

The Criminologist

The Official Newsletter of the American Society of Criminology

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Editors Note: ASC President Todd Clear has initiated a discussion and reconsideration of ASC's role in advocacy and policy. To help us all think through this important subject, I have solicited a set of lead articles for *The Criminologist* that express a variety of views on relevant issues. Many thanks to Akiva Liberman for providing the first of the series.

Wayne Osgood, ASC Vice President

ADVOCATING EVIDENCE-GENERATING POLICIES: A ROLE FOR THE ASC

Akiva M. Liberman, National Institute on Drug Abuse

Note: Views expressed here are solely those of the author, and do not represent official positions or policies of the National Institute on Drug Abuse.

Criminologists often lament their lack of influence on policy, and ASC members continually debate how the Society can exert greater influence. This discussion generally presumes that the route to policy impact is the collective advocacy and/or endorsement of particular policies. If so, the key impediment would seem criminologists' inability to agree on which policies to support. The discussion about policy impact thus often reduces to debate about which particular policies to support, based on what types and standards of evidence, and on how to achieve consensus. Such discussions are at the heart of criminology, but are rarely resolved. To date, ASC has taken only two policy positions, the first in 1989 against the death penalty, and the second in 2007 opposing the use of UCR data to rank the safety of American cities.

I believe that an alternative conception of appropriate advocacy would lead to a more constructive approach to policy. I refer to this approach as advocating *evidence-generating policies*, by which I mean advocating that policy-makers treat policy changes as experimental and expected outcomes as hypotheses, and implement those policies in such a way as to generate reasonable evidence about their effects. This approach was broadly laid out by Donald Campbell (1969, 1988/1971) in *Reforms as Experiments* and *The Experimenting Society*. It is not at all trivial to enact, but has the potential to generate much greater consensus within the Society and enable the Society to advocate for the importance of research in improving policy. In contrast to advocating *evidence-based* policies, advocating *evidence-generating* policies would draw on criminologists' methodological and substantive expertise to advocate that policy changes be used to generate evidence, while often frankly acknowledging the lack of an unambiguous evidence base.

The key here is to stress the distinction between the decision to try a policy from an *a priori* commitment to its effects. As Campbell (1988/1971, p. 293) describes in *The Experimenting Society*: "Faced with a choice between innovating a new program or commissioning a thorough study of the problem as a prelude to action, the bias would be toward innovating." The basic difference between an experimenting versus non-experimenting society is not whether policy is made in advance of unambiguous evidence; the basic difference is in whether policy changes themselves are used to generate evidence.

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2009 CONFERENCES AND WORKSHOPS

For a complete listing see www.asc41.com/caw.html

CRITICAL CRIMINOLOGY & JUSTICE STUDIES MINI-CONFERENCE, February 5, 2009, San Diego, CA. For more info, visit: <http://www.sonoma.edu/ccjs/wsc/>

36th ANNUAL WESTERN SOCIETY OF CRIMINOLOGY CONFERENCE, February 5-7, 2009, San Diego, CA. Theme – *Crime and Criminal Justice on the Border*. For more info, visit: <http://www.sonoma.edu/ccjs/wsc>

ASSOCIATION FOR THE STUDY OF THE MIDDLE EAST AND AFRICA, February 13, 2009, Maxwell AFB, Montgomery, AL. To learn more, please visit: <http://www.asmeascholars.org>.

3RD INTERNATIONAL AND THE 32ND ALL INDIA CRIMINOLOGY CONFERENCE OF THE INDIAN SOCIETY OF CRIMINOLOGY, February 25 - 26, 2009, Bangalore University, India. Please contact Dr.S. Latha at lathasubramanian@gmail.com for more information.

2009 CEPS POLICING SYMPOSIUM, March 10 -11, 2009, Manly Pacific Sydney, Manly NSW Australia. Visit <http://www.ceps.edu.au> for full details.

ACADEMY OF CRIMINAL JUSTICE SCIENCES, March 10-14, 2009, Boston, MA. For more info, visit: www.acjs.org.

WHAT DO WE EXPECT FROM GOVERNMENT?, March 26-27, 2009, Washington, D.C. For more information, please contact: Bill LeoGrande at 202-885-2121.

1ST ANNUAL CONFERENCE FOR THE JOURNAL OF THEORETICAL AND PHILOSOPHICAL CRIMINOLOGY (JTTC), April 2-3, 2009. More info can be found at <http://www.indstate.edu/ccj>

CREATIVE COMMUNITIES: SUSTAINABLE SOLUTIONS TO SOCIAL INCLUSION, April 15 - 17, 2009 Queensland, Australia. For more information, please visit: <http://www.griffith.edu.au/arts-languages-criminology/centre-public-culture-ideas/news-events/creative-communities-conference>.

20th NATIONAL YOUTH CRIME PREVENTION CONFERENCE AND INTERNATIONAL FORUM, Hosted by Youth Crime Watch of America (YCWA), April 19-22, 2009, Orlando, FL. For further info, e-mail Samantha Dorn at sdorn@ycwa.org, call 202-466-3322 or 305-670-2409 or visit <http://www.ycwa.org/youthcon/>.

SECOND NATIONAL CONFERENCE ON RESTORATIVE JUSTICE, May 13-15, 2009 at The University of Texas at San Antonio – Downtown Campus, Contact: www.RestorativeJusticeNow.org (210) 458-2683.

17TH ANNUAL MEETING OF THE SOCIETY FOR PREVENTION RESEARCH, May 26 – 29, 2009, Washington, DC. Please visit the SPR website at www.preventionresearch.org/meeting.php for more info.

JUSTICE STUDIES ASSOCIATION 11TH ANNUAL CONFERENCE, May 27-30, 2009, Best Western Sovereign Hotel in Albany, NY. For more info, please visit: www.justicestudies.org

5TH ANNUAL WORKSHOP ON CRIME AND POPULATION DYNAMICS, June 1 - 2, 2009, Near Baltimore, MD. For more information, please visit: <http://www.popcenter.umd.edu/criminologyandeconomics/workshop2009/>

16TH ANNUAL INTERNATIONAL POLICE EXECUTIVE SYMPOSIUM, June 9 – 14, 2009, Hosted by Ministry of Interior, Republic of Macedonia in the Ancient City of Ohrid, Macedonia. Visit <http://www.ipes.info/> for more info.

1ST SUMMER SCHOOL OF THE ECPR STANDING GROUP ON ORGANISED CRIME, June 29 - July 12, 2009, University of Catania, Italy. For more information, please visit: <http://www.essex.ac.uk/ecpr/>.

AUSTRALIAN AND NEW ZEALAND SOCIETY OF CRIMINOLOGY CONFERENCE 2009, November 22-25, 2009 in Perth, capital city of Western Australia. Further information can be found on <http://www.anzsoc.org/>.

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The Problem of Premature Evidence-Based Policy

While evidence-based policy is a popular goal among researchers and policy-makers, the evidence is insufficient to inform many policy questions. What role can our professional societies play when definitive evidence is not available, and "evidence-based policy" is premature? We seem left on the horns of a dilemma: Absent definitive evidence, we might either advocate that policy-makers wait for a definitive study, or we might provide policy-makers with our best judgment, however speculative. The former is naive; the latter seems risky for scientific organizations, although potentially quite reasonable for individual criminologists.

If clear and unambiguous evidence is a prerequisite for establishing scientific consensus leading to collective policy recommendations, then strengthening the evidence base would obviously help, especially if we can set *a priori* evidentiary standards for recommendations. Researchers pursuing this strategy have mobilized to advocate stronger methods both in primary research and evaluation (e.g., randomized control trials) and in research synthesis (e.g., meta-analysis), and to clearly articulate standards of evidence. The promising results of this strategy are evidenced in numerous reviews including those of the University of Colorado's *Blueprints for Violence Prevention*, metaanalyses conducted by the Campbell Collaboration's Crime and Justice Group, Mark Lipsey and colleagues, and Steve Aos and colleagues, as well as government efforts such as reviews of violence prevention interventions by the CDC Task Force on Community Preventive Services, and SAMHSA's National Registry of Evidence-Based Programs and Practices. We seem to have an accumulating body of knowledge about effective programs and practices. While skeptics remain, we seem to have made considerable progress since Martinson's (1974) famous conclusion that "nothing works."

Unfortunately, however, the promise and progress in identifying evidence-based *programs* is considerably greater than for identifying evidence-based *policies*. For programs, the promise of the evidence-based movement is to identify programs that can be taken "off the shelf" and implemented as originally designed in new settings or contexts to reliably produce desired effects.

Although growing, the set of effective programs is still small relative to need. Even for identified programs considerable challenges remain. What are the necessary conditions for implementing a given effective program? How can effective local programs be brought to national scale, while maintaining their integrity and fidelity? Can effective programs be adapted to local conditions while retaining sufficient program fidelity to maintain their effects? A growing literature finds implementation fidelity to be key for achieving promised program effects. Yet local adaptability often seems key to program adoption, creating a difficult tension much discussed by program evaluators. What, then, are the critical elements of effective programs that must be maintained, while allowing adaptation of other elements? The difficult work to unpack the "black box" of an effective program to identify its critical elements must generally rely on weaker methods than those used to identify the effective program itself, because strong experimental designs are used less often to experiment with program elements than to test programs as a whole. An alternative approach to resolving this tension is to identify *principles* of effective programs, but I will not belabor here its considerable theoretical and practical difficulties, let alone whether these principles can generate the consensus of evidence-based programs.

Even with all of these challenges, the search for evidence-based *programs* is considerably farther along than the search for evidence-based *policies* in criminal justice. The evidence-base is generally weaker for criminal justice policies than for programs, and even less often based on strong research designs. The circumstances in which new policy is made also often seem to differ considerably from the circumstances under which prior evidence was generated. Furthermore, the notion of fidelity that seems key to the effective implementation of evidence-based programs is not well worked through in many realms of policy. Finally, criminal justice policy makers are even less likely to simply adopt prior policies without their own adaptations than are administrators searching for effective programs. (We may sometimes have clearer evidence of what policies do *not* work, but policy-makers seem unwilling to merely follow recommendations of what not to do.)

Opportunities for Evidence-Generating Policy

Framed differently, the absence of sufficient evidence regarding a proposed policy offers a research opportunity. When a policy is changed, we have the possibility of a natural experiment. But will the policy be implemented in such a way that anything can be learned? Usually not.

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As social scientists, we can collectively advocate that policy changes and their implementation be used to *generate* much better evidence. Many of these natural policy experiments will be of limited methodological quality, but they can certainly be much improved. A particular policy can often be implemented in ways that make it more conducive to comparisons with alternatives, using techniques such as staggered policy implementation over time and place, sunset provisions, and the gathering of pre-implementation data. The goal of evidence-generating policy is to improve the "counter-factual" comparisons involved in thinking about policies' effects. That is, we often know what happens after a policy change, but that is insufficient information. To discuss the effect of a policy, we must make assumptions about what would have happened without the policy change.

Methodological rigor serves to reduce the range of alternative explanations for observed outcomes, and methodological improvements lead to stronger inferences by eliminating alternative explanations and inferential threats. (This is essentially the approach of Campbell & Stanley, 1963, in their classic work on quasi-experiments; they use the term "sources of invalidity" for what I refer to here as alternative explanations and inferential threats.) In these terms, double-blind randomized trials are designed to eliminate all alternative explanations but chance, but are essentially unavailable for criminal justice policy. Non-blinded randomized trials eliminate most alternative explanations, and are sometimes available in criminal justice.

Weaker methods, too, can eliminate important alternative explanations and inferential threats. As a simple example, absent random assignment, pre-post designs with comparison groups -- even non-equivalent comparison groups -- are much stronger than either post-only designs with comparison groups (threatened by unmeasured pre-experimental differences) or than pre-post designs without a comparison group (threatened by history effects). This is understood by most researchers, but by few policy-makers.

For many new policies, a modest investment to identify reasonable comparison groups in advance, and to check that comparable pre-measures are available for both groups, would greatly strengthen later inferences about the policy's effects. In some cases, a slight delay in program implementation to allow collection of some pre-measures might have a large inferential payoff. Identifying comparison groups, populations, or places in advance can also eliminate the threat or suspicion of evaluators cherry-picking amongst plausible comparisons *post-hoc*, in order to support their preferred conclusions.

The goal advocated here is modest; it is to push for policy implementation that generates better evidence. Criminologists will continue to evaluate the effects of implemented policies regardless, devising *ad hoc* inferential strategies to make use of available data. Many of those studies will be published, some in ASC's own *Criminology and Public Policy*, many will be disputed there as well. Modest steps to proactively eliminate easily identifiable inferential threats in evaluating criminal justice policies could considerably improve the strength of that research. If we can incrementally improve the evidentiary possibilities that result from policy implementation, we may also incrementally increase the receptiveness of policy audiences to stronger methods.

Planning for Evidence-Generating Policy

Policy domains vary in at least four key respects that determine which evidence-generating strategies are useful. Advance work to think these through would enhance our ability to advocate evidence-generating policy at the moments when such advocacy is needed.

First, policies differ in their key outcomes. Trivial as this may seem to academics, policy-makers rarely articulate the key outcomes they anticipate from their policies. Program evaluators often find that a key early step is working with a program's organization and staff to articulate the program's key outcomes and the logic by which the program is hypothesized to influence those outcomes. The same holds for policy. Criminologists can help to articulate relevant outcomes in advance. For example, are the intended outcomes of prison policies only in-prison outcomes, or also successful reentry and reduced reoffending?

Second, different policy domains are threatened by different key inferential threats. For example, a key inferential threat for evaluating local burglary prevention policies is unmeasured geographic displacement, in which local crime appears to have declined but has merely moved to another locale. Displacement can also threaten evaluations of policies to disrupt local drug markets. In contrast, for evaluations of drug courts, a key threat is net-widening, where enthusiasm for a program leads to expanding its reach to include less serious offenders than previously, which may generate spurious declines in reoffending.

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Third, policies differ in feasible methodological approaches to addressing key inferential threats. Some policy changes can more easily be used to generate policy-relevant evidence than others. For example, police practices can sometimes be experimented with in some precincts but not others, in experimental designs. In contrast, policies that involve legislative change seem much less amenable to such experimentation. One would be hard-pressed to implement state sentencing policies in a staggered way or in only some of the effected jurisdictions. Nonetheless, even in such cases, consideration of counter-factual comparisons before policy implementation can enable much better inferences later, by identifying reasonable comparison jurisdictions, non-affected but similar offenders to those affected, or similar strategies.

Fourth, policy domains differ in the administrative data available to assess relevant outcomes, both before and after a policy change. For cross-jurisdictional comparisons, an important question may be whether comparable data exists in comparison jurisdictions. How would the various administrative data systems at federal, state, or local levels need to be supplemented in order to be useful in evaluating policy changes in different domains? When reasonable data do not exist for a policy domain where we anticipate policy changes, criminologists can advocate that the existing data systems be supplemented or that relevant data systems be created. As a case in point, when the U. S. Sentencing Guidelines were established, preexisting administrative data did not allow strong projection of the prison populations that would be expected, counterfactually, without the sentencing guidelines. To allow later estimates of the effects on the federal prison population, the U. S. Sentencing Commission persuaded the U. S. Pretrial and Probation Service to collect supplemental data before the guidelines were implemented and to establish systems for collecting later data (Gaes, Simon, & Rhodes, 1993).

Collectively, we should engage in advance work to examine how different policy domains relate to these four issues. In each policy domain, what are the relevant key outcomes, the key inferential threats, and the possible inferential yield of various methodological approaches to address those threats? What administrative data are available, what are their strengths and weaknesses, and how would that data need to be supplemented before policy changes to improve later inferences? ASC members have the substantive and methodological expertise necessary to elucidate these key aspects of implementing policy in an evidence-generating way. We are often reminded that when policy changes are being considered, there is usually little time for extensive deliberations by academics. Advance work as suggested here, perhaps resulting in white papers, would position us to more effectively advocate using policy change as a vehicle for generating evidence, and to promote such efforts quickly in the brief moments of opportunity that arise.

Conclusion

Advocating particular policies has been problematic for ASC. The perennial debate over whether to advocate specific policies reflects the continual tension between our desire for more-informed criminal justice policy and our high standards for evidence. Given that tension, we may ultimately take very few policy positions. Many criminologists believe that ASC would risk its scientific and non-partisan credibility by advocating policies supported by anything less than unambiguous evidence and virtual unanimity. Many social scientists also feel that issue-advocacy pushes for categorical statements at odds with the social scientist's respect for the limitations of current knowledge.

In contrast, advocating evidence-generating policy draws on the skills and predilections of our research community. It involves an appreciation of both the benefits and limitations of research, along with a constructive agenda to incrementally improve the formulation, implementation, and ultimately the content of criminal justice policy. The key is to stress the distinction between the decision to try a policy versus an *a priori* commitment to its effects.

