



Straight Outta Compton: The Rise of Criminal Justice Educations and The Policing of Urban Communities ¹

by

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On August 11, 1965, Marquette Frye, a twenty-one-year-old African American motorist, was chased and beaten by police after failing to pull over for suspected drunk driving in the Watts/Compton neighborhood of Los Angeles. The beating took place in public and attracted a large crowd of angry onlookers. As tension mounted, violence erupted and soon spread to the surrounding community, eventually engulfing cities across the United States.

The so-called Watts Riots prompted a public outcry to do something to restore law and order. In response, President Lyndon Johnson appointed what has come to be known as the President’s Commission on Law Enforcement, which was charged with recommending strategies to combat urban violence and unrest. Among its many recommendations was a call to raise educational standards for those charged with enforcing the law by encouraging “all police personnel with general enforcement powers [to] have baccalaureate degrees” (President’s Commission, 1967, p. ix). While the Commission advocated for degrees in liberal arts or social sciences, it did not single out a specific discipline. Congress responded to the Commission’s report by establishing the Law Enforcement Assistance Administration (LEAA). Through LEAA’s Law Enforcement Education Program, the Federal government allocated funds for police officers to pursue higher education and for universities to develop criminal justice programs to serve them.

1 The authors would like to thank Dean Dabney, Jacinta Gau, Rick Rosenfeld, Eric Stewart, and William Terrill for their insightful comments and critiques.

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Few criminologists working today may remember that our discipline has its roots in these turbulent times.¹ It grew out of an optimistic assumption that providing officers with a criminal justice education somehow would help to improve police-minority relations and that in turn somehow would reduce social unrest.² There was little empirical basis for those assumptions. How could there be? A coherent criminal justice curriculum was yet to be fully developed. But this did not hinder the explosive growth in criminal justice programs. By the mid-1970s, there were hundreds of such programs scattered across the nation (Akers 1992).

Over the next forty years, criminal justice would come to be accepted as a legitimate field of study. That victory was not won without casualties. In the struggle to solidify its academic standing, the discipline of criminal justice increasingly distanced itself from its original applied policing mission. The politics of universities meant that in order to shed their “cop shop” image, criminal justice programs had to develop esoteric curricula and research agendas similar to other social science departments on campus. Throughout this transition, many current or aspiring police officers continued to enroll in criminal justice courses.

In thinking about the evolution of criminal justice—a field of study that in some senses grew straight outta Compton—we started to ask ourselves what impact providing police officers with a criminal justice education has had on the policing of urban neighborhoods across the U.S. Does a degree in criminal justice make police officers more sensitive and responsive to the unique needs and challenges of urban residents? It seems to us that this question takes on added significance in the wake of recent events such as those in Ferguson, Missouri, which happens to border a university where both of us once taught. Among our students were police officers if not from Ferguson itself, certainly from surrounding communities very much like it.

It is in such places that minority citizens bear the brunt of police misconduct. Yet, despite years of research on higher education and policing, its impact on urban residents remains unclear.³ While there is some evidence that higher education can improve various aspects of police performance, none of that research specifically considers its influence on the way in which police officers treat citizens of color. There are a number of studies demonstrating that college-educated officers are less likely to engage in verbal and physical abuse, behaviors closely associated with minority citizen distrust and the urban unrest that engenders. But years of service, that is, the wisdom that comes from experience, appears to be just as effective in reducing coercive police actions (Paoline and Terrill, 2007), suggesting that a college education is not the only—and not necessarily the best—way to tackle this issue.

One of the major difficulties associated with determining the impact of higher education on how minority communities are policed is that the dependent variable frequently has been derived from official sources, namely citizen complaints. Given widespread distrust of the police among urban residents, it is likely that official data fail to fully capture the views and experiences of people of color. Only the most naïve among us would believe that use-of-force reports, traffic stop and formal complaint data accurately represent the way in which such individuals perceive their treatment at the hands of police.

If we can say little about the impact of higher education generally on police-minority relations, we can say even less about the influence of a criminal justice education per se on such relations. Are residents of urban communities any better off for being policed by graduates of criminal justice programs? The short answer to that question is that we simply do not know with any reasonable degree of confidence whether a criminal justice education influences urban policing—for better or worse.

There are some reasons to be optimistic. Disproportionately high rates of crime and violence found in many poor urban neighborhoods are a staple of discussion in U.S. criminal justice classes, with the aim of identifying how disadvantage may contribute to both law-breaking and victimization. And the need to establish and maintain good police-minority relations is widely advocated as an important part of the response to such problems in many of those same classes. It is not much of an exaggeration to say that most substantive criminal justice classes effectively amount to the study of high rates of urban crime and violence and how best to control them. How could this fail to produce police officers better attuned to the special needs and challenges of urban minority populations?

1 We realize that the study of crime and justice goes back centuries, and that a number of centers for the study of criminology existed well before the Watts Riots, perhaps most famously the School of Criminology at the University of California, Berkeley and the Institute of Criminology at the University of Cambridge. Our point is that the urban disorder of the mid to late 1960s spurred the growth of criminal justice as a stand-alone discipline in the U.S.

2 Advocacy for better educated police officers predates the President’s Commission recommendation by more than half a century, stretching back to August Vollmer. But it was not until federal funds became available that the drive for police officer education gained traction nationally.

3 Much of the research on the impact of higher education on policing has focused on bureaucratic institutional matters such as job satisfaction, promotion, and adherence to internal policies (Kappeler et al., 1992; Polk and Armstrong, 2001; Manis et al., 2008).

But what if criminal justice's strong focus on high rates of crime and violence in urban communities leads to stereotyping among would-be police officers, whereby some of them come to associate people of color with life-threatening danger? That is the question one of our students asked during a class meeting a few weeks after the Michael Brown killing in Ferguson, Missouri: "All I ever hear in my classes is about how bad crime is in poor African-American neighborhoods; how messed up those communities are. I served with the military in Afghanistan and the thing I remember most is that during target practice all of the targets were wearing turbans. It was so obvious to me that I was being brain-washed to see Muslims as dangerous. I know it's not on purpose, but couldn't all this talk I hear in criminal justice classes about how much black violence there is make future police officers more likely to see young black men as threatening? Could that be part of the reason these killings happen?"

Anyone who has taught a criminal justice class knows that students bring their own biases to the study of crime and justice, so it is not difficult to imagine that at least some of them will filter what they hear in such classes through their pre-existing beliefs. In other words, when presented with data demonstrating that high rates of urban violence are linked to disadvantage, some students may focus on the disadvantage, while others concentrate on the high rates of urban violence. This opens up the possibility that students already convinced that young black men are dangerous will have those beliefs unintentionally reinforced by their coursework. We do not know this to be the case, but the question is worth urgent examination because, when and if those students put on a police uniform, the implications for urban policing are potentially profound.

But the negative consequences of criminal justice's strong focus on urban crime and violence extend beyond the possibility that it may lead to stereotyping and racial profiling. It long has been recognized, in criminology and beyond, that the mere fact of being subjected to scientific inquiry can lower individuals' social status, thereby helping to dehumanize them in the eyes of others (Jacques and Wright, 2010). Once that happens, they may be seen as less deserving of respect than their fellow citizens, setting the stage for conflict. This, too, raises the possibility that a criminal justice education could exacerbate rather than alleviate tensions between police officers and the minority communities they are supposed to serve. Combined with the possibility of stereotyping, it is easy to see how this could happen as, for example, when a police officer allegedly orders two black teenagers – Dorian Johnson and Michael Brown – ambling down the road in Ferguson, Missouri to "get the fuck on the sidewalk" rather than asking them politely to get out of the street for their own safety (Halpern, 2015).

Given the discipline's current emphasis on evidence-based decision-making, it is ironic that we continue to teach our students with little or no idea of whether giving would-be police officers a criminal justice education leads to improved police-minority relations. That was the mission assigned to us by the President's Commission. Fifty years on from the Watts Riots, and in the wake of a new round of urban unrest flowing from high-profile police killings of unarmed black males in cities across the nation, this strikes us as being an opportune time to try to find out if it is being fulfilled. Is a criminal justice education part of the solution? Or is it part of the problem?

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The Criminologist: A Little History and a Request

The Criminologist is the official newsletter of the American Society of Criminology. While the original newsletter was two pages, primarily covering the meeting, membership and jobs and conferences, the newsletter today is far more diverse. As it continues to develop, we need the assistance of our members in determining what would be of the greatest benefit to the society.

The American Society of Criminology has its organizational roots in San Francisco Bay-area discussion groups that date back to the early 1930s (see www.asc41.com/history/ASC_and_Society_Publications.pdf). The first newsletter of the entity that would become ASC was published in January of 1950 (see www.asc41.com/Criminologist/1950/January1950.htm). There were concerted efforts to publish a newsletter throughout the 1950s, but good intentions within this small and financially strapped organization took the effort only so far. Newsletter publication slowed substantially in the 1960s. In May of 1963, the first issue of *Criminologica: Newsletter of the American Society of Criminology* appeared in print (see www.asc41.com/Criminologist/1963/May%201963.htm), but only nine issues were published, the last in February of 1966. In May of 1966, *Criminologica* the newsletter became, *Criminologica: An Interdisciplinary Journal of Criminology*. There were no independent Society newsletters from that time until the mid-1970s, though news and notes from the field often appeared in the Society journal (again, first called *Criminologica: An Interdisciplinary Journal of Criminology*, and then renamed *Criminology* in March of 1970).

With no Society newsletters published since February 1966, the ASC leadership decided in the mid-1970s to again have a dedicated newsletter, newly named, *The Criminologist*. In June of 1976, Volume 1, Number 1 was published (see www.asc41.com/Criminologist/1976/June%201976.htm). Though much has changed over the years (for links to every known ASC newsletter published, see www.asc41.com/criminologist.html), *The Criminologist* has been published regularly ever since, this current issue being the last of Volume 41.

In recent years, the newsletter has been expanded to include relevant and timely essays as well as a number of regular columns. Each issue has a lead essay invited by the Vice-President of the American Society of Criminology. Recent issues have included essays about debates in the field and other timely issues that members have submitted.

The regular columns have also increased, both in number and in coverage. "The Editor's Corner" originally highlighted only *Criminology* and *Criminology & Public Policy*. In 2014, (volume 39), this was expanded to include the journals of the divisions. Also in 2014, an Associate Editor was added, as the workload had become too large for one person to handle. Other regular columns include "Criminology Around the World," "Keys to Success," "Doctoral Student Forum," "Teaching Tips," "A View from the Field," and the "Policy Corner."

This brings us to our request. We would like to hear from our members what they might like to the newsletter to include. Send your ideas to Jody Miller (Vice-President) jody.miller@rutgers.edu, or Susan Sharp (Associate Editor) ssharp@ou.edu.

A Primer On Fairness in Criminal Justice Risk Assessments¹

by

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Introduction

There are widespread concerns about fairness when actuarial risk assessments are used to inform criminal justice decisions (Harcourt, 2008; Tonry, 2014; Starr, 2014; Berk and Hyatt, 2015, Crawford, 2016). Some such concerns are driven by ideology in which facts do not matter. The only response may be to point out alternative and legitimate ideological positions leading to different conclusions. Some concerns result from invidious comparisons to ideal risk assessments whereas the proper benchmark is current practice, typically informal judgments from criminal justice decision-makers. Some concerns derive from principled objections to actuarial methods, although risks determined by decision-maker judgment are implicitly, but no less, actuarial. There also can be jurisprudential issues, although these too seem to overlook that informal judgment can be questioned on the very same grounds. Finally, some concerns fail to consider the tradeoffs between different features of risk assessments. In particular, there can be an inevitable need for risk assessment tools to balance different kinds of fairness as well as fairness against forecasting accuracy.

The goal of this primer is to help clarify the meaning of fairness when risk assessment tools are evaluated. Even if the concerns just listed are effectively addressed, there may still be disputes because of misunderstandings about what kind of fairness is at stake. Confusion tables will be used as a didactic device.

