



Editor's Note:

In the days before the shooting at Marjory Stoneman Douglas High School in Florida, Dr. Sheetal Ranjan met Jon Lane, a teacher who stopped a school shooting in progress in 1996. Dr. Ranjan, a criminologist, and Mr. Lane, an advocate for community-based efforts to reduce gun violence, wrote this piece to highlight our current knowledge on school shootings, and the importance of translational criminology in making meaningful change.

Christina DeJong, ASC Vice President

School Shootings: Making a Case for Translational Criminology

Sheetal Ranjan, William Paterson University
& Jon Lane, Retired Educator, Moses Lake, Washington

My Name is Jon Lane, and I was a teacher involved in the 1996 School Shooting at Moses Lake, Washington. A 14-year-old student came in to Frontier Middle School on a Friday afternoon with a rifle and two handguns. He entered the school, walked through the hallways straight to his classroom and began firing. I was teaching in a room just two doors away. As soon as I heard the explosions, I left my class to enter the room that the sound came from. The student was positioned in the corner of the classroom, away from the windows. He was dressed in all black; a long "roper" coat, a black cowboy hat, two gun-belts, and a "lucky rabbit's foot" hung from his belt. He had already killed a student and teacher, in addition to critically wounding two others before I had come in. I convinced him to let me take three students who were in dire shape out of the room. I moved the students one by one and returned to the classroom each time. The shooter eventually said he was going to take me hostage. He was going to put the gun in my mouth and exit the classroom. I knew then that I had to act. As soon as I was close enough, I charged at him and pinned him against the wall. The remaining students escaped and the police came in soon after. It's been twenty two years, yet the incident is ingrained forever in my mind and in the community - Jon Lane¹

The incident described by Jon Lane took place in 1996. Since then, there have been many school shootings across the nation, including those at Columbine High School (CO) in 1999, Sandy Hook Elementary School (CT) in 2012, and most recently, Stoneman Douglas High School (FL) in 2018. Paradise (2017), who created a dataset of shootings across all types of educational institutions in the United States between 1840 and 2015, believes that the 1966 shooting at the University of Texas, in which

¹ Jon Lane and Sheetal Ranjan first met a few days before the school shooting at Stoneman Douglas. A casual conversation quickly turned to an in-depth discussion on whether violence can really be prevented. In the aftermath of the shooting, Jon and Sheetal exchanged emails and the idea of this paper developed. Jon reviewed all the articles cited in this paper, wrote the incident described in the first paragraph and provided extensive input for the section subtitled 'what works'. Most importantly, Jon believes that discipline should be corrective, not punitive. Given the fast-paced changes in technology and in the way social institutions function, he believes that we cannot depend on doing the same things we have done in the past and expect different outcomes.

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19 were killed and 28 were injured, was the turning point in mass murder shootings on educational campuses. Starting with that event and counting through to the end of 2015, there have been 17 mass murder events resulting in 166 deaths and 204 injuries. Though mass murders are generally rare and represent only about 1% of total homicides (Levin, 2014), the terror, havoc and lasting effects on the survivors, parents, teachers, school administrators, and the communities in which they occur is enormous (Moore, Petrie & Braga, 2002; Newman, Fox, Harding, Mehta & Roth, 2004; Nurmi, Räsänen & Oksanen, 2012). Further, because these incidents involve multiple-victim homicides with larger body counts, they become national news, garnering significant public attention (Levin, 2014). Each time such an incident occurs, the nation watches in shock, horror and despair seeking answers to many questions: Who is the offender? What caused them to premeditate and plan such an attack? Is there a pattern to how these school shootings are executed? What has been the national or local response? Does the answer lie in 'gun control' or 'mental health' support alone? Or does it lie in increasing school safety? In this essay we attempt to answer these questions by combining the insights of a violence prevention criminologist and a survivor who has lived twenty two years with the memories of this trauma. More importantly, we identify the most compelling solutions for school gun violence to date and present a case for translational criminology.

What we know about the offenders. Perpetrators of school-based mass murder attacks in the U.S. are typically young, white, males (Harding, Fox, Mehta, 2002; Kimmel & Mahler, 2003; Muschert, 2007; Newman et al., 2004; Paradice, 2017 & Vossekuil, Fein, Reddy, Borum & Modzeleski, 2004). In *The School Shooter: A Threat Assessment Perspective*, O'Toole (2000) underscores that there is no accurate 'profile' or checklist of danger signs that can help identify a potential school shooter or prevent future incidents. Nevertheless, commonalities exist among attackers involved in school shootings. Most attackers displayed some form of concerning behavior prior to the incident ranging from depression, anger, difficulty coping with loss or rejection and suicidal ideations; in addition, most attackers had also experienced bullying victimization (Gerard, Whitfield, Porter & Browne, 2016; Leary, Kowalski, Smith & Phillips, 2003; O'Toole, 2000; Vossekuil et al., 2004). They had a fascination for weapons, accessibility to them and had used them before (O'Toole, 2000; Wike & Fraser, 2009). Further, attackers were also fascinated by death and death-related themes (Leary et al., 2003). Using these characteristics to develop an offender profile of teenagers, however, is a double-edged sword, because many teenagers display one or more of these behaviors appropriate to their developmental stage.

Langman (2008) classifies school shooters into three types: traumatized, psychotic, and psychopathic. In one study, over half of offenders were found to have a psychiatric history presenting either specific symptoms, having a diagnosis of a mental illness, or were undergoing some form of mental health treatment prior to the shooting (Gerard et al., 2016), but most people with these disorders do not go on to become school shooters (Langman, 2008). All of these factors taken together imply that we cannot use an offender profile to narrow down a potential school shooter. This then directs our attention to commonalities across incidents.

What we know about the incidents. The joint effort of the U. S. Secret Service and U.S. Department of Education titled the *Safe School Initiative* uses the phrase 'targeted school violence' to examine characteristics of incidents in which the school was deliberately selected as the location for the attack. The goal was to use Secret Service's threat assessment investigative approach (typically used for national public officials or public figures) to understand school shootings with the goal of thwarting school attacks before they occurred. The most useful findings of this study are related to how the attacks were conceptualized, signaled, advanced and resolved (Vossekuil et al., 2004). Their findings indicate that incidents of targeted violence at school rarely are sudden, impulsive acts—almost every incident of school shooting is premeditated (Agnich, 2015; Fox & Levin, 2001; McGee & DeBernardo, 1999; Meloy, Hempel, Mohandie, Shiva, & Gray, 2001; Newman et al., 2004; Vossekuil et al., 2004). Prior to most incidents, other people knew about the attacker's idea and/or plan to attack, which are typically shared through direct or indirect threats, drawings, diaries, school essays (Weisbrot, 2008), and most recently, in YouTube posts. Some researchers have used the term 'leakage' to describe this phenomenon and consider it a 'keystone risk factor' for a school shooting (O'Toole, 2000; Wike & Fraser, 2009). Another study indicates that at least one person knew about the plans of the offender (81 percent of incidents) and this person was usually a friend, schoolmate or sibling (Vossekuil et al., 2004).

A variety of weapons are used in mass shootings. Vossekuil et al. (2004) found that 61 percent used handguns and 49 percent used rifles or shotguns; 46 percent of attackers in their study had more than one weapon with them at time of the attack. Similarly, of the 282 incidents that Agnich (2015) examined, 70 percent of the weapons were firearms—including 202 handguns/pistols, and 104 long guns. Paradice (2017) found that of the 207 events where they could identify a weapon, 75 percent used a handgun. Shooters typically sourced their weapons from immediate family members or relatives; most attackers had access to weapons and had used them prior to the attack (Verlinden, Hersen & Thomas, 2000; Vossekuil et al., 2004).

