

The Criminologist

The Official Newsletter of the American Society of Criminology

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Editor's Note: Once again, your ASC colleagues are bringing you an issue of *the Criminologist* filled with current information, challenging ideas, suggestions for action, and overviews of parts of the field that may be new to you. I continue to be overwhelmed by the "corner" editors and essay authors who are so knowledgeable and who take the time to share their expertise with all of us! A prime example of that is this issue's lead article, in which Art Lurigio fills us in on current evidence about the criminalization of the mentally ill in the US. Also, please don't fail to take a look at the letter from Alvin W. Cohn, who tells us what the ASC and *the Criminologist* were like 38 years ago. Featured articles by Howard Snyder, Charles Wellford and Ed Maguire let us know what's happening with the National Crime Statistics Exchange (NCS-X), and with the new government relations effort of the ASC and the ACJS. Ed Muñoz gives us a thought-provoking essay based on *Gang Life in Two Cities: An Insider's Journey*, by Robert Durán. The corner editors, Jay Albanese (Criminology around the World), Charisse Coston (Teaching Tips) and Bianca Bersani (Doctoral Student Forum) outdo themselves this issue. And we can always depend on the ASC Policy Committee and the journal editors to let us know the latest. Please join me in thanking these people for bringing you an issue that you can really sink your teeth into.

By ASC policy, it is the Vice-President who edits *the Criminologist*, and at the November meeting, our new Vice-President, Karen Heimer, will take office. That means that Karen will become the new editor of *the Criminologist*. I want to wish her, and the new Associate Editor, Susan Sharp, all the best in 2014. I also want to tell 2013 authors, editors and ASC staff that it has been an honor and a privilege – and a lot of fun – to be able to work with you this year. I learned a lot. Thank you all. Karen and Susan – enjoy the experience!

Carolyn Rebecca Block, Editor, *the Criminologist*

CRIMINALIZATION of the MENTALLY ILL Exploring Causes and Current Evidence in the United States

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In the early 1970s, Dr. Marc Abramson, a jail psychiatrist in California, was the first to report in the scholarly literature that people with serious mental illnesses (PSMI) (e.g., schizophrenia, bipolar disorder, major depression) were being criminalized: being processed through the criminal justice system instead of the mental health system (Abramson, 1972). Since that time, studies have suggested that the mentally ill are arrested and incarcerated at levels that exceed both their representation in the general population and their tendency to commit serious crimes (Council of State Governments [CSG], 2002; Teplin, Abram, & McClelland, 1996). Estimates suggest that 14% of offenders (more than one million people) in the criminal justice system in the United States suffer from serious mental illnesses (Fazel & Danesh, 2002). This phenomenon has come to be known as the "criminalization" of the mentally ill.

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UPCOMING CONFERENCES AND WORKSHOPS

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

IV ANNUAL CONFERENCE OF THE VICTIMOLOGY SOCIETY OF SERBIA *Victims and contemporary responses to crime: between protection and misuse*, November, 28 – 29, 2013 Belgrade, Serbia. For more information, visit www.vds.org.rs or contact: infovds@eunet.rs.

3rd INTERNATIONAL CONFERENCE ON NANOTEK AND EXPO, December 2 - 4, 2013, Hampton Inn Tropicana, Las Vegas, NV. For more information, visit <http://www.omicsgroup.com/conferences/nanotek-nanotechnology-2013/>.

5th INTERNATIONAL SYMPOSIUM ON TERRORISM AND TRANSNATIONAL CRIME (USAS 2013), December 6 - 8, 2013, Antalya, Turkey. For more information, visit <http://www.utsam.org/>.

1st ANNUAL INTERNATIONAL CONFERENCE ON FORENSIC SCIENCE & CRIMINALISTICS RESEARCH (FSCR 2013), December 9 -10, 2013, Hotel Fort Canning, Singapore. For more information, visit <http://forensi-conf.org/>.

THE 28th ANNUAL SAN DIEGO INTERNATIONAL CONFERENCE ON CHILD AND FAMILY MALTREATMENT, January 26 - 27, 2014 (Preconference Institutes/Trainings), January 28 - 31, 2014 (San Diego Conference), Sheraton San Diego Hotel and Marina, San Diego, CA. For more information for questions or learning more about the conference, visit <http://www.sandiegoconference.org/>, contact sdconference@rchsd.org or phone (858) 966-7972.

INTERNATIONAL POLICE EXECUTIVE SYMPOSIUM 24th ANNUAL MEETING, March 16 - 21, 2014, Trivandrum (Kerala), India, Theme: "Policing by Consent: Theoretical Problems and Operational Issues".

THE SOCIETY FOR PREVENTION RESEARCH (SPR) 2014 ANNUAL MEETING, May 27 - 30, 2014, Washington, D.C. Theme: Comprehensive and Coordinated Prevention Systems: Building Partnerships and Transcending Boundaries. Conference website: <http://www.preventionresearch.org/>

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Criminalization of the mentally ill arose from a confluence of factors in our country, which appeared in the decades around the time of Abramson's seminal paper. Among these factors were the deinstitutionalization of PSMI, which depopulated state hospitals; more stringent commitment laws, which prohibited the involuntary hospitalization of PSMI unless they were deemed an imminent threat to themselves or others; and the failed community mental health movement, which never established a comprehensive infrastructure of care for psychiatric patients released from state hospitals (Grob, 1991).

The criminal courts have become the instrumentality for the mandatory treatment of people with substance use and psychiatric disorders and their comorbidities. Similarly, jails and prisons have become the leading sites for the delivery of behavioral healthcare services (Council of State Governments, 2002). Mental health courts for the treatment of PSMI have burgeoned since the creation of drug courts. Such courts are predicated on the philosophy of therapeutic jurisprudence and use a team approach to address the multiplicity and complexity of clients' problems. However, the effectiveness of mental health courts and other programs for criminally involved PSMI is still being investigated (Epperson, Canada, & Lurigio, 2013).

This essay examines four common beliefs about the criminalization of PSMI – that criminally involved PSMI are a homogeneous group, that deinstitutionalization is responsible for the purported increase of PSMI in correctional populations, that treatment is the key to reducing crime and recidivism among criminally involved PSMI, and that the enforcement of drug laws has contributed to the growing numbers of PSMI in the criminal justice system.

Heterogeneity of PSMI

Although many people believe that criminally involved PSMI are a homogeneous group, a closer inspection of their characteristics and pathways into the criminal justice system proves otherwise. PSMI can enter the criminal justice system through criminalization and standard criminal justice processing. Criminalization occurs only when PSMI are arrested for displaying the signs and symptoms of serious mental illness, especially in public. They are typically arrested for public-order violations that stem not from a criminal intent to harm others but from an uncontrollable expression of signs and symptoms of mental illness. These arrests usually are for public order offenses (e.g., disorderly conduct, minor property damage, and trespassing) that arise mostly from psychiatric symptoms (e.g., auditory hallucinations, delusions, and impaired executive function), from intoxication, or from the combination thereof, rather than from intentional or deliberate threats to others or their property. Specific examples of such "offenses" include shouting obscenities in a restaurant for no apparent reason; engaging in heated arguments with unseen, imaginary enemies on a busy street corner; and urinating while a passenger on a bus. The mentally ill who exhibit these types of behaviors have no criminal intent and, thus, would be better served in a hospital than in a police lockup. Under such circumstances, PSMI should be diverted from the criminal justice and into the mental health system where they can receive treatment in an emergency room, drop-in center, or community mental health facility.

Instances of true criminalization occur when PSMI are arrested and punished instead of treated for public manifestations of severe mental illness. Nonetheless, if PSMI commit serious crimes (e.g., violent felonies, such as battery or sexual abuse), whether prompted by their symptoms or not, their behaviors warrant processing through the criminal justice system (Rotter, Larkin & Schare, 1999). Most individuals, including PSMI who are charged with felony crimes, usually are ineligible for diversion programs (Epperson, Canada, & Lurigio, 2013). Therefore, their entry into the criminal justice system does not constitute actual criminalization (Lurigio & Rodriguez, 2004).

Heightened awareness of the problem of PSMI in the criminal justice system has resulted in a flurry of legal, policy, and programmatic initiatives at the federal, state, and local levels. Such actions include the implementation of diversionary police (crisis intervention teams) and court (misdemeanor bond courts) programs, all of which probably have decreased the chances of the mentally ill being criminalized (CSG, 2002; National Institute of Corrections [NIC], 2009). Indeed, recent estimates suggest no more than 10% of the PSMI who enter the criminal justice system are there because of criminalization (Claypoole, Laygo, & Cristiani, 2006).

Research has found that the police are no more likely to arrest PSMI than non-PSMI for similar types of behaviors (Engel & Silver, 2001). Furthermore, the criminalization of the seriously mentally ill rarely leads to a prison sentence, which can be imposed for only felony convictions, not for public-order crimes, misdemeanors, or ordinance violations. For example, in Chicago, the overwhelming majority of PSMI in jail, on specialized probation, or under mental health court supervision had been arrested for felonies (Lurigio, 2004). Nevertheless, PSMI can still be criminalized when contacts with the police are mishandled and end in charges for assaulting a police officer or when aggressive public-order policing initiatives sweep into the court or jail people who are homeless, publicly intoxicated, or panhandling (Lurigio, Snowden, & Watson, 2006).

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Other distinctions among criminally involved PSMI include differences with respect to psychiatric symptoms and treatment needs as well as the risk of crime, violence, and recidivism. Nearly 30 years ago, using a longitudinal research design and archival analyses, I studied a large sample of PSMI released from state hospitals in Chicago and found that an appreciable subsample were engaged (presently and historically) in criminal activities for a variety of reasons and at varying levels of frequency and seriousness. The data revealed a typology of arrested PSMI: 40% were criminalized (i.e., arrested for disorderly, symptom-driven conduct); 28% were arrested for low-level survival crimes (e.g., shoplifting, prostitution, selling small amounts of drugs); and 30% were arrested for serious crimes (e.g., burglary, robbery, battery) (Lewis & Lurigio, 1994). Many of the former patients in the third group had served prison sentences. Other studies have reported similar typologies, underscoring the diversity of criminally involved PSMI (Hiday, 1999; Hartwell, 2004).

Deinstitutionalization and Crime

The second common belief is that deinstitutionalization is responsible for the purported increase of PSMI in correctional populations. This belief is partially true. Deinstitutionalization began in the mid-1950s with the advent of psychotropic medications. The downsizing of hospitals was hastened by the passage of federal entitlement laws that shifted costs for psychiatric care from the states to the federal government and led to trans-institutionalization—the placement of PSMI in nursing homes, institutes of mental diseases, and board-and-care facilities (Lurigio, & Harris, 2007). The lack of community-based care sent floods of PSMI into the streets, often without treatment or housing. Deinstitutionalization coincided with an unprecedented 30-year rise in crime and punishment, the war on drugs, and the disintegration of urban communities—all of which became a recipe for the escalating numbers of the mentally ill entering the criminal justice system (Lurigio & Swartz, 2000).

The prison explosion came 25 years after deinstitutionalization. Although changes in mental health and correctional policies overlapped, they were not coterminous or causally related as the literature has suggested. Furthermore, the notion that patients simply moved *en bloc* from the hospital to the jail is based on the faulty assumption that these patients had serious criminal propensities. The broadening criminalization of PSMI was probably less dramatic than discussions have suggested. For example, the earliest cohorts released from the state hospital were at low risk for crime (e.g., they were more likely to be comprised of older, middle class, and female patients than were later cohorts). These former psychiatric patients were destined to spend many years in nursing homes and homeless shelters rather than in prisons and jails. Growth in the proportion of PSMI in the criminal justice system was to be expected, given the general rise in the numbers of people under correctional supervision as well as the rise of those defined in the general population as psychiatrically disabled (Draine, Wilson, & Pogorzelski, 2007; Fazel & Danesh, 2002).

During the 1960s, the mental health system became bifurcated, with greater racial and economic disparities between public and private hospital populations. The population of the former became significantly poorer, younger, male, drug-using, and from crime-infested communities (Lurigio & Swartz, 2000). Hence, PSMI released from state hospitals in the 1970s had higher arrest rates than did members of the general population. The increase in arrest rates upon patients' release from state psychiatric hospitals was due to changes in their demographic characteristics and their origination from criminogenic neighborhoods. Their increasing estrangement from family members and greater use of illicit drugs were also risk factors for criminal involvement and arrest. Previous generations of those released from state hospitals had similar or lower arrest rates than did members of the general population (Lewis & Lurigio, 1994). Moreover, state patient cohorts in the 1970s began to accumulate arrest histories that led to more future arrests and greater penetration into the criminal justice system (Steadman, Cocozza, & Melick, 1978).

An egregious shortcoming of deinstitutionalization was its failure to treat chronic patients adequately, as these patients are less likely to comply with or respond to medication regimes and are more likely to suffer from intractable social and economic deficits (Shadish, Lurigio, & Lewis, 1989). In other words, the failed transition to community mental health care had the most tragic effects on those patients who were the least able to perform the basic tasks of daily life (Grob, 1991). Public psychiatric hospitals became the primary treatment settings for poor persons, and patients became younger because of the shorter length of hospital stays. These shorter stays were attributable to new medications and changes in hospital policies. Such policies were intended to save money by shifting the costs of care from state to federal budgets. The former paid for hospitalization, whereas the latter paid for community mental health services (Lewis & Lurigio, 1994). Reductions in federal expenditures for social welfare programs in the 1990s left even more PSMI with fewer treatment options or ancillary services for essentials such as food, clothing, shelter, and medical attention (Thomas, 1998). As a tragic result of their persistent economic hardships and political disfranchisement, the chronically mentally ill became a permanent part of the underclass (Auletta, 1982; Thomas, 1998).

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The commonalities between the patient and arrestee populations were based less on shared mental illness and more on similar demographic characteristics and environments, which are correlates of criminal involvement (Fisher, Sliver, & Wolff, 2006). PSMI have been over-represented among the poorest populations in the United States. Furthermore, severe mental illness can cause people to drift down the socioeconomic ladder because of the disabling effects of brain diseases, which undermine their educational and employment success. Continued exposure to violence and poverty can precipitate or exacerbate psychiatric symptoms among people already predisposed to them (Fisher et al., 2006).

In short, unlike earlier generations of state mental patients, those hospitalized since the 1970s have been more likely to have criminal histories, to misuse drugs and alcohol, and to tax the capacities of families and friends to care for their needs (Lurigio & Swartz, 2000). Therefore, the characteristics of the mentally ill have begun to resemble those of people involved in the criminal justice system; they are increasingly poor, young, and estranged from the community (Steadman, Cocozza, & Melick, 1978).

Treatment and Crime Reduction

Related to the preceding point, the third common belief is that treatment is the key to reducing crime and recidivism among criminally involved PSMI. Contemporary thinking on the issue is evolving and reflective of recent research on the relationship between crime and severe mental illness (Skeem, Manchak, & Peterson, 2010). No clear pathogenesis has ever been established between severe mental illness and criminal predilections or actions. In fact, individuals with schizophrenia are at a lower risk for the commission of crimes as the result of negative symptoms and cognitive impairments. Furthermore, individuals with depression lack the energy, concentration, motivation, and agency to commit crimes. Although bipolar disorder can elevate the risk of committing a crime (during a manic phase) because the disorder shares transcendent features with criminality—namely, impulsivity and behavioral dysregulation—for those with no criminal history or intention, the display of recklessness during a manic episode is not indicative of criminality (Lurigio, 2011).

As suggested above, mental illness alone generally does not cause criminal behaviors; therefore, the treatment of mental illness alone cannot be expected to reduce criminal behavior and recidivism. In particular, research has shown that the provision of evidence-based mental health services has no effect on criminal justice outcomes (e.g., Clark, Ricketts, & McHugo, 1999), nor is the paucity of such services correlated with a growth in local correctional populations (e.g., Erickson, Rosenheck, Trestment, Ford, & Desai, 2008; Geller, Fisher, Wirth-Cahon, & Simon, 1990).

Psychiatric treatment is a necessary, but not a sufficient, condition for the prevention of crime and violence. Notwithstanding the weak relationship between psychiatric treatment and criminal behavior, such interventions can cause PSMI to become more stable and more amenable to evidence-based programming that attend to criminogenic needs. The “Big 8” risk factors (Andrews, Bonta, & Wormith, 2006) (e.g., criminal thinking, educational and employment failure, substance use disorder, antisocial associates, lack of prosocial leisure pursuits) enhance criminal propensities among PSMI and non-PSMI. These problems must be alleviated in order to lower crime and recidivism rates (Skeem, Nicholson, & Kregg, 2008). Thus, psychiatric treatment alone is unlikely to reduce criminal risk in the absence of changes in these other factors (Fisher et al., 2006).

The criminal justice system has moral, legal, and ethical obligations to provide mental health services to PSMI in jails and prisons and those on probation and parole supervision. PSMI who commit low-level crimes and public order violations should be diverted from punishment and confinement, placed into care, and protected from victimization. In addition, treatments that alleviate psychiatric symptoms could render PSMI more amenable to interventions that focus on the primary correlates of crime and recidivism and that are steeped in core correctional practices (Skeem & Manchak, 2011).

Co-Occurring Disorders

The fourth common belief is that the enforcement of drug laws has contributed to the growing numbers of PSMI in the criminal justice system. Much evidence supports this belief. Since the late 1980s, individuals convicted of drug-law violations have been among the fastest-growing subgroups of the correctional population in the United States (Beck, 2000). A high proportion of PSMI have co-occurring substance use disorders. Co-occurrence is the expectation not the exception among PSMI in the general population and especially among those in correctional populations (Lurigio, 2009).