Of course, such an approach runs counter to currents of political decision-making which can push fast, relatively uninformed, and even faddish policy-making, often in response to crises. Yet that is precisely why ASC should advocate the role of research, and think hard about what would be involved in evidence-generating policy implementation. Promoting evidence-generating policy should be part of our general advocacy of informed policy, and part of our attempt to educate policymakers and practitioners about the usefulness and relevance of research.

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AROUND THE ASC

EASTERN KENTUCKY UNIVERSITY

- Dr. *Victor Kappeler* is the new department Chair for Criminal Justice and Police Studies at Eastern Kentucky University. Dr. Carole Garrison has stepped down after 8 years and has returned to teaching.

INDIANA UNIVERSITY, BLOOMINGTON

- The Department of Criminal Justice at Indiana University in Bloomington is most proud to announce the addition of *Bruce D. Sales*, Ph.D., J.D., to its faculty. Prior to joining Indiana's department, Professor Sales was Professor of Psychology, Sociology, Psychiatry and Law at the University of Arizona.

LOUISIANA STATE UNIVERSITY

- New Faculty: *Sarah Becker* (Ph.D. 2008, University of Massachusetts), recently began a tenure track assistant professorship in the Department of Sociology at LSU. She specializes in the ethnographic study of crime.
- New Faculty: *Justine Tinkler* (Ph.D. 2007, Stanford University), recently began a tenure track assistant professorship in the Department of Sociology at LSU. She specializes in the sociology of law.

MICHIGAN STATE UNIVERSITY

- The School of Criminal Justice at Michigan State University welcomed an exceptional group of scholars to the School's faculty for the 2008-09 academic year. Assistant Professors *Soma Chaudhuri* (Vanderbilt University), *Thomas Holt* (Ph.D. University of Missouri St. Louis; joining the School in 2009), *Louie Rivers* (Ph.D. Ohio State University), *April Zeoli* (Ph.D. Johns Hopkins University), and Associate Professor *Jeremy Wilson* (Ph.D. Ohio State University) bring research and teaching strengths in delinquency, juvenile justice, cyber-crime, risk and decision science, public health, intimate partner violence, policing, violence prevention, and both qualitative and quantitative methods.

RUTGERS UNIVERSITY

- In September 2008, *Joel Caplan*, Ph.D. joined the Faculty of the Rutgers School of Criminal Justice as an Assistant Professor. Before joining the Rutgers faculty, Joel was at the University of Pennsylvania where he earned a Ph.D. in Social Welfare Policy and worked as a Research Associate for the Cartographic Modeling Lab (CML). At the CML, Joel collaborated with faculty in various disciplines to integrate Geographic Information Systems (GIS) and spatial analysis into projects concerning such topics as juvenile gun violence, emergency medical services, disaster management, mental illness, prisoner reentry, and crime control. Joel brought his GIS skills and interdisciplinary and innovative approaches to research to SCJ—his alma mater where he earned a MA in Criminal Justice before pursuing a doctorate. His research interests include parole, crime control and public safety. Current projects focus separately on decision-making policies and practices of state parole boards and crime suppression tactics of the New Jersey State Police. In addition to his academic accomplishments, Joel has professional experience as a police officer and emergency medical technician.
- Dr. *Ko-lin Chin* recently presented a paper in Hong Kong at the Trafficking in Persons Research and Data Forum, sponsored by the Australian Institute of Criminology and hosted by the University of Hong Kong. The title of the paper is "Trafficked sex slaves or enterprising sex migrants; The movement of Chinese women to Asia and the United States for Commercial Sex."

SAM HOUSTON STATE UNIVERSITY

- New faculty: *Cortney Franklin* earned her Ph.D. (2008) in criminal justice from Washington State University. Cortney's current research investigates the role of gendered peer groups (both male and female) in influencing behavioral outcomes in the university setting (e.g. sexual assault, victimization, danger cue recognition, and abusive alcohol consumption) as well as the relationships between gender and criminal justice system functioning.
 - New faculty: *Travis Franklin* earned his Ph.D. (2008) in criminal justice from Washington State University. His current specialty areas of expertise are prison violence, fear of crime, sentencing decisions, prosecutorial discretion, and quantitative research methods.
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AROUND THE ASC

UNIVERSITY AT ALBANY

- Professors *Alan Lizotte* and *Shawn Bushway*, along with former University at Albany Professor *Marv Krohn*, received funding from the National Center for Injury Prevention and Control, Centers for Disease Control and Prevention for “Examining Protective Factors for Youth Violence Within a Developmental Framework.” This two-year project deals with protective factors for youth violence utilizing data from the Rochester Youth Development Study (RYDS). The project has four specific aims: 1) to identify protective factors that interact with risk factors for violence from childhood through adulthood; 2) to identify protective factors that can deflect individuals from various violent behavioral trajectories during adolescence and early adulthood; 3) to determine the role of protective factors in violent offending; and 4) to study the intergenerational impact of family and environmental protective factors on violent behavior.
- Professor *Robert Apel*, and co-PI *Gary Sweeten* (ASU), were recently awarded a grant from the National Institute of Justice. “The Effect of Criminal Justice Involvement in the Transition to Adulthood” is a one-year project that uses the National Longitudinal Survey of Youth 1997 to investigate causal effects of arrest, conviction, and incarceration on later outcomes related to status attainment (employment, education). The analysis will involve use of fixed-effects and propensity score models to understand whether first-time incarceration as a juvenile (16-17 years old) and young adult (18-19 years old) has any adverse effect on post-release attainment, as well as group-based trajectory models to identify whether there are heterogeneous treatment effects on these outcomes.
- Doctoral student *Gregory Zimmerman* recently received a \$20,000 fellowship from the National Institute of Justice. Mr. Zimmerman will use the grant to fund the remainder of his dissertation research. His dissertation is titled “Impulsivity, offending, and the neighborhood: Investigating the person-context nexus.”

UNIVERSITY OF MASSACHUSETTS DARTMOUTH

- UMass Dartmouth Professor *Susan Krumholz* was a recipient of the 2008 President’s Public Service Award at the University of Massachusetts for bringing the Inside-Out Prison Exchange Program to UMass Dartmouth and the Bristol County House of Corrections.

UNIVERSITY OF PENNSYLVANIA

- *Adrian Raine*, Penn's Richard Perry University Professor of Criminology and Psychiatry, has been named the Department of Criminology's new Chair for the 2008-2009 academic year. Dr. Raine joined the Penn faculty early in 2007 as the University's fourth PIK (Penn Integrates Knowledge) professor. His research focuses on the biological basis of crime and violence.

UNIVERSITY OF TEXAS AT DALLAS

- *Bruce Jacobs* and *John Worrall* were both promoted to Full Professor, effective 9/1/2008.

WESTERN CAROLINA UNIVERSITY

- New faculty: *Stephen E. Brown*, Professor and Department Head and *Keith Bell*, Assistant Professor
 - Our department has been renamed “Department of Criminology & Criminal Justice.” (formerly Dept. of Applied Criminology)
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GRADUATE PROGRAMS IN CRIMINAL JUSTICE AT THE UNIVERSITY OF CINCINNATI

Master of Science Program
Distance Learning Master of Science Program
Ph.D. Program

Main Areas of Specialization:
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The Faculty

- Steven C. Beck** (University of Cincinnati) Organizational Theory; Personnel Selection and Development; Domestic Violence
- Michael L. Benson** (University of Illinois) White-Collar Crime; Criminological Theory; Life-Course Criminology
- Susan Bourke** (University of Cincinnati) Corrections; Undergraduate Retention; Teaching Effectiveness
- Sandra Lee Browning** (University of Cincinnati) Race, Class, Gender and Crime; Law and Social Control; Drugs and Crime
- Mitchell B. Chamlin** (University at Albany, SUNY) Macro-Criminology; Structural Sociology; Time-Series Analysis
- Constance L. Chapple** (University of Arizona) Criminological Theory; Gender and Crime; Family and Crime
- Francis T. Cullen** (Columbia University) Criminological Theory; Correctional Policy; White-Collar Crime
- John E. Eck** (University of Maryland) Crime Prevention; Problem-Oriented Policing; Crime Pattern Formation
- Robin S. Engel** (University at Albany, SUNY) Policing; Criminal Justice Theory; Criminal Justice Administration
- Bonnie S. Fisher** (Northwestern University) Victimology/Sexual Victimization; Public Opinion; Methodology/Measurement
- James Frank** (Michigan State University) Policing; Legal Issues in Criminal Justice; Program Evaluation
- Paul Gendreau** (Queens University, Visiting Scholar) Correctional Rehabilitation; Organization of Knowledge; Program Evaluation
- Edward J. Latessa** (Ohio State University) Correctional Rehabilitation; Offender/Program Assessment; Community Corrections
- Christopher T. Lowenkamp** (University of Cincinnati) Correctional Interventions; Offender/Program Assessment; Criminological Theory
- Paula Smith** (University of New Brunswick) Correctional Interventions; Offender/Program Assessment; Meta-Analysis
- Lawrence F. Travis, III** (University at Albany, SUNY) Policing; Criminal Justice Policy; Sentencing
- Patricia Van Voorhis** (University at Albany, SUNY) Correctional Rehabilitation and Classification; Psychological Theories of Crime; Women and Crime
- Pamela Wilcox** (Duke University) Criminal Opportunity Theory; Schools, Communities, and Crime, Victimization/Fear of Crime
- John D. Wooldredge** (University of Illinois) Institutional Corrections; Sentencing; Research Methods
- John Paul Wright** (University of Cincinnati) Life-Course Theories of Crime; Biosocial Criminology; Longitudinal Methods
- Roger Wright** (Chase College of Law) Criminal Law and Procedure; Policing; Teaching Effectiveness

CALL FOR CONTRIBUTIONS TO THE “TEACHING TIPS” COLUMN

One of the activities of the ASC Teaching Committee is the publishing of “teaching tips” to share among our membership. We are asking the ASC membership to share their teaching tricks-of-the-trade with our colleagues. These tips can be of a wide variety, technical as well as strategic as well as resource-sharing.

What we have in mind would be advice on successfully dealing with the entire range of teaching issues as relevant to the discipline of Criminology. Among the kinds of tips that may be useful would be advice on: material suggestions (films, textbooks, etc.); successful ways to teach learning-resistant students; making theoretical approaches understood; making methodology accessible without dumbing it down; how to select and conduct informative field trips; how to teach in settings other than the university (e.g., prisons); how to integrate topics of criminology with related social issues such as class, race, gender, nationality (in short, power and inequality concerns); how to handle large classrooms; how to manage online teaching; how to teach the facts of terrorism without the hype of terrorism; how to handle political issues (such as conservative versus liberal interpretations of crime); how to teach empiricism without sensationalism; etc. These are just some ideas but any teaching advice would be helpful. The word limit is about 500 or less.

Please forward your teaching tips to:
Kate Hanrahan, hanrahan@iup.edu.
ASC Teaching Committee

A MESSAGE AND A TEACHING TIP FROM THE NEW CHAIR OF THE TEACHING COMMITTEE

Rachel Hardesty, PhD
Portland State University
Chair of the ASC Teaching Committee.

In this month’s column I want to introduce the work of the Teaching Committee to the Society. I’ll keep the business part short so there’s room for me also to contribute a teaching tip to this most popular column.

For the past two years under Bonnie Berry’s leadership the committee has undertaken a variety of projects including this teaching tips column, the teaching award, sponsoring panels at the annual meeting and the syllabus collection project. The Teaching Award was such an enormous project that it has been separated to a committee of its own. Thus, from now on the “Teaching Committee” is intended to provide support for a focus on and recognition of the importance of teaching in most of our professional lives. We are in early days of exploring exactly how we can best serve the Society. Bonnie Berry has provided clear direction and continues to provide invaluable transition assistance.

The Teaching Committee will continue with the syllabus collection project. Currently, a collection of syllabi for introductory classes are posted on the ASC website for your interest and perusal. We will be writing more about that project and our objectives for it in the coming months.

We are also going to work with the programme committee to organize teaching panels for our annual meetings.

We will also continue to solicit your teaching tips so that this column becomes a space in which a variety of strategies and ideas are shared. We are particularly interested in activities and assignments that you have designed which meet particular teaching/learning objectives. Kate Hanrahan will be the contact person for teaching tips. Please send your tips to her at hanrahan@iup.edu.

Finally, we will be exploring teaching issues as the year unfolds and will hope to solicit input from all over the Society on questions and concerns which you bring to our attention. Issues already raised in early conversations amongst ourselves include how adjuncts are used, online programmes and attitudes to online degrees and classes among bricks and mortar universities, and exploration of a higher degree which focuses more on leadership and practice to supplement PhD degrees (rather in the way that EdDs supplement PhDs in the field of Education). I am sure there are other issues that will come up too. Over the coming weeks we will talk about how best to facilitate these conversations and keep you posted as to our thoughts while also hoping to solicit your input. We look forward to serving the society over the coming year. Meanwhile, if you have any queries or issues you would like to bring up please do not hesitate to contact me at hardesty@pdx.edu.

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So, business done, here is my teaching tip. I presented these ideas under the title of Beasts in my Belfry: Exotic Experts in my Chatroom at a roundtable on teaching this last annual meeting.

When I first started teaching online I wondered how I was going to introduce the expertise of presenters in my classroom. Although there are many web-based technologies which allow people to meet in real time, I found that my classes tended to draw a demographic of non-traditional students in somewhat straitened circumstances, many of whom were not able to access those technologies due to their working with rather outdated hardware. In addition, frequently people take online classes because they can't commit to real time meetings as a result of the full time employment and family responsibilities that the non-traditional student is trying to juggle. The asynchronous nature of interaction is a plus for these students, so synchronous requirements may add considerable strain to their already extended schedules.

Nevertheless, just as in my face-to-face classes, I found that students interests drove a desire to include others who might add to our knowledge about the subjects we were studying and I wanted to invite experts to meet with us. I decided to try out the chatroom that was attached to our class webspace. In the years that have followed I have learned a few things about managing a chat with a guest presenter that I wish I had known when I first tried it.

Many universities now have virtual learning environments (VLEs) which are used to some degree. You may already be putting your syllabus online, or creating a frequently asked questions space to reduce housekeeping during your face to face sessions. Most of these VLEs will also have chatrooms.

A chatroom is an electronic space which operates synchronously. Everyone is there at the same pre-arranged time. As people arrive, their names appear in a sidebar. Each person can type and send messages to the chatspace. Some chatrooms allow for a moderator to have special privileges. These might include being able to connect with participants via private instant messaging windows for example. Some chatrooms allocate a colour to each participant considerably facilitating the tracking of threads in the conversation. Others are much less sophisticated. So the first thing to find out is what the technology can actually do...and what it most definitely can't. You will want to devise a protocol which allows you to keep control of the conversation as most chats give the "floor" to the person posting and it can be very hard to get it back from a determined student as I discovered during a chat with a guest who was quite controversial when two students decided to heckle and effectively kept me out giving the guest quite a hard time. Very annoying!

Here is how I set up my chats:

1. Arrange a time with your guest which works for the two of you, and then inform students. Don't worry if most of your students can't attend. It actually is better if not very many people actually attend. Chatrooms generate transcripts which can be saved and uploaded as a document to the class for everyone to read and reflect on later or can be performed as a kind of reader's theatre by two students in a face to face session.
2. Format the chat as a talk show interview; long tracts of presentation are very boring to read and take a long time to type. For anyone who is in the chat with you, it will be hard for them to pay attention and it requires presenters with excellent typing skills which not all subject experts have. (Find out about typing skills as this can be a significant issue – I have sometimes typed for my guest when he or she was unable to do so)
3. Solicit questions in advance from students who cannot attend. Write your interview protocol to be sure to probe the issues this particular class is interested in and make those solicited questions evident so absent students feel ownership in the outcome of the conversation.
4. Most of my guests have been chatroom novices. Prepare the guest with precise instructions about how to access the chat, what they are likely to experience, offer to practice with them, make sure they know they will be typing not talking, be specific about how you will handle questions from students who are present. Also prepare them for the fact that there may not be anyone present besides yourselves. On the advice of a copyright attorney, I send all this information in a kind of memo which also asks them to respond acknowledging that we both share the copyright to the chat but that I cannot guarantee that students will not quote the guest out of context.
5. Meanwhile post a chatroom protocol for students explaining the format. In particular specify how questions will be handled. Also remind them that guests come as a favour and that everyone is enjoined to hospitality and welcome. This allows you to welcome quite controversial figures without worrying that they will be heckled. After having a chat hijacked by students on one occasion, I am afraid I warn of dire penalties if people do not follow my lead. Since clarifying that incivility doesn't only wreck the opportunities of their own cohort but also cohorts to come, I have not had to actually impose any consequences on students for being uncooperative.