Other factors linked to school shootings. Much research has attempted to link a variety of variables to youth violence, especially in the context of school shootings. The family backgrounds of school shooters greatly varies, with shooters coming from vastly different types of families. Some shooters happen to come from intact, healthy functioning families, while others can come from abusive, dysfunctional, and broken home environments (Langman, 2008). A dysfunctional or broken family leaves the child at higher risk; however, it is not a requirement for violent behavior to exist. An apparent lack of family bonding and parental involvement in the child's life have been linked to the development of violent behavioral problems (Verlinden et al., 2000). One study found that 43 percent of the perpetrators commit animal cruelty before schoolyard massacres in an up-close manner (Arluke & Madfis,

2014). This finding was supported in the research of Leary et al. (2003), but contradicted in Vossekuil et al. (2004) thereby making it inconclusive. School shooters were found to be socially marginalized, and held few friends. The social rejection caused these at-risk youths to strengthen ties with the few, often antisocial, friends they did have (Dutton, White & Fogarty, 2013; Newman et al., 2004; Verlinden et al., 2000).

A culture of violence in the community, media and video games has also been examined in the context of school shootings. Some studies have found that students in "culture of honor" states in the Southern and Western United States were more likely to carry a weapon to school and these states were significantly more likely have school shootings compared to other states (Brown, Osterman, & Barnes, 2009). Other studies have attributed school shootings to the culture of celebrity in postmodern America (Larkin, 2017) or in the social and cultural milieu in which these school shooters lived (Newman, 2013). Video games have popularly been linked as a risk factor in school shootings, but only one study has found some evidence in support of the idea (Bushman & Anderson, 2015) while others have debunked such linkages (Fox & DeLateur, 2014; Ferguson, 2008; Sternheimer 2006).

Response to school shootings. Research on school safety was first taken up in the 1990's as a reaction to Columbine with the 'School Safety Initiative' - a joint effort of the US Secret Service and the US Department of Education. This collaboration produced reports pertaining to attackers, bystanders and threat assessment (Vossekuil et al, 2004). These studies were helpful in shaping many initiatives and laid the foundation for future research. After the Virginia Tech incident, another joint effort was undertaken by the Federal Bureau of Investigation, US Secret Service and the US Department of Education, producing multiple reports from the agencies on campus targeted violence (Drysdale, Modzeleski & Simons, 2010). In 2012, the Newtown (CT) massacre elevated the urgency for action and about 450 school safety bills were introduced across the country. Education Week conducted an analysis of those and found that most bills were related to emergency planning and putting more police officers and security in schools, while some focused on mental health and other support services (Shah & Ujifusa, 2013). In 2013, President Obama introduced "Now is the Time" with a list of 23 executive actions related to gun violence. In 2014, the Congress provided \$75 million to the NIJ to conduct scientific research in support of school safety (Modzeleski, Petrosino, Guckenbug & Fronius, 2014).

Kupchik, Brent & Owen (2015) provide an excellent analysis of the national debate and response to school shootings. Outlining the similarities in policy responses post-Columbine and post-Newtown, they highlight how both sides of the aisle (in different ways) have retained a criminal justice response to the issue of school shootings by focusing primarily on gun control and school security practices. Six years since Newtown, in the aftermath of Stoneman Douglas (FL), the gun debate continues - rightfully so - because a clear resolution remains elusive.

In the meantime, schools are frantically reassessing security measures on their campuses despite continuous investments towards it in the past twenty years. According to a national survey, School Resource Officers (SRO's) have been placed in schools across the country not because schools or law enforcement officers felt they were necessary to address the level of violence in the school, but rather because of national media attention to school shootings, or other reasons such as 'grants' or 'funds' being available (Travis & Coon, 2005). The School Survey on Crime and Safety: 2015-16 data show that about 42 percent of schools nationally have an SRO, 11 percent have a sworn law enforcement officer and 20 percent use private security (Diliberti, Jackson & Kemp, 2017). SRO's may help with other disciplinary issues in the school (Martinez-Prather, McKenna & Bowman, 2016a, 2016b, 2016c) with no evidence that they prevent school shootings (Kupchik, 2010); but the inaction of the SRO at Stoneman Douglas has brought this issue back to the national forefront (Johnston, 2018). Public and media alike have begun to raise questions about the usefulness of SRO's and if they are counter-productive by creating a false sense of security. In addition, the presence of SRO's and law enforcement officers at schools increases the 'school to prison pipeline' (Martinez-Prather, McKenna & Bowman, 2016a) where the odds of referring a student to law enforcement for lower-level offenses are between 1.38 and 1.83 times greater for schools that use SROs than those who do not (Nance, 2016).

What works. This then brings us to the question of what works and what should the response be? Center for Disease Control's (CDC) social-ecological model for violence prevention uses a multilevel approach: individual, relationship, community and societal (CDC, 2018). Combining the CDC's model within a coordinated community response framework (Ranjan, 2016 & 2017) will enable efficiency and efficacy.

Individual & relationship measures. We know that offender profiling may not work to prevent school shootings, but given the evidence related to behavioral and mental health issues of school shooters, providing parents or caregivers and schools with the necessary education, training and infrastructure to identify and deal with these issues will be a evidence-based, common-sense measure in the right direction. Mitigating serious discipline issues need to be implemented using a wrap-around service approach to include school counselors, social workers, behavior analysts, restorative practitioners, and mental health specialists (Coffey, Stallworth, Majors, Higgs, Gloster, Carter & Ekhtator, 2018).

Peer rejection, including romantic break-ups, are common in adolescence. Pro-actively fostering a climate that is conducive to "talk it through" with others including, parents, peers and partners can help adolescents in developing cognitive frameworks for better

understanding the nature of intimate relationships and learning to cope with its ups and downs (Connolly & McIsaac, 2009). Life skills training in negotiating peer conflicts and peer victimization using restorative justice approaches are mentioned in the definition of the function of an SRO according to the Community Oriented Policing Services (COPS) program (James & McCallion, 2013). Ensuring that SRO's or other facilitators of such restorative circles are adequately trained will be essential to its success (Martinez-Prather, McKenna & Bowman, 2016a, 2016b, 2016c). Community based mentoring programs for youth (DuBois & Rhodes, 2006; Travis & Coon, 2005) and parents/caregivers (Ranjan, 2014) need to be part of a coordinated prevention strategy.

Community level measures. School safety measures such as security cameras, metal detectors and identification cards have been extensively deployed since Columbine and fall under the purview of CDC's community level measures to enhance safety. The threat assessment approach of the U.S. Secret Service can also be used to identify community level risk factors. School administrators, teachers, coaches and parents need to be in tune with the characteristics of these settings and have a mechanism in place to flag and discuss ongoing issues about school climate and culture including 'leakages' (Gerard et al., 2016; Wilke, 2009). The 'code of silence' is a known risk factor in school shootings. Therefore, it is imperative to create an atmosphere where such a code simply cannot exist. School culture and climate need to be assessed. Time-tested criminological approaches in training teachers and administrators to enhance social bonds are needed (Na & Gottfredson, C., 2013; Curran & Renzetti, 2001; Gottfredson, 2001; Gottfredson, G., Gottfredson, C., Payne, and Gottfredson, N., 2005; Hirschi, 1969). Punitive approaches generated by the media frenzy and resulting moral panic (Madfis, 2016) are often excessive for minor and non-criminal acts in schools. Overreaction of teachers towards these acts committed by students can prove to be harmful by 'labeling' a student especially in circumstances where the offending student is already experiencing social and behavioral difficulties (O'Toole, 2000; Verlinden et al., 2000). Reforming school disciplinary policies and the practice of out-of-school suspensions are necessary to prevent racialized marginalization and long term adverse effects (Kupchik & Farina, 2016; Reyes, 2018; Wolf & Kupchik, 2017).