Confusion Table Measures of Performance

Confusions tables are a common output from machine learning classifiers and an excellent way to represent how any classifier performs (e.g., random forests, logistic regression, discriminant function analysis). A confusion table is nothing more than a cross-tabulation of actual response classes against response classes predicted when a fitting procedure is applied to data. For example, the response classes might be failing on parole or not. A confusion table would show the numerical results when the actual parolee outcomes are cross-tabulated against the predicted parolee outcomes. There can be more than two response classes such as an arrest for a violent crime, and arrest for a nonviolent crime, or no arrest of any kind. This often is very desirable. But, for simplicity, only two response classes will be discussed. The conceptual issues are much the same regardless of the number of response classes

Table 1 : An Idealized Confusion

	<i>Failure Predicted</i>	<i>Success Predicted</i>	<i>Model Error</i>
<i>Failure - A Positive</i>	<i>a (true positives)</i>	<i>b (false negatives)</i>	$b/(a+c)$
<i>Success - A Negative</i>	<i>c (false positives)</i>	<i>d (true negatives)</i>	$c/(c+d)$
<i>Use Error</i>	$c/(a+c)$	$b/(b+d)$	$Overall Error = (a+b)/(a+b+c+d)$

Table 1 shows an idealized confusion table. "Success" and "Failure" are the two classes for the response variable. The observed response class is shown on the left margin of the table. The predicted response class is shown on the top margin of the table. Each letter in an internal cell of the table is a cell count. The letter *a* is the number of observations in the upper-left cell. The letters in the other three internal cells have the same meaning. All of the observations in a particular cell are characterized by an observed class and a predicted class. For example, *a* is the number of observations for which the observed response class is a failure, and the predicted response class is a failure.

¹ Very helpful comments were provided by Geoffrey Barnes, Aaron Chafin, John MacDonald, Sandy Mayson, and Emily Owens.

When the observations are from training data, “predicted” means “assigned,” much as for fitted classes in logistic regression. Training data contain the observations used in the fitting process. When the observations are from test data, “predicted” means “forecasted.” Test data are not used in the fitting process, but are employed to obtain an honest, out-of-sample, assessment of fitting performance.

There are generally five kinds of performance assessments that legitimately can be made from confusion tables.

1. The proportion of cases *incorrectly* classified overall is a popular way to assess performance quality. It is nothing more than the number of observations in the off-diagonal cells divided by the total number of observations (i.e., $(b+c)/(a+b+c+d)$). Should all of the observations fall along the main diagonal its value is 0.0. Should no cases fall along the main diagonal its value is 1.0. Ideally, the overall proportion misclassified should be the same for each suspect group (e.g., black parolees v. white parolees). By this performance measure, the suspect groups are treated identically.

A small proportion for overall error is desirable, but it must be compared to the baseline for fitting skill when no predictors are used. Sometimes, even a low overall error rate is larger than the overall error rate when no predictors are employed. For example, suppose that the marginal proportion of individuals on parole who are arrested is .70, and the marginal proportion of individuals on parole who are not arrested is .30. By the Bayes classifier, one should always predict an arrest. Then, the overall error is .30. Now suppose that a confusion table has an overall error proportion of .35. By this measure, the predictors don't help.

2. The overall error rate neglects that it will often be more important to accurately classify one response category than another. For example, in a medical setting, failing to diagnose a life-threatening illness will usually be seen as more costly than failing to diagnose good health. The row proportions shown in the far right-hand column are now in play. One conditions on the actual response class. For each such class, the row proportion is the number of observations incorrectly classified divided by the total number of observations of that class (i.e., $b/(a+b)$ and $c/(c+d)$).

Each row proportion characterizes errors made by the fitting procedure and can be called “model error.” When the true response class is known (e.g., succeeded on parole), what proportion of the time will the fitting procedure fail to correctly identify it? Ideally, misclassifications are relatively few, using as the benchmark performance with no predictors. Also ideally, the model error is the same for each suspect group. That is, the two proportions can differ from one another, but not across the suspect groups.

The two kinds of model misclassifications are commonly called false positives and false negatives. Here, failures incorrectly classified as successes are false negatives. These are individuals who failed on parole but were not correctly identified as such by the fitting procedure. Successes incorrectly classified as failures are false positives. These are individuals who succeeded on parole but were not correctly identified as such by the fitting procedure. It may seem a little odd, but this language is common in many applications where a “success” is what stakeholders are especially concerned about, whether it is a good thing or a bad thing. For example, if a diagnostic goal is to correctly detect an existing malignant tumor, finding that tumor is a true positive and failing to detect that tumor is a false negative. Still, the use of the class labels success and failure is formally arbitrary, so which off-diagonal cells contain false positives or false negatives is formally arbitrary as well. What is called a success in one study may be called a failure in another study. This is just a labeling issue, not a data analysis issue.

3. The column proportions address a different question. For each column, one conditions on the fitted class and computes the proportion of times the fitted class is incorrect (i.e., $c/(a+c)$ and $b/(b+d)$). Whereas the row proportions help evaluate how well the fitting procedure performs, the column proportions capture how probative the procedure would be if used to make decisions; “use error” conveys what would happen if a practitioner uses the procedure's results to forecast. Use error will typically differ from model error, and just as for model error, error in use will typically differ depending on the response class. It will usually be possible to forecast one response class better than the other. Again, the errors should be relatively few using predictor-free performance as a benchmark. Ideally, use error should be the same for each suspect group.

4. The ratio of the number of false negatives to the number of false positives (or the inverse) shows how the fitting procedure is trading one kind of error for the other. If c is 5 times larger than b , there are five false positives for every false negative. This means that false *negatives* are taken to be five times more important than false positives; one false negative is “worth” five false positives. Ideally, the ratio of false negatives to false positives should be the same each suspect group.

Interpretative Complications

There are factors not shown explicitly in a confusion table that can dramatically affect what a confusion table conveys. In particular, marginal distributions of key variables can cascade through a confusion table. This is important to consider when discussions of fairness are undertaken. For example, suppose a fitting procedure like logistic regression is equally accurate classifying men and women with respect to whether they fail on parole. Model error is the same for male and female parolees because for both, the

fitting procedure gets failures wrong, say, 15% of the time and successes wrong, say, 20% of the time. Some would argue that, consequently, one has a fair classification procedure because it is equally accurate for male and female parolees. But, suppose there are more men than women on parole. All of the cell counts will be larger for males than for females, and there will be more false negatives (i.e., b) and false positives (i.e., c) for males than for females.

The number of false positives can be a salient fairness issue when they lead to sanctions that are inappropriate. For example, an individual forecasted to fail on parole, who would have actually succeeded (i.e., c), might be pointlessly denied parole at substantial cost to the state, the individual, and the individual's family. Consequently, some would argue that gender differences in the number of false positives make the procedure unfair even though the gender disparity results *solely from there being more men than women on parole to begin with*. There is no unfairness in the fitting procedure. Some of the debates in the media have been confused on this point, although the focus has been on race not gender.¹

Now, instead suppose that men are more likely to fail on parole than women. Even if the number of men and women on parole is the same, the cell counts a and b will be larger for men than women, and the cell counts c and d will be smaller for men than for women. Consequently, even if classifications accuracy is the same for men and women, there will be more false negatives and fewer false positives for men. Moreover, the cost ratio of c/b will differ as well. Some debates in the media have been confused on these points too, although again, the focus is on race not gender. In short, if even a classification procedure is equally accurate for men and women, which for some defines a fair classification procedure, different marginal distributions related to the suspect classes can lead to different performance consequences.

Some Definitions of Fairness

Conceptually, there can be more to fairness than equal classification accuracy or equal forecasting accuracy. For example, one might ask a fitting procedure to *compensate* for the overrepresentation of males among those parolees who fail. This allows one to propose six definitions of fairness that follow directly from the earlier discussion of confusion table performance measures.

1. "Prediction fairness" is achieved when the marginal distributions of the predicted classes are the same over two or more suspect groups (e.g., men v. women). Thus, $(a+c)/(a+b+c+d)$ and $(b+d)/(a+b+c+d)$, although typically different from one another, should each be the same over suspect groups. For example, the proportion of inmates forecasted to fail on parole should be the same for male and female parolees.

2. "Overall fairness" is achieved when total classification error is the same over two or more suspect groups. That is, $(b+c)/(a+b+c+d)$ should be the same. This measure assumes that a false negative and a false positive are equally costly. In many settings, the costs are unequal, and a cost-weighted approach is required.

3. "Model fairness" is achieved when model error is the same over two or more suspect groups. That is, $b/(a+b)$ is the same over each suspect group, and $c/(c+d)$ is the same over each suspect group. We applied this definition above.

4. "Use fairness" is achieved when use error is the same over two or more suspect groups. That is, $c/(a+c)$ is the same over each suspect group, and $b/(b+d)$ is the same over each suspect group

5. "Cost ratio fairness" is achieved when the cost ratios (i.e., c/b or equivalently, b/c) are the same over two or more suspect groups.

6. "Total fairness" is achieved when (1) prediction fairness, (2) overall fairness, (3) model fairness, (4) use fairness, and (5) the cost ratio fairness are all achieved.

All six definitions of fairness are in practice related to one another, which will often mean that one kind of fairness will traded off against another kind of fairness. For example, cost ratio fairness (#5) can mean that model fairness (#3) will not be achieved. Then, stakeholders will need to decide how to balance one kind of fairness against another, and different stakeholders can have different views the will need to be reconciled or compromised.

Each of the definitions of fairness applies when there are more than two response categories. However, there are more statistical summaries that need to be reviewed. For example, when there are three response classes, there are three cost ratios to be examined.

¹ A lively example is the debates over the use of the COMPAS recidivism instrument. A web search using "ProPublica risk assessment" and "Abe Gong risk assessment" will turn up lots of hits.

Conclusions

Until the various parties expressing strong opinions about the merits of criminal justice risk assessments clarify what they mean by fairness, no progress can possibly be made. At a more fundamental level, the possible tradeoffs between different kinds of fairness need to be explored in part to clarify which concerns are about values and which concerns are about the data and statistical methods used. Finally, there are also important tradeoffs between fairness and forecasting accuracy. The tradeoffs can be quite technical and are currently being studied. But it is likely that most definitions of fairness will require a loss of forecasting accuracy so that more mistakes will be made. These mistakes, however, will be fairly distributed over the different suspect groups. Members of both groups will be equally worse off.

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EDITOR'S CORNER

A Special Issue of *Critical Criminology* on Praxis, Prompted by Former ASC President Dr. Joanne Belknap's 2014 Presidential Address

by

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Editor-in-Chief, *Critical Criminology: An International Journal*

Professor Joanne Belknap's 2014 Presidential Address to the American Society of Criminology (ASC) called for better, stronger, and deeper criminological activism. In her speech, Dr. Belknap (2015) provided many inspiring examples of activism across criminology, criminal justice, and sociology in the areas of teaching, research, and service. Like Professor Belknap, most critical criminologists believe that our work should do much more than make or break an academic career, end up being read by only a handful of people on the planet, or be removed from real-world concerns about crime and violence on the streets and in the suites. Indeed, critical criminological praxis – what I refer to as the unity of theory, research, and action – has taken a variety of forms in recent years but in the main has centered around critiques of racial, ethnic, gender, sexual, and class inequality. While many decades ago the field of critical criminology was primarily interested in class analysis (as Dr. Belknap observes in her speech), this hasn't been the case for many years. Critical criminology has grown substantially to include feminist, critical race, queer, cultural, left-realist, affirmative postmodernist, post-structural, intersectional, convict, and other forms of intellectual inquiry rooted in critiques of power and inequality. Dr. Belknap notes that more intersectional analysis is needed in critical criminology and I could not agree more, except that there is much more occurring in the field than what is published in the journal, which is a key reference point for some of Professor Belknap's (2015) criticisms of critical criminology. In fact, the journal is only one outlet for critical work alongside other publications such as *Social Justice*, *Contemporary Justice Review*, *Crime, Law, and Social Change*, *State Crime*, and hundreds of anthologies, monographs, conference papers, and essays produced over just the last few years. *Critical Criminology*, the journal, is limited to publishing about thirty articles per year. However, like the overall message of Dr. Belknap's speech, the ASC Division of Critical Criminology and its Springer journal *Critical Criminology* are firmly committed to strengthening our understanding and resistance to social, political, and criminal injustice.

As valuable and powerful as Dr. Belknap's call to action may prove to be, it has not gone without criticism. Some convict criminologists have taken issue with her claims about the lack of inclusivity and reach of this perspective (Ross et. al, 2016). Others wondered why there was a lack of recognition of Kramer's (2012) work on prophetic criminology or even Burawoy's (2005) large body of work on public and critical sociology, which has substantial relevance to anyone working in the social sciences. There are other concerns, such as the small sample size of critical criminological work that is included in Professor Belknap's Address, but of course any speech that directly challenges the work of others so sharply will be met with criticism. Much more importantly, critical criminologists are primarily interested in using Professor Belknap's call to activism as a way to further explore critical criminological praxis. To this end, the journal is publishing a special issue in response to Dr. Belknap's Presidential Address, guest-edited by Professor Bruce Arrigo of the University of North Carolina at Charlotte, and which was initially proposed by Dr. Jeffrey Ian Ross of the University of Baltimore. All of the articles are currently available online at <http://link.springer.com/journal/10612/onlineFirst/page/1>. The print edition will be available in November of this year.