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Substance use is common among arrestees. For example, in Chicago, at least 70% of the detainees in the Cook County Jail test positive for one or more illicit substances (Office of National Drug Control Policy [ONDCP], 2013). Research in the jail also has shown that a large proportion of detainees who are currently abusing and dependent on drugs have histories of psychiatric illnesses and vice versa (Swartz & Lurigio, 1999). Drug use among PSMI and non-PSMI populations is a crime accelerator. The possession of drugs is the gateway through which a substantial number of PSMI enter the criminal justice system. Specifically, the majority of those convicted have comorbid psychiatric and substance use disorders, which has increased the presence of mentally ill offenders in the nation's criminal justice system (Lurigio, 2004; Swartz & Lurigio, 1999).

Like dolphins among tuna, many mentally ill and drug-using persons have been caught in the net of rigorous drug enforcement policies (Lurigio & Swartz, 2000). Several studies have shown that PSMI who use illicit drugs are more prone to violence and more likely to be arrested and incarcerated than PSMI who do not (Clear, Byrne, & Dvoskin, 1993; Swanson, Estroff, Swartz, Borum, Lachinotte, Zimmer, & Wagner, 1997; Swartz, Swanson, Hiday, Borum, Wagner, & Burns, 1998). Hence, the vigorous enforcement of drug laws and harsh sentences for those convicted of violating drug laws, as well as the high rate of comorbidity between drug use and psychiatric disorders, can partially explain the large numbers of PSMI in the nation's jails and prisons. Unfortunately, fragmented drug and psychiatric treatment programs fail to provide fully integrated care for persons with co-occurring disorders, which compounds their problems in both areas and elevates their risk for arrest and incarceration (Lurigio & Swartz, 2000).

Summary

PSMI in the criminal justice system are a diverse group. The criminalization of this population has appeared to decline. Deinstitutionalization was a contributing, but not a determining, force behind the purported increase of PSMI in the criminal justice system. Shared demographic characteristics and criminogenic environments account for the intersection between the mentally ill and criminally involved, and people with severe mental illness can also be criminally inclined as these are not mutually exclusive categories. Criminogenic needs explain criminal behavior among both the PSMI and non-PSMI populations. Because mental illness alone generally does not cause criminal behaviors, the treatment of mental illness alone cannot be expected to reduce criminal behavior and recidivism. However, treatments that alleviate psychiatric symptoms could render PSMI more amenable to interventions that focus on the primary correlates of crime and recidivism and that are steeped in core correctional practices. Finally, much evidence supports the common belief that the enforcement of drug laws has contributed to the growing numbers of PSMI in the criminal justice system. High rates of co-occurring psychiatric and substance use disorders are critical variables in explaining the representation of PSMI at every point of interception in the criminal justice process.

PSMIs in the criminal justice system present many challenges to mental health and criminal justice professionals. The care of the mentally ill in court and correctional settings must be improved in at least four general areas.

- The first lies in our ability to construct and administer more efficient and precise tools and strategies for screening and assessing psychiatric disorders, which will enhance our ability to keep pace with the steady and often torrential flow of PSMIs entering our courts, jails, and prisons.
- The second lies in our ability to adopt treatment approaches that are expressly designed to respond to the complex and multifarious problems that afflict criminally involved PSMIs.
- The third lies in our ability to create and support legislation that will allocate the necessary dollars to fund adequately the services that are needed to respond to the mental health needs of criminally involved PSMIs (e.g., the Law Enforcement and Mental Health Project Bill).
- The fourth lies in our ability to study and evaluate what works most effectively in treating the problems of PSMIs in the criminal justice system. We must use methodological and statistical skills to identify and refine evidence-based practices for treating the mentally ill in the criminal justice system.

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AROUND THE ASC

THE ASC 40 YEARS AGO: AN INVITATION

The Criminologist receives few letters to the editor, and none as wonderful as the one received recently from Dr. Alvin Cohn (see below). Though he apologizes for “rambling on,” we were entirely captivated by Dr. Cohn’s recount of the early days of the ASC and *the Criminologist*. With his permission, we are publishing his letter, and are also appealing to ASC members who experienced ASC 30 or 40 years ago to send brief articles to *the Criminologist* sharing their memories with the ASC membership. We all would appreciate it!

Please send your submission to Carolyn Rebecca Block (crblock@rcn.com), Karen Heimer (karen-heimer@uiowa.edu) or Susan Sharp (ssharp@ou.edu).

Thanks!

Carolyn Rebecca Block, Editor, 2013
Karen Heimer, Editor, 2014
Susan F. Sharp, Associate Editor

Dear Editor:

Upon receipt of the latest issue of *The Criminologist*, my first reaction was "wow." I am reminded that it was 38 years ago that I became the founding editor of this newsletter and remained as editor for the next five years.

At that time, ASC was a small organization - so small, in fact, that I remember that an annual meeting was held in the lobby of the NYU Law School. I had proposed to the board that the membership would probably respond favorably to a quarterly newsletter, which was approved with Joe Scott at Ohio State as the Counselor in charge.

Originally, this truly was a newsletter for it contained information about Board decisions, activities and honors related to members, and, eventually, "free" ads for open faculty positions. Additionally, I arranged for “guest” editorials written by notable criminologists.

This was also the time when historically the annual meeting occurred with a financial loss. In 1986, President Ron Akers asked me to chair the annual meeting. Among the new ideas was the availability of authors' papers (for \$1.00 each), a contract to arrange for the book display, and advertising for the program. If my memory is correct, ASC experienced a "profit" of \$15,000 for the first time that year. This created a controversy as some academics thought we shouldn't be making a profit off of the backs of professors and students (for whom reduced registration fees were established).

I also created the Roundtables, which, I believe, remain in the program. I served as an Executive Counselor on two occasions and was honored when I received the Herbert Bloch Award.

I apologize for rambling on about the beginnings of *The Criminologist* and what ASC was like 38 years ago. They really are fond memories from an old-timer who enjoys ASC life membership.

Alvin W. Cohn, D. Crim.
President, Administration of Justice, Inc.
Rockville, Maryland

AROUND THE ASC

APA Task Force on Violent Media

The APA (American Psychological Association) has formed a Task Force on Violent Media charged with overseeing a comprehensive review of the scientific literature, and, based on that review, evaluating the 2005 APA Resolution on Violence in Video Games and Interactive Media. The Task Force will consider all published, peer reviewed, publicly accessible literature available for review on or before August 12, 2013. For more information, see the APA web site (<http://www.apa.org/pi/families/violent-media.aspx>), the 2005 Resolution on Violence in Video Games and Interactive Media (<http://www.apa.org/about/policy/interactive-media.pdf>), and a related Featured Article by Chris Ferguson in *the Criminologist* (Sep/ Oct, 2013, pages 32-35) (http://www.asc41.com/Criminologist/2013/2013_September-October_Criminologist.pdf). In September, Chris Ferguson and a number of other psychologists delivered an open letter to the Task Force on the subject, “Scholars’ Open Statement to the APA Task Force on Violent Media” (<http://www.christopherjferguson.com/APA%20Task%20Force%20Comment1.pdf>).

Division on Women & Crime Announces 30-for-30 Campaign

At the 2014 ASC Annual Meeting in San Francisco, the Division on Women & Crime will celebrate its 30th anniversary. The **30-for-30** Campaign is a one-year fundraising effort designed to support the development of special programming to celebrate this milestone. Proceeds from the **30-for-30** Campaign will help support keynote speakers, anniversary panels, and other special events at the 2014 Annual Meeting. Donations are tax-deductible and may be made anonymously. All donations will be acknowledged on the DWC website at <http://ascdwc.com/honor-roll>.

Delphi Project on Social and Psychological Interventions

An international initiative of researchers, journal editors, and stakeholders in intervention studies is working with the Consolidated Standards for Reporting Trials (CONSORT) Group to develop CONSORT-SPI: an official Extension for Social and Psychological Interventions. We are currently looking for participants for an upcoming Delphi process (starting mid-September 2013) to generate possible reporting standards for the guidelines. Stakeholders involved in researching, publishing, funding, commissioning, or providing these interventions are invited to contact us to participate. Please email the Project Executive at CONSORT.study@spi.ox.ac.uk or complete the [CONSORT-SPI participant form](#) if you are interested.

AROUND THE ASC

RECENT PhD GRADUATES

- Barnes-Ceeney, Kevin.** *"Negotiating Labyrinths Of Risk: The Impact and Implementation of a Structured Violence Risk Assessment Instrument in Juvenile Parole"* Chaired by Jeff Mellow, May 2013, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Braun, Michael,** *"The Ex-Civilian: Intrapersonal, Interpersonal and Structural Barriers to Recovery from Incarceration."* Chaired by Elliott Currie, September 2013, University of California, Irvine.
- Demyan, Ashley,** *"What's Compassion Got To Do With It? An Empirical Analysis of Medical Release in California."* Chaired by Valerie Jenness, March 2103, University of California, Irvine.
- Floyd Cooke, LaNina.** *"Religious Establishments, Public Housing, and Liquor Stores: Their Prediction of Juvenile System Behavior."* Chaired by Hung-En Sung, May 2013, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Gascon, Luis Daniel,** *"Policing Divisions: Race, Crime, and Community in South Los Angeles."* Chaired by Susan Coutin, September 2013, University of California, Irvine.
- Grant, Erin.** *"A Test of Self-Control in a Mexican-American Sample."* Chaired by Beth Sanders, Ph.D. August 2013. Texas State University.
- Leighton, Lauren.** *"Snitch or Good Samaritan: An Analysis of the Factors Influencing Individuals Willingness to Share Information with Security Services."* Chaired by Hung-En Sung, May 2013, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Neusteter, Suzanne.** *"Exploring Change in Local Criminal Justice Systems: An Examination of the Implementation of the Justice Reinvestment at the Local Level Model In Three U.S. Counties."* Chaired by Jeff Mellow, September 2013, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Purcell, Dale** *"UV-Visible Microscope Spectrophotometric Polarization and Dichroism with Increased Discrimination Power in Forensic Analysis."* Chaired by Thomas Kubic, May 2013, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Quiñones, Michele.** *"Factors That Influence Perceptions of Racial Profiling During Police/Motorist Interactions."* Chaired by Brian L. Withrow, Ph.D. May 2013. Texas State University.
- Reid, Shannon,** *"Institutional Friendship: Exploring the Egocentric Networks of Incarcerated Youth."* Chaired by Cheryl Maxson, June 2013, University of California, Irvine.
- Rousell, Aaron,** *"Re/Presenting the Community: Power, Race, and Division in South LA's Community Policing Program."* Chaired by John Hipp, June 2013, University of California, Irvine.
- Scott, Sarah.** *"An Examination of Frame of Reference and Self-Control in Alcohol and Drug Addicts."* Chaired by Mark C. Stafford, Ph.D. August 2013. Texas State University.
- Siddique, Nahid** *"Sexual Victimization of Women and Girls in the U.S.: An Analysis of Risk and Trends."* Chaired by Karen Terry, May 2013, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Simms, Odessa** *"Circumstances of Abuse: Situational Characteristics of Female-Perpetrated Sexual Offenses."* Chaired by Karen Terry, September 2012, CUNY Graduate Center/ John Jay College of Criminal Justice.
- Valenzuela, Sylvia,** *"Carino Matters: An Ethnography of Latina College Students."* Chaired by Elliott Currie, December 2012, University of California, Irvine.
- Webb, Patrick,** *"Incapacitating the Innocent: An Investigation of Legal and Extralegal Factors associated with the Preadjudicatory Detention of Juveniles."* Chaired by Dr. G. Solomon Osho, August 2008, Prairie View A & M University.
-

DIVISION OF EXPERIMENTAL CRIMINOLOGY

AMERICAN SOCIETY OF CRIMINOLOGY

Thank you for making ASC-Atlanta 2013 a success!



DEC @ ASC

Thanks to everyone who presented panels on experimental criminology and attended the special events of the Division of Experimental Criminology and the Academy of Experimental Criminology. The new DEC Board looks forward to continuing to serve its community and members by forming panels and planning special events related to experiments for ASC 2014 in San Francisco.

PRESENTING YOUR NEW BOARD MEMBERS

The outgoing board sincerely expresses its gratitude to all DEC members for two excellent years of your commitment to experimental criminology. The 2014-2015 board is now here to serve you:

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DIVISION MEMBERSHIP DRIVE FOR 2014

This is an excellent time to renew or begin your 2014 membership to the ASC and to the Division of Experimental Criminology! **TO DOWNLOAD THE FORM FOR YOUR ASC AND DEC MEMBERSHIPS:** Visit the ASC membership page located at <http://www.asc41.com/appform1.html>



DEC & aec

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<http://cebcp.org/dec>



Student Members of ASC!

Since its inception, the *American Society of Criminology* has emphasized the goal of inclusivity and accessibility for its members. Efforts to meet this goal have grown in recent years, particularly in regard to the student members of ASC. In 2009, the Student Affairs Committee (SAC) was created and aimed to directly meet the needs and concerns of student members. One of the primary challenges faced is ensuring that membership in the society is not cost prohibitive for students. We list here the efforts currently underway to alleviate the cost of membership at ASC and attendance at the annual meeting for our student members. *The SAC encourages the submission of new ideas to continue to meet this goal.*

⇒ **Your \$55 membership fee:**

- Represents a 62% savings compared to regular member rates!
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⇒ **Other Cost Saving Opportunities for Students:**

- Reduced rates for ASC-sponsored workshops
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 - *Minority Fellowship Dance
 - *Division of Women and Crime Social
 - *Division of People of Color & Crime Luncheon
- Discounted membership for *all* ASC Divisions (membership ranges from \$5-15)
 - *Membership may include discounted or free access to Division journals

⇒ **What More Can You Do to Further Reduce Costs?**

- Utilize the Roommate Search to reduce hotel accommodation costs:
<http://asc41.activeboard.com/>
- Check out the SAC Facebook page for ASC Students for updates on additional opportunities! www.facebook.com/pages/American-Society-of-Criminology-Student-Affairs/321855684515486
- Join a Division and apply for student awards/scholarships!
- Send suggestions to the ASC Student Affairs Committee Chair, Emily Wright, emwright@unomaha.edu

2013 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

TEACHING AWARD

JODY CLAY-WARNER



Jody Clay-Warner is Meigs Distinguished Professor of Sociology at the University of Georgia. She received her Ph.D. from Emory University. Her research focuses victimization, with an emphasis on sexual and intimate partner violence. She is currently studying sources and patterns of repeat victimization and the role of emotions in victim reactions to crime. Her book *Social Structure and Emotion* (co-edited with Dawn Robinson), received the 2010 Outstanding Recent Contribution Award from the American Sociological Association's Section on the Sociology of Emotions, and she received the Distinguished Contribution to *Sociological Perspectives* Award (with Jennifer McMahon-Howard and Linda Renzulli). Dr. Clay-Warner is a Fellow of the Society for Experimental Social Psychology and is co-Director of the Laboratory for the Study of Social Interaction at the University

of Georgia. She has received numerous awards for both her teaching and mentoring, including receipt of the Josiah Meigs Teaching Award, which is the highest teaching honor given at the University of Georgia.

MICHAEL J. HINDELANG AWARD

GEOFF WARD



Geoff Ward is Associate Professor of Criminology, Law & Society at the University of California, Irvine. Trained as a sociologist (PhD., U. of Michigan, 2001), his research examines various socio-historical relationships between race, crime and justice, including evolving dynamics of racial violence, conflict, and inequality, racial politics of court communities, and social movement, labor, and policy efforts to advance racial justice. His work appears in a variety of academic journals and anthologies. His recent book *The Black Child-Savers: Racial Democracy and Juvenile Justice* (University of Chicago Press, 2012) examines the rise, fall, and remnants of Jim Crow Juvenile Justice, and was the recipient of two national book awards. His new project examines the racial violence and reprisal that wracked the Civil Rights-era South, and how these communities are seeking notions of truth, reconciliation, and racial justice today.

EDWIN H. SUTHERLAND AWARD

CATHY SPATZ WIDOM



Cathy Spatz Widom, Ph.D., is a Distinguished Professor in the Psychology Department at John Jay College and a member of the Graduate Center faculty of the City University of New York. A former faculty member at Harvard, Indiana, University at Albany (SUNY), and New Jersey Medical School, she is co-editor of *Journal of Quantitative Criminology* and has served on the editorial boards of psychology, criminology, and child maltreatment journals. She is an elected fellow of the American Psychological Association, American Psychopathological Association, and American Society of Criminology and has been invited to testify before congressional and state committees. Dr. Widom and her colleagues have published over 100 papers on the long-term consequences of child abuse and neglect, including numerous papers on the cycle of violence. She currently serves on the Committee on Law and Justice at the Commission on Behavioral and Social Sciences at the National Research Council (NRC) and was co-chair of the NRC Panel on Juvenile Crime, Juvenile Justice (with Joan McCord). Dr. Widom has received numerous awards for her research, including the 1989 American Association for the Advancement of Science Behavioral Science Research Prize for her paper on the "cycle of violence". Since 1986, she has been engaged in studying the long term consequences of childhood abuse (physical and sexual) and neglect and has recently completed a major study on the intergenerational transmission of abuse and neglect. Dr. Widom received her Ph.D. in psychology from Brandeis University.

Dr. Widom received her Ph.D. in psychology from Brandeis University.