Society level measures. School shooting prevention at this level of the CDC model primarily revolves around two broad areas of discussion—masculinity and its cultural scripts that have persistently been reinforced by media and firearm legislation—and both will need long-term attention. The societal pressure to conform to a masculine identity leads many school shooters to demonstrate their hegemonic masculinity through violence (Kimmel & Mahler, 2003). Researchers also attribute violent behavior to homophobia and related bullying. Cultural scripts need to be rewritten to accommodate alternate models of masculinity (Newman et al., 2004) using long-term educational policies and programs. Exacerbating the issue of masculinity is the media's contagion effect in perpetuating cultural norms (Newman et al., 2004; Preti, 2008) that propagate copycat killings or other potentially lethal activities (Cohen, 1999; Fox & Burstein, 2010; Kotinsky, Bixler & Kettl, 2001; Newman et al., 2004; Sullivan & Guerrett, 2003). The debate about gun laws, which has become the mainstay policy debate after every school shooting, falls in the realm of changes that society needs to make (Kupchik, Brent & Mowen, 2015). Fox & DeLateur (2013) assert that eliminating the risk of mass murders may need extreme steps such as repealing the Second Amendment.

A case for translational criminology. Criminologists have generated significant evidence about best practices to reduce the risk of school shootings. Yet, it feels like we are watching the same tragedy unfold every couple of years. While criminologists cannot claim to have all the answers¹, they have many - enough to make some sad and perhaps a bit guilty every time a new school shooting makes national headlines. In a world where information spreads at breakneck speeds, why can't criminologists disseminate their findings and solutions faster and better? Why are evidence-based criminological solutions not center stage in discussions about legislations, policies and practice?

A few years ago, the Director of National Institute of Justice (John Laub), made a commitment to 'translational criminology' - one which aims to break down barriers between basic and applied research by creating a dynamic interface between research and practice so that they can best inform each other. While some criminologists have made it a priority to make evidence easily available and palatable for policy-makers and practitioners, most are still hesitant to take the leap of faith - or perhaps feel ill-equipped to do so. Fewer still are willing to take on research projects informed directly by practice in the field.

As a discipline, criminology needs to make a conscious effort to make evidence-based practices trickle down into real-world settings where they are needed most. It needs to prioritize modes of making proven solutions reach large numbers of people rather than a select few. It needs to utilize advances in dissemination and implementation science to contribute to systems change - to make criminal justice policy and practice more consistent with research evidence.

1 See Modzeleski, Gill & Petrosino (2015) for a comprehensive guide to gaps in research on school shootings and how to disseminate them.

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Graduate Studies in Criminology and Criminal Justice

The Ph.D. in Criminology and Criminal Justice at Old Dominion University is centered on policy and inequality, criminological theory, and research methods and statistics. The department features a diverse faculty with expertise in:

- Inequality (race, class and gender)
- Juvenile Justice
- Policing
- Social Justice
- Violence Against Women
- Criminological Theory
- Research Methods and Statistics

Ph.D. in Criminology and Criminal Justice

- Competitive assistantships
- Ph.D. students publish with faculty in peer-reviewed journals
- Ph.D. students gain valuable teaching experience
- Past students have received awards from national organizations
- Recent Ph.D. graduates have accepted tenure-track positions at James Madison University, Eastern Kentucky University, Marymount University and Arcadia University (among others)

Old Dominion University, located in the coastal city of Norfolk, Virginia, is a vibrant multicultural city which serves as the financial capital of the Hampton Roads area. ODU is just 20 minutes from the Chesapeake Bay, 30 minutes from the Atlantic Ocean in Virginia Beach, and 4 hours from Washington, DC. Lovely weather with moderate winters offer beautiful landscapes and water views throughout the year.

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



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Norfolk, VA 23529

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EDITOR'S CORNER

Four years of Editing Feminist Criminology (2014-2018): Lessons Learned

Rosemary Barberet, Editor, *Feminist Criminology* & Diana Rodriguez-Spahia, Managing Editor, *Feminist Criminology*

As *Feminist Criminology's* fourth editorial team, we pause to reflect on how far the journal has come since its inception in 2006, and over our brief four year term. When we started our term in 2014, our goals were fairly simple: we wanted to continue to implement the founding goals of the journal, encourage high quality submissions and reviews, increase diversity within the journal, continue the journal's good track record in publishing international articles, as well as creatively disseminate the articles published (Barberet, 2014).

As we went about trying to fulfill these aims, we learned more about the publishing process, and tried to plan how we would achieve them, step by step. Therefore, as we attempted to increase the diversity of the submissions, we focused more on international manuscripts in manuscript recruitment. This was done not only through publicizing the journal at international conferences, which the editor routinely attends, but by paying special attention to international topics in domestic conferences – which the managing editor took on as part of her task list while attending the American Society of Criminology conference and reviewing the programs of other conferences. See Figure 1 below for our results in continuing the good record of the journal in publishing work from outside the United States.

As we thought about how to increase the quality of reviews, we realized that it is rare that any of us are taught to review articles as new scholars. Thus, along with the editors of *Violence Against Women* (Claire Renzetti) and *Women in Criminal Justice* (Frances Bernat), we started offering a DWC-sponsored Reviewer Training Workshop at the ASC annually, mainly for graduate students and junior faculty. Participants receive a certificate of attendance and have given us good feedback on the quality and usefulness of the workshop, not only for producing good reviews but for producing good manuscripts themselves. This workshop attracts between 15-30 attendees yearly at the ASC. In the spirit of refining the skills of newer reviewers, we have increasingly considered junior scholars as reviewers for manuscripts. As a result of this workshop, we have bonded with both Claire Renzetti and Frances Bernat, and routinely participate in a "Meet the Editors" session with them at the ASC as well. Like-minded journals have a lot to gain from supporting each other.

We also thought it important to internationalize and diversify the editorial board. We thus added editorial board members from outside the United States and ensured that the editorial board had more representation from African American and Latina scholars from within the United States. Our editorial board now includes highly qualified scholars from almost every continent of the world. The journal itself has expanded in scope and welcomes manuscripts on LGBTQ issues within feminist criminology – indeed we have published already a number of manuscripts in this burgeoning area of research.

As the journal matured over time, it became clear to us that we needed to institutionalize a number of traditions that had been started during previous editorial terms, but not always continued. Thus, we now regularly give a Best Article Award to the best article in each volume. We regularly thank our reviewers for their time and dedication in the second or third issue of each volume. We created guidelines for guest editing of special issues, and we started recruiting one guest-edited issue per volume. We believe it is important for the journal to focus on topical areas that are of current interest to our readership. Over our term, the journal has featured four guest-edited issues: The "DWC 30th Anniversary Issue: Growth & Diversity in Feminist Criminology," Anniversary Issue in 2014, the "Special 10th Anniversary Issue: Is Criminology Still Male Dominated?" in 2016, "Bringing Latinas to the Forefront: Latina Girls, Women, and the Justice System" in 2017 and "Women at Work in Criminal Justice Organizations" in 2018. We have created an editorial office handbook to document our procedures as we hand over the issue to the next editorial team in June, 2018 to Dr. Kristy Holtfreter from Arizona State University, and her Managing Editor, Natasha Pusch.

