



The Criminologist

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Editor's Note:

I am humbled and honored to be taking on the role of Vice-President of the American Society of Criminology for the 2017-2018 year. In addition to the pleasure of serving with President Karen Heimer, I will take on the role of Editor of *The Criminologist* in 2018. I would like to thank outgoing VP Jody Miller for her service as Editor of Volume 42, and her important focus on public criminology.

The lead essays in this year's issues will focus on the topic of diversity and inclusion in research and practice. This issue features an essay by Jesenia Pizarro on best practices for hiring and maintaining a diverse faculty. Future essays will focus on changing definitions of gender and their implications for crime and justice research, international justice issues focused on women and criminal justice in China, and the implications for racial diversity at the intersection of research and practice.

ASC members interested in these issues are invited to submit essays for inclusion in the 2018 year. As always, essays on any other topic relevant to our membership are welcome.

I hope you enjoy this year's issues of *The Criminologist*.

--Christina DeJong, ASC Vice President

Diversity in Criminology and Criminal Justice: A Cautionary Note for Administrators

By

Jesenia M. Pizarro, Arizona State University, School of Criminology and Criminal Justice

Race and Justice: An International Journal recently published a special issue focusing on the experiences of Black and Latina/o faculty in criminal justice and criminology programs (see *Race and Justice*, Issue 7 volume 2). The challenges faculty of color face have been well documented in the literature of numerous disciplines, and include race, ethnic, and gender biases (Gutiérrez y Muhs, Flores Niemann, González, & Harris, 2012; Matthew, 2016); research devaluation (Aldridge, 2001); lower scores on teaching evaluations (Anderson & Smith, 2005); demanding service obligations (Baez, 2000); and lack of adequate mentorship (Brunsma, Embrick, & Shin, 2017). Although there is a growing body of studies documenting these challenges in academia as a whole, an examination of these issues centering on criminal justice and criminology faculty did not exist until the publications in *Race and Justice*.

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Marginalization, institutional racism, and devaluation of research were among the challenges discussed by criminologists of color in the special issue. Blount-Hill and St. John (2017) explore the effect of incongruity between African American culture and the culture within the academy, and how it affects the success of African American faculty. Crichlow (2017) discussed how Black faculty and graduate students are sometimes made to feel alienated and alone, especially when they are the only minority in their departments and those departments' culture are not supportive or inclusive. Pizarro (2017) recounts similar experiences, in the article "Uncivil Latina," and discusses the issue of interaction with students, and how those interactions can result in further alienation, bias, and labeling by colleagues. Brooms and Brice (2017) also discuss issues related to interactions with students, and reflect on their experiences. The issue of research invalidation was discussed in the work of Tapia and Martinez (2017). They specifically detailed the challenges and consequences racial and ethnic minority faculty may face when their research does not fit into the methodological and research paradigms endorsed by the dominant group.

Universities generally want to increase the racial and ethnic diversity within their departments. While not always discussed openly by administrators, universities often appear eager to add a faculty line solely to increase diversity. The literature suggests, however, that in many instances these efforts are just empty formalism, since the systems necessary to truly enhance diversity and inclusiveness are not set in place (Gonzalez & Harris, 2014; Jones, 2004). Although academia prides itself on being progressive and open to diversity, it often fails to recognize the injustices and micro-aggressions that occur within its corridors (Jones, 2004). As González and Harris (2014) note, "the addition of diversity to a university's [department's] mission statement does not guarantee that students, faculty, and staff from different backgrounds will actually learn from one another, respect one another, or build community" (p. 186).

A reading of the *Race and Justice* special issue suggests that there are still areas in which criminology and criminal justice department heads need to focus and make change if they are *truly* interested in increasing diversity and retaining faculty of color. This essay continues the dialogue started in the *Race and Justice* special issue by presenting a set of recommendations for department heads (e.g., chairs, directors, and deans). As Pizarro (2017) indicates, the challenges faced by underrepresented faculty will not be alleviated by simply hiring more faculty. Issues within the institutions need to be addressed, support mechanisms should be put in place, and a better understanding of cultural incongruities must be gained by heads and other administrators in order to create more inclusive environments that truly value diversity instead of mere appearances. Three recommendations are presented in this essay and discussed below that can help department heads and administrators create environments that are inclusive.

The Department Head is Responsible. As the old adage points out, "the buck stops here" (i.e., the buck stops with the department head). While diversity and inclusion are issues that should concern and involve university presidents, provosts, and deans, the head of the department holds the most important role. Similar to what we have learned from research on police administration, the most proximal authority figure to those who are doing the day-to-day work generally has an influential effect on the cultural belief systems of the department (see Ingram, Paoline, & Terrill, 2013). Similar dynamics are present in academia, where department heads, who work day to day alongside faculty, significantly shape the culture within their unit. Given their potent influence on department culture, heads must begin by accepting responsibility for what occurs in their units, and be active participants in efforts that will bolster inclusivity. In doing this, they should acknowledge and recognize that the experiences in research, teaching, and service of faculty of color are often different than those of Caucasians. They should attempt to preempt conflicts by assessing their knowledge about the challenges faced by faculty in underrepresented groups, and if they do not know much about the topic, they should educate themselves (Pizarro, 2017). This will enable them to be better prepared if and when problems arise. Although education on the issues is important, it serves only as a first step. Once heads acknowledge and educate themselves on the challenges faced by faculty of color, they must also put strategies and programs in place within their department that are helpful to the professional development of faculty.

Mentoring & Faculty Development. A common theme prevalent in the literature examining the challenges faced by Black and Latina/os when entering academia is lack of mentorship. Brunsmas and colleagues' (2017) review of the literature found that graduate students of color often experienced a lack of mentorship and socialization into the academy. A review of doctoral students in sociology programs suggest similar patterns, with the majority of early career faculty of color reporting that they did not receive the same type of mentoring as their Caucasian counterparts in matters related to publishing and other types of professional development (Spalter-Roth & Erskine, 2007). Studies focused on Latinas also report that they did not receive the same type of mentorship as their Caucasian counterparts, which in turn affected their professional socialization (Pizarro, 2017).

While receiving adequate mentoring is important to all early career faculty, it appears to be a more pressing issue for faculty of color for two reasons. First, studies suggest that many Latina/o and Black faculty are often the first in their family to enter academia, and in some cases are the first to earn a college degree (Harris-Schenz, 1990). As a result they may be unaware of institutional mores and informal academic cultural rules. Given the lack of mentorship found in the literature, they often need to learn how to excel in academia, and navigate the political system on their own (Pizarro, 2017). This may result in isolation, and exclusion from support networks that can help with career advancement (Aguirre, 2000). Second, some researchers suggest the existence of cultural incongruity between academics of color and those of the dominant groups (Blunt-Hill & St. John, 2017). Blunt-Hill and St. John (2017) indicate that religion, inclinations towards collectivism, being less accepting of the status quo systematic structures present

within the criminal justice system, and preference for qualitative research can result in cultural incongruity for faculty of color.

Adequate mentorship is related to heightened job satisfaction and productivity in the university setting (Brunsma, et al., 2017), and faculty of color often report that mentoring helps them successfully transition into their faculty positions (Tillman, 2001). Good mentor-mentee relationships also benefit mentors. Aguirre (2000) suggests that, "mentoring activities can alter the academic culture's response to the inclusion of minorities in academe" (p. 80). These efforts can help create positive relationships in departments and increase the overall awareness of distinct cultures and outlooks. As a result, heads should foster mentorship within their departments, as well as help create networking opportunities within the university that could help faculty meet other potential mentors. They should also encourage senior faculty to serve as mentors by providing rewards and resources, and recognizing good mentoring relationships (Brunsma, et al., 2017).

I must caution, however, that simply encouraging or assigning mentor-mentee groups is not enough. Heads need to be cognizant of the potential pitfalls of bad mentor matches. As a result, they need to evaluate the success of the mentor relationships, and create an environment where the mentee feels comfortable talking to them when issues arise, or if the relationship does not appear to work. When these types of instances occur, heads should also keep the problem in mind in case an issue comes up during the tenure and promotion process related to the failed relationship. Because mentoring skills are not innate to everyone, heads should also support training and development opportunities to prepare would-be mentors. Indeed, a bad mentor can be just as detrimental, or even more damaging, than having no mentor at all.

Supporting faculty development programs, such as early career faculty institutes, would also be helpful. The Racial Democracy, Crime, and Justice Network (RDCJN), which hosts the Crime and Justice Summer Research Institute (SRI) for underrepresented faculty annually, is an example of one such program. The list of participants in this program include some of the most well-known and productive faculty of color in criminology and criminal justice. Of all the participants to date, approximately half have successfully earned promotion to associate or full professor (RDCJN, 2017). Participants have also shown publishing and grant award success since participating in the program (RDCJN, 2017). Given the success of this program, heads should support faculty who intend to attend, and faculty who would like to serve as mentors by providing funds (i.e., cover travel expenses), and rewards during merit assessments. Heads can also emulate similar programming within their units by supporting associate and full professor faculty who serve as mentors to faculty within and outside their units.

Due to the issues documented in the literature that may arise in the classroom (Brooms & Brice, 2017), faculty development opportunities that focus on teaching and interactions with students would also be beneficial. Brooms and Brice (2017) recommend establishing teaching centers that allow faculty to discuss potential issues and be guided through strategies that can be used to alleviate the challenges. Sotelo and Turner (2002) suggest creating teaching development programs where senior faculty members who have been recipients of teaching awards mentor new faculty on how to manage challenges in the classroom.

Accountability and Transparency. Although mentoring is important, creating an environment in which standards and expectations are transparent, and where those who exhibit bias are held accountable, is even more important. An examination of the literature suggests that when heads do not address these types of issues, they promote feelings of injustice among underrepresented faculty, and also contribute to their marginalization and isolation (Pizarro, 2017). As a result, heads should not turn a blind eye in the hopes that the problem will "go away," or attempt to remain "impartial" as abuses occur under their watch. They need to get involved by fact finding and by engaging all the parties involved. They should also be cognizant of the challenges faculty of color face and the root causes for those challenges. Once the facts are laid out, heads need to hold accountable those who engage in biased behaviors and abuse. Failure to do this can contribute to feelings of resentment by not only faculty of color, but all the faculty in the unit, and create a culture that is not collegial. Indeed, failure to act against racial bias and discrimination creates a toxic environment for everyone in the department.

Heads should also ensure that they have clear, transparent, and explicit policies in place for merit and tenure/promotion. Reskin (2000) suggests that promotion and merit decisions be based on objective and quantifiable information that is relevant to job performance. Promotion and tenure committees and department heads should also ensure that untenured faculty know exactly where they stand every year towards their promotion and merit efforts (Miller & Brunson, 2011), and should communicate to faculty when there are problems and, if applicable, provide support to address and remedy those problems. Given what is currently known about how students may rate faculty differently (Anderson & Smith, 2005; Smith & Anderson, 2005), and the biased ratings faculty of color often receive, heads should also develop other measures to assess teaching effectiveness and competence. For example, they can include in their teaching assessments the number of new courses the faculty has developed or revamped, assignments and pedagogical approach, and mentorship activities such as participation in dissertation and thesis committees. Heads can also employ peer-evaluations where senior faculty observe and provide feedback to faculty who are on the tenure track multiple times during the academic year.