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6. I restrict my chats to an hour. For the first half hour I ask all the questions. I make sure we cover the essential ground in that hour. Foremost in my mind is the transcript we are generating as a piece of content for the class to consider. At the end of our conversation, I ask if there are any questions. Each student who wishes to ask a question simply types “yes”. I then call on them in turn. In this way the conversation proceeds in an orderly way. If you do not control the flow of questions, multiple parallel conversations begin to proliferate which are visually and mentally difficult to track as the screen rapidly fills with the competing utterances. It is almost impossible to scroll back to see where the conversation began because each new posting brings all readers back to the new contribution.
7. Finally, chats go more easily when contributors type a few words at a time and then post them. To show that they are finished they type “done” or “end” so that people know when one person is finished so that you don’t have to worry about interruptions which again can rapidly cause a proliferation of questions and answers that will befuddle your guest and possibly chase them off.

With only one exception, every person I invited to the chatroom has come. From Europe, from Canada, as well as from the US. Students can talk directly to academics, authors and practitioners from all over the world. Once you feel comfortable with one person, try asking two. Putting two people in the chat space together who have wanted to meet, or who can educate each other is most instructive for students to see. Student questions provide a unique opportunity for them to share in the construction of knowledge about a subject.

I always have a reflective online discussion about the value of the chatroom transcripts. I continue to be amazed by how useful students find them even if they can’t attend. Somehow, the “voice” of a real person brings our subject matter alive in new ways that I couldn’t contrive any other way.

Good luck!

2009 ELECTION SLATE FOR 2010-2011 OFFICERS

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the next election:

President-Elect

Bob Crutchfield, University of Washinton
Steve Messner, University at Albany

Vice President-Elect

Donna Bishop, Northeastern University
Jim Lynch, John Jay College of Criminal Justice

Executive Counselor

Eric Baumer, Florida State University
Michael Benson, University of Cincinnati
Friedrich Loesel, University of Cambridge
Laurie Robinson, University of Pennsylvania
Susan Sharp, University of Oklahoma
Eric Stewart, Florida State University

Additional candidates for each office may be added to the ballot via petition. To be added to the ballot, a candidate needs 50 signed nominations from current, non-student ASC members. If a candidate receives the requisite number of verified, signed nominations, their name will be placed on the ballot.

Fax or mail a hard copy of the signed nominations by Friday, March 27, 2009 (postmark date) to the address noted below. Email nominations will not be accepted.

American Society of Criminology
1314 Kinnear Road, Suite 212
Columbus, Ohio 43212-1156
614-292-9207 (Ph)
614-292-6767 (Fax)

BRIDGING CRIMES AND RHYMES

Carla Shedd, Ph.D.

Columbia University, Department of Sociology and African American Studies

Students in my Crime, Law, and Society course were asked to write a socio-criminological account that addressed the phenomena covered in a news article detailing the barriers convicted felons face once they return from prison. They had to cite at least five theories and/or sources and their responses could take any form they chose. Below is a snippet of one student's creative response to that charge. The full "criminological rap" can be found at the link below.

ANNIE LEE, Barnard College

Clean Slates and Crime Rates: How an Incentive Program for Ex-cons Can Reduce Recidivism and Improve Community Structures

Open your eyes and take a good look around
 These aren't your regular kids out on the playground
 They're not up at all hours to play some innocent game
 What they're really out for is some "juice" and some fame
 These kids get respect by the code of the streets:
 Those rules that say who's left alone and who gets beat¹
 Word on the street is of a new life course
 So "jails deter crime" can go shout itself hoarse
 Ain't no stigma, ain't no shame – just do what you can
 To get into prison is part of becoming a real man²

For the street life, a stint in jail may seem like nothing major
 But we know how the chips stack up, thanks to Devah Pager
 No matter how you present yourself to employers at first glance
 When they see "Yes" to "Felony?" they won't give you a chance
 You a minority with the record? Boy, you're really screwed
 Even if they'll take ex-cons, they'll take the white guy over you³
 John and Ronit get the game, they show us the goods
 On how incarceration affects entire neighborhoods
 Ex-cons' only option: the ghetto's employment agency
 Risking lives and selling drugs to fulfill economic urgency⁴

Almost all of our prisons fail to rehabilitate
 So ex-cons reenter life full of failure, full of hate
 This locus of ex-cons will harm whole communities
 Disenfranchised, no political clout – it's all told by Dorothy⁵
 How do you lower crime and rates of regression
 When judges have lost all their sentencing discretion?
 But with the ruling in *Kimbrough v. United States*⁶
 We can hope for some change in these communities' fates
 A change in the law sets us on the right track
 But once they're released, who's gonna watch their backs?
 Got to keep up programs for ex-cons to reintegrate
 Hence an incentive program for them to get Clean Slates

Full version: www.asc41.com/Lee_Final_Paper_Rap.pdf

1 Anderson, Elijah. 1994. "The Code of the Streets," *The Atlantic Monthly*. Vol. 273(5):80-94.

2 Pettit, Becky and Bruce Western. 2004. "Mass Imprisonment and the Life Course: Race and Class Inequality in U.S. Incarceration," *American Sociological Review*. Vol. 69:151-169.

3 Pager, Devah. 2003. "The Mark of a Criminal Record," *American Journal of Sociology*. Vol. 108(5):937-975.

4 Hagan, John and Ronit Dinovitzer. 1999. "Collateral Consequences of Imprisonment for Children, Communities and Prisoners." *Crime and Justice: A Review of Research* 26:121-162, Prisons, edited by M. Tonry and J. Petersilia. Chicago: University of Chicago Press.

5 Dorothy E. Roberts. 2004. "The Social and Moral Cost of Mass Incarceration in African American Communities." *Stanford Law Review*, Vol. 56:1271-1305.

6 *Kimbrough v. United States*, 128 S. Ct. 558 (2007).

CRIMINALITY AND CRIMINOLOGY IN THE REPUBLIC OF GEORGIA

by Malkhaz Badzagua, Director
Centre for the Study and Prediction of Crime
Tbilisi, Republic of Georgia

The beginning of the 21st century saw a deterioration of social-economic conditions and a high level of political instability in the Republic of Georgia. This led to the Rose Revolution, and to a significant shakeup in the government. A crime analysis from this disruptive time period has been undertaken by the Centre for the Study and Prediction of Crime. The study found that there was a 4.2 percent increase in citizen reported crime from 2002 to 2003 (in the midst of the instabilities), and a 314 percent increase since 2003. It is not clear, however, if crime has increased, or if this is merely an artifact of increased public willingness to report crime. Indeed, the post-Rose Revolution government has actively encouraged citizens to report crimes, and has also pressed for reforms that have resulted in justice agencies responding more professionally to citizen reports. The numbers would suggest that the government has been successful in both ventures. Future victimization surveys will be needed to establish a better understanding of this dynamic.

Government corruption has been a particular concern in the post Rose Revolution era. Since 2004, a total of 1,617 government officials have been charged with various crimes. The list includes government ministers, judges, mayors, police officers, prosecutors, customs officers. Organized crime has also stabilized through what is called in Georgia, the “thieves-in law” system, where criminal syndicates work in tandem particularly law-enforcement as well as other justice system agencies and are consequently able to function with relatively impunity.

The scientific field of criminology did not begin to develop until the 1960s in the Republic of Georgia (as it did in virtually all of the former Soviet states). The Tinatin Tsereteli Institute of the State and Law, as well as the Law Faculty of Tbilisi State University, were the first to begin work in the area. Today, despite the active support of the government, the Republic of Georgia is still somewhat behind Western Europe in its criminological development. There is a pressing need to change that, and some progress has been made. There has been a renewed interest to boost academic criminology by a number of government entities, and a series of initiatives have been undertaken recently at Grigol Robakidze University, in Tbilisi. Among developments, a forensics program has been instituted there, and a lecture course in criminology has been developed for master and doctoral degree students. A series of meetings and conferences have been organized by faculty from Grigol Robakidze University, and more are planned for the future. Plans are also underway to develop a new journal, called *Criminologist*, and to establish a society of criminology that would encompass countries of the South Caucasus region (the “silk road” countries).

As a young republic, still feeling its way along democracy’s path, Georgia is reaching out for assistance at every level. We are most interested in increasing our level of interaction and exchange and issue an open invitation to contact us about international exchange options at every level.

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COPERNICAN CRIMINOLOGY

Biosocial Criminology Research Group

Matt DeLisi, Iowa State University
 John Paul Wright, University of Cincinnati
 Michael G. Vaughn, Saint Louis University
 Kevin M. Beaver, Florida State University

In 1616, Galileo Galilei was warned by representatives of the Pope that it was wrong to believe the heliocentric hypothesis advanced by Nicolaus Copernicus who suggested that the sun, and not Earth, was the center of the universe. The Copernican view stood in contrast to the Earth-centered worldview developed by Aristotle and largely attributed to the work of Ptolemy in A.D. 150. In 1624, Galileo was given approval by Pope Urban VIII to write about the Ptolemaic and Copernican models of the universe as long as the latter viewpoint was treated as a hypothetical view which Galileo did not actually support. With the publication of *Dialogue on the Two Chief World Systems*, Galileo ran out of luck. In 1633, he was summoned to Rome to face the Inquisition for his heresy. Threatened with torture, Galileo recanted his Copernican views and was sentenced to life imprisonment which he served under house arrest (Gribbin, 2002).

While not as extreme, criminology is now faced with a decision similar to that of Galileo. Do we, as criminologists, admit that hundreds of studies now implicate biological and genetic factors in the etiology of criminal behavior, or do we continue to ignore the evidence, sanction its advocates, and remain attached to “approved” theories? Do we, in essence, remain in a state of “house arrest” when it comes to admitting that biology matters?

Other disciplines too have had to answer this question. Psychiatry, psychology and medicine, for example, had beginnings of questionable empirical veracity. These fields would eventually incorporate “hard science” principles and technologies into their theoretical and methodological repertoire. Today, these disciplines are informed by new technologies that serve to understand how biological forces operate on and are influenced by environmental stimuli. The shift from disciplinary isolation to integration generated tremendous benefits for these sciences: Integration allowed for the construction of knowledge, it allowed some questions to be answered, and it allowed for newer, more refined questions, to be asked. Along the way the integration of biological and social knowledge also led to more effective treatment modalities and to an increased public awareness of mental health and addiction disorders. In essence, these disciplines moved to a “Copernican” paradigm.

Will criminology follow? We believe real potential exists for criminology to expand its understanding of criminal conduct to include biological and genetic constructs and methodologies. Over the last few years we have witnessed a greater willingness of criminologists to consider research findings from other sciences that also study criminal behavior. Studies in molecular and behavioral genetics, psychiatry, biology, psychology and a range of other disciplines have been usefully imported into criminology. Partly because of this, the American Society of Criminology is today collectively more open-minded, intellectually curious, and interdisciplinary. We view this as an important step towards scientific progress. Still, there is work to be done. In the following paragraphs we detail concepts, methodologies, and bodies of literature that may aid criminologists in their understanding of criminal behavior.

- *Gene-environment interactions*: A gene-environment interaction occurs when the effect of exposure to an environmental factor on behavior is conditioned by a person’s genotype, or conversely when the genotypic effect is moderated by the environment (Moffitt, Caspi, & Rutter, 2006). Many gene-environment interactions have been found in psychiatry and genetics and they are beginning to be studied in criminology (for reviews, see Walsh & Beaver, 2009; Wright, Tibbetts, & Daigle, 2008). These models help to explain individual heterogeneity to similar environmental stimuli and thus help to specify the conditions under which environmental factors have an influence.
- *Variance Decomposition Models*: Behavioral genetics researchers use a variety of techniques to empirically estimate the proportion of variance in an outcome or phenotype that is attributed to genetics (A), shared environmental factors (C), and nonshared environmental factors (E). These modeling approaches include Cholesky decomposition models and DeFries-Fulker (DF) regression analysis.
- *Endophenotypes*: Endophenotypes are the intermediary bridge between genetic expression and phenotypes. The causal pathway from gene to phenotype is complex and distant. Endophenotypes are more proximal to genes than the more distal phenotypes. For example, self-control (Gottfredson & Hirschi, 1990) can be viewed as a set of endophenotypes (impulsivity, narcissism, sensation seeking, aggression, cognitive deficits, etc.). With this in mind, molecular genetic studies of the endophenotype, not necessarily the phenotype, may be of particular importance. A focus on endophenotypes shows the complexity and nuance of genetic effects and avoids erroneous conclusions (e.g., what is the gene for ___?).

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- *ADHD and Psychopathology*: The relevance of ADHD, and the broader concept of psychopathology (Raine, 1993), to antisocial behavior is clear and criminology should do more to incorporate specific clinical diagnoses to understand chronic misbehavior. In many ways, the global study of ADHD can serve as a heuristic for explicating extant criminological theory. Studies on ADHD exist across levels, from the gene to the organism, across disciplines, and they incorporate varying methodologies (see Crosbie, Pérusse, Barr, & Schachar, 2008; Waldman, 2005).
- *Executive Functioning*: Executive functioning occurs in the dorsolateral, orbitofrontal, and medial cortices of the frontal cortex (e.g., frontal lobes) and includes processes such as decision-making, sustaining attention, planning, self-monitoring, and behavioral inhibition. Executive functioning clearly overlaps with self-control theory, with Moffitt's (1993) developmental taxonomy, and with a voluminous literature in psychiatry and genetics (Barkley, 1997; Greene, Braet, Johnson, & Bellgrove, 2008; Ishikawa & Raine, 2003). More importantly, an understanding of executive functioning, not to mention overall brain functioning, paves the way toward an understanding the nexus between neurology and extant criminology theory (Beaver, Wright, & DeLisi, 2007).
- *The Amygdala*: The amygdala is part of the limbic system of the brain and is responsible for emotional processing, particularly fear. Blair (2008) suggests that amygdala dysfunction forms the neural basis for psychopathy. Increasingly, brain imaging techniques are being used to study specific brain regions and neural substrates that are directly implicated in antisocial behavior. Imaging studies generally show not only deficits in executive functioning but also amygdala dysfunction. Amygdala dysfunction produces emotional states and cognitive biases that serve to motivate offending behavior. The picture that emerges is one that unites internal motivation with problems in self-control.
- *Pediatric Psychopathology*: Criminologists continue to overemphasize the developmental importance of adolescence at the expense of child development. An interesting exception is Shaw's truly early starter model which suggests that infant temperament and parenting interact to predict externalizing behaviors (Shaw, Bell, & Gilliom, 2000). Research suggests that temperament and parenting factors occurring in the first year of life are causally related to conduct problems later in life (Lahey et al., 2008). Understanding early childhood has important implications for theory and research in criminology.
- *Callous-Unemotional Traits*: Callous-unemotional (CU) traits include guiltlessness, absence of empathy, the callous use of others, and form the core mien of psychopathy. Several research teams are showing the importance of CU traits to the development of psychopathic personality in childhood and adolescence, the interrelationship between CU traits and antisocial behavior, and the heritability of CU traits (Frick & White, 2008; Viding & Jones, 2008). These traits are essential to psychopathy research and could make similarly important inroads into the study of non-psychopathic offenders as well.

Cullen, a renowned sociologist and self-described social liberal, wrote (2009, p. xvi), "Although I have trumpeted its value, I am equally persuaded that sociological criminology has exhausted itself as a guide for future study on the origins of crime. It is a paradigm for the previous century, not the current one." Perhaps not surprisingly, we agree. Sociological criminology, with its interest on environmental predictors of individual-level behavior, illuminated conditions which lend themselves to antisocial behavior. In this way, 20th century criminology has revealed many of the environmental pathogens associated with criminal behavior. This is no longer sufficient in the 21st century.

Contrary to concerns that biology inevitably leads to reductionism, a "biosocial" criminology illuminates the rich complexity that is human behavior. A biosocial understanding of criminality highlights the mechanisms through which environmental factors have their effects, it provides greater theoretical specificity, and it opens the doors to more and better research questions. Today, research is conducted in an era of brain imaging and the mapping of the human genome. More than ever before, criminology has the potential to become a vibrant science free of disciplinary blinders—that is, a science that embraces consilience (Wilson, 1999). Similar to Galileo, who saw the path to knowledge, contemporary criminology stands on the Copernican threshold. We hope to push it forward ever so slightly.

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EVIDENCE BASED PRACTICE IN JUVENILE JUSTICE: THE SEVEN PERCENT SOLUTION

By Peter Greenwood

Setting the Stage

In only the past few decades have scientists identified or developed:

- a. A wide array of intervention strategies and specific program models that have been proven substantially more effective than "practice as usual" in reducing delinquency, violence, substance abuse and other forms of dysfunctional behavior;
- b. A variety of training programs and other forms of technical assistance proven, by the most rigorous standards, to help others successfully replicate these more effective programs and methods;
- c. Evidence that many of these programs are cost-effective, returning many times their cost in future taxpayer savings.
- d. Evidence that the general public prefers treatment over punishment for juvenile offenders, and is willing to pay for programs that reduce serious crime in their city, even if their own neighborhood is safe.

