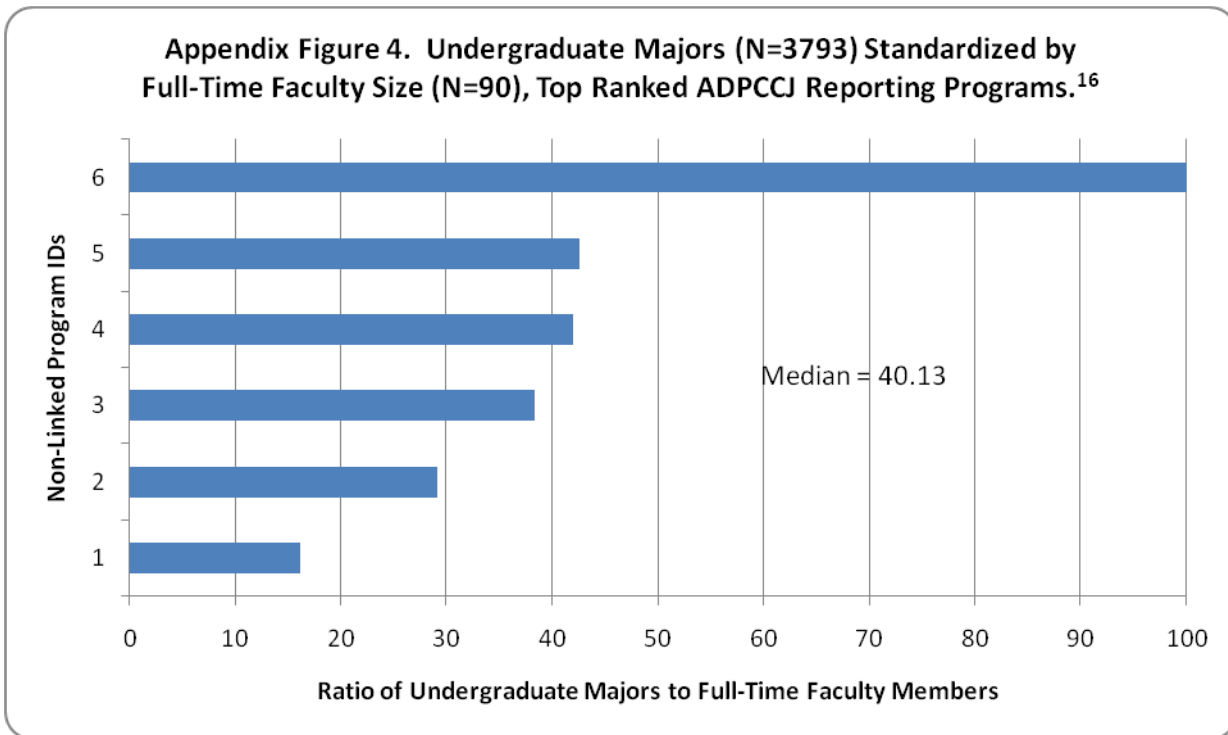
	Mean	Min	Max
Percentage of Time on Research	50	40	70
Percentage of Time on Teaching	39	20	50
Percentage of Time on Service	11	5	20

Appendix Table 4. Class Sections Offered by Degree, Relative to Faculty Size and Graduate Student Involvement for Top Ranked ADPCCJ Reporting Programs (N=5)

	Median	Min	Max
2008-2009 Undergraduate Class Sections	78	38	158
Ratio of Sections to Faculty	5.57	2.71	13.17
Percent Taught by Graduate Students	42.11%	16.00%	83.54%
2008-2009 Masters Class Sections	24	12	45
Ratio of Sections to Faculty	1.71	0.59	3.75
Percent Taught by Graduate Students	0%	0%	0%
2008-2009 Doctoral Class Sections	19	12	40
Ratio of Sections to Faculty	1.12	0.86	3.33
Percent Taught by Graduate Students	0%	0%	0%

Appendix Table 5. ADPCCJ Data on Faculty Productivity in Past Year for Top Ranked ADPCCJ Programs