In conclusion, although the numbers of Latina/o, African American, and other underrepresented faculty have continued to grow in

the field of criminology and criminal justice, there still remains much room for improvement. Hiring underrepresented faculty is not enough. Two facts are evident in the literature documenting the experiences of faculty of color in academia (see Gutiérrez y Muhs et al., 2012; Matthew, 2016) and in criminal justice/criminology specifically (see *Race and Justice*, Issue 7 Volume 2). First, the experiences of faculty of color are different than those of Caucasians. Faculty of color are more likely to experience research devaluation (Aldridge, 2001; Tapia & Martinez, 2017), lower scores on teaching evaluations (Pizarro, 2017; Smith & Anderson, 2005), lack of adequate mentorship (Ashburn, 2007; Crichlow, 2017), and overt bias and micro aggressions than Caucasians (Crichlow, 2017; Gutiérrez y Muhs et al, 2012; Matthew, 2016; Pizarro, 2017). Second, despite the progressive and liberal appearances espoused in academia, abuses based on racism and/or ignorance of racial dynamics still occur (Crichlow, 2017; Gutiérrez y Muhs et al, 2012; Matthew, 2016; Pizarro, 2017). It is my hope that the suggestions offered here help continue the dialogue started in the *Race and Justice* special issue, and that department heads acknowledge the challenges faced by faculty of color in our field and become proactive in developing protective policies and strategies similar to what I propose in this essay. The proposed strategies can benefit faculty as a whole, and provide the support needed to create academic environments that are truly progressive and welcoming to all.

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The Response Rate Test: Nonresponse Bias and the Future of Survey Research in Criminology and Criminal Justice

By

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There is a disciplinary assumption in our field that surveys with low response rates produce biased estimates, which leads to the use of simple rules for judging the quality of survey data (Pickett, 2017). Surveys with “low” response rates fail this “response rate test” and become difficult to publish. Most of our research methods texts list these rules: e.g., “A response rate below 60% is a disaster, and even a 70% response rate is not much more than minimally acceptable” (Bachman and Schutt, 2014: 216). Editors embrace this view, and often reject out of hand any study failing to reach this conventional standard.

From this perspective, there is a real crisis for survey research in our field; even the best-funded surveys administered by leading research institutions regularly fail to achieve response rates this high. For example, the response rate for the 2016 General Social Survey (GSS) was only 61%. The response rate in the Seattle Neighborhoods and Crime survey was around 51% (Matsueda, 2010). Response rates to the American National Election Studies (ANES) have ranged from as low as 1% to a high of about 50% in recent years. At enrollment, the response rate in the Pathways to Desistance Study was 67% (Mulvey, Schubert and Piquero, 2014: 9). The response rates of most conventional surveys undertaken by criminological researchers via phone or the internet are even lower.

In our view, this crisis is both real and imagined. Response rates are indeed declining, but it is less clear that this development is a major source of nonresponse bias. We argue that our field’s use of response rate rules in evaluating scholarship is based more on disciplinary custom than on survey science. In this paper, we describe the long-term downward trend in response rates and address confusion about nonresponse bias and its relation to response rates. We discuss each of these issues in turn below.

The Long Downward Trend in Response Rates

Tourangeau (2017:803) explained in his recent address to the American Association of Public Opinion Research that “the survey and polling business is in crisis ... response rates have been falling for more than 30 years ... Even high-quality face-to-face surveys rarely reach a 70 percent response rate these days.” Responses have declined for all survey modes; even major surveys like the Current Population Survey and the National Crime Victimization Survey have experienced notable declines in response rates (Tourangeau and Plewes, 2013). Response rates in typical telephone surveys have fallen below 10 percent (Keeter et al., 2017). Web surveys now represent the “prevailing type of survey data collection,” and have many advantages for increasing data quality, such as reducing social desirability bias, interviewer bias, and coding errors (Callegaro, Manfreda, and Vehovar, 2015: 4). However, they tend to have the lowest response rates, which are also declining (Tourangeau, Conrad, and Couper, 2013).

Nonresponse Bias and its Relation to Response Rates

Nonresponse bias is a form of confounding or endogenous selection bias that results when 1) there is some level of nonresponse, and 2) the propensity to respond (R) is correlated with the survey variable(s) of interest (Y), either because they share a common cause (Z, where $R \leftarrow Z \rightarrow Y$), or Y causes R ($Y \rightarrow R$) (Elwert and Winship, 2014; Groves and Peytcheva, 2008). When Y and R are associated (spuriously or causally), the amount of resulting bias will depend on both the magnitude of that association and the extent of nonresponse. Theoretically, then, we would expect an inverse relationship between response rates and nonresponse bias. This is the theoretical relationship that motivates the use of response rate rules to judge survey data quality.

Empirically, the relationship between response rates and nonresponse bias exists at both the estimate- and survey-level (Tourangeau, 2017), but is much weaker than most criminologists likely suppose (Groves and Peytcheva, 2008; Holbrook et al., 2008). Research examining bias in univariate statistics has shown that response rates are “a poor predictor of the absolute relative response bias” (Groves and Peytcheva, 2008: 174), challenging “the assumptions that response rates are a key indicator of survey data quality and that efforts to increase response rates will necessarily be worth the expense” (Holbrook et al., 2008: 528).

To make this point tangible, we obtained Groves and Peytcheva's (2008) meta-analytic data, which contains information about nonresponse bias in 959 univariate estimates from 59 studies with diverse topics and target populations (e.g., US national population, physicians, university students, company customers). There are two measures of nonresponse bias in the data, absolute relbias and absolute differences; the latter is only available for 804 estimates in 44 studies.¹ We estimated a series of bivariate regression models at both the estimate and study level predicting each measure of nonresponse bias with response rates. Table 1 presents these results. At the estimate level, response rates explain between 4% and 8% of the variation in nonresponse bias, depending on the measure used; at the study level, explained variance for mean bias ranges from 0% to 26%, depending on the measure and weighting procedure. Most of the variation in nonresponse bias is within studies.

Table 1. Bivariate Regression Models Predicting Two Measures of Nonresponse Bias With the Response Rate at the Estimate and Study Level

Variable	N	Coef	95% CI		R ²
			Low	High	
Estimate-Level Models					
RR → absolute relbias	959	-.141***	-.188	-.094	.035
RR → absolute difference	804	-.046***	-.058	-.034	.080
Study-Level Models (Unweighted)					
RR → mean absolute relbias	59	-.094	-.233	.046	.031
RR → mean absolute relbias ^{EO}	57	-.101	-.203	.002	.065
RR → mean absolute difference	44	-.001	-.077	.074	.000
RR → mean absolute difference ^{EO}	43	-.035	-.074	.005	.060
Study-Level Models (Weighted by the Number of Estimates in Study)					
RR → mean absolute relbias	59	-.143**	-.236	-.049	.140
RR → mean absolute relbias ^{EO}	57	-.142**	-.230	-.055	.161
RR → mean absolute difference	44	-.046***	-.070	-.022	.168
RR → mean absolute difference ^{EO}	43	-.049***	-.072	-.027	.258
Study-Level Models (Weighted by the Study Sample Size)					
RR → mean absolute relbias	59	-.190***	-.293	-.087	.193
RR → mean absolute relbias ^{EO}	57	-.124**	-.198	-.050	.171
RR → mean absolute difference	44	-.011	-.044	.022	.008
RR → mean absolute difference ^{EO}	43	-.021	-.048	.006	.043

NOTES: absolute relbias = $100 * |(\text{respondent estimate} - \text{true parameter}) / \text{true parameter}|$; absolute difference = $|\text{respondent estimate} - \text{true parameter}|$. The absolute difference score is calculated for percentage estimates only. Studies 39 and 54 are outliers in the study-level real bias models, study 54 is an outlier in the absolute difference models. ^{EO} = excluding outliers.

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

Moreover, these correlations say little about the *magnitude* of bias. Although bias can be large in some circumstances, most existing “models relating response propensities to bias ... suggest that bias will, in most cases, be low on average” (Tourangeau, 2017: 812). Nonresponse bias is likely to be largest when surveys focus on topics (e.g., voting, volunteering) that are correlated with non-demographic predictors of individuals' response propensities, such as altruism or sense of civic obligation (Tourangeau, 2017).²

Most criminological studies focus on relationships between variables rather than univariate estimates. There is less research examining nonresponse bias in relationships between variables, but the evidence that exists suggests that nonresponse bias has smaller effects on relationships than univariate statistics (Abraham, Helms, and Presser, 2009; Kano et al., 2008; Goudy, 1976; Martikainen et al., 2007). Blair and Zinkhan (2006: 5) explain that “if a relationship is observed across the full range of the related variables, the measurement of the extent to which the two variables covary is likely to be relatively accurate even if sampling is disproportionate at different levels of the variables” (see also Blair, Czaja, and Blair, 2013). Amaya and Presser (2017) analyzed

1 Both measures are based on the difference between the respondent estimate (ER) and the full-sample estimate (respondents + nonrespondents) (EFS). Absolute relbias = $100 * |(ER - EFS) / EFS|$. Absolute difference = $|ER - EFS|$.

2 Groves and Peytcheva (2008) found that nonresponse bias in univariate estimates tended to be significantly larger in government-sponsored surveys, interviewer-administered surveys, general population surveys, and surveys focusing on attitudes rather than behaviors.

surveys where a large amount of nonresponse bias would be expected based on the topic—social activities and roles—and found that “nonresponse bias was widespread and often large on univariate estimates, but was usually small in multivariate models and typically did not alter the inferences drawn from such models” (p. 1). Heggstad et al. (2015) likewise demonstrated that “there would generally need to be a strong relationship between the propensity to respond and a study variable [i.e., $r > .40$] for there to be bias of at least .05 between study variables.” Phrased in familiar terms, the correlation between response propensity and a study variable would have to be much greater than the effect of self-control on crime (Pratt and Cullen, 2000) to substantially bias relationships between variables, which is highly unlikely.

Four Consequences of Using Response Rates as Indicators of Data Quality

1. Large File Drawers Containing Unbiased Studies

The existence of an inverse correlation between response rates and nonresponse bias means that publishing only studies that achieve high response rates will tend to reduce the impact of nonresponse bias on the literature. However, the magnitude of this correlation directly determines the effectiveness of response rate rules for identifying biased studies. Because the correlation is weak, these rules will always have a very high error rate. Many studies rejected for having low response rates will actually contain estimates with little or no nonresponse bias, while some studies published because they have high response rates will contain very biased estimates. Put differently, the weak correlation between response rates and nonresponse bias means that “response rates lack both validity and reliability as a proxy measure of nonresponse bias” (Davern, 2013: 905).

2. Unsound Research Practices

Response rate rules, by providing an easy heuristic for assessing survey data quality, can lead to the nonsensical situation where authors, reviewers, and editors exhibit a *de facto* preference for nonprobability samples over probability samples. As Blair and Zinkhan, 2006: 4) observe, “it is common for nonprobability samples to produce higher response rates than probability samples, not because the nonprobability samples are truly less exposed to sample bias but rather because the sample has been limited to convenient participants.” The problem is that some leading journals “reject manuscripts based on low response rates, even while allowing research that is not based on probability sampling” (Peytcheva, 2013: 89). We have certainly seen evidence of this in our field.