Yet, despite these gains, only about seven percent of the youth who could benefit from these improved programs now have the opportunity to do so. Juvenile justice options in many communities remain mired in the same old pattern of custodial care and community supervision, even if a few new bells and whistles have been added. It is as if the four major accomplishments of the past decade described above had never happened.

The good news is that a sufficient number of states and local communities have taken action on this issue that we can begin to see the pattern of system changes and reform that are required to sustain these new evidence based programs and methods.

One of the most important points to grasp about evidence based practice is fidelity is paramount. Program managers must insist that all staff follow the appropriate protocol for their task, and install monitoring and corrective coaching systems to ensure that they do.

It also appears that the newly adopted EB programs are more likely to be effective and sustainable if an EB approach is taken agency wide. Evidence-based reform does not easily take root and flourish within just one part of the organization, while other units continue on as usual. Either the reform movement will continue to gain converts and momentum, eventually spreading throughout the organization; or the rest of the organization will find a way to kill it. These are all lessons that others learned decades ago in reforming schools.

The Challenge

The kind of institutional and changes that are needed require champions in every organization to make them occur. Those who hold positions of authority for juvenile justice policy have to be informed and educated about the possibilities now available to them and their responsibility to act in favor of reduced delinquency rates, safer communities, and reduced government spending

Policy makers will have to be assisted by those knowledgeable of evidence-based practices in designing and implementing the reforms required. States will have to create financial incentives for local communities to invest in effective prevention programs, most likely by returning some percentage of the savings in future corrections costs to counties or local communities. Requests for proposals will have to require evidence-based programming and services and those buying the services must be able to distinguish evidence-based proposals and programs from those that are not. Providers must eventually be held accountable for the results they achieve.

Those who are going to work with juvenile offenders and at-risk youth will have to be trained and monitored to insure that they are delivering services in the most appropriate and prescribed manner. If the consistency and fidelity that effective programs appear to require is going to be achieved, it is going to require a whole new process for supervising and managing those who have direct contact with youth and their families. Shifting from a management focus on preventing abuse or infractions to one which empowers employees to provide effective services to their clients is going to be a major challenge.

Those who wish to develop or promote new methods of intervention will have to learn how to play by the new set of rules and protocols that have made possible the programming advances of the past decade. No more promotion of programs for wide-scale dissemination until they have been proven effective through a rigorous testing.

None of these challenges is impossible. States such as Washington, Pennsylvania and Florida have had such efforts underway for several years now, with considerable success. Hundreds of communities have adopted and implemented proven program models and are reaping the benefits of reduced delinquency and lower system costs. The challenge now is to move beyond these still relatively few early adopters and push these reforms into the mainstream of juvenile justice. The encouragement and facilitation of these reforms is the mission of Association for the Advancement of Evidence Based Practice (AAEBP).

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The Role AAEBP

AAEBP is a collaborative association of service providers, researchers, policy makers and program developers who are committed to improving the lives of at-risk youth and public safety by:

1. Providing easy access to reliable information on the costs and effectiveness of all types of interventions;
2. Educating key stakeholders regarding the value and effective use of scientifically proven prevention programs;
3. Shifting resources toward more effective programs wherever possible;
4. Assisting providers and program developers design, develop and test more effective programs and practices.

AAEBP was founded by a small group of private service providers in 2006 who had discovered they were all dealing with a common set of problems as they attempted to expand the use of evidence based programs within their agencies - funding regulations, access to timely training, interpretation of new studies, measurement of outcomes, data systems, and therapist safety in the community to name just a few. Some of the founders had been delivering proven programs such as MST and FFT for a number of years and had been certified to train staff in other agencies. Others were brand new to the concept of purchasing training for off-the-shelf program models.

The first few meetings involved primarily exchanging information and experiences between agencies and discussions of where the organization should focus. During subsequent meetings the group developed, with the help of a professional facilitator, its mission statement, goals, and plan of action.

As additional members have joined, AAEBP has expanded to represent the full range of agencies and talents involved in this knowledge transfer process. The primary efforts of AAEBP in the past year have been devoted toward organizing a series of national training conferences in which participants have the opportunity to hear and interact with leading experts in the field as well as their peers. Our next conference will take place on April 15-16, 2009 in Los Angeles.

It has been my honor and pleasure to serve as the association's Executive Director and Chief Science Advisor since its founding. For further information about the association go to www.aebp.org.

**STATEMENT OF THE EXECUTIVE BOARD OF THE AMERICAN SOCIETY OF CRIMINOLOGY
TO THE OBAMA TRANSITION TEAM ON THE DEPARTMENT OF JUSTICE**

December 12, 2008

The Executive Board of the American Society of Criminology believes that there is an urgent need to strengthen the range, rigor, and openness of research on the nation's problems of crime and the effectiveness of its criminal justice policies. There are four priorities.

1. To guarantee the quality, integrity and timeliness of federal criminal justice statistics

As a consequence of inadequate funding and stagnant managerial practices, federal crime and justice statistics have deteriorated in quality and usefulness. The size of the National Crime Victimization Survey sample has decreased by almost 50%, with the result that some annual estimates of changes in victimization rates are no longer empirically sound. The Uniform Crime Reports are released at least a full year after they are gathered by local jurisdictions, and often about as long after many of the local jurisdictions have already compiled them—a lag that makes timely statistical use for policy development problematic and forces research uses to be consistently dated. As a result of budget cuts faced, the Bureau of Justice Statistics has struggled to keep its current data series up-to-date and has not been able to add new data initiatives to its agenda.

The lagging quality of innovation in crime and justice data handicaps the field's ability to assess current policies and to plan new ones. The deterioration of federal justice data series at a time when other industries in the private and public sector are evermore emphasizing the importance of expanding their intelligence base is a core problem that impedes crime prevention and control. The nation's crime policy cannot go forward successfully without a firm grounding in data.

2. To support a science-based, open and robust federal research budget for crime and justice

The federal budget for social science research carried out by the National Institute of Justice has declined by over 50% since its peak in 1998. The number of grants awarded has fallen by almost 75% since that time. Nearly half of the total money NIJ has available to award is restricted to dedicated funding topics—program earmarks for funding priorities from Congress. The total general budget for social science research on crime is now less than \$8 million. By comparison, the US spends over \$28 billion dollars on medical research; \$600 million of that on dental care research. The British Home Office spends double the amount the NIJ does on crime research in the United Kingdom, per capita. A result of this underfunding of crime research is that many of the nation's most prominent criminological researchers are now less prone to see the federal government as a funding source for the work they believe is needed in the field, and the nation's top scientific journals related to crime and justice infrequently publish work that has been funded by the federal justice department.

A truly robust research agenda in the crime and justice arena cannot arise merely, or even mostly, from political or programmatic leadership. A priority must be given to the free pursuit of knowledge about crime and justice through a healthy level of investigator-initiated, peer-reviewed research. While it is useful for the NIJ leadership to select broad areas for funding priorities, free competition for research ideas, vetted by rigorous peer-review from scientists, is a precondition to a vibrantly developing knowledge base about crime and justice. We urge that a significantly larger budget be provided for social science research on crime and justice, with an increased emphasis on support for independent, peer-reviewed studies.

3. To appoint NIJ and BJS directors based on professional qualifications and standing

Scientists uniformly accept that there is a certain minimum level of training and accomplishment required to affirm a person's standing as a qualified researcher, especially as regards survey research and scientific study of social phenomena. These minimum standards for proposing and carrying out research have too often not applied to the selection of the top directors of the agencies that gather basic survey research data, develop research priorities and select research projects for support. A consequence has been that matters tangential to scientific standards too often influence research priorities and research awards, to the detriment of the knowledge infrastructure of crime and justice policy, nationally. The directors of the scientific programs that seek to advance our knowledge in matters of crime and justice--the Bureau of Justice Statistics and the National Institute of Justice--should have the requisite credentials and experience that would give them high standing among other scientists in the field.

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4. To locate research, statistics and justice technology functions in the Department of Justice in a way that would strengthen its independence and vigorous integrity

The rationale for locating the federal research functions within the Office of Justice Programs has been to promote a strong link between program initiatives of the justice department and its research priorities. Too often, shifting program priorities with the OJP have dominated these research priorities, producing a research mission that is overly-concerned with short term studies and insufficiently concerned with a need to advance the nation's long-term intelligence about crime and justice.

We believe the strength and utility of crime and justice research will be elevated by establishing a separate office or research and statistics. Therefore, the ASC Board supports the establishment of a new Office of Justice Research and Statistics, headed an Assistant Attorney General with suitable background and expertise. Such an office would house all justice statistical series, research, evaluation, and other forms of policy study, now conducted within the National Institute of Justice, the Bureau of Justice Statistics, and the Office of Juvenile Justice and Delinquency Prevention. It would also contain the justice technology research functions.

This reorganization of federally-supported crime and justice research would reestablish the justice research enterprise in ways similar to other high priority social research areas, in particular education, drug abuse, mental health, and medicine. To promote policy relevance of the research agenda of this office, we recommend the establishment of a research advisory board, comprised of leading scientists and nationally prominent practitioners, to advise the new OJRS on research priorities.

**LETTER FROM JEREMY TRAVIS, PRESIDENT
JOHN JAY COLLEGE**

Note: The Executive Board of the American Society of Criminology voted on November 15, 2008 to endorse the ideas outlined in this letter. This letter focuses on the reorganization of research and statistics within the Department of Justice, and speaks particularly to point 4 in the previous article.

November 11, 2008

Open Letter to the American Society of Criminology:

The recent election of a new President and the advent of the 111th Congress present an unprecedented opportunity for the nation to rethink the federal role in promoting research on crime, society's responses to crime, and the administration of justice.

For the past forty years, the nation's research and statistics agencies – the National Institute of Justice and the Bureau of Justice Statistics -- have been housed within the Office of Justice Programs of the Department of Justice. Having served as Director of the National Institute of Justice from 1994-2000, I have a firsthand understanding of the valuable role that NIJ has played in promoting research that has benefited our nation's criminal justice system. Yet I have come to the conclusion that the current structure of the Department of Justice, which places responsibility for criminal justice research and statistics in a program-oriented office, cannot provide the rigorous, objective, timely and relevant research on crime and justice to which our citizens, and the practitioners in the law enforcement and criminal justice professions, are entitled.

The purpose of this Open Letter is to urge members of the American Society of Criminology, as well as members of other associations of professionals in criminal justice, to support a new structure that would better carry out the research and statistical obligations of the federal government. Specifically, I propose that the Congress create, with support from the new Administration, a new office in the Department of Justice, called the Office of Justice Research, to be headed by an Assistant Attorney General for Justice Research. This office would be separate from the Office of Justice Programs, which would continue to administer the funding programs that support reform efforts by state and local law enforcement and criminal justice agencies. Other cabinet agencies – the Department of Education, the Department of Agriculture and the Environmental Protection Agency – have all recently created research and statistics offices that are more professional and independent. Now is the time for the Department of Justice to follow these examples.

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The argument for creation of the new Office of Justice Research, separate from the Office of Justice Programs, is very straightforward: if the research, statistics, and scientific development functions of the federal government are located within an office that is primarily responsible for the administration of assistance programs, three risks are created. First, the scientific integrity of the research functions is vulnerable to compromise. Second, the research and development function will never be given the priority treatment that is needed to meet the enormous crime challenges facing the country. Third, the research agenda on crime and justice will more likely reflect short-term, programmatic needs rather than the long-term need to develop a better understanding of the phenomenon of crime in America and the best ways to prevent and respond to crime.

The rationale for this proposal exists independent of the level of funding for the statistics, research and development functions of the federal government. Clearly, the National Institute of Justice and the Bureau of Justice Statistics are woefully underfunded. The new Administration and new Congress should also focus squarely on ways to enhance these budgets substantially. Yet simply augmenting the budgets of NIJ and BJS does not address the risks to scientific integrity or the importance of developing a scientific understanding of crime and testing effective responses to crime. This proposal for a new structure should not be understood as a critique of the individuals who have served in the Office of Justice Programs. The nation has clearly benefited from the contributions of OJP and its predecessors, and the research and statistics agencies have promoted a level of empirical understanding of crime and our responses to crime that was unimaginable forty years ago. Rather, this proposal is grounded in the conclusion that the current structure has inherent limitations and, unless those limitations are addressed, we cannot make the significant advances in our scientific knowledge about crime that would substantially improve our ability to reduce crime and enhance the administration of justice.

The Challenges.

The crime challenges that face the nation are profound, complex and rapidly changing. Although the level of violence in America has fallen significantly since its peak in 1992, the rates of lethal violence in this country are between four and ten times higher than in other industrialized nations. Although the national rates of homicide and robbery have remained relatively constant over the past eight years, some cities have seen double-digit increases in these crimes, while others have experienced double-digit declines, and we have no solid research to help us understand why this is happening.

Our ability to track these crime trends, analyze patterns, develop theories about the changing nature of crime, and test the effectiveness of different interventions is hampered by a data collection system that is outdated, cumbersome and incomplete. The Uniform Crime Report data are released nine months after the crimes have been reported, even though some police departments release their crime data close to real time. The National Crime Victimization Survey is conducted once a year, and only on a national basis, making it nearly impossible to understand victimization at local levels. The Arrestee Drug Abuse Monitoring Program (ADAM), a quarterly survey of individuals arrested and held in police lockups, which provides timely data on trends in drug use, illegal gun use, gang activity, etc., exists in only ten cities, far short of the original plan for seventy-five. The ability to employ the differing capabilities of the UCR, the NCVS, and ADAM is limited by the fact that these three data collection systems on crime have been managed by three or four different agencies, the Federal Bureau of Investigation (UCR), the Bureau of Justice Statistics (NCVS) and the National Institute of Justice or the Office of National Drug Control Policy (ADAM), with little coordination. Tested methodologies for special analysis of crime, particularly "hot spots," and analysis of gang dynamics, have not been implemented widely or systematically. The nation has very little capacity to track cybercrime, identity theft, or white collar crime. The current data collection systems do not identify transnational crimes. Our statistics on drug crimes, particularly drug selling, mostly reflect arrest activity, not the actual incidence of the underlying criminal activity.

Our process for setting a research agenda on crime in America has been substantially compromised by the placement of the National Institute of Justice and the Bureau of Justice Statistics within the Office of Justice Programs. Because OJP is responsible for managing substantial federal assistance programs, the culture of the office is geared, as it should be, to performing that function well. That culture is quite different from an organizational culture that supports scientific inquiry, the design and management of statistical programs, and the rigorous evaluation of interventions designed to respond to crime more effectively. The constituents of OJP are the criminal justice agencies of state and local government, and OJP is properly responsive to their needs for more grant-in-aid. An effective statistics, research and development entity should also be responsive to the needs of these agencies, but the relationship is a different one. The relationship is mediated by the scientific enterprise, of analyzing the crime phenomenon so that practitioners understand crime better, testing new interventions so they respond to crime better, and developing new scientific and technological tools so they can better prevent criminal activity, solve crimes and administer justice.

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As a result of these differing priorities between the programmatic and scientific functions, NIJ has not been able to develop a multi-year research agenda that would build a deeper understanding of crime, and has not been able to test rigorously a range of interventions that reduce crime. Instead, the research portfolio of NIJ reflects a preponderance of small research projects conducted by large numbers of principal investigators, rather than long-term scientific inquiries into critical crime issues carried out by a consortium of researchers. The portfolio is weighted toward a large number of program evaluations, rarely employing the most rigorous methods, rather than a small number of rigorous research demonstration projects designed to test hypotheses rooted in sound theories.

Over the forty year history of the federal role supporting research and statistics on crime and justice, there have been numerous instances when the integrity of those functions has been compromised. Certainly one of the most troubling developments in this arena was the provision of the PATRIOT Act, inserted into that legislation without discussion, giving the Assistant Attorney General of the Office of Justice Programs final authority over the award of research grants and the publication of research findings and statistical reports. With this enactment, the autonomy granted NIJ and BJS Directors – a critical underpinning of the independence of the scientific enterprise – was eliminated. But the justification for the proposal advanced in this letter is not based on a concern about this statutory infringement, nor is it based on those instances when the integrity of NIJ and BJS was compromised. Rather, the core rationale for this proposal is that the nation should have a strong statistics, research and development capacity on the issues of crime and justice and that capacity cannot be realized as long as NIJ and BJS remain within the Office of Justice Programs.

The Office of Justice Research.

The new Office of Justice Research would be headed by an Assistant Attorney General, nominated by the President and confirmed by the United States Senate. The law creating this new position would specify that the holder of this office should be a scientist of national reputation, with significant experience conducting and overseeing research in this field. As with the directors of the National Science Foundation, the National Institutes of Health, or the Institute of Educational Sciences, it is expected that the Assistant Attorney General in this position would bring to the position a reputation for scientific integrity.