As Arrigo (2016) states, the special issue's "central purpose is to link the question of academic activism to its everyday, communal, worldwide, and/or environmental struggles for justice." More specifically, the articles explore dimensions of queer, convict, prophetic, green, and transpraxis critical criminology and in the process deliver multiple narratives on using theory, experience, and data to complete the circle of praxis. The journal is particularly proud that Professor Belknap (2016) has graciously written a response essay which addresses each article in the issue.

We hope this special issue contributes to ongoing discussions about closing the gap between academic criminology and justice on the ground. Indeed, we all probably have long lists of things to do but putting criminology to work where it matters the most should be at the top of the list.

EDITOR'S CORNER

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2016 ASC AWARD WINNERS

GENE CARTE STUDENT PAPER AWARD RECIPIENTS

1ST PLACE

ERIC FOWLER



Eric Fowler is the crime analyst for the Burlington (VT) Police Department, a fifth-year PhD student in the School of Criminal Justice at the University at Albany, SUNY, and an alumnus of the Michigan State University School of Criminal Justice (2012). His doctoral research largely centers on juvenile justice policy and practice and youth street gang group structure. Generally, he attempts to assess the causal impacts of processing youths in adult versus juvenile criminal justice domains. Specifically, a major project has been examining the effects of raising the age of criminal responsibility (or age of adulthood) on immediate and longer-term criminal justice related outcomes.

2ND PLACE

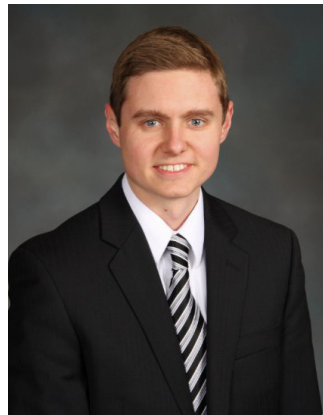
SEAN PATRICK ROCHE



Sean Patrick Roche is a PhD Candidate in the School of Criminal Justice at the University at Albany, SUNY. He received his B.A. in Philosophy from SUNY Geneseo in 2009, and his M.S. in Criminal Justice from Northeastern University in 2011. His research interests include perceptions and attitudes of criminal justice issues, offender decision-making, and the impact of social technologies on crime and criminal justice. His work has been published in *The Journal of Quantitative Criminology*, *Criminology & Public Policy*, and *Criminology*. His dissertation investigates both public and police officers' attitudes towards citizens recording of the police using smartphones, as well as both groups' perceptions of the potential benefits and drawbacks of such technologies.

2ND PLACE

DEAN WELD



Dean Weld earned a law degree from Drexel University in 2011 and is a sociology PhD candidate at the University at Albany, SUNY. His research interests focus on macro-level properties of nations and U.S. states associated with crime rates and public policy innovations. Dean is employed as a Program Research Specialist for the New York State Division of Criminal Justice Services.

3RD PLACE

MEGAN DENVER



Megan Denver is a Ph.D. student in the School of Criminal Justice at the University at Albany, SUNY. Megan received her Bachelor's and Master's degrees from the University of Delaware. Before returning to graduate school, she was a research associate at the Urban Institute for three years, where she was involved in data collection, project management, and qualitative and quantitative data analysis. Her dissertation focuses on desistance policy strategies that consider criminal record information and "evidence of rehabilitation" in the employment and occupational licensing context. The goal is to help decision makers involved in criminal background check decisions balance public safety concerns with opportunities for individuals with criminal records.

2016 ASC AWARD WINNERS

MICHAEL J. HINDELANG BOOK AWARD RECIPIENT

Jamie J. Fader is an assistant professor and chair of the graduate program in the Department of Criminal Justice at Temple University. She earned her PhD in sociology from the University of Pennsylvania in 2008. Her scholarly interests lie in the intersections of crime, justice, the life course, and social inequalities. Her book, *Falling Back: Incarceration and Transitions to Adulthood for Urban Youth* (2013, Rutgers University Press) is an ethnographic study of young men of color involved in the juvenile justice system and returning home to inner-city communities to navigate the transition to adulthood. It was recognized with the 2016 Outstanding Book Award by the Academy of Criminal Justice Sciences and Jamie was named the 2015 Distinguished New Scholar by the Division of Corrections and Sentencing of the American Society of Criminology. Currently, she is conducting field research in a Philadelphia community known for a high degree of "churn" caused by individuals removed and subsequently returning from jails and prisons. This study seeks to map the life course, criminal careers, and world views of men in their mid-20s to mid-30s who are long-term residents of the neighborhood. She is also conducting follow-up interviews with the men from *Falling Back*, who are now 30, with a focus on life course stability and strategies for desistance.

JAMIE FADER



MENTOR OF THE YEAR AWARD RECIPIENT

DAVID WEISBURD

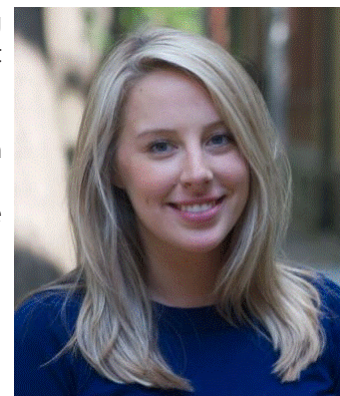


David Weisburd is Distinguished Professor of Criminology Law and Society at George Mason University in Virginia. He also holds an appointment as Walter E. Meyer Professor of Law and Criminal Justice at the Hebrew University in Jerusalem. Professor Weisburd has been honored to receive many distinguished awards for his academic achievements, including the Sutherland Award, the Stockholm Prize in Criminology and the Israel Prize. But none of this would have been possible without the amazingly talented students that he has worked with over the past 30 years. They have enriched his work, and made the journey of academic life not only more interesting but also more enjoyable.

OUTSTANDING ARTICLE AWARD RECIPIENT

SARAH BRAYNE

Sarah Brayne is an Assistant Professor of Sociology at the University of Texas at Austin. After receiving her PhD in Sociology and Social Policy at Princeton University, she was a postdoctoral researcher at Microsoft Research. Brayne's research interests include surveillance, policing, stratification, and big data. She uses qualitative and quantitative methods to study the use of big data within the criminal justice system. In her most recent work, she analyzed the use of predictive analytics in a large urban police department, and what the implications of new surveillance practices are for law and social inequality. In previous research, she studied the relationship between individuals' contact with the criminal justice system and their involvement in medical, financial, labor market and educational institutions. Brayne previously taught sociology classes in state prisons in New Jersey.



2016 ASC AWARD WINNERS**TEACHING AWARD RECIPIENT****LORI POMPA**

Lori Pompa has been going into prisons for the past 30 years and has taken thousands of students (and others) into correctional facilities through a variety of courses and exchanges during that time. She has been on the Criminal Justice faculty at Temple University since 1992, and is Founder and Executive Director of The Inside-Out Center at Temple University, International Headquarters of The Inside-Out Prison Exchange Program, which she began as a single class in 1997. As a 2003 Soros Justice Senior Fellow, Pompa collaborated with others on both sides of the prison wall to develop Inside-Out into an international model of transformative pedagogy. Over the past 12 years, 700 college and university instructors from throughout the U.S. and nine other countries have taken part in the Inside-Out Instructor Training Institute. Hundreds of Inside-Out classes have been offered to date, involving more than 20,000 inside (incarcerated) and outside (campus-based) students. Pompa regularly speaks about Inside-Out's history and contributions, most notably at the Clinton School of Public Service, at the Fetzer Institute's Global Gathering on Love and Forgiveness in Assisi, Italy, at the University of Sydney in Australia, and at Durham University in the U.K.

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Lee Ross, Ph.D.: Domestic violence, race, crime, and justice, risk assessment, intimate partner homicide
Joseph Sanborn, Ph.D.: Juvenile justice, sentencing, civil rights, human rights, criminal procedure, criminal courts
Raymond Surette, Ph.D.: Media, crime prevention, copycat crimes, evaluation, CCTV and public surveillance
Cory Watkins, Ph.D.: Crime mapping and crime pattern analysis, police technology, police effectiveness, criminology
Ross Wolf, Ed.D.: Volunteer policing, comparative policing, tourism policing, police use of force, police training

AROUND THE ASC

Changes at *Criminology*: New Editorial Team

Beginning the first of October, the new editorial team has begun receiving submissions to *Criminology*. At its spring meeting, the ASC board selected the team of David McDowall, lead co-editor, Janet L. Lauritsen, co-editor, Jody Miller, co-editor, and Brian D. Johnson, co-editor, to lead our flagship journal for the 2018 – 2020 volumes. McDowall, of the University at Albany, Lauritsen, of the University of Missouri-St. Louis, Miller, of Rutgers University, and Johnson, of the University of Maryland, have each served on the Editorial Board of *Criminology*, for a combined total of more than thirty years, and each has many years of service on the boards of other scholarly journals.

Many thanks to the current editorial team of Wayne Osgood, lead editor, Rosemary Gartner, co-editor, and Eric Baumer, co-editor, for their fine stewardship of *Criminology*, which has continued its success as the top journal in our field under their direction. Osgood, Gartner and Baumer's term runs through 2017, during which they will be in charge of the review process for manuscripts originally submitted before October 1, 2016 (including any invited revisions), as well as the production process for manuscripts accepted for the 2017 volume.

Sign up to review for *Criminology*! *Criminology* owes its success to ASC members' contributions as reviewers and authors. The new editorial team would like you to help keep the journal strong by reviewing manuscripts (and of course also by sending *Criminology* your best work!). If you already review for the journal, they would like you to let them know your areas of interest so they can select relevant manuscripts for you to review. Please go to the website, <http://mc.manuscriptcentral.com/criminology>, and click on "register here" to sign up. If you have reviewed in the past, your name and email address may already be in the system, in which case you can ask the system to send you a password to log in.



Gorazd Meško is the new President-elect of the European Society of Criminology. Professor Meško is Head of the Institute of Criminal Justice and Security, and Head of the Doctoral program of the Faculty of Criminal Justice and Security at the University of Maribor in Slovenia. He will take charge of the ESC meetings which will be held in Sarajevo, Bosnia and Herzegovina in September of 2018.



Correction to Ross L. Matsueda bio:

He received his Ph.D. in Sociology from the University of California, Santa Barbara—one of the last three students of his mentor, Donald R. Cressey, who, in turn, was the last student of his mentor, Edwin H. Sutherland.

DIVISION OF DEVELOPMENTAL AND LIFE-COURSE CRIMINOLOGY

WWW.DLCCRIM.ORG



The Journal of Developmental and Life-Course Criminology is the official journal of the Division and is published by Springer: www.springer.com/40865 The Journal is currently edited by Tara Renae McGee and Paul Mazerolle at Griffith University in Brisbane, Australia. All DLC Members have free digital access to the journal and they can obtain printed copies at a discounted rate (\$20 per year). The editors welcome the submission of papers via the Springer website and can be contacted via email: jdcc@griffith.edu.au

AWARDS | SOCIAL EVENTS | JOURNAL

AIMS AND SCOPE

The aims of the Division of Developmental and Life-course Criminology are:

1. To advance developmental and life-course criminology and the study of criminal careers,
2. To bring together ASC members interested in discussing and supporting developmental and life-course research in criminology,
3. To facilitate and encourage interaction and dissemination of developmental and life-course research among ASC members, practitioners, funding agencies, policy-making bodies, and other relevant groups, and
4. To organize and promote ASC conference sessions related to issues in developmental and life-course research in criminology.

AWARDS

The **Life-time Achievement Award** recognizes an individual who has a record of sustained and outstanding contributions to scholarly knowledge on developmental and life-course criminology.

The **Early Career Award** recognizes an individual who has made a significant contribution to scholarly knowledge on developmental and life-course criminology in their early career.

The **Outstanding Contribution and Outstanding Student Contribution Awards** recognize a DLC book, article, or book chapter published in the previous two years (2014-2015). Developmental and life-course criminology includes criminal career research.

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UPCOMING EVENTS

- **Division social event** in New Orleans on the evening of Thursday 17th November 2016, 6:30pm - 8:00pm.
 - Members will be invited to reserve tickets soon.
- **Division annual meeting** at the ASC conference in New Orleans
 - All members as well as those interested in the Division are invited to attend the Division's annual meeting. See the conference program for more details.

MEMBERSHIP

The Division welcomes new members to join via the ASC membership form for \$10 (\$5 for students).