3. Overreliance on Secondary Data

Kleck and colleagues (2006: 149) examined the methods used in articles published in seven of our field’s leading journals. They noted their “most striking finding concerns the data-gathering methods used in this field. Survey research [primary and secondary] dominates the field of criminology and criminal justice.” Nearly half of all articles relied on survey data. However, in the present context of declining survey participation, response rate rules pose an increasingly insurmountable obstacle to publishing original survey research in our journals. One probable outcome is that more and more students and senior researchers will turn to the same existing secondary data sources, downloadable off ICPSR or other data archives, to test and “advance” criminological theories. These secondary data sources often have samples from very different time periods (e.g., before Facebook, smartphones), raising questions about the generalizability of findings, and outdated or crude measures of theoretical constructs. As important, because they are *existing*, secondary survey data rarely include variables capable of probing new policy issues in detail or testing new theoretical models. Ironically, many commonly used secondary data sets derive from surveys with low response rates (see above).

4. Lower External Validity of Findings

There are three routes to generalization in academic research: 1) theory, 2) sampling, and 3) replication (Blair, Czaja, and Blair, 2013). Using response rate rules helps somewhat for ensuring #2, but undermines #1 and #3. First, as noted above, original survey research is often indispensable for efforts to test new theories or improve existing theories, but it is prone to low response rates. In turn, rejecting studies with low response rates undermines theory development. Second, replication rates are very low in our field—around 2% (McNeeley and Warner, 2015). Currently, there is a movement in many disciplines to encourage replications. Such an effort will fail in our field if scholars have to wait for a highly funded survey, such as the GSS or ANES, that can at best approach a “minimally acceptable” response rate to include the necessary survey questions.

Conclusion

We are not claiming that response rates are irrelevant or that their decline is of no consequence. What is being proposed, however, is that criminologists, together with researchers across disciplines who conduct surveys, should no longer rely on simplistic response rate rules to evaluate the quality of research, including in the editorial process. The available science suggests that low response rates—a condition that is increasingly likely to mark most social science research—should not disqualify academic studies from

publication. In the least, criminologists should join in the ongoing research agenda to examine closely sources of survey bias, including that contributed by levels of response rates.

We close by offering the following recommendations for reporting and evaluating nonresponse in survey research. First, researchers should provide information about the survey invitation process (e.g., stated sponsor, information provided to respondents about topic) to help readers judge the likelihood that nonresponse may be associated with substantive survey variables. For example, a survey explicitly sponsored by the National Rifle Association (NRA) on attitudes toward gun control seems likely to have non-ignorable nonresponse, as attitudes about guns, and thus views about the NRA, will likely drive participation decisions. Second, where possible researchers should provide correlation statistics between key study variables and survey nonresponse. Third, researchers should anticipate larger nonresponse bias in estimates for variables that are strongly related to individuals' felt sense of civic obligation, which is known to influence survey participation (Tourangeau, 2017). Fourth, editors and reviewers should view nonresponse bias as more of a concern for studies seeking to estimate univariate prevalence estimates than for correlational or "causal" research (Blair et al., 2015).

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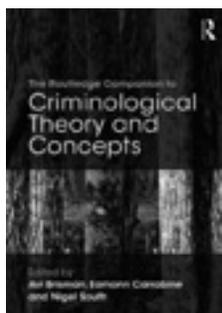
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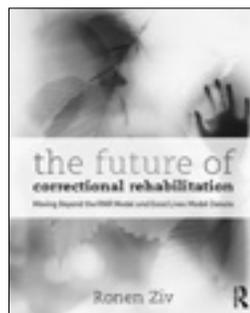
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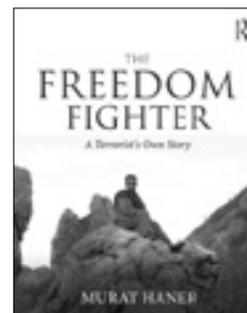
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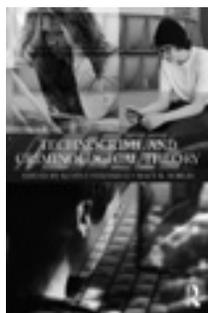
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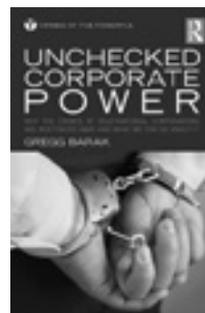
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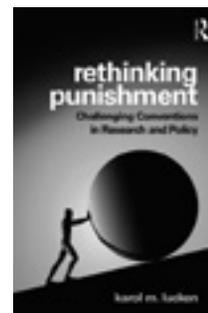
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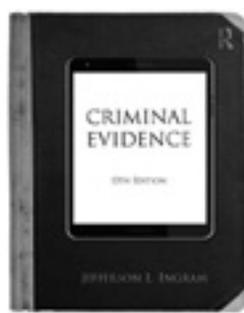
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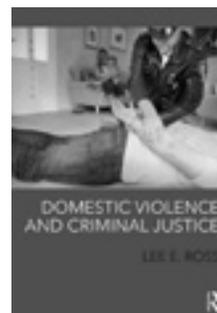
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EDITOR'S CORNER

The New *Criminology* Team and New Editorial Board

By

David McDowall, Janet L. Lauritsen, Jody Miller, and Brian D. Johnson
Editors of *Criminology*

As many of you know, our editorial team assumed responsibility for all newly submitted manuscripts beginning in October 2016. Our first issue as editors will be published in February 2018, and we have done our best to maintain the strong legacy of our predecessors. One of our most important tasks during our first year was the selection and recruitment of a diverse, high caliber editorial board. We finalized this process in October 2017.

Criminology's editorial board plays a crucial role in helping the editors make the wise decisions that are necessary to maintain the journal's outstanding reputation. Paying attention to the board's diversity, on numerous dimensions, helps ensure that a variety of outstanding scholarship receives thorough and appropriate evaluation. We also believe that a diverse board signals our inclusive approach to knowledge-building in our field. In this essay, we explain how we went about constituting the new editorial board, highlighting our process and selection criteria.

Following the previous editorial team, the most important criterion for our selections was a history of providing exceptionally valuable reviews of submitted manuscripts. We were greatly assisted in our reviewer selection by our inheritance of a reviewer evaluation system put in place by past editors and expanded by the previous editorial team (see Osgood et al., 2012). Every completed review is scored by the editor for its quality and helpfulness (to the editor and authors), and the score is accompanied by brief explanatory comments. For scholars we had in mind for the editorial board who previously hadn't reviewed for *Criminology*, or hadn't reviewed often, we utilized our first year as an opportunity to build review histories in order to inform our decisions. We are fortunate to have many scholars who contribute outstanding reviews; our next steps were to select from among them for the editorial board.

As with previous editors, we sought to convene an editorial board that reflected the full breadth of substantive areas and theoretical orientations in the field. We were also attuned to other facets of diversity. We made a concerted effort to diversify the board with regard to the representation of scholars of color. In addition, approximately one-sixth of editorial board members are from non-U.S. institutions, and the representation of women on the board has grown from just over one-third to nearly half. We also increased the proportion of board members with expertise in qualitative methodological approaches. Again, all of these selections were made from among a pool of reviewers with track records of proven excellence. From our point of view, diversifying the board with regard to background, experience, and vantage point has the potential to significantly broaden our understanding of various issues in crime and justice. However, it is also important that a diversity of scholars in the field submit their best work to *Criminology*. Our ability to demonstrate our commitment to an inclusive field is entirely dependent upon the universe of papers we receive for consideration.

Nearly two thirds of the members of our editorial board are new. This also was intentional. We adopted a forward-looking orientation to the field, and wanted to ensure that excellent junior scholars were given the opportunity to serve alongside their senior colleagues. We were so impressed to find many stellar reviewers among new scholars in the field. Thus assistant professors make up over a quarter of our board, which to our mind reflects the vitality and strength of the discipline now and in years to come. This orientation also meant making tough decisions about those excellent editorial board members who have served *Criminology* so well over the years. As a rule, any member who had served continuously on the board for three or more terms was removed from consideration. We made just two exceptions, and this was specifically when one of the editors made a compelling case that the scholar brought something unique to the board that would have been otherwise missing. These decisions resulted in painful losses. We remain extremely grateful to all of the senior scholars who have served the journal so well over the years.

Our editorial board is composed of a group of scholars who review frequently for the journal and who have regularly contributed exceptional reviews. We are pleased to provide this recognition to people who do so much for *Criminology*, and thus for the field. We may continue to enrich the board with additional members as the need and opportunity arise, and of course we are also very appreciative of the many high quality reviews we receive from other members of our scholarly community.

Because high quality reviews are the mainstay of our work as editors, we would like to end this essay by revisiting the thorough assessment provided by our predecessors on what makes an excellent review (Osgood et al., 2012). First, we look for reviews that provide clear

EDITOR'S CORNER

feedback on the paper's contribution to knowledge. An assessment of the competency of the research is a necessary part of this, but we also want to know the overall *significance* of the contribution. This is in keeping with our primary goal of publishing high-quality research that moves the field forward in significant ways. Second, the reviews we find especially helpful specify the most critical issues that require revision, and explain the rationale and suggested modifications with sufficient detail to be useful to the authors. Third, we value reviews that are professional and constructive in tone. It should go without saying that negative and insulting language is unhelpful, even when the reviewer identifies weaknesses or fatal flaws. The modal outcome for a submission to *Criminology* is a rejection; reviews that are constructive in their criticism and not overly harsh in tone help ensure that this disappointing outcome is not compounded with needless insult, and they also provide valuable feedback that improves the overall quality of empirical research in the discipline.

Finally, we work to ensure that we can provide timely decisions. We recognize this also creates a burden on reviewers' time. Upon request, we can grant short extensions (and regularly do so around the holidays and ASC meetings). As a rule, we hope for prompt reviews as well as prompt responses, even when a reviewer is unable to complete a review. If you get a review request from us but are unable or unwilling to undertake the review, please reply in a timely manner. This allows us to move on to the next potential reviewer and ensures that the process is expeditious.

We close this essay by thanking our new editorial board members for joining us, the previous editorial board for its outstanding work, and all of the other scholars who have provided thoughtful critiques on papers submitted to *Criminology*. The journal's success relies on your continued outstanding contributions, and we look forward to working with you during our tenure.

Reference

Osgood, D. Wayne, Eric Baumer, and Rosemary Gartner. 2012. "The Editor's Corner – The Editorial Board and Exceptional Reviews: The 'Backbones' of Criminology." *The Criminologist*. 37(1): 18-19.