<i>Articles and Books</i>	Median	Min	Max
Peer Reviewed Journal Articles Published (N=6)	20.5	17	68
Articles Per Faculty Member	1.54	1.42	4.25
Books Published (N=5)	2	0	5
Books Per Faculty Member	0.17	0	0.23
 <i>Grant Applications and Awards (N=5)</i>			
Competitive National Grants Submitted	11	4	19
Competitive National Grants Received	4	1	9
 <i>Grant Dollars Received (N=4)</i>			
Total Dollars Received Last Fiscal Year	991,155	528,072	6,313,266
Federal Grant Dollars Received	536,736	354,820	2,530,229
State and Local Grant Dollars Received	378,113	108,803	3,783,073
Foundation Grant Dollars Received	26,504	20,000	99,196
Private Grant Dollars Received	1,200	0	70,161

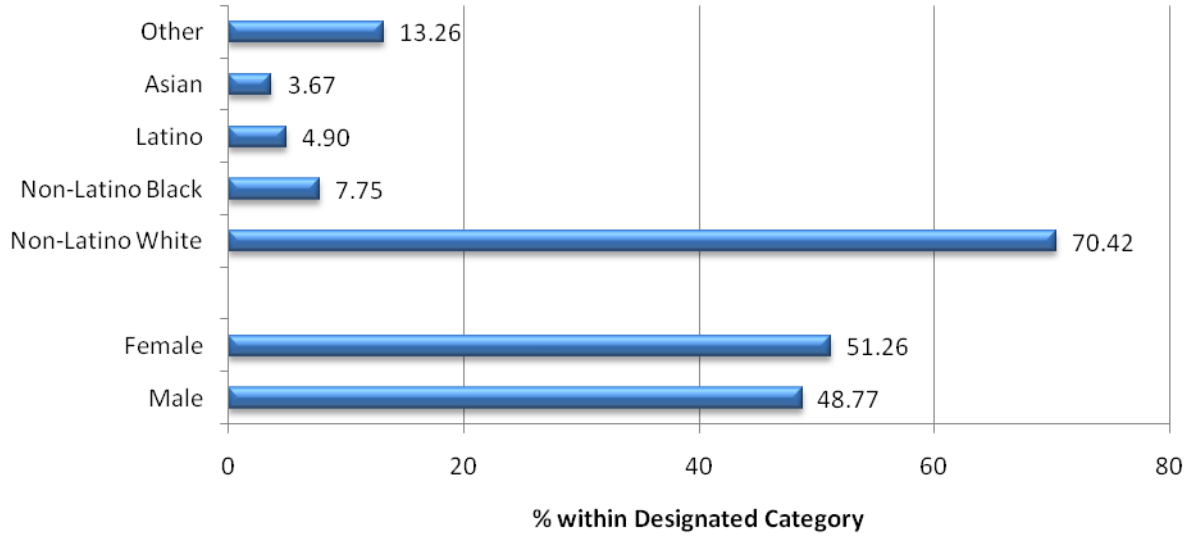


¹⁶ Data provided by 6 reporting programs.

Appendix Table 6. Graduate Program Size, by Degree Type for Top Ranked ADPCCJ Programs

