



The Criminologist

The Official Newsletter of
the American Society of Criminology

Vol. 40, No. 6

Nov/Dec 2015

Editor's Note:

This is my last issue, so I would like to publicly thank all who have contributed to *The Criminologist* over the past year. I would also like to express my gratitude to the Associate Editor, Susan Sharpe, and the Managing Editor, Kelly Vanhorn, for their outstanding contributions to the newsletter. They do most of the work, and they do it exceptionally well.

We close out the year with a featured essay by Professor John Hagan, who highlights some critical dimensions of violence that have been neglected by criminologists. We also are pleased to round out the issue with our usual array of "corner," "forum," and "tips" columns, along with some thoughtful commentaries on several topics. In the September/October issue, we published an essay sent to us by Thomas Baker, who documented some of the reasons behind the "meteoric rise" that has occurred in the Thomson Reuters' journal impact factor for the *Journal of Criminal Justice* (JCJ) over the past five years. In this issue, we are pleased to feature a reaction essay by the Editor of JCJ, Professor Matt DeLisi. I encourage you to check out what he has to say (pp. 5-6), and I would like to echo loudly his call for an ongoing dialogue about the validity and reliability of journal impact factors and the virtues of various editorial policies. That conversation should be extended to consider the limits of the current publication process more generally, a theme highlighted in a letter to the editor from Professors Ray Paternoster and Robert Brame (pp. 9-10). We also continue the conversation about the pros and cons of developing official ASC policy statements, which you'll find in a summary of reactions in our *Members Perspective* column (p. 13) and a very thoughtful letter to the editor by Professor D. Kim Rossmo (pp. 7-8).

I hope you enjoy this issue of *The Criminologist*.

Eric Baumer, ASC Vice President

While Criminology Slept: A Criminal War of Aggression in Iraq

by

John Hagan, Northwestern University and the American Bar Foundation

More than a decade after the invasion and occupation of Iraq, it seems clear that this was a criminal war of aggression. Judges at the International Military Tribunal at Nuremberg reasoned that "to initiate a war of aggression ... is the supreme international crime differing only from other war crimes in that it contains within itself the accumulated evil of the whole." U.S. Supreme Court Justice Robert Jackson, the Chief Prosecutor at Nuremberg, further emphasized that "we are not prepared to lay down a rule of criminal conduct against others which we would be unwilling to have invoked against us." Yet the field of criminology was silent about the criminality of this war in the months before it began, as well as afterwards.

IN THIS ISSUE....

| | | | |
|------------------------------|----|------------------------------------|----|
| Letters to the Editor | 7 | Teaching Tips..... | 30 |
| Editor's Corner | 10 | Keys to Success | 33 |
| Member Perspectives | 12 | Collaboration Corner | 36 |
| 2015 ASC Award Winners | 14 | A View from the Field | 40 |
| Around the ASC | 16 | Criminology Around the World | 42 |
| Obituaries | 19 | ASC CFN - 2016 Awards | 47 |
| Policy Corner | 21 | 2016 ASC Call for Papers | 52 |
| Doctoral Student Forum | 25 | ASC Membership Form | 59 |

The Criminologist

The Official Newsletter of the American Society of Criminology

THE CRIMINOLOGIST (ISSN 0164-0240) is published six times annually -- in January, March, May, July, September, and November by the American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH, 43212-1156 and additional entries. Annual subscriptions to non-members: \$50.00; foreign subscriptions: \$60.00; single copy: \$10.00. **Postmaster:** Please send address changes to: The Criminologist, 1314 Kinnear Road, Suite 212, Columbus, OH, 43212-1156. Periodicals postage paid at Columbus, Ohio.

Editor: **Eric Baumer**
Florida State University

Associate Editor: **Susan Sharp**
University of Oklahoma

Managing Editor: **Kelly Vanhorn**
American Society of Criminology

Published by the American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH 43212-1156. Printed by Robin Enterprises Company.

Inquiries: Address all correspondence concerning newsletter materials and advertising to American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH 43212-1156, (614) 292-9207, kvanhorn@asc41.com.

ASC President: CANDACE KRUTTSCHNITT

Department of Sociology
University of Toronto
725 Spadina Avenue
Toronto, ON M5S 2J4
Canada

Membership: For information concerning ASC membership, contact the American Society of Criminology, 1314 Kinnear Road, Suite 212, Columbus, OH 43212-1156, (614) 292-9207; FAX (614) 292-6767; asc@asc41.com; http://www.asc41.com.

HOW TO ACCESS CRIMINOLOGY AND CRIMINOLOGY & PUBLIC POLICY ONLINE

1. Go to the Wiley InterScience homepage - <http://www3.interscience.wiley.com>
2. Enter your login and password
Login: Your email address
Password: If you are a current ASC member, you will have received this from Wiley; if not or if you have forgotten your password, contact Wiley at: cs-membership@wiley.com; 800-835-6770
3. Click on Journals under the Browse by Product Type heading.
4. Select the journal of interest from the A-Z list.

For easy access to Criminology and/or CPP, save them to your profile. From the journal homepage, please click on "save journal to My Profile."

If you require any further assistance, contact Wiley Customer Service at cs-membership@wiley.com; 800-837-6770.



<https://www.facebook.com/pages/American-Society-of-Criminology/751254044854737>



@ASCRM41

A 1974 U.N. General Assembly resolution defined a war of aggression as the “serious and dangerous” use of force by one nation against another.¹ However, this definition is overly expansive and inclusive. The use of force by one nation against another is justified in certain circumstances. The genocide in Sudan’s Darfur region is one among numerous instances where other states could and should justifiably have used force and assumed the responsibility to stop the killing of civilians (Hagan and Rymond-Richmond 2009). There are also circumstances in which states are justified in defending other states against attack, for example, when Germany invaded an undefended Poland to begin World War II. The 1974 U.N. definition is too broad for purposes of criminal prosecutions or social scientific research, and there is no cumulative case law to clarify the definition of aggressive war, leaving important undone definitional work of a kind familiar to criminologists.

The unformed nature of today’s law of aggressive war is similar in some ways to the laws about unethical business practices encountered in the 1950s by Edwin Sutherland, the famous American criminologist who transformed our field as well as public discourse by coining the term “white collar crime.” Sutherland (1949) included within his study of white collar crime the actions of U.S. corporations who illegally traded with Germany during World War II. But Sutherland and following social scientists contributed little beyond this to the socio-legal study of aggressive war, even though criminology has a capacity to play an important role in advancing the underdeveloped social science of wars of aggression.

What is needed is a social scientific analogue to the political philosophy of Michael Walzer (1977) and his just and unjust war theory of crimes of international aggression. Walzer (2007) cites legal definitions of aggressive war - from Nuremberg, through the U.N. General Assembly, to the Rome Treaty that established the International Criminal Court. However, he emphasizes that these definitions do not sufficiently specify the events and circumstances that are necessary to circumscribe prosecutorial and trial applications of the concept of aggressive war.

Following the lead of the still new International Criminal Court, we instead begin by defining aggressive war as the use of armed force against another state without the justification of self-defense or authorization by the U.N. Security Council.² Examples of aggressive war include unprovoked and unauthorized attacks by armed forces, bombardments and blockades. But Walzer (2012:35) argues that more attention is needed to the factors and circumstances that initiate war - *ad bellum* - to conclude whether a war is just or unjust. He further insists that what comes *after* a war is also a crucial part of whether wars should or should not be fought in the first place. Foreseeable consequences of war - *post bellum* - must also be considered.

Criminology can advance a social scientific theory and empirical causal analysis built on the above approach, with particular attention to the consequences of aggressive war, based, for example, on extensive social science survey and interview evidence of the kind gathered in Iraq - the most extensively reported but still infrequently empirically analyzed international conflict recently involving the United States. Criminology can bring social science data to bear in documenting both the background and consequences - *ad bellum* and *post bellum* - of the U.S.-led invasion of Iraq.

Of course, it would be naïve in the extreme to believe that this exercise in social science alone could lead to prosecutions and convictions for aggressive war in an international criminal court of law. In any case, Walzer (2007:642; see also Hagan 2010: Chapter 2) argues against hasty judgments and further suggests that there is a “moral continuum” along which just and unjust instances of international aggression can be located. He concludes that “The American war in Iraq falls somewhere in between - closer in my view to the unjust pole ...” (2007:642). However, available *ad bellum* and *post bellum* evidence readily supports a conclusion that the American war in Iraq constituted a war of aggression (Hagan, Kaiser, and Hanson 2015). Consider the following.

In his 2002 West Point speech elaborating his new War on Terror, President Bush used his Presidential authority to issue a call to action in defense of American lives and liberty. He announced that “our security will require all Americans to be forward-looking and resolute, to be ready for *preemptive* action when necessary to defend our liberty and to defend our lives” (emphasis added). This formulation implicitly acknowledged the important requirement that there be an actual threat requiring self-defense to justify a pre-emptive war, and the Bush Administration set out to provide this justification. Yet the ad hoc character of the Administration’s claims and the following Congressional authorization revealed the false foundations of the pre-emptive policy that led to the Iraq war.

1 General Assembly Resolution 3314 (XXIX), annex, U.N. Doc. A/RES/29/3314 (December 14 1974).

2 See http://www.icc-cpi.int/iccdocs/asp_docs/Resolutions/RC-Res.6-ENG.pdf. The Rome Statute for the International Criminal Court provided that the “crime of aggression” means “the planning, preparation, initiation or execution, by a person in a position effectively to exercise control over or to direct the political or military action of a State, of an act of aggression which, by its character, gravity and scale, constitutes a manifest violation of the Charter of the United Nations” and that, “‘act of aggression’ means the use of armed force by a State against the sovereignty, territorial integrity or political independence of another State, or in any other manner inconsistent with the Charter of the United Nations.” In June 2010, a Review Conference on the Rome Statute held in Kampala, Uganda reached agreement on the prospective implementation of the Rome Statute’s definition of the crime of aggression.

Congress's 2002 "Joint Resolution to Authorize the Use of United States Armed Forces Against Iraq" claimed that Iraq was "a continuing threat to the national security of the United States" because it had "a significant chemical and biological weapons capacity"¹ and was "seeking a nuclear weapons capability." However, in Great Britain, a leaked "Downing Street Memo" *forewarned* of the speciousness of these claims and that "the intelligence and facts were being fixed around the policy."² The U.N. Secretary-General, Kofi Annan, declared in September of 2004 that the ensuing war was "illegal" from the point of view of the U.N. Charter.

On at least two occasions, only days after the 9/11 attacks, President Bush expressed (with no apparent supporting evidence) his belief that Saddam Hussein and Iraq were involved in these attacks on America (see Packer 2006:41; Baker 2013: 135). We too easily forget how disingenuous the lead-up to this war was. Vice-President Richard Cheney leaked false claims about Iraq weapons of mass destruction that were presented as front page *New York Times* news articles written by Judith Miller (2001;2002). The path to war was paved with dubious intentions. In the final months before the invasion, Bill Keller (2003), the Executive Editor of the *New York Times*, supported the invasion of Iraq with an op-ed proclaiming his membership in "The I-Can't-Believe-I'm-a-Hawk Club."

It is important to recall that the justification for the war consisted of three essential claims. The first claim alleged the complicity of Saddam Hussein's regime in the 9/11 attacks based on a reported meeting of the Iraq consul in Prague with the 9/11 hijacker, Mohamed Atta. The FBI was never able to find any evidence for this claim, and despite persistent assertions by Vice President Cheney, President Bush himself acknowledged the absence of confirming evidence *before and after* the invasion.³

The second and most important claim was that Iraq was in possession of extensive stocks of biological and chemical weapons of mass destruction [WMD]. But U.N. *pre*-invasion and U.S. *post*-invasion inspections could not find WMD stockpiles.⁴ The *New York Times* discovered that the U.S. military had covered up evidence found after the invasion by its soldiers of Saddam's *long dismantled* WMD stockpiles which had been developed *with U.S. assistance* in the 1980s, long before the invasion.⁵

The third claim was that Iraq was acquiring the capacity to make nuclear weapons, as evidenced by acquisition of "yellow cake" uranium. The U.N. Atomic Energy Agency reported shortly *before* the U.S. invasion that this claim was based on a forged letter.⁶

If the United States had invaded Iraq in 1988, When Saddam had ordered the chemical attack on Kurdish populations, or in 1991, when Saddam ordered the military attacks on Shia and Kurdish civilians who rose up against his rule following the first Gulf War in Kuwait, the American commitment of forces could have been justified as humanitarian intervention. However, in 2003 Saddam was not involved in mass atrocities.

Even Bush Administration advisers, such as Richard Haass (2009), would later say that although the first Gulf War of George H.W. Bush was a necessity, the second Iraq War of George W. Bush was a choice. It was a chosen, unnecessary, and criminal war of aggression (Hagan, Kaiser, and Hanson 2015).

If a war of aggression is indeed a "supreme" crime, and if the *ad bellum* initiation of this crime marks only the onset of its *pro bellum* "accumulation of evil," then we have only scratched the surface of the crimes of aggressive war in Iraq – not to mention the peculiar propensity for what Dexter Filkins has called America's "forever wars." The Vietnam and Iraq wars were the violent bookends of a recent generation's contributions to the crimes of aggressive war. American criminology has a neglected capacity and unfulfilled responsibility to explain where, why and how these "supremely" serious crimes occurred.

1 For full resolution see: <http://www.gpo.gov/fdsys/pkg/PLAW-107publ243/pdf/PLAW-107publ243.pdf>

2 The Downing Street "Memo" consisted of the minutes of a July 23 2002 meeting of advisers to British Prime Minister Blair that were published in *The Sunday Times* newspaper on May 1, 2005. These minutes were evidence of an early skepticism or cynicism about misleading ways in which evidence was being developed by the Bush Administration to justify the invasion of Iraq.

3 Robert S. Mueller III, indicated the inability of the FBI to find such evidence in a speech on "Partnership and Prevention: The F.B.I.'s Role in Homeland Security" presented to the Commonwealth Club of California, April 19, 2002, and President Bush acknowledged the absence of confirming evidence in response to news conference questions in February and September of 2003. See Michael Hirsh and Michael Isikoff, "No More Hide and Seek," *Newsweek*, February 10, 2003, p. 46 and Helen Thomas, "Hussein Link Was Sales Job," *Miami Herald*, September 27, 2003.

4 The U.S. Central Intelligence Agency's Charles Duelfer concluded in his Comprehensive Report of the Special Advisor to the DCI on Iraq's WMD in September of 2004 that, "It now appears clear that Saddam, despite internal reluctance, ..., resolved to eliminate the existing stocks of WMD weapons during the course of the summer of 1991 in support of the prime objective of getting rid of sanctions," which likely explains why a decade later U.N. inspections before the Iraq War and U.S. investigations afterwards failed to find WMD.

5 The *Times* reported (Chivers 2014) that "American troops gradually found and ultimately suffered from the remnants of long-abandoned programs, built in close collaboration with the West." The troops involved in these previously undisclosed discoveries were not well protected or compensated for the health problems resulting from handling the decomposing munitions.

6 See Transcript of IAEA Director General Mohamed ElBaradei's presentation to the U.N. Security Council, March 7 2003, page 8 of U.N. Documents S/PV.4714.

**Response to “An Evaluation of Journal Impact Factors:
A Case Study of the Top Three Journals Ranked in Criminology and Penology”**

by

Matt DeLisi,¹ Editor-in-Chief, *Journal of Criminal Justice*

The allegations of Baker, Bursik, and Cullen in the September/October issue of *The Criminologist* about the ‘meteoric’ rise of the *Journal of Criminal Justice’s* impact factor are serious. The potential consequences are serious. Because I was not offered a chance to respond to these charges prior to their publication I will now draw out for the readership the limitations in Baker’s analysis and would like to offer a response.

When I became editor of *JCJ*, there was a problem with a large backlog of papers, a problem that currently afflicts other journals in the field of criminology. I took the decision to immediately publish these works because authors deserve to have their work in print, not endlessly in press, and Elsevier is deeply committed to such service and efficiency. My first issue (38/4) was a staggering 501 pages in length and contained 60 articles (equivalent to a full year of articles of *JCJ*). My second issue (38/5) was 255 pages and contained 29 papers (roughly a half year of articles). In total, *JCJ* had 137 articles in 2010 which is 2.3 times the normal article amount. This was done fully knowing that it would produce considerable downward pressure on the impact factor for two to 5-years. My primary concern at the time was the enormous backlog in unpublished papers. This was not acceptable. Despite the huge influx of papers to the denominator portion of the impact factor formula, the *JCJ* impact factor steadily increased. Once this backlog was removed from consideration in 2013, the impact factor dramatically increased from 1.236 to 2.378.

Of course, editorials increase citations, but that is not my reason for writing them. The reasons for writing them are varied but include the desire to influence researchers, to suggest calls for research, to comment on policy issues, to promote the work of scholars publishing in the journal, to promote the work of editorial board members, and to serve as a provocateur on controversial issues. These editorials have been rather successful: for example, early in my editorship, I was surprised at the volume of papers on general strain theory and unfortunately most of these papers were reiterating known findings and had little to no relevance to actual offenders or criminal justice practice. From that editorial came a very successful special issue on GST and criminal justice. The editorial directly served as the impetus for subsequent scholarship. Some of the editorials themselves have been cited two dozen times or more, and the editorials have been downloaded more than 15,000 times. In other words, the editorials are scholarship. I’ve also received dozens of notes from scholars around the world who were pleased to see that I mentioned and praised their work in an editorial. Particularly for junior faculty, this can be inspiring and motivational. Moreover, as Sampson and Petersilia recently noted in the most recent issue of *The Criminologist*, review articles and accompanying statements are often the most cited articles in a journal. Cullen, too, said this to be true during his editorship at *Justice Quarterly*. *JCJ* publishes review articles and I almost always discuss the state-of-the-art found in these reviews. However, given the distorting effect of the self-citations on some metrics, I have decided that this very useful practice will not continue.

I was also criticized for publishing in my own journal. Both Bursik and Cullen weigh-in negatively. Let me be clear: Ethical guidelines for journal editors do not preclude editors from publishing their own work as long as a process exists for external evaluation. Papers authored by me or papers authored by guest editors are not processed by those individuals, but are instead assigned to other editorial board members to handle peer review and to make decisions. From now on, we will make this clearer by adding a note with the name of the handling editor for papers authored by the Editor-in-Chief or a Guest Editor. This process is widespread. Take, for instance, two of my editorial role models: Kenneth Kendler, editor of *Psychological Medicine* and Dante Cicchetti, editor of *Development and Psychopathology*. Both have published extensively in the journals they edit. An editor should show support to the publication he or she edits by publishing their best work in it. Who would accept to edit a journal they wouldn’t want to publish in?

In order to eliminate any potential for misinterpretation of my actions on this front I have also decided to submit no more than two of my own papers per year in *JCJ*. This is neither a usual nor a widespread policy in any other journal that I’m aware of, but I will implement it out of goodwill and purely out of concern for the reputation of the journal.

It is worth noting that all of the metrics at *JCJ* are up, and up dramatically. The SJR was 0.708 in 2010, it is now 2.292. The IPP was 1.162 in 2010, it is now 2.902. The SNIP was 1.005 in 2010, it is now 1.44. All these metrics disregard editorials in their calculations, and citations within editorials are therefore not counted. *JCJ* page views, *JCJ* page traffic, and *JCJ* downloads are also up exponentially.

Even removing self-citations completely from *JCJ* the impact factor shows a significant increase in 2013 and 2014, from 0.866 in 2012 to 1.644 in 2014. In other words, the impact factor of *JCJ* nearly doubled from 2012 to 2014 *without self-citations*. More

¹ Professor and Coordinator, Criminal Justice Studies, Iowa State University.

importantly, the impact factor without self-citations from 2010 to 2014 has increased from 0.6 to 1.6, or 2.7 times. That bears repeating. Without self-citations, the impact factor of the *Journal of Criminal Justice* has increased by a factor of 2.7.

I want to close by offering a suggestion of what could have transpired had this process been transparent from the start, and had I been shown more scholarly respect. This was a perfect opportunity to call editors together to discuss in the pages of this publication various issues related to publishing, including the use of editorials, publishing standards, and journal metrics. Such an exchange could have shed light on what editors do and don't do to protect the intellectual record and to promote the scholarship they publish. Not only could I have cleared up any misunderstanding or addressed any accusation, the rest of the field would have been made privy to the various role conflicts editors experience and the strategies they employ. Editors, after all, serve the larger discipline yet are rarely questioned publically about their practices and decisions. Such an exchange could have been meaningful and much more beneficial to the broader ASC membership.



HUMBOLDT STATE UNIVERSITY
DEPT OF SOCIOLOGY

WE ARE HIRING
PART TIME &
VISITING FACULTY

SUPPORTING OUR
BA PROGRAM IN
CRIMINOLOGY &
JUSTICE STUDIES

HELP US
CHANGE THE PERSPECTIVE
ON CRIME & JUSTICE

HUMBOLDT.EDU/SOCIOLOGY SOC@HUMBOLDT.EDU

LETTERS TO THE EDITOR

Science and Advocacy: Mixing Oil and Water

by

D. Kim Rossmo¹

The Criminologist recently asked for members' perspectives on the American Society of Criminology adopting official policy positions relevant to crime and justice issues. I believe the ASC should not take such positions, or should only adopt them rarely and carefully. A policy statement is a form of advocacy that can be incompatible with science. In a recent article on problems afflicting psychology – most of which apply equally to criminology – Ferguson (2015) examines this inherent conflict:

The difficulty is that advocacy and science are diametrically opposed in method and aim. On an idealistic level, science is dedicated to a search for “truth” theoretically even if that truth is undesired, inconvenient, unpalatable, or challenging to one’s personal or the public’s beliefs or goals. By contrast, advocacy is concerned with constructing a particular message in pursuit of a predetermined goal that benefits oneself or others. Because of these diametrically opposed processes ... mixing science with advocacy almost inevitably ends in damage to the objectivity of the former.² (p. 533)

Complicating the issue of adopting policy statements is the challenge of developing unbiased evidence-based recommendations in the first instance. This is more problematic than it appears. While scientists are supposed to be objective, the reality is that humans, scientists included, suffer from many types of biases. A study of friendly-fire incidents found military aircraft misidentification to be the product of what pilots saw, what they expected to see, and what they wanted to see (Snook, 2000). The more ambiguous the visual stimulus, the stronger the influence of expectations and wants. This is a useful template for analyzing other types of judgment – the more equivocal the evidence, the stronger the influences of our biases and desires.

The goal-oriented nature of advocacy creates a susceptibility to confirmation bias (Ask & Granhag, 2007). This type of selective thinking occurs when we confirm rather than try to refute our beliefs by only seeking supporting information, interpreting ambiguous information as consistent with our beliefs, and minimizing inconsistent evidence (Koehler, 1991). Different types of confirmation bias include the biased search for evidence, the biased interpretation of information, and biased memory. Any of these can distort the scientific process.