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CO-EDITORS: **Joan Petersilia**, *Stanford University* and **Robert J. Sampson**, *Harvard University*

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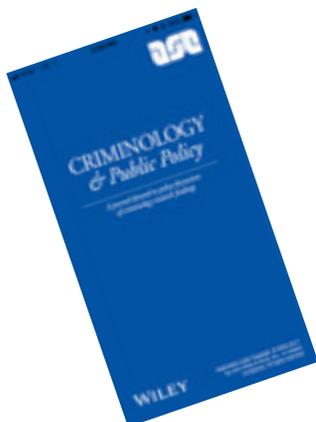
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Finn-Aage Esbensen, University of Missouri St Louis

Executive Counselor

Lynn Addington, American University
Mark Berg, University of Iowa
Lorine Hughes, University of Colorado Denver
Brian Johnson, University of Maryland
Bill Pridemore, University at Albany, SUNY
Gary Sweeten, Arizona State University

Additional candidates for each office may be added to the ballot via petition. To be added to the ballot, a candidate needs 50 signed nominations from current, non-student ASC members. If a candidate receives the requisite number of verified, signed nominations, their name will be placed on the ballot. Fax or mail a hard copy of the signed nominations by Friday, March 16, 2018 (postmark date) to the address noted below. Email nominations will NOT be accepted.

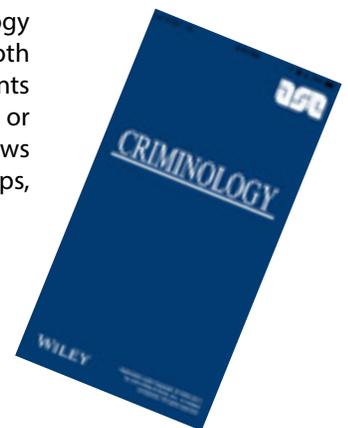
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2016 ASC ANNUAL MEETING



Herbert Bloch Award Recipients – Robert Crutchfield, Nancy LaVigne



Gene Carte Student Paper Award, 1st Place Recipient – Wade Jacobsen



Gene Carte Student Paper Award, 2nd Place Recipient – Paul Taylor



Gene Carte Student Paper Award, 3rd Place Recipient – Rachel Ellis



Ruth Shonle Cavan Award Recipient – Keramet Reiter



New ASC Fellows – Eric Stewart, Lorraine Mazerolle (President Jim Lynch), Candace Kruttschnitt, Shawn Bushway

2016 ASC ANNUAL MEETING



Michael J. Hindelang Award Recipient – Mona Lynch



Outstanding Article Award Recipients – Michael Campbell, Matt Vogel, Joshua Williams



Edwin Sutherland Award Recipient – Richard Rosenfeld



August Vollmer Award Recipient – David Weisburd



Ruth Peterson Fellowship Recipients – Aryn Infante, Charles Bell, Matthew Clair



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Committee Chair: **CANDACE KRUTTSCHNITT** (416) 978-8487
University of Toronto c.kruttschnitt@utoronto.ca

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Committee Chair: **SALLY SIMPSON** (301) 405-4726
University of Maryland ssimpson@umd.edu

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Committee Chair: **ALAN LIZOTTE** (518) 442-5210
University at Albany, SUNY alizotte@albany.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). When submitting a nomination, provide a letter evaluating the nominee's contributions relevant to this award, and the nominee's curriculum vitae (short version preferred) to the Committee Chair. All materials should be submitted to the Committee Chair in electronic format. The deadline for nominations is March 1.

Committee Chair: **FRIEDRICH LOESEL** (44) 1223-335385
University of Cambridge fal23@cam.ac.uk

ASC CALL FOR NOMINATIONS - 2018 AWARDS**NOMINATIONS FOR 2018 ASC AWARDS**

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD - 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 2013), 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 to the Committee Chair 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: **SARA WAKEFIELD** (973) 353-5870
Rutgers University sara.wakefield@rutgers.edu

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 2016 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 to the Committee Chair. The deadline for nominations is **February 15**.

Committee Chair: **PATRICIA WARREN** (850) 644-5587
Florida State University pwarren@fsu.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 2015, 2016, or 2017. 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 to the Committee Chair. The deadline for nominations is **February 15**.

Committee Chair: **WENONA RYMOND-RICHMOND** (413) 545-0577
University of Massachusetts, Amherst wenona@soc.umass.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 to the Committee Chair 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**.

Committee Chair: **JANET LAURITSEN** (314) 516-5427
University of Missouri – St. Louis janet_lauritsen@umsl.edu

ASC CALL FOR NOMINATIONS - 2018 AWARDS

NOMINATIONS FOR 2018 ASC AWARDS

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. Table of contents,
2. Curriculum Vita, and
3. Detailed 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 to the Teaching Award Committee Chair in electronic format and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted to the Teaching Award Committee Chair in electronic format and must be received by **June 1**.

Committee Chair: **BARBARA KOONS-WITT**
University of South Carolina

(803) 777-7097
bakoons@mailbox.sc.edu

ASC CALL FOR NOMINATIONS - 2018 AWARDS

NOMINATIONS FOR 2018 ASC AWARDS

MENTOR AWARD

The Mentor Award is designed to recognize excellence in mentorship in the discipline of Criminology and Criminal Justice over the span of an academic career.

Any nonstudent member of the ASC is an eligible candidate for the ASC Mentor Award, including persons who hold a full or part time position in criminology, practitioners and researchers in nonacademic settings. The award is not limited to those who participate in the ASC mentoring program.

Nonstudent members may be nominated by colleagues, peers, or students but self-nominations are not allowed. A detailed letter of nomination should contain concrete examples and evidence of how the nominee has sustained a record of enriching the professional lives of others, and be submitted to the Chair of the ASC Mentor Award Committee.

The mentorship portfolio should include:

1. Table of contents,
2. Curriculum Vita, and
3. Detailed evidence of mentorship accomplishments, which may include:
 - academic publications
 - professional development
 - teaching
 - career guidance
 - research and professional networks, and
 - other evidence of mentoring achievements.

The letter should specify the ways the nominee has gone beyond his/her role as a professor, researcher or collaborator to ensure successful enculturation into the discipline of Criminology and Criminal Justice, providing intellectual professional development outside of the classroom and otherwise exemplary support for Criminology/Criminal Justice undergraduates, graduates and post-graduates.

Letters of nomination (including statements in support of the nomination) should be submitted to the Mentor Award Committee Chair in electronic form and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted to the Mentor Award Committee Chair in electronic form and must be received by **June 30**.

Committee Chair: **AMY FARRELL**
Northeastern University

(617) 373-7439
am.farrell@northeastern.edu

ASC CALL FOR PAPERS



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

**Annual Meeting 2018
Atlanta, GA
November 14 – 17, 2018
Atlanta Marriott Marquis**

Institutions, Cultures and Crime

Program Co-Chairs:

Lisa Broidy, University of New Mexico
and
Stacy De Coster, North Carolina State University

meeting@asc41.com

ASC President:

Karen Heimer
University of Iowa

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics panels due:
Friday, March 9, 2018

Posters and roundtable abstracts due:
Friday, May 11, 2018

ASC CALL FOR PAPERS

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 2017 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 conform to the guidelines will be rejected. We encourage participants to submit well in advance of the deadline so that ASC staff may help with any submission problems while the call for papers is still open. Please note that ASC staff members respond to inquiries during normal business hours.

Complete Thematic Panels: Must include a title and abstract for the entire panel as well as titles, abstracts (no more than 200 words) and author information for all papers. 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 9, 2018

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 9, 2018

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 must appear in print before the submission deadline (March 9, 2018) 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 9, 2018
-

ASC CALL FOR PAPERS

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 11, 2018

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 thematic paper panels. Thus, ASC provides no audio/visual equipment for these sessions.

- **ROUNDTABLE SUBMISSION DEADLINE:**
Friday, May 11, 2018

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 14 through Saturday, November 17. 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 October 1 to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go to 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.

SUBMISSION DEADLINES

- **Friday, March 9, 2018** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
 - **Friday, May 11, 2018** is the **absolute** deadline for the submission of posters and roundtable sessions.
-

ASC CALL FOR PAPERS

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

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 in the broader areas listed below. Please select the area and sub-area most appropriate for your presentation and only submit your abstract once. If you are submitting an abstract for a roundtable, poster session or author meets critics panel, you only need to select the broader area; 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.

PLEASE NOTE: WHEN UTILIZING THE ON-LINE SUBMISSION SYSTEM, BE SURE TO CLICK ACCEPT AND CONTINUE UNTIL THE SUBMISSION IS FINALIZED. *After you have finished entering all required information, you will receive immediately a confirmation email indicating that your submission has been recorded. If you do not receive this confirmation, please contact ASC immediately to resolve the issue. You may call the ASC offices at 614-292-9207 or email at meeting@asc41.com*

For participant instructions, see also

http://asc41.com/Annual_Meeting/2017/Ethics_of_Participation_in_and_Guidelines.pdf

ASC CALL FOR PAPERS

PROGRAM COMMITTEE: AREAS AND SUB-AREAS

Area I	Presidential Plenaries		meeting@asc41.com
Area II	Division “Highlighted” Sessions		meeting@asc41.com
Area III	Perspectives on Crime	Carter Hay	chays@fsu.edu
1	Biological, Bio-social, and Psychological Perspectives	J.C. Barnes	jc.barnes@uc.edu
2	Developmental and Life Course Perspectives	Rena Zito	rzito@elon.edu
3	Strain, Learning, and Control Theories	Heather Scheuerman	scheuehl@jmu.edu
4	Labeling and Interactionist Theories	Stephanie Wiley	wileysa@umsl.edu
5	Routine Activities and Situational Perspectives	Dale Willits	dale.willits@wsu.edu
6	Structure, Culture, and Anomie	Ryan Spohn	rspohn@unomaha.edu
7	Social Disorganization and Community Dynamics	Maria Velez	mvelez@unm.edu
8	Critical Race/Ethnicity and Feminist Perspectives	Gwen Hunnicutt	gchunnic@uncg.edu
9	Theories of Conflict, Oppression, and Inequality	Terressa A. Benz	tbenz@Oakland.edu
Area IV	Types of Offending	Nicole Leeper-Piquero	npiquero@utdallas.edu
10	Violent Crime	Nick Petersen	npetersen@miami.edu
11	Property and Public Order Crime	Cory Haberman	Cory.haberman@uc.edu
12	Drugs	Mike Vuolo	Vuolo.2@osu.edu
13	Family and Intimate Partner Violence	Christine Bond	c.bond@griffith.edu.au
14	Rape and Sexual Assault	Rebecca Hayes	Hayes2r@cmich.edu
15	Sex Work and Human Trafficking	Amy Farrell	am.farrell@northeastern.edu
16	White Collar, Occupational, and Corporate Crime	Jessica Craig	Jessica.craig@unt.edu
17	Organized Crime and Corruption	Chris Smith	chmsmith@ucdavis.edu
18	Identity Theft and Cyber Crime	Kristy Holtfreter	Kristy.holtfreter@asu.edu
19	State Crime, Political Crime, and Terrorism	Wenona Reymond-Richmond	wenona@soc.umass.edu
20	Hate Crime	Katherine Benier	Kathryn.benier@monash.edu
Area V	Correlates of Crime	Christopher Lyons	clyons@unm.edu
21	Gangs and Co-offenders	David Pyrooz	david.pyrooz@colorado.edu
22	Substance Use and Abuse	Daniel Ragan	dragan@unm.edu
23	Weapons	Christopher Koper	ckoper2@gmu.edu