Of course, some traditions of the journal seemed cumbersome and outdated, so one of our first steps was to eliminate manuscript submission fees, which has served to save time at the editorial office and encourage more manuscript submissions, particularly from outside the U.S. where obtaining a check in US currency was a tedious task. Similarly, we have modernized many office procedures, such that manuscripts can be processed more quickly. Day-to-day manuscript management is a routine and thankless task, but the managing editor's expertise and good humor has made the load lighter.

Dissemination, of course, is key to ensuring that the articles in the journal are read and used – either by policymakers or by other researchers. Sage has worked with us to produce podcasts, we started a *Feminist Criminology* Twitter account, and we linked more closely to the DWC social media committee. There is no doubt that the next editorial team will find new ways to disseminate the work that appears in *Feminist Criminology*.

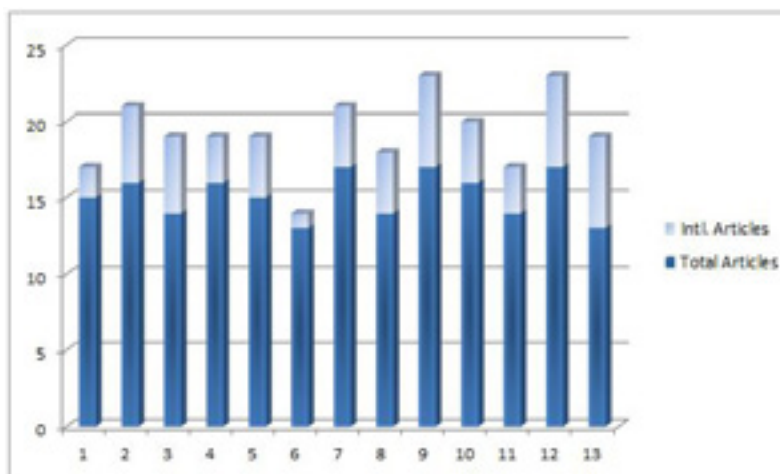
In my original article in *The Criminologist* in 2014, I called *Feminist Criminology* a “project.” By this, I meant that the journal was founded as an extension of the aims and activities of the DWC, not just as an outlet for publication of feminist criminological scholars. The more I thought about the journal as a project, and the more I as editor joined up with the DWC chair and Executive Board (the editor became a non-voting member of the DWC Executive Board two years ago), the more we realized that the healthy royalties of the DWC needed to be put to good use, and that the journal itself need not be a two-dimensional project but one that goes “live”. The editorial board agreed with us and has enthusiastically endorsed various proposals to further the goals of the journal. Thus, alongside the Siegel Fellowship of the DWC, the editorial board of *Feminist Criminology* voted to create the *Feminist Criminology* Graduate Research Scholarship, which attracts between 20-25 applications per year for a \$5,000 award. It makes sense to use the royalties to encourage more feminist criminological research. The editorial board has just approved two future awards that will come from the royalties: a poster award and an award for the presentation of research at the ASC by a scholar based outside the United States. These awards once again further the goals of the journal and the DWC to foster feminist criminological research.

As for the journal going “live”, we developed the idea of presenting feminist criminological research at various fora, and launching special issues of the journal at related events. In the fall of 2016, thanks to our editorial board member Laura Capobianco at UN Women, the DWC and *Feminist Criminology* put out a competitive call for scholars to present relevant research at a panel in partnership with the Ending Violence against Women Section at UN Women in New York City. Each scholar received \$500 in travel funding. The panel was well received, and we are planning for future venues to present feminist criminological scholarship. Furthermore, we have recently launched the newest special issue, via flying in one of its guest editors, Cara Rabe-Hemp of Illinois State University, for a presentation at a large conference on women in law enforcement co-sponsored by John Jay College of Criminal Justice, the Federal Bureau of Investigation and Siemens. Sage cooperated by making the entire special issue open access for the conference, unprecedented for our journal.

Most importantly, given the increase in submissions and favorable impact factors over the recent years, Sage has increased our number of issues per volume from four to five, starting in 2018. This is recognition of the increasing importance of our field of inquiry. The journal has a 2016 Impact Factor of 0.970, a 2016 5-year Impact Factor of 1.519, and is ranked 38/58 in Criminology/ Penology. We now receive over 120 manuscript submissions per year. We are thankful to both Sarah Shinkle and Neha Jaiswal at Sage for their support in managing the journal, and to three DWC Chairs – Kim Cook, Amanda Burgess-Proctor, and Sheetal Ranjan, for wonderful working relationships.

As we look to hand over *Feminist Criminology* to the next editorial team in June, we are proud of our accomplishments but still see much room for growth and improvement. Many junior scholars, both from the United States, and from abroad, still need much mentoring to produce a publishable manuscript, and we are convinced that the journal can play a more substantive role in doing that mentoring. We also need to reach publics that we are not currently reaching in what is, as most journals are, a publication of restricted access. *Feminist Criminology* is a jewel that is polished by successive editorial teams. Susan Sharp, the journal’s first editor, described it to me as “labor of love.” We are privileged to have played our small role in loving the journal over the past four years, and we thank the editorial board and the DWC for its unwavering support.

Figure 1. International Articles as a Proportion of Total Articles, Volumes 1-13 (2006-2018)



(Data collected and analyzed by *Feminist Criminology* editorial team)

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AROUND THE ASC

2018 ELECTION SLATE FOR 2019 - 2020 ASC OFFICERS

The following slate of officers, as proposed by the Nominations Committee, was approved by the ASC Executive Board for the 2018 election:

President

Ross Matsueda, University of Washington-Seattle
Sally Simpson, University of Maryland

Vice President

Laura Dugan, University of Maryland
Finn-Aage Esbensen, University of Missouri St Louis

Executive Counselor

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

All current (as of April 1 of the voting year) ASC non-student members are eligible to vote in the election of officers. Voting for the 2018 election for 2019-2020 officers opens at 12:00 a.m. (U.S. Eastern Standard Time) on April 27 and closes at 12:00 a.m. (U.S. Eastern Standard Time) on June 11.

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CALL FOR NOMINATIONS FOR 2019 ELECTION SLATE OF 2020 - 2021 OFFICERS

The ASC Nominations Committee is seeking nominations for the positions of President, Vice-President and Executive Counselor. Nominees must be current members of the ASC at the time of the nomination, and members in good standing for the year prior to the nomination. Send the names of nominees, position for which they are being nominated, and, if possible, a current C.V. to the Chair of the Nominations Committee at the address below (preferably via email). Nominations must be received by August 1, 2018 to be considered by the Committee.

Robert Apel
Rutgers University
School of Criminal Justice
123 Washington St
Newark, NJ 07102
(973) 353-5216
ra437@scj.rutgers.edu

DIVISION OF EXPERIMENTAL CRIMINOLOGY AMERICAN SOCIETY OF CRIMINOLOGY

*We Need You to Join Us:
Membership Drive 2018, Org. Memberships, ASC in Atlanta*

2018 DIVISION MEMBERSHIP DRIVE

This is an excellent time to renew or begin your 2018 membership to the ASC and to the Division of Experimental Criminology! Students only \$5 or FREE***

Download the ASC membership form at asc41.com/appform1.html

The first 25 new grad students to sign up will receive a \$5 Starbucks gift card!