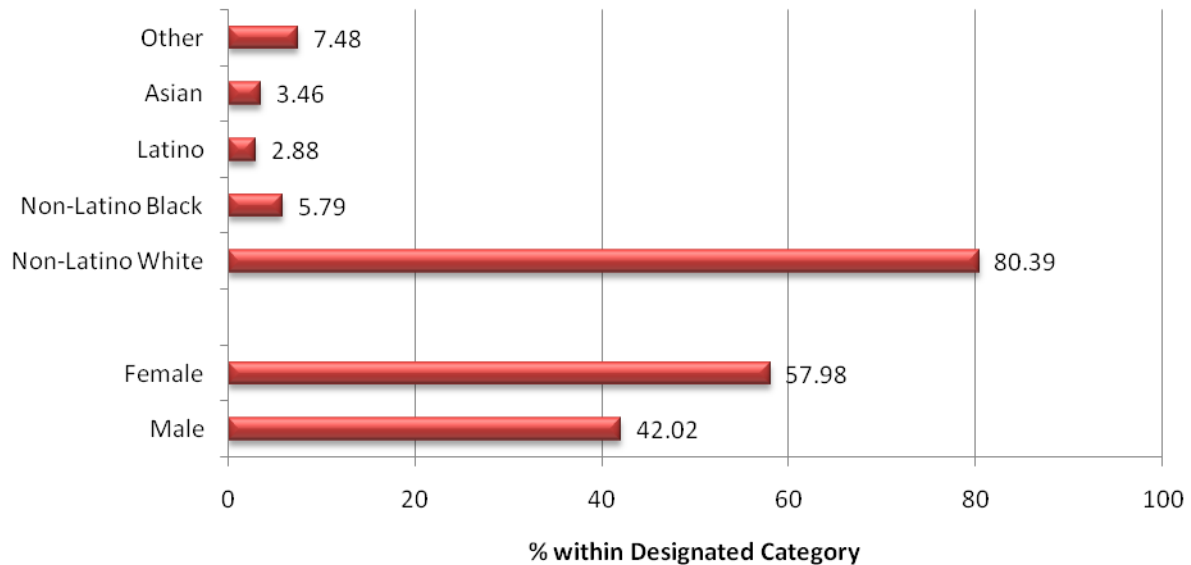
	Median	Min	Max
Total Active Graduate Students (N=6)	94.5	20	130
Active Grad. Students/FT Faculty Members (N=515 Active Grad)	5.83	1.43	8.14
Active Doctoral Students (N=6)	57.5	20	82
Active Doctoral Students/FT Faculty Members (N=307 Active Doctoral)	3.65	1.43	5.13
Active Masters Students (N=5)	48	23	51
Active Masters Students/FT Faculty Members (N=208 Active Masters)	3	1.92	3.57

Appendix Figure 5. Gender and Race/Ethnicity of Active Masters Students (N=208) in 2010, Top Ranked ADPCCJ Program Respondents.¹⁷



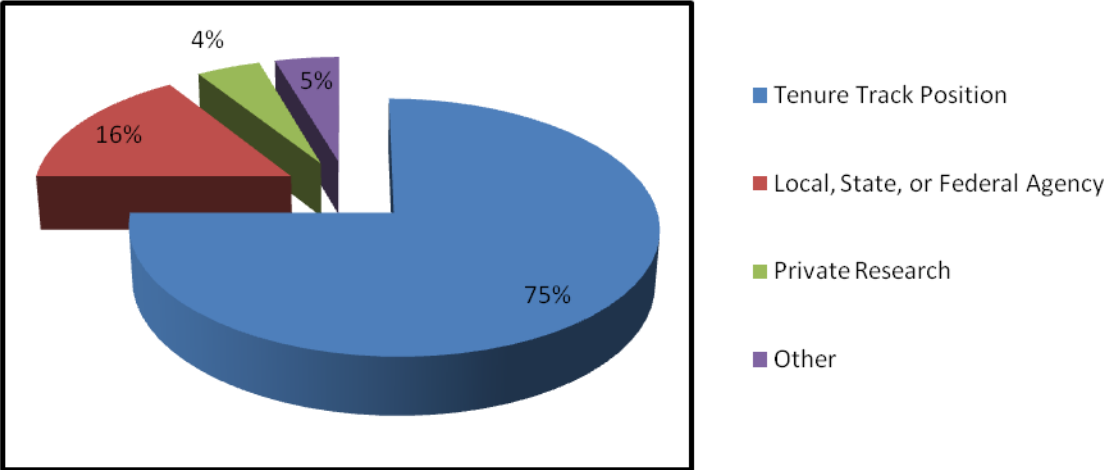
¹⁷ Data provided by 5 programs.

Appendix Figure 6. Gender and Race/Ethnicity of Active Doctoral Students (N=307) in 2010, Top Ranked ADPCCJ Program Respondents.¹⁸