ASC CALL FOR PAPERS

24	Trauma and Mental Health	Holly Foster	hfoster@tamu.edu
25	Race and Ethnicity	Jennifer Cobbina	cobbina@msu.edu
26	Immigration/Migration	Rebecca Wickes	rebecca.wickes@monash.edu
27	Neighborhoods & Structural Inequalities	Thomas Stucky	tstucky@iupui.edu
28	Sex, Gender, and Sexuality	Vanessa Panfil	vpanfil@odu.edu
29	Poverty and Social Class	C. Wesley Younts	younts@hartford.edu
30	Bullying, Harassment, and Abuse	Anthony Pequero	anthony@vt.edu
31	Families and Peers	Brian Soller	bsoller@unm.edu
32	School Experiences	Aaron Kupchick	akupchick@udel.edu
Area VI	Victimization	Pamela Wilcox	pamela.wilcox@uc.edu
33	Causes and Correlates of Victimization	Mark Berg	mark-berg@uiowa.edu
34	Policy and Prevention of Victimization	Brent Teasdale	beteasd@ilstu.edu
35	The Structural and Individual Consequences of Victimization	Andrew Gladfelter	gladfeltea@wpunj.edu
Area VII	The Criminal Justice System	Sarah Lageson	sarah.lageson@rutgers.edu
36	Police Organization and Training	Jeffrey Nowascki	jnowacki@siu.edu
37	Police Legitimacy and Community Relations	Elise Sargeant	e.sargeant@griffith.edu.au
38	Police Strategies, Interventions, and Evaluations	Cody Telep	cody.telep@asu.edu
39	Prosecution, Courts & Sentences	Patricia Warren	pwarren@fsu.edu
40	Capital Punishment	Tara Richards	trichards@ubalt.edu
41	Jails & Prisons	Sarah Tahamont	tahamont@umd.edu
42	Community Corrections	Zachary Hamilton	zachary.hamilton@wsu.edu
43	Prisoner Reentry	April Fernandes	adferna2@wsu.edu
44	The Juvenile Justice System	Caitlin Cavanaugh	cavana81@msu.edu
45	Challenging Criminal Justice Policies	Devon Johnson	djohns22@gmu.edu
46	Collateral Consequences of Incarceration	Andrea Leverentz	Andrea.leverentz@umb.edu
47	Prisoner Experiences with the Justice System	Joshua Cocoran	Joshua.cochran@uc.edu
48	Law Making and Legal Change	Aubrey Jackson	Aubreyjackson@unm.edu
49	Guns and Gun Laws	David Hureau	dhureau@albany.edu
50	Inequality and Justice	Noah Painter Davis	Npf26@unm.edu
51	Immigration and Justice Issues	Stephanie DiPietro	dipietros@umsl.edu

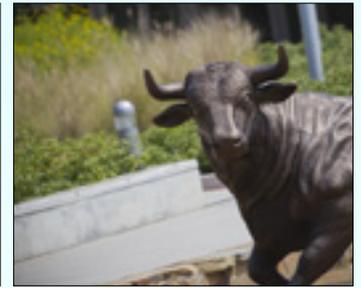
ASC CALL FOR PAPERS

Area VIII	Perceptions of Crime & Justice	Nicole Rader	nrader@deanas.mssstate.edu
52	Media & Social Construction of Crime	Jared Resenberger	jrosenberger@murraystate.edu
53	Attitudes about the Criminal Justice System & Punishment	Kevin Drakulich	kdrakulich@northeastern.edu
54	Activism and Social Movements	TBA	
55	Fear of Crime and Perceived Risk	Kenneth Sanchagrin	sanchagrinkj@appstate.edu
Area IX	Comparative & Historical Perspectives	Susanne Karstedt	skarstedt@griffith.edu.au
56	Cross-National Comparison of Crime & Justice	Cecilia Chouhy	cchouhy@fsu.edu
57	Historical Comparisons of Crime & Justice	Michael Campbell	campbellmi@umsl.edu
58	Globalization, Crime, and Justice	Wenjie Liao	wliao2@ncsu.edu
Area X	Critical Criminology	Avi Brisman	avi.brisman@eku.edu
59	Green Criminology	Rob White	r.d.white@utas.edu.au
60	Queer Criminology	Dana Peterson	dpeterson@albany.edu
61	Convict Criminology	Grant Tietjen	tietjengrante@sau.edu
62	Cultural Criminology	Travis Linnemann	travis.linnemann@eku.edu
Area XI	Methodology	John Hipp	hippj@uci.edu
63	Advances in Quantitative Methods	Robert Apel	robert.apel@rutgers.edu
64	Advances in Qualitative Methods	TBA	
65	Advances in Evaluation Research	Lacey Schaefer	l.schaefer@griffith.edu.au
66	Advances in Experimental Methods	Joshua Hinkle	jhinkle@gsu.edu
67	Advances in Teaching Methods	Michelle Interbitzen	mli@oregonstate.edu
Area XII	Roundtable Sessions	Katya Botchkovar	e.botchkovar@northeastern.edu
Area XIV	Poster Sessions	Susan Case	asc@asc41.com
Area XV	Author Meets Critics	Jamie Fader	jfader@temple.edu
Area XIV	Methods Workshop Committee	Jody Miller	jody.miller@rutgers.edu

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Tenure Track Faculty

Lyndsay Boggess, Ph.D.

Community context of crime, race/ethnicity and crime

Max Bromley, Ed.D

Campus policing, campus community crime

George Burruss, Ph.D.

Cybercrime, criminal justice organizations, policing, homeland security, juvenile courts

John Cochran, Ph.D.

Death penalty, micro social theories of criminal behavior, macro social theories of crime and crime control

Richard Dembo, Ph.D.

Alcohol and drug use, juvenile justice

Bryanna Fox, Ph.D.

Developmental criminology, forensic psychology, experimental and evaluation research

Lorie Fridell, Ph.D.

Police use of force, violence against police, racially biased policing

Kathleen M. Heide, Ph.D.

Juvenile homicide, adolescent parricide offenders, violent offending

Michael J. Leiber, Ph.D.

Race, juvenile justice, juvenile delinquency

Michael J. Lynch, Ph.D.

Radical criminology, environmental and corporate crime, green criminology, racial bias in criminal justice process

Ojmarrh Mitchell, Ph.D.

Race and crime, drug policy, meta-analysis

Richard Moule, Ph.D.

Criminological theory, street gangs, technology in criminology and criminal justice, mixed methods

Ráchael Powers, Ph.D.

Victimization, violence against women

M. Dwayne Smith, Ph.D.

Homicide, capital punishment, structural correlates of violent crime

For more information on the USF Criminology Department visit:

<http://www.usf.edu/cbcs/criminology/graduate>



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OSHAWA, ONTARIO

POLICY CORNER

The ASC's Policy Committee is charged with considering issues related to crime and justice policy and making recommendations to the ASC Executive Board that further the ASC's abiding interest in strengthening free and independent scientific inquiry, and support for crime and justice research. The policy committee fulfills its obligations through serving three important functions for the American Society of Criminology: (1) we support the work of the Crime and Justice Research Alliance (CJRA) (<http://crimeandjusticeresearchalliance.org/>), (2) we organize policy-focused sessions for the annual conference, and (3) we contribute the policy corner bi-monthly.

The current policy committee is comprised of the following members:

<i>Natasha Frost, Chair</i>	<i>Northeastern University</i>	<i>n.frost@northeastern.edu</i>
Bill Bales	Florida State University	wbales@fsu.edu
Elsa Chen	Santa Clara University	echen@scu.edu
Karen Heimer	University of Iowa	karen-heimer@uiowa.edu
Robin Engel	University of Cincinnati	robin.engel@uc.edu
Nancy LaVigne	Urban Institute	NLaVigne@urban.org
Nancy Rodriguez	UC-Irvine	rodri6@uci.edu
Faye Taxman	George Mason University	ftaxman@gmu.edu

As we start a new year, we wanted to share some of our latest achievements and future plans.

ASC ANNUAL MEETING – POLICY FOCUSED PANELS

Although the policy panels have overall been a successful mechanism for interaction between traditional academic panelists and practitioners and policy makers, we increasingly recognize that there are too many competing interests (and sessions) during the ASC annual conference. Therefore, while we will still consider proposals for complete policy panels submitted by the membership, this year we will focus our efforts on building two high impact policy panels addressing the issues of *diversion* and *disparities* across the justice system. We will be approaching the Chairs of ASC Divisions for nominations of colleagues who can speak to each of these system-wide issues and hope to build sessions that feature 7-10 panelists who can succinctly synthesize research findings and communicate those to a broad audience during a more interactive discussion-based session. We welcome ideas of ways to successfully promoting these sessions to achieve the greatest impact.

CRIME AND JUSTICE RESEARCH ALLIANCE

One of the key things the CJRA does to “provide objective research to inform legislators in criminal justice policy and appropriation decisions as well as reporters covering criminal justice topics in the news” is connect policy makers and journalists with experts in the discipline who have established themselves as experts through their contributions to the field and who are willing to engage with the media and others to communicate research findings to broader audiences. CJRA does this through its expert directory.

In our work with the CJRA, we had agreed to serve as the committee that would vet applicants for the CJRA's expert directory. At the recent ASC annual meeting in Philadelphia, the Executive Board considered and approved the proposed new expert vetting process developed by the policy committee. A full description of the vetting process and the criteria by which applications will be assessed will be posted on the ASC and CJRA websites, but we share a brief description of that application and approval process here.

What is the CJRA Expert Directory?

The CJRA is a centralized resource of authoritative experts and scholarly studies created to provide policymakers, practitioners and the public direct access to relevant research on crime and criminal justice issues. The Expert Directory is the mechanism by which CJRA connects academics and researchers with policy makers and media representatives.

What is a CJRA Expert?

A Crime and Justice Research Alliance (CJRA) expert is a current member of American Society of Criminology (ASC) or Academy of Criminal Justice Sciences (ACJS) who has demonstrated sufficient depth of knowledge in a particular subject area as certified by a committee of one of the two organizations. CJRA experts are expected to summarize the current research in a particular subject matter and provide policy-related insight inclusive of impacts, implications, and recommendations based upon their own subject matter and policy analysis expertise. CJRA experts speak for themselves as individuals and should not represent their views as being those of the ASC or the ACJS.

POLICY CORNER

What are the responsibilities of CJRA Experts?

The expectation is that you will respond in a timely manner to media requests and in responding, you are relying on relevant academic expertise and empirical evidence to support any claims.

How do I become a CJRA Expert?

Current members of the ASC can apply through emailing the required materials to the ASC Policy Committee Chair, Natasha Frost (n.frost@northeastern.edu), with the subject-line "ASC-CJRA Expert Application." The three attachments described below are required.

1. A letter of application describing the applicant's areas of substantive expertise and qualifications identifying key intellectual contributions and/or publications in the area. The letter of application must clearly indicate that the applicant is willing and able to take calls and answer media inquiries on short notice.
2. A completed application form, available on the ASC and CJRA websites that includes a brief biography (no more than 250 words) articulating specific areas of expertise.
3. A current copy of the applicant's CV or resume.