The Office of Justice Research would be comprised of three distinct offices – the Bureau of Justice Statistics, the National Institute of Justice, and the National Institute of Justice Technology. Although more discussion is clearly required regarding the scope of these offices, the following abstracts provide a good starting point:

The **Bureau of Justice Statistics** would continue all of the functions currently carried out by BJS. But, as mentioned above, the current constellation of data collections systems on crime and justice are fragmented and incomplete. To remedy this situation – and to provide the nation the capability to track crime trends in a timely manner – the mandate of BJS should be expanded significantly. First, BJS should be authorized to work closely with the Federal Bureau of Investigation to improve the timeliness and completeness of the Uniform Crime Reports. Similarly, responsibility for the ADAM program should be transferred from ONDCP (it was originally housed at NIJ), and responsibility for the statistical series on juvenile justice should be transferred from the Office of Juvenile Justice and Delinquency Prevention (a component of OJP). But the new BJS would be more than a manager of existing statistical series. It should also develop new initiatives to track crime trends, drawing on the capabilities of police departments that now post crime trends close to real time. It would develop new protocols for tracking critical crime issues, such as the level of illegal drug selling activity, public confidence in the criminal justice system, the operations of the federal law enforcement agencies, etc. This expanded portfolio would clearly require additional funding, but there are compelling arguments for creating a robust national capacity to improve our understanding of crime trends.

The **National Institute of Justice** would serve as the social science research entity on issues of justice. NIJ would continue to conduct research on the nature of crime (property and violent crime), the effectiveness of the law enforcement and criminal justice agencies, the patterns of criminal behavior and desistance from crime, and the relationship between communities, civil society, and crime. The key difference is that NIJ would design research programs that would be multi-year and cumulative. This research agenda would be developed under the guidance of a research advisory council. Regarding program evaluations, NIJ would only conduct evaluations of a limited number of programs. These would be selected following a competitive process. Practitioners and researchers would be invited to nominate programs or other interventions that are ripe for evaluation. In consultation with the research advisory council, NIJ would select the programs for evaluation. The criteria for selecting the evaluation would include the potential contributions of an evaluation to our understanding of crime, the potential impact of the intervention, the rigor of the evaluation design, and the capabilities of the research team. In short, NIJ would be expected to place a small number of big bets, rather than evaluating a large number of small programs.

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The **National Institute of Justice Technology** would perform the functions now carried out by the Office of Science and Technology of the National Institute of Justice. The Office of Science and Technology has been very successful in developing technologies that have provided new tools for law enforcement and criminal justice agencies. Included among these successes are the development of bullet-resistant vests for police officers, DNA and other advances in forensic science, and less lethal equipment for police officers and other emergency responders. The OS&T has developed productive relationships with the national network of defense laboratories, and the technology R&D functions of the federal law enforcement agencies. As a component of the new Office of Justice Research, the science and technology functions of the Department of Justice would be substantially elevated. This new office would be responsible for coordinating the technology programs of all components of the Department of Justice. In this way, the technology investments of the Department of Justice would be designed to yield significant scientific results, and those results would be shared with all agencies that could benefit from them. The new National Institute of Justice Technology would also serve as the Justice Department's point of contact with other technology development entities in the federal government, such as the Department of Defense, NASA, and the Department of Energy. In this way, the law enforcement and criminal justice agencies would benefit from scientific developments in these other federal agencies.

Conclusion. If we were designing a federal research and development capacity on crime and justice today, we would probably not propose the current structure that houses NIJ and BJS within the Office of Justice Programs, three levels below the Attorney General, with a focus on state and local criminal justice. Rather, we would create a scientific branch of government that operates under scientific principles reporting directly to the Attorney General. We would recognize that crime is now a transnational phenomenon and we need to understand human trafficking, drug smuggling, immigration trends and terrorism. We would examine the many systems of justice – civil justice, immigration courts, the federal justice system, in addition to state and local justice systems. We would develop a modern capacity to understand local crime conditions using high-tech surveys. We would develop creative ways to measure non-traditional crimes, such as identity theft, corporate and white collar crime, and transnational crime. We would design a research and development program that would harness the power of technology so the agencies that enforce the law can benefit from the scientific and technological revolution. This ambitious agenda clearly requires additional resources. But it also requires a new structure within the Department of Justice, a structure that guarantees both scientific integrity and policy relevance.

Next Steps. It is my hope that this letter generates a lively debate within the justice policy and the academic community about how best to structure the nation's research and statistical programs in the criminal justice arena. I would expect that this debate will produce worthy modifications of this proposal. Yet I also hope there is consensus that we need to move beyond the status quo. Now is the time to engage these important issues and to improve our capacity to promote research on crime and justice.

Jeremy Travis, President
John Jay College

DIVISION NEWS

DIVISION OF CRITICAL CRIMINOLOGY

The Division of Critical Criminology is currently taking applications for the following position:

Editor (s) of the Critical Criminologist Newsletter

Job Duties:

The newsletter is published and distributed to all members 4 times a year. The potential editor (s) would be responsible for sending out notices to members for submissions (e.g., essays, photos, announcements, and other relevant division news), editing, organizing, and accepting materials to be included then integrating them into the newsletter. The logo and format can be seen in past issue examples. The potential editor would need to have access to publisher and pdf writer programs (and good knowledge of the programs). It is a 2 year position, beginning January 2009-January 2011.

If you are interested in the position please send the following information to Barb Perry:

Letter of Interest and expertise
Previous experience and DCC participation
Current CV
Letter of support from 1 reference

Barb Perry
2008 Faculty of Criminology, Justice and Policy Studies
University of Ontario Institute of Technology
2000 Simcoe Street North,
Oshawa, Ontario, Canada L1H 7K4
e-mail: Barbara.Perry@uoit.ca

AMERICAN SOCIETY OF CRIMINOLOGY

Annual Meeting 2009
Philadelphia, Pennsylvania
November 4th – 7th, 2009
Philadelphia Marriott Downtown

CALL FOR PAPERS

CRIMINOLOGY & CRIMINAL JUSTICE POLICY

Program Co-Chairs:

NATASHA A. FROST
Northeastern University

JOSHUA D. FREILICH
John Jay College of Criminal Justice

ascconference2009@gmail.com

ASC President:

TODD R. CLEAR
John Jay College of Criminal Justice

Graduate Assistant to the Program Chairs:

SEOKHEE (KIKI) YOON
John Jay College of Criminal Justice

SUBMISSION DEADLINES:

Friday March 13th, 2009
Policy proposals, thematic panels, and individual papers.

Friday May 15th, 2009
Posters and roundtables. Policy proposal essays due.

SUBMISSIONS:

Please read this call for papers carefully as a new type of submission "Policy Proposals" has been added. All abstracts must be submitted on-line through the ASC website at www.asc41.com/annualmeeting.htm. On the site you will be asked to indicate the type of submission you wish to make. Your submission choices are the following: (1) Policy Proposals, (2) Complete Panel of Presentations, (3) Individual Paper Presentation, (4) Poster Presentation, or (5) Roundtable Submission.

Policy Proposals:

During the 2009 annual conference, the ASC will host a small number of new policy-focused sessions that will involve the presenter making a policy argument supported by accumulated empirical evidence with two respondents offering commentary on the proposal. Authors of policy proposal essays should present and then defend a policy proposal relying on a body of empirical evidence. For example, a presenter might suggest that we "require that police officers earn college degrees" or "establish mandatory minimum sentences for felony vehicular homicide" and then offer evidence to support that proposition (for numerous examples of this type of essay, please see the recent special issue of the journal *Criminology & Public Policy*, Vol 6, Issue 4, Nov 2007). One policy essay will be presented during each of these Criminology and Criminal Justice Policy sessions and two discussants (selected by the area chair) will respond to the policy proposal presented.

Policy proposal sessions will be limited in number and will be specially designated as such in the program. Due to the limited number of slots for this new type of presentation, all policy proposals will be peer-reviewed by the program and subarea chairs.* Abstracts for policy proposals should be submitted in the same manner as individual paper presentations. If interested in presenting a policy proposal, please submit your policy proposal abstract in the most appropriate of the seven policy proposal subareas. You will then need to submit a draft of your essay by Friday May 15th, 2009. You will be notified as to acceptance no later than July 1st, 2009.

POLICY PROPOSAL ABSTRACT SUBMISSION DEADLINE: **Friday March 13th, 2009***

POLICY PROPOSAL ESSAY SUBMISSION DEADLINE: **Friday May 15th, 2009**

* Please note: To allow for peer review of these policy proposals, a draft of your policy essay will need to be submitted no later than Friday May 15th, 2009.

Complete Thematic Panel of Presentations: For a thematic panel, you must submit titles, abstracts and author information for all papers together. Each panel should contain either 4 papers or 3 papers and a discussant. We encourage panel submissions organized by ASC Divisions and other working groups.

PANEL SUBMISSION DEADLINE: **Friday March 13th, 2009 at 5:00pm P.S.T.**

Individual Paper Presentations: Submissions for a regular session presentation must include a title and abstract (approximately 200 words), with author information.

INDIVIDUAL PAPER SUBMISSION DEADLINE: **Friday March 13th, 2009 at 5:00pm P.S.T.**

Poster Presentations: Require only the submission of a title and abstract. Posters should display data, policy analysis, or theoretical work in a visually appealing poster format to encourage interactive communication. All poster sessions will be held late Thursday afternoon.

POSTER SUBMISSION DEADLINE: **Friday May 15th, 2009 at 5:00pm P.S.T.**

Roundtable Sessions: These sessions consist of three to six presenters on related topics. ASC provides no AV equipment for these sessions, which are generally less formal than standard panels. If you expect large attendance for a session, a thematic panel might provide a better setting.

ROUNDTABLE SUBMISSION DEADLINE: **Friday May 15th, 2009 at 5:00pm P.S.T.**

APPEARANCES ON PROGRAM

You may submit **ONLY ONE FIRST AUTHOR PRESENTATION** and make only one other appearance as either a chair or discussant on a standard panel. Appearances on the program as a co-author, a poster presenter, or a roundtable participant are unlimited. Only papers that are original in that they have not been published or presented elsewhere may be submitted to the program committee.

The meetings are Wednesday through Saturday, and submissions may be placed at any time during the program. ASC cannot honor personal preferences for day and time of panel presentations. Program participants are expected to pre-register for the meetings by September 30, 2009. Pre-registration materials will be sent to you by September 1, 2009. Failure to pre-register may result in the removal of your paper from the program.

SUBMISSION DEADLINES

- **Friday March 13th, 2009**, at 5:00pm Pacific Time is the **absolute** deadline for policy proposals, thematic panels, or regular panel presentations. Any submissions after that date will be considered only for poster or roundtable sessions, and might not be included in the printed program.
- **Friday May 15th, 2009** at 5:00pm Pacific Time is the **absolute** deadline for poster or roundtable sessions.
- **Friday May 15th, 2009** at 5:00pm Pacific Time is also the **absolute** deadline for submission of a draft of a policy essay for those who submitted abstracts in Area I: Policy Proposals.

ABSTRACTS

All submissions must include abstracts. For regular submissions, abstracts are limited to 200 words and should describe the general theme of the presentation and where relevant, the methods and results.

EQUIPMENT

LCD projectors will be available for all panel and paper presentations to enable computer-based presentations (especially Power Point). However, presenters will need to bring their own personal computers or arrange for someone in your panel to bring a personal computer. In addition, all meeting rooms for paper and panel sessions will include overhead projectors. Please note that ASC does not provide either LCD or overhead projectors for roundtable sessions.

GUIDELINES FOR ONLINE SUBMISSIONS

When you go online to submit your paper or panel, you will need to select a single sub-area (number 1 through 136) in one of 24 broader areas listed below. Please select the area and subarea most appropriate for your presentation and only submit your abstract once. Your choice of area and subarea will be important in determining the kind of panel on which you are placed, and it will also assist the program chairs in avoiding time conflicts for panels on similar topics to the extent possible.

Here are a few guidelines that may help you in selecting the most appropriate area and subarea:

1. Please go through the entire list of areas, noting the sub-areas within each area, before making your selection. If you review the entire list, you are more likely to find your best fit than if you select the first area that seems appropriate.
2. In making your selection, focus on the aspect of your paper that you would describe as your primary concern in selecting the broad area. For example, if you would like to present a paper titled, "Police Responses to Domestic Disturbances in African American Neighborhoods," you might submit under:

Area	Sub-Area
(II) Innovations in Justice Research & Policy	(8) Race/Ethnicity, Class, Gender and CJ Policy
(VIII) Gender, Crime, and Justice	(46) Batterer Intervention
(IX) Race, Ethnicity, Crime and CJ Policy	(52) Intersections of Race, Class, and Gender
(XIII) Victimization	(83) Race Gender and Victimization
(XVII) Policing	(91) Problem-Oriented or Community Policing
(XVII) Policing	(93) Race, Place and Policing

The most important choice for you is the choice of broad area. As the author of the paper, you should consider whether you are most interested in interacting with scholars who are involved in research on policing, on violence against women, on race/ethnicity, on victimization, or on policy and practice. Your broad area choice will determine the pool of papers into which your paper goes for panel formation, and therefore the kind of researchers with whom you will be presenting. Area & subarea selection is important even if you are submitting a fully formed panel. The sub-areas will be used to help program committee members refine the fit for panels.

2009 PROGRAM AREAS**AREA I: POLICY PROPOSAL ESSAYS * (Abstract Due: 3/13/2009; Essay Due 5/15/2009)**

1. Crime Policy Proposals
2. Policing Policy Proposals
3. Penal Policy Proposals
4. Terrorism Policy Proposals
5. Immigration Policy Proposals
6. Drug Policy Proposals
7. Domestic Violence Policy Proposals
8. Justice Policy Proposals

** Please be sure to read the shaded section on page 2 before submitting a policy proposal **

AREA II: INNOVATIONS IN JUSTICE RESEARCH AND POLICY

9. Race/Ethnicity, Class, Gender and Criminal Justice Policy
10. Juvenile Justice Policy
11. Mental Health Policy
12. Crime Prevention Policy
13. Situational Crime Prevention & Problem-Oriented Policing
14. Public Opinion and Criminal Justice Policy
15. Restorative Justice and Reintegrative Shaming

AREA III: THEORIES OF CRIME CAUSATION

16. Biological, Psychological, and Bio-Social Theories
17. Strain and Anomie Theories
18. Learning Theories
19. Control Theories
20. Integrated Theories
21. Rational Choice Theories
22. Social Reaction and Labeling Theories

AREA IV: THEORIES OF OFFENDING

23. Life Course and Pathways Theories
24. Onset, Change, and Desistance
25. Career Criminals
26. Situational Crime Studies
27. Offender Decision Making
28. Deterrence

AREA V: ECOLOGICAL THEORY AND RESEARCH

29. Social Disorganization
30. Collective Efficacy
31. Spatial Analyses
32. Multi-Level Models
33. Rural Crime

AREA VI: CRITICAL AND CULTURAL CRIMINOLOGIES

34. Cultural Criminology
35. Critical Criminology
36. Peacemaking Criminology
37. State and Corporate Crime
38. Convict Criminology
39. Postmodernity
40. Environmental/Green Crimes

AREA VII: SOCIAL INSTITUTIONS AND CRIME

41. Families
42. The Educational System and Schools
43. Religion
44. Economy
45. Stratification

AREA VIII: GENDER, CRIME AND JUSTICE

46. Sexual and Physical Violence against Women
47. Batterer Intervention
48. Stalking
49. Gender and Offending
50. Masculinities and Crime

AREA IX: RACE, ETHNICITY, CRIME AND CRIMINAL JUSTICE POLICY

51. Structural Inequality, Race, and Crime
52. Race, Inequality and Drug Policy
53. Intersections of Race, Class and Gender
54. Critical Race Theories

AREA X: COMPARATIVE AND CROSS NATIONAL RESEARCH

55. Policing Policies
56. Penal and Criminal Justice System Policies
57. Crime Rates and Trends
58. Context and Theory
59. Comparative Data and Methods

AREA XI: INTERNATIONAL CRIME AND JUSTICE

60. Genocide and Human Rights Violations
61. Human Trafficking and Smuggling
62. Drug Trafficking and Policy Responses
63. Intellectual Piracy and Counterfeiting Activities
64. Transnational Crime

AREA XII: ORGANIZED, ORGANIZATIONAL AND WHITE COLLAR CRIME

65. White Collar Crime
66. Organized Crime
67. Corporate Crime
68. Computer Crime

AREA XIII: THEORY AND RESEARCH ON VIOLENCE AND CRIME

- 69. Causes of Violence
- 70. Trends in Violence
- 71. Gun Ownership and Violence
- 72. Homicide
- 73. Hate Crimes
- 74. Sex Crimes