Policy statements are supposed to harness the knowledge of the organization and provide guidance for society. But how confident should we be in our expertise? The low reproducibility of much research in psychology begs for humbleness (Maxwell, Lau, & Howard, 2015; Open Science Collaboration, 2015; Reinhart, 2015). All scientific knowledge has a shelf life, and the softer the science the shorter that life. When medicine evolved from a craft to a science, the half-life of its knowledge significantly increased (Arbesman, 2012). Even so, it is still much shorter than the physical sciences; for example, within one year, 20% of core clinical practice information changes (Alper, 2012). Decay is most rapid in the social and behavioral sciences (e.g., criminology) because of “noise” and smaller effect sizes at the experimental level.

In 2012, Daniel Nagin summarized the findings of the National Research Council’s Committee on Deterrence and the Death Penalty on the front page of *The Criminologist*: “research to date on the effect of capital punishment on homicide is not informative about whether capital punishment decreases, increases, or has no effect on homicide rates.” The Committee recommended this research “not influence policy judgments about capital punishment” (Nagin & Pepper, 2012).

Yet three years later, a letter³ to the editor in the same publication disingenuously claimed, “All the research (and it need not be quoted here) shows that the death penalty does not prevent crime...” (Fox, 2015). Moreover, the ASC’s official policy position with respect to the death penalty, adopted in 1989, remained unmodified following the release of the NRC report, even though one of its only two rationales was “social science research has found no consistent evidence of crime deterrence through execution.”

Two recent experiences strengthened my opinion on the need to separate advocacy and science. In October, I was a speaker at a death penalty abolition meeting where I met a number of people working on an important issue (disclaimer: I am against the death

1 Professor, School of Criminal Justice, Texas State University.

2 Ferguson observes the American Psychological Association is “particularly enamored of policy statements” (2015, p. 535). He references the ASC as a model of restraint, contrasting our two policy statements with the APA’s more than 70.

3 The letter further suggested that members who support capital punishment be ineligible to receive official awards or honors from the ASC. In itself, this suggestion should warn us of the dangers of divisiveness inherent in adopting official policy positions on contentious issues.

LETTERS THE EDITOR

penalty). However, it became clear that while I agreed with their goals and admired their dedication, we had significant differences. For example, they were not particularly interested in discussing the NRC report (probably because it was not useful for their objectives), or in understanding why there was support for the death penalty in some places but not in others. The focus of advocacy is on policy and legislative change, not on research or science.

In September, I was a member of a panel addressing city councilors on the topic of police body cameras. I suggested the city proceed carefully and develop appropriate privacy policies for the video recording of crime victims and witnesses as our state has very liberal open-records access laws. Another panel member, an advocate for police monitoring, argued the privacy policy was unimportant and victims were not his concern. He made a number of inaccurate statements and became upset when contradicted. For some advocates, the truth is only a tool, one to be used or discarded as strategically necessary.

In the past, the ASC has acted carefully and proceeded with prudence. Our organization has many members, from different backgrounds and regions, with different values and beliefs, even different opinions on the "facts." While some of us may be advocates on an individual level, advocacy on an organizational level forces everyone into a single policy position, even though that opinion may not be universally shared. Given the inherent conflict between science and advocacy, the many pitfalls of developing consensus policy positions, and the limitations of our knowledge, we should continue to respect diversity and value caution.

References

- Alper, B. (2012). *How much does practice-guiding medical knowledge change in one year?* Paper presented at the Medicine 2.0'12 Conference, Boston, MA.
- Arbesman, S. (2013). *The half-life of facts: Why everything we know has an expiration date*. New York: Penguin.
- Ask, K., & Granhag, P. A. (2007). Motivational bias in criminal investigators' judgments of witness reliability. *Journal of Applied Social Psychology, 37*, 561-591.
- Ferguson, C. J. (2015). "Everybody knows psychology is not a real science." *American Psychologist, 70*, 527-542.
- Fox, M. H. (2015). ASC and capital punishment: Taking a stand. *The Criminologist, 40*(5), 14.
- Koehler, D. J. (1991). Explanation, imagination, and confidence in judgment. *Psychological Bulletin, 110*, 499-519.
- Maxwell, S. E., Lau, M. Y., & Howard, G. S. (2015). Is psychology suffering from a replication crisis? *American Psychologist, 70*, 487-498.
- Nagin, D. S. (2012). Scientific evidence and public policy. *The Criminologist, 37*(6), 1-6.
- Nagin, D. S., & Pepper, J. V. (Eds.). (2012). *Deterrence and the death penalty* (National Research Council). National Academy Press: Washington, DC.
- Open Science Collaboration. (2015). Estimating the reproducibility of psychological science. *Science, 349*. doi: 10.1126/science.aac4716.
- Reinhart, A. (2015). *Statistics done wrong: The woefully complete guide*. San Francisco: No Starch Press.
- Snook, S. A. (2000). *Friendly fire: The accidental shootdown of U.S. Black Hawks over Northern Iraq*. Princeton, NJ: Princeton University Press.

LETTERS THE EDITOR

Isn't It Time to Consider Alternatives to Traditional Peer Review?

by

Ray Paternoster¹ and Robert Brame²

The controversy that came to light in the most recent *The Criminologist* over the peer review process and citation metrics that underlie much of our field's appraisal practices has in our view missed an important point. In our view, the time has arrived to take a critical look at our entire publication system. Over in the fields of statistics and mathematics, there too has been some interesting commentary about the peer-review system, and some useful suggestions for reform. While criminology differs in many respects from these fields, we think this is an area where the similarities are pretty compelling. Larry Wasserman (2012), a statistics professor at Carnegie Mellon University, described the modern academic publication process as: "... an authoritarian system resembling a priesthood or a guild. It made sense in the 1600's when it first appeared, but over 300 years later we are still using the same system."³ We agree that it is authoritarian because three (or fewer) reviewers can determine not only if a paper gets to see the light of day, but in what form it sees the light. Authoritarian because reviewers (and editors) sometimes go beyond examining the competence of a paper to insisting on *how* it should be written. Authoritarian because it seems editors sometimes relinquish their independent editorial judgment of a paper and rely on algebraic formulae — "two rejects and an acceptance equals a reject", to give only one such formula. Authoritarian because reviewers sometimes hide behind anonymity to protect their "turf." And so on.

Relatedly, Walter Noll (2009), a mathematician cited by Professor Wasserman, has argued that the World Wide Web was itself originally designed as a vehicle to convey and communicate scientific knowledge.⁴ Noll contends that all scientists should publish their work on freely accessible websites. The mathematical and natural sciences use arXiv.org. Economist Paul Krugman (2012) notes that his discipline relies heavily on working papers to communicate cutting-edge research findings.⁵ According to Krugman, "Even then [by the early 1980's], nobody at a top school learned stuff by reading the journals; it was all working papers, with the journals serving as tombstones." The ASC easily could and should create and support its own repository for members to publish their work. Interested readers can then freely comment on that work, offer suggestions for improvement, provide encouragement (or gentle discouragement). Authors can respond to those comments, put up a revised paper in response, and make the science better. An article is no longer a static work product but becomes a dynamic and evolving piece of scholarship. As Professor Wasserman points out, if someone helps an author improve his or her work, the author can — imagine it — say "thank you."

Technological tools such as those at GitHub.com and arXiv.org provide version control so that any earlier version of the paper is still readily accessible. This would permit the chronicling of a history of the intellectual development of a piece of scholarship. Controversial ideas can be published, heard, and contemplated. Professor Noll proposes a new research ethic of posting papers and a new service ethic of providing constructive high-quality comments on papers that have been posted. Each of us can rely on both our own judgment and the wisdom of our peers (through public commenting) in assessing the quality or degree to which a piece of scholarship advances scientific understanding. Students and the general public will not encounter paywalls to access research papers. Faculty will not have to set up password-protected Blackboard/Moodle/WebCT-based websites to deliver scientifically interesting content to their classes. All of us could look in the rearview mirror at the days of worrying about whether we are going to be sued for a copyright violation or whether we will receive a takedown order if we post a published paper on a website.

The purpose of scientific community is to provide a venue for researchers to have a thoughtful discussion about a set of answerable questions. Criminologists and other scientists today should be engaged in the development of systems that build and strengthen this sort of community rather than arguing with each other about editorial practices. Three hundred years ago and even 20 years ago, the technology of publishing was such that the journals of publishing houses was the only venue through which knowledge could be widely disseminated. Technology has changed all that. It is fair to question whether we need to have the same journal and peer review system to which we freely contribute our labor (as writers and reviewers), that gives rise to the angst currently seen in our discipline, and costs our libraries millions of dollars per year to sustain. The greater democratization of the review process we think cannot be over emphasized. Now, a very small number of reviewers can determine what scholarship is given greater

1 Professor, Department of Criminology & Criminal Justice, University of Maryland.

2 Professor, Department of Criminology and Criminal Justice, University of South Carolina.

3 See <https://normaldeviate.wordpress.com/2012/10/20/a-rant-on-refereeing/>.

4 See <http://www.math.cmu.edu/~wn0g/future%20of%20sc.pub.pdf>.

5 See http://krugman.blogs.nytimes.com/2012/01/17/open-science-and-the-econoblogosphere/?_r=1.

LETTERS THE EDITOR

dissemination. In addition to a more democratic review process brought about by an ASC paper repository and distribution server it holds promise of one that is better for the science. Bad reviewers' judgments are affected by both professional and personal biases, and even good reviewers cannot see everything in a paper, good or bad. James Surowiecki convincingly argued in *The Wisdom of Crowds* that larger groups of people are better able to solve problems and provide better advice than an elite few. With more eyes on our work, both favorable and unfavorable, it cannot but get better, at least better than the way we do it now. Even in a world of reduced journal gatekeeping, we believe our field as a whole is fully capable of engaging in a process of collective discernment about the relative quality and impact of individual papers.

The system envisioned by Professors Wasserman, Noll, and Krugman might lead to better papers and greater advances in knowledge than our current system. It might lead to greater transparency and a more democratic publication process. It might make our research more accessible to students, public service organizations, policy planners, and the general public. It might provide new ideas with more oxygen to catch fire. It will have problems but our current system has problems too. Ultimately, we have to decide which problems we want to live with and which ones we want to live without. Maybe it's time to try a different way.

References

Krugman, Paul (2012). Open science and the econoblogosphere. (Link).

Noll, Walter (2009). The future of scientific publication. (Link).

Wasserman, Larry (2012). A world without referees. (Link).

EDITOR'S CORNER

Race and Justice: An International Journal Annual Update for The Criminologist

by

Kareem L. Jordan, University of Massachusetts Lowell & Jacinta M. Gau, University of Central Florida

As Co-Editors-in-Chief of *Race and Justice: An International Journal*, we are pleased to provide the ASC readership with an update of this relatively new, on-the-rise journal. This is the official journal of the Division on People of Color and Crime, the ASC division dedicated to the study of the intersection of race, crime, and criminal justice, as well as the experiences of scholars of color working in a mostly-white academic field. As editors of *RAJ*, we believe that race scholars (of all races) are poised to make a unique and powerful impact upon the scientific understanding of the ways in which race impacts criminal justice operations, and, in turn, the consequences the system itself has for communities of color and the perpetuation of inequality in society.

We assumed the editorial role at *RAJ* with a broad but interrelated goal set. Our overarching motivation is to increase the visibility of this journal among criminal justice and criminology scholars, including those dedicated to the study of race and those whose expertise lies elsewhere yet who periodically encounter research questions pertaining to race. This goal requires us (and the authors who submit manuscripts to *RAJ*) to engage in a delicate balancing act. A comprehensive, honest conversation about race requires *RAJ* to be an open space for academics with nonmainstream (even what some might consider radical) theoretical perspectives, while simultaneously demanding observation of the basic tenets of methodologically sound social research. Relaxing the standards excessively would threaten the credibility and legitimacy of the journal as a scientific outlet, just as stringent adherence to rigid rules would crush critical, creative thought. This dilemma often defies easy or obvious answers.

For assistance assuring that we are upholding this balance, we turn to the invaluable contributions of our associate editors, editorial board, and independent reviewers. These prolific, well-known scholars are the true base of support for *RAJ*. We are proud to point to a list of associate editors and editorial board members hailing from a wide range of scholarly fields. Many have devoted their careers to the study of race, and others are recognized experts in policing, courts, corrections, or theory. This diversity is critical to our achievement of the goal of increasing the visibility and attractiveness of *RAJ*. Authors' manuscripts are vetted from multiple perspectives, thus helping to ensure that reviews are thorough and fair.

EDITOR'S CORNER

Historically, the study of race has largely lingered on the fringes of criminal justice and criminology. Perplexingly, race has frequently been treated as if it were tangential to the study of crime and criminal justice, even though scholars have long noted startling racial disparities in victimization, arrest, conviction, and incarceration rates. The widespread acknowledgement of the role of bias in the social construction of "crime problems" and the associated policy responses has remained merely that—an acknowledgment—and has yet to become firmly embedded in our own understanding of the criminal justice system or the history lessons we deliver to our students.

History makes clear that group-based enmity—be it premised upon race, ethnicity, religion, class, or otherwise—has existed in multiple forms throughout the centuries and has formed a cornerstone of popular fears, political rhetoric, and public policy. Political stump speeches in the US in the early 1900s whipped up populist frenzy by excoriating Polish, Jewish, Italian, and other European immigrants; signs in London in the 1960s greeted job-seekers and tavern-goers with the declaration "No blacks, no dogs, no Irish;" and modern debates about illegal immigration feature disparaging stereotypes about Latinos' supposed criminal propensities. Crime and criminal justice are firmly entrenched within broader social positions and movements; thus, the study of them is incomplete without acknowledgement of the expressive nature of both the definition of crime and the purported policy solutions.

We see cause for optimism that race is becoming a mainstream topic in criminal justice and criminology. The very existence of *RAJ* and other race-specific journals is testament to this. Undoubtedly, race remains an uncomfortable topic for many people both inside academia and out of it; yet there seems to be spreading recognition of race as fundamentally affecting (and affected by) the criminal justice system. Several national and regional societies have formed to assist in the effort. The Division on People of Color and Crime (a division of ASC), the Racial Democracy, Crime, and Justice Network (newly housed at Rutgers), the Minorities and Women section (ACJS), and other national, regional, and local groups all feature scholars actively involved in the production of race-oriented social research.

In addition to our larger substantive goals concerning journal content, we endeavor to operate *RAJ* efficiently and fairly. As co-editors, we strive to provide authors with decisions in a timely manner. We ask reviewers to submit feedback within 30 days, and most submit their reviews in well under that timeframe. As such, most authors receive manuscript decisions within one month of initial submission. Additionally, accepted manuscripts generally appear in an actual issue of the journal within 6-9 months. We take pride in our relatively short acceptance-to-print time window.

An additional goal we set for *RAJ* is to illuminate salient concentrated matters in society, which are highlighted through themed issues. While race/ethnicity concerns are important overall, we feel that themed issues provide readers with a healthy dose of knowledge on how race and ethnicity may (or may not) influence particular issues surrounding a specific topic. For instance, the first issue of 2016 (Volume 6, Issue 1) will be a special issue on juvenile justice. One article appearing in this issue is written by Michael Leiber, Jennifer Peck, and Maude Beaudry-Cyr. For this study, they use the symbolic threat hypothesis to examine whether age mitigates the severity of court outcomes for youth in the juvenile justice system. They also examine the effect of the combination of age, gender, and race on outcomes. In a second article, Rebecca Ericson and Deborah Eckberg examine the influence of race on police and prosecutor diversion decisions for eligible youth. Using the focal concerns perspective and loose coupling as a foundation, they assess whether there is support for discriminatory practices among police and prosecutors when making these important decisions on which youth formally enter the juvenile justice system. In the third manuscript, Robert Duran and Carlos Posadas contribute to the literature on disproportionate minority contact. Using minority group threat as a theoretical foundation, they examine factors that may explain the over-representation of Hispanic youth at the arrest stage of the juvenile justice process. The combination of these three articles will provide readers with a strong understanding of the role that race and ethnicity have on arrests, diversion, and court outcomes, which cover most major decision points of the juvenile justice system.

We are currently working on a themed issue on race and courts, which is scheduled to be published in either July or October 2016. In this issue, authors will examine how race or ethnicity of the defendant, victim, judge, jury, etc. may shape criminal court processes or outcomes. We have received solid proposals for this issue, and we expect *RAJ* readers to be impressed with the quality of the research and the depth of information presented. As mentioned earlier, through these themed issues, we can provide a level of depth for a concentrated and particular area.

RAJ is becoming a leading journal on race and ethnicity in the criminology and criminal justice field. Authors submit quality manuscripts for publication consideration, and we publish solid research in the issues. We urge the readers of *The Criminologist* to visit the *RAJ* website (<http://raj.sagepub.com>) to browse the good research of all of our colleagues and submit their own research for publication in *Race and Justice: An International Journal*.

MEMBER PERSPECTIVES

In the last two issues, I invited comments from the membership regarding whether *the ASC* (or its executive board) should take official policy positions and/or develop statements on the state of knowledge about selected issues relevant to crime and justice. This was motivated by an ongoing discussion of the executive board about the possibility of developing an official statement reflecting the position of the membership about the unfortunate incidents involving citizens and the police in Ferguson, Missouri, Baltimore, Maryland, and elsewhere.

The relatively modest number of responses I have received leave it unclear where “the membership” stands on the matter. Some members made strong appeals for the potential value that could come from the ASC (or its elected board) developing official position statements, but others questioned how this could be done in a way that honored the diversity of our membership and they expressed worry about negative consequences. Regarding the latter, several of you pointed to the recent exchange in the *Wall Street Journal* (see <http://www.wsj.com/articles/the-crime-of-disagreement-1437089809> and <http://www.wsj.com/articles/we-are-an-evidence-based-outfit-1438202683>) as an example of the potential damage that could accrue when the ASC is perceived—even if unfairly—as an “outfit” engaging in advocacy on an issue rather than a community of scientists interested in addressing relevant social questions, whatever the political implications of the answers. Above all, the common thread in nearly all the responses you sent in was that this is a complex matter and that the association should proceed very cautiously. A *Letter to the Editor* in this issue by Professor D. Kim Rossmo (see pp. 7-8) underscores this point, highlighting the many tensions and difficulties involved.

The ASC Executive Board will likely continue its discussion of the pros and cons of developing official ASC policy statements when it meets during the upcoming conference in Washington, DC. If you would like to participate in the discussion, please share your views with one of the outgoing or incoming board members.¹

Eric Baumer, ASC Vice President

¹ A list of current ASC officers can be found at <http://www.asc41.com/officers.htm>. You may find a list of the incoming officers at <https://www.asc41.com/Election/2015ElectionResults.html>.

SCHOOL OF CRIMINAL JUSTICE
THE UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

The School of Criminal Justice invites applications for multiple full-time tenure-track faculty positions.

Full or Advanced Associate Professor

Position to begin Fall 2016. Area of specialization is open. A Ph.D. in criminal justice or a related discipline is required and candidates must have demonstrated excellence in teaching and research. We will begin reviewing applications on December 11, 2015, and will continue until the position is filled.

Applicants should apply online via

<https://albany.interviewexchange.com/jobofferdetails.jsp?JOBID=61165>

The School of Criminal Justice has an internationally renowned doctoral program, offers a small MA program, and provides a select group of undergraduates the opportunity to earn the BA in criminal justice. The University at Albany is one of the four University Centers of the State University of New York. Its approximately 17,000 students include some 5000 graduate students, and its full-time faculty numbers about 700. Albany, the capital of New York, is in a metropolitan area with a population of approximately 800,000. Located in beautiful upstate New York, it is in close proximity to the Berkshires, the Catskills, the Adirondacks, and the Hudson River Valley and is also convenient to Boston, Montreal, and New York City.



GRADUATE PROGRAMS IN CRIMINAL JUSTICE AT THE UNIVERSITY OF CINCINNATI

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

Main Areas of Specialization:
Corrections, Crime Prevention, Criminal Justice, Criminology, Policing

For more information, please visit our website at:
www.uc.edu/criminaljustice

The Faculty

J.C. Barnes (Florida State University) Biosocial Criminology; Life-Course Criminology; Applied Statistics
Michael L. Benson (University of Illinois) White-Collar Crime; Criminological Theory; Life-Course Criminology
Susan Bourke (University of Cincinnati) Corrections; Undergraduate Retention; Teaching Effectiveness
Sandra Lee Browning (University of Cincinnati) Race, Class, and Crime; Law and Social Control; Drugs and Crime
Christina Campbell (Michigan State University) Juvenile Justice, Risk Assessment, Neighborhood Ecology
Nicholas Corsaro (Michigan State University) Policing, Environmental Criminology, Research Methods
Francis T. Cullen (Columbia University) Criminological Theory; Correctional Policy; White-Collar Crime
John E. Eck (University of Maryland) Crime Prevention; Problem-Oriented Policing; Crime Pattern Formation
Robin S. Engel (University at Albany, SUNY) Policing; Criminal Justice Theory; Criminal Justice Administration
Ben Feldmeyer (Pennsylvania State University) Race/Ethnicity, Immigration, and Crime; Demography of Crime; Methods
Bonnie S. Fisher (Northwestern University) Victimology/Sexual Victimization; Public Opinion; Methodology/Measurement
James Frank (Michigan State University) Policing; Legal Issues in Criminal Justice; Program Evaluation
Cory Haberman (Temple University) Policing, Crime Analysis
Edward J. Latessa (The Ohio State University) Rehabilitation; Offender/Program Assessment; Community Corrections
Sarah M. Manchak (University of California, Irvine) Correctional interventions, Risk Assessment, Offenders with Mental Illness
Joseph L. Nedelec (Florida State University) Biosocial Criminology; Evolutionary Psychology; Life-Course Criminology
Paula Smith (University of New Brunswick) Correctional Interventions; Offender/Program Assessment; Meta-Analysis
Christopher J. Sullivan (Rutgers University) Developmental Criminology, Juvenile Prevention Policy, Research Methods
Lawrence F. Travis, III (University at Albany, SUNY, Emeritus) Policing; Criminal Justice Policy; Sentencing
Patricia Van Voorhis (University at Albany, SUNY; Emeritus) Correctional Rehabilitation and Classification; Psychological Theories of Crime; Women and Crime
Pamela Wilcox (Duke University) Criminal Opportunity Theory; Schools, Communities, and Crime, Victimization/Fear of Crime
John D. Wooldredge (University of Illinois) Institutional Corrections; Sentencing; Research Methods
John P. Wright (University of Cincinnati) Life-Course Theories of Crime; Biosocial Criminology; Longitudinal Methods
Roger Wright (Chase College of Law) Criminal Law and Procedure; Policing; Teaching Effectiveness

2014 ASC AWARD WINNERS

GENE CARTE STUDENT PAPER AWARD RECIPIENTS

1ST PLACE

SHI YAN



Shi Yan is a Ph.D. candidate in the School of Criminal Justice, University at Albany, SUNY. His research interest includes sentencing, plea bargaining, and measurement issues related to criminal justice research. He is working on his dissertation, which examines how criminal specialization predicts case processing outcomes in the criminal justice system.