2013 AMERICAN SOCIETY OF CRIMINOLOGY AWARD RECIPIENTS

GENE CARTE STUDENT PAPER AWARD RECIPIENTS

1st Place: Daniel Ragan. Penn State University, "Revisiting 'What They Think': Adolescent Drinking and the Importance of Peer Beliefs"

dragan@psu.edu

2nd Place: Chris Smith, University of Massachusetts Amherst, "Multiplexity and Organized Crime in Early 1900s Chicago: Criminal, Legitimate, and Personal Relations"

cmsmith@soc.umass.edu

3rd Place: James Wo, University of California Irvine, "Community Context of Crime: A Longitudinal Examination of the Effects of Local Institutions on Neighborhood jwo@uci.edu

***A complete list of ASC Award winners past and present can be found at <http://asc41.com/awards/awardWinners.html> ***

Attention Students and Mentors:

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**NCS-X:
BUILDING a SYSTEM of NATIONAL CRIME STATISTICS for the 21st CENTURY**
Howard N. Snyder, Deputy Director
Bureau of Justice Statistics, U.S. Department of Justice¹

The websites of law enforcement agencies in most large cities in the United States, and even in small towns, provide the public with detailed information on crimes that have come to their attention. Over the past two decades, as their management information systems have improved, law enforcement agencies have moved beyond simply reporting the eight Index crimes.² Now agencies are reporting more fine-grained and relevant crime categories, along with crime attributes that they believe are required to document the nature of crime in their communities. On many agency websites, users can now find counts, trends, and pin maps of such incidents as domestic violence, commercial robberies, shootings, gang-related crimes, vandalisms, hate crimes, crimes against the elderly, and daytime burglaries. However, the depth of information the public, policymakers, and researchers have at the local level on crime known to law enforcement is far superior to what is available at the national level. In addition, crime statistics at the local level may only be a week or day old, while nationally the available crime statistics are often based on last year's data. With a new initiative from the Bureau of Justice Statistics (BJS) called the **National Crime Statistics Exchange** (or NCS-X) that has the strong support of the FBI, the quality and utility of available national crime statistics should soon challenge what is available at the local level.

The work of collecting national crime statistics in the United States was initiated on January 1, 1930, by the Committee on Uniform Crime Reports of the International Association of Chiefs of Police. It had taken nearly 60 years to arrive at that point. As far back as 1871, the National Police Association had called for a national collection of crime statistics. In September 1930, nine months after the collection began, the Bureau of Investigation of the U.S. Department of Justice assumed the responsibility of producing uniform crime reports. (The name was not changed to the Federal Bureau of Investigation until 1935.) The Bureau furnished forms for tallying and compiling these data to local agencies monthly with return envelopes requiring no postage. These forms, and all correspondence dealing with criminal statistics work, were to be addressed directly to J. Edgar Hoover to emphasize the importance of this activity. The forms the FBI currently uses to collect aggregate crime statistics through the Uniform Crime Reporting (UCR) Program to document crime patterns in the United States in the 21st Century look remarkably similar to those sent to Hoover over 80 years ago.

By the 1980s, criticisms of the UCR Program's aggregate statistics were commonly heard from law enforcement agencies, researchers, government policy makers, and the media. Many thought that the system needed to be expanded to cover a wider range of offense types and provide more detailed information on the nature of criminal incidents. At the same time, the capabilities of the management information systems of local law enforcement agencies were increasing to service the agency's day-to-day information needs. Based on such criticism and the rapidly changing data processing environment, BJS and the FBI formed a joint task force to determine what, if any, changes should be made to the existing UCR Program. The result of this work was a report published in 1985 entitled *Blueprint for the Future of the Uniform Crime Reporting Program* (www.ncjrs.gov/pdffiles1/bjs/98348.pdf), which laid the framework for what has come to be known as the National Incident-Based Reporting System (or NIBRS).

The scope of the proposed change for the UCR Program, to move from an aggregate reporting system to an incident-based reporting system, was remarkable. While crime reporting in the aggregate UCR was limited to eight offense types, NIBRS expanded the range of reported crimes to include over 50 offense categories. While the aggregate system showed that a law enforcement agency reported one robbery, the incident-based system would report for the same incident all the offenses that occurred in the incident (and not just the most serious); the date, time, and location of the incident; the demographics of the victim; victim injury; the types of weapons involved; the value of property taken; the victim's perception of offender demographics; the victim's relationship to each offender; the date and type of clearance (if any); and the demographics of the arrestees.

While the benefits of the UCR's change from aggregate to incident-based data were clear, it was also understood that the implementation of NIBRS reporting in 18,000 law enforcement agencies would take time. Focusing on the need of sound national statistics, the *Blueprint* report argued that the NIBRS implementation should first focus on developing a national sample of agencies so that national estimates would be available soon. However, when NIBRS implementation began, the sampling notion was lost. Nearly 30 years later, NIBRS has not replaced the aggregate crime counts found in the forms sent to Hoover as the source of national crime statistics. While hundreds of millions of dollars and an unknown number of hours have been expended to enable NIBRS to replace traditional UCR aggregate data, NIBRS coverage still will not support the production of national statistics.

(Continued on page 20)

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Currently, about 5,000 of the nearly 19,000 law enforcement agencies in the United States report NIBRS data to the FBI. These data cannot be used to provide national statistics because the existing NIBRS data cannot be manipulated to represent all law enforcement agencies. Given the current situation, there are two paths that NIBRS could take to become nationally representative. One is the path to complete reporting (i.e., waiting until nearly all 19,000 agencies are reporting NIBRS data to the FBI). Based on history, complete reporting is many decades into the future. Harking back to the *Blueprint* recommendation, the second path establishes a representative sample of agencies to provide sufficient NIBRS data to produce national estimates of crime. Given the quality of existing police record management systems, and assuming agencies in the sample would agree to participate, this path should be able to generate national crime statistics with the detail found in the NIBRS data within a few years.

First Steps

In 2012, BJS launched the NCS-X initiative. Its goal is to develop a statistical system that can generate detailed national estimates of the volume and characteristics of crimes known to law enforcement by building on the strong foundation laid by NIBRS. After studying the NIBRS data currently reported by the approximately 5,000 agencies and the characteristics of the agencies that do not report NIBRS data, BJS determined that supplementing existing NIBRS data with data from a stratified cluster sample of 400 non-NIBRS agencies would produce a database capable of generating national estimates of crime. This is an achievable goal in a reasonable time period, and this path to national crime statistics based on NIBRS data has become the primary objective of NCS-X.

NCS-X is a collaborative undertaking, supported by the FBI and other Department of Justice agencies. To reach its goal, NCS-X will actively work with the selected 400 law enforcement agencies to initiate their reporting of NIBRS data to the FBI. NCS-X is designed to help local agencies implement efficient and minimally burdensome processes to extract incident-based data from their existing records management systems. When necessary, NCS-X will provide resources to enable the sampled agencies to contribute to NIBRS. These resources may include funding, training, technical support, or other customized incentives. In addition, NCS-X will provide funding and technical assistance to state UCR programs to enable them to pass on the growing volume of NIBRS data to the FBI.

A team of organizations—including RTI International, the International Association of Chiefs of Police (IACP), the Police Executive Research Forum (PERF), the Integrated Justice Information Systems Institute (IJIS), and the National Consortium for Justice Information and Statistics (SEARCH)—is responsible for developing the implementation plans for NCS-X. This includes coordinating efforts with local law enforcement, state UCR reporting programs, and the software industry. An NCS-X Executive Steering Committee will review possible design and implementation options to ensure the maximum benefit to both participants and key stakeholders.

NCS-X is reaching out to the 400 selected law enforcement agencies and to their state UCR programs to explain the program, to assess the capabilities of local record management systems, to learn of the barriers that have been in place to NIBRS reporting, and to determine what is needed to overcome these barriers. Through NCS-X, BJS is committed to building a national statistical system that generates detailed estimates of the volume and characteristics of crimes known to law enforcement. With its partners, BJS will raise the funds needed to accomplish this goal.

After nearly 30 years of working to make NIBRS a national information resource, BJS is aware of the problems NCS-X faces. NCS-X needs the guidance from, and the active support of, the law enforcement community to ensure its success. NCS-X also needs the help and support of others who need this information in their own work. For example, BJS is working with policy makers at the national level to demonstrate the value of the information that would flow from this expansion of NIBRS. Some (e.g., the Office of Victims of Crime) have already become active supporters of the NCS-X initiative. NCS-X also needs the support of advocacy groups, the media, and the research community at the local level. Local law enforcement agencies need to hear from persons in their own communities how important these data are to others. Even with the support NCS-X will provide to the sampled agencies, some agencies will need other encouragements to participate in the NCS-X initiative; for some, helping to produce detailed national crime statistics will not be enough of an incentive on its own. For these agencies, evidence of the value of NIBRS data to those outside of law enforcement community may tip the scales.

(Continued on page 21)

(Continued from page 20)

A Call for Support

For its own self-interest, the work of NCS-X should be actively supported by the research community. Along with the obvious benefits of detailed national statistics, two additional aspects of the work should be valued.

- First, the sampling plan stratifies law enforcement agencies by size and then uses variable take-rates within strata. The stratum with the largest agencies (i.e., those with at least 750 officers) is a certainty stratum, meaning that NCS-X will work with all agencies in this group to become NIBRS reporters. When successful, researchers will have access to detailed crime data for all the major urban areas in the country.
- Second, an often overlooked benefit of NIBRS reporting for researchers is that it will provide a mechanism to combine data from various law enforcement agencies in a geographical area to study multi-jurisdictional patterns and trends. Most law enforcement agencies have their own unique information systems with their data structures and codes. NIBRS standardizes the data from different agencies so that they can be combined easily into a single database for multi-jurisdictional analyses. A law enforcement agency with a sophisticated information system will not need NIBRS to support its internal work; however, if its crime analysts are interested in what is happening in neighboring jurisdictions or in jurisdictions similar to it across the country, NIBRS data will expedite the research.

In summary, the United States needs better crime statistics to address the problems of the 21st Century. Such information could flow from NIBRS if the system were nationally representative. The wide-ranging value of such a national information resource is clear. BJS, the FBI, and other federal agencies are working to achieve this goal, but these efforts would benefit from the active support of the criminology and criminal justice research communities. We hope that each member of ASC will hear more about NCS-X and NIBRS over the next year from colleagues in the criminal justice system, local policy makers, advocates, and the media. When these opportunities arise, please take the time to express the need for better crime data and give examples of the benefits that NIBRS data would have for constituent groups in the local community.

¹Howard N. Snyder, Ph.D., Deputy Director, Bureau of Justice Statistics, U.S. Department of Justice, 810 7th Street NW, Room 2326, Washington, DC 20531. Office Phone: 202-616-8305; Cell Phone: 202-305-5592; Fax: 202-616-1351; E-Mail: Howard.Snyder@ojp.usdoj.gov.

²The FBI's set of Index Crimes include the violent crimes of murder and non-negligent manslaughter, forcible rape, robbery, and aggravated assault and the property crimes of burglary, larceny-theft, motor vehicle theft, and arson

ACADEMY OF CRIMINAL JUSTICE SCIENCES (ACJS) AND AMERICAN SOCIETY OF CRIMINOLOGY LAUNCH NEW GOVERNMENT RELATIONS EFFORT

Charles Wellford, University of Maryland
Ed Maguire, American University

ACJS and ASC have long recognized the importance of educating policy and practice leaders, especially at the federal level, on the need for greater support for crime and criminal justice research¹ and statistics. Recently, the Boards of both organizations created a joint committee to further these efforts (the ACJS/ASC National Policy Oversight Committee; hereinafter the Committee). The Committee includes four ACJS representatives (Bob Langworthy, Ed Maguire, Laura Moriarty, and Peter Wood) and four ASC representatives (Todd Clear, Steve Mastrofski, Christy Visser, and Charles Wellford). At the first meeting of the Committee, Charles Wellford was elected Chairperson and Ed Maguire was elected Vice Chairperson. The Boards have authorized the Committee to secure staff support and directed it to work closely with the Executive Directors of both organizations. In this article we explain what the Committee is charged to do and how it will need the assistance of all members as it moves forward.

It is important to understand what the Committee will *not* do. It will not develop or advocate positions on substantive crime and justice policies. It is not a replacement for the important policy committees in both organizations. It is not the only source of advice and education for policy and practice leaders. The Boards have directed the Committee to:

develop and direct several initiatives designed to encourage greater support for crime and criminal justice research and statistics.

In doing so, the Committee is to expand the awareness of the contributions members have made to understanding crime and improving justice, and to demonstrate the need for enhancements to support research and statistics on crime and criminal justice.

During its first meeting, the Committee identified a number of goals for the first year of its operation. They include:

Enhancing funding for crime and criminal justice research and statistics.

- a. Developing a comprehensive set of recommendations, which will be submitted to the ACJS and ASC boards for approval, on the development of papers summarizing knowledge of key crime and justice issues. The recommendations could include the option of not pursuing this option.
- b. Assuring the involvement of the leadership of ACJS and ASC in the consideration of possible leaders of crime and criminal justice research and statistics agencies. Encouraging appointing agencies to assure that the leaders of crime and criminal justice research and statistics agencies have had experience in directing crime and justice research, are recognized as highly qualified authorities in the fields of crime and justice research, and have successfully managed crime and justice research efforts.
- c. Encouraging crime and criminal justice research and statistics agencies to use peer review and have full transparency in their operations.
- d. Working for the operational independence of crime and criminal justice research and statistics agencies.
- e. Considering the establishment of a council that would include a much larger set of organizations. This council would work with the Committee to support items a-e above. Possible members mentioned were: IACP, ACA, NSA, APPA, NDAA, JRSA, and other social science organizations.
- f. Increasing the visibility of ACJS and ASC in Congress and the Administration.

Obviously, this is an ambitious agenda -- one that can be achieved only with the active support and involvement of the governing Boards and the membership of both organizations. Over the next few months the Committee will recommend the hiring of a staff person to assist the Committee, introduce the Committee to relevant members of Congress and the Executive Branch, develop a proposal for consideration by the Boards on the development of "white papers", establish a government relations website, and begin the establishment of the Council for Support of Crime and Criminal Justice Research and Statistics.

Our review of the government relations activities of other social and behavioral science organizations strongly suggests that success depends on the active involvement of the membership. While the next few months will be devoted to developing the foundation for our work, please understand that we will be calling on you soon for assistance in this effort. For now we would appreciate your comments or suggestions. Please send them to us (Wellford@umd.edu or maguire@american.edu), or to any other member of the Committee (Todd Clear, Bob Langworthy, Steve Mastrofski, Laura Moriarty, Christy Visser, Peter Wood).

¹We use crime and criminal justice as a summary of the full range of professional interests of the members of ACJS and ASC.

**THE
GRADUATE
CENTER**CITY UNIVERSITY
OF NEW YORK

The Ph.D. Program in Criminal Justice

The Ph.D. Program in Criminal Justice offers an interdisciplinary education in the field of criminology and criminal justice. It prepares students for careers of research, scholarship and teaching. In addition, the program offers two unique specializations: forensic science (FS) and policy, oversight and administration (POA).

Our doctoral students work with leading criminal justice researchers on a number of ongoing data collection efforts and research projects. Recently, our faculty have received grants from the:

- National Institute of Health
- Department of Homeland Security
- National Institute of Justice
- National Science Foundation
- Bureau of Justice Assistance
- Guggenheim Foundation
- Robert Wood Johnson Foundation (among other federal agencies and leading foundations)

John Jay College also houses a number of research centers where doctoral students are employed, such as the Center for Crime Prevention and Control, and the Prisoner Reentry Institute.

Importantly, Criminal Justice doctoral faculty are the current editors of two of the leading criminology journals, *Journal of Research in Crime and Delinquency* and *Journal of Quantitative Criminology*, and the leading psychology and law journal, *Law and Human Behavior*.

See more at:

www.gc.cuny.edu/criminaljustice

**JOHN
JAY** COLLEGE
OF
CRIMINAL
JUSTICE



The American Society of Criminology

Announces its call for nominations

for the 2014 Awards

ASC Fellows

Herbert Bloch Award

Ruth Shonle Cavan Young Award

Michael J. Hindelang Award

Outstanding Article Award

Sellin-Glueck Award

Edwin H. Sutherland Award

Teaching Award

August Vollmer Award

Gene Carte Student Paper Competition

Graduate Fellowship for Ethnic Minorities

****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.

Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate (or manuscripts in the context of the Hindelang and Outstanding Paper awards). Current members of the ASC Board are ineligible to receive any ASC award.**

NOMINATIONS FOR 2014 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. 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 curriculum vitae (short version preferred) by **March 1** to the appropriate committee chair. All materials should be submitted in electronic format. 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: **RUTH PETERSON** (614) 292-6681 (P)
Ohio State University peterson.5@osu.edu

AUGUST VOLLMER AWARD, which recognizes an individual whose scholarship or professional activities have made outstanding contributions to justice or to the treatment or prevention of criminal or delinquent behavior.

Committee Chair: **FAYE TAXMAN** (703) 993-8555 (P)
George Mason University ftaxman@gmu.edu

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

Committee Chair: **MIKE BENSON** (513)556-5830 (P)
University of Cincinnati michael.benson@uc.edu

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: **MANUEL EISNER** 44 (0) 1223-335374 (P)
University of Cambridge mpe23@cam.ac.uk

NOMINATIONS FOR 2014 ASC AWARDS

(Nomination submission dates and rules may differ.)

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD (Sponsored by Pearson Education) - 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 2009), unless exceptional circumstances (ie., illness) necessitates a hiatus in their scholarly activities. If the candidate has a multiple of these degrees, the last five-year period is from the date when the last degree was received. 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: (a) a letter evaluating a nominee's contribution and its relevance to the award; (b) applicant's/nominee's curriculum vitae; and (c) no more than 3 published works, which may include a combination of articles and one book. All nominating materials should be submitted in electronic format, except for book submissions. A hard copy of any book submission should be mailed to the Committee Chair. The deadline for nominations is **March 1**.