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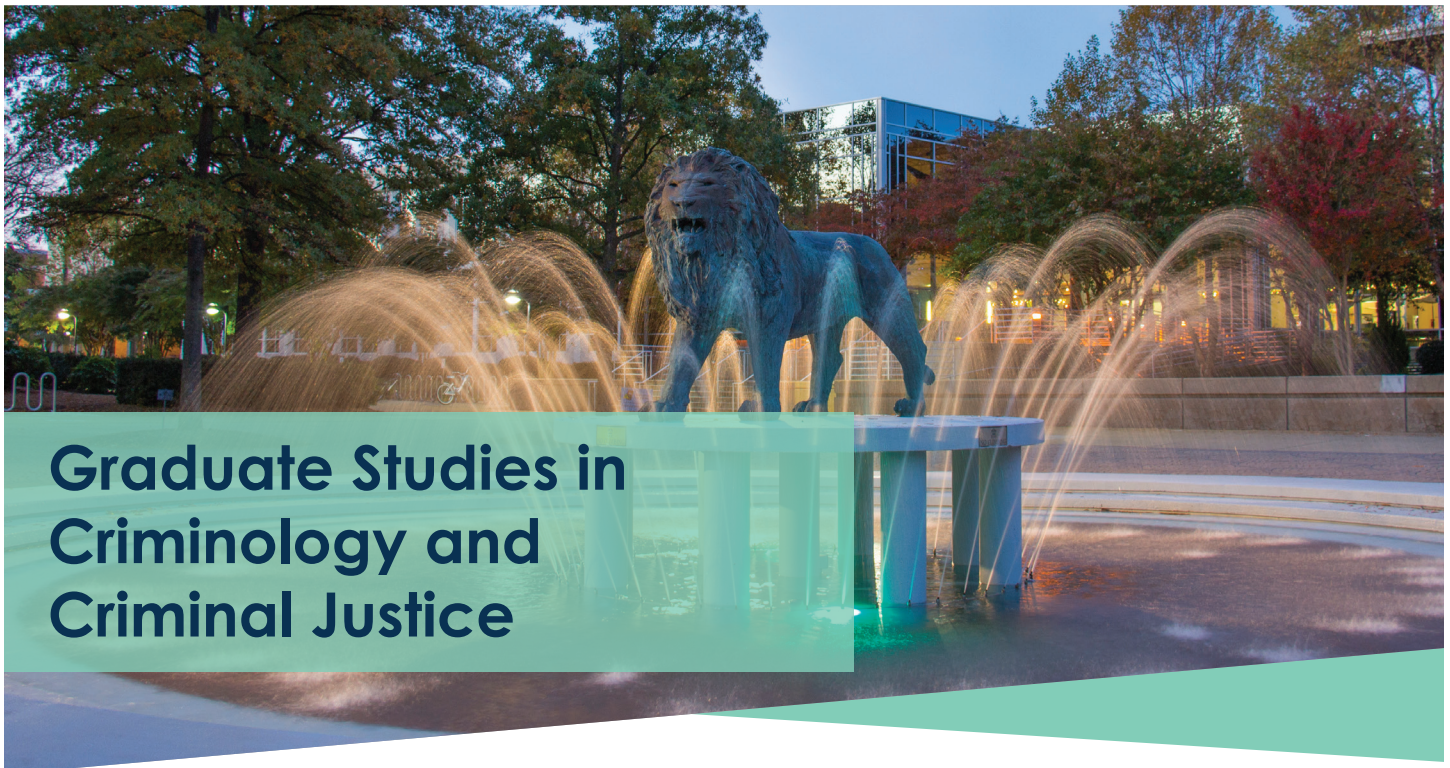
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For more information, contact: Dr. Scott R. Maggard, Ph.D. Graduate Program Director, smaggard@odu.edu; (757) 683-5528

The department also offers an M.A. in Applied Sociology, with the option to select a sociology, criminal justice, or women's studies track. For more information, contact: Dr. Ingrid Whittaker, M.A. Graduate Program Director, iwhitake@odu.edu; (757) 683-3811



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OBITUARIES



Marie Griffin, 49, lost her battle against cancer on August 15, 2016. A native of Pittsburgh, Marie earned a B.S. in political science from Santa Clara University and a Ph.D. in Justice Studies at Arizona State University. She joined the faculty of ASU's Administration of Justice Department in 1997. In 2006, she became an inaugural faculty member in ASU's School of Criminology and Criminal Justice.

Marie was well-known for her dedication to working closely with students to maximize their academic growth and development. Marie also became nationally recognized for her research in corrections and in gender and crime. She authored more than 50 refereed articles, book chapters, and technical reports. She was the principal or co-principal investigator on more than a dozen funded projects. Her work appeared in *Justice Quarterly*, *Criminal Justice and Behavior*, *Criminology & Public Policy*, *Crime & Delinquency*, and other prestigious venues. Additionally, Marie was a long-time servant-leader to our profession. She served as a

member of the National Institute of Justice's Justice Systems Research Scientific Review Panel (2012-2014); as Secretary/Treasurer of the ASC's Division on Corrections and Sentencing (2006-2010); as an Executive Counselor on the Board of the WSC (2011-2014); as a member of numerous ASC and ACJS committees; on the editorial boards of three journals, as a peer-reviewer for nearly two dozen journals; and on dozens of boards, committees, task forces, and community service initiatives.

Marie is survived by her loving husband, John Hepburn, and their 14-year-old twins, Jack and Megan, as well as her mother, two sisters, brother, two step-children, four young grandchildren; and her ASU family. Marie was a selfless woman of great warmth, compassion, love, integrity, and an engaging sense of humor who is deeply missed.



Chester L. Britt, III passed away August 30, 2016 at Israel Family Hospice in Ames, Iowa following a severe anaphylactic reaction to a wasp sting. Born in Santa Monica, California on July 22, 1962, Chester (Chet) L. Britt III, earned his B.S. (University of Iowa, 1984), M.S. (Washington State University 1986), and Ph.D. (University of Arizona, 1990) in Sociology. He held faculty positions at the University of Illinois (1990-1995), Pennsylvania State University (1995-1999), Arizona State University (1999-2006), Northeastern University (2006-2015), and Iowa State University (2015-2016). He served as Chair at Arizona State University and Iowa State University, and as Associate Dean and then Dean at Northeastern University.

Chet was an accomplished scholar with a love of quantitative methods and scholarly interests that spanned from criminological theory and the demography of crime, to criminal careers and criminal justice decision making. As a student of Travis Hirschi, Chet firmly believed that control theory was the answer to most, if not all, questions relating to the etiology of crime. Chet's books include *Control Theories of Crime and Delinquency: Advances in Criminological Theory, Volume 12*, edited by Chester L. Britt and Michael Gottfredson (2003) and *Statistics in Criminal Justice, 4th ed.* by David Weisburd and Chester L. Britt (2014). In addition to his books, Chet also served as Editor of *Justice Quarterly* from 2004-2007. His work appears across numerous peer-reviewed journal articles, book chapters, and book reviews.

There's a reason so many students and colleagues feel so devastated by his loss. Chet was approachable, kind, and always went out of his way to help people see things a little more clearly, understand things a little more deeply, and... of course... apply the appropriate statistic. Chet was a selfless academic, bringing out the best in so many, rarely taking any credit.

Chet is survived by his wife, Kelly Champion; his children, Chester Lucas (Nicole) Britt, IV, Aly Hiller (né Britt; Morgan), Dana and René Gustafson; his grandson, Jackson Hiller; his parents, Chester and Lilia Britt, II; his sister, Karyn Johnny and his nephew, Sam Johnny.

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- David Klinger**, Professor (University of Washington)
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- Karlijn Kuijpers**, Assistant Professor (Tilburg University)
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- Janet L. Lauritsen**, Curators' Distinguished Professor (University of Illinois)
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Peer influence; Decision making; Criminological theory
- Matt Vogel**, Assistant Professor (University at Albany)
Juvenile delinquency; Person-context research; Quantitative methods
- Stephanie A. Wiley**, Assistant Research Professor (University of Missouri-St. Louis)
Juvenile delinquency; Quantitative methods; Developmental Criminology

For more information, please visit: umsl.edu/ccj
Department Chair: Finn Esbensen 314-516-4619 (esbensen@umsl.edu)
Graduate Program Director: Elaine Doherty 314-516-5033 (dohertye@umsl.edu)

POLICY CORNER

Congress Heading to Lame Duck and Farewell From Me

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 September 29, 2016. Of course, by the time you read this, you might know more than I do now.

Federal Government Update:

With few days remaining until the end of the FY 2016 year, Congress cleared a Continuing Resolution (CR) to fund the government at the FY16 levels through December 9th to prevent a shutdown. Congress had previously stalled efforts to pass a 10-week CR. After weeks of negotiating on "anomalies" (specific exceptions from a simple continuation of the current year spending levels), Senate Majority Leader Mitch McConnell introduced a bill last week that was met with Democratic opposition because it did not include an anomaly to address the water contamination issue in Flint, Michigan. The bill did include other key anomalies sought by both parties, including Zika funding, emergency flood recovery funds for Louisiana and West Virginia, initial funding to implement the Comprehensive Addiction and Recovery Act (CARA) to address the heroin/opioid epidemic, among other smaller provisions. Notably, the bill did not include other Republican priorities, such as restrictions on Planned Parenthood and language preventing the Obama Administration from transferring control of the Internet to an international organization, as part of the Senate Republican leadership's effort to prepare a bill that could pass with Democratic support.

Both chambers have now adjourned for the election and will return the third week of November for transition activities, before addressing remaining "lame duck" session items in early December, including and FY17 Omnibus. The CR is pretty straightforward for Justice-related programs, however it does include an "anomaly" or increased funding for the implementation of the Comprehensive Addiction and Recovery Act (CARA), which authorized new funding to address the heroin/opioid epidemic.

Criminal justice reform legislative efforts in the House have also been pushed until after the election due to concerns from some Members of Congress about data showing an increase in homicide rates in 2015 and possible opposition from prosecutors and law enforcement groups. Speaker Ryan reiterated his support for moving this package of bills in the lame duck session, but current events and the outcome of the elections may determine the timing and scope of any action. One small justice bill was passed by the House as a stand-alone effort last week, the Supporting Youth Opportunity and Preventing Delinquency Act (HR 5963). More information about this bill can be found here: <http://edworkforce.house.gov/news/documentsingle.aspx?DocumentID=401042>

My Last Policy Corner

Alas, my three year term as the chair of ASC's National Policy Committee has come to a close. It has been an honor to serve you during these years. The Policy Panels will continue to be offered each year for the annual meeting, and the Crime & Justice Research Alliance will continue to showcase members' research, and providing the valuable service of linking ASC to the federal government and to media outlets. Goodbye for now.

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TEACHING TIPS

Igniting Student Learning: The Visual Project

by

Susan R. Takata, Professor, University of Wisconsin, Parkside

"In order for us to teach, we must learn from our students."

– Hans Mauksch, Founding Director of the American Sociological Association's Undergraduate Teaching Project

The purpose of this teaching tip is to demonstrate how teaching and learning are interactive and interdependent. To be more specific, this teaching tip will discuss how visual projects can teach instructors new and different issues as well as encourage and internally motivate student learning. Such motivation increases the retention of course content and encourages lifelong learning (e.g. critical thinking, logical reasoning, problem solving, teamwork, and group decision-making skills). Rather than a traditional term paper, which has an audience of one (the instructor), I have utilized the visual project as an innovative hands-on alternative in which teaching and learning are shared (Dewey; Takata & Curran).

The Visual Project

In recent years, I have assigned a visual project in each criminal justice/sociology course. The students are asked to select a topic of interest, relevant to the course. Much like a poster session or an art exhibition, students present their topics visually—the visual presentation is self-explanatory, requiring no formal oral presentation. There are three phases of the visual project: 1) the annotated bibliography, 2) the visual component, with a take-away item, and 3) the overall learning assessment.

In the first step, students email me their visual project topic, which must relate to the course. Naturally, a course such as "Law and Society" offers a much wider range of topics, compared to "Corrections." Topics cannot be recycled from past coursework or projects from other classes, and students can opt to work alone or in groups. I highly encourage group work, because shared learning can add depth to the project and take it to unexpected places (Johnson & Johnson). Each component includes a self-assessment to allow students to have input into the grade earned.

Annotated Bibliography The annotated bibliography is a review of the literature with emphasis on scholarly sources. The purpose of the bibliography is to provide the data and background research that will become part of the visual component. Each annotation has two parts: the first, a brief summary of the source (scholarly sources are strongly encouraged, as opposed to the popular press), and the second, a sentence or two on the usefulness or relevance of the source.

The Visual Component The visual component must be self-explanatory as well as interactive. On the day the visual component is due, students are instructed to display their projects around the perimeter of the classroom. Most visual projects are on tri-fold poster boards, but some students create dioramas, scrapbooks, poetry, paintings, or songs. An interactive component might be a quiz with flip-up answers on the poster board, a matching game, in which the correct answers light up, or an opinion poll.

Included with the visual component is an inexpensive, but informative, take-away item which serves as a reminder of the main lessons exhibited by the project. Examples of take-away items include homemade bookmarks, informational flyers, cupcakes decorated with a symbol related to the visual project, and so forth. The extent and diversity of student creativity never ceases to amaze me.