2ND PLACE

MEGAN EILEEN COLLINS



Megan Collins is a doctoral candidate in the Department of Criminology and Criminal Justice at the University of Maryland, College Park. She holds a BA in Psychology from Brown University, and MA in Criminology and Criminal Justice from UMD. Her research interests include policing, gun violence, and criminal justice policy. Current project work includes an investigation of illicit gun markets and an exploration of potential sentencing risk assessment instruments in the State of Maryland. Megan's dissertation research studies macro-level trends in serious juvenile offenders' perceptions of police procedural justice; she plans to complete her degree by summer of 2016.

3RD PLACE

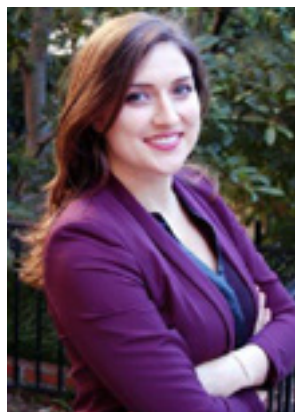
NATHAN W. LINK



Nathan is a doctoral student in the Department of Criminal Justice at Temple University. Before Temple he worked in a residential treatment facility for troubled youth, and as a group therapist in an adult drug treatment program. Nathan's research interests include criminal justice policy, corrections, mental health and violence/victimization, treatment services, and the life-course. His dissertation examines legal financial obligations (fines, fees, etc.) associated with the justice process that former prisoners face upon reentry. His work appears in *Justice Quarterly*, *Crime & Delinquency*, and *Criminal Justice and Behavior*.

3RD PLACE

LEAH K. HAMILTON



Leah Hamilton is a doctoral student in Criminal Justice at Temple University, holding an MPhil in Criminology from the University of Cambridge. Her research interests include public health and criminal justice, substance abuse treatment, and implementation science. She is currently working on a National Institutes on Drug Abuse funded study entitled JJ-TRIALS, examining the provision of substance abuse treatment to youth on community-based dispositions. Her most recent work is published in *Justice Quarterly*.

2014 ASC AWARD WINNERS

OUTSTANDING ARTICLE AWARD RECIPIENT

"Misdemeanor Justice: Control without Conviction"

ISSA KOHLER-HAUSMANN



Issa Kohler-Hausmann is an Associate Professor of Law & Sociology at Yale University. She received her PhD from New York University in sociology in 2014 and her JD from Yale Law School in 2008. Her current research project is dedicated to understanding lower criminal courts in New York City's age of intensive misdemeanor policing. Two articles from that project were recently published in the Stanford Law Review and the American Journal of Sociology.

MENTOR OF THE YEAR AWARD RECIPIENT

JODY MILLER



Jody Miller is Professor in the School of Criminal Justice at Rutgers University and Fellow of the American Society of Criminology. As a first generation college student, her academic career and successes were made possible thanks to the support and encouragement of mentors, starting with Marty Schwartz, who "discovered" her as an undergraduate back in 1987. Through the years, she's had the opportunity to work with amazing, inspirational students and young scholars, most recently the so-called "J-Team" (East, not to be confused with Joanne Belknap's J-Team West!). She models what Lindsey Runell has christened her "friendtoring" on Marty's: our most important successes are those we help foster in the next generations of scholars. Shamarat and everyone else: thanks for the nomination, you rock!

MICHAEL J. HINDELANG BOOK AWARD RECIPIENT

SIMON I. SINGER



Simon I. Singer is Professor of Criminology and Criminal Justice at Northeastern University. His life as a sociologically oriented criminologist began in the South Bronx of New York City, where as a child he learned first-hand about crime in the impoverished inner city. After one too many trips to the principal's office at public school 73, he decided to concentrate more on school, eventually graduating college and moving on to a Ph.D. in sociology at the University of Pennsylvania. Singer's scholarship focuses on adolescent offending and legal decision-making. Several of his studies received funding from the National Institute of Justice and the U.S. Office of Juvenile Justice and Delinquency Prevention. His book, *Recriminalizing Delinquency: Violent Juvenile Crime and Juvenile Justice Reform*, (Cambridge University Press, 1996) won the American Sociological Association's Crime, Law, and Deviance, Distinguished Scholar Award. Like his earlier book and articles, his most recent book, *America's Safest City: Delinquency and Modernity in Suburbia* (New York University Press, 2014), draws on an array of ethnographic and quantitative sources of data. His current book project is on the life course of juveniles sentenced to life and their possibility of parole. He has served as Program Chair of the American Society of Criminology's 1999 Annual Meeting.

AROUND THE ASC

DIVISION OF POLICING www.ASCPolicing.org

Congrats to Our First Award Winners!

Early Career:

Tal Jonathan-Zamir, Hebrew University

Distinguished Scholar:

Edmund McGarrell, Michigan State University

Lifetime Achievement:

Stephen Mastrofski, George Mason University

Join or renew your 2016 membership today!

Only \$15 or \$5 for students. Visit ascpolicing.org for details



DIVISION EXECUTIVE BOARD

Chair: Dennis Rosenbaum ▪ Vice Chair: Anthony Braga ▪

Secretary-Treasurer: Cody Telep ▪

Executive Counselors: Matthew Hickman, Cynthia Lum,
William Terrill

Facebook: [/ascpolicing](https://www.facebook.com/ascpolicing) ▪ Twitter: [@ascpolicing](https://twitter.com/ascpolicing) ▪

Web: ascpolicing.org ▪ Email: ascpolicing@gmail.com

AROUND THE ASC

DIVISION OF EXPERIMENTAL CRIMINOLOGY AMERICAN SOCIETY OF CRIMINOLOGY

Thank you for making ASC-Washington DC 2015 a success!



DEC @ ASC

The Division of Experimental Criminology and Academy of Experimental Criminology thanks everyone who attended our Luncheon and Awards Ceremonies and turned out to support our colleagues who presented on topics related to experimental criminology. The new DEC Board looks forward to serving our community and to seeing you again for another exciting program of events next year in New Orleans!

PRESENTING YOUR NEW BOARD MEMBERS

The outgoing board sincerely expresses its gratitude to all DEC members for two excellent years of your commitment to experimental criminology. The 2016-2017 board is now here to serve you:

Board

SUSAN TURNER (Chair)
ELIZABETH GROFF (Vice-Chair)
JORDAN HYATT (Secretary-Treasurer)

Executive Counselors

CHARLOTTE GILL
ELISE SARGEANT
CODY TELEP

DIVISION MEMBERSHIP DRIVE FOR 2016

This is an excellent time to renew or begin your 2016 membership to the ASC and to the Division of Experimental Criminology! **TO DOWNLOAD THE FORM FOR YOUR ASC AND DEC MEMBERSHIPS:** Visit the ASC membership page located at <http://www.asc41.com/appform1.html>

DEC & aec

Lorraine Mazerolle (Chair), Cynthia Lum (Vice Chair), Charlotte Gill (Secretary-Treasurer)
Executive Counselors: Christopher Koper, Akiva Liberman and Susan Turner
<http://expcrim.org>



RESOURCES AT THE INTERFACE OF SCIENCE, TECHNOLOGY, AND THE LAW

Scientific advancements drive improvements in law enforcement and the justice system. Reports from the National Academies of Sciences, Engineering, and Medicine recommend best practices for law enforcement and shape justice policies and programs. All are free to download.

CRIME

FORENSICS

JUVENILE JUSTICE

INCARCERATION

EVIDENCE COLLECTION

EYEWITNESS IDENTIFICATION

EFFECTIVE POLICING



THREE EASY WAYS TO ORDER:

ONLINE: www.nap.edu
 PHONE: 800.624.6242
 FAX: 202.334.2793

OBITUARIES

NILS CHRISTIE



Professor Nils Christie, University of Oslo and Dr. H.c. University of Copenhagen, the Nestor of Scandinavian criminology, died as the result of a tram-bicycle accident in Oslo on May 27, 2015 at the age of 87 years.

Christie had a long career as a researcher and writer, beginning with his sociological dissertation on juvenile offenders in 1959, and as a key person in Scandinavian criminology. He was a primary initiator of the Scandinavian Research Council for Criminology and its chairman from 1979 to 1982. He was always very engaged in creating scientific milieus with older and younger colleagues in the Nordic countries. The Scandinavian research seminars became an important stimulus for young criminologists and a foundation for inter-Nordic contact and cooperation. Also seminars between researchers and criminalists in the judiciary and prosecution became important in bringing criminology into contact with the agencies which were part of its objects of study. Both of these seminars were originally initiated by Nils Christie and still take place once a year in the framework of the Scandinavian Research Council for Criminology.

Nils Christie's ideas had great influence upon the criminal policy discourse not only in Norway and Scandinavia, but in many other parts of the world which have benefited from translations of a number of his most important books as well as a large number of articles and lectures. He was an important voice in the public discourse on society's reaction to crime and deviance with a focus on the problems that system responses create, and on the humanistic as well as empirical foundations for these reactions. He was awarded the Sellin-Glueck Award by the American Society of Criminology in 1978.

Nils Christie is survived by his wife Hedda Giertsen (University of Oslo), his former wife Vigdis, and two daughters Lindis and Anja.

RICHARD H. WARD



(September 2, 1939 – February 17, 2015) Richard H. Ward¹, International Criminologist, passed away in his sleep at age 75 at home in Bethany, Connecticut, on February 17, 2015. Borrowing a well-known Winston Churchill phrase, Dick Ward truly was a "riddle wrapped in a mystery inside an enigma." He was many things to many people. He held his students spellbound by his ability to explain complex criminological concepts in ways that all could comprehend and appreciate. Police administrators admired the many stands he took, unwilling to compromise his principles. Scholars respected his laser-like focus on action research. At first blush some may have been intimidated by his façade, but those who stayed the course, colleagues, family, and friends, soon recognized that beneath the tough guy veneer that he cultivated beat the heart of a teddy bear whose compassion and concern for those who needed help knew no bounds.

He received the greatest joy in helping people in the field. He taught in China, Saudi Arabia, Malaysia, Egypt, and Thailand and visited 45 other countries as well. He not only taught international students but also assisted them cut through red tape enabling many to come to America to further their education. Committed to bringing about positive change no task was too great for Dick. He would help all who sought his assistance and stayed in touch with most.

Our condolences and sympathy go out to his wife Dr. Michelle Ward and their daughter Sophia. Our profession, Criminology and Criminal Justice, is better for his commitment and dedication. The personal lives of many of us have been forever enriched by his empathy. Dick Ward, you will never be forgotten.

Juius Debro, D. Crim., Professor *Emeritus*, University of Washington
William L. Tafoya, Ph.D., Professor, University of New Haven

¹ Vice President for Special Programs and Sponsored Research, University of New Haven



DOCTORAL AND MASTER'S PROGRAMS

Areas of Concentration: Crime and Crime Policy; Justice and Law; Justice Organizations, Administration, and Leadership

Department of Criminology, Law and Society

THE PROGRAM

Award-winning Faculty

Rigorous Training

Policy Relevant

HIGHLIGHTS

- Significant Graduate Student Funding
- Faculty Mentorship of Graduate Students
- Opportunities for Student Research and Publishing
- Collaborations with Justice Agencies
- Outreach to Policymakers and Practitioners

AFFILIATED CENTERS

CENTER FOR ADVANCING
CORRECTIONAL EXCELLENCE

CENTER FOR EVIDENCE-BASED
CRIME POLICY

CENTER FOR JUSTICE LEADERSHIP
AND MANAGEMENT

VISIT US

cls.gmu.edu

Faculty

CATHERINE A. GALLAGHER (University of Maryland) — *Associate Professor*. Health care and justice agencies, health and safety of justice-involved persons, juvenile justice, federal data collections

CHARLOTTE GILL (University of Pennsylvania) — *Assistant Professor*. Community-based crime prevention, place-based criminology, juvenile justice, reentry, program evaluation, quantitative methods, research synthesis

DEVON JOHNSON (University of California, Los Angeles) — *Director of Graduate Programs and Associate Professor*. Public opinion on criminal justice issues, race and criminal justice, politics of crime and justice policy, survey methods

CHRISTOPHER S. KOPER (University of Maryland) — *Associate Professor*. Firearms, violence, and public policy, police and crime control, organizational change in policing, policy and program evaluation, assessment of crime trends

CYNTHIA LUM (University of Maryland) — *Associate Professor*. Policing, security, criminal justice evaluation research, translational criminology

STEPHEN MASTROFSKI (University of North Carolina, Chapel Hill) — *University Professor*. Police discretion, police organizations and their reform, systematic field observation methods in criminology

LINDA M. MEROLA (George Washington University Law School & Georgetown University) — *Associate Professor*. Civil liberties, the courts, privacy and technology, terrorism, survey and experimental methods

ALLISON REDLICH (University of California, Davis) — *Professor*. Guilty pleas, interrogation and confessions, wrongful convictions, juvenile justice, mental health courts, experimental criminology

ANGELA K. REITLER (Ohio Northern University College of Law & University of Cincinnati) — *Assistant Professor*. Criminal law and procedure, decision making in criminal case processing, causal inference in observational studies

LAURIE O. ROBINSON (Brown University) — *Clarence J. Robinson Professor of Criminology, Law and Society*. Crime and public policy, policing reform, federal support for translational criminology and criminal justice innovation, public management in criminal justice

DANIELLE S. RUDES (University of California, Irvine) — *Associate Professor*. Organizational change, community corrections, prisons, law and society, prisoner reentry, qualitative methods

FAYE S. TAXMAN (Rutgers University) — *University Professor*. Health services and correctional research, innovations in courts, probation, and corrections, program design and interventions, experimentation and evaluation

DAVID WEISBURD (Yale University) — *Distinguished Professor*. Police innovation, geography of crime, experimental criminology, statistics and research methods, white collar crime

JAMES WILLIS (Yale University) — *Associate Professor*. Police organizations, police reform, police decision making, punishment in an historical context

DAVID B. WILSON (Claremont Graduate University) — *Department Chair and Professor*. Crime prevention and correctional treatment programs, meta-analysis, quantitative research methods

SUE-MING YANG (University of Maryland) — *Assistant Professor*. Neighborhoods and crime, urban disorder and racial stereotypes, innovative research methods, international terrorism

POLICY CORNER

CONGRESS, JUSTICE FUNDING, AND THE CRIME & JUSTICE RESEARCH ALLIANCE (CJRA)

by

Laura Dugan, ASC National Policy Committee Chair

The Latest in Washington:

The following information comes from the Crime & Justice Research Alliance (CJRA) policy consultant, Thomas Culligan of the Brimley Group for October 1, 2015. Of course, by the time you read this, you might now more than this report gives.

Appropriations Update:

In the wake of Speaker Boehner's announcement in late September that he would be resigning, the Congress was able to assemble a bipartisan political coalition to advance a "clean" Continuing Resolution (CR) for the first two and a half months of FY 2016 (through Dec. 11), which will keep the government funded through the fall until a long term Omnibus spending package or full year Continuing Resolution can be adopted. The Senate passed its CR earlier this week, which was approved by the House on September 30 and signed into law by the President.

Although a shutdown was averted now, there is significant risk for a shut down if a budget agreement between the Republican Congressional leadership and President Obama cannot be reached by December 11. Absent a bill signed into law by that date, the government would shut down for an indeterminate period until the President and Congress can agree on a deal to reopen the government and continue discussions on full year funding options for FY 2016. Any prospect of a government shut down and/or funding uncertainties throughout the fall will continue to impact Justice grant and research funding after December 11 until there is agreement on a funding mechanism and the overall levels for these accounts for the remainder of FY 2016. Additionally, the Justice Department and other federal agencies will be limited in how much they can spend during the short-term CR through December 11, which prevents "new starts" of many government programs and contracts.

Look forward, there are significant differences in the Justice research and grant accounts between the House and Senate Commerce-Justice-Science Appropriations bills as they work towards the possibility of an Omnibus spending agreement for FY 2016. Of particular interest to the Justice research community are changes to the funding formula for NIJ and BJS in the House bill, as well significant differences in grant program funding levels and program terminations between the House and Senate bills. If an agreement cannot be reached on these and other issues, it is likely that the government could be funded under a full year Continuing Resolution (at the current spending levels) through the end of next September.

Authorization Update:

Both the House and Senate Judiciary Committees are reviewing possible options for advancing a federal corrections reform bill before the end of the year. Over the summer, Crime Subcommittee Chairman Jim Sensenbrenner and his former Ranking Member Bobby Scott introduced the bipartisan SAFE Justice Act, which proposed a number of changes based on successful state reforms and other areas of bipartisan agreement. Speaker Boehner announced his support for such a bill prior to the start of the August recess. In response, Chairman Goodlatte announced that he would be developing a reform package based on areas of bipartisan committee consensus, but it has yet to be released.

More constructive progress has been made in the Senate, where Chairman Grassley and several bipartisan cosponsors unveiled their Bipartisan Sentencing Reform and Corrections Act today. More information, including a detailed summary of this legislation, can be found online at: <http://www.judiciary.senate.gov/meetings/senators-announce-bipartisan-sentencing-reform-and-corrections-act>.

Separately, a bipartisan group of House and Senate members have introduced legislation to make it easier for formerly incarcerated persons to obtain federal jobs. The bipartisan reauthorization of the Second Chance Act is also expected to

POLICY CORNER

be introduced and advanced in the House later this fall.

The Congressionally-directed Colson Task Force on Federal Corrections held its fourth meeting in Georgia in early September and will continue its work on a final report and bipartisan recommendations for federal reforms, which will be released early in 2016.

Crime & Justice Research Alliance (CJRA):

The Crime & Justice Research Alliance, a group that represents both ASC and ACJS in Washington, launched its website in early October: www.crimeandjusticeresearchalliance.org. The purpose of the website is to consolidate policy resources by posting summarized abstracts of research published by its members. The website also includes a listing of experts from both member organizations, who are tagged by relevant policy areas. These pages are a work in progress, and we will continue to populate the website in the coming months. Our next step is to upload abstracts from policy relevant research that was recently published in the flagship journals of both associations, *Criminology*, *Criminology & Public Policy*, and *Justice Quarterly*. We have also solicited policy topics that are of particular interest to Congress to guide our choice of relevant research to post. Our vision is not to develop a website with a comprehensive list of all scholarly publications in the field. Rather, our goal is to make this page dynamic and useful to persons who want to know what the current research says about specific timely crime and justice issues.

The CJRA is currently reviewing applications for a Communications and Social Media Specialist. We hope to have hired someone by the time you read this.

POLICY PANELS

Hello ASC members,

Please be sure to add as many of the attached sessions as you can to your ASC calendar. The organizers invited special policy and/or practitioner guests to the panels in order to make sure that the sessions are lively and to help us better hone our research in ways to help them do their jobs better. It should be a good conference!

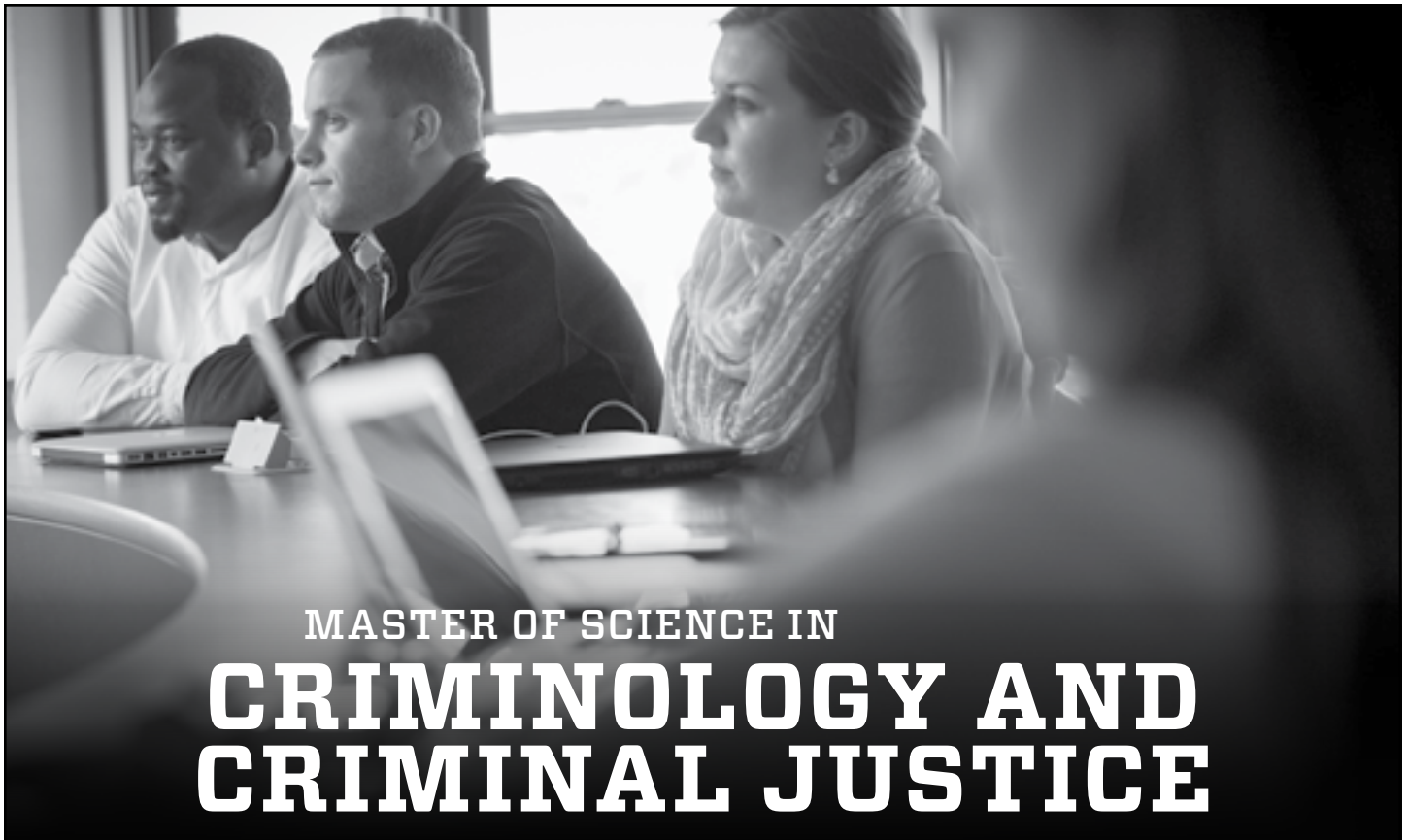
Laura Dugan, PhD, Professor,
Department of Criminology and Criminal Justice