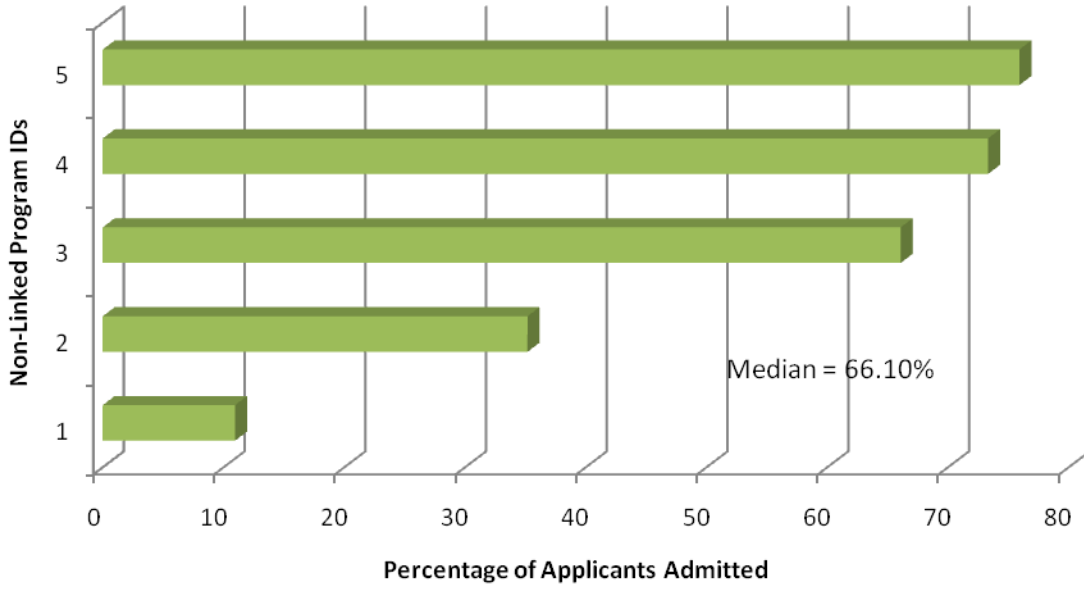


¹⁸ Data provided by 6 programs.

Appendix Figure 7. Employment of Recent CCJ Graduates of Top Ranked ADPCCJ Programs (N=6 Programs, 44 Graduates)

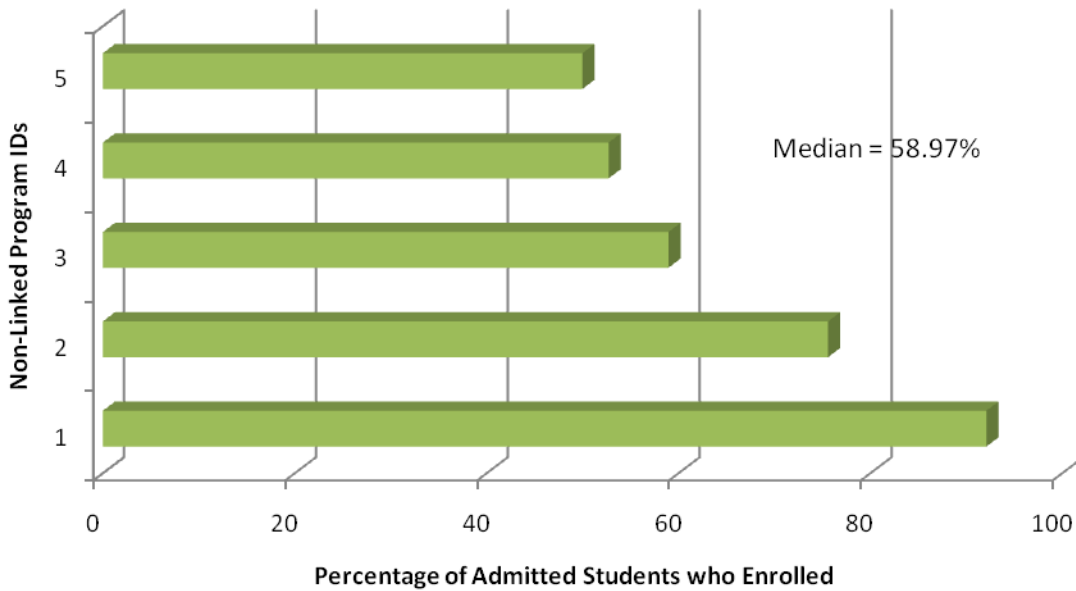


Appendix Figure 8. Acceptance Rate (N=181) for Applications Submitted (N=369) to Master's Programs at Top Ranked ADPCCJ Doctoral Programs.¹⁹