Visual projects are graded based on the content, including the balance of text versus images, overall creative presentation of the topic, and a polished, finished appearance. If working in a group, one group grade is assigned for the visual component. In addition to the self-assessment questions, group members are asked to discuss the division of labor, which is graded individually. Rather than collecting all of the visual projects, which would be an enormous load, I bring my digital camera to take several pictures of each project.

Overall Learning Assessment As the third and final component of the visual project, I ask students to answer the following questions: 1) How does your visual project topic relate to the course materials, i.e. the readings, major concepts? 2) What have you learned? The purpose of the open-ended questions is to find out what connections the students are making between the course materials and their visual project topic. This learning assessment comes toward the end of the semester, allowing students more time to analyze, evaluate, and synthesize the course materials, as noted in the taxonomy of learning developed by Krathwohl, Bloom, & Masia.

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Challenges and Benefits

At the end of each semester, I discuss with my classes how to improve on the visual project. As a result, the visual project has evolved and changed over time. Originally, I started with two projects per semester, with all three components due at the same time. Today, I assign one major visual project, with a component due every four weeks, spreading the project across the semester. The bibliography has also changed to include annotations. One of the most recent changes has been to weigh each component more heavily than the self-assessment. In the past, these were equally weighted, even though students spent more time on each main component than the self-graded part.

The visual project is labor-intensive for the instructor — much like supervising thirty different independent studies in one semester. But there is joy, excitement, and reward in a learning process which utilizes a hands-on approach. Students become so involved that, at times, a few have complained how they ended up devoting more time to their project at the expense of their other coursework.

At the opposite end of this continuum, there are students who are not internally motivated. They tend to wait until the very last minute and, if not self-disciplined, can easily fall behind. To combat this, I provide a timeline each week, which shows at which phase of their project they should be, in order to stay on track. (I call it, "Takata's Stress Free Approach to the Visual Project.")

Given the tremendous time and effort expended on the visual project, students have expressed that it is unfortunate that the visual projects cannot be shared in other venues beyond the classroom. In the past, two campus venues were student initiated: 1) a poster session in the large student union ballroom, and 2) a lunch-hour exhibition in the heavily trafficked indoor skywalk from the main campus to the student union. Students invited friends and family on Facebook, and it was announced campus-wide. It was also suggested during a recent roundtable discussion that my students take their projects to local high schools.

The visual project inspires great enthusiasm on the part of the students and instructor. Students become internally motivated to learn something that peaks their curiosity, and learning is made fun again. When students teach their fellow students, moreover material is retained better. The visual project also serves as a centerpiece for discussion between the student and curious family members, friends, and roommates — an unintended though positive consequence. I am also learning from my students, and it keeps me up-to-date.

Hands-On, Interactive Visual Learning: Benefits Outweigh Challenges

I prefer to put in the extra effort, if that is what it takes for my students to become more internally motivated to learn. The visual projects are labor-intensive, and this is much more time-consuming than grading an exam or term papers. However, students will retain the knowledge gained from the visual project, and from the course itself, because they were motivated by their interests. Visual projects encourage higher levels of learning, building student skills in analysis, evaluation, and synthesis (Krathwohl, Bloom, & Masia).

As instructors, we must learn from our students in order to be effective educators, and the visual project serves as an ideal assignment for such teaching and learning to occur. I am always fascinated by the variety of topics that interest my students each semester. Based on their interests, I am also learning and expanding my knowledge base. Speaking from my own professional experience, Hans was correct. Teaching and learning is interactive and interdependent.

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KEYS TO SUCCESS

Developing and Maintaining Relationships with Justice Practitioners and Policy Makers

by

Crystal A. Garcia, PhD, Indiana University Purdue University Indianapolis

If one of your career goals is to be an applied criminologist, there are some things you need to know about developing and maintaining relationships with the individuals serving as gatekeepers to criminal justice and mental health data (not publicly available); the clients they serve; and, the front-line professionals that work for them. While most well-trained academics can participate in occasional research projects with a local, state or federal agencies, only those who are skillful at building strong relationships with practitioners and policymakers AND who conduct research that is beneficial to both the researcher and practitioner partner, are going to build a successful career that is sustained by applied and translational research.

Throughout my career, I have conducted large-scale criminal and juvenile justice studies that required the collection of original data. These projects required the deployment of dozens of research assistants and supervisors. Most had no experience in the field and had not worked closely with practitioners. Furthermore, they had not been taught how to work closely with practitioners. Graduate students have also reported that they felt unprepared to conduct applied research as they had no idea how to: (1) develop practitioner contacts; (2) build a researcher-practitioner partnerships; (3) maintain and build on these partnerships overtime; or (4) construct a mutually beneficial research agenda. These experiences inspired me to develop a training module for my research staff that included these and other related topics which I titled, "Researcher Soft Skills" (RSS) Training.

Some of the soft skills I included in the training revolved around understanding the practitioner's point of view; their time constraints and job responsibilities. Others focused on being self-sufficient and troubleshooting within the research team, rather than turning to a local practitioner to addresses various challenges when they arise. There are several other concepts I cover when I talk about RSS, though I do not intend to cover them all here. In what remains of this column, I will discuss the RSS I believe to be central to the success of applied criminologists—*developing and maintaining relationships with justice practitioners and policymakers.*

My mentor (one of Criminology's original applied criminologists) taught me how to navigate researcher-practitioner partnerships. Additionally, I learned many valuable lessons from my own applied research. Below I offer five important considerations and several specific recommendations new faculty can utilize to develop mutually beneficial, lasting research partnerships with justice practitioners and policymakers.

I. Making New Contacts & Seeking New Partnerships

It is not unusual for practitioners to be wary of opening up their agencies or data to someone that is not well-known to them. This can be particularly problematic for individuals fresh out of graduate school who move to an unfamiliar area for their first faculty appointment. There are several ways to build professional contacts and seek researcher-practitioner partnerships early in one's career. I suggest the following ways to get the ball rolling.

Senior Faculty. Seek assistance from your senior faculty. Senior faculty are your most valuable asset when it comes to making connections to individual practitioners, agencies or policymaking institutions. Faculty that have been highly active in applied research, served on justice-related commissions (whether at the local or state level), or who have been appointed to governing boards of local justice-related non-profit organizations are the most likely to have contact with practitioners that you would want to meet.

Even if you do not know a senior faculty member well, but believe they may have contacts that could be beneficial to your research and teaching, ask them for assistance. When I started as a new assistant professor, I read all of my colleagues' vitas and asked to have a lunch meetings with the faculty that likely had access to key decision-makers in the local juvenile justice system, local probation departments and the state department of correction. No one turned me down and some even complimented me for "taking the bull by the horn."

Tag-A-Long. This suggestion is related to the one above, though it does not focus solely on senior faculty. A particularly good strategy for learning who the important players are in the local justice system is to tag-a-long with faculty, post-doctoral fellows, research associates or policy analysts (affiliated with your program) to research-related meetings. Specifically, I found tagging-a-long to two types of meetings beneficial (even when the research topics did not align with my interests): meetings populated by

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findings to local practitioner groups, local and/or state policymakers, and to community groups.

Grad School Networks. Just as your siblings and parents were your first social support system, your grad school network (i.e., your faculty and fellow students) is your first research support system. Though few, if any, of your grad school network will follow you to your first faculty position, they may be able to assist you when it comes to connecting to practitioners and agencies in your region. As you well know, our field is large, but it is also quite small. Your friends and faculty from grad school may have worked on research projects with agencies near where you are now, or perhaps have colleagues who know worked with practitioners in the area jurisdictions. For example, right out of grad school, I took a faculty position that was located over 2,000 miles away from where I went to school. While it would have been easy to assume that since I was so far from home, my grad school network would not be of use to me. Yet, I would have been wrong in that assumption. While a student, my mentor introduced me to some of the top researchers in the topics I studied. Several of these folks lived in neighboring states and some had even conducted research with practitioners in jurisdictions near me. When I learned of their experiences, I sought their counsel and learned valuable information about key players who would be good partners.

Attend Regional and State-level Practitioner Conferences. Many different justice-related professions have annual, regional and state-level conferences. These types of meetings can be good for new faculty to attend so that they can become familiar with the prominent practitioners in a particular profession in local and state jurisdictions. While these are formal meetings, they are informal enough for faculty to approach practitioners and introduce themselves. Such brief introductions provide an opportunity for to highlight their research interests and request more meetings at a later date.

Write for Practitioner Publications. The professional organizations described above also have newsletters for local members with some publishing state level journals. There are national level journals for each professional group as well. You could write a summary of your research and explain how it would be useful to local practitioners in these publications. It may not be the most successful way to get onto a busy professional's calendar, but it can work.

Do a Freebee. No one likes to work for free; however, one of the best ways to build a new relationship and prove yourself to a practitioner, policymaker or agency is agree to do a project for free. Be smart and do not take on a project that is terribly time consuming or would require additional resources. Doing this sort of service garners good will and could provide the opportunity to start conversations about possible future projects.

Cold Calling. It is perfectly acceptable to cold call practitioners you would like to meet. If you are able to connect with them, have a preset agenda you discuss with them during the call. For example, introduce yourself, briefly mention your main research areas and ask them if they are willing to meet. Be sure to communicate the purpose for the later meeting (i.e., talk more at length about your work, learn about their research needs, talk about possible collaborations, etc.). Do not forget to thank them for their time, be flexible and accept a meeting time that is most convenient for them.

II. Do Your Homework!

I never go into a meeting with a practitioner without first doing some homework. For example, I read about the agency (if it is one I have not worked with) and I make sure to learn the purpose of the meeting before I get there. If you are meeting with a practitioner and they (or you) are seeking a partnership grant from a state or federal agency, be sure to have read the full solicitation including fiscal agent requirements, deadlines, required deliverables, and investigate the types of projects this grant program previously funded before the meeting. If the practitioner you are meeting with is from an agency that has issued a Request for a Proposal (RFP) or a Request for Information (RFI) for a grant or research contract, first be sure that you are allowed to meet with them to discuss the RFP/ RFI. Additionally, determine who is eligible to apply for the solicitation and be sure that you understand the purpose of the project, budget constraints, deadlines, and deliverables before meeting.

If you are meeting with a practitioner or policy maker simply to get to know him/her (and to learn if you can be of assistance to him/her in the future), read up about the individual, the position he/she holds, and the agency/ department/ institution that employs the person. Where appropriate, particularly if you have concerns that this practitioner or policymaker is considered controversial, discretely inquire of people you trust (and are in a position to know) if the meeting is a good idea. You will want to avoid meeting with people that whose purpose is to manipulate you and your work for political gain. When in doubt, you can always discuss the meeting with senior faculty as they may be able to provide important insights.

III. Building a Relationship Grounded in Trust

There is no easy formula to rely on for developing a strong researcher-practitioner relationship based on mutual respect and trust. The suggestions provided below are far from exhaustive and are simply what I found most beneficial in my experiences.

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Establishing Rapport. The first step in building a solid relationship is fairly obvious. You must build rapport, not only with the practitioner, but with all of the staff involved in the project if a project is under discussion. There are numerous ways to do this, but one of the easiest is to discuss colleagues you have in common. Or, you can discuss the latest in evidenced-based practices in their field and discuss which they have adopted and why. Another way that I establish rapport is to discuss the years I spent as a practitioner. It allows them to see me in a different light. It also offers me a chance to acknowledge participating in research be onerous, but my practical experience allows me to design projects that add as little work as possible to a practitioner's workload.

Establishing Credibility. In addition to talking about my time as a practitioner, I also make certain that I provide evidence of my credibility as a researcher. The best way for a practitioner to trust that you can accomplish the work that you have promised, is by sharing your research history. Take the time to highlight any research projects that are relevant to the partnership you are currently building (or hope to build). You should also provide copies of technical publications and articles relevant to the current discussions. Know that justice practitioners are very busy and have many demands on their time. Therefore, I also provide one page synopses of the studies to them.

Explicitly Stating Goals and Needs. Trust can be seriously undermined by miscommunications about research goals and resources needs. At the outset, be upfront about why you want to enter into this research partnership and/or why you want to conduct this study (e.g., obtain data for future publications, test theory, change policy and practice, etc.). It is just as important for you to ask your practitioner partner(s) to clearly delineate the goals they hope to achieve via the partnership or study.

Trust can also be damaged beyond repair if resource needs are not clearly stated up front. No practitioner wants to be told the week before they expect to receive a final report that you cannot finish the project because you did not have enough resources to complete it.