POLICY CORNER

2015 Policy Panels for the ASC Annual Meeting

Below is the schedule for the 2015 ASC Policy Panels. All sessions are either in Lincoln East or International Ballroom Center, both on the Hilton Concourse Level. Note that the program chairs did their best to reduce the times that the policy panels coincide. This means that two sessions are on Saturday. Please be sure to include those in your personal schedules.

| Date, Time, Location | Session Title |
|---|---|
| Wednesday, November 18 | |
| 8:00 to 9:20, International Ballroom Center | Learning After Ferguson: Policing in the Wake of a High Profile Officer-Involved Shooting |
| 8:00 to 9:20, Lincoln East | The Imperative to Expand Release Options for Men and Women with "Life" and Other Long Prison Sentences |
| 9:30 to 10:50, Lincoln East | Advancing Evidence-Based Sex Offender Management: Policy and Research Perspectives |
| 11:00 to 12:20, International Ballroom Center | Criminology and Police Reform: The Presidential Task Force on 21st Century Policing |
| 2:00 to 3:20, Lincoln East | Bail & Pretrial Justice: Action Research and Evidence-Based Policy in the Pretrial Arena—The Pendulum Swings? |
| 3:30 to 4:50, Lincoln East | Existing and Proposed Policies to Address Gender-Based Violence on College Campuses |
| 5:00 to 6:20, Lincoln East | Criminal Justice Debt: Causes, Costs, & Consequences |
| Thursday, November 19 | |
| 8:00 to 9:20, Lincoln East | Ensuring Victim's Legal Rights Across the Criminal, Civil, and Administrative Spectrum: A discussion of practice, policy and research |
| 9:30 to 10:50, International Ballroom East | Research and Policy: Countering Violent Extremism at the U.S. Department of Homeland Security |
| 9:30 to 10:50, Lincoln East | Feminist Perspectives on Mass Incarceration: Gendered Pathways and Contemporary Prison Policy |
| 12:30 to 1:50, Lincoln East | Homelessness, Trauma and Recovery: Housing Policy, Help and Hope |
| 2:00 to 3:20, Lincoln East | Global Gender Justice Challenges and Gender-Responsive Policies |
| 3:00 to 4:50, Lincoln East | Improving the Criminal Justice System Response to Sexual Assault: Recent Research and Next Steps for Assuring Justice |
| 5:00 to 6:20, Lincoln East | How Academic Terrorism and Counterterrorism Research can Better Support the Intelligence Community |
| Friday, November 20 | |
| 8:00 to 9:20, Lincoln East | Measuring Juvenile Recidivism |
| 9:30 to 10:50, Lincoln East | Linking Research, Policy and Practice: The Impact of Immigration Policy |
| 11:00 to 12:20, Lincoln East | Law Enforcement use of Emerging Technologies: Intended and Unintended Outcomes and the Importance of Agency Policies |
| 12:30 to 1:50, Lincoln East | Policy Discussion on Veterans and Veterans Treatment Courts |
| 2:00 to 3:20, Lincoln East | Understanding the Context of Incarcerated Women's Lives and Utilizing a Pathways Approach to Inform Policy and Interventions for Incarcerated Women |
| 3:30 to 4:50, Lincoln East | School Violence and Safety Policies: Alleviating Problems or Creating New Ones? |
| Saturday, November 21 | |
| 8:00 to 9:20, Lincoln East | Participatory Policing: Three Case Studies of an Emerging Model of Municipal Governance |
| 11:00 to 12:20, Lincoln East | Technology Planning in Criminal Justice |



MASTER OF SCIENCE IN CRIMINOLOGY AND CRIMINAL JUSTICE

EARN YOUR MASTER'S IN ONE YEAR

This graduate degree equips current and future criminal justice practitioners, leaders, researchers, and educators with the academic and applied expertise to confront the increasing complexities of issues related to crime, security, technology, and social justice.

Choose from three concentrations currently in high demand in the criminal justice profession:

- Research Methods and Program Evaluation
- Justice Advocacy
- Intelligence and Technology (Summer 2016)

The Master of Science in Criminology and Criminal Justice offers:

- Accelerated one-year or part-time formats
- Evening classes
- Internship and networking opportunities
- Competitive tuition
- Scholarships and financial aid
- Optional test scores


Merrimack
COLLEGE
NORTH ANDOVER, MA



PROGRAM LEADERSHIP

Tom Nolan
*Program Director,
Criminology and Criminal Justice,
Merrimack College*

A former senior policy analyst in the Office of Civil Rights and Civil Liberties at the Department of Homeland Security in Washington, DC, as well as a 27-year veteran (and former lieutenant) of the Boston Police Department, Tom Nolan is consulted regularly by local, national, and international media outlets for his expertise in policing and civil rights and civil liberties issues, police practices and procedures, the police subculture, and crime trends and criminal behavior. Nolan's scholarly publications are in the areas of gender roles in policing, the police subculture, and the influence of the popular culture on criminal justice processes. Tom writes regularly for the *American Constitution Society* in Washington, DC as well as *The Daily Beast*.

Dr. Thomas Nolan is an Associate Professor of Criminology and Criminal Justice.

www.merrimack.edu/CJ
graduate@merrimack.edu • 978-837-3563

DOCTORAL STUDENT FORUM

The Importance of Establishing and Maintaining Peer Relationships in Graduate School

by

Jordan C. Pickering and Maribeth L. Rezey, University of Missouri – St. Louis

Whether you consider yourself a social butterfly or a recluse, making friends in a graduate program can be difficult. Although many of your peers in graduate school may end up being life-long friends, establishing social and academic relationships with them may be challenging for a multitude of reasons. Students may come from different places with a variety of life experiences, as well as enter graduate school with varying levels or types of education. Some may be leaving home for the first time and continuing their academic pursuits, whereas others may be going back to school after spending time in the workforce (e.g., just over half of the students in our department at UMSL worked professionally prior to admission). In addition, students often have vastly different interests and future goals related to where they see themselves after graduate school. There is great value in having diverse experiences and backgrounds among graduate students, but this diversity can also make it difficult to form friendships with peers. That being said, we are here to tell you why maintaining relationships in graduate school is important and how it can be accomplished.

Why Establishing Peer Relationships is Important

First, students should remind themselves that although they cannot control who is in their cohort or graduate program, it is in their best interest to, at a minimum, maintain professional relationships with their peers. Unlike your undergraduate years where you may have gravitated toward people with similar interests and personality types as your own, due to the selective nature of graduate school, there are fewer individuals with whom to interact. Thus, students may have to work harder to make friends with their peers and foster those relationships than they have in the past. Although two similarities we share as doctoral students in criminology are our interest in the field and working toward a Ph.D., there is still the potential that we have more in common with some students than with others. But, nevertheless, it is important to remember that your peers in graduate school will be your colleagues for many years to come. Given that criminology is a small field, your reputation goes a long way. Think of your reputation as a source of social capital, where others' views of you can help or hinder you from moving forward in your career. For example, students will undoubtedly see and interact with their peers at conferences. These interactions may allow students to expand their network of professional colleagues. Keep in mind, these peers may be in the position to recommend you for job opportunities or seek you out for possible collaborations. Simply put, they may have to vouch for you in the near to distant future.

Second, while your peers can help you professionally in the future, they can also assist you in the present by being a tangible resource during graduate school. Students can benefit from the expertise of their peers in specific areas, as well as from their past experiences. For instance, other graduate students may specialize in topical areas and/or methods that you are not as familiar with (e.g., statistics and econometrics, conducting interviews, developing survey questionnaires). Furthermore, peers in other cohorts may have completed the necessary requirements for a doctoral degree (e.g., finishing coursework, passing comprehensive exams, defending a dissertation proposal), therefore serving as valuable resources as you work toward your degree.

Third, having a few genuine friendships with your peers is vital during graduate school because completing the requirements of a doctoral degree will be a lot of work. It is nice to have people who can support you throughout graduate school and who are likely experiencing some of the same feelings as you are (i.e., accomplishment, anxiety, stress, frustration, etc.). This brings us to another point—students should set aside time to put down their work and be social with other graduate students. This advice was given to our cohort when we arrived at UMSL and has been something that we feel has helped us to stay focused, as well as maintain our sanity during this rigorous process. Students may find that these peers also serve as a surrogate family during their time in graduate school. While some students may be in a program close to home, others may be a great distance from their close network of family and friends. The relationships that students build with their fellow graduate students may help create that “family feeling” that, at times, is greatly needed throughout this process. Therefore, establishing good relations with your peers early on is beneficial not only to your future career, but also to your emotional well-being.

Fourth, your time as a graduate student is essentially practice for when you get a job after you graduate. Whether your goal is to obtain a tenure-track faculty position, research appointment, or any other job that might interest you, it is important to have the necessary skills to get along with your colleagues. This again goes back to the importance of your reputation. You want your colleagues to feel that you are approachable, easy to work with, and professional in both your work and overall demeanor. Working toward developing these qualities early on will benefit students in their future endeavors.

Finally, students should recognize the element of competition that may exist both in graduate school and throughout their

DOCTORAL STUDENT FORUM

career, regardless of whether their career is in academia or not. Your peers may be your close friends, but at times they may also be your competition for opportunities such as job openings, awards, grant funding, and publication space in top-tier journals. This fact should not prevent students from establishing and maintaining relationships with others. It is important to recognize that the competition exists, but it is just as important to view this competition as motivation to make you and your peers more productive criminologists. Students should focus on what makes them unique as scholars rather than how they measure up to their peers. In fact, adopting this perspective may help to reduce the sense of competition among peers that students likely experience while in graduate school.

How to Develop Peer Relationships

There are numerous approaches students can take to foster relationships with their fellow graduate students. During our time at UMSL, we have found a number of ways to encourage positive relationships among graduate students that others may benefit from. For example, we begin each academic year by welcoming incoming students to our program during a meet and greet get-together. During this occasion, full- and part-time graduate students gather to introduce themselves to the new students and connect with old ones. We continue this collective approach throughout the year by attending seminars hosted by our faculty devoted to specific topics relevant to our field. We also have a graduate student organization that is fairly active in participating in school-related events. Our graduate student association not only gives us the opportunity to interact with each other but also gives us the opportunity to meet other faculty, staff, and students on campus.

Because it is not always possible to get all of the graduate students together, we also socialize in smaller groups. To some this means grabbing a drink, getting dinner, or enjoying a show with their closest friends. To others, this social bonding may be more centered on academic goals. For example, belonging to a writing group with the goal of sharing ideas or getting feedback on current projects has been an activity members of our cohort have been successful at implementing over the years. These writing groups have allowed us to hold each other accountable for personal deadlines that we set for ourselves, while giving us an excuse to get together with the goal of being productive. No matter what the activities are that students enjoy, participating in them with their fellow peers will help to nurture friendships with others in their department.

Finally, we take cues from our faculty members. Not only do many of them frequently collaborate with one another, but they are also friendly and cordial to each other and to the graduate students. We learn from them how to interact with one another, how to carry ourselves professionally, and how to establish meaningful relationships. While we recognize that not all programs are like ours, we are confident that there are faculty members in other programs who exude these qualities. During your tenure as a graduate student, you may benefit from recognizing and emulating the faculty members in your department that have these qualities with the goal of enhancing your level of professionalism in the future.

RECENT PHD GRADUATES

Andersson, Catrin, "Revisiting the Frustration-Aggression Hypothesis: A Multi-level Application to Cross-National Violence Rates." Chaired by Dr. Lila Kazemian, September 2015, CUNY Graduate Center.

Blair, Lesli, "Community Gardens, Criminal Opportunity, and Collective Efficacy", Chaired by Dr. Pamela Wilcox, December, 2014, University of Cincinnati.

Cho, Sujung, "A Multi-Level Model of Personal Victimization Among South Korean Youths", Chaired by Dr. John Wooldredge, August, 2015, University of Cincinnati.

Coyne, Michelle, "Predicting Arrest Probability Across Time: A Test of Competing Risk Perspectives", Chaired by Dr. John P. Wright, August, 2015, University of Cincinnati.

Cubellis, Michelle A., "Sexual Victimization, Disclosure, and Accountability: Organizational Responses of Boy Scouts of America to Child Sexual Abuse." Chaired by Dr. Karen Terry, September 2015, CUNY Graduate Center.

Deryol, Rustu, "Lifestyle, Self-Control, and School-Based Violent Victimization in Turkey", Chaired by Dr. Pamela Wilcox, August, 2015, University of Cincinnati.

Dulisse, Brandon, "Sticky" You or "Sticky" Me?: A Longitudinal Examination of the Stability of Adolescent Peer Groups", Chaired by Dr. J.C. Barnes, August, 2015, University of Cincinnati.

Henninger, Alana, "Women are Like Silk and Men are Like Gold: A cross-country Comparison of Institutional Responses to Honor Violence." Chaired by Dr. Mike Maxfield, September 2015, CUNY Graduate Center.

Hiropoulos, Alexandra, "Dangerous Spaces: The Structural Context of Violence Against Foreign Nationals in South Africa." Chaired by Dr. Diana Gordon, September 2015, CUNY Graduate Center.

Labrecque, Ryan, "A Quantitative Evaluation of the Effect of Solitary Confinement on Institutional Behavior", Chaired by Dr. Paula Smith, August, 2015, University of Cincinnati.

Lim, Hyung Jin, "Crime-Reduction Effects of Open-Street CCTVs in Cincinnati", Chaired by Dr. Pamela Wilcox, August, 2015, University of Cincinnati.

Logan, Matthew, "Coping with Imprisonment: Testing the Special Sensitivity Hypothesis for White-Collar Offenders", Chaired by Dr. Michael Benson and Dr. Francis Cullen, August, 2015, University of Cincinnati.

Johnson, Jeremiah, "Law Enforcement Innovation and Diffusion: A Network Analysis of Police Accreditation." Chaired by Dr. John Shane, September 2015, CUNY Graduate Center.

Ortiz, Jennifer M., "The Power of Place: A Comparative Analysis of Prison and Street Gangs." Chaired by Dr. David Brotherton, September 2015, CUNY Graduate Center.

Ramdath, Cassandra, "Traumatic brain Injury among Adolescent Inmates in Rikers Island: A Mixed Methods Study." Chaired by Dr. Hung-En Sung, September 2015, CUNY Graduate Center.

Ruf, Amber Horning, "Pimps' of Harlem: Talk of Labor and the Sociology of Risk." Chaired by Dr. Valli Rajah, September 2015, CUNY Graduate Center.



Northeastern University
School of Criminology and
Criminal Justice

Position Announcement
Director, School of Criminology and Criminal Justice
Northeastern University

The School of Criminology and Criminal Justice (SCCJ) at Northeastern University (<http://www.northeastern.edu/sccj/>) seeks nominations and applications from leading senior scholars in criminology and criminal justice to lead the school as Director with appointment as a tenured Full Professor. The Director reports to the Dean of the College of Social Sciences and Humanities. The candidate's discipline and field of expertise are open, but the successful candidate will have a distinguished scholarly record of publication and commensurate external funding commitments. PhD or equivalent required and previous administrative experience is strongly preferred. The expected start date is July 1, 2016.

The successful candidate will facilitate the School's ongoing contributions to the University's interdisciplinary research themes of security, sustainability, and health. The candidate will build upon the School's existing expertise in criminology and justice policy. He or she will lead the School in identifying and implementing strategies to refine the undergraduate program for majors and non-majors; strengthen the Master's program; improve the quality and standing of the Ph.D. program, ranked 12th nationally; and build relations across the university, with local community partners, and with state and federal justice agencies.

As one of two Schools housed within the College of Social Sciences and Humanities, SCCJ brings together more than 20 research-oriented scholars and distinguished practitioners on the cutting edge of interdisciplinary research and criminal justice policy. SCCJ faculty have extensive records of publications and external research funding, and demonstrable impact and visibility across five thematic areas: law and justice; crime and public policy; global criminology; security, resilience, and crime prevention; and ethics within the criminal justice system. The School is also home to the Center for Criminal Justice Policy Research, the Institute on Race and Justice, and the Institute on Security and Public Policy. The College of Social Sciences and Humanities is a leader in the experiential liberal arts. Founded in 1898, Northeastern University is an urban research university in the center of Boston, Massachusetts. It is a dynamic and exciting place, with an appreciation for innovative interdisciplinary research as well as excellence in teaching. Its standing among peer universities has increased rapidly in recent years. Grounded in its signature co-op program, Northeastern provides unprecedented global experiential learning opportunities for students.

Northeastern University is an Equal Opportunity, Affirmative Action Educational Institution and Employer, Title IX University. In a continuing effort to enrich its academic environment and provide equal educational and employment opportunities, the university actively encourages applications from members of all ethnic minority groups underrepresented in higher education, women, and persons with disabilities. Northeastern University is an E-Verify Employer.

Applicants should submit a CV and letter of interest describing evidence of scholarly expertise and prior administrative experience. To apply, please go to <http://www.northeastern.edu/cssh/faculty-positions> and click on the link for full-time positions or full-time interdisciplinary positions or if viewing this description on the Northeastern University website, click "Apply to this job." Please address nominations and inquiries about the position to Natasha Frost, Chair of the SCCJ Director Search Committee, at n.frost@neu.edu. Review of applications will begin November 1, 2015, and review of applications will continue until the position is filled.



Northeastern University

Study criminology and justice policy with renowned scholars in the heart of Boston...



Northeastern's School of Criminology and Criminal Justice brings together more than 20 research-oriented scholars and distinguished practitioners who teach and undertake cutting-edge research across five thematic areas:

- Law and justice
- Crime and public policy
- Global criminology
- Security, resilience, and crime prevention
- Ethics and diversity in the criminal justice system

Offering Bachelors, Masters, and Doctoral Degrees in Criminology and Criminal Justice

For more information about our faculty and programs, visit our website www.northeastern.edu/sccj/ or contact Ms. Laurie Mastone at sccj@neu.edu or 617-373-2813.

FACULTY

Gia Barboza – Race and Justice, Community Development

Donna Bishop – Juvenile Justice and Youth Policy

Ekaterina Botchkovar – Criminological Theory

Carlos Cuevas – Victimization and Trauma

Kevin Drakulich – Race, Ethnicity, Inequality and Crime

Amy Farrell – Race, Gender, and the Administration of Justice

James Alan Fox – Multiple Homicide, Death Penalty, Statistics

Natasha A. Frost – Mass Incarceration, Prisons, Corrections

Jack R. Greene – Policing, Organizational Behavior

Ni He – Comparative Criminal Justice and Policing

Roderick Ireland – Jurisprudence, Juvenile Law

Peter K. Manning – Police Legitimacy, Democratic Policing

Ineke Marshall – Comparative and Global Criminology

Ramiro Martinez – Violent Crime, Immigration and Crime

Jack McDevitt – Race and Justice, Hate Crimes, Policing

Dan O'Brien – Urban Studies, Ecology and Behavior

Nikos Passas – White Collar, Organized, and International Crime

Glenn Pierce – Crime, Firearms Violence, Security

Simon Singer – Juvenile Delinquency and Juvenile Justice

Jacob Stowell – Communities and Crime, Immigration, Statistics

Brandon C. Welsh – Crime Prevention, Evidence-Based Policy

Gregory Zimmerman – Crime and Criminal Offending, Methods



Congratulations to Professor Simon Singer!

Winner of the 2015 ASC Hindelang Book Award for the

Most Outstanding Contribution to Research in Criminology

America's Safest City: Delinquency and Modernity in Suburbia

TEACHING TIPS

How to Teach Future Justice Professionals, Community Workers and Law Students the Effects and pains of Incarceration – Lessons from Germany

by

Dr. Dominic Kudlacek and Dr. Jana Kudlacek, Bergische Universität Wuppertal, Germany, Faculty D

Summary

In this article we present a curriculum that is useful in showing future justice professionals, community workers, and law students the effects and pains of incarceration.

Why point out the pains of incarceration?

The growth in prison populations that has occurred in the US since the early 1980s seems to have halted (Petersilia & Cullen, 2014). This development could be seen as the end of the trend in attitudes that Hallsworth (2000) described as the “punitive turn”. Studies from Germany dealing with public options on sanctioning have shown an inconsistent picture: while Sack (2010) is definite in seeing an increase in support for punishment among the public, Kury & Obergfell-Fuchs (2006, p. 120) are more reserved, pointing out that the German level of punitive attitudes is still far away from that of the US “and it may not be expected that an equalization will occur in the foreseeable future”. Nevertheless, a long term-study by Streng (2014) indicates a significant increase in punitive attitudes among law students. We think that one reason for this support for harsh punishment is based on a lack of knowledge about corrections and jail reality. Students may have theoretical knowledge about the effects of incarceration but they may not see the pains of incarceration.

Shortcomings in the present praxis of teaching

In the present praxis of teaching penal law and corrections it is quite common for law students and justice professionals or future community workers to visit a prison and to have “a look inside”. In many cases these visits are one-day-trips to the nearest local jail. These “excursions” are usually connected with guidance by a corrections officer and give the students an insight into jail-reality. But visiting a prison yard, prison buildings and working places in jail does not give a sufficient insight into the reality of the penal system and the daily routine of prison inmates. Visiting a cell can give an impression about the premises and can clear up the picture of middle-class-hotels, which people sometimes may have in mind when they think about prison cells in Germany. But a short visit cannot show the monotony of the daily routine in prison, the experience of violence, material and social destitution in jail and the effects of this on the life of prison inmates. So the impression may occur that the trips are less an encounter with the reality of the penal system than an extravagant excursion in a foreign setting with many curiosities (Kudlacek & Drossel, 2012).

The Curriculum: Academic Voluntary Correction Course

An alternative to these one-day-trips to the penal system can be seen in the concept of the Academic Voluntary Correction Course. The course is comparable to a round table. Once a week up to 15 students meet 12 prison inmates in the jailhouse. The weekly meetings always follow the same procedure: one participant in the course (in-mate or student) is giving a short presentation about a topic close to “corrections.” Students often present current jurisprudence or news in case law but also the results and findings from criminological research. When an inmate takes care of the presentation, the topics are slightly different. Inmates usually speak about topics close to the everyday life in a prison (e.g. the role of gangs in prison, the relationship between inmates and correction officers). After the presentation that should not be longer than 15 minutes, the (complete) class can discuss the topic together. The discussions usually take 45 minutes and are moderated by the presenter. Afterwards, one-on-one-conversations between students and inmates take place. In these talks, inmates often speak about their experiences in prison but also about their offenses, criminal proceedings and the aftermath of their incarcerations. The conception was originally developed at the beginning of the 1980s at the Institute of Criminology of the University of Heidelberg (Beil & Jansen, 1987). Here the students taught the prison inmates in jurisprudence. Nowadays comparable programs are offered at the Universities in Bochum, Münster (Boers et al., 2013) and Tübingen.