AREA XIV: THEORY AND RESEARCH ON DRUGS AND SUBSTANCE ABUSE

- 75. Causes of Substance Abuse
- 76. Assessment, Measurement and Trends
- 77. Drug Enforcement
- 78. Drug Courts
- 79. Drug Markets and Crime

AREA XV: CRIMINAL VICTIMIZATION

- 80. Victim-Related Programs and Policies
- 81. Theories of Victimization
- 82. Measurement and Trends
- 83. Consequences of Victimization
- 84. Race, Gender, and Victimization

AREA XVI: TERRORISM

- 85. Etiology of Terrorism
- 86. Epistemology of Terrorism: Data and Research Frameworks
- 87. Terrorism and Civil Liberties
- 88. Collective Violence and Terrorism
- 89. Responses to Terrorism

AREA XVII: POLICING AND LAW ENFORCEMENT

- 90. Police Organization and Management
- 91. Police Culture
- 92. Problem-Oriented and Community Policing
- 93. Police Authority and Accountability
- 94. Race, Place and Policing

AREA XVIII: COURTS AND THE LAW

- 95. Prosecution and Plea Bargaining
- 96. Sentencing Policy
- 97. Court Decisions and Emerging Legal Issues
- 98. Gender, Race/Ethnicity and Sentencing
- 99. Innovations in Court Process
- 100. Procedural Justice and Legitimacy

AREA XIX: CAPITAL PUNISHMENT

- 101. Public Opinion about Capital Punishment
- 102. Legal Issues
- 103. Miscarriages of Justice
- 104. Historical, Political and Retributive Perspectives
- 105. Deterrence and the Death Penalty

AREA XX: CORRECTIONS

- 106. Institutional Corrections
- 107. Intermediate Sanctions and Community Supervision
- 108. Rehabilitation and Treatment
- 109. Reentry
- 110. Collateral Consequences of Imprisonment
- 111. Juvenile Corrections
- 112. Intersections of Gender, Race and Ethnicity
- 113. The Privatization of Control

AREA XXI: JUVENILE DELINQUENCY AND JUVENILE JUSTICE POLICY

- 114. Causes and Correlates of Delinquency
- 115. Race, Gender, and Juvenile Justice
- 116. The Role of Peers in Criminal Offending
- 117. Gangs
- 118. Co-Offending
- 119. Juvenile Justice Reforms
- 120. Gang Interventions
- 121. Adult Waiver and Certification

AREA XXII: METHODOLOGICAL ISSUES IN CRIME AND JUSTICE RESEARCH

- 122. Quantitative Methods
- 123. Qualitative Methods
- 124. Evaluation Research
- 125. Comparative and Historical Methods

AREA XXIII: TEACHING ABOUT CRIME AND JUSTICE

- 126. Internet/Distance Learning
- 127. Internationalizing the Criminology/Criminal Justice Curriculum
- 128. Teaching Race, Class and Gender Issues
- 129. Integrating Research in the Classroom
- 130. Using and Teaching Media in the Classroom
- 131. Integrating Community-Based and Service Learning in the Classroom

AREA XXIV: THE SOCIAL CONSTRUCTION OF CRIME

- 132. Media Presentations
- 133. Moral Crusades
- 134. Public Opinion
- 135. Constructions of Gender, Race and Crime
- 136. Fear of Crime and Perceived Risk

2008 ASC ANNUAL MEETING IN SAINT LOUIS, MISSOURI



Zaki Baruti, Presidential Justice
Award recipient



Bonnie Berry,
Bloch Award recipient

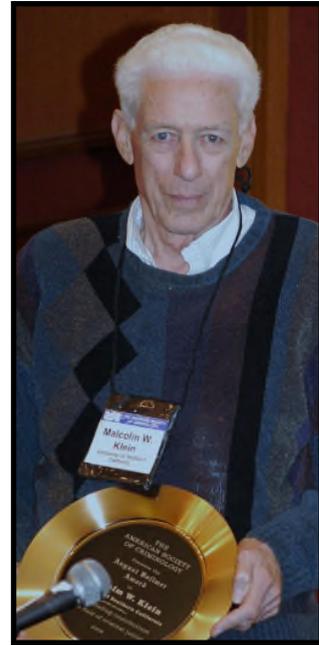


New ASC Fellows: (l. to r.) Joachim Savelsberg, Peter Reuter, Henry Pontell, Merry Morash

2008 ASC ANNUAL MEETING IN SAINT LOUIS, MISSOURI



ASC President Bob Bursik with Sellin-Glueck recipient Jan van Dijk



Malcolm W. Klein, Vollmer Award recipient



ASC President Bob Bursik with Sutherland Award recipient Terence P. Thornberry



ASC President Bob Bursik and Jim Short at the President's Plenary

2008 ASC ANNUAL MEETING IN SAINT LOUIS, MISSOURI



Jody Miller, Meeting Program Chair,
serving ice cream at the Ice Cream
Social



Cassia Spohn and Todd Clear serving ice cream at the
Ice Cream Social



Ron Akers and his Bluegrass Band



Minoru Yokoyama and John
Braithwaite at President's Reception

2008 ASC ANNUAL MEETING IN SAINT LOUIS, MISSOURI



ASC President Bob Bursik with Outstanding Article Award recipient Ross Matsueda (other winners, not shown, David Huizinga & Derek Kreager)



(l. to r.) Ineke Marshall, Jack Greene, Kristiina Kangaspunti, Jan van Dijk



(l. to r.) Steve Messner, Robert Sampson, John Laub at the Poster Session



Outgoing ASC President Bob Bursik passing the gavel to incoming ASC President Todd Clear

NOMINATIONS FOR 2009 ASC AWARDS

(Nomination submission dates and rules are the same for awards on this page.)

The ASC Awards Committee invites nominations for the following awards, to be presented at the Annual Meeting. In submitting your nominations, provide the following supporting materials: a letter evaluating a nominee's contribution and its relevance to an award, and the nominee's c.v. (short version preferred) by **March 1** to the appropriate committee chair. The Society reserves the right to not grant any of these awards during any given year. The awards are:

EDWIN H. SUTHERLAND AWARD, which recognizes outstanding scholarly contributions to theory or research in criminology on the etiology of criminal and deviant behavior, the criminal justice system, corrections, law or justice. The distinguished contribution may be based on a single outstanding book or work, on a series of theoretical or research contributions, or on the accumulated contributions by a senior scholar.

Committee Chair: **DORIS MACKENZIE** (301) 405-4699 (P)
Criminology & Criminal Justice (301) 405-4733 (F)
University of Maryland dmackenzie@crim.umd.edu
2220 LeFrak Hall
College Park, MD 20742-8235

AUGUST VOLLMER AWARD, which recognizes a criminologist whose research scholarship has contributed to justice or to the treatment or prevention of criminal or delinquent behavior, either through a single outstanding work, or a series of theoretical or research contributions, or on the accumulated contributions by a senior scholar.

Committee Chair: **SHAUN GABBIDON** (717) 948-6054 (P)
School of Public Affairs slg13@psu.edu
Penn State University at Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17057-4898

HERBERT BLOCH AWARD, which recognizes outstanding service contributions to the American Society of Criminology and to the professional interests of criminology.

Committee Chair: **RON AKERS** (352) 392-1025 (P)
Criminology, Law and Society (352) 392-5065 (F)
University of Florida rla@crim.ufl.edu
PO Box 115950
201G Walker Hall
Gainesville, FL 32611-5950

THORSTEN SELLIN & SHELDON AND ELEANOR GLUECK AWARD, which is given in order to call attention to criminological scholarship that considers problems of crime and justice as they are manifested outside the United States, internationally or comparatively. Preference is given for scholarship that analyzes non-U.S. data, is predominantly outside of U.S. criminological journals, and, in receiving the award, brings new perspectives or approaches to the attention of the members of the Society. The recipient need not speak English. However, his/her work must be available in part, at least, in the English language (either by original publication or through translation).

Committee Chair: **CINDY J. SMITH** (410) 255-0183 (P)
Criminology, Criminal Justice & Forensic Science cjsmith@ubalt.edu
University of Baltimore
1420 N. Charles St. AC242G
Baltimore, MD 21201

NOMINATIONS FOR 2009 ASC AWARDS

(Nomination submission dates and rules may differ. These Awards will be presented during the Annual Meeting of the Society. The Society reserves the right to not grant any of these awards during any given year.)

RUTH SHONLE – CAVAN YOUNG SCHOLAR AWARD (Sponsored by Prentice-Hall) This Award is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received the Ph.D., MD, LL.D., or a similar graduate degree no more than five years before the selection for the award (for this year the degree must have been awarded no earlier than May 2004). The Award may be for a single work or a series of contributions, and may include coauthored work. Those interested in being considered or in nominating someone for the Cavan Award should send eight (8) CD's containing the following to the Committee Chair: (a) a letter evaluating a nominee's contribution and its relevance to the award; (b) applicant's/nominee's CV (short version preferred) and (c) no more than 3 published works, which may include a combination of articles and one book. The deadline for nominations is **March 1**.

Committee Chair: **CASSIA SPOHN** (602) 543-0023 (P)
School of Criminology & Criminal Justice **Cassia.Spohn@asu.edu**
Arizona State University
4701 W Thunderbird Rd
Glendale, AZ 85306-4900

OUTSTANDING ARTICLE AWARD This award honors exceptional contributions made by scholars in article form. The award is given annually for the peer-reviewed article that makes the most outstanding contribution to research in criminology. The current Committee will consider articles published during the 2007 calendar year. To nominate articles, please send full citation information for the article and a brief discussion of your reasons for the recommendation to the Article Award Committee Chair. The deadline for nominations is **March 1**.

Committee Chair: **EVERETTE PENN** (281) 283-3363 (P)
Department of Criminology **pennev@uhcl.edu**
University of Houston-Clear Lake
2700 Bay Area Blvd., #275
Houston, TX 77058-1098

MICHAEL J. HINDELANG is given annually for a book, published within three (3) calendar years preceding the year in which the award is made, that makes the most outstanding contribution to research in criminology. For this year, the book must have been published in 2006, 2007, or 2008. To be considered, books must be nominated by individuals who are members of the American Society of Criminology. The Committee will not consider anthologies and/or edited volumes. To nominate a book, please send the title of the book, its authors, the publisher, the year of the publication, and a brief discussion of your reasons for the recommendation to the Hindelang Award Committee Chair, noted below. The deadline for receiving nominations is **February 15**.

Committee Chair: **DANIEL MEARS** (850) 644-7376 (P)
College of Criminology & Criminal Justice (850) 644-9614 (F)
Florida State University **dmears@fsu.edu**
634 West Call Street
Tallahassee, FL 32306-1127

ASC FELLOWS The title of "Fellow" is given to those members of the Society in good standing who have achieved distinction in the field of criminology. The honorary title of "Fellow" recognizes persons who have made a scholarly contribution to the intellectual life of the discipline, whether in the form of a singular, major piece of scholarship or cumulative scholarly contributions. Longevity alone is not sufficient. In addition, a Fellow must have made a significant contribution to the field through the career development of other criminologists and/or through organizational activities within the ASC. In your nominating letter, please describe the reasons for your nomination and include a copy of the nominee's curriculum vitae (or make arrangements to have it sent to the Committee Chair). All materials should be sent to the Committee Chair, noted below. Any questions should be directed to the Committee Chair. The deadline for nominations is **March 15**. A list of ASC Fellows can be found at www.asc41.com/felsnom.html.

Committee Chair: **RICHARD ROSENFELD** (314) 516-6717 (P)
Dept. of Criminology & Criminal Justice (314) 516-5048 (F)
University of Missouri-St. Louis **richard_rosenfeld@umsl.edu**
1 University Blvd.
St. Louis, MO 63121-4400

NOMINATIONS FOR 2009 ASC AWARDS

(Nomination submission dates and rules may differ. These Awards will be presented during the Annual Meeting of the Society. The Society reserves the right to not grant any of these awards during any given year.)

UNDERGRADUATE STUDENT MINORITY SCHOLARS/MENTOR RESEARCH GRANT

The ASC Minority Scholars/Mentors Research Grant program was established by the American Society of Criminology in order to increase the number of scholars in criminology and criminal justice who are members of historically disadvantaged and under-represented ethnic and racial groups. Undergraduate students who are members of these under-represented ethnic and racial groups and are near the end of their sophomore year of study are eligible. The goal of this initiative is to facilitate the advancement of academically talented students into graduate (especially doctoral) study in criminology (or criminal justice). Faculty members who are mentoring students will co-apply for the grant with the student. Applications are submitted during the student's sophomore year, with funding beginning in the student's junior year. Nominations must be received by May 1st preceding the student's junior year. Grantees will be selected by the Board of the American Society of Criminology, upon the recommendation of the Ad Hoc Committee on Minority Scholar/Mentor Research Grants. Grantees receive \$10,000 in research scholarship funds, which is divided into awards of \$5,000 for the student during his or her junior and senior years of undergraduate study. Grantees also receive a grant of up to \$1,500 to support travel to the Annual Meeting of the American Society of Criminology during November of the student's senior year of undergraduate study. At that Annual Meeting, the student will present a research paper (developed during in the previous year) under auspices of a faculty mentor (who may be a co-author). Awardees begin their work on the paper during the junior year of study. ASC will allocate up to 4 awards each year.

Students selected for this award will receive:

- \$5,000 research grant each year for the junior and senior year of study
- Up to \$1,500 travel grant to attend the Annual Meeting of the American Society of Criminology
- Guidance in the development of a research paper on a topic in criminology
- Guidance in the scholarly area of criminology
- Guidance in the application process for graduate school

The mentoring relation is expected to involve the following areas:

- Mentoring the student in a collaborative research project that will yield a paper presented at the ASC meeting in the student's senior year.
- Mentoring the student in the field of criminology during the student's two years of funding. This might involve weekly meetings, readings/independent study courses, courses, work on other projects, or attendance at local criminology conferences.
- Mentoring of the student that will facilitate the student's preparation for and successful application to graduate study in criminology/criminal justice.

The proposal to ASC for the award is a collaborative effort. The primary criteria for allocating the awards are (1) the student's potential for completing doctoral work in criminology and (2) the quality of the proposed mentoring relationship. In this proposal, the faculty member should do the following:

- Provide a written recommendation for why the potential grantee has the academic potential and career aspirations to successfully complete graduate study in criminology (or criminal justice) leading the student into either an academic or an applied criminology/criminal justice research oriented career.
- Provide student transcripts and any other supporting materials demonstrating the student's promise as a scholar (these may include ACT, SAT, and/or GRE scores).
- Provide a description of the proposed collaborative research project that will result in a presentation at the ASC meeting in the student's senior year.
- Provide a description of other mentoring activities and proposed contact with the student over his or her junior and senior years.

In this proposal, the student should do the following:

- Provide a personal statement on his or her career goals in criminology.
- Provide a statement on how the Mentoring Grant would enable the student to focus more time on his or her academic work and better achieve his or her career goals (e.g., lessen time spent on a job).

Nomination proposals should be sent by **May 1** to:

Committee Chair:	ORLANDO RODRIGUEZ Sociology/Anthropology Department Fordham University Dealy 408A 441 E. Fordham Rd. Bronx, NY 10458	(718) 817-3867 (P) (718) 817-3846 (F) orrodriquez@fordham.edu
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NOMINATIONS FOR 2009 ASC AWARDS

(Nomination submission dates and rules may differ. These Awards will be presented during the Annual Meeting of the Society. The Society reserves the right to not grant any of these awards during any given year.)

GRADUATE FELLOWSHIP FOR ETHNIC MINORITIES

The fellowships are designed to encourage African American, Asian American, Latino, and Native American students to enter the field of criminology and criminal justice. Applicants need not be members of the American Society of Criminology. Individuals studying criminology or criminal justice issues are encouraged to apply. The recipients of the fellowships must be accepted into a program of doctoral studies. Generally three (3), \$6,000 fellowships are awarded each year.

A complete application package must be sent to the Committee Chair no later than **March 1**. A complete application must contain (1) up-to-date curriculum vita; (2) indication of race or ethnicity; (3) copies of undergraduate and graduate transcripts; (4) statement of need and prospects for financial assistance for graduate study; (5) a letter describing career plans, salient experiences, and nature of interest in criminology and criminal justice; and (6) three letters of reference.

Committee Chair:	MARIA VELEZ Sociology Department University of New Mexico MSC05 3080 1 University of New Mexico Albuquerque NM 87131-0001	(505) 277-6214 (P) (505) 277-8805 (F) mvelez@unm.edu
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GENE CARTE STUDENT PAPER COMPETITION, Sponsored by McGraw-Hill

Any student currently enrolled on a full-time basis in an academic program at either the undergraduate or graduate level is invited to participate in the American Society of Criminology Gene Carte Student Paper Competition. These awards are given to recognize outstanding scholarly work of students. Persons who are previous first place prize winners of this competition are ineligible.