If you are considering a research collaboration, ask if the department/agency/institution has funding to support the project. If not, inquire if they would be interested in partnering on a grant to underwrite the project. Be strategic in your discussions of the resources they can provide, as in-kind support can be quite valuable. However, be sure to get specific written promises about such resources and be careful that they are enough to complete the study. For example, if an agency does not have monetary funds, but they are willing to give you in-kind resources via the use of their database manager's time, the project may be worth doing if they can dedicate enough resources. Consider a project where you are promised assistance in data cleaning, data dumps, the creation of data extracts, and the construction of database queries. You are thrilled to have this kind of assistance as this very large, relational database is quite complex. So, you agree to take on the study free of charge. Unfortunately, you soon learn that only 2% of the data manager's time is allocated to your study. This paltry allocation will not provide all the database work that needs to be completed during the study period. What at first seemed to be a very doable project, has now become a nightmare. In fact, their in-kind resources, hardly made the study worth your time.

IV. Constructing Mutually Beneficial Research Projects

Another way to develop and maintain strong relationships with practitioners is to develop research projects that are mutually beneficial. I could write an entire article about this topic, but will try to be brief. One of the most valuable lessons I learned from my mentor was to make certain I incorporate as many research questions as possible that the practitioner would like answered. A practitioner is far more likely to approve and support an investigator-initiated study, if the findings are of value to them. On the flip side, when a practitioner brings a project to me, I agree to take it on only when I am allowed to include research questions that are of interest to me.

Additionally, one should develop the research design and study protocol in concert with the practitioner-partner whenever possible. Furthermore, when feasible, line-staff who are directly impacted by the study should be included in these discussions. I am not suggesting that their input will drive the methodology, but their input could help increase staff buy-in. Furthermore, who better to point out if a particular procedure is impossible or specific data is unavailable?

Another study-related topic which can impact the quality of the researcher-practitioner relationship deals with data. It is important for both parties in the partnership to agree on the necessary data sources and determine if they are available. Nothing can sour a collaboration like the inability of a practitioner to produce data promised. I was PI on a project that required our team to develop a large, statewide database that could be used to report data to a federal agency and by local decision-makers to address problems in their jurisdictions. The data were promised to us by our practitioner partners, yet we quickly learned of state legislation that blocked the release of these data (except by court order). After some serious trouble shooting, our data crisis was resolved. Luckily, we had a working relationship with the Chief Justice of the State Supreme Court who agreed to issue an order compelling all courts to release the data we needed. If not for that fix, the project and a long-standing research collaboration could have gone up in flames.

KEYS TO SUCCESS

Also, I urge you to obtain signed Memorandums of Understanding (MOUs) for all of your projects—particularly those that rely heavily on practitioner partnerships. While these formal documents aren't required for all projects, I refuse to take on projects without them. MOUs are agreements between the university, the researcher and the sponsoring agency. Included in these documents are the scope of work to be completed, deadlines, deliverables and remuneration. Your institution can provide you with a MOU boilerplate; however, not all institutions include statements relating to ownership of study data or whether researchers must seek permission from the sponsoring agency to publish articles from the study data. Whenever possible, negotiate ownership of the data and against the need to seek approval to publish from the study.

V. Completing the Project & Disseminating the Findings

Not much needs to be stated here except that if you agree to do a project for (or with) a practitioner, you **MUST** complete it. As you have seen, there are several circumstances that can damage a relationship with a practitioner, but none so much as failing to complete a project and failure to produce the promised deliverables. In fact, failure to complete a research contract or grant, can result in a lack of eligibility for future funding. Even when the consequences are not as dire, you should expect that your practitioner partner will not want to partner with you again in the future.

Finally, if you have not already, create a dissemination plan with your practitioner partner. Be sure to share your results widely—both in practitioner publications and in academic journals. When possible, co-author and co-present with your practitioner partner. I have found that it was during free time at conferences that my practitioner partners inevitably began discussion for our next big project.

I sincerely wish I had known all of this when I first started my career. It is my hope that you will find some of it useful in the development and maintenance of your relationships with practitioners and policymakers.



POSITION ANNOUNCEMENTS



The University of Oklahoma Open Rank Department of Sociology

The Department of Sociology at the University of Oklahoma invites applications from scholars for an open rank position (tenure-track Assistant, Associate, or Full) to begin August 14, 2017. The Department seeks candidates whose teaching and research focus on the relationship between criminology/criminal justice and race/ethnicity or social inequalities. We are particularly interested in candidates who are working toward or already have a nationally visible research record and who have an established record, or show promise, in securing external funds. The successful candidate must be able to teach courses related to criminology and criminal justice at both the undergraduate and graduate levels. Commitment to public sociology and community engagement is also desirable. The successful candidate must have a Ph.D. in sociology or related field (JD-only candidates need not apply). The teaching load is two courses per semester and the salary will be commensurate with experience. The University of Oklahoma is located in Norman, a university community approximately 20 miles from Oklahoma City, the state's largest city and capital. The University has strong programs in Women and Gender Studies, African and African American Studies, and Native American Studies, offering possibilities for collaboration with faculty across the campus.

About OU

OU is a Carnegie-R1 comprehensive public research university known for excellence in research, teaching, and community engagement. OU serves the educational, cultural, economic and health-care needs of the state, region, and nation from three campuses: Norman, Health Sciences Center in Oklahoma City, and Tulsa Schusterman Center. OU enrolls over 30,000 students and has more than 2,700 full-time faculty members in 21 colleges. In 2014, OU became the first public institution ever to **rank #1 nationally in the recruitment of National Merit Scholars** with 311 scholars. The 277-acre Research Campus in Norman was named the **#1 research campus** in the nation by the Association of Research Parks in 2013. Norman is a culturally rich and vibrant community located just outside Oklahoma City. With outstanding schools, amenities, and a low cost of living, Norman is often cited in "best places to live" rankings. Visit <http://www.ou.edu/flipbook> and <http://www.ou.edu/publicaffairs/oufacts.html> for more information. The greater Oklahoma City metropolitan area has a population of over 1.25 million residents and offers all of the culture, dining, entertainment and amenities typical of a modern metropolis.

Application and Deadline Information

Interested individuals should submit a single PDF file to Susan McPherson, Staff Assistant, at smcpherson@ou.edu containing the following: a cover letter describing research and teaching experience, a curriculum vitae, a diversity statement about how the applicant addresses/has addressed diversity in the areas of research, teaching, and service, and a sample of written work. Applicants should also request three letters of recommendation and have them sent directly to smcpherson@ou.edu.

To ensure full consideration, please submit all application materials by December 1, 2016. Additionally, candidates attending the American Society of Criminology meetings in New Orleans are encouraged to apply by November 15, 2016. Screening will continue until the position is filled. Please direct any additional inquiries to the Search Committee Chair, Dr. Meredith G. F. Worthen, mgfworthen@ou.edu.

The University of Oklahoma is an Equal Employment Opportunity/Affirmative Action Employer. OU complies with all applicable federal and state laws and regulations and does not discriminate on the basis of race, color, national origin, sex, sexual orientation, genetic information, gender identity, gender expression, age, religion, disability, or status as a veteran in any of its policies, practices, or procedures. The Department of Sociology has a strong commitment to diversity and has received the Seal of Excellence from Sociologists for Women in Society for creating a climate that is welcoming to women and gender scholars. Women and minorities are encouraged to apply.

POSITION ANNOUNCEMENTS

The Society for the Study of Social Problems (SSSP) is soliciting applications for the position of Editor of the Society's flagship journal, *Social Problems*. The three-year term will begin with the operation of the new editorial office in mid-year 2018. The new editor will be responsible for editing and promoting Volumes 66-68 (years 2019-2021). We seek a diverse pool of editorial candidates. Applicants must be members or become members of the SSSP by the time of their application and continue to be a member during their tenure as editor.

Candidates must have distinguished scholarly records, previous editorial experience, strong organizational and management skills, and the ability to work and communicate well with others, including with scholars in academic and non-academic settings. For a full description of the position and application process, please visit: (http://www.sssp1.org/file/announcements/Social_Problems_Editor.pdf). Deadline for applications is January 15, 2017.

Please direct all inquiries, nominations, expressions of interest, and application materials to Dr. Corey Dolgon at cdolgon@stonehill.edu

DOCTORAL STUDENT FORUM

Building Novelty: The Importance of Starting with a Wide Foundation

by

Ethan M. Rogers (ethan-rogers@uiowa.edu), University of Iowa

The world of academia and publishing is plagued by a tension between numbers and novelty. Scholars often have to choose between writing numerous papers that have little contribution to knowledge or one innovative paper that has a higher impact (Foster et al. 2015). In preparation for the job market, graduate students are particularly burdened by this choice as they face pressure to do both.

On one hand, universities stress the volume of publications when making hiring decisions – to the point that “publish or perish” goes beyond anecdote (see Frost, Phillips, and Clear 2007). On the other hand, academic disciplines stress novelty and influence. I’m sure I’m not the only graduate student who receives questions such as “what are you adding to the discipline with your research?,” “what makes this research novel?” or, more simply stated by one of my mentors, “so what?” Similarly, established scholars are quick to remind students how “uncreative” added-variable approaches are for research. During an ASC graduate advice session, one of the panelists fervently stated, “Enough of the added-variable papers! Do something new! Be innovative.” As inspiring as this directive was, this advice (along with much of the general advice given to graduate students) offers nothing about *how to be* novel.

These potentially competing pushes for numbers and novelty reminds me of an episode from *The Office*. In the episode “The Target,” Pete is building a card pyramid while Kevin watches from a distance. Naturally, a wide foundation is essential to a card pyramid, but while Pete is trying to build this foundation, Kevin suggests that he should make the card pyramid taller. When Pete explains that he first needs to make the pyramid wider, Kevin simply responds, “You’re not getting this Peter, make it go wider... UPI!” In academia, there seems to be plenty of Kevins. With few messages of establishing the foundation first, there are numerous messages to build taller, to produce more and to be novel. As a result, there tends to be this pressure among graduate students to invent gaps in the literature - to build taller before building wider. Consequently, much like a card pyramid without a wide base, these projects topple even under the slightest pressure due to weak theoretical foundations, narrow literature backgrounds and questions that go beyond the limits of data. So, I’d like to remind all of us to listen to Pete – build a wide foundation first. Here are just a few (hopefully) helpful tips from someone still figuring it out.

1. Ask the experts. There are many others more equipped than me to speak on this matter. While being novel tends to get into public discourse, your advisors, mentors, and other academics will be happy to give you their tips on how to achieve this goal if you just ask. Many of the following tips have come from some of my own advisors.

2. Don’t put the cart before the horse. Be patient. Let the literature bring you to your research question; don’t expect to start with something novel – this is building up before building wide. This advice is particularly for masters and beginning doctoral students. It’s natural to want to have a research question as soon as possible because it gets rather tiring responding to all of the questions about your research with “I’m still unsure.” But instead of rashly diving into some research question that has a weak base, be more reflective on where you really are with your research. You know an area that interests you and you may be starting to find certain themes or gaps that you may focus on – talk about that. You will quickly find that if you are honest with where you are at in the process, people will be much more helpful. Remember, you likely aren’t the first person to engage this topic, you need to learn what the experts know before trying to become involved in the conversation.

3. Read, read, read. Read? In graduate school? While generic, a reminder to read is always useful. Often times in the buzz of graduate school, it is easy to fall into the trap of only reading for classes or maybe for a specific paper that you’re currently writing. But you must keep reading! Read on topic, but also read off topic. Keep an eye on the major journals in your field. Look for papers that are cited a lot in what you read, and go find them. One of the quickest ways to identify a novel contribution is to see where two areas of literature can improve each other. Additionally, read thoughtfully and methodically. When an article sets up a question that needs to be answered, find the research that addresses that question. Trace these readings like a road map and when you come to a dead end, think about how you can pave a new path.

4. Utilize area exams, don’t hurdle them. It’s a tough pill to swallow, but there is a reason for area exams (beyond getting you one step closer to graduation). Area exams offer you the rare opportunity to dive head first into a specific area of study with relatively little distraction. They force you not only to read the literature, but to identify themes, make connections, and, yes, discover gaps. Once you’re through the painstaking process of actually taking the area exam, go back through your study materials. Note the gaps that you discovered and think about ways in which you can fill them.

DOCTORAL STUDENT FORUM

5. Write review articles and book chapters. Much like the area exams, writing review articles and book chapters give you an important chance to thoughtfully reflect on a specific area. Typically, these reviews also require you to offer some future directions for research. Practice what you preach! If you experience difficulty finding these opportunities, at least be sure to set a daily schedule in which you make writing a priority, possibly through journaling about research articles you've recently read. You might also contact faculty – they are regularly invited to write reviews and may be more motivated to accept when they have a student co-author on board.