Benefits of the course

The prisoners gain the possibility to stay in contact with persons from outside, to train behavior in group discussions and to cope with different opinions. Because of the regular participation, a relationship between the students and the inmates develops, and empathy and a sense of responsibility can grow. To avoid too close relationships and potential addiction, the group management tries to insure that there is no fixation of students on the inmates (Kudlacek & Drossel, 2012).

TEACHING TIPS

The students have contact with the inmates, and as a consequence they get real insight into the everyday life in jail, the praxis of penal law and the penal system. The experiences help complete the theoretical education of the students (Beisel & Dölling, 2000). In contrast to the one-day-trips, the concept of the Academic Voluntary Correction Course makes it possible for students to contrast the demand of resocialization titled in the German penal code and the reality of the penitentiary. But the students are not only supposed to recognize this contrast, they should even find out the reasons for the difference between demand and reality. Short visits to a penitentiary do not offer the chance to understand its chain of activities and organizational enforcement patterns.

Special challenges of the curriculum

Since the course is held in a jailhouse, security is an important issue. The selection of the inmates that can participate is made by the prison management. The selection is based on specific criteria: inmate behavior, sentence length, charge and prospect of being discharged.

Moreover many rules of procedures for the behavior in the group were developed. Behind the usual prohibitions in connection with penitentiary visits, it is forbidden for group members to tell their surname to the prison inmates or to give other personal details. Contacts between inmates and students beyond the group meetings are strictly forbidden and will lead to exclusion from the course. The student members of the group have to participate in an information lesson before they can visit the penitentiary the first time.

A very effective instrument to prevent conflict situations is the principle of expanded communication. That means that every student should have the same information. To provide that, colloquies are held with the students after the meeting with the prisoners. In these colloquies the students give a short review about the content of their last conversations with the inmates. Through this method, too close relationships (between single students and single inmates) that may become a problem can be recognized early.

The individual opinions of the prisoners are often not reflected upon critically enough by the students. Furthermore, the inmates sometimes try to manipulate the students. But these challenges are important for the course: attempts at manipulation can be recognized, the background and causes of them can be analyzed, and strategies to cope with them can be developed.

Conclusion

Academic Voluntary Correction Courses can give students deep insights into the life of prison inmates and the reality of the penal system. Moreover, the prison inmates themselves can also profit from the concept. The demands of security and neutrality play an important role in these projects, and they can only be guaranteed by intensive involvement in an academic community. The sensibility and attention of all participants are essential throughout. By remembering this, it can be guaranteed that both sides, students and prison inmates, will permanently profit from these projects.

References

- Beil, B. & Janssen, H. (1987). *Soziales Training: Recht. Bericht über ein Betreuungsangebot des Instituts in der Justizvollzugsanstalt Mannheim, Abteilung für junge Untersuchungsgefangene*. Heidelberg: Ruprecht-Karls-Universität.
- Beisel, H. & Dölling, D. (2000). *Soziales Training "Recht im Alltag". Ein Übungs- und Erfahrungsfeld für Inhaftierte und Studierende*. Aachen: Shaker Verlag.
- Boers, K., Feltes, T., Kinzig, J., Sherman, L. W., Streng, F., & Trüg, G. (2013). *Kriminologie - Kriminalpolitik – Strafrecht. Festschrift für Hans-Jürgen Kerner zum 70. Geburtstag*. Tübingen: Mohr Siebeck.
- Hallsworth, S. (2000). Rethinking the Punitive Turn: Economies of Excess and the Criminology of the Other. *Punishment & Society*, 2, pp. 145-160.
- Kudlacek, D. & Drossel, J. M. (2012). Studentische Haftgruppen. Ein alternatives Lehrangebot in der Kriminologie. In: Forum Strafvollzug – *Zeitschrift für Strafvollzug und Straffälligenhilfe*, 61, pp. 51-54.

TEACHING TIPS

Kury, H. & Obergfell-Fuchs, J. (2006). Zur Punitivität in Deutschland. *Soziale Probleme - Zeitschrift für soziale Probleme und soziale Kontrolle*, 2, pp. 119-153.

Petersilia, J. & Cullen, F. T. (2014). Liberal but Not Stupid: Meeting the Promise of Downsizing Prisons. *Stanford Journal of Criminal Law and Policy*.

Sack, F. (2010). Symbolische Kriminalpolitik und wachsende Punitivität. In B. Dollinger (Hrsg.), *Handbuch Jugendkriminalität. Kriminologie und Sozialpädagogik im Dialog* (S. 63-89). Wiesbaden: VS Verlag für Sozialwissenschaften.

Streng, F. (2014). *Kriminalitätswahrnehmung und Punitivität im Wandel. Kriminalitäts- und berufsbezogene Einstellungen junger Juristen. Befragung von 1989 bis 2012*. Heidelberg: Kriminalistik Verlag.

NEED HELP WITH DATA COLLECTION?

Regardless of your field of study or preference for defining data (quantitative or qualitative), data collection is an important aspect of any type of research. If your research involves collecting primary data – whether by interviews, surveys, experiments, focus groups, or other methods— consider partnering with the Social & Economic Sciences Research Center (SESRC) at Washington State University (WSU).

With four decades of experience, SESRC is the premier University-based survey research center in the Pacific Northwest with telephone, mail, web, and face-to-face capability that allows us to conduct surveys in multiple, mixed, and sequential modes. We utilize only proven research methods and established statistical practice in every step of the data collection process.

If you have a question, please let us know! We consult on both the selection of sampling plan, the appropriate data collection instruments (existing, modified, or newly developed), and data collection procedures. Our data-quality standards ensure an accurate, credible, and secure database.

More importantly we have a substantial experience in locating and recruiting hard-to-reach populations, including adolescents, non-English speaking populations, the elderly, recovering substance abusers, homeless, victims of domestic violence and sexual assault, lowest-income populations, persons who have been incarcerated in a juvenile or adult correctional facility. For our project we bring a multidisciplinary team comprised of experts from a range of disciplines including criminology, sociology, statistics, and computer science.

If you have project-specific questions or other consultation requests please contact Dr. Arina Gertseva at garina@wsu.edu.

KEYS TO SUCCESS

Millennial Mentoring: An Opportunity for Success and Innovation

by

Elizabeth A. Tomsich, Texas A & M International University

Maria J. Patterson, Mount Holyoke College

Angela R. Gover, University of Colorado Denver

The challenges confronting Institutions of Higher Education (IHEs) similarly impact two cohorts—millennials born between 1980 and the mid-2000s, and the “early scholars” targeted by the *Criminologist's Keys to Success* column. As higher education transitions from a public good into an increasingly private one, students are paying larger tuition bills to experience a depersonalized form of education, and early scholars compete for a shrinking number of tenure-track positions.

Millennials who successfully progress onto higher education face enormous financial burdens, with educational appropriations per full-time or equivalent student falling over 34% between the late 1980s and 2012-2013 (College Board, 2014). The unintended consequences of the standardized testing movement in K-12 education have contributed to a generation of college students that Fortune 500 companies complain are ill-equipped to grapple with complex problems lacking a “correct” solution or compose the most basic professional-level essays (The Chronicle of Higher Education & Marketplace, 2012). Recent findings released by the Program for the International Assessment of Adult Competencies (PIAAC) comparing 23 industrialized nations found that American millennials tied for last place with respect to math and technology skills, and outranked only Italy and Spain in literacy scores (Goodman, Sands, Coley, & Educational Testing Service, 2015). Although the USA routinely scores poorly when making international comparisons of educational competency, critics point to the relatively robust U.S. economy as an indicator that such tests fail to measure the more relevant construct of innovation. Nonetheless, PIAAC scores suggested other potential threats to the flexibility and mobility historically characterizing and benefiting the U.S. economy. The U.S. labor force demonstrated one of the largest gaps between high and low achievement scores, and an actual *decline* in literacy and numeracy skills over the past two decades. Moreover, contrary to the assumption that millennial “problem-solving in technology-rich environments” scores would prevail in an age-group comparison, 16-34 year olds performed more poorly than the *general adult population* and *older age groups* in the United States.

A deliberation on the policy proposals necessary to offer millennials the grant-subsidized tuition, livable entry-level wages, and affordable housing enjoyed by their Baby Boomer parents and Gen X siblings stretches the scope of the *Criminologist*. Nonetheless, Maria Patterson, an undergraduate student, millennial, and co-author on this column, presents another aspect of inter-generational change that may be addressed by innovation in higher education, and propelled forward by junior faculty most in tune with the constraints and opportunities of today’s labor and education marketplace. Patterson, who completed her sophomore year in the spring of 2015 at Mount Holyoke College, highlights the sense of seclusion experienced by many millennial college students:

Among institutions of higher learning, faculty-student mentoring is recognized as a crucial part of graduate students' academic careers. Mentorship is equally important to students' undergraduate success, however undergraduate students often have difficulty building advantageous student-mentor relationships with faculty—if they even know they need to do so—for a variety of institutional and individual reasons.

Patterson’s comments may surprise senior faculty who experienced the movement within IHEs during the 2000s toward the integration of faculty-mentored research-based learning opportunities in undergraduate curriculum (Potter, Abrams, Townson, & Williams, 2009). As Professor Angela Gover recalls the impact of the Boyer Commission Report’s (1998) call for inquiry-based pedagogy in undergraduate education:

Based on my experience, it seems that the biggest difference in mentoring undergraduate students between the 1980s and now is that we actually care about and do it now. The Boyer Commission Report (1998) prompted universities to recognize the value of undergraduate research, and today, many have established research budgets for undergraduate students. It seems that support for the “scholar-teacher” philosophy grew over time, as recipients of undergraduate mentorship became faculty and incorporated mentorship into their own approach. As someone fortunate enough to be mentored by influential faculty during my graduate program at University of Maryland, I certainly approached my career in the academy with a desire to carry forward the tradition of mentorship to both undergraduate and graduate students.

KEYS TO SUCCESS

Despite the formalization of undergraduate research programs, the transition toward inquiry based learning remains a work in progress, and one complicated by shrinking university budgets. A recent article in the Association of Governing Boards of Universities and Colleges' *Trusteeship* magazine reflected on how a "changing academic workforce" may be impacting capacity for undergraduate mentorship (Kezar & Maxey, 2013). Whereas tenured and tenure-track faculty (TTF) comprised 78% of instructors in 1969, three-quarters of instructional positions at IHEs today represent non-tenure track (NTT) faculty, adjuncts, or contingent hires. Non-tenure-track faculty commonly lack adequate office space, carry high course loads, possibly juggle more than one job, and often experience a lack of appreciation by university colleagues, thus making it more difficult for faculty-student interactions and mentoring opportunities that promote student success (Kezar & Maxey, 2013). To meet differentiated student needs, IHE's need to provide resources and opportunities for both types of faculty to deliver quality mentoring to students.

According to Patterson, the increasing depersonalization of educational systems deprives millennials of important networking opportunities and undercuts the "human" aspects of learning:

In order to thrive, undergraduate students need mentorship, and they need it early on in their undergraduate careers. They need role models and relationships with mentors who can point them in the right direction, help them make important contacts, and write recommendation letters for them. I have benefited from a tremendous amount of mentorship and support, but conversations with peers at other colleges and universities have made me realize that my experience has been the exception rather than the rule. Unfortunately, most institutions of higher education focus on faculty mentors and community internships for graduate students, and beyond providing advisors most institutions of higher education are not set up to foster faculty mentors for undergraduate students interested in graduate school, or community mentors for undergraduate students entering the job market upon graduation. This means that not only do undergraduate students have to adapt to a new physical, academic, and social environment and choose long-term academic goals, but they must also seek out mentoring relationships that are crucial to their undergraduate success more or less on their own.

Millennials correspondingly lack mentorship in the workforce. In a recent survey of college graduates, over three-quarters of 2013 graduates expected formal on-the-job training, a benefit experienced by only 48% of 2011/2012 graduates (Accenture, 2013). The lack of guidance experienced by 2011/2012 graduates upon entering the workforce may account for half of these millennial respondents identifying "mentorship" as the most important benefit offered by potential employers. Although Fortune 500 companies express dissatisfaction with college graduates (The Chronicle of Higher Education & Marketplace, 2012), these same companies fail to provide the on-the-job-training previous generations benefited from upon entering the workforce (Accenture, 2013). Fruitful academic mentorship extends well beyond the on-the-job training portion of doctoral studies. In contrast to Patterson's experience, co-authors Dr.'s Gover and Tomsich experienced a form of mentorship that continued beyond education to additionally guide navigation of the job market and professional growth. As Dr. Gover notes, "Being mentored and being a mentor is a career long process. Good mentors continue working with their doctoral students on professional development once they begin their first job and even through the RTP process.

The direction of higher education presents significant challenges for millennial undergraduates and early scholars, but also opportunities for innovation. Administrators have kept IHEs open by raising tuition and hiring low-cost non-tenure track faculty. However, the consequences of these actions require those most impacted—students and early scholars—to advocate on behalf of alternative, innovative strategies to preserve and improve the quality of IHEs as a public good. Accenture's (2013) report recommends a closer partnership between employers and IHEs to ensure college undergraduates receive the training and mentorship required to improve the hiring and development of young workers. Community engagement may constitute one strategy for IHEs to provide individualized mentorship to undergraduate students and raise local awareness of the value and importance of funding higher education. Broad-reaching partnerships with community organizations could provide professional experience and mentorship opportunities to students, with memorandums of agreement outlining organizational and student expectations. Such community partnerships would free faculty to direct their educational and professional experiences to mentor students like Patterson who are capable of supporting faculty research and are planning on attending graduate school. Millennials and early scholars share a unique insight and motivation to improve systems of higher education, as the challenges confronting IHEs disproportionately burden these two cohorts. Leadership at IHEs should not overlook the potential for innovations presented by millennials and early scholars, whose need for change in higher education requires solutions more immediate than those provided by Congress.

KEYS TO SUCCESS

References

- Accenture. (2013). *College graduate employment survey: Key findings*. Retrieved from <http://www.accenture.com/SiteCollectionDocuments/PDF/Accenture-2013-College-Graduate-Employment-Survey.pdf>
- College Board. (2014). *Trends in college pricing, 2013*. New York: College Board.
- Goodman, M. J., Sands, A. M., Coley, R. J., & Educational Testing Service. (2015). *American's skills challenge: Millennials and the future*. Princeton, NJ: Educational Testing Service. Retrieved from <http://www.ets.org/s/research/30079/asc-millennials-and-the-future.pdf>
- Kezar, A. & Maxey, D. (2013, May/June). The changing academic workforce. *Trusteeship Magazine*, 21(3). Retrieved from <http://agb.org/trusteeship/2013/5/changing-academic-workforce>
- Potter, S. J., Abrams, E., Townson, L., & Williams, J. E. (2011). Mentoring undergraduate researchers: Faculty mentors' perceptions of the challenges and benefits of the research relationship. *Journal of College Teaching & Learning (TLC)*, 6(6), 17-30.
- The Chronicle of Higher Education & Marketplace. (2012). *The role of higher education in career development: Employer perceptions*. Retrieved from <http://chronicle.com/items/biz/pdf/Employers%20Survey.pdf>
-

COLLABORATION CORNER

News and Notes about Research Collaborations

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

Collaboration will be HUGE at our DC meeting. I searched the Preliminary Program for papers, posters and sessions that appear to be, from the title or abstract, about research collaboration. My results are below. Aside from the sheer number, I am so pleased by the diversity of subject areas, and by the diversity of authors. Collaboration awareness really seems to have taken off!

I hope that this list will be helpful, whether you are planning your time schedule for the meeting, or whether you can't attend but still want to know what's going on. Please forgive me for anything I inadvertently left out – remember I'm human.

Complete Panels

Collaborative International Criminal Justice Research: Successful Projects from the U.S. State Department's Diplomacy Lab. Wed, Nov 18, 9:30 to 10:50am, Hilton, Gunston West, Terrace Level.

Papers:

- Collaborative International Criminal Justice Research: Successful Projects from the U.S. State Department's Diplomacy Lab. *Leonid Lantsman*, U.S. Department of State.
- Gender Based Violence in the Caribbean. *José Miguel Cruz*, Florida International University.
- John Jay's Experience with Diplomacy Lab: Projects on Women in Criminal Justice and Developing Measures for Law Enforcement Accountability. *Susan Kang* and *Rosemary Barberet*, John Jay College of Criminal Justice.
- Port Security in the Caribbean: Assessments, Port Matching and Recommendations to Improve Seaport Security in Trinidad and Tobago, Jamaica, The Bahamas and Guyana, *Zachary C. Randall*, Oklahoma University.

The Working Group on Criminologists in Non-Academic Careers Presents: Academics and Practitioners in the Community. Wed, Nov 18, 11:00am to 12:20pm, Hilton, Jefferson West, Concourse Level.

Papers:

- The Mechanics of Teaching Behind Bars: Exploring the Effectiveness of Arts Programs in Prison. *Jacqui Young*, John Jay College of Criminal Justice.
- Triple Threat: Uniting Law Enforcement, Prosecutors, and Advocates to Tackle Domestic Violence in Rural Areas. *Crystal Martinez*, *Cristina Garcia* and *Denise Paquette Boots*, University of Texas at Dallas, and *Jennifer Wareham*, Wayne State University.
- The Academic Practitioner: Lessons Learned from Implementing a Federal Grant. *Everette Penn*, University of Houston - Clear Lake.
- Mindfulness as Crisis Response: Implementing a Trauma Informed Mindfulness Program after the Boston Marathon Bombings. *Danielle Rousseau*, Boston University, *Elizabeth Jackson*, yogaHOPE / Harvard University, and *Jillian Baranger*, Boston University.

Sustaining Directed Police Patrols to Crime Hot Spots: Reflections from Portland's Recent Field Experiment. Wed, Nov 18, 3:30 to 4:50pm, Hilton, Holmead East, Lobby Level.

Four presentations (A Summary of the Intervention, A Process Evaluation, Officers' and Supervisors' Perceptions, and A Qualitative Study) by *Kris R. Henning*, Portland State University; *Greg Stewart* and *Christian Peterson*, Portland Police Bureau; *Kimberly Barsamin Kahn* and *Yves Labissiere*, Portland State University; *Renee Mitchell*, University of Cambridge; *Sean Sothorn*, Portland Police Bureau and *Brian Renauer*, Portland State University.

Examining Criminal Justice Responses to and Help-Seeking Patterns of Sexual Violence Survivors with Disabilities. Thu, Nov 19, 12:30 to 1:50pm, Hilton, Embassy, Terrace Level.

Four presentations (A Study Overview, Study Findings and Methodological Considerations) presented by *Ashley Demyan*, Vera Institute of Justice, *Angela Browne*, Townsend Alliance and *Ari Agha*, Agha Research Collaborative, Inc.

Advances in Police-Community Collaboration through Smart Policing. Fri, Nov 20, 3:30 to 4:50pm, Hilton, Lincoln West, Concourse Level

Papers:

- Assessing Police Agency Capacity for Community Collaboration. *Vivian Elliott*, CNA Institute for Public Research
- New Approaches to Collaboration through Smart Policing. *Hildy Saizow* and *Laura Kunard*, CNA Institute for Public Research.

COLLABORATION CORNER

Papers

- Future Directions for Inter-Agency Cooperation to Support Human Trafficking Victims in Vietnam. *Hoang Tien Le* and *Molly Dragiewicz*, Queensland University of Technology – Australia, and *Thanh Van Trinh*, People's Police University – Vietnam. Wed, Nov 18, 8:00 to 9:20am, Hilton, Morgan, Lobby Level.
- Examining Ontario and Canadian Community Response Models to Human Trafficking. *Megan Byrne*, University of Guelph. Wed, Nov 18, 8:00 to 9:20am, Hilton, Morgan, Lobby Level.
- Randomized-Control Trials in the Context of Justice Programming. *Manolya Tanyu*, *Nicholas Read* and *Roger Jarjoura*, American Institutes for Research. Wed, Nov 18, 8:00 to 9:20am, Hilton, Cabinet, Concourse Level.
- Collaboration and Drug Court Model Adherence. *Xiaohan Mei*, *Faith Lutze* and *Jacqueline van Wormer*, Washington State University. Wed, Nov 18, 12:30 to 1:50pm, Hilton, Columbia 4, Terrace Level.
- The Role of Law Enforcement in Responding to High Risk Domestic Violence Cases. *Kamala Smith*, *Michael Shively*, *Mica Astion* and *Dana Hunt*, Abt Associates Inc. Wed, Nov 18, 2:00 to 3:20pm, Hilton, Room D, 2nd Floor.
- Helping Others 2 Win: A Collaboration of Evidenced-Based Practices for Post-Release Female Offenders. *Renita L. Seabrook*, University of Baltimore, and *Michelle Kelly* and *Jay Sherr*, Alternative Directions, Inc. Wed, Nov 18, 3:30 to 4:50pm, Hilton, Jay, Lobby Level.
- An Evaluation of the Child Welfare Response to Domestic Minor Sex Trafficking in Connecticut. *Saniya Seera* and *Samantha Lowry*, ICF International. Wed, Nov 18, 3:30 to 4:50pm, Hilton, Jefferson West, Concourse Level.
- An Early Warning System for Police Departments. *Zoe Thorkildsen* and *James Coldren, Jr.*, CNA Institute for Public Research. Wed, Nov 18, 3:30 to 4:50pm, Hilton, Holmead West, Lobby Level.
- The Effectiveness of Trauma-Focused Cognitive Behavior Therapy on Youths on Probation. *Maria Eva Pangilinan*, County of Santa Clara. Wed, Nov 18, 5:00 to 6:20pm, Hilton, Room C, 2nd Floor.
- Evidence-based Delinquency Prevention and Juvenile Justice System Reform in Pennsylvania: A Multi-component Partnership Model for Optimization and Continuous Quality Improvement. *Stephanie Bradley*, EPISCenter, Prevention Research Center, Penn State University; *Brian K. Bumbarger*, Prevention Research Center, Penn State University; *Keith Snyder*, PA Juvenile Court Judges' Commission; and *Linda Rosenberg*, PA Commission on Crime and Delinquency. Wed, Nov 18, 5:00 to 6:20pm, Hilton, Monroe, Concourse Level.
- Need for Policy-relevant Research and Program Evaluations. *Robin Binford*, Virginia Department of Juvenile Justice, and *KiDeuk Kim*, The Urban Institute. Thu, Nov 19, 9:30 to 10:50am, Hilton, Morgan, Lobby Level.
- Comparative Research in Juvenile Delinquency and Victimization: Results from the International Self-Report Study (ISRD) Part 1. Thu, Nov 19, 9:30 to 10:50am, Hilton, Cardozo, Terrace Level.
- Comparative Research in Juvenile Delinquency and Victimization: Results from the International Self-Report Study (ISRD) Part 2. Thu, Nov 19, 11:00am to 12:20pm, Hilton, Cardozo, Terrace Level.
- Exploratory Research into the Intersection of Forced Marriage. *Colleen Owens*, *Meredith Dank*, *Shebani Rao* and *Miriam Becker-Cohen*, The Urban Institute. Thu, Nov 19, 11:00am to 12:20pm, Hilton, Columbia 2, Terrace Level.
- The Polycentric Governance of Online Crime: Patterns of International Policing Cooperation. *Benoît Dupont*, Université de Montréal. Thu, Nov 19, 11:00am to 12:20pm, Hilton, Dupont, Terrace Level.
- A Case Study of Embedding a Researcher within a Criminal Justice Agency. *Nicole Frisch*, University of Maryland. Thu, Nov 19, 12:30 to 1:50pm, Hilton, Monroe, Concourse Level.
- A Collaborative Ethnography of Life After Prison. *Liam Martin*, Boston College. Thu, Nov 19, 12:30 to 1:50pm, Hilton, Columbia 2, Terrace Level.
- Systems and Organizational Interventions for Improving Justice and Public Health System Collaborations: New Theoretical Frameworks. *Steven Belenko*, Temple University. Thu, Nov 19, 12:30 to 1:50pm, Hilton, Monroe, Concourse Level.
- Evaluating Changes in Child Welfare Responses to Human Trafficking. *Amy Farrell*, Northeastern University. Thu, Nov 19, 3:30 to 4:50pm, Hilton, Columbia 9, Terrace Level.
- Evaluation of the Connecticut Human Anti-Trafficking Response System and Services. *Samantha Lowry* and *Saniya Seera*, ICF International. Thu, Nov 19, 3:30 to 4:50pm, Hilton, Columbia 9, Terrace Level.
- The Importance of Law Enforcement and Industry Collaboration in Prevention Online Childhood Sexual Abuse: A Mixed-Methods Approach. *Julia Davidson*, Centre for Abuse and Trauma Studies, Middlesex University. Thu, Nov 19, 5:00 to 6:20pm, Hilton, Columbia 9, Terrace Level.
- Collaboration or Co-option? Experiences on Task Forces with Advocates and Law Enforcement. *Lisa Leduc*, University of Maine at Presque Isle. Fri, Nov 20, 8:00 to 9:20am, Hilton, Jay, Lobby Level.
- Evaluation of a Multi-Faceted, U.S. Community-Based, Muslim-Led CVE Program. *John Horgan* and *Michael Williams*, University of Massachusetts, Lowell, and *William Evans*, University of Nevada, Reno. Fri, Nov 20, 8:00 to 9:20am, Hilton, Columbia 2, Terrace Level.