\$5 dues, minus \$5 gift card = FREE MEMBERSHIP!

ORGANIZATIONAL SPONSORSHIPS AVAILABLE!

Did you know the DEC also offers **organizational memberships**? Show how committed your department, center, or organization is to experimental criminology by becoming a member today. We strive to recognize all of our sponsors in unique and exciting ways. Or co-sponsor an event as ASC this fall for as little as \$250. Contact us at expkrim@gmail.com for details.

2018 ASC ANNUAL MEETING – ATLANTA

The DEC & AEC look forward to welcoming you to Atlanta in November! Join us for an exciting program of events, including the annual Joan McCord lecture and DEC/AEC joint awards ceremony. Be on the lookout for our latest merchandise!

Interested in GETTING A MENTOR or BEING a mentor??

Stay tuned for more information



STAY IN TOUCH and CHECK OUT OUR NEW WEBSITE!

In January 2018 we launched our new website. To keep up to date with Division of Experimental Criminology news you can find us at expcrm.org/. You can also follow us on Twitter twitter.com/DivExpCrim and Facebook facebook.com/expkrim

DEC & aEC

DIVISION ON PEOPLE OF COLOR AND CRIME

New Editor Sought for *Race and Justice: An International Journal*

The American Society of Criminology's Division on People of Color and Crime (DPCC) invites applications for the position of editor of *Race and Justice: An International Journal*, the Division's official journal.

The journal is published by SAGE Publications and uses an on-line, electronic submission process. The new editor will be responsible for administering this process and publishing four issues a year. The editor will serve a three- or four-year term to be negotiated with the DPCC Executive Board. It is anticipated that new manuscript submissions and other editorial duties will transfer to the new editor beginning with the January 2019 issue. The editor is responsible for the timely and substantive output of the journal, including the solicitation of manuscripts, supervision of a rigorous peer review process, and the final selection of articles for publication. In addition, the editor may solicit and publish reviews of books in the area of race, ethnicity, and justice. Duties also include implementing the journal's editorial policies, maintaining high professional standards for published content, and ensuring the integrity of the journal. The editor must also work with the Division Chair to maintain an up-to-date list of DPCC membership to ensure that members receive access to the journal.

The editor's supporting institution might provide office space, file storage, equipment, at least one graduate assistant to serve as managing editor, and release time for the editor. The DPCC provides an annual stipend to be used for editorial support.

Interested applicants may contact the current co-editor, Kareem Jordan jordan@american.edu for additional information regarding the logistics or operational details of editing and producing the journal. Current and former editors of the journal are welcome to apply. Applicants must submit a statement of editorial philosophy, a vita, and assurances of institutional support to the DPCC Vice-Chair, Johnna Christian johnnac@scj.rutgers.edu. Application materials should be submitted as email attachments.

Applications must be received by June 1, 2018. Applicants will be notified of the outcome by August 2018.



THE AMERICAN SOCIETY OF CRIMINOLOGY



The Division of Terrorism and Bias Crimes

FOR MEMBERSHIP INFORMATION PLEASE VISIT: [HTTP://ASCTERRORISM.ORG/](http://ascterrorism.org/)

The Division of Terrorism and Bias Crimes is committed to advancing the scientific study on Terrorism and Bias Crimes, testing innovation in the field, and promoting excellence in practice through translational activities. The most effective way to achieve such a mission is through the creation of a global network of scholars, practitioners, policy makers, community leaders, and students. We hope that the Division will be such a network, and we hope your expertise and participation will add to our Division's mission.

We invite and encourage you to become a member of the American Society of Criminology's Division of Terrorism and Bias Crimes (DTBC). You can become a member of the Division by completing the form located at <https://www.asc41.com/appform1.html> and sending to asc@asc41.com.

CALL FOR NOMINATIONS

The DTBC is now seeking nominations for the Distinguished Scholar Award. The deadline for nomination is June 1st, 2018. If you have any question about the award, please contact the Award Committee Chair, Laura Dugan (ldugan@umd.edu).

We are excited to announce that the establishment of the Student Paper Award. We are now accepting submission for the student paper award. The submission deadline is July 1st, 2018 and all the submissions should be electronically sent to Steven Chermak (chermak@msu.edu).

More information and the guidelines about the awards can be found on the division website.

Joshua Freilich (Chair), Steven Chermak (Vice Chair), Sue-Ming Yang (Secretary-Treasurer)
Gary LaFree (Past Chair),

Executive Counselors: Laura Dugan, Jeff Gruenewald, and Nancy Morris

Learn more at <http://ascterrorism.org/>



The ASC Division on Corrections & Sentencing Requests Nominations for Annual Awards

Lifetime Achievement Award

This award honors an individual's distinguished scholarship in the area of corrections and/or sentencing over a lifetime. Recipients must have 20 or more years of experience contributing to scholarly research. Retired scholars will be considered. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Brandy Blasko, Nominations Committee Chair, at dcsawards@gmail.com no later than August 1, 2018.

Distinguished Scholar Award

This award recognizes a lasting scholarly career, with particular emphasis on a ground-breaking contribution (e.g., book or series of articles) in the past 5 years. The award's committee will consider both research in the area of corrections and sentencing and service to the Division. Recipients must have 8 or more years of post-doctoral experience. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Brandy Blasko, Nominations Committee Chair, at dcsawards@gmail.com no later than August 1, 2018.

Distinguished New Scholar Award

This award recognizes outstanding early career achievement in corrections and sentencing research. The award's committee will consider both research in the area of corrections and sentencing and service to the Division. Recipients must have less than 8 years of post-doctoral experience. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to Brandy Blasko, Nominations Committee Chair, at dcsawards@gmail.com no later than August 1, 2018.

Practitioner Research Award

The Practitioner Research Award recognizes excellent social science research that is conducted in government agencies to help that agency develop better policy or operate more effectively. The emphasis will be placed on a significant piece of research concerning community corrections, institutional corrections, or the judiciary conducted by a researcher or policy analyst employed by a government agency (federal, state, or local). Besides recognition and an opportunity to present about the research at ASC, there will be a reimbursement of up to \$500 to attend the annual meeting. Nominations should include a nomination letter and the candidate's curriculum vitae and should be submitted to dcsawards@gmail.com by no later than August 1, 2018 (please put "practitioner research award nomination" in the subject line). Bret Bucklen, kbucklen@pa.gov, serves as the award committee chairperson.

Marguerite Q. Warren and Ted B. Palmer Differential Intervention Award

The Differential Intervention Award is given to a researcher, scholar, practitioner, or other individual who has significantly advanced the understanding, teaching, or implementation of classification, differential assignment, or differential approaches designed to promote improved social and personal adjustment and long-term change among juvenile and adult offenders. The award focuses on interventions, and on ways of implementing them that differ from “one-size-fits-all,” “one-size-largely-fits all,” or “almost fits all,” approaches. The recipient’s contribution can apply to community, residential, or institutional within or outside of the United States. Consideration for this award does not require a full nomination packet. Please send the award committee the nominee’s name, affiliation, a CV, and a short description of relevant accomplishments. Nominations should be sent to dcsawards@gmail.com no later than August 1, 2018. Cheryl Lero Jonson, jonsonc@xavier.edu, is the chairperson of the committee.