Committee Chair: **BARBARA KOONS-WITT** (803) 777-0107 (P)
Department of Criminology & Criminal Justice bakoons@mailbox.sc.edu
University of South Carolina
Currell College
Columbia, SC 29208

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 2012 calendar year. The Committee automatically considers all articles published in *Criminology* and in *Criminology & Public Policy*, and will consider articles of interest published in other journals. We are also soliciting nominations for this award. To nominate articles, please send full citation information for the article and a brief discussion of your reasons for the recommendation. The deadline for nominations is **February 15**.

Committee Chair: **SUNG JOON JANG** (254) 710-1691 (P)
Baylor University sung_joon_jang@baylor.edu

MICHAEL J. HINDELANG AWARD - This award 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 2011, 2012, or 2013. 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 submit the title of the book, its authors, the publisher, the year of the publication, and a brief discussion of your reasons for the recommendation. The deadline for nominations is **February 15**.

Committee Chair: **ERIC STEWART** (850) 644-9845 (P)
Florida State University estewart2@fsu.edu

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). Please limit nominations to a single cover letter and the nominee's curriculum vitae. All materials should be submitted in electronic format. The Board may elect up to four (4) persons as Fellows annually. Large letter-writing campaigns do not benefit nominees and unnecessarily burden the Committee. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate. The deadline for nominations is March 1. A list of ASC Fellows can be found at www.asc41.com/felsnom.html.

Committee Chair: **BOB CRUTCHFIELD** (206) 543-9882 (P)
University of Washington crutch@u.washington.edu

NOMINATIONS FOR 2014 ASC AWARDS

(Nomination submission dates and rules may differ.)

TEACHING AWARD

The Teaching Award 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 Teaching Award Committee. Letters of nomination should 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 Teaching Award Committee and asked to submit a teaching portfolio of supporting materials. 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 statements in support of nomination) should be submitted in electronic format and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted in electronic format and must be received by **June 1**.

Committee Chair: **DAVID McDOWALL**
University at Albany

(518) 442-5225 (P)
dmcdownall@albany.edu



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

**Annual Meeting 2014
San Francisco, CA
November 19th – 22nd, 2014
San Francisco Marriott Marquis**

Criminology at the Intersections of Oppression

Program Co-Chairs:

BONITA M. VEYSEY, Rutgers University
and
ROBERT APEL, Rutgers University
asc14@rutgers.edu

ASC President:

JOANNE BELKNAP
University of Colorado

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 14th, 2014

Posters and roundtable abstracts due:
Friday, May 16th, 2014

SUBMISSION DETAILS

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. The submission choices available for the 2014 meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, or (5) Roundtable Submission.

Please note that late submissions will NOT be accepted. Also, submissions that do not follow the guidelines will be rejected. We encourage you to submit in sufficient advance of the deadline so that you can contact the ASC staff (for responses during normal business hours) if you are having problems submitting.

Complete Thematic Panel: For a thematic panel, you must submit titles, abstracts (no more than 200 words) and author information for all papers together. Each panel should contain between three and four papers and possibly one discussant. We encourage panel submissions organized by individuals, ASC Divisions, and other working groups.

PANEL SUBMISSION DEADLINE:

Friday, March 14th, 2014

Individual Paper Presentations: Submissions for a regular session presentation must include a title and abstract of no more than 200 words, along with author information. Please note that these presentations are intended for individuals to discuss work that has been completed or where substantial progress has been made. Presentations about work that has yet to begin or is only in the formative stage are not appropriate here and may be more suitable for roundtable discussion (see below).

INDIVIDUAL PAPER SUBMISSION DEADLINE:

Friday, March 14th, 2014

Author Meets Critics: These sessions, organized by an author or critic, consist of one author and three to four critics discussing and critiquing a recently published book relevant to the ASC (note: the book should appear in print before the submission deadline so that reviewers can complete a proper evaluation and to ensure that ASC members have an opportunity to become familiar with the work). Submit the author's name and title of the book and the names of the three to four persons who have agreed to comment on the book.

AUTHOR MEETS CRITICS SUBMISSION DEADLINE:

Friday, March 14th, 2014

Poster Presentations: Submissions for poster presentations require only a title and abstract of no more than 200 words, along with author information. Posters should display theoretical work or methods, data, policy analyses, or findings in a visually appealing poster format that will encourage questions and discussion about the material.

POSTER SUBMISSION DEADLINE:

Friday, May 16th, 2014

Roundtable Sessions: These sessions consist of three to six presenters discussing related topics. For roundtable submissions, you may submit either a single paper to be placed in a roundtable session or a complete roundtable session). Submissions for a roundtable must include a title and abstract of no more than 200 words, along with participant information. A full session requires a session title and brief description of the session. Roundtable sessions are generally less formal than panels. Thus, ASC provides no audio/visual equipment for these sessions.

ROUNDTABLE SUBMISSION DEADLINE:
Friday, May 16th, 2014

APPEARANCES ON PROGRAM

Individuals may submit **ONLY ONE FIRST AUTHOR PRESENTATION**. Ordinarily individuals may make one other appearance as either a chair or discussant on a panel. Appearances on the Program as a co-author, a poster presenter, or a roundtable participant are unlimited.

Only original papers that have not been published or presented elsewhere may be submitted to the Program Committee for presentation consideration.

The meetings are Wednesday, November 19th, through Saturday, November 22nd. Sessions may be scheduled at any time during the meetings. ASC cannot honor personal preferences for day and time of presentations. All program participants are expected to register for the meeting. We encourage everyone to pre-register before September 28th to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go on the ASC website at www.asc41.com under Annual Meeting Info to register online or access a printer friendly form to fax or return by mail. Pre-registration materials should be sent to you by August 31st, 2014.

SUBMISSION DEADLINES

Friday, March 14th, 2014 is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics.

Friday, May 16th, 2014 is the **absolute** deadline for the submission of poster and roundtable sessions.

ABSTRACTS

All submissions, including roundtables, must include an abstract of no more than 200 words. They should describe the general theme of the presentation and, where relevant, the methods and results.

EQUIPMENT

Only LCD projectors will be available for all panel and paper presentations to enable computer-based presentations. However, presenters will need to bring their own personal computers or arrange for someone on the panel to bring a personal computer. *Overhead projectors will no longer be provided.*

1)

GUIDELINES FOR ONLINE SUBMISSIONS

Before creating your account and submitting an abstract for a single paper or submitting a thematic panel, please make sure that you have the following information on *all* authors and co-authors (discussants and chairs, if a panel): name, phone number, email address, and affiliation. **This information is necessary to complete the submission.**

When submitting an abstract or complete panel at the ASC submission website, you should select a single sub-area (1 through 58) in one of 11 broader areas listed below. Please select the area and sub-area most appropriate for your presentation and only submit your abstract once. If there is no relevant sub-area listed, then select only the broader area. If you are submitting an abstract for a roundtable, poster session or author meets critics panel, you only need to select the broader area (i.e., Areas VIII, IX, or X); no sub-area is offered. Your choice of area and sub-area (when appropriate) will be important in determining the panel for your presentation and will assist the program chairs in avoiding time conflicts for panels on similar topics.

Tips for choosing appropriate areas and sub-areas:

Review the entire list before making a selection.

Choose the most appropriate area first and then identify the sub-area that is most relevant to your paper.

The area and sub-area you choose should be based on the aspect of your paper that you would describe as the primary focus of the paper. For example, if your paper deals with the process by which juveniles are transferred to adult court in a particular jurisdiction, you would likely choose Area IV, sub-area 44.

PLEASE NOTE: CLICK ACCEPT & CONTINUE UNTIL THE SUBMISSION IS FINALIZED. *After you have finished entering all required information, you will receive a confirmation email immediately indicating that your submission has been recorded. If you do not receive this confirmation, please contact ASC immediately to resolve the issue.*

For participant instructions, see also http://asc41.com/Annual_Meeting/instruct.html

AREAS AND SUB-AREAS

Area I. Causes of Crime and Criminal Behavior, Charis Kubrin, ckubrin@uci.edu

- | | | |
|--|---|--|
| 1. Convict Criminology | Bryan Sykes | bsykes1@depaul.edu |
| 2. Oppression, Injustice and Inequality | Alexes Harris
Amanda Burgess-Proctor | yharris@u.washington.edu |
| 3. Critical Feminist Perspectives | Geoff Ward | burgessp@oakland.edu |
| 4. Critical Race Perspectives | Carla Shedd | gward@uci.edu |
| 5. Critical Class Perspectives | Elizabeth Griffiths | cs2613@columbia.edu |
| 6. Neighborhood Effects and Urban Change | | elizabeth.griffiths@rutgers.edu |
| 7. Cultural, Disorganization and Anomie Perspectives | Lori Burrington | lburrrin@bgsu.edu |
| 8. Global and International Perspectives | Stephanie DiPietro | dipietros@umsl.edu |
| 9. Routine Activities and Situational Perspectives | Elizabeth Groff | groff@temple.edu |

- | | | |
|--|-------------------|--|
| 10. Rational Choice Perspectives | Marie Tillyer | marie.tillyer@utsa.edu |
| 11. Learning, Control and Strain Perspectives | Lee Ann Slocum | slocuml@umsl.edu |
| 12. Developmental, Integrated and Life Course Perspectives | Abigail Fagan | afagan@fsu.edu |
| 13. Biological, Bio-Social and Psychological Perspectives | Danielle Boisvert | dxb014@shsu.edu |

Area II. Types of Offending and Victimization, Brenda Blackwell, bblackwell@gsu.edu

- | | | |
|--|------------------------|--|
| 14. State and Political Crime | Wenona Rymond-Richmond | wenona@soc.umass.edu |
| 15. Terrorism and Political Violence | Laura Dugan | ldugan@umd.edu |
| 16. Hate Crime and Intergroup Offending | Amy Farrell | am.farrell@neu.edu |
| 17. School Violence, Bullying and Harassment | John Burrow | burrowj@gwm.sc.edu |
| 18. Family and Intimate Partner Abuse | Hillary Potter | hillary.potter@colorado.edu |
| 19. Sex Work/Prostitution and Human Trafficking | Lisa Muftić | lmuftic@gsu.edu |
| 20. Property and Public Order Crimes | Jesenia Pizarro | pizarros@msu.edu |
| 21. Environmental/Green Crime | Carole Gibbs | gibbsca1@msu.edu |
| 22. White Collar, Occupational, Organizational and Corporate Crime | Kristy Holtfreter | kristy.holtfreter@asu.edu |
| 23. Identity Theft and Cyber-Crime | Holly Miller | holly.miller@utsa.edu |
| 24. Global/Transnational Crime | Nancy Morris | nmorris@vcu.edu |
| 25. Organized Crime and Corruption | Rely Vîlcică | rvilcica@temple.edu |
| 26. Violence and Sex Crimes | Jo-Ann Della Guistina | jdellgiustina@bridgew.edu |

Area III. Correlates of Crime and Oppression, Nikki Jones, njones@soc.ucsb.edu

- | | | |
|---|------------------|--|
| 27. Poverty and Structural Inequalities | María Vélez | mvelez@unm.edu |
| 28. Sex, Gender and Sexuality | Carrie Buist | buistc@uncw.edu |
| 29. Race, Ethnicity and Nationality | Jamie Fader | jfader@albany.edu |
| 30. Immigration/Migration | Anthony Peguero | anthony.peguero@vt.edu |
| 31. Age | Lila Kazemian | lkazemian@jjay.cuny.edu |
| 32. Gangs, Peers and Co-offending | Jean McGloin | jmcgloin@umd.edu |
| 33. Substance Use and Abuse | Jorge Chávez | jchavez@bgsu.edu |
| 34. Mental Health | Alice Cepeda | alicecep@usc.edu |
| 35. Weapons | Deanna Wilkinson | wilkinson.110@osu.edu |

Area IV. Criminal Justice Policy and Practice, Ojmarrh Mitchell, omitchell@usf.edu

- | | | |
|---|------------------------|--|
| 36. Challenging Oppressive Justice Policies | Rosemary Barbaret | rbarberet@jjay.cuny.edu |
| 37. Victimization Policy and Prevention | Ráchael Powers | powersr@usf.edu |
| 38. Crime Prevention | Charlotte Gill | cgil19@gmu.edu |
| 39. Policing and Law Enforcement | Sanja Kutnjak Ivkovich | kutnjak@msu.edu |
| 40. Prosecution, Courts and Sentencing | Barbara Koons-Witt | bakoons@mailbox.sc.edu |
| 41. Prisons and Jails | Jennifer Cobbina | cobbina@msu.edu |
| 42. Community Corrections | Gaylene Armstrong | garmstrong@shsu.edu |
| 43. Prisoner Reentry | Johnna Christian | johnnac@newark.rutgers.edu |
| 44. Juvenile Justice System | Judith Ryder | ryderj@stjohns.edu |
| 45. Capital Punishment | Denise Boots | deniseboots@utdallas.edu |

Area V. Perceptions of Crime and Justice, Frankie Bailey, fybailey@albany.edu

46. Political and Social Rhetoric about Crime and Justice Sandra Browning sandra.browning@uc.edu
47. Fear of Crime and Perceived Risk Xia Wang xiawang@asu.edu
48. Media and the Social Construction of Crime Emily Lenning elenning@uncfsu.edu
49. Attitudes about Punishment and Justice Devon Johnson djohns22@gmu.edu

Area VI. Comparative and Historical Perspectives, Janet Stamatel, jstamatel@uky.edu

50. International and Cross-National Comparisons Ekaterina Botchkovar e.botchkovar@neu.edu
51. Historical Comparisons Heather Schoenfeld schoenfeld.25@osu.edu
52. Global/Transnational Crime and Justice Aunshul Rege rege@temple.edu

Area VII. Methodology, Sara Wakefield, sara.wakefield@rutgers.edu

53. Advances in Critical Methodology Kristin Carbone-Lopez carbonelopezk@umsl.edu
54. Advances in Quantitative Methodology Kiminori Nakamura knakamur@umd.edu
55. Advances in Qualitative Methodology Mona Lynch lynchm@uci.edu
56. Advances in Evaluation Research Cynthia Lum clum@gmu.edu
57. Advances in Experimental Methodology Ellen Cohn cohne@fiu.edu
58. Advances in Teaching Methods Sheetal Ranjan ranjans@wpunj.edu

Area VIII. Roundtable Sessions, Christina DeJong, dejongc@msu.edu**Area IX. Poster Sessions** Susan Case, asc@asc41.com**Area X. Author Meets Critics**, Bonnie Berry, berry@anomie.com**Area XI. Professional Development/Students Meet Scholars**, Bianca Bersani,

EDITORS' CORNER

Criminology & Public Policy's Publication Focus

William Bales, Co-Editor

Daniel S. Nagin, Co-Editor

The editorial mission of *Criminology & Public Policy* (CPP) is to strengthen the role of scientific research in the development of criminal justice policy and practice. To meet this objective, we publish studies that give equal emphasis to the policy implications of research findings and the scientific basis for the findings. Most articles use criminological theory and rigorous data analyses to examine an existing policy or practice and then go on to use the empirical findings of the analysis as a basis for providing policymakers with specific and actionable recommendations for either staying the course or altering the policy or practice.

Another approach to harnessing sound scientific research for the purpose of advancing public policy and practice is use of synthetic reviews of the evidence concerning the effectiveness of a public policy (e.g., the crime control effectiveness of long prison sentences) or practice (e.g., problem oriented policing) for making recommendations. Articles that base policy recommendations on reviews of the evidence, either of the conventional type or meta-analyses, have less frequently appeared in CPP than those that make recommendations based on the author(s)' own empirical analysis. The new editors actively encourage literature review-based submissions in addition to analysis-based submissions.

As we noted in our March-April 2013 Editor's Corner commentary (see pages 38-39 in http://www.asc41.com/Criminologist/2013/2013_Mar-Apr_Criminologist.pdf), we are also very interested in expanding CPP to have an international perspective. Broadening the geographical scope of CPP is consistent with ASC's growing international membership. We believe that policy makers and policy oriented researchers from across the world can learn from the experiences of countries other than their own. We thus welcome submissions analyzing policy and practice outside the United States.

We seek interdisciplinary and international papers that address all aspects of criminal justice policy and practice. Some topical areas CPP is particularly interested in, but not to the exclusion of other areas, are the following:

- Policies and practices aimed at reducing mass incarceration and the associated collateral consequences of imprisonment.
 - Effective and innovative police strategies.
 - Community correctional policies, practices, and procedures.
 - Drug offender policies and programs.
 - Reentry initiatives.
 - Victim services.
 - Juvenile justice-specific policies, practices, and programs.
 - Explanations of the drop in reported crime, arrests, and number of juveniles incarcerated.
 - Impact of immigration policies and practices on crime and incarceration rates.
 - Prevention policies and programs (*this topic has received limited attention in CPP*).
 - Criminal justice cost-benefit analyses (*this topic has received almost no attention in CPP*).
-

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POLICY CORNER

A regular column by ASC's Policy Committee.

By Todd R. Clear, ASC Policy Committee Chair

Coming out of Washington, DC, there is good news and bad news.

First, the good news:

The National Institute of Justice's budget possibilities are not as bleak as they might have been. The long-standing threat of transfer of \$5 million in NIJ research funds directly to the National Institute of Standards and Technology has been ended, in effect increasing NIJ's base allocation by that amount. And the 2% Office of Justice Programs set-aside for NIJ-selected research investment remains this year as well, adding another \$13 million. Just as important, the range of grant programs to which this money can be applied has also expanded, offering welcome flexibility to the NIJ leadership and advisory board in allocation of funding priorities. Slowly, but surely, the ability of NIJ to direct a more substantial program of research funding in crime and justice is growing.