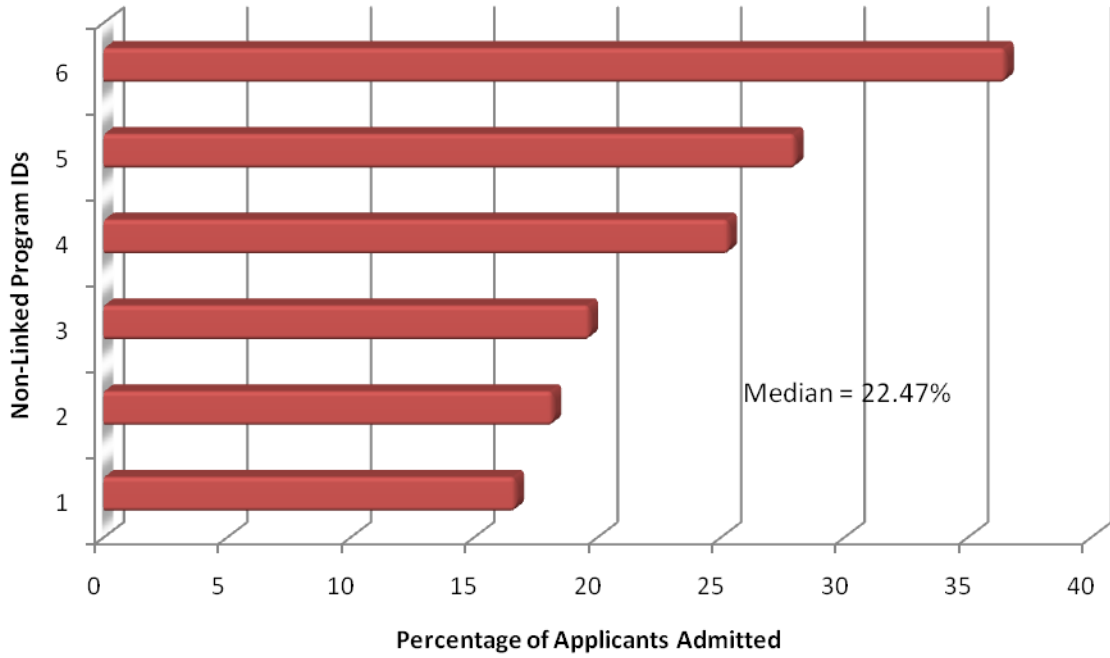
¹⁹ Data provided by 5 programs.

Appendix Figure 9. Enrollment Rate (N=122) for Persons Accepted (N=181) to Master's Programs at Top Ranked ADPCCJ Ph.D. Programs.²⁰



²⁰ Data provided by 5 programs.

Appendix Figure 10. Acceptance Rate (N=79) for Applications Submitted (N=324) to Top Ranked Doctoral Programs.²¹