COLLABORATION CORNER

- Afterschool Programs and Youth Safety in a Boomtown Community. *Roni Mayzer* and *Thomasine Heitkamp*, University of North Dakota. Fri, Nov 20, 8:00 to 9:20am, Hilton, Gunston West, Terrace Level.
- Measuring the Prevalence of Bonded Labor Victimization in Tamil Nadu State, India. *Andee Cooper Parks*, International Justice Mission; *Beth Rabinovich*, Westat; *Krishnan Kandasamy*, National Adivasi Solidarity Council; *Alesha Rusk*, International Justice Mission; *Matthew Airola*, *Michael Giangrande* and *Paul Zador*, Westat, and *Terence Fitzgerald*, International Justice Mission. Fri, Nov 20, 8:00 to 9:20am, Hilton, Columbia 9, Terrace Level.
- Building Bridges in New Jersey: Strengthening Inter-Agency Collaboration for Offenders Receiving Drug Treatment. *Sami Abdel-Salam*, West Chester University and *Ashley R. Kilmer* and *Christy Visser*, University of Delaware. Fri, Nov 20, 11:00am to 12:20pm, Hilton, Northwest, Lobby Level.
- 'Let's Work Together': Police Views on Collaborative Work Across Forces. *George Mair*, Liverpool Hope University. Fri, Nov 20, 11:00am to 12:20pm, Hilton, Holmead West, Lobby Level.
- Collaborative Learning through the Inside-Out Prison Exchange Program at a Liberal Arts Institution. *Shelly Schaefer* and *Gina Erickson*, Hamline University. Fri, Nov 20, 12:30 to 1:50pm, Hilton, Room C, 2nd Floor.
- Characterizing Citizen Participants in Community Policing Programs: Who and Why Citizens Participate in the Collaboration Work With the Police? *Jae-Seung Lee*, Sam Houston State University. Fri, Nov 20, 12:30 to 1:50pm, Hilton, Fairchild West, Terrace Level.
- Why Surrender with an Open Warrant? A Mixed-Methods Study of Participants in Fugitive Safe Surrender. *Janelle Duda*, *Joseph D. Galanek* and *Daniel J. Flannery*, Case Western Reserve University. Fri, Nov 20, 12:30 to 1:50pm, Hilton, Columbia 3, Terrace Level.
- Partnering with Corrections Systems to Assess Segregation/Isolation in Confinement. *Ari Agha*, Agha Research Collaborative, Inc. Fri, Nov 20, 2:00 to 3:20pm, Hilton, Columbia 3, Terrace Level.
- Untested Sexual Assault Kits: The Investigation and Prosecution Results that Follow Testing in Houston, TX. *William Wells*, Sam Houston State University. Fri, Nov 20, 2:00 to 3:20pm, Hilton, Columbia 2, Terrace Level.
- Copyright Complaints against University Internet Network Users: Empirical Assessment of Prevention and Control Policies. *Sarah Appleby*, *David Maimon* and *Amy Ginther*, University of Maryland. Fri, Nov 20, 2:00 to 3:20pm, Hilton, Jay, Lobby Level.
- Implementing GunStat: Accomplishments, Failures and Lessons for Multiagency Collaborations. *Evan Sorg*, Rowan University. Sat, Nov 21, 8:00 to 9:20am, Hilton, Fairchild West, Terrace Level.
- Closing the Revolving Door: A Comparative Implementation Analysis of Three Problem-Solving Court Models. *Laurielle Elizabeth Altman*, Boston University Metropolitan College. Sat, Nov 21, 8:00 to 9:20am, Hilton, Room C, 2nd Floor.
- Community Policing and Counterterrorism: Increasing Operational Capability of Police. *Charles Andrew Lieberman*, John Jay College of Criminal Justice. Sat, Nov 21, 9:30 to 10:50am, Hilton, Morgan, Lobby Level.
- Destroying the Tower: The Coalition of Social Justice Researchers. *Jordan Edward Mazurek*, Eastern Kentucky University. Sat, Nov 21, 9:30 to 10:50am, Hilton, Cabinet, Concourse Level.
- The Influence of Gender-Responsive Training on Parole Agents. *Theresa Lavery*, *Helen Louise Braithwaite*, and *Susan Turner*, University of California, Irvine. Sat, Nov 21, 11:00am to 12:20pm, Hilton, Piscataway, Lobby Level.

Roundtables

- Putting Research into Policing Practice: A Discussion with the COPS Office. Thu, Nov 19, 12:30 to 1:50pm, Hilton, International Terrace East #1, Terrace Level.
 Chair: *Deborah Spence*, U.S. Department of Justice, COPS Office.
 Participants: *Robert Chapman* and *Matthew Scheider*, U.S. Department of Justice, COPS Office.
- Working with the Police on Policing: Experiences of Police-Academic Partnerships.
 Chair: *Joanna Shapland*, University of Sheffield.
 Participants: *Matthew Bacon*, University of Sheffield; *John E. Eck*, University of Cincinnati; *Cynthia Lum*, George Mason University; *Wesley G. Skogan*, Northwestern University; and *Jenny Fleming*, University of Southampton.
- International Self-Report Delinquency Study (ISR): Information and Update. Thu, Nov 19, 5:00 to 6:20pm, Hilton, International Terrace East #5, Terrace Level.
 Chair: *Ineke Haen Marshall*, Northeastern University
 Participants: *Dirk Enzmann*, Institute of Criminal Sciences, Hamburg University; *Mike Hough*, ICPR; *Martin Killias*, University of St. Gallen; *Janne Kivivuori*, University of Helsinki; and *Majone Stekete*, Verwey-Jonker Institute, The Netherlands.

COLLABORATION CORNER

Posters

Poster Session I, Thu, Nov 19, 6:00 to 7:00pm, Hilton, International Ballroom Center, Concourse Level.

The Small World of Gang Research: "Gangs" of Gang Scholars in a Co-Authorship Network. *Jason Gravel*, University of California, Irvine; *Matthew Valasik*, Louisiana State University; *David Pyrooz*, University of Colorado, Boulder; and *Meghan M. Mitchell*, Sam Houston State University.

Poster Session II, Thu, Nov 19, 7:15 to 8:15pm, Hilton, International Ballroom Center, Concourse Level:

Collaborative Policing: A Case Study of the Red Deer Domestic Violence Collaborative Court Program. *Lucy Wang*, University of Calgary.

Inauguration of Tourist Police in South Korea and Its Impact on Crime and Disorder [a collaboration of the Korea National Police (KNP), Korea Tourism Organization (KTO), and Ministry of Culture, Sports, and Tourism (MCST)]. *Heejin Lee*, University of Cincinnati.

Overview of the Understanding and Preventing Youth Crime Study (UPYC): A Comparative Study in France, Germany, the Netherlands, the UK and the US. *Ineke Haen Marshall*, Northeastern University; *Dirk Enzmann*, Institute of Criminal Sciences, Hamburg University;

Mike Hough, ICPR; and *Majone Steketee*, Verwey-Jonker Institute, The Netherlands.

A VIEW FROM THE FIELD

What's Happening Outside of Academia

We encourage submissions of future "A View from the Field" columns.

Please contact Carolyn Rebecca Block: crblock@rcn.com.

DOING RESEARCH IN DIFFERENT SETTINGS

by

Henry H. Brownstein, Virginia Commonwealth University

Although people enroll in graduate school for many reasons, most PhD graduates leave school having learned to do research and almost certainly having been socialized to believe that research will be and should be the cornerstone of their life as a scholar. Paradoxically, however, while a graduate education predictably will teach you a lot about the science of research, it is less likely to teach you much about the business and culture of actually doing research.

I have personally encountered this paradox throughout my professional life. I entered graduate school in an era when the academic world in the US was experiencing a glut of PhDs. My plan was simply to earn the credentials I needed to get a job teaching at the college level. By the time I earned my PhD in 1977, research - not teaching - was what I wanted to be doing, but given my original plan I did start my life as a sociologist at a small teaching college. Nonetheless, over the next several decades I had the good fortune to be able to do research in a wide variety of settings.

At the small teaching college, I was able to write a proposal and get federal funding for an evaluation research project. When I left there, I went to the New York State Division of Criminal Justice Services (DCJS), where I conducted evaluations of criminal justice programs and worked with statisticians analyzing the large files of statewide police, courts, and corrections data stored on the agency's mainframe computer. Meanwhile, crack cocaine arrived on the streets of New York and drugs became a big policy issue, so DCJS "loaned" some of my time to a research organization then known as Narcotic and Drug Research, Inc. (NDRI). For the next 15 years or so I worked through NDRI on research funded mostly by grants from the National Institute on Drug Abuse (NIDA). Later, when crime was declining and policymakers found crack cocaine less scary, I took a position at the University of Baltimore, where I continued to do research with NDRI and also through the University. After being awarded tenure, I left to work at the National Institute of Justice (NIJ), directing its Drugs and Crime Research Division and having responsibility for its Arrestee Drug Abuse Monitoring (ADAM) program. Because ADAM collected data from tens of thousands of arrestees around the country, I was not only able to review the research proposals of other people but in a way I was the PI for what was essentially a very big research project. After NIJ, I worked for one year at a for-profit research organization, Abt Associates, and then for about nine years at a not-for-profit research organization, NORC at the University of Chicago. Now I am back at a university, Virginia Commonwealth University, as Associate Dean for Research at the Wilder School of Government and Public Affairs. My responsibility at VCU is to use everything I learned over decades of doing research in different settings to help the newly independent Wilder School build its research program. In summary, I have conducted research in colleges and universities, state and federal government agencies, and for-profit and not-for-profit research organizations.

My graduate education did prepare me to design and conduct research projects, but it did not prepare me to live my life doing research, certainly not in all of these different settings. For me as a sociologist and a participant observer this proved to be fortuitous. It gave me the opportunity and motivation to observe how the disparate demands and values of science, business, and culture differently influence the experience of doing research in the scholarly world of a university as compared to the commercial world of a contract research organization and the practical policy world of a government agency.

When you learn to do research in graduate school, you learn that there is a logic to science and the scientific method and that, given the aim or aims of your research and the way or ways you conceptualize and measure things, those decisions you make when you design your study really do matter. At some level this is a constant in all research settings, but in different settings there are differences at least in emphasis. In a business setting, such as a commercial research organization, the emphasis is on trading your service for profit to support the business and the people who work there. In a scholarly setting, such as a university, the emphasis is on learning and building knowledge. In a public policy or practice setting, such as a government agency, the emphasis is on influencing the actions and decisions of others. Since research in any setting has to be guided at least theoretically by science and these days almost every organization that does research has some language in its mission about serving the public good, the differences are not always obvious or even deliberate. But these differences in emphasis do result in different experiences of doing research in these different settings.

A VIEW FROM THE FIELD

Inevitably, the experience of doing research in a particular setting is to a large extent a function of the purpose and mission of the setting. The work setting where the research is done does frame the experience of the researcher, but particular settings contain different values and meanings for the researcher's work. Consider: Which of the following is a more important outcome for your research: (a) publishing your findings in an academic journal that other scholars in your field will read and cite; (b) publishing a report with recommendations that government policymakers and practitioners will use to make new policies, design new programs, or make existing policies or programs more effective; or (c) getting paid for the work you did and getting more funding so you can continue to work? Your answer to this question says something about where you might want to do your research.

Different research settings will even influence how a researcher values the kind of funding. Consider the difference between grants and contracts. Basically in the case of a research grant, a funding organization calls for ideas for research that are consistent with its mission and gives funding to those it believes have the best ideas and the best proposals. The researcher gets the funding to do what he or she has proposed and the funding organization hopes to get new knowledge and information that will be shared and will advance its mission. In the case of a research contract, a funding organization has work it wants or needs to have done, writes a statement of work describing in detail what it wants done and how it wants it to be done, and then seeks bids that will demonstrate the capacity of a research team at a research organization to do that work and do it well for a fair price. The funding goes to an organization that makes the best case for being able to do the work of and for the funding organization. Findings will be the property of the funding organization, and whether or not they can be shared is at their discretion. Therefore, grants are more attractive to researchers at universities who want to follow their own research agenda and to be able to write and publish their findings in scholarly journals. Contracts are more attractive to commercial research organizations, not only because they are usually worth more money, but also because a contract bid can include a fee above and beyond the direct and indirect costs of the work, and a grant proposal cannot.

Time and rhythm are other important differences of doing research in different settings. There is sense of urgency in a commercial research organization that does not exist in either a university or government research setting. A commercial research organization depends on awards from funding agencies to be able to operate and to pay salaries. There is no tuition and there are no direct tax dollar allocations. People working in such organizations have to earn their keep and typically work on one variation or another of billable hours. With billable hours, every hour you work every week and every day of the year has to be accounted for and you cannot be paid unless you have a code attached to a particular funded project or a code from an overhead account to which you can charge your time. Try to schedule a meeting that is not related to a particular project and the first question inevitably will be, "What's the charge code?" Researchers in such organizations are usually at-will employees and can be laid off at any time if they do not have codes for sufficient billable hours to which to charge their time. If you have tenure or are on a tenure track at a university or if you are a government employee working for a fixed salary the idea of walking in one day and being told to pack up and leave because you no longer have a job might seem unrealistic. But that is why researchers at commercial research organizations have that sense of urgency. They need to keep writing proposals and they need to win the funding to keep working. There is no spring break or time off. When they write proposals they are not hoping to teach one or two fewer courses or to earn a few extra dollars over the summer. They are always caught up in trying to win funds to keep working.

Of course, in reality things are never so simple. In each research setting the emphasis may be set by the purpose and mission of the setting, but the distinctive structure and capacity of the organization and the competency and character of the people who work there also matter. For example, sometimes research at a university is conducted through a research center where the people doing the research are not faculty with long-term security but rather employees of the center who get to keep working only if they earn the funding to do their work. Sometimes people in a commercial research organization are so highly skilled at what they do that the organization always has a need for them to work on one project or another, so their position is relatively secure. Similarly, in every setting there are people doing research who are really smart and creative and people who are not, and there are people who work hard to achieve the highest standards of their craft and people who work hard simply to get the work done.

Ultimately it makes more sense to think of each of these characterizations of how research is done in different settings as what Max Weber called an ideal type, a thing being what it would be if it were what it was intended to be. The experience will be different, but it is possible to do good, interesting, and important research in any setting. Wherever and however the work is done, the researcher will be able to find ways to do scholarly work, to contribute to the public good, and even to make a few dollars. And perhaps most important - wherever and however you do research, you will get to experience those rare and thrilling moments when something that at first seemed incomprehensible suddenly seems to make sense.

For more discussion of this topic, you are invited to attend the session, "Moving In and Out of Academia and Practice" at the November ASC meetings. Henry Brownstein welcomes your comments, questions and suggestions. Please contact him at hbbrownstein@vcu.edu.

CRIMINOLOGY AROUND THE WORLD

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

The reality of comparative field research with a family: Turning a nightmare into memories

by

Melanie-Angela Neuilly, Washington State University¹

In the summer of 2014, I cashed in my Seed Grant travel advance, packed up a giant suitcase full of baby clothes AND professional wear, and boarded a transatlantic plane with my husband and our three month-old baby. After having had to delay my field research travels by one year because of Green Card uncertainties, I had to go, breastfeeding infant or not.

See, not only am I a comparative criminologist, but I am a qualitative one at that. My research focuses on ethnographic and systematic observations of medico-legal practices in the United States, but also France, my birth country. For my now almost 10-year-old dissertation, I studied a medical examiner's office in the Northeast of the U.S., and a medico-legal institute in Western France. Later on, I was able to study a coroner's office in the American Mountain West region, leaving me in need of a second French site, to complete my two pairs. After obtaining a position at Washington State University, I was awarded a Seed Grant, allowing me to travel and spend six weeks studying the Nice medico-legal institute, in the South of France. My husband also being an academic, summer was the only time to go, and so we did, despite the fact that I had given birth to our first child in February.



I study France for many reasons: as a Civil law country, it provides a very interesting contrast to the United States, while as a Western culture, it remains close enough to be easily comparable; as a native speaker, I am able to understand the intricacies of the language and thus maximize the validity of my conclusions; as a French national, I have easy access to many things, including an intimate grasp of the culture; finally, as an expatriated French, I cultivate the right balance of outsider/insider to negotiate access to key informants in the field.

So on May 16th, 2014, my daughter's three months-old birthday, we boarded a tiny plane in the tiny Pullman Regional Airport and started our long journey to Nice. It would take us about ten days. We stopped in Iceland for a six-day visit, then in Nantes, in the Brittany region of France for a few days to visit my parents, picked up the rental car (a tiny Toyota Yaris, which we packed to the gills with all of our luggage, baby gear, and our giant Bob jogging stroller seen in the picture below), and drove down to Nice, with a stop in Toulouse. (On the way back, we stopped in the Montpellier-area to visit my sister and get some rest, and then headed back to Nantes for some more family and friends time, before heading out to Paris, then Reikjavik, Seattle, and finally back to Pullman, almost exactly three months to the date of our initial departure).

In Nice, I had rented a one-bedroom apartment via AirBnB. Nice, a touristy place, is a very expensive town. Additionally, the Euro was of course exceptionally strong at the time. Needless to say, it was hard to find something that could accommodate the three of us, within my small Seed Grant budget, in an area that would be a good compromise between my need for easy access to my research site, and my husband's need for easy access to the beach as well as shops. I opted for something that looked nice, and was centrally located near the train station. As a French person, I should have known better than to put my family up near the train station. Train stations in France tend to be located in central, and yet not exactly nice and quiet, neighborhoods. The Nice train station is no different. There was a sex shop right next door to our apartment complex, for example.

The apartment was not bad, but quite loud, quite hot, and with a view of all the other neighbors sharing the "courtyard" that French people actually call a "light well" because its only purpose is to provide light to apartments facing inward in U- or square-shaped older apartment buildings. Since it was summer, all the windows were open at all times, and in this popular neighborhood of mostly Muslim families, dinners were late, long, and loud, and I would have probably loved that if it weren't for the three-month old not yet sleeping through the night who we had relegated to the living room so we could have the bedroom to ourselves.

¹ Assistant Professor, Department of Criminal Justice and Criminology, P.O. Box 644872, Pullman, WA, 99164-4872, 509-335-5465, m.neuilly@wsu.edu.

CRIMINOLOGY AROUND THE WORLD



My little family relaxing on the beach in Nice after work, and hiking the medieval streets of Saint Paul de Vence

The logistics of the apartment were complicated enough, but as it turned out, two additional sources of complications emerged: First, my research site, which I had located on a map using the physical address on the chief medical examiner's letterhead, turned out to be research *sites* (a total of three places, separated by what is called "corniches" in the Nice region, a funny-sounding term for foothills in the middle of the city, with steep streets and buildings hanging off of ravines; imagine the Hollywood hills, but with no car). My ethnographic research, which aims at understanding the complex institutional and cultural contexts in which deaths are classified as homicidal, suicidal, accidental, or natural, required I observed autopsies at the Pasteur hospital site whenever they would happen, visited the forensic anthropology lab located at the school of medicine site every so often, and spent most of the rest of my time extracting data from autopsy files archived at the Cimiez hospital site. All three sites were actually quite far from the apartment, and with no direct public transportation option, I had to take a light rail to a bus, and then walk, or the reverse, depending on where I was heading and from where. I would sometimes have to go from one site to another several times in one day, in typical 100-degree Nice weather. I got to carrying refreshing wet wipes along, as the dead bodies were sometimes not the stinkiest in the room.

Second, my adorable child, who had so far indiscriminately nursed or taken the bottle, decided that, in the midst of so much uncertainty, and undoubtedly to get back to us for dragging her along, she would no longer accept the bottle. This was most inconvenient since my husband to this day lacks the ability to lactate. She thus spent most of her days screaming in agony, while my husband despaired to get her to drink anything, and we had to meet up for lunch every day so I could momentarily relieve her thirst. Thankfully, my research being in France meant that no one batted an eyelash when I mentioned taking a ninety minute lunch break to breastfeed my infant, but it did make for a markedly different field research experience.