But there is bad news:

As I write, the government is shut down. Using some excess funds, NIJ and BJS were able to keep their doors open for a few extra days, but the offices closed at EOB on October 4. All activities of these research organizations were to be handled by a director and emergency staff member. Web sites shut down. Contracted work ceased, including an end to federal pay for some consultants, graduate students, and special contractual services. While many administrators have been making heroic efforts to move federally funded staff to other pay sources and onto other projects, there are certainly a number of justice people outside the main federal bureaucracy who will no longer be paid. The short term story is pretty depressing, but the long terms story of the shutdown remains to be told.

I hope that by the time this column is published, the shutdown will be ended and the damage will be minimal.

Finally a personal note. This is my final policy column; the next round of reports about policy matters will be coming from Laura Dugan. I wish her well.

Old Dominion University
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Faculty within the Department of Sociology and Criminal Justice at Old Dominion University have made significant contributions to our collective understanding of crime and criminal justice over the past 40 years through the publication of research findings, journal articles, textbooks, and professional presentations across the globe. Members of the faculty have distinguished themselves as nationally and internationally known scholars, mentors and teachers. In addition, the Department is home to the International State Crime Research Center and the Center for Family Violence Education and Research, the Institute for Community Justice, and the Center for the Study of Work. Since the 1970s the Department has become one of the largest Departments in the University's College of Arts and Letters and our faculty and students are increasingly being recognized nationally and internationally.

This PhD program will produce scholars with strong backgrounds in criminology and criminal justice theory, research methods, statistics, and critical thinking skills. All graduates will be prepared as scholars, able to conduct research, teach college and university courses in their areas of specialization, and provide service to the discipline.

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TEACHING TIPS COLUMN

Edited by Charisse T. M. Coston

University of North Carolina at Charlotte (ccoston@uncc.edu)

The peer reviewed Teaching Tips column is geared toward sharing ideas that will help improve teaching in both undergraduate and graduate level criminology and criminal justice courses. Submissions should be between 500 and 1,000 words. Tips can consist of:

- Pedagogical or curriculum resources (e.g., helpful books, websites, agencies)
- In-class, small group exercises
- Ideas for stimulating and leading discussion on difficult, challenging, or controversial topics
- Innovative teaching techniques (e.g., using music, videos, clickers, television dramas, or newspapers in the classroom)
- Examples of service learning, experiential learning, or problem-based learning activities
- Examples of writing assignments that help students understand theories, concepts, and/or processes related to the field
- Tips for making teaching more manageable and enjoyable (e.g., time savers, topics that generate discussion, ways for engaging students)

Please send submissions for “Teaching Tips” to Charisse T.M. Coston at ccoston@uncc.edu.

Thanks – Charisse T.M. Coston, Chair; Natasha M. Ganem, Kristi Holsinger, Christopher Lyons, Stephen L. Muzzatti, and Heather L. Scheuerman, Members, ASC Teaching Committee.

**Teaching Tip I:
ACADEMIC-PRACTITIONER PARTNERSHIPS
in an MACJ CURRICULUM¹**

**Jennifer M. Balboni, Curry College, Milton MA²
Rebecca A. Paynich, Curry College, Milton MA³**

Each year, at the Annual Meetings of the ASC and ACJS, there are numerous panels on the topic of bridging disconnect between research and practice. Indeed, in the last fifteen years, this gap appears to be narrowing, particularly with federal and state government mandates pushing for more evidence-based practice not only in justice agencies, but in other disciplines as well. As Directors of the Master of Arts in Criminal Justice (MACJ) program at Curry College, we endeavored a few years ago to integrate this philosophy into our program. We worked with our faculty to revise our curriculum, not only to update it topically to reflect the changes in the field, but also to integrate a problem solving approach that allowed MACJ candidates to engage in relevant research with a community agency.

We had three overarching learning objectives for our students (most of whom are full time practitioners in law enforcement or corrections): to learn both how to execute and interpret research, and to understand the relevance of such research in the field of criminal justice. To do this, we redesigned our program into a 21 month cohort model with a group project that is tied directly to the final three courses. Students take foundational courses in policy, criminology, research methods, and data analysis (among others) during the first year and a half of study. At the beginning of their second year of study, students begin work with a partner agency (under faculty supervision) to study and problem-solve around a particular criminal justice issue. They continue taking elective courses that are project-specific, designed to delve into a particular criminal justice issue with some depth. Meanwhile, the students begin to plan the research design, as well as work through Institutional Review Board considerations. Students then divide into teams for the applied research (for instance: quantitative, qualitative, resource allocation, or community organization teams, depending on the project's specific needs) to organize the work tasks.

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This May, the first two cohorts of students presented their work on two different projects. The first cohort of 18 students partnered with a large metropolitan police department to thoroughly analyze three years of burglary data in one neighborhood that had a longstanding problem with breaking and entering. The students applied their quantitative skills (learned in the data analysis course) in coding and inputting data (including the arduous task of cleaning the data) and geocoding the data utilizing ArcGIS (learned in a crime mapping course). Students then completed a thorough spatial and statistical analysis of the burglary problem. The students followed up on this work by employing a Crime Prevention through Environmental Design (CPTED) analysis (see Zahm, 2007), observing hotspot and non-hotspot areas, and recording and coding the observation data for analysis. This piece of the research was particularly fascinating, as they were able to understand the meaning of place in situational crime prevention and problem solve around issues of environmental design. In addition, students presented their findings at community meetings, making suggestions to community residents about how to reduce the likelihood of victimization, based upon the patterns in the data. Their “aha” moment came from having an intimate understanding of the problem and being able to communicate recommendations to community stakeholders. Students reported that they felt had a role in potentially reducing crime in the community.

For the second project, the cohort (also 18 students) executed a process and outcome evaluation of a drug court. Like the first project, students self-selected (with faculty oversight) into different work groups (quantitative, interview, or community resource teams) based upon their strengths. In a triangulated research design, students employed their qualitative and quantitative research skills (acquired in the research methods and data analysis courses) to create and analyze datasets, interview practitioners and code subsequent themes, and identify resources and sustainability strategies. The process evaluation for most students provided the “aha” moment in that they witnessed first-hand the strong inter-agency collaboration and “therapeutic jurisprudence” model (Fulkerson, 2009; Lessenger and Roper, 2010). This qualitative piece helped students to explain what the quantitative data revealed—specifically, why the drug court graduates had reduced rates of recidivism compared to a sample of similarly-situated matched offenders. Based on these analyses, the cohort made policy recommendations, which were well received and acted upon by the stakeholders.

With 18 students working on applied research, project management required front-end planning. Although the individual teams often met on their own to discuss the research progress, the entire cohort met frequently to update one another and solicit feedback from the other teams. For instance, the quantitative team had to explain to the other teams why they chose to employ a particular definition of recidivism or why certain parameters were employed, and their classmates would give feedback on whether they thought the research decisions were well grounded.

One of the more challenging pieces to implement was finding a balance in assessing students on both the group outcome as well as on their individual contributions. Frequently, students submit their individual pieces (for example, quantitative analyses or interview transcripts) to both their team leader and to the faculty member. This way, faculty supervisors had a record of individual contributions prior to the edited group work. Team leaders were tasked with submitting weekly logs that detailed both group and individual work, and peer review was incorporated into the assessment scheme. Some assignments were driven by the projects (for instance, geo-coding a dataset or summarizing interview notes), but other assignments incorporated reflective student analysis, designed to challenge the student to identify strengths and weaknesses in the research design, make comparisons to the literature, and elaborate on their learning journey. Finally, despite the initial division of labor, the recommendations and discussion of both of the final reports were written by the entire cohort in an effort to facilitate integration of the different pieces.

This model was designed to provide our students an opportunity to engage in meaningful criminal justice research, while simultaneously providing relevant analysis to an agency in the community. Students finished the cohort not only with an appreciation of the complexity and potential of research, but also with a sense of empowerment that they had a positive impact on the community. Overwhelmingly, our students have reported that they believe they’ve become more reflective practitioners in the process.

Recommendations:

- Implement a cohort model. The sequenced and shared curriculum allows for a structure that is ideal for group project work.
- Reserve time and resources to network with potential collaborating agencies. Alumni and faculty can be great resources for these contacts.
- Develop a project charter and timeline with the partnering agency so that roles and responsibilities are clear.
- Hold regular meetings (once or twice per semester) for faculty teaching in the program to discuss student or project issues.
- Consider and plan around the students’ professional experiences in the context of the research. Because some students work in these communities, they may have role conflict with different team tasks.
- Prepare the students to expect that the project needs will not always follow clear semester timelines and that applied research requires flexibility.

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TEACHING TIP II COLORING OUTSIDE THE LINES Using Imagery to Teach Criminal Justice and Criminology

Michael Bush, Northern Kentucky University¹

Introduction

The use of imagery in recent years has been repositioned both culturally and academically to represent the central element for presenting ideas and information (Britsch, 2012). Cultural examples include the endless stream of advertisements and, academically, faculty use images to introduce lessons, topics, activities, or units and also ask students to generate images in various ways. The following assignments are examples of fun and innovative exercises that use imagery to teach criminal justice and criminology. I have used these pedagogical tools since 2007 with much success and have done so in a variety of classes with a variety of topics. For example, I have used these exercises in introduction to criminal justice classes as well as classes about policing, courts, corrections, juvenile justice, ethics, media, and historical aspects of criminal justice. I have also used these activities to discuss issues related to ethics and diversity in criminal justice, rural crime, policing, victimization, and bullying. These assignments can be used for both undergraduate and graduate students and have been very effective at generating class discussion and student engagement.

These activities are designed to facilitate learning in a variety of ways. They assist students in developing alternative methods for expression and analyses; they promote self-reflection and critical examination; and help students develop a better understanding of multiple perspectives, conceptualization, and social construction and how these processes shape various issues related to crime and criminal justice. In the original version of this exercise, students were asked to draw pictures by hand. However, research suggests that college students are better at consuming visual literacy than they are at producing it (McTigue & Flowers, 2011). In my experiences, students typically are much less apprehensive about searching for images than drawing them – although this can depend on the class or the students themselves. Thus, the exercise has evolved over time from a Hand-Drawn Picture Activity to a Google Image Search. Information about each assignment is included below.

Hand-Drawn Picture Activity

The Hand-Drawn Picture Activity is designed as an in-class activity to be completed by each student. First, students are asked to close their eyes and are given a specific topic or scenario to think about. For example, you may ask them to think about a victim, an offender, a police officer, or a crime scene. Next, students are asked to open their eyes and draw the images from their minds – to the best of their ability. Some students take advantage of the crayons, colored pencils, or markers that I bring to class and others prefer to use their own pens or pencils. A few volunteers then place their images on the document camera at the front of the room so the whole class can view the image, and so each student can explain what his or her drawing is attempting to convey. As more students share their drawings and explanations, other students feel comfortable sharing and this leads to student engagement through discussion.

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The first time I attempted this activity I asked students to close their eyes and think about a bullying scenario – one they either experienced directly or one they observed. I encouraged them to think about the bully, the victim, and any other details they could imagine. After a couple of minutes, I asked them to open their eyes and do their best to capture that image on paper. Next, I asked for volunteers to share their pictures. One student explained that the bully was drawn much larger, but this did not necessarily mean the bully was physically larger – it was meant to indicate the bully had a dominant personality over the victim. Several other students drew bullying scenarios with people watching, which led to discussions about the public nature of bullying, why the public element is significant, and the various participant roles in bullying situations.

People tend to think in images and drawing pictures provides an opportunity for students to express their opinions and feelings about an issue, which they can do through colors, shapes, lines, and space. This creates generous amounts of discussion as images and thought are intertwined (Özsoy, 2012). Furthermore, student-generated images promote reflective thought about concepts and situations and also help students project about how they might react in the future. The images and their explanations are powerful for all learners as students are able to see and hear multiple perspectives and (sometimes) empathize with these other perspectives. This era of students is considered multimodal and learners are increasingly adapting to a world that is dependent on visual literacy, especially for communicating instantly and universally (Metros, 2008). In addition, research in cognitive science suggests that learners prefer visual displays of information to verbal descriptions of information (see Hicks and Essigner, 1991).

Typically, I do not assess the in-class portion of the hand-drawn activity as students become apprehensive at the thought of their images being graded. An exception might be for participation points. Rather, this exercise is used primarily to provide an alternative outlet for creative expression, to assist in the bonding experience among students, and to generate class discussion and reflective thinking about a particular topic. Creating these bonding opportunities is important for larger classes so that more students feel comfortable contributing to class discussions. Smaller groups of students have an easier time bonding because there is less room to “hide” in class. Students feel more comfortable sharing in smaller groups before having a larger class discussion. Many of them see that other students hold similar perspectives and also discover they are able to discuss the similarities and differences in their peers’ perspectives.

Visual learners especially enjoy this activity as well as students who would rather not express themselves in writing. I usually try to complete this activity early in the semester so that students will bond more closely. The activity serves as a good ice-breaker or as a good method to introduce a new topic or unit. Students become eager to participate in class discussions and benefit from hearing the perspectives and experiences of their classmates. Furthermore, after completing this exercise in class, students are usually more willing and confident to participate in later class discussions and activities.

After the in-class activity, students complete a reflective essay about this activity and discuss what shaped their perspective about the topic before this activity, if the activity influenced their perspective in any way, and their thoughts about learning from this method. Student reactions to drawing in class were mixed at best, which led me to create an alternative method for using images in learning – the Google Image Search.

Google Image Search

The Google Image Search assignment is designed as an out-of-class activity for each student to complete, with a group component that can be added. First, students are assigned a concept for investigation. This activity is usually done with 35-45 students; therefore, either all students are given the same concept as an individual assignment or students are divided into groups and each group is assigned a different concept. The group component is used only with the smaller classes and students are divided into five groups with seven students each. Each student completes the assignment and then participates in the group component during class. Most of my classes contain a group component and groups are assigned in various ways depending on the class – from a pre-test, quiz, or through random assignment.

After receiving the assigned concept(s), students are instructed to visit www.google.com and to click on the “Images” tab in the top left area of the Google home page. Students are then instructed to type their assigned concept into the search bar, hit enter, and analyze the images that are displayed. After viewing the images, students must choose the image that best represents their conceptualization of their assigned concept. They must also complete a reflective essay that describes any similarities and differences among the images they observed, discusses any images they were surprised to see either included or excluded, and explain why they chose the image they selected and how, or why, it represents their conceptualization.

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As an individual assignment, students are instructed to complete and submit their essays and then we usually have a group discussion about their choices. On one occasion, students brought a copy of their image of a police officer and we constructed a collage in the classroom. This led to a discussion about the various roles and functions of police officers and a subsequent discussion about the advantages and disadvantages of police officers being conceptualized as either crime-fighters or social workers. Students began to see how the crime-fighter image dominates the face of policing even though most of their activities relate more to social work or order maintenance. Students report that seeing the images and listening to their explanations helps them to better understand multiple perspectives. They are also able to see how dominant perceptions lead to social constructions of reality that might be misleading.

For the group component, students first complete the assignment in the same manner as described in the individual assignment – perform a Google Image Search; analyze the images resulting from that search; choose an image that best represents their conceptualization of their group's assigned concept; write up an explanation to submit for individual grading. Back in class, students discuss their images with their group members and must decide on an image to represent the group's conceptualization of their assigned topic. Then each group shares their image with the class and explains why they chose the image they selected. Groups also explain whether the group achieved a consensus or if there was some disagreement about the group choice.

In one example, group one was assigned crime; group two was assigned criminal; group three was assigned victim; group four was assigned justice; and group five was assigned punishment. Most of the students managed to choose different images for their conceptualizations, which led to some interesting discussions. For example, group two had six students and two of those students chose an image of handcuffs to represent the concept criminal. When they were asked why they chose that particular image for their group's representation, it was revealed that the only reason was because two of the six had selected it as their individual image. Other students in the class asked why there was no consideration for the other images or for other criteria before their selection. This led to an interesting discussion about individual and group conceptualization, the process of social construction, and how/when/why people compromise some of their individuality to function in a group.

In addition, group five commented about the lack of diversity in the displayed images for their assigned concept of punishment. Many of the images appeared very punitive in nature and did not seem to represent the various philosophies of punishment (i.e., deterrence, rehabilitation, retribution, and incapacitation) that are typically discussed in criminal justice courses. This led to further discussion about broad and limited conceptualizations, diversity in perspective and experience, and how information and its delivery influences perceptions. As with the hand-drawn activity, the group component is not typically assessed and is primarily meant to generate reflective thinking and class discussion. Students submit their individual essays for assessment. Students have responded very positively to these activities, although they have responded more positively to the Google Image Search assignment than they have to the Hand-Drawn Activity.

Conclusion

The use of imagery for presenting ideas and processing information has become more prevalent in both society and education. The pedagogical examples described above have been used with numerous topics in a variety of classes, and have been used successfully for quite some time. The use of imagery in teaching is very effective for generating class discussion and student engagement. As an individual assignment students can submit their images along with an essay; however, the group component, or at least the group discussion, adds to the breadth and depth of these activities.

The underlying power of these activities comes from their ability to generate reflective thinking and class discussion. In addition to teaching specific content, these exercises also provide students with opportunities to discuss multiple perspectives, conceptualization, and social construction and how each of these processes relates to individual and collective understanding about crime and criminal justice.