6. Collaborate with faculty and peers. Be available to work on papers with your faculty. Seeing how established scholars put together research papers and book chapters is a good way to begin to learn how the game is played. Eventually, you want to be on a path to where you are taking the lead on projects, but that happens during the latter part of graduate school. Try to find out how successful researchers approach problem-finding, data, and publishing. In many ways, academia runs on the apprentice model; seeing how people 'do' social science may be the best way to learn to do it yourself. Once you're more comfortable, also consider collaborating with your peers, both within and across disciplines. Work with scholars who have different areas of expertise and interests can often bring out new answers to old questions. For some excellent tips on collaboration, see *The Criminologist* articles by Gaub and Dario (2015) and Roche (2016).

To end, I'll just remind you once more, "Yes, taller. But first, wider."

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Frost, N. A., Phillips, N. D., & Clear, T. R. (2007). Productivity of criminal justice scholars across the career. *Journal of Criminal Justice Education*, 18, 428-443.

Gaub, J., & Dario, L. M. (2015, March/April). What Makes a Successful Collaboration? *The Criminologist*, 40(2), 28-29.

Roche, S. P. (2016, May/June). Breaking Out of Your Cell: The Virtues of Peer Collaboration and Writing Clubs. *The Criminologist*, 41(3), 18-20.

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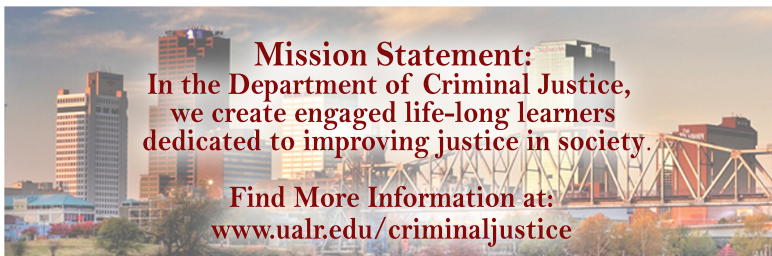
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CRIMINOLOGY AROUND THE WORLD

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. – Vesna Markovic at vmarkovic@newhaven.edu

Extreme Measures: Abuses against Children Detained as National Security Threats – July, 2016

HUMAN
RIGHTS
WATCH

The Human Rights Watch (HRW) focused this report on children being detained in war zones and deemed “national security threats.” They estimate that thousands of children are detained and held without charge, and in some cases even tortured. As a result, some have been detained for months, and even years. Some children have been tortured and abused, and some have even died in custody. This is in clear violation of international legal standards. In countries such as Afghanistan, Iraq, Democratic Republic of Congo, Israel, Nigeria, Somalia, and Syria, a large number of children have been detained under the guise that they committed conflict-related offenses.

The detentions in Iraq and Afghanistan have also included children being detained by the U.S. for participating in armed activities.

There is also a video highlighting the case of 14-yr-old Ahmad al-Musalmani who was detained in 2012 and held for months in Syria for having an anti-Assad song on his cell phone. A military defector released photos of thousands of in-custody deaths, which also included 14-yr-old al-Musalmani. Based on the photos of the condition of the body, it was deemed that the boy died from blunt force trauma in custody. Al-Musalmani was just one case of thousands of children who have been detained in Syria.

Recommendations for countries who have detained juveniles include, releasing children who have not been charged for recognizable offense, treat the youth in accord with international juvenile justice standards proscribed, punishment be appropriate to the age as well as the offense, and allow agencies like UNICEF access to youth who have been detained.

The report can be found on the Human Rights Watch website:

<https://www.hrw.org/report/2016/07/28/extreme-measures/abuses-against-children-detained-national-security-threats#page>

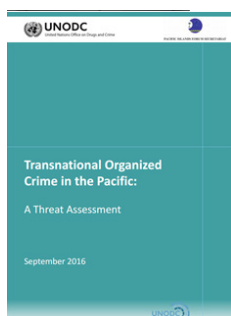
Internet Security Threat Report (ISTR) – April, 2016



The internet security threat report is published every year by Symantec, and is focused on threats to mobile devices, web threats, social media, scams and email threats, data breaches and privacy, targeted attacks, and threats to the cloud and infrastructure. Symantec monitors these threats in over 157 countries and territories. In 2015, even though the rate of overall email spam decreased, they found more than 430 million new malware which accounts for a 36% increase from 2014. The threats reported are only part of the picture. They also estimate that over 500,000,000 personal records were lost or stolen in 2015. There were also over a million web attacks in 2015. The use of ransomware increased by 35% in 2015.

The report is available: <https://www.symantec.com/content/dam/symantec/docs/reports/istr-21-2016-en.pdf>

Transnational Organized Crime in the Pacific: A Threat Assessment – September 2016



This report focuses on transnational organized crime (TOC) activity specifically for the Pacific Island Countries and Territories (PICT). The main focus of the report is on the four major TOC activities that are prevalent in the area. These are drug and precursor trafficking, human trafficking and migrant smuggling, environmental crimes, and small arms trafficking. Based on the assessment of the threat, three key recommendations were made in dealing with the issues in the PICT area. The first recommendation, policy and legislation, focuses on ways in which the PICT countries can strengthen and ratify legislation to assist in prosecuting members of TOC organizations. They also recommended using research and data to further assist in assessing the criminal activity, strengthening their data collection capacity. The final recommendation focused on capacity building and cross-border cooperation. This includes trade security, border management, anti-money laundering, and law enforcement forensics.

The report is available on the UNODC website:

http://www.unodc.org/documents/southeastasiaandpacific/Publications/2016/2016.09.16_TOCTA_Pacific_web.pdf

CRIMINOLOGY AROUND THE WORLD

New International Books of Interest

Backer, D.A., Bhavnani, R., and Huth, P.K. (2016). *Peace and Conflict 2016*. (Center for International Development and Conflict Management - CIDCM).

Fradella, H.F., and Summer, J.M. (2016) *Sex, Sexuality, Law, and (In)justice*. (Routledge).

Lamont, C. (2016). *International Criminal Justice and the Politics of Compliance*. (Routledge).

Marmo, M. and Chazal, N. (2016). *Transnational Crime and Criminal Justice* (Sage).

UPCOMING CONFERENCES & EVENTS

INTERNATIONAL CRIMINOLOGY MEETINGS AND CONFERENCES

7th Annual conference of the Victimology Society of Serbia: Challenges of social reaction and victims' protection
November 24-25, 2016
Belgrade, Serbia
vdsconference@gmail.com, <http://www.vds.org.rs/indexEng.html>

18th World Congress of Criminology
December 15-19, 2016
Delhi, India <http://jibsisc2016congress.com/>

ANZSOC Conference: Horizons Criminology – Australian and New Zealand Society of Criminology
December 15-19, 2016
Hobart, Australia
www.anzsoc2016.com

Applied Research in Crime and Justice Conference
Sydney, Australia
February 15-16, 2017
<http://www.cvent.com/events/the-applied-research-in-crime-and-justice-conference-2017/event-summary-93925f5ce2e34208b76cab19657bb1b7.aspx>

The Israeli Association of Criminology Bi-Annual Meeting
Crime, Victimization, and Law Enforcement: Local and International Perspectives
May 17-18, 2017
Jerusalem, Israel
Israel.criminology.association@gmail.com

Stockholm Criminology Symposium
City Conference Center
June 19-21, 2017
<http://www.criminologysymposium.com/>

British Society of Criminology Annual Conference 2017
July 10-13, 2017
Sheffield Hallam University in the UK <http://www.britisocrim.org/conference/>

Crime and Justice in Asia and the Global South: An International Conference
Co-hosted by the Crime and Justice Research Centre (QUT) and the Asian Criminological Society
July 10-13, 2017
Shangri-La Hotel, Cairns, Australia <http://crimejusticeconference.com.au/>



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PROGRAM LEADERSHIP

Tom Nolan, Ed.D.

*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*.

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ASC CALL FOR NOMINATIONS - 2017 AWARDS



The American Society of Criminology

Announces its call for nominations

for the 2017 Awards

ASC Fellows

Herbert Bloch Award

Gene Carte Student Paper Competition

Ruth Shonle Cavan Young Scholar Award

Michael J. Hindelang Award

Mentor Award

Outstanding Article Award

Ruth D. Peterson Fellowship for Racial and Ethnic Diversity

Sellin-Glueck Award

Edwin H. Sutherland Award

Teaching Award

August Vollmer Award

****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 - 2017 AWARDS**NOMINATIONS FOR 2017 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: **SUSAN TURNER** (949) 824-6943 (Ph)
University of California, Irvine sfturner@uci.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: **MAHESH NALLA** (517) 355-2228 (Ph)
Michigan State University nalla@msu.edu

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

Committee Chair: **TOM BLOMBERG** (850) 644-7380 (Ph)
Florida State University tblomberg@fsu.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: **CATHY WIDOM** (212) 237-8978 (Ph)
John Jay College of Criminal Justice cwidom@jjay.cuny.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, LL.D., or a similar graduate degree no more than five years before the selection for the award (for this year the degree must have been awarded no earlier than May 2012), unless exceptional circumstances (ie., illness) necessitates a hiatus in their scholarly activities. If the candidate has a multiple of these degrees, the last five-year period is from the date when the last degree was received. The award may be for a single work or a series of contributions, and may include coauthored work. Those interested in being considered or in nominating someone for the Cavan Award should send: (a) a letter evaluating a nominee's contribution and its relevance to the award; (b) applicant's/nominee's curriculum vitae; and (c) no more than 3 published works, which may include a combination of articles and one book. All nominating materials should be submitted to the Committee Chair in electronic format, except for book submissions. A hard copy of any book submission should be mailed to the Committee Chair. The deadline for nominations is **March 1**.

Committee Chair: **LORRAINE MAZEROLLE** (61) 7-3346-7877 (Ph)
University of Queensland l.mazerolle@uq.edu.au
Michie Building (9), Room 440
St. Lucia QLD 4072
Australia

ASC CALL FOR NOMINATIONS - 2017 AWARDS

NOMINATIONS FOR 2017 ASC AWARDS

(Nomination submission dates and rules may differ.)

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 2015 calendar year. The Committee automatically considers all articles published in *Criminology* and in *Criminology & Public Policy*, and will consider articles of interest published in other journals. We are also soliciting nominations for this award. To nominate articles, please send full citation information for the article and a brief discussion of your reasons for the recommendation to the Committee Chair. The deadline for nominations is **February 15**.

Committee Chair: **CHRISTOPHER BROWNING**
Ohio State University

(614) 292-6681 (Ph)
browning.90@osu.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 2014, 2015, or 2016. To be considered, books must be nominated by individuals who are members of the American Society of Criminology. The Committee will not consider anthologies and/or edited volumes. To nominate a book, please submit the title of the book, its authors, the publisher, the year of the publication, and a brief discussion of your reasons for the recommendation to the Committee Chair. The deadline for nominations is **February 15**.

Committee Chair: **SIMON SINGER**
Northeastern University

(617) 373-7446 (Ph)
s.singer@northeastern.edu

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

Committee Chair: **CASSIA SPOHN**
Arizona State University

(602) 496-2334 (Ph)
cassia.spohn@asu.edu

ASC CALL FOR NOMINATIONS - 2017 AWARDS

NOMINATIONS FOR 2017 ASC AWARDS

(Nomination submission dates and rules may differ.)

RUTH D. PETERSON FELLOWSHIP FOR RACIAL AND ETHNIC DIVERSITY

The Ruth D. Peterson Fellowship for Racial and Ethnic Diversity is designed to encourage students of color, especially those from racial and ethnic groups underrepresented in the field, to enter the field of criminology and criminal justice, and to facilitate the completion of their degrees.

Eligibility: Applicants are to be from racial and ethnic groups underrepresented in the field, including but not limited to, Asians, Blacks, Indigenous peoples, and Latinas/os. 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) personal statement from the applicant as to their 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: Three (3), \$6,000 fellowships are awarded each year.

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

Committee Chair: **ROD BRUNSON**
Rutgers University

(973) 353-5030 (Ph)
rodbruns@andromeda.rutgers.edu

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 to the Committee Chair in electronic format by **April 15**.

Committee Chair: **DAVID KIRK**
Oxford University

(44) 1865-278599 (Ph)
david.kirk@nuffield.ox.ac.uk

ASC CALL FOR NOMINATIONS - 2017 AWARDS

NOMINATIONS FOR 2017 ASC AWARDS

(Nomination submission dates and rules may differ.)

TEACHING AWARD

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

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

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

Nominees will be contacted by the Chair of the Teaching Award Committee and asked to submit a teaching portfolio of supporting materials.

The teaching portfolios should include:

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

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

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

Committee Chair: **LOIS PRESSER**
University of Tennessee – Knoxville

(865) 974-7024 (Ph)
lpresser@utk.edu

ASC CALL FOR NOMINATIONS - 2017 AWARDS

NOMINATIONS FOR 2017 ASC AWARDS

(Nomination submission dates and rules may differ.)