While we look back on this past summer with some level of amusement in our voices, my husband and I still very much remember how challenging and taxing this experience was for us. At the time, I had to coax him into accepting my idea of meeting me every evening after work at the beach, and then leaving town every weekend for an excursion. He very quickly realized how necessary such literal breaths of fresh air turned out to be. When we look at our pictures from last summer, we do not see a screaming child (even though he did snap a couple, just to make sure we would never forget that hell), or how sweaty and haggard I was after hiking those hills to go observe autopsies, or how we had to huddle over the bed to eat our dinner after the child had gone to sleep in the living room of our small, hot, and loud apartment, but rather we see the idyllic Mediterranean sea, Monaco, Saint Paul de Vence, Frejus, Eze. We remember the delicious cheap rosé wine, the plentiful fresh fish, the gourmet charcuterie. Much like it takes time to enter, code, and analyze data, it took us a while to turn a nightmare into wonderful memories.



*Last day on the job, posing with the Nice Medico-Legal Institute staff.
My daughter is sitting on the Chief Professor Quatrehomme's lap.*

CRIMINOLOGY AROUND THE WORLD

The 2015 Crime, Justice and Social Democracy International Conference at Queensland University of Technology in Brisbane, Australia

by

Molly Dragiewicz, Director and Amy Gurd, Senior Research Officer Crime and Justice Research Centre QUT

The Crime and Justice Research Centre in the Faculty of Law at Queensland University of Technology hosted the 3rd biennial Crime, Justice and Social Democracy International Conference July 8-10, 2015. 340 delegates from 19 countries attended the conference to discuss the links between social justice, social democracy and the reduction of harm, crime, and victimization.

This year's conference opened with a postgraduate event in which leading criminologists shared their expertise with postgraduate students. Students from Australia and New Zealand had the opportunity to interact with experienced academics such as Loraine Gelsthorpe, Past President of the British Society of Criminology; Joanne Belknap, Past President of the American Society of Criminology; and Sandra Walklate, Editor of the British Journal of Criminology.

Keynote speaker Máximo Sozzo from Universidad Nacional del Litoral, Argentina spoke on *Politics and Punishment: Visions from the Global South*, analysing developments in penal policy and politics in Latin America. Keynote speaker Sandra Walklate from the University of Liverpool presented *The Metamorphosis of Victimology? From Crime to Culture and the Implications for Justice*, reflecting on the historical emergence of victim and trauma narratives and their implications.

Panel speakers included Joanne Belknap, Avi Brisman, Chris Cunneen, Elliott Currie, Mona Danner, Walter DeKeseredy, Joe Donnerymeyer, Patricia Faraldo Cabana, Loraine Gelsthorpe, Barry Goldson, Jill Guthrie, Tony Jefferson, Amanda Porter, Scott Poynting, Nigel South, Rob White, and Nancy Wonders. Other honoured delegates included Jianhong Liu, President of the Asian Criminological Association and Ken Sarre, President of the Australian and New Zealand Society of Criminology.

QUT's Executive Dean of Law sponsored travel scholarships for four South American scholars: Maria Alcivar (Ecuador); David Fonseca (Brazil); Diego Zysman (Argentina); and Andres Antillano (Venezuela). In addition, the Australian and New Zealand Society of Criminology provided postgraduate scholarships to Ben Chapman Schmidt (Australian National University), James Rodgers (University of Auckland), Ashlee Gore (University of Western Sydney), Cara Gledhill (Monash University), and Bridget Mottram (University of Western Sydney).

The next conference is scheduled for 2017, when QUT will co-host a combined conference on Crime, Justice, and the Global South with the Asian Criminological Association in Brisbane. To keep up to date with the latest research and news from the Crime and Justice Research Centre, subscribe to our blog <https://blogs.qut.edu.au/crime-and-justice-research-centre/> and follow us on twitter [@CrimeJusticeQUT](https://twitter.com/CrimeJusticeQUT)



From left to right Sandra Walklate, Kerry Carrington, Máximo Sozzo

CRIMINOLOGY AROUND THE WORLD



Somali Prison Survey Report

A survey of prison inmates convicted of maritime piracy identifies poverty as a driving reason for their criminal actions. Conducted by UNODC in collaboration with the NGO Oceans Beyond Piracy (OBP), the survey questioned 66 maritime pirates at prisons in Somaliland, Puntland, and the Seychelles. The survey included sections on the pirates' motivation, the perception of threats, piracy deterrence and life after prison.

Some key findings include:

- Poor economic conditions as a major reason for engaging in piracy;
- Prisoners reporting were impacted by imprisonment and expressed a strong desire to avoid it in the future;
- International navies, more than any other counter-piracy activity, were identified as a primary deterrent. Armed guards aboard ships were also frequently listed;
- In the case of those who knew someone who left piracy, the primary reason was family or community pressure; and
- The narrative of illegal fishing being carried out in their region was a primary rationalization for piracy.

See <https://www.unodc.org/documents/Piracy/SomaliPrisonSurveyReport.pdf>

BLOGS - Current observations from international Crime and Justice Blogs

Justice in Conflict Blog

Stories of peace and justice, especially in conflict situations.

Mark Kersten

<http://justiceinconflict.org/>

FIFA and the internationalisation of criminal justice

Oxford University Press blog

Robert Cryer

<http://blog.oup.com/2015/05/fifa-and-the-internationalisation-of-criminal-justice/#sthash.kQqmHaHe.dpuf>

11 Ways Technology Stops Crime against Endangered Animals

Patricia Raxter

National Geographic

<http://news.nationalgeographic.com/2015/07/150706-wildlife-crime-technology-poaching-endangered-animals/>

Fool's Gold - Exploitative Gold Mining in Africa

Peter Dörrie

World Policy Blog

<http://www.worldpolicy.org/blog/2015/09/25/fools-gold>

International Criminal Justice and Reconciliation: Beyond the Retributive vs. Restorative Divide

Carsten Stahn

Opinio Juris

opiniojuris.org

International Criminology Meetings & Conferences

November 25-27, 2015

Australian and New Zealand Society of Criminology

Adelaide, Australia

<http://www.anzsoc.org/cms-conferences/index.phps>

March 16-18, 2016

Justice and Penal Reform: Re-shaping the penal landscape

International 3-day conference, Keble College, Oxford

<http://www.howardleague.org/justice-and-penal-reform/>

June 17-19, 2016

Crime Prevention and Control Under the Perspective of Globalization

Beijing, China

June 20-21, 2016

The ICCJ 2016: 18th International Conference on Criminal Justice

Paris, France

August 28-30, 2016

2016 ISPCAN International Congress on Child Abuse and Neglect

Telus Convention Center

Calgary, Canada

New International Books of Interest

Maurizio Albahari. *Crimes of Peace: Mediterranean Migrations at the World's Deadliest Border*. University of Pennsylvania Press, 2015.

Rashmi Goel and Leigh Goodmark, eds. *Comparative Perspectives on Domestic Violence: Lessons from Efforts Worldwide*. Oxford University Press, 2015.

Johan Lemman and Stef Janssens. *Human Trafficking and Migrant Smuggling in Southeast Europe and Russia: Criminal Entrepreneurship and Traditional Culture*. Palgrave Macmillan, 2015.

Thomas W. Simon. *Genocide, Torture, and Terrorism: Ranking International Crimes and Justifying Humanitarian Intervention*. Palgrave Macmillan, 2015.

Ruti G. Teitel. *Globalizing Transitional Justice: Contemporary Essays*. Oxford University Press, 2015



Bar-Ilan University
אוניברסיטת בר-אילן
Department of Criminology
Faculty of Social Sciences Faculty of Law

The first international conference on positive criminology and positive victimology: Towards a new paradigm in law enforcement, sentencing and rehabilitation

January 12-13, 2016, Bar-Ilan University, Ramat Gan, Israel

Positive criminology and positive victimology are new perspectives in the fields of criminology, criminal justice and law enforcement. They consist of a variety of theories and models focusing on processes and interventions which strengthen integration and are experienced as positive by criminals and victims. These perspectives relate to the prevention of criminality and victimisation and to the rehabilitation and recovery of offenders and victims, while emphasizing "positive elements", such as acceptance, compassion, encouragement, faith, forgiveness, goodness, gratitude, creativity, humour and spirituality.

The purpose of this first international conference is to present a variety of feasible research findings and models that focus on a wide range of fields which directly and indirectly relate to positive criminology and victimology, whilst developing a wide-scale and intensive discourse about these issues with the help of leading thinkers, practitioners and researchers.

The list of topics to be discussed in the conference includes, but is not limited to, the following:

- Contemporary trends regarding crime desistance
- Innovative views on restorative justice
- From risk assessment to the assessment of rehabilitation and recovery
- Problem-solving courts and the theory of therapeutic jurisprudence – implementation and research
- Mental strength amongst at-risk populations
- Posttraumatic growth amongst victims
- "Positive" elements in Prof. Menachem Amir's heritage

The confirmed keynote speakers of the conference include:

- **Mis. Eva Kor**, Founder and Director of CANDLES Holocaust Museum and Education Center.
- **Prof. David Weisburd**, Walter E. Meyer Professor of Law and Criminal Justice at the Hebrew University in Jerusalem, Distinguished Professor of Criminology, Law and Society, George Mason University, USA. He is the 2010 recipient and of the Stockholm Prize in Criminology; the 2014 recipient of the Sutherland Award of the American Society of Criminology; and the 2015 Israel Prize.
- **Prof. Vesna Nikolic-Ristanovic**, Director of Victimology Society of Serbia and former president of European Society of Criminology.

Single proposals can be submitted. In addition, a proposal can be submitted to a whole session or a "round table" under a specific subject, while providing the details of the chairman of that session / discussion and of four participating lecturers. The proposal should also include the abstracts of the four lectures. The duration of a lecture in a session is 20 minutes.

Abstract submission:

- The abstracts of the lectures will include up to 200 words and no more than six keywords.
- The abstracts should be sent to the Academic Committee of the Conference at: biupositive@gmail.com
- Your name, institution, e-mail and telephone number should be attached to the abstract.
- Final date for sending abstracts: October 1, 2015.

The participation in the conference is gratis.

However, you should register until November 1, 2015, via the aforementioned e-mail.

The members of the Academic Committee of the Conference:

| | | | | |
|--------------------|-----------------|-----------------|----------------------------|-------------------------|
| Dr. Moshe Bensimon | Chairman | Dr. Tomer Einat | Dr. Hadar Dancig-Rosenberg | Dr. Rotem Efodi |
| Prof. Natti Ronel | Dr. Keren Gueta | Dr. Dana Pugach | Dr. Hagit Lernau | Prof. Michal Alberstein |



Visit our Facebook page: International Conference - Positive Criminology & Victimology

ASC CALL FOR NOMINATIONS - 2016 AWARDS



The American Society of Criminology

Announces its call for nominations

for the 2016 Awards

ASC Fellows

Herbert Bloch Award

Ruth Shonle Cavan Young Scholar Award

Michael J. Hindelang Award

Mentor Award

Outstanding Article Award

Sellin-Glueck Award

Edwin H. Sutherland Award

Teaching Award

August Vollmer Award

Gene Carte Student Paper Competition

Graduate Fellowship for Ethnic Minorities

****These Awards will be presented during the Annual Meeting of the Society.**

The Society reserves the right to not grant any of these awards during any given year.

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

ASC CALL FOR NOMINATIONS - 2016 AWARDS

NOMINATIONS FOR 2016 ASC AWARDS

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

The ASC Awards Committee invites nominations for the following awards. In submitting your nominations, provide the following supporting materials: a letter evaluating a nominee's contribution and its relevance to an award, and the nominee's curriculum vitae (short version preferred) by **March 1** to the appropriate committee chair. All materials should be submitted in electronic format. The awards are:

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

Committee Chair: **KAREN HEIMER** (319) 335-2488 (Ph)
University of Iowa karen-heimer@uiowa.edu

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

Committee Chair: **JAMES LYNCH** (301) 405-0171 (Ph)
University of Maryland jlynch14@umd.edu

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

Committee Chair: **HENRY PONTELL** (212) 887-6122 (Ph)
John Jay College of Criminal Justice hpontell@jjay.cuny.edu

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

Committee Chair: **SHADD MARUNA** (973) 353-3311 (Ph)
Rutgers University shadd.maruna@rutgers.edu

RUTH SHONLE CAVAN YOUNG SCHOLAR AWARD (Sponsored by Pearson Education) - This Award is given to recognize outstanding scholarly contributions to the discipline of criminology by someone who has received the Ph.D., MD, LLD, 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 2011), unless exceptional circumstances (ie., illness) necessitates a hiatus in their scholarly activities. If the candidate has a multiple of these degrees, the last five-year period is from the date when the last degree was received. The award may be for a single work or a series of contributions, and may include coauthored work. Those interested in being considered or in nominating someone for the Cavan Award should send: (a) a letter evaluating a nominee's contribution and its relevance to the award; (b) applicant's/nominee's curriculum vitae; and (c) no more than 3 published works, which may include a combination of articles and one book. All nominating materials should be submitted in electronic format, except for book submissions. A hard copy of any book submission should be mailed to the Committee Chair. The deadline for nominations is **March 1**.

Committee Chair: **DEREK KREAGER** (814) 867-0217 (Ph)
Department of Sociology dak27@psu.edu
Penn State University
211 Oswald Tower
University Park, PA 16802

ASC CALL FOR NOMINATIONS - 2016 AWARDS

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 2014 calendar year. The Committee automatically considers all articles published in *Criminology* and in *Criminology & Public Policy*, and will consider articles of interest published in other journals. We are also soliciting nominations for this award. To nominate articles, please send full citation information for the article and a brief discussion of your reasons for the recommendation. The deadline for nominations is **February 15**.

Committee Chair: **DENISE GOTTFREDSON** (301) 405-4717 (Ph)
University of Maryland gott@umd.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 2013, 2014, or 2015. To be considered, books must be nominated by individuals who are members of the American Society of Criminology. The Committee will not consider anthologies and/or edited volumes. To nominate a book, please submit the title of the book, its authors, the publisher, the year of the publication, and a brief discussion of your reasons for the recommendation. The deadline for nominations is **February 15**.

Committee Chair: **ROBERT J. SAMPSON** (617) 496-9716 (Ph)
Harvard University rsampson@wjh.harvard.edu

ASC FELLOWS - The title of "Fellow" is given to those members of the Society in good standing who have achieved distinction in the field of criminology. The honorary title of "Fellow" recognizes persons who have made a scholarly contribution to the intellectual life of the discipline, whether in the form of a singular, major piece of scholarship or cumulative scholarly contributions. Longevity alone is not sufficient. In addition, a Fellow must have made a significant contribution to the field through the career development of other criminologists and/or through organizational activities within the ASC. In your nominating letter, please describe the reasons for your nomination and include a copy of the nominee's curriculum vitae (or make arrangements to have it sent to the Committee Chair). Please limit nominations to a single cover letter and the nominee's curriculum vitae. All materials should be submitted in electronic format. The Board may elect up to four (4) persons as Fellows annually. Large letter-writing campaigns do not benefit nominees and unnecessarily burden the Committee. Award decisions will be based on the strength of the nominees' qualifications and not on the number of nomination endorsements received for any particular candidate. The deadline for nominations is **March 1**. A list of ASC Fellows can be found at www.asc41.com/felsnom.html.

Committee Chair: **ROSS MATSUEDA** (206) 616-2432 (Ph)
University of Washington matsueda@uw.edu

GRADUATE FELLOWSHIP FOR ETHNIC MINORITIES

The Graduate Fellowship for Ethnic Minorities is designed to encourage students of color to enter the field of criminology and criminal justice

Eligibility: Applicants are to be from ethnic minority groups underrepresented in the field, including but not limited to, Asians, Blacks, Indigenous peoples, and Hispanics. Applicants need not be members of the American Society of Criminology. Individuals studying criminology or criminal justice issues are encouraged to apply. The recipients of the fellowships must be accepted into a program of doctoral studies.

Application Procedures: A complete application must contain (1) proof of admission to a criminal justice, criminology, or related program of doctoral studies; (2) up-to-date curriculum vita; (3) indication of race or ethnicity; (4) copies of undergraduate and graduate transcripts; (5) statement of need and prospects for financial assistance for graduate study; (6) a letter describing career plans, salient experiences, and nature of interest in criminology and criminal justice; and (7) three letters of reference. All application materials should be submitted in electronic format.

Awards: Generally three (3), \$6,000 fellowships are awarded each year.

Submission Deadline: All items should be submitted in electronic format by **March 1**.

Committee Chair: **JOANNE BELKNAP** (303) 735-2182 (Ph)
University of Colorado joanne.belknap@colorado.edu

ASC CALL FOR NOMINATIONS - 2016 AWARDS

GENE CARTE STUDENT PAPER COMPETITION

The Gene Carte Student Paper Award is given to recognize outstanding scholarly work of students.

Eligibility: Any student currently enrolled on a full-time basis in an academic program at either the undergraduate or graduate level is invited to participate in the American Society of Criminology Gene Carte Student Paper Competition. Prior Carte Award first place prize winners are ineligible. Students may submit only one paper a year for consideration in this competition. Dual submissions for the Carte Award and any other ASC award in the same year (including division awards) are disallowed. Previous prize-winning papers (any prize from any organization and or institution) are ineligible. Multiple authored papers are admissible, as long as all authors are students in good standing at the time of submission. Papers that have been accepted for publication at the time of submission are ineligible.

Application Specifications: Papers may be conceptual and/or empirical but must be directly related to criminology. Papers may be no longer than 7,500 words (inclusive of all materials). The *Criminology* format for the organization of text, citations and references should be used. Authors' names and departments should appear only on the title page. The next page of the manuscript should include the title and a 100-word abstract. The authors also need to submit a copy of the manuscript, as well as a letter verifying their enrollment status as full-time students, co-signed by the dean, department chair or program director, all in electronic format.

Judging Procedures: The Student Awards Committee will rate entries according to criteria such as the quality of the conceptualization, significance of the topic, clarity and aptness of methods, quality of the writing, command of relevant work in the field, and contribution to criminology.

Awards: The 1st, 2nd, and 3rd place papers will be awarded prizes of \$500, \$300, and \$200, respectively and will be eligible for presentation at the upcoming Annual Meeting. The 1st prize winner will also receive a travel award of up to \$500 to help defray costs for attending the Annual Meeting. The Committee may decide that no entry is of sufficient quality to declare a winner. Fewer than three awards may be given.

Submission Deadline: All items should be submitted in electronic format by **April 15**.

Committee Chair: DANIEL RAGAN (505) 277-2501 (Ph)
University of New Mexico dragan@unm.edu

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 members listed 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 in electronic form and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted in electronic form and must be received by **June 30**.

Committee Chair: LYNDSEY BOGCESS (813) 974-8514
University of South Florida lbogcess@usf.edu

ASC CALL FOR NOMINATIONS - 2016 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 in electronic format and must be received by **April 1**. The nominee's portfolio and all other supporting materials should also be submitted in electronic format and must be received by **June 1**.

Committee Chair: **MICHELLE HUGHES MILLER**
University of South Florida

(813) 974-3496 (Ph)
hughesmiller@usf.edu

ASC CALL FOR PAPERS



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

**Annual Meeting 2016
New Orleans, LA
November 16 – 19, 2016
New Orleans Hilton**

The Many Colors of Crime & Justice

Program Co-Chairs:

Lauren Krivo, Rutgers University-New Brunswick
and

Katheryn Russell-Brown, University of Florida

asc2016nola@gmail.com

ASC President:

RUTH PETERSON
Ohio State University

SUBMISSION DEADLINES

Thematic panels, individual paper abstracts, and author meets critics' panels due:

Friday, March 11, 2016

Posters and roundtable abstracts due:

Friday, May 13, 2016

ASC CALL FOR PAPERS

SUBMISSION DETAILS

All abstracts must be submitted online through the ASC website at www.asc41.com/annualmeeting.htm. On the website you will be asked to indicate the type of submission you wish to make. The submission choices available for the 2016 meeting include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics' Session, (4) Poster Presentation, or (5) Roundtable Session.

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

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

- COMPLETE THEMATIC PANEL SUBMISSION DEADLINE:
Friday, March 11, 2016

Individual Paper Presentation: Submissions for a regular session presentation must include a title, abstract of no more than 200 words, and 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 best suited for the Roundtable discussion format (see below).

- INDIVIDUAL PAPER SUBMISSION DEADLINE:
Friday, March 11, 2016

Author Meets Critics: These sessions, organized by an author or critic, consist of one author and three to four critics who discuss and critique a recently published book relevant to the ASC (note: the book must appear in print before the submission deadline of March 11, 2016 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, 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 11, 2016

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

- POSTER SUBMISSION DEADLINE:
Friday, May 13, 2016

Roundtable Sessions: These sessions consist of three to six presenters discussing research on related topics. You may submit either a single paper to be placed in a roundtable session or a complete roundtable session. Submissions of a single paper for a roundtable must include a title, abstract of no more than 200 words, and participant information. Submissions for a full roundtable session require a session title as well as the title, abstract of no more than 200 words, and participant information for each of the papers in the session (minimum of 3 papers per roundtable). Roundtable sessions are generally less formal than thematic paper panels. The ASC does not provide audio/visual equipment for these sessions.

- ROUNDTABLE SUBMISSION DEADLINE:
Friday, May 13, 2016

ASC CALL FOR PAPERS

APPEARANCES ON PROGRAM

Individuals may submit **ONLY ONE FIRST AUTHOR PRESENTATION**. 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 2016 meetings will take place Wednesday, November 16, through Saturday, November 19, 2016. Sessions may be scheduled at any time during the meetings. The ASC cannot honor personal preferences for day and time of presentations. All program participants are expected to register for the meeting. We encourage everyone to pre-register before September 29 to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. Visit the ASC website at www.asc41.com (click "Meeting Information") to register online or access a printer friendly form to fax or return by mail. Pre-registration materials will be sent out in August 2016.

SUBMISSION DEADLINES

- **Friday, March 11, 2016** is the **absolute** deadline for submissions of thematic panels, individual papers, and author meets critics' sessions.
- **Friday, May 13, 2016** is the **absolute** deadline for the submission of posters and roundtable sessions.