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The Richard Block Award For Outstanding Thesis or Dissertation Research

To honor the scholarly achievements of Richard Block as well as his role as co-founder of the Homicide Research Working Group, the membership has established a \$500 thesis award and a \$500 dissertation award for the outstanding thesis or dissertation with a focus on homicide and/or lethal violence. An additional \$500 is provided to help cover expenses for the presentation at the HRWG meeting.

Eligibility for both awards include

- The thesis or dissertation must have been completed during the twelve months preceding the application deadline.
- The winners of the thesis or dissertation award agree to present their research at an annual meeting of the Homicide Research Working Group.
- Application material must include the name and address of the applicant, a copy of the thesis or dissertation, and a cover letter from the supervising faculty member indicating that the thesis is part of the an accredited program leading to the graduate degree and the thesis or dissertation has been approved for the degree.
- The awards will be given annually if eligible and worthy candidates are available and chosen. There will be deemed no obligation on the part of the Homicide Research Working Group to issue these awards every year.
- The application deadline for the 2014 awards is March 1, 2014. Winners will be announced by April 15, 2014.
- Applications for either award should be sent to Marc Riedel, Chair, HRWG Awards Committee, Sociology and Criminal Justice, Southeastern Louisiana University, Hammond, LA 70402.

KEYS TO SUCCESS FOR EARLY SCHOLARS

Farewell and Hello

My dear fellow ASC members, I am writing this short missive to tell you that, after 20 years as the ASC Mentoring Program administrator, I am turning over the reins. The program is now in the most capable hands of Fawn Ngo.

In 1993, then-student member and now-professor Everette Penn requested of the ASC Student Affairs Committee, of which I was a member, that we develop a mentoring program for minority members of the ASC. I took Everette's idea and broadened it to create a mentoring program for students that matched all students' needs. Not only do we have mentors designated by race, they are also sorted by gender, nationality, age (optional), and areas of specialization.

The mentoring program operated in this fashion for many years until we made recent changes to include early scholars as mentees. So now the program is open to not only ASC students but also criminologists who are early in their career.

Please check out the site by going to the ASC homepage and finding the mentoring program. Or go to: asc41.com/mentoring/locx/mentor.asp

But now, my friends, I leave you to a fresher mentor, Professor Ngo. She has served with me on the mentoring committee and so already knows the ropes. She is efficient, way smarter than me, and one of the nicest people I know. As of now, please refer your queries to her at: fawnngo@sar.usf.edu

It has been a pleasure of the highest order to serve you and the ASC in this important task. Indeed, it has been a privilege.

Bonnie Berry, PhD, Director, Social Problems Research Group

DOCTORAL STUDENT FORUM

Submissions of future "Doctoral Student Forum" columns are encouraged.

Please contact Bianca Bersani: bianca.bersani@umb.edu (Chair of the Student Affairs Committee).

GOING THE DISTANCE:

Boxing Lessons from the IRB on Conducting Research with Special Populations

Holli Vah Seliskar, Kaplan University and Kent State University¹

As doctoral students, we are encouraged to conduct research throughout our academic careers for our dissertation, for pilot research as part of a larger study, or for collaborative research with peers or professors. When given the opportunity to conduct research, take it—however; be informed of and prepared for the sometimes daunting tasks of meeting the requirements of your institution's Ethics Board or Institutional Review Board [IRB]. Though the approval process by an IRB can be challenging, it will simultaneously provide the researcher with incredible insight into the process of research. It will help you to understand the importance of maintaining the safety of research participants while ensuring the integrity of any research endeavor. Consider the IRB as a "firm but fair" boxing coach, who requires the boxer to train harder and gain greater focus, who demands diligence and precision, and who motivates and encourages, particularly when providing constructive criticism to the "trainee" (or novice researcher in this case). The IRB review process is an opportunity to polish your research design, and to ensure you have completed the necessary steps in conducting a research study.

In this essay, I share some of my experiences with and steps involved in conducting research in schools with minors; however many of these ideas generalize to other research areas, particularly those projects involving special populations. As a best practice, allow ample time for the IRB review process, which may include having to attend IRB meetings and make subsequent revisions to your IRB application. Keep in mind that the IRB is an advocate, not a competitor; they are trying to ensure your research design is ethical and will cause "no harm" to participants. Rise to the challenge! It will make your dissertation research (and any future research endeavors) that much stronger!

Bout 1: Personal issues may arise. Remember to expect the unexpected. You may experience a change in employment, your family may have a baby or move to a new location, you may decide to change doctoral advisors or specializations, or you may have another unforeseen experience happen while completing the IRB application process. This may require modification to your application, or may affect the review process itself. Any change in affiliation or personnel on the application will require a revision and will extend the time your application is under consideration. A boxer might get a bloody nose, but the bleeding can be stopped.

Bout 2: Be prepared. Begin by completing your institution's Collaborative Institutional Training Initiative [CITI] Course on Social and Behavioral Research or Biomedical Research. The CITI Program provides education on ethics, and is required for all researchers who are conducting research with human participants. You will need to have completed the CITI training prior to submitting your IRB application, as the certificate of completion will be a required appendix in your IRB application. The CITI training will need to be completed every three years; however, be sure to check with your own institution to ensure their policy does not require a different timeframe. Keep in mind there are many research ethics training programs available. Be sure to know which one your IRB requires. Having completed the CITI training, you are now equipped with new knowledge. Examine your research design to ensure it does not jeopardize the safety or confidentiality of your research participants.

Also, be sure to complete both state and federal background checks. If your research is taking you into a school, a correctional facility, or across state lines, you will need to have both your federal and state background checks. The cost for both background checks is typically under \$60.00.

A vital step before submitting your application to the IRB is to obtain approval from the research site where you will conduct your research. Sometimes the research site will require you to wait until you are near final IRB approval; however, the research site's administrator or director may be willing to write a preliminary approval letter with contingencies included within the letter.

Bout 3: Submit your IRB application to your professor or advisor for their review and feedback. At most institutions you will be required to submit an application, interview or survey questions, consent forms, assent forms², letters of contingent approval from the school (if one can be obtained in this early stage), and use of audio/video consent forms. If you need assistance with obtaining any of these forms, be sure to reach out to someone at your institution's IRB, as they will likely be very helpful to ensure you have all of the required documentation and forms your project requires. Many times, the IRB will provide you with templates of required forms you can modify to your own project. Be sure to ask for these templates, or try finding a sample template online if your IRB does not provide these templates.

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Have your doctoral advisor or professor review these documents, and provide feedback prior to submitting your application with the attached documents to an IRB. This may eliminate the necessity for some of the revisions that might be required as the proposal progresses through the IRB review process. Continue to work with your professor or advisor to revise your proposal until you can confidently submit the proposed study ensuring it causes “no harm.” You may also consider obtaining feedback and advice from other trusted criminologists (see the “Mentoring” essay in the 2013 July/August issue of *the Criminologist*).

Bout 4: Submit your IRB application. Because many of the board members on the IRB will not be familiar with your research area, it is imperative that your application be clear and concise, and the terminology within the application simple, straightforward, and without discipline-specific language that may be confusing or misunderstood by the IRB Committee. Simplicity and clarity are essential here.

Bout 5: Expect to make revisions or major modifications. Having your research project approved takes time and effort; therefore, expect to make changes. Utilize your resources throughout the process and seek advice from your advisor or other faculty when interpreting and attending to requested proposal modifications. Expect to get knocked down once or twice as it pertains to the IRB requesting clarification or revision of your IRB application. Remember, the best boxers have trained hard and built up their endurance.

Bout 6: Submit your IRB revisions. Even after careful revisions and ensuring you meet the requests made by the IRB, you will likely have additional revisions to make, as some institutions have “revolving” and ever-changing board members as reviewers, which may affect the revisions previously made on the initial IRB application. While most members of the IRB Committee are asked to serve for one to two years, service is voluntarily, and membership or the IRB facilitator can change from month to month at some institutions. Ultimately, the composition of the IRB Committee may be helpful to researchers, as it balances the differences of its members and minimizes possible biases. In some instances, scholars with expert knowledge in your area of research interest may also be asked to review the proposal.

Though this IRB review process may appear frustrating, keep in mind the IRB would like your project to be approved just as much as you would; however, the IRB is charged by Federal Statute (45CFR46) and the *Common Rule* with safeguarding the safety, privacy, and confidentiality of participants to ensure harm/risk is minimized. This overarching safeguard at all stages of the IRB review process is absolutely necessary to ensure “no harm.” Stay focused on creating a solid research design, and ensuring safeguards are met within the proposed study, as this will benefit you as the researcher as well as your research participants.

Bout 7: Be prepared to attend the IRB meeting. Know your research goals and purposes well in preparation for the IRB Meeting. Make room in your schedule, and inform your employer of the possibility of having to attend an IRB meeting. When conducting research with special populations, the IRB Committee will often request that the researcher attends a meeting to answer questions, or to provide additional information on the proposed study. If you cannot attend, ask if a teleconference is possible; it is not the ideal meeting, but it can make the difference between getting your project approved versus being rejected. Keep in mind that someone will have to physically represent your research project if you cannot attend. Consider whether there is someone who is able to represent you and your research. The IRB has an important job to do, and they need to ensure that your research is conducted in the best interests of the research participants you will be working with.

The IRB also wants to make sure you are *going to do what you say you are going to do* within your research proposal. Expect a lot of questions from each of the committee members. Be prepared to answer questions about the details of your research in order to ensure the IRB Committee is confident that you are capable and willing to complete your research as proposed.

Create a clear and concise handout for the IRB meeting that summarizes the purposes and research design of the proposed study. If your contact person at the IRB states that twenty copies of your handouts are enough, make thirty copies. Communicate with your advisory committee, and ask if one or all of them can attend the meeting. Your advisory committee’s support will be invaluable, just as having a renowned boxing coach such as Emanuel Steward or Freddie Roach in your corner would be.

Bout 8: Submit a new application if the IRB requests one. Even if the IRB states your project has been rejected, and they wish for you to complete a new application on the same project, do it, as this means they are willing to work with you, and assist you in getting your project approved. Get back up after getting knocked down.

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Bout 9: Obtain final IRB approval or research site approval. After revisions and attending a meeting or two, you likely will be near approval. Expect contingencies on the project, such as needing final school approval. Keep in mind your project may have changed somewhat from its inception; therefore, you will need to ensure the research site's administrator or site director is aware of and approves of these changes to your proposed study. Although you may have obtained preliminary approval from the research site, you will need to obtain an official approval for the final project. More often than not, your institution's IRB will ask that school approval be obtained prior to their final approval, and vice versa. Inform both the school and the IRB that approval is requested by both parties, and it is likely each will understand this minor predicament. A cut above the eye can be stopped with compression, a cold iron, and some petroleum jelly.

Bout 10: Create a cover letter for research participants as your project nears IRB acceptance. Once your project is near approval from both the IRB and the research site, you will likely be asked to create a cover letter for participants or for parents or guardians if you will be conducting research with minors. Be sure to check with the site administrator or director, as the administrator may want you to include material within the cover letter. If your research site is a school that has bilingual, ELL or ESL students, you will likely be asked to create a cover letter in both English and another language. Google Docs offers translation in numerous languages. Simply create the cover letter in English, and copy and paste into Google Docs. You may also be asked to create informed consent forms, assent forms, and audio/video consent forms in numerous languages; Google Docs can be used to translate these forms as well (see *Bout 3*.) Almost there—rinse, spit, and get back in the ring.

Bout 11: Research is approved by the IRB. Now that your research has been approved, you will want to send out parental consent forms and assent forms to the school prior to your arrival (if possible), in order to have these forms on file when you arrive. This is especially helpful if you are limited in the amount of time you can spend at the school. Be sure to start thinking about dates that you can go to the site, being ever mindful of the administrator's busy schedule. Communicate regularly with your contact person at the research site, and continue to offer your gratitude for allowing you to enter their site.

Most schools have a “no gift policy”, which will ultimately save you a step in getting your project approved, as IRB Committees are typically not “boxing fans” of providing any sort of compensation to research participants, not even a pizza party. Save the pizza party for yourself after you find out your project has been approved, and you are on your way to present or publish!

Though the IRB process is difficult, challenging, and time consuming, you can emerge as a winner. Similar to a boxing match, focusing on ensuring safety, remaining steadfast and determined, ensuring strength in design, and maintaining an unyielding perseverance throughout the IRB review process will best prepare you for a unanimous IRB approval decision.

References

U. S. Department of Health & Human Services. (2009, January). *Code of federal regulations, Title 45, Public Welfare, Department of Health and Human Services, part 46, protection of human subjects*. Retrieved from <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html#subparta>

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²When conducting research with minors, both consent forms (by the parent or guardian) and assent forms (by the minor) are required.

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COLLABORATION CORNER: **News and Notes about Research Collaborations**

*Please send your research collaboration news to Carolyn Rebecca Block
crblock@rcn.com.*

Lessons Learned about Research Partnerships

For a discussion by practitioners and academic researchers about the benefits and challenges of a recent four-year research partnership, take a look at the September issue of the *NIJ Journal* (no. 272, pages 47-52). Written by Bethany Backes and Melissa Rorie of NIJ, the article contains feedback from Assistant Chief Michel Moore of the Los Angeles Police Department, Captain Tom Zuniga (Ret.) of the Los Angeles County Sheriff's Department, Cassia Spohn of Arizona State University, and Katharine Tellis of California State University, Los Angeles, about a study that examined the processing and prosecutorial outcomes of sexual assault cases, focusing specifically on case attrition, unfounded cases and cases cleared by exceptional means. The collaborators agreed that working together was not always easy, but was "incredibly helpful in obtaining information to advance our understanding of sexual assault reporting, investigation and processing and to improve agency practices."

As an added attraction, a sidebar to this article (page 48) contains a concise overview of Researcher-Practitioner Partnerships, including several references.

To access the *NIJ Journal* article, see: <https://ncjrs.gov/pdffiles1/nij/241925.pdf>. For the sidebar on Researcher-Practitioner Partnerships, see: <http://nij.gov/nij/journals/272/research-practitioner-partnerships.htm>. For the original collaborative study, see: Spohn, Cassia, and Katharine Tellis (2012). "Policing and Prosecuting Sexual Assault in Los Angeles City and County: A Collaborative Study in Partnership with the Los Angeles Police Department, the Los Angeles County Sheriff's Department, and the Los Angeles County District Attorney's Office," (pdf, 535 pages), Final report to the National Institute of Justice, award number 2009-WG-BX-0009, February 2012, NCJ 237582.

Did you Know?

A partnership of the National Conference of State Legislatures' (NSCL) Criminal Justice Program, Denver, Colorado, and the Public Safety Performance Project (PSPP) of the Pew Charitable Trusts, Washington, D.C., is designed to "respond to the challenges faced by states as they consider sentencing and corrections policies in the criminal and juvenile justice systems that both manage state spending and protect the public." Since 2006, PSPP provides "expert, nonpartisan technical assistance to states to help achieve better returns on their public safety investments." The partnership has produced many informational videos and reports, on corrections, sentencing and pretrial release. An easy-to-use web site provides access to these products, and to materials such as current state and federal legislation, and a comprehensive list of state documents. In addition, NCSL has partnered with the Public Welfare Foundation to provide information to state legislatures on issues related to prisoner reentry and policies that affect successful transition into the community, including offender employment opportunities. For more information, see: <http://www.ncsl.org/issues-research/justice/ncsl-criminal-justice-program-partners.aspx#PSPP>.

The Dunn County (Wisconsin) Criminal Justice Collaboration Council (DCCJCC) celebrated its five-year anniversary on September 12, 2013. In this relatively short time, the DCCJCC have seen many collaborative innovations:

- Restorative Justice was implemented in the juvenile justice system,
- Teen Court was established,
- A truancy program is now operational,
- The successful jail garden is continuing
- Standardized risk and needs assessments are used to screen participants in the criminal justice system,
- Treatment services for criminal justice participants are now matched to their individual and specific criminogenic needs,
- A project on co-occurring disorders for substance abuse and mental health was established and continues to make improvements for many of those in the criminal justice system,
- A criminal justice coordinator position was developed and is under the auspices of the county manager,
- Re-entry services for participants being released from jail and entering the community are being developed,
- Resources and services in the community who treat participants involved in the criminal justice system are examining methods to evaluate the programs to ensure evidence-based practices are being used,
- The highly successful Dunn County Diversion Court program continues to be an effective problem solving court.

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For more information, see: <http://cjcc.mydunncounty.org/2013/09/5-year-anniversary-for-dccjcc-and-dunn-county-diversion-court/>

Congratulations to the DCCJCC! May you continue to see progress and improvement in the years to come.

The Center for Evidence-Based Policy Symposium will take place June 23-24, 2014 at George Mason University, Arlington Campus. The Symposium gathers practitioners and academics to share information about translating research results into practice. For the agenda of the 2013 Symposium, see: <http://cebcp.org/cebcp-sipr-joint-symposium/>.

Have you Seen?

The article, “Are There Managerial Practices Associated with the Outcomes of an Interagency Service Delivery Collaboration? Evidence from British Crime and Disorder Reduction Partnerships,” by Steven Kelman, Sounman Hong and Irwin Turbitt, published in the *Journal of Public Administration Research and Theory* (volume 23, issue 3, pages 609-630), finds that, “that there *are* management practices associated with greater success at reducing crime, but only if applied under background circumstances favorable to collaboration.”

Conducting research with Indigenous people and communities, written by Judy Putt for the Indigenous Justice Clearinghouse, discusses principles of ethical conduct and good practice in research with Indigenous peoples. Building on evidence from around the world but focused on Australia and New Zealand, the paper discusses the benefits of participatory and collaborative research. For a copy of the report, see: <http://www.indigenousjustice.gov.au/briefs/brief015.pdf>.