When will I be notified as to the status of my applications?

Applicants may submit applications via email at any time, but applications will be considered by quarterly (on or around January 15, April 15, July 15, and October 15 of each year). Decisions will be communicated to the CJRA and the applicants shortly thereafter.

Natasha A. Frost, Policy Committee Chair

As always, we conclude this policy corner with the Washington Update.

Washington Update

November 28, 2017

*The following Washington Update was prepared for the Crime and Justice Research Alliance by **Thomas Culligan** of the Brimley Group.*

With less than two weeks before the expiration of government funding under the current "Continuing Resolution," Congress has turned its attention to reaching an agreement on overall funding levels that would allow for a final FY 2018 Omnibus spending bill before the end of the year. House and Senate leadership are meeting with the President this week to discuss possible agreements that would allow for the Appropriations Committees to negotiate the final bill, which funds Justice Department programs and research. However, there are a number of issues related to taxes, immigration and other political matters that may complicate efforts to reach an agreement.

The Crime & Justice Research Alliance (CJRA) has been advocating to maintain the FY2017 boost in research funding provided to the Bureau of Justice Statistics (BJS) and National Institute of Justice (NIJ) in FY 2017, which was the first significant increase to both agencies in several years. Currently, the Senate Commerce-Justice-Science (CJS) Appropriations bill continues the FY 2017 funding with \$45.5 million for BJS and \$39.5 million for NIJ, while the House-passed CJS bill reduces funding for the agencies by \$1 million each. Fortunately, both the House and Senate funding levels are significantly higher than the President's FY 2018 Budget Request, which would cut \$8 million from these agencies.

The White House has continued efforts to fill key posts at the Justice Department. Last week, the President announced his intent to appoint Jeffrey Anderson to serve as Director of the Bureau of Justice Statistics (BJS). Anderson previously worked in the Department of Health and Human Services on health reform and innovation and was a fellow at the Hudson Institute, a Washington think tank. Other recent appointments to senior DOJ positions include David Muhlhausen as Director of the National Institute of Justice (NIJ), and Jon Adler as Director of the Bureau of Justice Assistance (BJA). Muhlhausen previously served as a fellow at the Heritage Foundation and Adler previously served as president of the Federal Law Enforcement Officers Association.

On Capitol Hill, the House Judiciary Committee held an oversight hearing with Attorney General Sessions, which largely focused on the ongoing Mueller investigation but also covered criminal justice reform and other issues. This week, longtime Ranking Member of the Committee, Rep. John Conyers, announced that he would step down from his committee post during a Congressional ethics investigation into his conduct with former staff. The committee's chairman, Rep. Bob Goodlatte, also recently announced his retirement from the House of Representatives at the end of this Congress, marking a significant change in Committee leadership on both sides of the aisle over the next year.



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Ashley Arnio (*Florida State, 2013*)-communities and crime, spatial data analysis

Pete Blair (*Michigan State, 2007*)-policing, active shooter events

Scott Bowman (*Arizona State, 2007*)-race/ethnicity, juvenile justice

Mitch Chamlin (*SUNY, 1985*)-macro-criminology, time series analysis

Marcus Felson (*U Michigan, 1983*)-crime pattern analysis, routine activities

Ashley Hewitt (*Simon Fraser, 2017*)-sexual violence, criminal profiling

Meghan Hollis (*Northeastern, 2013*)-policing, communities and crime

Wesley Jennings (*U Florida, 2007*)-developmental criminology, longitudinal analysis

Angela Jones (*John Jay, 2015*)-juror decision-making, expert testimony

Shayne Jones (*U Kentucky, 2003*)-personality and antisocial behavior, psychopathy

Wayman Mullins (*U Arkansas, 1983*)-crisis negotiation, police psychology

Sean Roche (*SUNY, 2017*)-public opinion, perceptual deterrence

Kim Rossmo (*Simon Fraser, 1996*)-geography of crime, policing

Christine Sellers (*U Florida, 1987*)-crime theory, gender, intimate partner violence

Mark Stafford (*U Arizona, 1979*)-deterrence, crime theory, sex offending

Lucia Summers (*U London, 2012*)-crime pattern analysis, offender decision-making

Donna Vandiver (*Sam Houston, 2002*)-sex offending, recidivism

Bob Vásquez (*SUNY, 2009*)-measurement, quantitative methods, crime theory

Brian Withrow (*Sam Houston, 1999*)-policing, racial profiling

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DOCTORAL STUDENT FORUM

The Benefits of a Practical Internship During Your Ph.D.

By

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Ph.D. students in Criminology and Justice Policy at
Northeastern University School of Criminology and Criminal Justice

Introduction

With the focus of Ph.D. programs being on doctoral students publishing and contributing to the field, a practical internship during a doctoral program may at first seem to thwart doctoral students' study plans. However, an internship in a practice area related to a dissertation can be extremely beneficial.

In this column, we share the benefits that can be gained and a few hurdles a doctoral student may face by doing a full-time or part-time internship. We also provide a list of potential internships at the doctoral level, including with police departments, court services centers, and research institutes. We hope this piece provides useful tips and considerations on how completing an internship can foster a well-rounded Ph.D. education.

Benefit #1: Career Insight

A practical internship can first and foremost give doctoral students insight into the type of position they would like to pursue following their graduation from their doctoral program. An internship provides a "real feel" of what a job entails, and does so by highlighting practical areas of interest. A doctoral student may think they know the type of job or position they prefer, but after a practical internship they may change their mind based on their experience and insight. An internship is also valuable for those who are unsure of the area of interest they want to steer their career towards. For example, one of the authors was unsure of her interest in juvenile justice, but after completing a judicial internship with the Juvenile Court Department, she became certain that her research will focus on the implementation of juvenile justice policies. While her prior work experience in juvenile justice focused on understanding victim perspectives, the judicial internship, which involved conducting research for judges and helping them write decisions, allowed her to understand the different dynamics involved in criminal justice decision-making. Her dissertation research now draws on this law-in-action perspective in juvenile justice.

Internships also allow one to "practice" work in a particular position, allowing a doctoral student to determine characteristics they prefer in a position. Work hours and work flow vary with each internship. Not all positions have traditional "9-5" working hours, and some positions may expect one to work on their own time, including on weekends, or make their own work schedule. There may be steady periods of work or assignments, or the position may entail alternating periods of being busy and slow.

The nature of the work also varies with each position. For example, working may be collaborative instead of being independent or self-initiated. There also may not be a clear hierarchical chain of command. One of the authors experienced this while interning at an Attorney General's Office. As there were units and case teams, work assignments were sent to a group, rather than to an individual attorney, to develop case strategy with or gather input from all involved persons. Some students may prefer having one clear supervisor, or needing approval before tasks, while others may prefer greater flexibility or freedom. Additionally, the entity a student is working with may have partnerships with other agencies or organizations.

All of these factors vary with each type of position, and it is important for graduate students to be exposed to these factors and to know their preferences *before* they begin the application process for positions following their graduation. An internship can help make those determinations.

Benefit #2: Dissertation Insight and Motivation

An internship can also provide two key influences for a doctoral student's dissertation: insight and motivation.

A practical internship can provide different perspectives for a dissertation that may not have been considered purely through classes and research work. For example, an internship may expose a doctoral student to different research methods. Additionally, seeing people in practice can reveal control variables for statistical analysis. A practical internship will also likely highlight the impact

DOCTORAL STUDENT FORUM

of a dissertation “in the real world.” This can help identify the research gaps that a dissertation is filling, the contribution the dissertation will make to the field, and the dissertation’s utility. For example, one of the authors, whose dissertation explores predictors of sentencing decisions, interned for a judge who, outside of the courtroom, was greatly involved in sentencing legislation and research at a practical level. Through conversing with the judge about what sentencing is like “in the real world,” and in turn discussing criminology sentencing research, the author was able to strengthen her dissertation and its impact through additional variables she had not considered.

A practical internship can also provide motivation to complete a dissertation. Many doctoral students can experience feeling “tired of” or “bored with” their dissertation topic due to overall fatigue from the lengthy development of the dissertation and the execution of the dissertation itself. Because of this, dissertation tasks can become tedious, draining one’s motivation. Reasons for completing the dissertation may also become lost in graduate school goals, particularly if the reasons seem abstract. A practical internship can provide new motivation for completing the dissertation or reignite excitement and connections a doctoral student had with a topic. For example, both authors’ research has involved examination of biases in disposition or sentencing. Biases in disposition may seem to be a confrontational topic, but supervisors and colleagues at our internships, have shown interest in our findings and how these findings impact their own work. We have created a ready and willing audience who are looking forward to our dissertation results, helping our motivation for completion.

Benefit #3: Time Management

A practical internship also aids in developing the skill of time management. As internships are time-bound with requirements of setting and maintaining a schedule to complete goals, a practical internship helps students learn how to be effective with time management. Further, unlike dissertation-related tasks or doctoral coursework, which can be isolating, an internship is often a collaborative experience. Managing work, including managing others and their tasks, in a timely fashion is imperative to producing results by deadlines in this type of environment. Thus, an internship helps doctoral students learn not only how to keep up with the obligations of their internship, but also how to improve their time management skills, and doctoral students can apply these skills to their program’s obligations of teaching, research, and dissertation tasks.

Benefit #4: Connections

A practical internship also allows doctoral students to obtain mentors and advocates outside of the university setting in various capacities. For example, through one of the author’s internships, she forged connections with judges, their staff, and attorneys appearing in court, resulting in a rich network of practice-based mentors and advocates she can reach out to for future research and guidance. Mentors and advocates can even be on a dissertation committee, providing a unique practical aspect to the dissertation and ensuring the dissertation has a practical impact.

Additionally, personal connections at an internship can help with writing publishable manuscripts. In some instances, supervisors and other colleagues at internships may be seeking like-minded individuals to research and write with them. Even if they are not actively looking for a writing partner, many colleagues are receptive to interns seeking their help and advice in writing a potentially publishable manuscript in their area of expertise. Personal connections like these provide insight and can be resources for editing work. They may additionally know of publication outlets geared around practice that doctoral students did not consider. Ultimately, a practical internship provides an opportunity to learn how to collaborate with those outside of your doctoral focus. This skill is incredibly important both inside and outside the academic world because every criminology or criminal justice position requires being able to communicate and work well with others.

Benefit #5: “Real World” Contributions

Finally, an internship can provide “real world” examples and connections that doctoral students can bring into their doctoral classes and their preparation for comprehensive examinations. There is no better way to fully understand a particular theory or research method than to see how that aspect works in a situation outside of the classroom. These examples can be brought into classroom discussions, and seeing them first-hand solidifies them in students’ minds.

Potential Hurdles

Although we highlight many benefits of having a full-time or part-time practical internship during a doctoral program, we also recognize a few hurdles.