Student Paper Award

This award is presented in recognition of the most outstanding student research paper. Eligibility is limited to papers that are authored by one or more undergraduate or graduate students and have not been previously published or accepted for publication at the time of submission. Papers written with faculty members are not considered for this award. Submissions will be judged on five evaluative criteria, including: the overall significance of the work; its research contribution to the field; integration of prior literature in the area; appropriateness and sophistication of the research methodology (if applicable); and overall quality of writing and organization of the paper. Papers should not exceed 30 pages of double-spaced text. References, tables, and figures are not included in the page limit. Please email papers to Danielle Rudes, Student Paper Award Committee Chair, at drudes@gmu.edu no later than August 1, 2018.

Dissertation Scholarship Award

The Division on Corrections & Sentencing of the American Society of Criminology announces a dissertation scholarship award. The DCS will grant a monetary award of \$1,000 to assist a doctoral student with completion of his/her dissertation. Doctoral students who have, or will have, successfully completed their dissertation prospectus defense at the time of the award are eligible to apply. The award is aimed specifically at students who are working on a sentencing or corrections topic for their dissertation and we are looking for a dissertation with the potential to make a unique and important contribution to the field. These monies can be used to assist with data collection or to offset other costs associated with the dissertation research. To be eligible, students must have completed all required course work, passed qualifying comprehensive exams, and have successfully defended the dissertation prospectus by the award date (November, 2017). Applications are due on September 1, 2018 and should be submitted Kimberly Kras, Dissertation Scholarship Chair, at Kimberly.Kras@uml.edu.

Award recipients selected by the Division will be notified in October 2018 and invited to receive their awards in November 2018 during the annual meeting of the American Society of Criminology in Atlanta, GA. The Awards Breakfast and Annual Meeting is scheduled for Thursday, November 17 from 8-9:20 am.

ASC Hosts Panel at American Association for the Advancement of Science Conference

The American Society of Criminology hosted a panel at the American Association for the Advancement of Science annual meetings in Austin, Texas, in February 2018. This high profile venue is the premier general science conference in the nation. There are a limited number of panels and only a handful of social science panels, so ASC's representation on the program is significant. The title of the panel was From Research to Harm Reduction: Drug Use Hot Spots, Gerrymandering, and Gang Violence. William Pridemore (University at Albany – SUNY, School of Criminal Justice), who is ASC's Liaison to AAAS, organized and moderated the panel. Elizabeth Groff (Temple University, Department of Criminal Justice), Robert Vargas (University of Chicago, Department of Sociology), and David Hureau (University at Albany – SUNY, School of Criminal Justice) were presenters. Sarah Brayne (University of Texas, Department of Sociology) was discussant. After accepting the panel for the program, the AAAS Scientific Program Committee selected the panel to have its own press briefing (about 10% of all panels are selected for these briefings).

Groff presented on research that combined police data on locations of drug enforcement with Emergency Medical Services data on locations of drug-related calls for service to achieve a more accurate picture of the micro-spatial distribution of illicit drug use, allowing treatment providers and law enforcement to better target prevention and intervention efforts. Vargas presented work showing an association between gerrymandering of ward boundaries in Black and Latino neighborhoods and the spatial clustering of violence in Chicago, and described results of an effort to reintegrate gerrymandered areas with city and state governing bodies. Hureau presented research that used a quasi-experimental design to test the efficacy of a "street outreach" gang violence intervention in Boston. The program did not produce a reduction in violence, which is consistent with a growing body of literature demonstrating gang outreach programs frequently produce null or harmful effects. Discoveries from these studies have direct implications for public policy, harm reduction interventions, and other applications that must be designed around sound scientific evidence to be successful.

Pridemore is currently preparing ASC's proposal for the 2019 AAAS meeting. The theme is "Science Transcending Boundaries" and the meeting will be held in Washington, DC.

ASC ANNUAL MEETING



Preconference Workshop

The ASC Code of Ethics and the Role of the Department Chair*
Tuesday, November 13th, 2:30pm-5pm

In 2016, the ASC membership approved the Code of Ethics with the goals of providing a set of general principles and ethical standards to guide criminologists in their professional responsibilities and conduct, and to express the values and ideals of the ASC for ethical behavior by ASC members in the context of their professional activities. Department chairs are often the individuals to whom faculty and students initially report a potential ethics violation. The purpose of this interactive workshop is to help department chairs understand the various elements of the ASC Code of Ethics and the types of complaints they may receive, as well as share strategies for preventing ethics violations and for responding to various types of complaints.

Facilitators: Margaret Weigers Vitullo, Deputy Director, American Sociological Association
Jay Albanese, Virginia Commonwealth University, ASC Ethics Committee Chair
Claire Renzetti, University of Kentucky, ASC Ethics Committee Member

Participation Fee: \$50

This workshop is listed on the ASC Preconference Workshop form; to register, go to: <http://www.asc41.com/annualmeeting.html>

*Although this workshop is intended for department chairs, others in departmental supervisory roles, such as program directors and directors of graduate studies, may also benefit from participating.

If you have questions or would like additional information, please contact Claire Renzetti (Claire.renzetti@uky.edu) or Jay Albanese (jsalbane@vcu.edu).

POLICY CORNER

The Policy Committee continues to work with ASC President Karen Heimer to ensure that there are several high-impact, policy-focused panel sessions at the annual conference in November. These featured sessions will include academic scholars, leading researchers, practitioners, and representatives from the nonprofit, private, and public sectors. These sessions will have a nontraditional format, with more speakers offering brief remarks followed by a moderated Q&A. We hope that the format will facilitate more audience participation and will stimulate an ongoing dialogue that lasts beyond the conference.

We use this Policy Corner to remind you of another opportunity to contribute to ongoing dialogue on crime and justice policy. The policy committee has officially started vetting the applications of those who wish to join the Crime and Justice Research Alliance's Expert Directory:

<http://crimeandjusticeresearchalliance.org/experts/>

What is the CJRA Expert Directory?

The Crime and Justice Research Alliance (CJRA) "communicates with the criminal justice research and academic communities about legislative, appropriations and policy developments in Washington, DC. CJRA assists policymakers across the political spectrum by summarizing published scholarly articles and identifying expert witnesses to speak to Committees, Members of Congress and Justice Department officials. The goal of CJRA is to provide objective research to inform legislators in criminal justice policy and appropriation decisions as well as reporters covering criminal justice topics in the news."

Who gets to be an expert?

A Crime and Justice Research Alliance (CJRA) expert is a current member of American Society of Criminology (ASC) and/or Academy of Criminal Justice Sciences (ACJS) who has demonstrated sufficient depth of knowledge in a particular subject area as certified by a committee of one of the two organizations.¹ CJRA experts are expected to summarize the current research in a particular subject matter and provide policy-related insight inclusive of impacts, implications, and recommendations based upon their own subject matter and policy analysis expertise. CJRA experts speak for themselves as individuals and should not represent their views as being those of the American Society of Criminology or the Academy of Criminal Justice Sciences.

How do I apply for consideration for inclusion in the CJRA expert directory?

More details regarding the application process (and required materials) can be found here:

http://www.asc41.com/policies/CJRA_ExpertDirectoryApplicationInformation.html

If you would like your application considered at the next meeting of the ASC's policy committee, please submit the required application materials via email (ascpolicycommittee@gmail.com), with the subject line "CJRA Expert Application."

Natasha A. Frost, Chair, ASC Policy Committee

¹ The CJRA is a joint project of the ASC and ACJS and both organizations have policy committees that have agreed to do the work of periodically assessing expert directory applications submitted. Although members of both organizations can apply to become experts in CJRA's expert directory, we ask that you submit an application to only one of the organizations.