For background information, see:

Edwards K, Lund C, Mitchell S and Anderson A (2008). Trust the process: community-based researcher partnerships.

Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health 6(2): 186-199.

THOUGHTS ABOUT BOOKS

Occasional Essays Inspired by Provocative Reading

We welcome suggestions for future issues. Please contact Carolyn Rebecca Block, crblock@rcn.com.

GANG LIFE IN TWO CITIES: AN INSIDER'S JOURNEY

by Robert J. Durán (*Columbia University Press, 2013*)

Ed A. Muñoz, University of Utah¹

"I'm a coconut?" "I don't know what you mean?" was my response to barrio tough guy Domingo Sanchez's assessment of my character. He had called me out to the alley after school one day early in the fall semester of seventh grade, my first year in junior high. I agreed on the condition that it was just him and me to which he agreed.

"Well you're in student council and chorus and get good grades." "You want to be white, but you're Mexican," Domingo clarified for me.

"Huh? I didn't know that you had to be white to do this," I replied. "Well, I'm going to keep doing this 'cause I like doing it, and if you want to fight about it then I guess that's what we'll do."

Well we never ended up fighting much to my desire, because I was scared beyond belief due to Domingo's reputation as a great street-fighter and an eighth grader! Don't really know why Domingo never started in on me. Maybe 'cause I stood up to him, maybe 'cause after sizing me up, and realizing I was pretty good size in comparison to him, he might not win and then his rep would go down the drain? Being beat up by a preppy coconut?

I sometimes wonder what would have happened to me if this memorable confrontation would have gone the other way. Would I be where I'm at today, a university professor? Never in my wildest dreams would I have thunk it.

I often use this example with my students when I talk about issues of identity, assimilation, class conflict, deviant peers, resilience, or many of the similar phenomena that Robert J. Durán discusses in his book *Gang Life in Two Cities: An Insider's Journey*. I must admit I was a bit uneasy accepting this invitation as a contributor to "Thoughts about Books." Gang research is not my area of expertise, and great, I thought, another book on Latina/o gangs. My attitude changed quickly as I soon realized that Durán's work was different from most I am familiar with, and moreover, had the chance to read.

First, I identified with Dr. Duran's insider status, as I was born and raised in the rural Nebraska panhandle, an area not typically recognized for its generational Mexicanidad (Mexican ancestral ties), nor as a hotbed for formal gang activity even though its history of colonial relationships (Matthiessen 1983; Mirandé 1987; Muñoz & Freng 2007). I found myself in Dr. Duran's shoes as he described growing up in Ogden, Utah, an emergent gang city and one of his ethnographic sites. The close proximity of his second research site, traditional gang city Denver, to my hometown in western Nebraska reinforced my empathy, as years of local news media, friends and family comments, and research about gangs was all too familiar.

Second, I found myself reflecting that this comparative ethnography could someday be considered a classic along the lines of the early Chicago School studies, because of its theoretical and methodological sophistication. Effective personal narratives in the essence of critical race theory storytelling set the context and tone for each chapter's discussions. Theoretical insights surface from systematic analyses of multiple data sources—i.e., gang life and community activism; (non)participant observation; (non)gang interviews; historical news media, KKK interviews, and early oral racial history content analyses; (non)urban field neighborhood maps; and official statistics secondary analyses.

Third, the study makes an excellent case for a counter-gang paradigm that is better suited for transcending gangs and gang violence into culturally proud youth groups committed to ending societal oppression and marginalization. Specifically, gang research, and researchers, must shift from a "gangs as criminal" analysis (see Klein and Maxson 2006) to a "gangs as response to colonial oppression" analysis. This latter focus better allows for development of multi-generational organic leadership of effective grass roots organizations committed to individual and community empowerment. Moreover, the study implicates gang researchers as active participants in the continuing struggle for social, economic, and political justice.

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Gang membership is not a given, nor do most marginalized youth become gangbangers. As Durán explains, gang membership is socially constructed and there is

“...nothing that establishes when people join or leave. There are people from the neighborhood who would argue that I am still a member of the gang. There are police officers who argue the same” (p. 24).

Durán’s reflections on his past and on events that led to gang desistance provide credibility for his insider status. Shrewd, however, was his decision to enter fieldwork largely as an outsider through an observer role with Denver youth and community advocacy organizations, Area Support for All People (ASAP) and People Observing Police (POP). Not surprising, this advocacy work made navigation of a dual insider/ outsider status possible. His creation of a POP organization in Ogden assured his previous gang associates of his loyalty, while providing entrée into local gang suppression activities by public and law enforcement officials.

Durán provides a thorough discussion of how gang suppression tactics came to prominence in non-white marginalized neighborhoods. Most important is Durán’s recognition that the gang suppression model coincided with the successful clampdown on civil rights youth activism and the decreased funding for community self-help and empowerment programs in the early 1980s. This model centers on intelligence gathering, aggressive law enforcement, and prosecutorial zeal. Gang labeling, when presented in race neutral terms (urban predators) and overly broad in definition, allows dominant group members (colonizers) to justify harsh control measures for “dangerous” subordinate groups (colonized). Legitimizing targeted profiling because of “reasonable suspicion and probable cause” becomes an uncritically accepted practice or institutionalized discrimination. Police interactions with young men of color more often than not are provocations to justify search or arrest. Community members view the daily harassment of young, largely non-criminal, social groups as institutionalized violence with little to no legal means for redress (see Rios 2011).

For Durán, and other critical race scholars (see Bender 2003), historical and contemporary racialization processes are central to understanding unequal societal relationships. Racialization processes are socially constructed and contested definitions, ideologies, actions, or policies that justify and maintain one group’s supremacy over another, whether intentional or not. Durán contends that the socio-historical racialization processes that led to gang development in Denver and Ogden are similar, yet nuanced.

Turn of the 20th century Ku Klux Klan activity in Denver gave rise to early gang suppression models, at the expense of progressive youth empowerment programs that had been championed by individuals such as Judge Ben B. Lindsey, the “Father of the Juvenile Court.” The Zoot-Suit mania spread to Denver from mid-1940s Los Angeles moral entrepreneurs, as the Denver media, public officials, and police created a parallel hysteria with harsh consequences for Denver youth of color. Not until the advent of the modern Civil Rights movement in the 1950s, did Denver youth successfully organize against institutionalized discrimination and police brutality.

So successful was the Chicano cultural nationalist organization, Crusade for Justice, that it became a threat to the entrenched white power elite. This threat brought about 1970s FBI COINTELPRO surveillance and destabilization, maneuvers reminiscent of contemporary gang suppression strategies. The 1980s witnessed the re-emergence of gangs fighting for control of the crack cocaine drug-market. Despite community appeals, the 1990s saw the growth of local ordinances restricting youth movement, space, and expression; get tough on crime legislation; and incarceration facilities. Even more, Denver became the first test city for adequately funded multi-jurisdictional gang units to counter urban youth violence.

In Utah, Durán finds a similar history of colonization and racialization of non-Whites dating back to the mid-19th century “Days of 47.” As a recent migrant to Salt Lake City, Utah, I reflected on this memorable event this past summer and came to the same conclusion as Durán and others. This celebrated moment in Mormon history can be defined as an illegal entry of migrants into the Salt Lake region, located in then Mexican territory. Ironically, Mormons were fleeing religious persecution, yet their religious beliefs about the righteousness of dark-skinned peoples undergirded a dubious belief in White supremacy among their followers. These beliefs were not much different from the general Manifest Destiny ideology of the day.

Ogden’s diverse multi-racial history dates back to its 1825 fur trading origins. Subsequently, railroad construction played an important role in increased religious diversity. Nevertheless, white Mormons were and continue to be the dominant group throughout the state. This diversity was certainly an influence in the 1950s identification of Twenty-Fifth Street, or Two Bit Street, in downtown Ogden, as the most dangerous street in the world. Challenges to rampant segregation were part of the city’s rough and tumble beginnings.

Latinas/os became a presence in the Wasatch Front and other areas outside of the “American Southwest” during WWI as laborers in agriculture, mining, and transportation. From the beginning, they experienced varying modes and degrees of exclusion. By the 1950s community organizing had begun, but not with the same cultural nationalistic fervor as that in Denver. Most prominent, was the Spanish-Speaking Organization for Community Integrity and Opportunity (SOCIO). Arguably, this was mostly seen as an ineffective middle-class assimilationist organization like other pre-1960s Chicano movement organizations (García 1989).

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Ogden Latino gangs emerged in the 1970s with little fanfare and before media attention to Salt Lake City gangs. This changed with a 1987 Ogden police report that Los Angeles gangs were migrating to the region. Although official statistics were questionable, paranoia about Latino gangs began in the 1990s. The federally funded Salt Lake Area Gang Project held gang conferences on how to identify, prevent, and intervene in gang activity. As a result, non-white youth were targeted and law enforcement gang rolls increased. This justified increased anti-gang funding and legislation. Like SOCIO and other organizations of the 1950s and 1960s, non-white political activism was again muted by the largely white conservative politicians who criticized anyone perceived of coddling criminals.

Within this context of aggressive institutional control in colonized neighborhoods, opportunities for targeted youth became limited, and the decision to join a gang became easier, as stigmatized youth more readily found approval, respect, and loyalty within the group. Durán spells out familiar factors that move youth to gang membership—neighborhood marginalization, family survival, gender socialization, school experiences, friendships, and group adaptations - but reminds readers that many of these same factors are present for youth in largely white unlabeled, and thus untargeted and unprofiled, gangs such as Greek organizations, jocks, preppies, or cowboys, all of which have documented deviant behaviors.

Durán argues that gang ideals, or the glue that holds gangs together, ensure group cohesion, but are counterproductive by inviting increased surveillance and control. Displaying loyalty counters colonial victimization by knowing someone will always aid in your protection against attack. Responding courageously to external threats helps control situations where aggressive behavior is eminent. Promoting and defending gang status helps ward off external threats, but can also incite violence. Maintaining a stoic attitude toward gang life, or a live-life-to-the-fullest-at-all-times philosophy, increases status and respect internally and externally by displaying social, economic, and political power. While counter-productive in “ordinary” societal situations, core ideals are the life of survival on mean streets.

Durán makes clear that gang suppression tactics have not proved fruitful in decreasing gang activity. For the most part, urban youth are not committed to violent and criminal activity, which are better understood as responses to colonial practices in their neighborhoods. Historical analyses have shown that gang activity decreases through grassroots mobilization (Enck-Wanzer 2010; Vigil 1999). Gang members are diverse and have abilities that if nurtured appropriately can produce positive results. Raising consciousness nurtures skills to work for productive change, exemplified by Denver’s Crusade for Justice that preached cultural nationalism.

Like Durán and others, I think that, rather than asking “what works,” we should be asking “who” is doing the “working” (Hagedorn 1998). Gang members should be looked upon first for developing and implementing strategies for gang co-optation. Because of their status and rapport, gang leadership must be at the forefront with anti-colonial strategies to reduce urban violence. However, it is essential for all community members, including academics, to partner in this transformation. Transformational strategies would include cultural empowerment and gender equality; challenging police and mainstream views of gangs; and programs with relevant community curricula, ethnic specific and gender balanced staffs, effective and proven community outreach, organically created training resources, and networks and allies outside the community for better sustainability and advocacy. Contemporary examples provided by Durán are Homeboy Industries, Homies Unidos, and CeaseFire.

I didn’t stay a “preppy coconut” during all of my adolescence, and certainly not during my young adult years. I found ways of being accepted as a homeboy and as a “Gering Bulldog on the Go.” I partied with both the homies, and my college prep, swing choir, and jock friends. I got into my share of fights, kicked some ass and got my ass kicked. Reflecting back, most of my physical confrontations revolved around being treated unfairly, and oftentimes, ‘cause I was Mexican.

Attended college after high school, but I quit after my third semester ‘cause I really didn’t fit in. Entered the blue-collar work force for seven years, before returning to college. Returned because of several factors, but the propelling factor, was probably my law enforcement encounters. My Moms told me I was going to get in trouble cruising around in my brand new car with my “pachuco” brim and all. Didn’t believe her ‘cause all us hardworking men, brown and white, cruised around on our days off.

Like Durán, I took an introductory sociology course and it “saved my life.” Didn’t know it then, or when I started graduate school. In fact, I almost quit graduate school in the middle of my first semester. I didn’t think sitting around discussing books was the best use of my time. But then I was introduced to critical theory and multimethodological research design, in my mind the tools of a public scholar as exemplified by Robert J. Durán. ¡Orale y trucha locote!

(Continued on page 55)

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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: aarendt@asc41.com. 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.

FRANKLIN UNIVERSITY, a private, non-profit institution serving nearly 10,000 students annually, seeks a Criminal Justice Administration Lead Faculty. Responsibilities include oversight of courses, teaching, hiring, mentoring, and managing adjunct faculty, scheduling and staffing courses, University Service/community work, and collaboration with instructional designers to create adult-centered active-learning courses. Research is supported but not required. A Doctorate in Criminal Justice Administration or closely related field is required. Candidates who are ABD or enrolled in a terminal degree program with prior experience may be considered. A Juris Doctor is insufficient to meet the education requirement for this position. Candidates should possess competencies in Public Administration, Criminal Justice Administration, or closely related field. Candidate must possess a strong customer-centered philosophy and develop an understanding of, and agreement with, Franklin's relationship management principles and University values. Founded in 1902 and based in Columbus, Ohio, Franklin University is busy executing a strategic plan to expand educational opportunity to ever greater numbers of students across the country and around the world. Franklin currently offers 34 undergraduate majors and nine graduate programs and teaches classes at four locations in Ohio and a location in Indianapolis, as well as online. In addition, Franklin's MBA Program is offered internationally through agreements with institutions in Europe, the Middle East, and Asia. Franklin offers a competitive benefits package, incentive program, free parking, free undergraduate tuition for employees and immediate family members, and graduate tuition assistance for full-time employees. Please email resume titled "Lead Faculty, Criminal Justice Administration" to faculty@franklin.edu. Equal Opportunity Employer

THE PENNSYLVANIA STATE UNIVERSITY, Altoona College invites applications for a tenure-track position in Criminal Justice C-40459. Candidates should be able to teach a variety of courses on criminal justice and other system components, as well as topics within the candidate's specialty. The position requires a Ph.D. in Criminal Justice or related field, and is an open rank tenure-track appointment commensurate with qualifications beginning in fall 2014. Applicants should present a record of evidence and potential effectiveness in teaching, research, and service. Candidates should have a strong commitment to undergraduate education, research, student recruitment and retention, and curricular development and assessment. Penn State Altoona offers a competitive salary and an attractive benefits package. Applicants should submit a letter of application establishing their qualifications; a current vita; a description of teaching philosophy and evidence of teaching effectiveness; a statement of research interests; transcripts; writing sample; and three letters of reference electronically to AA-EDHDSS@LISTS.PSU.EDU in Word or PDF formats. Review of applicants will begin on October 15, 2013, however all applications will be accepted and considered until the position is filled. Questions regarding this posting should be directed to: Mary Ann Probst, Chair, Criminal Justice Search Committee, e-mail: map141@psu.edu. Additional information about Penn State Altoona is found at <http://www.altoona.psu.edu/> Employment will require successful completion of background check(s) in accordance with University policies. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

WEST VIRGINIA UNIVERSITY The Department of Sociology and Anthropology (<http://soca.wvu.edu>) at West Virginia University invites applications for a Teaching Assistant Professor beginning fall term 2014. The successful candidate will teach courses in the Department's undergraduate curriculum as well as assume significant advising-related responsibilities. Those responsibilities include advising and assessing performance of students majoring in Criminology, Sociology, and Anthropology; assisting prospective students considering these majors; taking leadership with career development initiatives targeting these majors; and supporting department and college recruiting efforts. A Ph.D. or equivalent in sociology, anthropology, or a closely related field is required by time of appointment. Applicants should present evidence of their ability to effectively teach core courses in the department's undergraduate curriculum (specialty open), communicate clearly, advise undergraduates, and work effectively with at-risk students on developmental skills. TAP appointments at WVU are full-time, non-tenure track, term appointments with no limit on the number renewal terms. Teaching Assistant Professors are eligible for promotion, e.g., to Teaching Associate Professor; however, promotion to senior ranks is not a requirement for institutional commitment and career stability. There is no traditional research assignment. This position is a full-time nine-month appointment and includes full benefits. Part-time summer advising is expected, with additional compensation. Qualified applicants should submit a cover letter, a curriculum vitae, evidence of effective teaching and the other qualifications listed above, and three letters of recommendation to: Dr. Jennifer Steele, Search Committee Chair, Department of Sociology and Anthropology, West Virginia University, 307 Knapp Hall, P.O. Box 6326, Morgantown, WV 26506-6326. Questions may be directed to Dr. Steele at 304/293-8800 or Jen.Steele@mail.wvu.edu. Review of applications will begin on January 7, 2014 and continue until the position is filled. West Virginia University has an active NSF ADVANCE gender equity program and is committed to an inclusive campus community through affirmative action, equal opportunity, work-life balance, and dual careers.

ASSISTANT PROFESSOR

Juvenile Delinquency

The Department of Criminal Justice at the University of Alabama invites applications for a tenure-track position at the rank of Assistant Professor in Juvenile Delinquency.

Qualifications: We seek applicants at the rank of Assistant Professor who have specialization in Juvenile Delinquency/Juvenile Justice, Youth Violence, and/or Youth Interventions. Applicants must hold a Ph.D. in Criminal Justice, Criminology, or a related field in the social sciences. Applicants who are ABDs will be considered for the position if graduation is completed by May 2014. Applicants must demonstrate a coherent research program and the ability to publish in leading academic journals. Applicants should be able to teach in their area of specialization and contribute to department needs in teaching core courses.