ABSTRACTS

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

EQUIPMENT

LCD projectors (that are not hooked up to a computer) will be available for all panel and paper sessions to enable computer-based presentations. Presenters need to bring their own personal computers or arrange for someone on the panel to bring a personal computer. *Overhead projectors are not provided.*

GUIDELINES FOR ONLINE SUBMISSIONS

Before creating your account and beginning your submission, please make sure that you have the following information for *all* authors and co-authors as well as for discussants and chairs, if you are submitting a panel: name, phone number, email address, and affiliation (*e.g., college, university, agency, organization*). **This information is necessary to complete the submission.**

When submitting an abstract or complete panel at the ASC submission website, you should select a single sub-area (1 through 72) in one of the XV (15) broader areas listed below. Please select the area and sub-area most appropriate for your presentation and submit the abstract only once. If there is no relevant sub-area listed, select only the broader area. If you are submitting an abstract for a roundtable, poster, or author meets critics' session, you will select only the broader area (i.e., Area XIII, XIV, or XV); no sub-area is offered. Your choice of area and sub-area (when appropriate) is 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 the paper.

The area and sub-area you choose should be based on the aspect of your paper that you would describe as the primary focus of the paper. For example, if your paper deals with the sentencing of white collar offenders, you would likely choose Area V, sub-area 30.

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

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

ASC CALL FOR PAPERS

PROGRAM COMMITTEE: AREAS AND SUB-AREAS

| | | | |
|-----------------|--|--|-----------------------------|
| Area I | Presidential Plenaries | Ruth Peterson, Lauren Krivo, and Kathryn Russell-Brown | asc2016nola@gmail.com |
| Area II | Division “Highlighted” Sessions | [one submission from each division chair] | asc2016nola@gmail.com |
| Area III | Perspectives on Crime and Criminal Behavior | Tom Stucky | tstucky@iupui.edu |
| 1 | Biological, Bio-social, and Psychological Perspectives | Joseph Schwartz | jaschwartz@unomaha.edu |
| 2 | Conflict, Oppression, Injustice, and Inequality | Donna Selman | dkillingb@emich.edu |
| 3 | Convict Criminology | Stephen Richards | richarsc@uwosh.edu |
| 4 | Critical Feminist and Race Perspectives | Molly Dragiewicz | Molly.dragiewicz@qut.edu.au |
| 5 | Cultural, Disorganization and Anomie Perspectives | Suzanna Ramirez | s.ramirez@uq.edu.au |
| 6 | Developmental and Life Course Perspectives | Elaine Doherty | dohertye@umsl.edu |
| 7 | Learning, Control, and Strain Perspectives | Fawn Ngo | fawnngo@sar.usf.edu |
| 8 | Rational Choice Perspectives | Lyn Exum | lexum@uncc.edu |
| 9 | Restorative Justice Perspectives | Heather Strang | hs404@cam.ac.uk |
| 10 | Routine Activities and Situational Perspectives | Elizabeth Groff | groff@temple.edu |
| Area IV | Correlates of Crime | Shaun Gabbidon | Slg13@psu.edu |
| 11 | Gangs, Peers and Co-offending | Robert Duran | rduran@utk.edu |
| 12 | Immigration/Migration | Casey Harris | caseyh@uark.edu |
| 13 | Mental Health | Jillian Peterson | jpeterson68@hamline.edu |
| 14 | Neighborhoods Effects | Corina Graif | corina.graif@psu.edu |
| 15 | Poverty and Structural Inequalities | Patrick Sharkey | patrick.sharkey@nyu.edu |
| 16 | Race, Ethnicity, and Nationality | Xia Wang | xiawang@asu.edu |
| 17 | Sex, Gender and Sexuality | Vanessa Panfil | vpanfil@odu.edu |
| 18 | Substance Use and Abuse | Helene White | hewhite@rci.rutgers.edu |
| Area V | Types of Offending | Elaine Gunnison | gunnison@seattleu.edu |
| 19 | Drugs | Yolanda Martin | ymartin@bmcc.cuny.edu |

ASC CALL FOR PAPERS

| | | | |
|-----------------|---|----------------------|--------------------------------|
| 20 | Environmental Crime | Robert White | R.D.White@utas.edu.au |
| 21 | Family and Intimate Partner Abuse | Vera Lopez | Vera.Lopez@asu.edu |
| 22 | Identity Theft and Cyber-Crime | Thomas Holt | holtt@msu.edu |
| 23 | Organized Crime and Corruption | Jana Arsovska | jarsovska@jjay.cuny.edu |
| 24 | Property and Public Order Crime | Aki Roberts | aki@uwm.edu |
| 25 | Racially-Motivated Offenses and Other Hate Crimes | Ryan King | king.2065@osu.edu |
| 26 | Rape and Sexual Assault Crime | Karen Terry | kterry@jjay.cuny.edu |
| 27 | Sex Work and Human Trafficking | Amy Farrell | am.farrell@neu.edu |
| 28 | State Crime, Political Crime, and Terrorism | Dawn Rothe | drothe@odu.edu |
| 29 | Violent Crime | Jessica Pizarro | pizarros@msu.edu |
| 30 | White Collar, Occupational, and Corporate Crime | Carole Gibbs | gibbsca1@msu.edu |
| Area VI | Victimology | Gail Garfield | ggarfield@jjay.cuny.edu |
| 31 | Patterns and Trends in Victimization | Heather Zaykowski | heather.zaykowski@umb.edu |
| 32 | Fear of Crime Victimization | Pamela Wilcox | pamela.wilcox@uc.edu |
| 33 | Policy and Prevention of Victimization | Angela Moore-Parmley | angela.moore.parmley@usdoj.gov |
| Area VII | Criminal Justice Policy and Practice | Marc Mauer | mauer@sentencingproject.org |
| 34 | Capital Punishment | Robert Bohm | robert.bohm@ucf.edu |
| 35 | Challenging Criminal Justice Policies | Stacy Mallicoat | smallicoat@fullerton.edu |
| 36 | Collateral Consequences of Incarceration | Heather Washington | hmwashington@albany.edu |
| 37 | Correctional Staff, Training, and Procedure | Calvin Johnson | ccjohnson@bowiestate.edu |
| 38 | Corrections | Edward Rhine | erhine3997@aol.com |
| 38 | Courts and Juries | Isaac Unah | unah@unc.edu |
| 40 | Crime Prevention | Katharine Browning | katharine.browning@usdoj.gov |
| 41 | Guns and Gun Laws | Robert Crutchfield | crutch@washington.edu |
| 42 | Healthcare and Prisons | Rita Shah | shahr@etown.edu |
| 43 | Lawmaking and Legal Change | Mona Lynch | lynchm@uci.edu |
| 44 | Prisoner Reentry Experiences | Jennifer Cobbina | cobbina@msu.edu |
| 45 | Prisoner Reentry Programs | Danielle Rudes | drudes@gmu.edu |

ASC CALL FOR PAPERS

| | | | |
|------------------|---|---------------------------|---------------------------------|
| 46 | Prisoner Experiences with the Justice System | Marianne Fisher-Giorlando | fisher-giorlando@suddenlink.net |
| 47 | Prosecution | Delores Jones-Brown | drjb44@aol.com |
| 48 | Race, Ethnicity, and Justice | Ed Munoz | ed.munoz@utah.edu |
| 49 | Sentencing | Rodney Engen | rengen@uark.edu |
| Area VIII | Policing | Elise Sargeant | e.sargeant@uq.edu.au |
| 50 | Comparative Research on Policing | Sanja Kutnjak Ivkovich | kutnjak@msu.edu |
| 51 | Police Organizational Issues | James Willis | jwillis4@gmu.edu |
| 52 | Police Training and Education | Lorie Fridell | lfridell@usf.edu |
| 53 | Policing and Abuses of Power | Patricia Warren | pwarren@fsu.edu |
| 54 | Police, Communities, and Legitimacy | Tammy Kochel | tkochel@siu.edu |
| 55 | Police Strategies, Interventions, and Evaluations | Christopher Koper | ckoper2@gmu.edu |
| 56 | Policing, Race, Ethnicity, and other Dimensions of Inequality | Karen Glover | kglover@csusm.edu |
| Area IX | Juvenile Crime and the Justice System | Donna Bishop | d.bishop@neu.edu |
| 57 | Delinquency | Sung Joon Jang | Sung_Joon_Jang@baylor.edu |
| 58 | Disproportionate Minority Contact | Victor Rios | vrios@soc.ucsb.edu |
| 59 | Juvenile Justice Policies and Practices | Kareem Jordan | kareem_jordan@uml.edu |
| 60 | Schools, School Violence, and Bullying | Nadine Connell | nadine.connell@utdallas.edu |
| Area X | Perceptions and Responses to Crime and Justice | Carla Shedd | cs2613@columbia.edu |
| 61 | Activism and Social Movements | Jeffrey Ian Ross | jross@ubalt.edu |
| 62 | Fear of Crime and Perceived Risk | Kevin Drakulich | k.drakulich@neu.edu |
| 63 | Media and the Social Construction of Crime | Nikki Jones | njones@berkeley.edu |
| 64 | Perceptions of Justice | Devon Johnson | djohns22@gmu.edu |
| Area XI | Global Perspectives | Rosemary Barberet | rbarberet@jjay.cuny.edu |
| 65 | Cross-National Comparisons | Staci Strobl | sstrobl@jjay.cuny.edu |
| 66 | International Perspectives | Nancy Wonders | Nancy.Wonders@nau.edu |
| 67 | Racial and Ethnic Crime and Violence | Janice Joseph | Janice.joseph@stockton.edu |
| Area XII | Methodology | Andres Rengifo | arengifo@andromeda.rutgers.edu |

ASC CALL FOR PAPERS

| | | | |
|------------------|--------------------------------------|-------------------|--------------------------------|
| 68 | Advances in Critical Methodology | Walter DeKeseredy | Walter.dekeseredy@mail.wvu.edu |
| 69 | Advances in Evaluation Research | Jeffrey Butts | Jbutts@jjay.cuny.edu |
| 70 | Advances in Qualitative Methodology | Wilson Palacios | Wilson_Palacios@uml.edu |
| 71 | Advances in Quantitative Methodology | Brent Teasdale | bteasdale@gsu.edu |
| 72 | Advances in Teaching Methods | Kishonna Gray | kishonna.gray@eku.edu |
| Area XIII | Roundtable Sessions | Anthony Peguero | anthony.peguero@vt.edu |
| Area XIV | Poster Sessions | Susan Case | asc@asc41.com |
| Area XV | Author Meets Critics | James Unnever | unnever@sar.usf.edu |

THE AMERICAN SOCIETY OF CRIMINOLOGY

1314 Kinnear Road, Columbus, OH 43212 Phone: (614) 292-9207 Fax: (614) 292-6767

Website: www.asc41.com E-mail: asc@asc41.com

MEMBERSHIP FORM FOR 2016 DUES (JANUARY 1 – DECEMBER 31)

Please fill in your information below, and return this form (via fax or mail) and your check or money order (in U.S. Funds), or with your credit card information below (Master Card, Visa, Discover and American Express accepted). Dues include subscriptions to the journals, Criminology: An Interdisciplinary Journal and Criminology and Public Policy; and the newsletter, The Criminologist.

Dues must be received/postmarked by April 1, 2016 to be eligible to vote in the election. (Students are not eligible.)

Name: First Middle Last Maiden (if a past ASC member using that name)

E-Mail Address: Phone (Required): (Email required for online access to journals.)

MAILING INFORMATION (REQUIRED)

Mailing Department: Mailing Institution/Agency: Mailing Address: City, State, Postal Code: Country:

ATTENTION ALL INTERNATIONAL MAILING ADDRESSES: The American Society of Criminology (ASC) is NOT responsible for any taxes or customs fees that you may incur when receiving mail from ASC.

Table with 3 columns: ASC MEMBER DUES (REQUIRED), Explanation of Dues, Please choose ONE: Active (\$95), Student (\$55), Student (\$95), Active Three-Year (\$270)**, Student Partner/Spouse (\$60)*, Student Partner/Spouse (\$100)*, Active Partner/Spouse (\$100)*, Retired (\$60).

*You and your partner or spouse can join for a discounted price with one set of publications. Please attach another form for partner/spouse's information. Any divisions must be individual.

**You may join any of the divisions for three (3) years as well. Please mark the division times 3 on the next page, unless otherwise noted.

HOW WOULD YOU LIKE TO RECEIVE YOUR PUBLICATIONS? (REQUIRED) (This does NOT apply to any ASC Division publications.)

Please choose ONE: All publications – online only, All publications – print and online, Journals – online only AND Newsletter - print and online, Newsletter – online only AND Journals - print and online

***Please see page 2 for optional information

PAYMENT INFORMATION

Checks/Money Orders should be made payable to American Society of Criminology (U.S. Funds only). A service charge will be assessed for all returned checks.

Payment Total: \$ Check/Money Order Visa Master Card American Express Discover Credit Card #: Exp. Date: Security Code: Billing Address:



Name: _____

DIVISIONS (OPTIONAL) Division Dues must be concurrent with ASC dues. If you have purchased an ASC 3-yr , you may join any of the divisions for three (3) years as well. Please mark the division times 3 unless otherwise noted.

| | | |
|---|--|---|
| <input type="checkbox"/> Corrections & Sentencing (\$25) <input type="checkbox"/> Corrections & Sentencing - 3 Year (\$70) <input type="checkbox"/> <i>Students (\$5)</i> | <input type="checkbox"/> Critical Criminology (\$25) <input type="checkbox"/> <i>Students (\$5)</i> | <input type="checkbox"/> Developmental/Life-Course Criminology w/online journal access only (\$10) <input type="checkbox"/> Developmental/Life-Course Criminology w/print and online journal access (\$30) <input type="checkbox"/> <i>Students (\$5)</i> |
| <input type="checkbox"/> Experimental Criminology (\$20) <input type="checkbox"/> <i>Students (\$5)</i> | <input type="checkbox"/> People of Color & Crime (\$30) <input type="checkbox"/> <i>Students (\$5)</i> <input type="checkbox"/> Supporting Member - 1 Year (\$60) <input type="checkbox"/> Sustaining Member - 1 Year (\$100) | <input type="checkbox"/> Policing (\$15) <input type="checkbox"/> <i>Students (\$5)</i> |
| <input type="checkbox"/> International Criminology (\$30) <input type="checkbox"/> <i>Students (\$15)</i> | <input type="checkbox"/> Terrorism & Bias Crime (\$15) <input type="checkbox"/> <i>Students (\$10)</i> <input type="checkbox"/> Start-up Donation (\$100) | <input type="checkbox"/> Victimology (\$20) <input type="checkbox"/> <i>Students (\$5)</i> |
| | | <input type="checkbox"/> Women & Crime (\$25)* <input type="checkbox"/> <i>Students / Special Circumstances (\$5)*</i> *Includes online journal access |

MINORITY FELLOWSHIP DONATIONS (OPTIONAL)

The ASC provides academic fellowships to minority graduate students. Donations can be made along with membership dues. Please note the amount of your contribution. \$ _____

MAILING LISTS NAME REMOVAL (OPTIONAL)

The ASC provides membership's mailing addresses to interested external entities. Check here if you would like to have your name removed from the membership list that is used for this purpose.

ASC ONLINE MEMBER DIRECTORY INFORMATION (OPTIONAL)

Fill in only what you want to appear on the website. [Click here for IMPORTANT Info!](#)

Do not list my name in online directory. (If you don't check here, we will list your name and any other info below.)

E-Mail Address: _____ Phone: _____ Fax: _____

Areas of Expertise: (Please limit to three areas.) _____

Post Mailing Address in the directory?: Yes No (If no, please provide alternate address below.)

Department: _____

Institution/Agency: _____

Address: _____

Address: _____

City, State, Postal Code: _____

Country: _____

| AGE (CIRCLE / OPTIONAL) | | | | | GENDER (CIRCLE / OPTIONAL) | |
|-------------------------|-------|-------|-------|---------|----------------------------|--------|
| 18-30 | 31-40 | 41-50 | 51-60 | Over 60 | Male | Female |

| RACE (CIRCLE ALL THAT APPLY / OPTIONAL) | | | | | | |
|---|-------------------------|-------|----------------------------------|-------|-------|--|
| White | Spanish/Hispanic/Latino | Black | American Indian or Alaska Native | Asian | Other | |

| PRIMARY FIELD OF EMPLOYMENT (CIRCLE ONE / OPTIONAL) | | | | | |
|---|----------------------------|---------------------------|-----|-------------------------|-------|
| Faculty/Student/Emeritus | Government Research Agency | Government Service Agency | NGO | Private Research Center | Other |





**Statement of Ownership, Management, and Circulation
(All Periodicals Publications Except Requester Publications)**

| | | | | | | | | | |
|--|---|---|---|---|---|---|---|--|---|
| 1. Publication Title The Criminologist | 2. Publication Number | | | | | | | | 3. Filing Date |
| | 0 | 1 | 6 | 4 | - | 0 | 2 | 4 | 0 |
| 4. Issue Frequency Bi-monthly | 5. Number of Issues Published Annually 6 | | | | | | | | 6. Annual Subscription Price \$50.00 |
| 7. Complete Mailing Address of Known Office of Publication (Not printer) (Street, city, county, state, and ZIP+4®) American Society of Criminology 1314 Kinnear Rd., Ste. 212, Columbus, OH 43212-1156 | | | | | | | | Contact Person Kelly Vanhorn Telephone (Include area code) 614.292.9207 | |

8. Complete Mailing Address of Headquarters or General Business Office of Publisher (Not printer)
 American Society of Criminology
 1314 Kinnear Rd., Ste. 212, Columbus, OH 43212-1156

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor (Do not leave blank)

Publisher (Name and complete mailing address)
 American Society of Criminology
 1314 Kinnear Rd., Ste. 212, Columbus, OH 43212-1156

Editor (Name and complete mailing address)
 Eric Baumer
 1011 Oswald Tower, University Park, PA 16802

Managing Editor (Name and complete mailing address)
 Kelly Vanhorn, American Society of Criminology
 1314 Kinnear Rd., Ste. 212, Columbus, OH 43212-1156

10. Owner (Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)

| Full Name | Complete Mailing Address |
|---------------------------------|---|
| American Society of Criminology | 1314 Kinnear Rd., Ste. 212, Columbus, OH 43212-1156 |
| | |
| | |
| | |
| | |

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box None

| Full Name | Complete Mailing Address |
|-----------|--------------------------|
| | |
| | |
| | |
| | |
| | |

12. Tax Status (For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one)
 The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:
 Has Not Changed During Preceding 12 Months
 Has Changed During Preceding 12 Months (Publisher must submit explanation of change with this statement)

| | | | |
|--|--|--|---|
| 13. Publication Title The Criminologist | | 14. Issue Date for Circulation Data Below Vol. 40 No. 6, Nov/Dec 2015 | |
| 15. Extent and Nature of Circulation | | Average No. Copies Each Issue During Preceding 12 Months | No. Copies of Single Issue Published Nearest to Filing Date |
| a. Total Number of Copies (<i>Net press run</i>) | | 2308 | 2520 |
| b. Paid Circulation (<i>By Mail and Outside the Mail</i>) | (1) Mailed Outside-County Paid Subscriptions Stated on PS Form 3541 (Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies) | 1952 | 2159 |
| | (2) Mailed In-County Paid Subscriptions Stated on PS Form 3541 (<i>Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies</i>) | 0 | 0 |
| | (3) Paid Distribution Outside the Mails Including Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid Distribution Outside USPS® | 0 | 0 |
| | (4) Paid Distribution by Other Classes of Mail Through the USPS (e.g., First-Class Mail®) | 299 | 332 |
| c. Total Paid Distribution [<i>Sum of 15b (1), (2), (3), and (4)</i>] ▶ | | 2251 | 2491 |
| d. Free or Nominal Rate Distribution (<i>By Mail and Outside the Mail</i>) | (1) Free or Nominal Rate Outside-County Copies included on PS Form 3541 | 0 | 0 |
| | (2) Free or Nominal Rate In-County Copies Included on PS Form 3541 | 0 | 0 |
| | (3) Free or Nominal Rate Copies Mailed at Other Classes Through the USPS (e.g., First-Class Mail) | 0 | 0 |
| | (4) Free or Nominal Rate Distribution Outside the Mail (<i>Carriers or other means</i>) | 0 | 0 |
| e. Total Free or Nominal Rate Distribution (<i>Sum of 15d (1), (2), (3) and (4)</i>) | | 0 | 0 |
| f. Total Distribution (<i>Sum of 15c and 15e</i>) ▶ | | 2251 | 2491 |
| g. Copies not Distributed (<i>See Instructions to Publishers #4 (page #3)</i>) ▶ | | 57 | 29 |
| h. Total (<i>Sum of 15f and g</i>) | | 2308 | 2520 |
| i. Percent Paid (<i>15c divided by 15f times 100</i>) ▶ | | 100% | 100% |

* If you are claiming electronic copies, go to line 16 on page 3. If you are not claiming electronic copies, skip to line 17 on page 3.



**Statement of Ownership, Management, and Circulation
(All Periodicals Publications Except Requester Publications)**

| 16. Electronic Copy Circulation | Average No. Copies Each Issue During Preceding 12 Months | No. Copies of Single Issue Published Nearest to Filing Date |
|---|--|---|
| a. Paid Electronic Copies ▶ | 0 | 0 |
| b. Total Paid Print Copies (Line 15c) + Paid Electronic Copies (Line 16a) ▶ | 2251 | 2491 |
| c. Total Print Distribution (Line 15f) + Paid Electronic Copies (Line 16a) ▶ | 2251 | 2491 |
| d. Percent Paid (Both Print & Electronic Copies) (16b divided by 16c × 100) ▶ | 100% | 100% |

I certify that 50% of all my distributed copies (electronic and print) are paid above a nominal price.

17. Publication of Statement of Ownership

If the publication is a general publication, publication of this statement is required. Will be printed in the Nov/Dec 2015 issue of this publication.

Publication not required.

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

Kelly Vanhorn, Managing Editor
American Society of Criminology

Date
10/05/15

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

The Criminologist

Official Newsletter of the
American Society of Criminology

AMERICAN SOCIETY OF CRIMINOLOGY

1314 Kinnear Rd., Suite 212
Columbus, OH 43212-1156
ISSN 0164-0240

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

| | | | |
|------|-------------------|-------------------|-----------------------------------|
| 2016 | November 16 -- 19 | New Orleans, LA | New Orleans Hilton |
| 2017 | November 15 -- 18 | Philadelphia, PA | Philadelphia Marriott Downtown |
| 2018 | November 14 -- 17 | Atlanta, GA | Atlanta Marriott Marquis |
| 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 Marriott Downtown |
| 2024 | November 20 -- 23 | San Francisco, CA | San Francisco Marriott Marquis |

2016 ANNUAL MEETING

THEME: The Many Colors of Crime & Justice

**New Orleans, LA
November 16-19, 2016**

Hilton New Orleans
#2 Poydras St. at the Mississippi River
New Orleans, LA 70140 USA