The 1st, 2nd, and 3rd place papers will be awarded prizes of \$500, \$300, and \$200, respectively and will be eligible for presentation at the upcoming Annual Meeting. The 1st prize winner will also receive a travel award of up to \$500 to help defray costs for attending the Annual Meeting.

Papers may be conceptual and/or empirical but must be directly related to criminology. The paper can be submitted to only one ASC student competition for the same year. Papers that previously won any prize in any ASC competition are ineligible for submission to another ASC competition.

Papers must be typewritten, double-spaced on 8-1/2x11 white paper, and no longer than 7,500 words. The CRIMINOLOGY format for the organization of text, citations and references should be used. Authors' names, departments and advisors (optional) must appear ONLY on the title page, since papers will be evaluated anonymously. The next page of the manuscript should include the title and a 100-word abstract.

The author must submit eight (8) copies of the manuscript, accompanied by a letter indicating the author's enrollment status and co-signed by the dean, department chair or program director. Submissions should be postmarked no later than **April 15** and sent to:

Committee Chair:	NANCY RODRIGUEZ School of Criminology & Criminal Justice Arizona State University 4701 W Thunderbird Rd Glendale, AZ 85306	(602) 543-6601 (P) nancy.rodriguez@asu.edu
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NOMINATIONS FOR 2009 ASC AWARDS

(Nomination submission dates and rules may differ. These Awards will be presented during the Annual Meeting of the Society. The Society reserves the right to not grant any of these awards during any given year.)

TEACHING AWARD *NEW!*

The Teaching Award (established in 2008) is a lifetime-achievement award designed to recognize excellence in undergraduate and/or graduate teaching over the span of an academic career. This award is meant to identify and reward teaching excellence that has been demonstrated by individuals either (a) at one educational institution where the nominee is recognized and celebrated as a master teacher of criminology and criminal justice; or, (b) at a regional or national level as a result of that individual's sustained efforts to advance criminological/criminal justice education.

Any faculty member who holds a full- or part-time position teaching criminology or criminal justice is eligible for the award, inclusive of graduate and undergraduate universities as well as two- and four-year colleges. In addition, faculty members who have retired are eligible within the first two years of retirement.

Faculty may be nominated by colleagues, peers, or students; or they may self-nominate, by writing a letter of nomination to the Chair of the ASC Teaching Award Committee. Letters of nomination must include a statement in support of nomination of not more than three pages. The nominee and/or the nominator may write the statement.

Nominees will be contacted by the Chair of the ASC Teaching Award Committee and asked to submit a teaching portfolio of supporting materials, preferably in electronic form. The teaching portfolios should include:

- (1) a table of contents,
- (2) curriculum vita, and
- (3) evidence of teaching accomplishments, which may include:
 - * student evaluations, which may be qualitative or quantitative, from recent years or over the course of the nominee's career
 - * peer reviews of teaching
 - * nominee statements of teaching philosophy and practices
 - * evidence of mentoring
 - * evidence of research on teaching (papers presented on teaching, teaching journals edited, etc.)
 - * selected syllabi
 - * letters of nomination/reference, and
 - * other evidence of teaching achievements.

The materials in the portfolio should include brief, descriptive narratives designed to provide the Teaching Award Committee with the proper context to evaluate the materials. Student evaluations, for example, should be introduced by a very brief description of the methods used to collect the evaluation data and, if appropriate, the scales used and available norms to assist with interpretation. Other materials in the portfolio should include similar brief descriptions to assist the Committee with evaluating the significance of the materials.

Letters of nomination (including Statement in Support of Nomination) must be received by **March 1** of the award year.

Eight (8) CD's containing the nominee's portfolio and all supporting materials are due by **May 1** to:

Committee Chair:	Prabha Unnithan	(970) 491-6615 (P)
	Department of Sociology	(970) 491-2191 (F)
	Colorado State University	prabha@lamar.colostate.edu
	Ft. Collins, CO 80523-1784	

New Online Master's in Criminal Justice Administration Planning and Leadership

Program Overview

Utica College is now offering an online master's degree in Criminal Justice Administration - Planning and Leadership. The program specializes in leadership and planning for those who seek to elevate their positions in criminal justice organizations.

With a curriculum that fosters the development of skills essential to any justice organization, the program focuses on one unique specialization covering two core areas:

- **Leadership** – Obtain skills in addressing administrative issues such as budgeting and staffing, as well as learning supervisory roles in criminal justice.
- **Planning** – Learn key components of overseeing large events, unique situations, and health and safety threats, through the use of long term and short term planning.

Open House Series



Utica College will host a series of virtual open houses throughout February and March 2009. These online forums cover topics such as program overview, job market, and industry trends in criminal justice administration. Attending the open house will also give you the opportunity to speak with a faculty member to answer any questions you may have. For additional information, times, or speakers, please visit www.OnlineUticaCollege.com/openhouse.

About Utica College

Located in the heart of Central New York, Utica College is a comprehensive, independent, private institution. Utica College offers regionally accredited online Bachelor's, Master's, and Doctoral degree programs in a variety of health care fields, as well as Business Administration, Economic Crime Management, and Criminal Justice Administration. Undergraduate and graduate certificates are also available. All courses are taught by highly experienced, credentialed faculty whose accomplishments are renowned throughout their respective industries.

IN MEMORIAM**LLOYD E. OHLIN**

Lloyd E. Ohlin, Roscoe Pound Professor of Criminology and later, the Touroff-Glueck Professor of Criminal Justice, Emeritus, Harvard Law School and former President of the American Society of Criminology, died at age 90 at his home in Santa Barbara, California. His wife Elaine and daughters, Janet and Heather, were at his side. He was preceded in death by sons Robert and Jor and his first wife, Helen.

Lloyd had a long and distinguished academic career. He was awarded degrees from Brown University (B.A., '40), Indiana University (M.A., '42) and University of Chicago (Ph.D. Sociology, '54). He served in the Army during World War II and worked as a sociologist for the Illinois Parole and Pardon Board from 1947--1953 preparing cases and conducting research on parole prediction. For the following three years he directed the Center for Education and Research in Corrections at the University of Chicago. In 1956 he became Professor of Sociology at Columbia University's School of Social Work taking a leave of absence in 1961- 1962 to help direct a new federal program for the President's Committee on Juvenile Delinquency. On another leave from Columbia, 1965-67, he served as Associate Director of the President's Commission on Law Enforcement and Administration of Justice. Lloyd joined the faculty of Harvard Law School in 1967 where he taught and mounted a major evaluation of Massachusetts' experiment in closing youth prisons. He also served as Research Director of the Center for Criminal Justice until his retirement from the Law School in 1982. He received the Edwin Sutherland award from the American Society of Criminology in 1967 and was elected President in 1986.

He published numerous articles in professional journals and many books including Sociology and the Field of Corrections (1956), Delinquency and Opportunity (with Richard A. Cloward, 1960), A Theory of Correctional Reform (with Alden Miller and Robert Coates, 1977), Diversity in a Youth Correctional System (1978), Delinquency and Community (with Alden Miller, 1985), and Human Development and Criminal Behavior (with Michael Tonry and David Farrington, 1971).

During vacations in Maine, Lloyd bought a small boat and built a retirement home on the coast where he sailed and showed his family and friends how to bake a world class blueberry pie. Lloyd was an avid sports fan of the New England Patriots and the Boston Red Sox and saw both of them -- even the Red Sox -- win world championships. Lloyd shared Elaine's passion for politics, and they both were excited and encouraged by the election of Barack Obama.

For many members of this association, Lloyd was a wonderful mentor, colleague, and friend. For someone who spent a very long career dealing with crime, delinquency, and prisons he was remarkably soft-spoken, gentle, witty and thoughtful — a man who was very much appreciated by those of us who had the good fortune to be his friends.

Submitted to The Criminologist by David Ward, Professor Emeritus, University of Minnesota

CRIME, WAR AND JUSTICE IN A WORLD WITHOUT BORDERS

2008 Symposium **Crime, War and Justice in a World without Borders** available now on DVD for \$8.00 + \$2.98 P&H. Eastern Kentucky University's Department of Criminal Justice and Police Studies is offering the DVD collection providing a broad perspective on the "**global war on terror**" featuring David Harvey, Christian Parenti, Cynthia Enloe and Andrew Bacevich. Each presents a unique perspective on global insecurity, taken together making sense of contemporary political and social life. The presentations and Q&A explore social and economic justice, human rights, gender, militarism and large scale cultural shifts. They connect militarism to law enforcement and crime control, globalization to social justice.

Mail check or money order to:

Conference DVDs

Attn: Georgeanna Jarvis

Department of CRJ&PLS

Eastern Kentucky University

467 Stratton Bldg

Richmond Kentucky, 40475

LIST OF PH.D. GRADUATES IN CRIMINAL JUSTICE, CRIMINOLOGY, AND RELATED FIELDS

- Arslan, Hasan, "The Social and Operational Intersections of Environmental Extremism in North America and Europe," Chaired by Dr. Richard H. Ward, December 2008, Sam Houston State University.
- Hartley, Deborah Jean, "An Examination of Factors Impacting Type of Child Maltreatment and Case Acceptance for Prosecution," Chaired by Dr. Janet L. Mullings, December 2008, Sam Houston State University.
- Koenigsberg, Monica, "Mediated Images of Crime and Justice: A Grounded Theory of One Strand of Discourse," Chaired by Dr. Victoria B. Titterington, December 2008, Sam Houston State University.
- Markovic, Vesna, "Suicide Bombings: A Time Series Analysis of Tactics, Targeting and Procedures," Chaired by Dr. Richard H. Ward, December 2008, Sam Houston State University.
- McConnell, Patrick, "Toward a Holistic Vectored Geography of Homicide," Chaired by Dr. George Rengert, January, 2009, Temple University.
- Phelps, James, "Policing after the Golden Hour: Lessons in Democratizing Police from Post-Conflict Stability Operations in West Germany and Japan," Chaired by Dr. Willard M. Oliver, December 2008, Sam Houston State University.
- Walsh, Kevin D., "The Impact of Voluntary Participation in Programming on Recidivism of Juveniles Committed in a Correctional Facility," Chaired by Dr. Raymond H.C. Teske Jr. , December 2008, Sam Houston State University.

ASMEA LOOKS TO SUPPORT CRIMINAL JUSTICE STUDIES SCHOLARS

The Association for the Study of the Middle East and Africa (ASMEA) is a new, multi-disciplinary academic society with a keen interest in expanding research and teaching of Criminal Justice studies in relation to the Middle East and Africa.

Founded in October 2007 by the world's leading authorities on the Middle East, Professor Bernard Lewis of Princeton University and Professor Fouad Ajami of Johns Hopkins University, ASMEA aims to help educate Americans and others about the brilliant histories of the Middle East and Africa as well as the present complexities encountered there.

Today, ASMEA counts 675 members representing 35 academic disciplines on almost 300 college campuses around the world. The inaugural conference in Washington, D.C. counted some 250 academics, diplomats, military officers, and congressional staff. Two criminologists were among those who presented papers.

Further, ASMEA is primed to publish its first book and the first edition of its journal next year, and offers research grants to its members engaged in any discipline dealing with our two regions. The Association also will co-host a conference on African security issues with the U.S. Air Force at Maxwell Air Force Base, AL on February 13, 2009. For more information on the conference, please visit http://www.asmeascholars.org/index.php?option=com_content&view=article&id=1254.

While the Criminal Justice community is replete with experts on all aspects of domestic law enforcement, corrections, and other criminal justice issues, a limited number pursue these specialties as they apply to the Middle East and Africa. ASMEA hopes to promote research on such issues as terrorism, organized crime, human trafficking, drug smuggling, corrections, and policing in the Middle East and Africa by creating a Crime and Justice Division. In this way, ASMEA hopes to enhance the body of scholarship, foster a network of CJ professors, graduate students, and practitioners interested in these regions, increasing the focus on the many CJ issues in the region, and provide opportunities to present and publish on these subjects.

Membership in ASMEA is free for 2009 and all interested criminologists are encouraged to join. For more information, please go to: www.asmeascholars.org.

POSITION ANNOUNCEMENTS

THE CRIMINOLOGIST will regularly feature in these columns position vacancies available in organizations and universities, as well as positions sought by members of the Society. A charge of \$175.00 with the absolute maximum of 250 words allowed will be made. Half pages and full pages may also be purchased for \$225 and \$300 respectively. **It is the policy of the ASC to publish position vacancies announcements only from those institutions or agencies which subscribe to equal education and employment opportunities and those which encourage women and minorities to apply.** Institutions should indicate the **deadline** for the submission of application materials. To place announcements in THE CRIMINOLOGIST, send all material to: asc2@osu.edu. When sending announcements, please include a phone number, fax number and contact person in the event we have questions about an ad. The Professional Employment Exchange will be a regular feature at each Annual Meeting. Prospective employers and employees should register with the Society no later than three weeks prior to the Annual Meeting of the Society. The cost of placing ads on our online Employment Exchange is \$200 for the first month, \$150 for the second month, and \$100 for each month thereafter. To post online, please go to www.asc41.com and click on Employment.

MARIST COLLEGE Come join a newly expanded criminal justice department and have an impact on program development. The School of Social and Behavioral Science at Marist College invites applications for the tenure-track position of Assistant/Associate Professor of Criminal Justice, beginning Fall of 2009. Scholarly activity, student advisement, and service to the College, students and the community are expected. The position will be filled by a theorist/generalist in criminal justice who will share responsibility for courses in theory, international criminal justice, cultural diversity, research and statistical analysis or public/private security and risk analysis and management. The position may include opportunities to teach at the graduate level in the MPA program. The successful candidate will have a Ph.D. in Criminal Justice, Criminology or other related field. A degree exclusively in Law is not an appropriate qualification for this position. College level teaching experience is strongly preferred. Marist College is a comprehensive, independent, liberal arts institution located in the historic Hudson River Valley of New York State. Situated on a 150-acre campus overlooking the Hudson River, it enrolls 4,400 full-time and 850 part-time undergraduates and approximately 1,000 graduate students. The College has been recognized for excellence by U.S. News & World Report, TIME Magazine, The Princeton Review's The Best 361 Colleges, and Barron's Best Buys in College Education. To learn more or to apply, please visit <https://jobs.marist.edu>. Online applications accepted only. AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

LOYOLA UNIVERSITY NEW ORLEANS The Department of Criminal Justice is seeking applications for a tenure track Assistant or Associate Professor position beginning Fall, 2009. A terminal degree (Ph.D.) in Criminal Justice, Administration of Justice, Criminology or Sociology from an accredited institution is required and must be in hand by the appointment date. The department seeks criminologists to teach core undergraduate and graduate courses in criminal justice and criminology. Areas of specialization are open, however, priority will be given to individuals who can teach research methods, statistics, white collar crime, and criminal justice policy. In addition to teaching, the position entails undergraduate student and graduate advising; skills/interest in developing a distance education Web-based criminal justice graduate degree program; active participation on department, college and university committees; service learning/internship activities; and active involvement in scholarly activities, such as publishing and obtaining grants. A demonstration of teaching effectiveness will be required as part of the interview process. Qualified candidates should send a letter of interest, curriculum vitae, official graduate transcripts, samples of publications and course syllabi, and three letters of reference to Dr. William E. Thornton, c/o Mr. David Aplin, Faculty Search Committee, Loyola University New Orleans, Department of Criminal Justice, Box 55, 6363 St. Charles Av., New Orleans, Louisiana, 70118. Application review begins immediately and the position will remain open until filled. Salary is competitive and commensurate with qualifications and experience. Loyola University is an Equal Opportunity/Affirmative Action Employer. For more information about our university and department, please visit www.loyno.edu and www.loyno.edu/criminaljustice/ or email crimjust@loyno.edu.

DEVELOPMENT SERVICES GROUP, INC. has two two positions available. 1.) *Sr. Research Scientist:* Development Services Group, Inc., Bethesda, Maryland consulting firm, seeks senior researchers with experience in program evaluation, research analysis, educational evaluation, high-risk youth. Candidate must have Ph.D. in criminology, sociology, program evaluation, or related field. Experience as a Principal Investigator or Co-PI preferred or minimum of 3 years experience in project management. Extensive knowledge of survey methodology, and process/outcome evaluation design and analysis required. Knowledge of SPSS required, as well as ability to work in communities and schools. Some travel involved. We are looking for superior analytic, writing, & oral communication skills. Excellent salary and benefits. E-mail resume, salary history and writing sample to: hr@dsgonline.com or fax to DSG, Inc., 301/951-3324, attention Alan Bekelman, President. 2.) *Research Analyst:* Development Services Group, Inc., a national research firm located in Bethesda, Maryland, is seeking a Research Analyst or Senior Research Associate to join its expanding research and evaluation department. Candidate should have experience in juvenile justice, criminal justice, educational evaluation, and quantitative methods. Duties include program evaluation, developing databases, interviewing, conducting process evaluation, data collection, data analysis, and preparing final reports and publications. Excellent analytic, writing, & oral communication skills required. Knowledge of survey methods, statistics, Access, and SPSS required. Must have M.A./M.S plus 2-3 years experience in criminology, sociology, or related field. Excellent salary and benefits. E-mail resume, salary history and subject matter-related writing sample or article to: hr@dsgonline.com or fax to DSG, Inc., 301/951-3324, attention Alan Bekelman, President.