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

Committee Chair: **CODY TELEP**
Arizona State University

(602) 496-2356 (Ph)
cody.telep@asu.edu

The American Society of Criminology

1314 Kinnear Rd., Ste. 212
Columbus, OH 43212
Phone: (614) 292-9207
Fax: (614) 292-6767
Website: www.asc41.com
Email: asc@asc41.com

ASC CALL FOR PAPERS



AMERICAN SOCIETY OF CRIMINOLOGY

CALL FOR PAPERS

**Annual Meeting 2017
Philadelphia PA
November 15 - 18 2017
Philadelphia Marriott Downtown**

***Crime, Legitimacy and Reform:
Fifty Years after the President's Commission***

Program Co-Chairs:

Lynn A. Addington, American University
and

Robert J. Kane, Drexel University

asc2017Philly@gmail.com

ASC President:

JAMES P. LYNCH
University of Maryland

SUBMISSION DEADLINES

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

Friday, March 10, 2017

Posters and roundtable abstracts due:

Friday, May 12, 2017

ASC CALL FOR PAPERS

SUBMISSION DETAILS

All abstracts must be submitted on-line through the ASC website at www.asc41.com/annualmeeting.htm. On the site you will be asked to indicate the type of submission you wish to make. The submission choices available for the 2017 meetings include: (1) Complete Thematic Panel, (2) Individual Paper Presentation, (3) Author Meets Critics Session, (4) Poster Presentation, or (5) Roundtable Submission.

Please note that late submissions will NOT be accepted. Also, submissions that do not conform to the guidelines will be rejected. We encourage participants to submit well in advance of the deadline so that ASC staff may help with any submission problems while the call for papers is still open. Please note that ASC staff members respond to inquiries during normal business hours.

Complete Thematic Panels: Must include a title and abstract for the entire panel as well as titles, abstracts (no more than 200 words) and author information for all papers. Each panel should contain between three and four papers and possibly one discussant. We encourage panel submissions organized by individuals, ASC Divisions, and other working groups.

- PANEL SUBMISSION DEADLINE:
Friday, March 10, 2017

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

- INDIVIDUAL PAPER SUBMISSION DEADLINE:
Friday, March 10, 2017

Author Meets Critics: These sessions, organized by an author or critic, consist of one author and three to four critics discussing and critiquing a recently published book relevant to the ASC (note: the book must appear in print before the submission deadline (March 10, 2017) so that reviewers can complete a proper evaluation and to ensure that ASC members have an opportunity to become familiar with the work). Submit the author's name and title of the book and the names of the three to four persons who have agreed to comment on the book.

- AUTHOR MEETS CRITICS SUBMISSION DEADLINE:
Friday, March 10, 2017
-

ASC CALL FOR PAPERS

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

- **POSTER SUBMISSION DEADLINE:**
Friday, May 12, 2017

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

- **ROUNDTABLE SUBMISSION DEADLINE:**
Friday, May 12, 2017

APPEARANCES ON PROGRAM

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

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

The meetings are Wednesday, November 15 through Saturday, November 18. Sessions may be scheduled at any time during the meetings. ASC cannot honor personal preferences for day and time of presentations. All program participants are expected to register for the meeting. We encourage everyone to pre-register before October 1 to avoid paying a higher registration fee and the possibility of long lines at the onsite registration desk at the meeting. You can go to the ASC website at www.asc41.com under Annual Meeting Info to register online or access a printer friendly form to fax or return by mail. Pre-registration materials should be sent to you by August 31, 2017.

SUBMISSION DEADLINES

- **Friday, March 10, 2017** is the **absolute** deadline for thematic panels, regular panel presentations, and author meets critics sessions.
 - **Friday, May 12, 2017** is the **absolute** deadline for the submission of posters and roundtable sessions.
-

ASC CALL FOR PAPERS

ABSTRACTS

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

EQUIPMENT

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

GUIDELINES FOR ONLINE SUBMISSIONS

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

When submitting an abstract or complete panel at the ASC submission website, you should select a single sub-area (1 through 62) in 1 of 15 broader areas listed below. Please select the area and sub-area most appropriate for your presentation and only submit your abstract once. If there is no relevant sub-area listed, then select only the broader area. If you are submitting an abstract for a roundtable, poster session or author meets critics panel, you only need to select the broader area; no sub-area is offered. Your choice of area and sub-area (when appropriate) will be important in determining the panel for your presentation and will assist the program chairs in avoiding time conflicts for panels on similar topics.

Tips for choosing appropriate areas and sub-areas:

- Review the entire list before making a selection.
- Choose the most appropriate area first and then identify the sub-area that is most relevant to your paper.

The area and sub-area you choose should be based on the aspect of your paper that you would describe as the primary focus of the paper. For example, if your paper deals with juvenile delinquency, you might choose Area IX, sub-area 47 if the focus is on causes of delinquency but Area IX, sub-area 49 if the focus is on prevention policies.

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

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		asc2017Philly@gmail.com
Area II	Division "Highlighted" Sessions		asc2017Philly@gmail.com
Area III	Theoretical Explanations of Crime and Criminal Behavior	Fawn Ngo	fawnngo@sar.usf.edu
1	Biological, Bio-social, and Psychological Perspectives	Eric Connolly	Ejc22@psu.edu
2	Critical, Conflict and Feminist Perspectives	Christina DeJong	dejongc@msu.edu
3	Social Ecology of Crime	Lallen Johnson	Ltj25@drexel.edu
4	Development and Life Course Perspectives	Lila Kazemian	lkazemian@jjay.cuny.edu
5	Social Process Theories (Learning and Control)	Constance Chapple	cchapple@ou.edu
6	Rational Choice Perspectives	Mark Berg	Mark-berg@uiowa.edu
7	Routine Activity and Situational Perspectives	Brian Lawton	blawton@jjay.cuny.edu
Area IV	Correlates of Crime	Jorge Chavez	jchavez@bgsu.edu
8	Gangs, Peers and Co-offending	Chris Melde	melde@msu.edu
9	Immigration/Migration	Anthony Peguero	Anthony.peguero@vt.edu
10	Mental Health	Eric Silver	esilver@psu.edu
11	Neighborhoods Effects	Maria Velez	mvelez@unm.edu
12	Poverty and Structural Inequalities	Stacia Gilliard-Matthews	Stacia.matthews@rutgers.edu
13	Gender, Race and Social Class	Tia Stevens Anderson	tstevens@mailbox.sc.edu
14	Substance Use and Abuse	Wilson Palacios	Wilson_palacios@uml.edu
15	Weapons	Noah Painter-Davis	Npf26@unm.edu
Area V	Types of Offending	Karen Terry	kterry@jjay.cuny.edu
16	Drugs	Dina Perrone	Dina.perrone@csulb.edu
17	Environmental Crime	Michael Lynch	mjlynch@usf.edu
18	Family and Intimate Partner Abuse	April Pattavina	April_pattavina@uml.edu
19	Technology and Crime (identity theft, cyber-crime)	Robert D'Ovidio	Robert.dovidio@drexel.edu
20	Organized Crime and State Corruption	Margaret Beare	mbeare@yorku.ca

ASC CALL FOR PAPERS

21	Property and Public Order Crime	Shane Johnson	Shane.johnson@ucl.as.uk
22	Hate Crimes	Josh Freilich	jfreilich@jjay.cuny.edu
23	Sexual Violence	Andre Rosay	abrosay@uaa.alaska.edu
24	Human Trafficking	Amy Farrell	Am.farrell@neu.edu
25	Terrorism	Laura Dugan	ldugan@umd.edu
26	Violent Crime	Aki Roberts	aki@uwm.edu
27	White Collar, Occupational, and Corporate Crime	Rebecca Nash	Becky.nash@csulb.edu
Area VI	Victimology	Bonnie Fisher	Bonnie.fisher@uc.edu
28	Patterns and Trends in Victimization	Jena Owens	owensjen@umkc.edu
29	Fear of Crime and Perceived Risk	Jodi Lane	jlane@ufl.edu
30	Policy and Prevention of Victimization	Margit Averjijk	Margit.averdijk@soz.gess.ethz.ch
Area VII	Criminal Justice Policy and Practice	Beth Huebner	huebnerb@umsl.edu
31	Capital Punishment	Natasha Frost	N.frost@neu.edu
32	Considering Criminal Justice Policies	Mary Carlton	Mary.carlton@usdoj.gov
33	Collateral Consequences of Incarceration	Johnna Christian	Johnnac@newark.rutgers.edu
34	Corrections	Tomer Einat	einatt@mail.biu.as.il
35	Prosecution and the Courts	Brian Johnson	Bjohnso2@umd.edu
36	Crime Prevention and Planning	Elizabeth Groff	groff@temple.edu
37	Prisoner Re-entry	Jason Rydberg	Jason_rydberg@uml.edu
38	Race, Ethnicity and Justice	Geoff Ward	gward@uci.edu
39	Restorative Justice Perspectives	Maria Schiff	mschiff@fau.edu
40	Sentencing	Jordan Hyatt	jmh498@drexel.edu
Area VIII	Policing	Charles Katz	Charles.katz@asu.edu
41	Comparative Research on Policing	Francois Bonnet	frabonnet@gmail.com
42	Police Organizational Issues	Melissa Morabito	Melissa_morabito@uml.edu
43	Police Authority and Accountability	Jeremy Carter	carterjg@iupui.edu
44	Police, Communities, and Legitimacy	Michael Reisig	Mreisig1@asu.edu

ASC CALL FOR PAPERS

45	Police Strategies, Interventions, and Evaluations	Aili Malm	Aili.malm@csulb.edu
46	Police Technologies (communications, alternatives to lethal force)	Michael White	Mdwhite1@asu.edu
Area IX	Juvenile Crime and the Justice System	Megan Kurlychek	mkurlychek@albany.edu
47	Delinquency	Matt Vogel	vogelma@umsl.edu
48	Disproportionate Minority Contact	Patricia Warren	pwarren@fsu.edu
49	Juvenile Justice Policies and Practices	Aaron Kupchik	akupchik@udel.edu
50	Schools, School Violence, and Bullying	Emily Tanner-Smith	e.tanner-smith@vanderbilt.edu
Area X	Perceptions and Responses to Crime and Justice	Chris Koper	Ckoper2@gmu.edu
51	Activism and Social Movements	William Parkin	parkinw@seattleu.edu
52	Media and the Social Construction of Crime	Jaclyn Schildkraut	Jaclyn.schildkraut@oswego.edu
53	Perceptions of Justice and Legal Marginalization	Valli Rajah	vrajah@jjay.cuny.edu
54	Convict Criminology	Debi Koetzle	dkoetzle@jjay.cuny.edu
Area XI	Expanded Perspectives on Criminology	Janet Stamatel	jstamatel@uky.edu
55	Cross-National Comparisons	Amy Nivette	a.e.nivette@uu.nl
56	Global Perspectives	Sanja Kutnjak Ivkovic	kutnjak@msu.edu
57	Translational Criminology	Cynthia Lum	clum@gmu.edu
58	Historical Comparisons of Crime	Randolph Roth	Roth.5@osu.edu
Area XII	Methodology	David McDowall	dmcdowall@albany.edu
59	Advances in Evaluation Research	Jack McDevitt	j.mcdevitt@neu.edu
60	Advances in Qualitative Methodology	Jamie Fader	jfader@temple.edu
61	Advances in Quantitative Methodology	Robert Apel	Robert.apel@rutgers.edu
62	Advances in Pedagogical Methods	Matt Fetzer	mdfetzer@ship.edu
Area XIII	Roundtable Sessions	Wendy Regoeczi	w.regoeczi@csuohio.edu
Area XIV	Poster Sessions	Susan Case	asc@asc41.com
Area XV	Author Meets Critics	Vanessa Panfil	vpanfil@osu.edu

Member 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"/> 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		

RUTH PETERSON FELLOWSHIP FOR RACIAL AND ETHNIC DIVERSITY (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 <table border="1" style="width:100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width:10%;">0</td> <td style="width:10%;">1</td> <td style="width:10%;">6</td> <td style="width:10%;">4</td> <td style="width:10%;">-</td> <td style="width:10%;">0</td> <td style="width:10%;">2</td> <td style="width:10%;">4</td> <td style="width:10%;">0</td> </tr> </table>	0	1	6	4	-	0	2	4	0	3. Filing Date 10/01/16
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4. Issue Frequency Bi-monthly	5. Number of Issues Published Annually 6	6. Annual Subscription Price \$50.00
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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
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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 Stewart
1314 Kinnear Rd., Ste. 212, Columbus, OH 43212-1156**

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		14. Issue Date for Circulation Data Below	
The Criminologist		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
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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)	1543	1620
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Publication not required.

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

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

Date

10/01/16

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