POLICY CORNER

Washington Update**March 2018**

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

Washington was largely consumed with the resolution of the FY 2018 Omnibus after much negotiation over the last month. After weeks of negotiations, Congress approved the final Omnibus Appropriations bill for FY 2018, which included an increase of \$2.5 million to both of the Department of Justice (DOJ) research, evaluation and statistics agencies - providing \$48 million for the Bureau of Justice Statistics (BJS) and \$42 million for the National Institute of Justice (NIJ). This is the second year that Congress has increased funding for these agencies after many years of flat funding. The Omnibus also directs DOJ to continue development and testing of a national campus survey on sexual assault and provides up to \$5 million within BJS for this work and continues to devote \$4 million within NIJ for domestic radicalization research. The bill was signed into law by the President on March 23.

CJRA has repeatedly advocated for increases in funding for research and statistics functions within the Department of Justice, and applauds the House and Senate Commerce-Justice-Science Appropriations Subcommittees, especially House Chairman John Culberson (R-TX) and Ranking Member Jose Serrano (D-NY) as well as Senate Chairman Richard Shelby (R-AL) and Ranking Member Jeanne Shaheen (D-NH), for their leadership in continuing this long-overdue increase in funding for justice research.

Also included in the FY 2018 Omnibus was the Fix NICS Act, which is separate authorizing legislation to improve criminal background checks for firearms purchases that CJRA had previously shared concerns about due to an unrelated offset that was added during the House Judiciary Committee markup of the bill that would have decreased the authorized funding levels for BJS and NIJ to pay for increased funding to improve the National Instant Criminal Background Check System. Fortunately, the Omnibus version of the Fix NICS Act did not include these reduced authorization levels for BJS and NIJ.

Aside from the Omnibus enactment, Congress will return to Washington in April to continue work on the FY 2019 Appropriations process, including hearings with DOJ officials on the budget request. In the authorization committees, there is growing momentum for the consideration of a package of prison reform bills that would address reentry and programming to reduce recidivism, but it is unlikely to include reforms that would address sentencing.

Finally, Senators Schatz (D-HI), Van Hollen (D-MD), Hirono (D-HI), Booker (D-NJ) and Harris (D-CA) sent an oversight letter on March 1 to Attorney General Sessions and FBI Director Wray to inquire about the status of the missing data tables from the Crime in the United States report, which CJRA has continued to advocate for the release of the missing tables. For many years, the report contained 81 data tables to help criminologists, policymakers and the public understand trends in crime rates, but these tables were unexpectedly cut from 81 to 29 in the 2017 report. In December, at the urging of CJRA, the FBI Director testified that the missing tables would be released early in 2018, but this not yet happened. CJRA will continue to work with Members of Congress to conduct oversight on this issue and Director Wray's commitment to release this data.



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DOCTORAL STUDENT FORUM

Managing Mental Illness as a Ph.D. Student

Kaylin C. Winchester, University of Missouri – St. Louis

Undergraduate and graduate students alike often struggle with anxiety, depression, and other mental health problems (Bayram & Bilgel, 2008; Dyrbye, Thomas, & Shanafelt, 2006). No matter your area of study, pursuing a Master's or Ph.D. is stressful. Many students move to new cities to pursue a graduate degree and as a result, often lack a stable and supportive social network. The stress associated with increased course work, assistantships, and fears of inadequacy and failure within the realms of academia can often lead to stress, anxiety, and depressive symptoms, further impeding a student's ability to perform in graduate school (Andrews & Wilding, 2004).

In one study conducted at a large public university, over one-quarter of undergraduate and graduate students exhibited signs of depressive or anxiety disorders (Eisenberg, Gollust, Golberstein, & Hefner, 2007). Another study conducted at UC Berkeley found that nearly half of graduate students reported having emotional or stress related problems (Hyun, Quinn, Madon, & Lustig, 2006). Many avoid discussing mental health issues within academia, primarily as a result of the stigma associated with the topic. Sadly, some students simply accept depression or anxiety as par for the course.

Why do graduate students experience depression? This is a difficult question to answer. The reasons are vast and varied. However, according to Seligman (1975) graduate students often demonstrate "learned helplessness," which can serve as a barrier to academic success and graduation (Dixon & Kurpius, 2008). Several studies have found that coping skills vary greatly, ranging from "confrontative and escape avoidance mechanisms" (Sandover, Jonas-Dwyer, & Marr, 2015: 9) to problem solving. Students who have a positive outlook and self-efficacy are more likely to be successful, than their counterparts experiencing feelings of anger, boredom, anxiety, and self-doubt (Baeten, Kyndt, Struyven, & Dochy, 2010).

In addition to individualistic explanations, the structure of academia also plays a role. In fact, work and organizational context happen to be significant predictors of Ph.D. students' mental health (Di Pierro, 2017; Levecque, Anseel, Beuckelaer, Van der Heyden, & Gisle, 2017; Lipson, Zhou, Wagner III, Beck, & Eisenberg, 2016). According to Nathan Vanderford, who studies mental health in academic trainees at the University of Kentucky, "work conditions and career outlook plays a key role in the mental state of PhD trainees" (Pain, 2017). As graduate students, we experience unique challenges due to the demands of our programs, teaching one to three courses a semester, taking comprehensive exams or writing qualifying papers, working on research, and going on the job market; all while receiving little to no financial support.

Depression and anxiety should be understood as illnesses, and thus deserving of our attention and resources. Like other illnesses, individuals suffering from mental illnesses will need support and flexibility in their personal and work lives. Graduate departments often offer many resources for success in the classroom, but others offer little assistance in mental health issues beyond the university's counseling office (see Hyun et al., 2006). Most universities do provide resources to help students excel, but these are often reactionary solutions, which are equitable to using a Band-Aid to cover a bullet wound.

Where does this leave graduate students, then? Based on my personal experiences and conversations with other graduate students, the following details various recommendations that may benefit students—I certainly wish they had been clear to me in my first year. There are also suggestions for university departments to help address mental illness among the student population.

1. Don't be ashamed or embarrassed. Although it is a taboo topic, mental health problems can be diagnosed and managed. Talk about what you are going through with those you trust. Chances are, you are not alone.
2. Seek out mental health care. There is absolutely no shame in needing a therapist or psychiatrist. Many universities offer therapy at little to no cost although there are often long waiting lists. If you have health insurance, therapists outside of your university can be helpful.
3. Use disability services offered by your university. Disability services serve those with mental health issues in addition to those with physical impairments. Some disability student service offices offer accommodations and considerations to students with diagnoses of depression, anxiety, and other mental health issues. Graduate students can take advantage of disability services by following the same procedures outlined for undergraduate students.