RAMAPO COLLEGE OF NEW JERSEY

Ramapo College of New Jersey is located in the beautiful foothills of the Ramapo Valley Mountains, approximately 25 miles northwest of New York City. Ramapo College is a comprehensive institution of higher education dedicated to the promotion of teaching and learning within a strong liberal arts based curriculum, thus earning the designation "New Jersey's Public Liberal Arts College." Its curricular emphasis includes the liberal arts and sciences, social sciences, fine and performing arts, and the professional programs within a residential and sustainable living and learning environment. Organized into thematic learning communities, Ramapo College provides academic excellence through its interdisciplinary curriculum, international education, intercultural understanding and experiential learning opportunities.

Tenure Track Position - Fall 2009

ASSISTANT PROFESSOR OF SOCIOLOGY

JOB DESCRIPTION: This position requires an instructor who is able to teach in the following areas: Criminology, Deviance and their relationship to the issues of race, ethnicity and gender. A strong quantitative background and significant research as well as publication agenda is desirable. Rank and salary based on qualifications and experience.

REQUIREMENTS: Ph.D. in Sociology, previous teaching and research experience.

Faculty members are expected to maintain active participation in research, scholarship, college governance, service, academic advisement and professional development activities. **To request accommodations, call (201) 684-7625.**

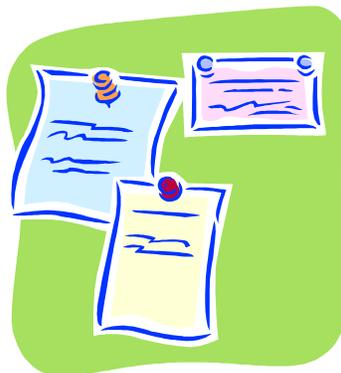
All applications must be completed online at:
www.ramapo.edu/hrjobs

Attach vita, cover letter, statement of teaching philosophy, research interests and a list of three references to your completed application. Hard copies of resumes will not be accepted. Since its beginning, Ramapo College has had an intercultural/international mission. Please tell us how your background, interest and experience can contribute to this mission, as well as to the specific position for which you are applying. Review of applications will begin immediately and continue until the position is filled. Position offers excellent state benefits.



505 Ramapo Valley Road, Mahwah, NJ 07430
"New Jersey's Public Liberal Arts College"

Ramapo College is a member of the Council of Public Liberal Arts Colleges (COPLAC), a national alliance of leading liberal arts colleges in the public sector.
EQUAL EMPLOYER OPPORTUNITY/AFFIRMATIVE ACTION.



WEST CHESTER UNIVERSITY, PENNSYLVANIA

Join a vibrant campus community whose excellence is reflected in its diversity and student success. West Chester University is seeking an Assistant Professor of Criminal Justice. West Chester University is one of fourteen universities in the Pennsylvania State System of Higher Education. Located in bucolic Chester County, we are approximately 45 minutes west of Philadelphia. The University enrolls approximately 12,000 students; the Department of Criminal Justice serves approximately 400 undergraduates in the BS program, and 40 students in the MS program.

Position/Rank/Salary: Assistant Professor, Criminal Justice, tenure track position.

Qualifications: The successful candidate must possess a Ph.D. in Criminal Justice, Criminology, or a closely related field. (A J.D. will not suffice for this position.) In addition, the successful applicant must (1) have extensive relevant criminal justice field experience; (2) possess a strong and demonstrated commitment to teaching excellence and scholarship; (3) demonstrate the desire and ability to work cooperatively and collegially with colleagues and staff, (4) demonstrate a genuine interest in student welfare and success, and (5) have the expertise to teach primary assignments in criminological theory, research methods, and the applicant's area of specialization. Priority will be given to those candidates with field experience and expertise in areas that complement the current faculty members' areas of specialization.

Appointment/Start date: Earliest start date is fall of 2009.

Application deadline: Screening of applicants will begin November 15, 2008 and continue until the position is filled.

Application process: Applicants should submit a current vitae and supporting letter describing suitability to the position to Dr. Mary Brewster, Department of Criminal Justice, 200 Ruby Jones Hall, West Chester University, West Chester, Pennsylvania 19383. Applicants selected for interview must submit three letters of recommendation prior to interview. Finalists must successfully complete an on campus interview and teaching demonstration. Requests for additional information can be sent to mbrewster@wcupa.edu.

West Chester University and the Department of Criminal Justice have a strong commitment to diversity and multi-culturalism. Developing and sustaining a diverse faculty and staff advances WCU's educational mission and strategic *Plan for Excellence*. The University is an equal opportunity, affirmative action employer. Women and minorities are encouraged to apply.

WESTERN CAROLINA UNIVERSITY

The **Department of Criminology & Criminal Justice** is seeking applications for a tenure-track faculty member at the rank of Assistant/Associate Professor, beginning August 1, 2009. It is a nine-month position with the possibility of summer teaching. Rank and salary are commensurate with qualifications and experience. Responsibilities include teaching, advisement, research and service activity.

Candidates must have a Ph.D. in Criminology, Criminal Justice, or a closely related discipline from an accredited institution, a clearly articulated research agenda, and a commitment to academic excellence and collegiality. To be competitive, candidates must have a firm foundation to teach core courses in criminology and criminal justice. Areas of specialty are open. Highly qualified ABD candidates will be considered if completion of the degree is imminent.

The department, housing one of the University's largest majors, is a progressive, theoretically oriented program offering a Bachelor of Science in Criminal Justice and contributing to a Masters in Public Affairs. Western Carolina University enrolls approximately 9,000 students and is located in a beautiful mountain setting within an hour of Asheville and only minutes from Cherokee and the Great Smokey Mountains National Park.

Applications must be submitted online: <https://jobs.wcu.edu/applicants/Central?quickFind=51497>
Attach curriculum vitae; letter of interest, and a list of three references.

For additional information contact Dr. Stephen Brown, Department Head, Department of Criminology & Criminal Justice at browns@email.wcu.edu or at 828-227-2174.

Review begins November 18 and continues until position is filled.

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Title: Senior Research Director

Department: Anthropology

Location: John Jay

PVN Number: REA-356

General Description

The Center for Crime Prevention and Control, John Jay College of Criminal Justice, City University of New York, is seeking an assistant director. The Center for Crime Prevention and Control fosters innovative crime reduction strategies through hands-on field work, research, and partnerships with communities, police, prosecutors and other law enforcement professionals. Its staff is actively engaged in crime prevention initiatives in jurisdictions around the country and internationally, fostering close working relations with practitioners within key criminal justice and community institutions. Applicants should be either experienced academics with a commitment to practice or experienced criminal justice practitioners with a commitment to improving practice through research and scholarship. Candidates should be independent, enterprising, and willing to travel.

Other Duties:

The research assistant director will be responsible for:

- Assisting in the day-to-day management of the Center;
- Representing the Center's work before federal, state, and local government; with law enforcement; and with communities;
- Assisting in the design and management of action research field projects;
- Managing researcher staff;
- Working with academics at John Jay and elsewhere with an interest in applied crime control;
- Writing and publishing;
- Assisting in planning meetings, conferences, web-based communication, etc.;
- Keeping accurate, well-organized records; and
- Performing other duties as required.

Salary: \$65,000 - \$80,000

Core Competencies/Qualifications:

Researchers should be experienced in working with criminal justice and other practitioners; have good quantitative and qualitative research skills; a demonstrated familiarity with applied crime control frameworks (such as situational crime control, routine activities theory, and the like); experience with field-based action research; and managerial and administrative experience. Familiarity with the theory and practice of "focused deterrence" ("Boston model" or "pulling levers") strategies would be a plus. A Ph.D and a good publication record, or the equivalent, is a prerequisite.

Practitioners should have ten years or more experience working in the areas of gangs, gun violence, or narcotics; experience with or an interest in "focused deterrence".

For more information please go to: <https://www.rfcuny.org/applicanttracking/default.aspx?pvN=REA-356>

Position will remain open until filled.



澳門大學

Universidade de Macau
University of Macau

ASSISTANT PROFESSOR

The University of Macau is a government-funded institution located in the Macao Special Administrative Region of the People's Republic of China. The Faculty of Social Sciences and Humanities (FSH) invites applications for an academic position in the following area: **Criminology**

Qualifications

The Department of Sociology is seeking candidates to be appointed as Assistant Professor of Criminology. The ideal candidate will hold a PhD in Criminology, Criminal Justice, Sociology, or other closely related disciplines. ABDs may be considered if completion of the PhD is anticipated prior to fall 2009.

We welcome candidates with strong methodological skills, a demonstrated record of research productivity, and a commitment to teaching excellence. Candidates who have experience with survey research and criminal justice program evaluations will be given preference. Familiarity with SAS, Strata and GIS software is welcome but not required. Holders of these positions will be expected to develop and conduct research projects with Macau communities and justice agencies.

Some of the courses we may be asked to teach include principles of criminal justice administration, criminal justice program evaluation, and courses in courts, corrections, policing, deviance, social control, criminology or basic courses in sociology. Applicants with strong qualifications in other research and teaching areas are also welcome. The appointees are required to teach courses at both the undergraduate and graduate levels.

Positions and Annual Salary

Position offered and salary level shall be determined according to the appointee's academic qualifications, current position, and professional experience. For details about the "Terms of Academic Appointment" please refer to: (<https://isw.umac.mo/recruitment/showTermsAppoint.do>): Assistant Professor: MOP536,900 – MOP619,500 (USD1 approx. =MOP8)

Selected candidates are requested to assume duty in September 2009.

Application Procedure

Applicants should send an application package that includes 1) a letter of application addressing his or her qualifications as specified here; 2) a curriculum vitae; 3) graduate transcripts; 4) a certificate of PhD (if available); 5) three letters of recommendation; and 6) any supporting materials the applicant wishes to include. Review of applications will begin on November 1 and will continue until the positions are filled. Applicants should visit <http://www.umac.mo/vacancy> for more details, and apply **ONLINE** at **Jobs@UM** (<https://isw.umac.mo/recruitment>) on or before **15/02/2009** (ref. no.: FSH/DSOCI/CRIM/09/2009). Other contact points are:

Administration and Human Resources Office,
University of Macau, Av. Padre Tomás Pereira, Taipa, Macau
Website: <https://isw.umac.mo/recruitment/>; Email: vacancy@umac.mo
Tel: +853 8397 8684 or +853 8397 8682; Fax: +853 8397 8694 or +853 2883 1694

The University of Macau reserves the right not to appoint a candidate.

Applicants with less qualification and experience can be offered lower positions under special circumstances.

*****Personal data provided by applicants will be kept confidential and used for recruitment purpose only*****

University of Macau – An ideal place to pursue your career

<http://www.umac.mo>



2009 Workshops

Quantitative Analysis of Crime and Criminal Justice Data

Dates: June 23–July 18

Designed for faculty, professionals, and graduate students who wish to learn advanced quantitative data analysis methods practiced in the fields of criminology and criminal justice.

Competitively-selected participants will:

- Study methodology of major data collections sponsored by the Bureau of Justice Statistics including the National Crime Victimization Survey and various Uniform Crime Reporting System datasets
- Learn innovative statistical applications to analyze complex survey data
- Analyze data on one of any number of topics such as crime, victimization, law enforcement, sentencing, and correctional populations
- Design, conduct & present a quantitative research project
- Receive a lodging and travel stipend

Applicants must include a vita and cover letter describing their background and interest in using Bureau of Justice Statistics data resources housed at the National Archive of Criminal Justice Data. Review of application materials begins in early March. Space is limited to 12 students.

Using National Juvenile Corrections Data Files: 1997–2006

Dates: June 1–3

8:30am Monday to 12:00pm, Wednesday

Topics: Trends in juvenile corrections populations at the national and state levels, the residential facilities that hold them, the variations in practices in place, and the services provided to young persons in custody.

Audience: State and local juvenile justice researchers, academic researchers, and policy makers at the local, state, and federal levels. Jurisdictional teams are welcome.

Purpose: This inaugural workshop will make a wealth of national data from OJJDP's data collections from 1997–2006 available to researchers and practitioners along with the tools necessary to understand and use the data appropriately.

Objectives: Participants in this 3-day workshop will learn to analyze multi-year national data files on juvenile corrections using Secure Survey Documentation and Analysis (Secure SDA), a powerful online data analysis tool that enables descriptive to multivariate analysis of data from different surveys and over time.

Datasets: • Census of Juveniles in Residential Placement (CJRP) 1997, 1999, 2001, 2003, 2006 • Juvenile Residential Placement Facilities Census (JRFC) 1998, 2000, 2002, 2004, 2006

Stipend: Stipend support of up to \$1,000 for travel and living expenses is available for a limited number of students admitted to the workshop. The workshop is limited to 25 participants.

Details and application will be available in early 2009 at www.icpsr.umich.edu/sumprog.

The ICPSR Summer Program in Quantitative Methods is a comprehensive, integrated program of studies in social science research design and statistics. The workshops are held in Ann Arbor, at the University of Michigan, and are managed by the National Archive of Criminal Justice Data (NACJD) and sponsored by the Bureau of Justice Statistics (BJS), and the Office of Juvenile Justice and Delinquency Prevention (OJJDP), U.S. Department of Justice.

**JUSTICE STUDIES ASSOCIATION
ELEVENTH ANNUAL CONFERENCE**

“Immigration, Sanctuary, Worlds Without Borders”

The president, advisory board, and members of Justice Studies Association are pleased to announce that the association’s 11th annual conference will be held at the Best Western Sovereign Hotel in Albany, New York, May 27-30, 2009. The theme of the conference is “Immigration, Sanctuary, Worlds Without Borders.”

Those interested in presenting at the conference might explore any aspect of the lives of those forcibly transformed into stateless, undocumented, and displaced persons. The creation and migration of displaced persons might be discussed in relation to non-needs-based nation-state and transnational policies, that is, state crimes, human rights violations, and economic triage politics.

Similarly, presenters might focus on how NGOs, scholar-activists, and religious congregations act to provide different forms of hospitality and sanctuary for immigrants and their families, especially when “bread winners” in those families are jailed or forced into deep hiding.

Recognizing that forced displacement is so often caused by intra-nation-state conflicts and unjust transnational policies, presenters might don their “sociological imagination” caps and speak of visions of social life in which people are not bound by border-based identities. Of course presenters are encouraged to develop their own panel related to the conference theme.

Criminologists and sociologists interested in economic crime, nation-state crime, human rights violations, transitional justice, restorative justice, social justice, family social relations, the just distribution of resources, the obsolescence of geopolitical boundaries, and visions of justice that include the needs-meeting of all, will find soul mates in this convivial and friendly—we have a Friday evening talent show—conference.

Interested presenters are urged to go to the Justice Studies Association website (www.justicestudies.org) for a full description of the conference theme and a full listing of suggested topic areas as well as additional information about JSA. If you find professional conferences alienating because of their size and content of their programs, you will find JSA a hospitable alternative.

Please send your presentation (or session) title with a 200-word abstract electronically to Program Co-chair Dennis Sullivan at [<dsullivan6@nycap.rr.com>](mailto:dsullivan6@nycap.rr.com) by **February 15, 2009**. For further information go to www.justicestudies.org or query the program chair or JSA President John F. Wozniak [<JF-Wozniak@wiu.edu](mailto:JF-Wozniak@wiu.edu)

2009 ANNUAL MEETING

MAKE YOUR RESERVATIONS EARLY FOR PHILADELPHIA
NOVEMBER 4-7, 2009

Philadelphia Marriott
800-266-9432 (Toll-free)
\$178 single/double
<https://resweb.passkey.com/go/656ef5ed>

You MUST mention that you are with the ASC to obtain these rates. Please be aware, to guarantee your room reservation, the conference hotels may charge your credit card for the first room night.

MARK YOUR CALENDAR

FUTURE ASC ANNUAL MEETING DATES

2010	November 17 – 20	San Francisco	San Francisco Marriott
2011	November 16 – 19	Washington, D.C.	Washington Hilton Hotel
2012	November 14 – 17	Chicago	Palmer House Hilton Hotel
2013	November 20 – 23	Atlanta	Atlanta Marriott Marquis
2014	November 19 – 22	San Francisco	San Francisco Marriott
2015	November 18 – 21	Washington, D.C.	Washington, D.C. Hilton
2016	November 16 – 19	New Orleans	New Orleans Hilton

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