The University of Alabama, founded in 1831, is the flagship campus of a three campus system and a Carnegie Research Institution. The University is located in Tuscaloosa, a city of 100,000 that was named an All America City by the National Civic League. The Department of Criminal Justice is housed in the College of Arts and Sciences, and offers B.S. and M.S. degrees in Criminal Justice and a minor in Sociology. The faculty consists of nine tenured and tenure-track faculty members and four full-time instructors. The Department's mission is to advance and disseminate knowledge about crime, deviance, criminal justice, and social organizations through research, teaching, and service. Additional information about the Department of Criminal Justice can be found at <http://cj.ua.edu>. Inquiries can be directed to Dr. Ida M. Johnson at ijohnson@bama.ua.edu or (205) 348-8090.

Application Process: To apply for the Juvenile Delinquency position, please submit the application online at <http://facultyjobs.ua.edu> and attach a letter of application that addresses the candidate's research interests, teaching philosophy, and fit with the department; a curriculum vitae; and a sample publication or writing sample. Three letters of reference should be sent directly to Dr. Ida M. Johnson, Department of Criminal Justice, University of Alabama, Box 870320, Tuscaloosa, AL 35487-0320.

Application Deadline: Review of applications will begin November 1, 2013 and will continue until the position is filled.

Appointment/Start Date: August 16, 2014.

The University of Alabama is an Equal Opportunity Affirmative Action Employer. Women and minorities are encouraged to apply.



CRIMINAL JUSTICE PROGRAM COORDINATOR

The Criminal Justice program at York College is among the College's leading programs and seeks to enhance its offerings and faculty. *Collegiate Counsel, Inc.* is assisting the College in the identification of an experienced faculty member and leader in Criminal Justice whose administrative and leadership skills will enhance the quality of the program. This is a tenure-track position and academic rank will be commensurate with credentials and experience. Anticipated start date summer, 2014.

The successful candidate will provide administrative leadership for the CJ Program, working in concert with faculty, the Chair of the Dept. of Behavioral Sciences (where CJ resides) and the Dean of Academic Affairs. York's CJ program focuses primarily on teaching and faculty-student interaction, while maintaining an appropriate emphasis on research and scholarly activity. Program Coordinators at York are the primary leaders for each major within interdisciplinary departments and are expected to bring an entrepreneurial spirit to improving program quality. The CJ Program Coordinator is responsible for: oversight, growth, and development of the program; recruitment, supervision, development, and evaluation of adjunct faculty; assessing program outcomes and reporting required by accrediting agencies and for continuous program improvement; and leadership for curricular development and program reviews. Additional responsibilities include: student advisement; course scheduling; classroom delivery of CJ Research Methods and Introduction to Criminal Justice, and other related courses; scholarly activity; and, representing the program to internal and external constituents. Preferred credentials include: Ph.D. in criminal justice or closely-related field; five or more years of experience including administrative experience in curriculum and program development as well as other leadership roles and/or faculty development; a record of excellence in teaching and advising; a record of research and scholarly productivity; expertise in SPSS; and, commitment to departmental, College, and community service.

THE INSTITUTION

Located in York, PA, York College is an independent college with over 4,600 full-time and 1,000 part-time undergraduate students and approximately 300 graduate students. York's core values focus on 1) teaching with close faculty/student interaction, 2) high quality and affordability, 3) a pragmatic and results-oriented approach to academic excellence, and 4) a professional curriculum in a liberal learning environment. York College is committed to building a diverse college community and encourages members of under-represented groups to apply.

NOMINATIONS AND EXPRESSIONS OF INTEREST

Send nominations or letters of interest with supporting documents (e.g., CV, statements of teaching philosophy, and research interest) in PDF format to:

yccj2@collegiatecounsel.com

For confidential inquiries prior to submitting documents, please contact:

Wayne Seelbach (205) 475-0505 or Jon McRae (404) 754-5189

Central Office 404-812-1959

COLLEGIATE COUNSEL, INC.
Executive Search for Liberal Arts Institutions

DIVISION ON WOMEN & CRIME

New Editor Sought for *Feminist Criminology*

The American Society of Criminology's Division on Women and Crime (DWC) invites applications for the position of editor of *Feminist Criminology*, which is the Division's official journal. It is the responsibility of the DWC Chair and Executive Committee to conduct the search for the new editor. The Executive Committee will select the next editor with approval by the current Editorial Board.

The journal is published by Sage Publications and uses an on-line, electronic submission process. The new editor will be responsible for administering this process and publishing four issues a year. The editor will serve a three or four year term to be negotiated with the Executive Committee. It is anticipated that new manuscript submissions and other editorial duties will transfer to the new editor around June 2014. The editor is responsible for the timely and substantive output of the journal, including the solicitation of manuscripts, supervision of the peer review process, and the final selection of articles for publication. Duties also include implementing the journal's editorial policies, maintaining high professional standards for published content, and ensuring the integrity of the journal.

The editor's supporting institution normally provides office space, file storage, equipment, at least one graduate assistant for the duration of the editorship, and release time for the editor. ASC provides \$5000 a year to be used for editorial support.

Interested applicants may contact the current editor, Jana Jasinski (Jana.Jasinski@ucf.edu) for additional information regarding the logistics or operational details of editing and producing the journal. Applicants must submit a statement of editorial philosophy, a vita, and assurances of institutional support to both the DWC Chair and DWC Secretary/Treasurer. One copy of application materials or emails with the relevant attachments must be sent to each of the following:

Dr. Amy D'Unger

DWC Chair

Georgia Tech

School of History, Technology, and Society

221 Bobby Dodd Way

Atlanta, GA 30332-0225

amy.dunger@hts.gatech.edu

Dr. Christina DeJong

DWC Secretary/Treasurer

Center for Integrative Studies

Michigan State University

302 Berkey Hall

East Lansing, MI 48824

dejongc@msu.edu

Applications must be received by December 1, 2013.



**WEST CHESTER UNIVERSITY, PENNSYLVANIA
ASSISTANT PROFESSOR OF CRIMINAL JUSTICE**

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 15,000 students; the Department of Criminal Justice serves approximately 400 undergraduates in the BS program, and 50 students in the MS program.

Position/Rank: Assistant Professor, Criminal Justice, tenure track

Qualifications: The successful candidate should possess a Ph.D. in Criminal Justice or Criminology. Candidates with Ph.D.s in closely-related disciplines will be considered if scholarship and professional involvement demonstrate commitment to and identification with the field of criminal justice. ABDs with expected 2014 graduation dates will also be considered. (A J.D. will not suffice for this position.) In addition, the successful applicant must (1) have extensive relevant field experience in criminal justice; (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 introduction to criminal justice, 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 (e.g., environmental crime, homeland security, criminal profiling, interviewing and assessment of offenders, ethics, etc.). Teaching assignments may include opportunities for teaching at off-campus sites and/or through distance learning.

Appointment/Start date: Earliest start date is fall of 2014.

Application deadline: Screening of applicants will begin November 25, 2013 and continue until the position is filled.

Application process: Applicants should submit a current vitae and supporting letter describing suitability to the position through West Chester University's Human Resources website: <http://agency.governmentjobs.com/wcupa/default.cfm>. 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, minorities, veterans, and individuals with disabilities are encouraged to apply. All offers of employment are subject to and contingent upon satisfactory completion of all pre-employment criminal background checks. The filling of this position is contingent upon available funding.

CRIMINOLOGY AROUND THE WORLD

If you have news, views, reviews, or announcements relating to international or comparative criminology, please send it here! We appreciate brevity (always under 1,000 words), and welcome your input and feedback. – Jay Albanese, Chair, ASC Division of International Criminology - jsalbane@vcu.edu

Criminology at the European Society Meeting in Budapest Jay Albanese

The European Society of Criminology held its 12th annual meeting in Budapest, Hungary in September. It was the largest meeting to date with over 1,000 participants from 53 countries, who had a chance to choose from almost 900 presentations in 220 sessions, an illustration of the tremendous growth of criminology in Europe over the last decade or so. The theme of the meeting was “Beyond Punitiveness: Crime and Crime Control in Europe in a Comparative Perspective.”

The meeting was held in downtown Budapest at the Eötvös Loránd (ELTE) University, which has a graduate program in criminology and is part of the new Joint Doctorate in Cultural and Global Criminology (DCGC), a three-year interdisciplinary, collaborative program that combines the expertise and strengths of four universities with established reputations in the field. The four partner universities are the University of Kent, the University of Hamburg, Utrecht University, and ELTE. The program is funded by the European Union.

The setting for the ESC meeting was perfect with outdoor cafes and restaurants just steps away from the meeting sites. The weather was also sunny and in the 70s every day. The ESC holds its meeting at university sites, and participants stay in surrounding hotels, to reduce conference costs.



Budapest straddles the Danube River, the ELTE University Faculty of Law building unifying the west bank (Buda), and the east bank (Pest), where most SC conference sessions were held.

There were six plenary sessions on themes that included crime in Hungary, trust in justice, the culture of crime control in the 21st century, international perspectives on crime and punishment, and the relationship between criminology and criminal policy.

Notably, Nerea Marteache of California State University-San Bernardino received the 2013 ESC Young Criminologist Award at the ESC meeting in Budapest in September in recognition of her article “Deliberative Processes and Attitudes Toward Sex Offenders in Spain,” published in the *European Journal of Criminology*, vol. 9 (2012). Nerea is also an incoming member to the ASC Division of International Criminology Executive Board for 2013-15.

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Nerea Marteache receiving the Young Criminologist Award at the European Society of Criminology meeting in Budapest.

The ESC meetings do several things very well:

1. They always have a clear ceremonial beginning and end. They begin with a formal conference plenary on the meeting theme, followed by an opening reception. This is crucial when participants come from many different countries and regions. They have a similar event at the end.
2. Like the ASC, they have a series of plenaries by leading scholars on aspects of the conference theme(s), and they always have participants from both eastern and Western Europe, and sometimes other parts of the world.
3. Paper and panel themes are similar to those in the U.S., although there is more emphasis in Europe on issues of human rights, government use of power, and critical perspectives, as well as transnational crime, comparative perspectives and related cross-border issues.
4. The stereotypical divide between quantitative (U.S.) and qualitative (European) criminology is falling. There were many European presentations involving analyses of empirical data, and theoretical discussions were often excellent.
5. The meetings always have a farewell dinner/party off-site, normally with a buffet dinner and live entertainment that usually results in dancing until they close the restaurant.

The ASC is always present and hosts an ice cream reception each year during the ESC meeting. In addition, city and regional tours are always organized in advance by ESC so participants can go on area tours together.

The 14th Annual Conference of the ESC will take place in Prague, Czech Republic, September 10-13, 2014.

**The Thirteenth United Nations Congress
on Crime Prevention and Criminal Justice (Qatar, 2015)**



Integrating crime prevention and criminal justice into the wider United Nations agenda to address social and economic challenges and to promote the rule of law at the national and international levels, and public participation"

The Thirteenth United Nations Congress on Crime Prevention and Criminal Justice will be held in Doha, Qatar, from 12 to 19 April 2015. The overall theme, agenda items and the topics for the workshops of the Thirteenth Congress were determined by the United Nations General Assembly.

The provisional agenda of the Thirteenth Congress will contain the following substantive items:

- Successes and challenges in implementing comprehensive crime prevention and criminal justice policies and strategies to promote the rule of law at the national and international levels, and to support sustainable development;
- International cooperation, including at the regional level, to combat transnational organized crime;
- Comprehensive and balanced approaches to prevent and adequately respond to new and emerging forms of transnational crime;
- National approaches to public participation in strengthening crime prevention and criminal justice.

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There will be opportunities for ASC members to submit requests to host ancillary meetings (workshops) and there will also be a possibility for student internships (only part of their expenses will be covered). Detailed information will be available after the first of the year. General information may be obtained from: Garyhill@cegaservices.com

Did You Know?

Violence against Women: News and Reviews, published by the Women's Justice Center, Santa Rosa, California, carries reviews in English and Spanish. See <http://www.justicewomen.com/news>

La Revista Criminalidad, edited under the direction of the Division of Criminal Investigation, INTERPOL and the Colombian National Police, focuses on original outcomes of investigations in the areas of criminology, sociology, criminal psychology, law, politic science, anthropology and other related areas. Editor Juan Aparicio Barrera invites submissions for Edition 56, no. 1, which will be published in April, 2014. See:

http://www.policia.gov.co/portal/page/portal/HOME/publicaciones/revista_criminalidad/pub

New Book Announcements

Trafficking in Women: Local Perspectives with Global Implications. Galma Jahic. (Springer, 2014).

Jahic explores global patterns of trafficking, and then compares them with detailed field work on the local level in Bosnia and Herzegovina. The author draws comparisons between Bosnia and Herzegovina, the United States, and Turkey, as destination countries for trafficking.

Financing Illegal Migration: Chinese Underground Banks and Human Smuggling in New York City. Linda Zhao. (Palgrave Macmillan, 2014).

This book provides an in-depth understanding of the relationship between informal financial systems, illegal migration and human smuggling, tracing a trajectory of the evolution of Chinese underground banks in the US over the past two decades.

Organized Crime, Corruption, and Crime Prevention: Essays in Honor of Ernesto U. Savona. Stefano Caneppele and Francesco Calderoni, eds. (Springer, 2014)

The chapters in this volume are original pieces written in honor of the retirement of Dr. Ernesto U. Savona, highlighting his research and legacy. Throughout his academic career, Professor Ernesto U. Savona has investigated complex crimes ranging from organized crime, to economic crime, to money laundering. In his work, he has tried to bring together academics, policy makers, and practitioners to bring understanding for crime problems and innovative solutions.

Dangerous Liaisons: Organized Crime and Political Finance in Latin America and Beyond. Kevin Casas-Zamora, ed. (Brookings Institution Press, 2013)

Noted scholars describe and analyze the role of organized crime in the financing of politics in selected democracies in Latin America (Argentina, Brazil, Colombia, Costa Rica, and Mexico) and in Europe (Bulgaria and Italy).

International Criminology Meetings and Conferences

6-8 December, 2013

5th International Symposium on Terrorism and Transnational Crime: Perspectives on Strategy Security. Sponsored by the Turkish National Police Academy, International Center for Terrorism and Transnational Crime (UTSAM). Location: Antalya, Turkey. www.utsam.org/images/upload/attachment/Bildiriler%20%C3%87a%C4%9Fr%C4%B1s%C4%B1_2013_EN.pdf

19-22 February, 2014

Awards Reception and Meeting of the International Section of the Academy of Criminal Justice Science, Philadelphia, PA, USA. For more information, see www.acjs.org

2-4 June, 2014 (preconference June 1)

International Death, Grief & Bereavement Conference: Sudden and Traumatic Death. University of Wisconsin-La Crosse, La Crosse, WI USA. Concurrent Session and Poster Session Proposal Deadline: November 7, 2013. For more information, see conted@uwlax.edu. <http://www.uwlax.edu/conted/dgb/index.html>

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27-30 June, 2014

Asian Criminological Society. Osaka University of Commerce, Japan. <http://www.ntpu.edu.tw/college/e4/acs/home.php>

13-19 July, 2014

World Congress of the International Sociological Association, Deviance and Social Control Section. Yokohama, Japan.
http://www.isa-sociology.org/rsc/rc29_ht.html

10-14 September, 2014

European Society of Criminology. Prague, Czech Republic.
www.esc-eurocrim.org/

3-6 September, 2014

International Association for the Treatment of Sexual Offenders (IATSO). Porto, Portugal. In collaboration with the University of Porto and the University of Trás-os-Montes and Alto Douro. www.fpce.up.pt/iatso2014/index.html or
www.iatso.org

19-22 November, 2014

American Society of Criminology. San Francisco, CA



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a. Total Number of Copies (<i>Net press run</i>)		2009	1950
b. Paid Circulation (<i>By Mail and Outside the Mail</i>)	(1) Mailed Outside-County Paid Subscriptions Stated on PS Form 3541 (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	1659	1609
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c. Total Paid Distribution (<i>Sum of 15b (1), (2), (3), and (4)</i>)		1915	1856
d. Free or Nominal Rate Distribution (<i>By Mail and Outside the Mail</i>)	(1) Free or Nominal Rate Outside-County Copies included on PS Form 3541	0	0
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f. Total Distribution (<i>Sum of 15c and 15e</i>)		1915	1856
g. Copies not Distributed (<i>See Instructions to Publishers #4 (page #3)</i>)		94	94
h. Total (<i>Sum of 15f and g</i>)		2009	1950
i. Percent Paid (<i>15c divided by 15f times 100</i>)		100%	100%

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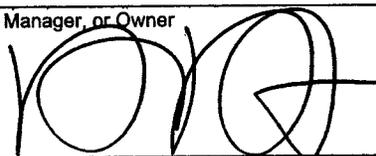
17. Publication of Statement of Ownership

If the publication is a general publication, publication of this statement is required. Will be printed in the Nov/Dec 2013 issue of this publication.

Publication not required.

18. Signature and Title of Editor, Publisher, Business Manager, or Owner

Anne Arendt, Managing Editor
American Society of Criminology



Date

10/1/2013

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2018	November 14 – 17	Atlanta, GA	Atlanta Marriott Marquis
2019	November 13 – 16	San Francisco, CA	San Francisco Marriott Marquis
2020	November 18 – 21	Washington, D.C.	Washington Hilton
2021	November 17 – 20	Chicago, IL	Palmer House Hilton
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