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One of the major hurdles of a practical internship is balancing the requirements of the internship with a doctoral program's class and research obligations; but, there are ways to overcome this. In either a full-time or part-time internship, it may be possible to receive class credit for the internship. Several programs offer this option explicitly and others may consider it upon request. If course credit is not available, ask if your program will provide credit in exchange for a paper or project about the internship experience. If course credit is not a viable option for a full-time internship, doctoral students can seek internships that are part-time so that the internship does not conflict with a doctoral program's requirements. One way to secure a part-time internship is to find a contractual or as-needed-basis internship. This allows scheduling of hours around a doctoral program. However, these types of internships are often research-based, and thus a doctoral student will need to determine if this type of internship will meet one's goals.

Finally, international students may face additional hurdles. International students who are on their F1 (full-time student) or J1 (exchange/visitor) visas must be careful to ensure an internship does not affect their stay in the United States. International students may need to pursue full-time internships in the summer rather than during the academic year of their program, since the F1 visa restricts international students from working off-campus during the academic year (unless they receive special approval from USCIS) and from working on-campus for more than 20 hours per week during the academic year. When seeking an internship during their doctoral program, international students should also keep their program's administration and office that handles their visa-related issues informed.

Example Internships

Below are some example agencies and departments to think about interning with during a criminology doctoral program:

- Research centers of police departments
- Research centers related to other criminal justice departments including parole, probation, and corrections
- Legal aid societies
- Court services centers
- Victim services (in-court or out of court; these can serve a variety of crime victims)
- Witness services
- District Attorney's offices (state prosecutors) or United States Attorney's offices (federal prosecutors)
- State Attorney General's offices
- Public defender services
- Interning for a judge in their chambers
- Research centers for alternative forms of dispositions, e.g., diversion programs and restorative justice initiatives
- Policy or research institutes
- Non-profit organizations dedicated to criminal justice
- Pro bono departments of law firms

Conclusion

In this piece, we have highlighted numerous benefits and some hurdles to bear in mind when engaging in a practical internship during a criminology doctoral program. We truly believe that the benefits of a practical internship outweigh the hurdles, which are mostly administrative and can be dealt with swiftly. As students who have completed practical internships during our time as doctoral students, we vouch for the significant gains from these endeavors. Our internships have added value to our dissertation research, our work ethics, and our ability to engage in different teams of individuals. While pursuing a doctoral degree is a unique and rewarding experience, practical internships can help make the most of your study, and importantly, they add another dimension to your abilities as a researcher and future faculty member.

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TEACHING TIPS

Teaching Data Analytics to Criminology and Criminal Justice Students

By

Matthew Phillips, Ph.D., Department of Criminal Justice & Criminology, UNC Charlotte

We are witnessing a data revolution - a massive shift in the way data is generated, collected, managed, and analyzed. Buytaert (2015) famously observed that “data is eating the world.” The data science or “big data” surge is sweeping across both the private and public sectors, as well as academia. We’ve all heard the buzzwords, but many don’t understand what they actually mean. Data science is essentially an umbrella term, referring to the combination of a broad set of tools coming from statistics, mathematics, and computer science for the purpose of gaining useful information from a variety of data (Campbell, 2017). Data analytics (or, data analysis) is a more focused process of applying specific tools to a specific data set with a specific goal in mind.

But data science and data analytics is more than a semantic argument, and it is more than a theoretical concern with little relevance for the “Average Joe.” It is bringing real change to our daily lives, and has impacted fields ranging from commerce to healthcare to transportation to security. Importantly, it is changing the fields of criminal justice and criminology, with applications in predictive policing, criminal risk assessment (LeDuc, 2016), crime mapping (Reid and Tita, 2011), and intelligence and security (Lim, 2016).

Data Analytics in Criminology and Criminal Justice

Social scientists generally, and criminologists specifically, are recognizing the value added by data analytics - a powerful toolbox (containing tools like data visualization, mapping, network analysis, text analytics, regression modeling, and machine learning) with the potential to aid our ability to answer questions in new ways, or possibly to answer previously unanswerable questions.

The value of these tools goes beyond academia, reaching into the realm of the practitioner. Police departments, private sector companies, and federal agencies are all clamoring for students who possess a unique blend of in-depth understanding of criminal justice and criminological processes mixed with the data analysis skills necessary to extract meaningful insight from available data and shape policy.

For students, this creates both a terrific opportunity and tremendous challenge. The majority of our students do not pursue careers in academia, and instead seek opportunities as practitioners. Given the explosion of jobs resting on data analytic skills (Woodie, 2016), we as instructors can boost their likelihood of success in the job market by teaching these skills. After all, who wouldn’t want the “sexiest job of the 21st century”? (Davenport and Patil, 2012).

Data analytics is not a fad, and will continue to gain societal importance over time. We have a duty, then, to teach these skills to our students, and to teach them well. But substantial challenges exist to doing so.

Challenges to Teaching Data Analytics

Anyone who has taught a data analysis or research methods course is aware of the fact that these are often the least-popular courses among students, particularly undergraduates. Here are a few reasons why.

- Social science students typically have had poor experiences in prior statistical coursework, which most social science programs outsource to math departments. Examples are rarely given in social science fields, much less in criminal justice.
- Methods and data analysis courses are commonly reserved for upperclassmen, meaning there is considerable time between these courses and the statistical prerequisites. Much of what was taught has been lost, flushed out of the undergraduates’ collective memories.
- The typical student does not see the value of statistics- or math-heavy curriculum, believing they will never use it again.
- Despite the commonplace understanding that “Millennials”¹ are tech-savvy wizards, most are really only skilled as front-end users of apps and some programs, having never been trained in computer science or computer programming. They have very little understanding of back-end processing, and most have little to no experience with analytic software, and virtually none with coding.

1 For the sake of posterity, I’m technically a Millennial.

TEACHING TIPS

Taken together, a professor delivering data analytics material to students that combines statistical concepts, elements of research design, and the use of analytic software and even computer programming faces an uphill battle. Nonetheless, there are prudent steps the motivated (and mildly masochistic) professor can take, having committed themselves to teaching data analytics to criminal justice and criminology students.

Strategies for Success

Although the challenges are formidable, an honest acknowledgment of them suggests practical and straightforward solutions. Some less obvious solutions also exist, based on personal experience of teaching these courses for the duration of my (albeit brief) career.

Obvious Solutions

- *Be prepared to reteach statistics from the ground up, in simple terms.* My promise to students at the beginning of the course goes something like this: "If you can understand basic algebra, I can get you the rest of the way." Fulfilling that promise means I have the burden of reteaching material they should have already learned. But, I've made peace with that.
- *Keep class sizes small.* Individualized attention is crucial for student success. Not every student needs the material explained in the same way. Having the flexibility to explain core concepts in a personalized way pays enormous dividends. Being creative with individual attention is helpful. For example, have a qualified graduate assistant attend labs, so they can also provide assistance.
- *Don't make classes too small.* Often, students learn best from their peers. Allow the students to share ideas, or to work in teams on larger projects. Collaboration fosters intellectual growth, particularly when students are in unfamiliar territory.
- *Reinforce the concepts with criminal justice or criminology-based examples.* Make sure the data sets and examples you use are relevant to your students, and to the extent possible, draw upon their supplemental coursework. Our students understand regression better if we use it explain the relationship between the number of police in a city and the crime rate in a city, for example.

Less-Obvious Solutions

- *Move away from SPSS and toward programs that require coding - like SAS, and especially R, as well as industry-favored software like Tableau and ArcGIS.* The job market places a premium on these platforms (BurningGlass, 2016), and agencies are seeking candidates with qualifications in this area. R also has the advantage of being open source, so students can use it on their own computers without needing to purchase licenses. There is a steep learning curve at the beginning as students learn, but students ultimately take ownership of their data management and data analysis - it's not a "black box".
- *Abandon traditional lecture slides or scribbles on the chalkboard in favor of providing the students with code.* Platforms like Shiny and R Markdown are excellent for showing students (in one complete package) what the code looks like, what it does, and explaining why you're writing it. Provide these notes to students through your institution's learning management system. Also, give them the data you're using for examples, so they can replicate the results on their own.
- *Stay up to date on leading-edge analytic techniques and philosophies.* The better informed you are of state-of-the-art methods, the better positioned you will be to know what your students need to know.
- *Give students room to fail.* Learning data analytics is a messy, non-linear process. They will make mistakes, they will generate errors. Teach them that error messages are not calls to surrender; rather, they are part of the process. Do not expect perfection the first time they use a new technique. Build this sort of latitude into your syllabus by allowing for revisions on assignments and exams, and consider take-home and group-based assignments that let students learn at their own pace and from their peers.

A Few Best Practices

Learning data analytics is best accomplished through hands-on experience, rather than listening to lectures. With that in mind, here are a few best practices to get data into the students' hands and get them to interact with it.

- *Use publicly available data sets that contain easy-to-understand criminological variables.* Students gravitate to data sets like the Global Terrorism Database, UN data on drug seizures, or any of the various data from the FBI. I've also used data I have from my own research, such as data on drug-related homicides in Mexico.

TEACHING TIPS

- *Deliver the data in a variety of formats.* Typically, the data are distributed as CSV files, but by also having data stored as text or Excel files, students get to experience accessing and managing multiple data formats. Integrating data management techniques, such as merging and subsetting, gives further experience.
- *Fully leverage the capabilities of the software you use.* R has gained a reputation of being industry-standard, thanks in large part to its flexibility. Teach students to leverage this flexibility by having them use it for tasks ranging from data management and data cleaning to data analysis, text analysis, and machine learning techniques. Don't neglect the power R has in data visualization, and supplement the visualization components with platforms like Tableau and D3.

Conclusion

From visualization to data mining and predictive modeling, data analytics is a crucial, marketable skill for students entering the criminology and criminal justice fields today. At its core, data analytics is merely another toolbox that researchers use to extract knowledge and insight, and to inform policy. For those of us who practice data science and data analytics, it is our responsibility to not only teach the skills to our students, but to convince them of the value of learning them.

Some students - no matter what - will not see the value of data analytics, and will reject your every effort to convince them of the importance of what you're trying to teach. But many will embrace it. The first time I taught R to undergraduates was in a Research Methods course. I gave everyone the option of learning the material in SPSS or R, having explained the advantages and disadvantages of each. Twenty-one out of 24 students chose to learn R, and did very well.

Admittedly, other classes have had more limited success. Bifurcation is common - students love it or hate it. I remain energized by the students who love analytics, even those who say they "hate math." Ultimately, the importance of data analytics in our field is sufficient reason to devote pedagogy to it, and to do so in a way that maximizes student outcomes.

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OBITUARIES

ROLF LOEBER

Rolf Loeber was an intellectual giant and a wonderful man. He was always very congenial and modest, and he helped to advance the careers of many people, including ourselves. In this obituary, it is only possible for us to mention a few of his many accomplishments.

Rolf is particularly famous for masterminding three major longitudinal studies: the Pittsburgh Youth Study, the Pittsburgh Girls Study (the only large-scale US prospective longitudinal study on the development of female delinquency from childhood to early adulthood), and the Developmental Trends Study. These projects led to Rolf's famous developmental pathways theory and to the first ever book on early prospective risk factors for homicide offenders and victims (based on the PYS). Rolf worked together with his wife Magda to build a scientific empire. The Loebers were a wonderful team.