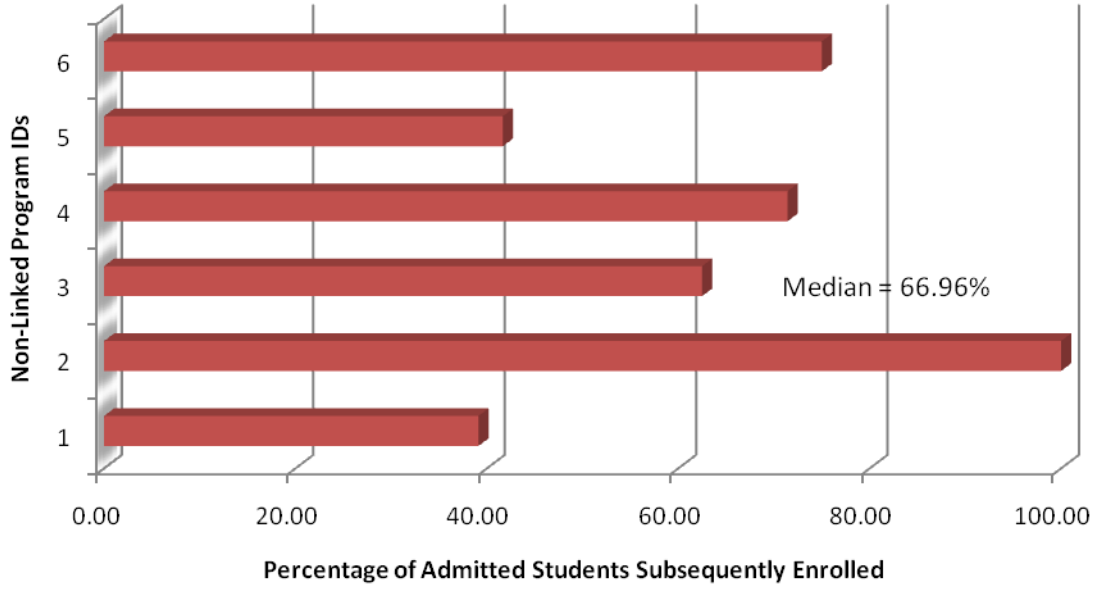


²¹ Data provided by 6 programs.

Appendix Table 7. GRE Scores for Newly Admitted Doctoral Students in Top Ranked ADPCCJ Programs 2009-2010 (N=6)

	High	Median	Low
Average GRE Verbal	602	547	490
Average GRE Quantitative	726	623	545
Average GRE Combined	1328	1151	1035

Appendix Figure 11. Enrollment Rate (N=51) for Applications Submitted (N=79) to Top Ranked ADPCCJ Doctoral Programs.²²

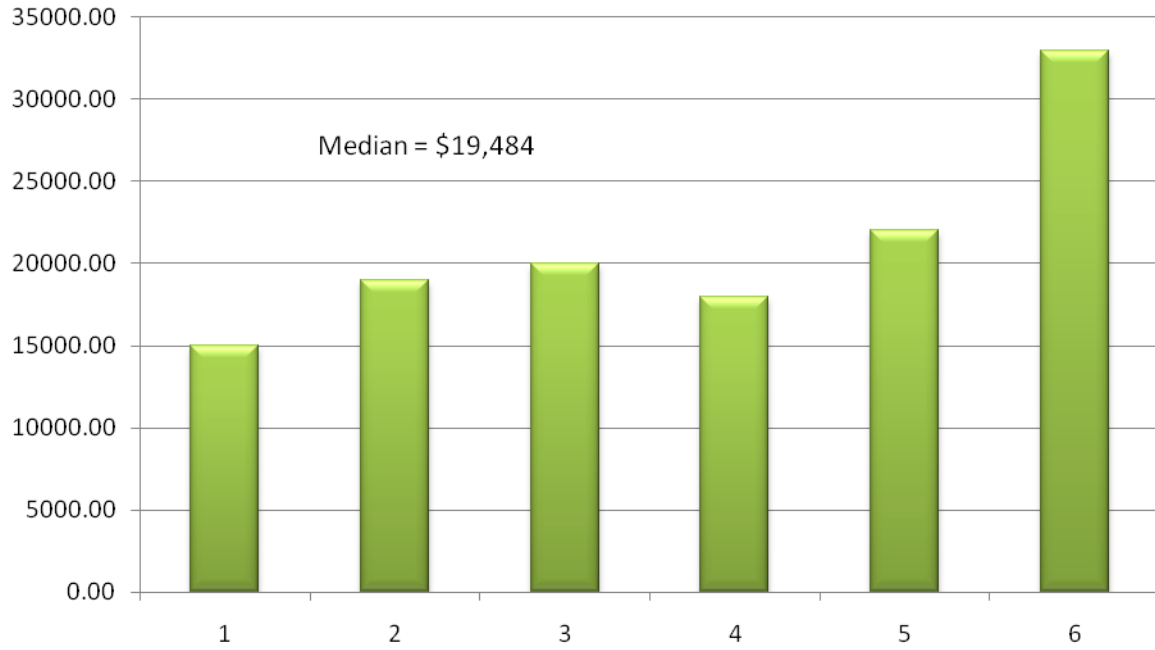


²² Data provided by 6 programs.

Appendix Figure 12. Basic Doctoral Stipends at Top Ranked ADPCCJ Reporting Programs (N=6)



Appendix Figure 13. Most Lucrative Doctoral Awards at Top Ranked ADPCCJ Programs (N=6)



Appendix Figure 14. Basic Master's Stipends at Top Ranked ADPCCJ Programs (N=4)