In addition, Rolf masterminded three major federally-funded study groups, on serious and violent offenders, child delinquents, and transitions from juvenile delinquency to adult crime. Remarkably, he also masterminded three sister study groups in the Netherlands. All these study groups had an impact on criminal justice policies.

Rolf and Magda started their careers in the Netherlands in the 1960s, and emigrated to Canada in 1970, where they worked as clinical psychologists and earned their PhD degrees at Queen's University, Kingston, Ontario. They then moved to Oregon in 1979, worked with Gerry Patterson until 1983, and were very important in designing and securing funding for the Oregon Youth Study. In 1984, they moved to the University of Pittsburgh, and set up the Life History Studies Program.

In his criminological career, Rolf was incredibly productive, in publishing over 450 books, articles, and book chapters. He was an amazingly well organized and speedy writer. In addition, he received a total of over \$68 million in research funding. He also held a professorial position in the Netherlands from 1997 to 2012. Rolf received numerous awards, including the Life-Time Achievement Award of the ASC Division of Developmental and Life-Course Criminology.

Remarkably, Rolf, together with Magda, had a parallel career studying Irish history, Irish architecture, Irish poets, and Irish fiction. He had over 70 publications and 11 research grants on these topics, and he was elected as an honorary member of the Royal Irish Academy in 2006.

David first met Rolf in late 1979 and stayed with him in Oregon in early 1981 en route to the Society for Life History Research meeting in Monterey, California. Along with Magda, they planned the PYS in 1985 and began it in earnest in 1986. David has been privileged to collaborate with Rolf for more than 30 years on many projects, including the PYS and the three US study groups.

Lia started working with Rolf in 2011, and was introduced to the fantastic longitudinal studies on delinquency. Rolf became a dedicated mentor, an admired colleague and foremost a very close friend. This year (2017), Rolf received funding to start yet another longitudinal study based out of Pittsburgh. We will do our very best to carry Rolf's legacy into the future.

David P. Farrington (Cambridge University) and Lia Ahonen (University of Pittsburgh)

OBITUARIES

JAMES S. E. OPOLOT

James S. E. Opolot, Ph.D., passed on in March 2017. At the time he joined the zone of collective immortality, he was a Professor and Graduate Faculty of the Administration of Justice in Barbara Jordan-Mickey Leland School of Public Affairs at Texas Southern University (TSU) in Houston, Texas.

Jim Opolot received a Ph.D. from Southern Illinois University at Carbondale in 1976. In his doctoral program, the late Distinguished Professor Elmer H. Johnson was his mentor. Also he received BA and MS degrees at the same university in Applied Criminology and Administration of Justice respectively. At the Administration of Justice program in Houston, Opolot showed distinctive and commendable services over the years through his participation in numerous dissertation committees and as an advisor to the Administration of Justice Club.

James Opolot has been a member of both the American Society of Criminology (ASC) and the Academy of Criminal Justice Sciences (ACJS) since 1978. In both international professional organizations, James served in many of their committees. He was among the five Professors: Bob McCormack (deceased), Gordon (deceased), Bill Wakefield, and Obi Ebbe, who founded the International Section of the ACJS. For over two decades, he was presenting papers at every annual meeting of both ASC and ACJS. Furthermore, James was the founding President of the African Criminology and Justice Association (ACJA).

Dr. Opolot made wonderful and memorable contributions to African criminology and justice systems. He published four books, and pivotal in all of them are African criminology and justice systems. Among his books are **Criminal Justice and Nation-Building in Africa** (*University Press of America, 1976*) and **Police Administration in Africa: Toward Theory and Practice in English-Speaking Countries** (*University Press of America 2008*). He published many articles on Africa and the United States in refereed journals as well as more than 28 book-chapters in different books. Opolot was consulted by UNICRI to write papers for the United Nations Office on Drug and Crime, Vienna, Austria. He carried out Executive Training for Security Directors at Sandals Resort in Jamaica.

On the personal side, Opolot was a team player and friendly. When I was admitted to the Southern Illinois University at Carbondale's sociology doctoral program in 1977, every sociology graduate student talked good of him. His contributions to ASC and ACJS knowledge of African Criminology and Justice are immortal.

CRIMINOLOGY AROUND THE WORLD

If you have news, views, reviews, or announcements relating to international or comparative criminology, including new books or conference announcements, please send it here! We appreciate brevity (always under 1,000 words), and welcome your input and feedback. – Vesna Markovic at vmarkovic@newhaven.edu

Crossing Borders, Encountering Reality

By

Michael J. Jenkins, Ph.D., Associate Professor, The University of Scranton



The point of scientific research is to present some perspective on an opaque reality which may or may not exist “out there.” Most researchers acknowledge the need to employ multiple methods for uncovering these fragments of the social phenomena that make up the practice of criminal justice. Driven by a desire to maintain an objective, scientific, and replicable approach, quantitative-minded criminologists focus on sterile and impersonal means for arriving at more reliable conclusions about the statistical relationship between variables. Qualitative criminologists, better able to use in-depth methods of exploration, can beautifully and adeptly describe the context of these relationships in their work. Such accounts allow for scientifically-supported positions that are contextualized within the social environments of their occurrence. They give us demonstrations of a phenomenon “in the real world,” help us to see the personal and social attributes of a relationship, and give us a deeper understanding of the “so what” of our academic endeavors.

We have the responsibility to encounter the people we study and teach about, regardless of the methods we use. In the study of crime and criminal justice, people often comment that one cannot understand a crime problem unless they’ve visited a high crime neighborhood, or they cannot offer prescriptions for policing until they’ve put on the uniform. The value of having someone study the social artifacts of crime and policing—for example as an outsider with a more objective perspective—however, adds unique value to a study. This underscores our responsibility as “outsiders” to engage with people who are the subjects of or affected by our studies. When it comes to discerning any useful or relevant findings, the intimate realizations of our work are where the “rubber meets the road.”

Two recent experiences have reinforced in me the importance of this. First, I spent the first five months of 2017 fulfilling a Fulbright grant with the London Metropolitan Police Department. Then, as part of a University-supported service trip to the US-Mexico border, in October 2017, I had the opportunity to meet with various groups affected by immigration issues. In these travels I was fortunate to be confronted with the issues of policing and immigration in a way that animates my understanding of my primary research and teaching areas.



One of the hallmarks of the Fulbright program is that it encourages grantees to truly dive into the topics of study—including the larger social, cultural, and political arenas of their host country. In fact, during the Fulbright application process, one of the interviewers made it clear that they did not want someone who would “relegate themselves to their offices every day in an attempt to produce a magnum opus for their discipline.” Indeed, being free to explore the many parts of the London Metropolitan Police Service made for a more fulfilling and compelling time abroad. It deepened my understanding of my own research on police-citizen interactions, affecting the ways I could present to practitioners the implications of my work on police practice and highlighting the limitations of my research findings.

The democratic, Anglo-Peelian roots of our own police system in the US might tempt a researcher to bypass the important step of encounter in their study of the London Metropolitan Police. The Met’s status as one of the most data-conscious police departments in the world only adds to this inclination. They offer online access to a well-formatted, easy-to-access, trove of police data. A researcher can easily get through tenure, holed-up in an office mining these databases and making assumptions about how similar the police institutions are in London and the UK. But their work would be limited. We might think we have an academic expertise in our given areas, but to eat a gas station lunch at 3am in the back of a squad car during a 10-hour shift, or to break up a busy stretch of responding to calls by returning to the precinct to write police reports, or to struggle to catch your breath when a police officer has just concluded a foot chase of a young, male, will radically change the questions one asks, the methods one uses, and the conclusions one draws.

CRIMINOLOGY AROUND THE WORLD

The issues of immigration and law enforcement at our southern border are also fraught with moral, policy, and political factors which can be understood from an empirical perspective. Here again, there are multiple sources of official, NGO, and anecdotal data one could examine without fully entering into the realities their subjects face. To speak face-to-face with a man as he recounts his story of, after 20 years in the United States with his family, being forced to leave them behind, then having to tell his 18-year old son over the phone that he cannot make it to the US to bury his older brother, to which the teen, through tears replies, "I just need a hug from you, Dad."

In our field, we think highly of work when we successfully isolate an interesting association between specific constructs or reach the much-sought level of statistical significance. But until we are confronted with the real-world effects of our studies, until we see the stressful perspiration of the subjects we study, the tears of a man struggling with the choices he's made and the affect they've had on him and his life, we cannot say we know anything.



Dr. Michael Jenkins with an immigrant from Honduras at the comedor at the U.S. Mexican border

With an emphasis on "evidence-based," "randomized control trial," and statistical significance, we cannot forget the people who make up and, who, more importantly, are affected by, our variables of interest. It's not enough to share relevant research findings. In this period of criminal justice reform and effecting change, we must take heed to understand what our research means to the world—the "so what," the "who cares"—and truly encounter our subjects. Sometimes, that means going to and through borders.

CRIMINOLOGY MEETINGS AND CONFERENCES

March 21–22, 2018
 Redesigning Justice: Promoting Civil Rights, Trust and Fairness
 Two-day International Conference
 Keble College Oxford

April 10-14, 2018
 Association of American Geographers (AAG) Annual Meeting
 New and Changing Geographies of Wildlife Crime
 New Orleans, LA
<http://www.politicalgeography.org/2017/09/25/cfp-new-and-changing-geographies-of-wildlife-crime/>

May 8-10, 2018
 2nd International Correctional Research Symposium
 What is Good Prison Research?
 Prague, Czech Republic
<https://icpa.ca/crs2018/>

June 11-12, 2018
 23rd German Congress on Crime Prevention
 Violence and Radicalism: Current Challenges for Prevention
 Dresden, Germany
<http://www.praeventionstag.de/nano.cms/international>

June 12-14, 2018
 The Stockholm Criminology Symposium
 Models for Successful Policing
 Stockholm, Sweden
<http://www.criminologysymposium.com/>

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MARK YOUR CALENDAR**FUTURE ASC ANNUAL MEETING DATES**

2019	November 20 -- 23	San Francisco, CA	San Francisco Marriott Marquis
2020	November 18 -- 21	Washington, D.C.	Washington D.C. Marriott Marquis
2021	November 17 -- 20	Chicago, IL	Palmer House Hilton
2022	November 16 -- 19	Atlanta, GA	Atlanta Marriott Marquis
2023	November 15 -- 18	Philadelphia, PA	Philadelphia Marriot Downtown
2024	November 20 -- 23	San Francisco, CA	San Francisco Marriott Marquis
2025	November 19 - 22	Washington, D.C.	Washington D.C. Marriott Marquis
2026	November 18 - 21	Chicago, IL	Palmer House Hilton
2027	November 17 -- 20	Dallas, TX	Dallas Anatole Hilton
2028	November 15 -- 18	New Orleans, LA	New Orleans Riverside Hilton

2018 ANNUAL MEETING

THEME: *Institutions, Cultures, and Crime*

Make your reservations early for Atlanta, GA
November 14 - 17, 2018

Atlanta Marriott Marquis
265 Peachtree Center Ave NE
Atlanta, GA 30303
Phone Reservations: 1 888-855-5701