DOCTORAL STUDENT FORUM

4. Make yourself a priority. As a type-A graduate student, this thought may seem daunting. Making yourself a priority means understanding self-care the same way that you do your research, teaching, and class assignments. If you use a planner to organize your tasks for the day, then do the same for yourself—schedule 30 minutes a day for meditation, TV, or a nap, for example. Simply put, you must take care of yourself from the beginning of graduate school to be able to see it through to completion.
5. Find activities and hobbies outside of criminology. It is vital to have interests outside of work. Consider reading for leisure, going to dog parks, and exercising as ways to decrease stress and depression.
6. Foster a positive environment. As graduate students, we are often told to rely on our peers for support. In a field where not everyone gets a job following graduation and getting interviews is contingent on publication history and conference attendance, it can be difficult to avoid being competitive. Even though it is easier said than done, set up an environment where you can work together, support each other, and boost everyone's self-efficacy. Social support is important and has been shown to buffer the effects of stress on well-being (Chao, 2011).
7. Celebrate your successes. A person I met at a conference a few years ago now keeps a gratitude journal. It may seem corny to some, but it works. Writing down just one thing you are proud of or grateful for each day helps. In fact, studies have shown that keeping these notes increases creativity and improves sleep, thereby decreasing depression and anxiety (Fredrickson, 2000; Fredrickson & Joiner, 2002). Make it a point to celebrate the wins. This can mean passing that pesky multivariate statistics class or handing in your qualifying paper proposals. These small successes add up, and it really helps.
8. Remember that your Ph.D. is not the end. There is a much bigger, brighter world outside of your Ph.D. program. Grasp it. We often find ourselves caught up in the lack of career opportunities and daunting list of tasks. There are an endless amount of careers within criminal justice and criminology. Find excitement in that and remember that academia is not your only option as a graduate student. Being a Ph.D. student is not easy. It is grueling, tiresome, and sometimes does not feel worth it. If you let your mindset slip, the day-to-day operations can become even more difficult.
9. Departments and Universities can help. Non-profit organizations like Active Minds assist educational institutions within the United States to raise awareness concerning mental health issues among students; however universities can and should be doing more. First and foremost, advisors and supervisors should undergo significant training in recognizing the warning signs for mental health issues ranging from anxiety and low-level depression to suicidal ideation and substance abuse. Additionally, faculty and universities must create a culture of openness, removing the stigma attached to mental health diagnoses as well as encouraging students to ask for assistance. Lastly, it is imperative that departments reveal the uncertainty and tenuous realities of academia, thereby informing students of the appropriate expectations to have once on the market.

Graduate school is a difficult experience, and students, as a result, may struggle with feelings of isolation, anxiety, and frustration. Despite statistics citing that upwards of 48% of graduate students suffer from depression and mental health issues, pursuing a higher degree is possible. If graduate students can begin to open up about our struggles with mental health and support one another, we can learn to cope and manage the daily stressors. We cannot move forward and decrease the stigma associated with mental illness without speaking up.

If you or someone you know is struggling with depression, anxiety, or other mental health concerns, there are an abundance of online resources including:

- National Grad Crisis Line (1-877-472-3457)
- Academic Mental Health Collective (www.amhcollective.com)
- Mental Health America (a comprehensive listing of national support groups and website resources)
- National Alliance on Mental Illness (www.nami.org/Find-Support)
- Find Support on Twitter (#MHPHDchat #academicselfcare)

Submissions for "Doctoral Student Forum" columns should be sent to the Chair of the Student Affairs Committee, Kaitlyn Selman krobison@odu.edu.

DOCTORAL STUDENT FORUM

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TEACHING TIPS

The Use of Tabletop Exercises as an Instructional Technique for Policing Courses

Stephen Owen, Professor and Chair, Radford University Department of Criminal Justice

Tabletop exercises have long been a commonly used tool of emergency managers, as a means for prompting “what if” discussions about crisis and disaster scenarios. Likewise, they can be a productive tool for engaging interactive and experiential classroom reflections on theoretical issues related to policing, particularly in introductory policing classes. This teaching tip will provide an overview of tabletop exercises and three ways that they can be incorporated into policing curricula.

The concept of a tabletop exercise (often abbreviated “TTX” in practice, and for the remainder of this article) is described by the Homeland Security Exercise and Evaluation Program (HSEEP), an initiative of the Department of Homeland Security intended to standardize exercise practice across jurisdictions, as follows:

“During a TTX, players are encouraged to discuss issues in depth, collaboratively examining areas of concern and solving problems. The effectiveness of a TTX is derived from the energetic involvement of participants” (Department of Homeland Security, 2013, p. 2-4 – 2-5). A TTX is initiated when a scenario is presented for consideration, and “play advances as players receive pre-scripted messages that alter the original scenario. A facilitator usually introduces problems one at a time in the form of a written message, simulated telephone call, videotape, or other means. Players discuss the issues raised by each problem” (Department of Homeland Security, 2013, p. 2-5), drawing upon reference material or, in this case, theoretical perspectives from a class.

As such, it is important to identify scenarios that will generate productive discussion and which connect clearly to course concepts. Students are provided sufficient background to understand the scenario, along with periodic scenario updates (known as “injects”) with corresponding questions for consideration. These make for excellent in-class discussions, and “lessons learned” papers at the conclusion of a TTX provide an opportunity to “close the loop” by asking students to reflect, in writing and with reference to course texts, on how the exercise illustrated or challenged theoretical concepts; indeed, a regular reference to theory, both in discussion and in written reflections, is critical to the value of a TTX approach in policing courses.

Three examples of TTX use appropriate to introductory policing courses are presented below.

Using a TTX to Reflect on Policing Goals

This exercise fits best after a discussion of the primary goals and priorities (philosophical and practical) of law enforcement as an institution of the criminal justice system, often presented early in the semester and early in introductory policing texts. In this TTX, students are presented with information about a locality, including a map, key locations, and police agency staffing levels. I have found that small town scenarios work best, for the following reasons: 1) approximately 88% of local law enforcement agencies have fewer than 50 sworn officers (Reaves, 2015); and 2) a smaller jurisdiction allows for a more focused scenario to accomplish pedagogical objectives.

Students are then assigned to be “chief for a day,” for a full 24-hour period. The injects are as follows:

- First, students are given a current profile of city activity, including simulated crime analysis perspectives, known incidents, and public concerns; they are then tasked with determining how they would allocate police resources to best meet local needs;
- Second, a brief list of “day shift” calls for service is provided, including some that raise ethical dilemmas (e.g., do you arrest a colleague for a DUI, or extend a “professional courtesy” by excusing a colleague from a ticket for a traffic infraction), requesting that students determine how they should be prioritized, especially when resources are insufficient to handle them all (this can also reflect a discussion of policing styles; see Wilson, 1974); and
- Third, an identification of “night shift” priorities and calls is provided, including some requiring students to consider how officers should utilize discretion (e.g., whether to arrest, cite, or warn for minor infractions such as disorderly conduct).

In a written or verbal debriefing, students are asked to consider the challenges faced by contemporary policing agencies in attempting to balance multiple, and sometimes conflicting, priorities in a resource-challenged environment. This further informs conversations about philosophies of law enforcement, role conflict, and prioritization of policing goals.

Using a TTX to Reflect on Jurisdictions and Fragmentation in Policing

When discussing the structure of American policing systems, the key themes of jurisdiction, federalism (with federal, state, and local legal authorities), and fragmentation quickly emerge. The following TTX focuses on understanding jurisdictional differences and interagency collaboration, based on an actual series of incidents that occurred in Washington, DC (described below). Students proceed with the following series of injects:

- Students work in teams, each of which is assigned one of the following agencies: Arlington County Police Department; District of Columbia Metropolitan Police; Metro Transit Police; Metropolitan Washington Airports Police Department; Pentagon Police Department; United States Coast Guard; United States Park Police; and Virginia State Police. Groups are provided with the mission statement, jurisdiction, and staffing levels of their assigned agency.
- Teams are first asked to reflect upon the major issues their agencies would likely address (producing good conversation about the differences in focus between agencies) and to what extent they would need to have working relationships, and for what purpose, with the other agencies on the list.
- Next, students work through the actual events that occurred on January 13, 1982 (National Transportation Safety Board, 1982a & 1982b), as presented through three injects corresponding to incidents on that day. First, an unexpectedly significant snowstorm; second, the crash of Air Florida Flight 90 into the 14th Street Bridge (which links Washington, DC with northern Virginia) shortly after its takeoff from Washington National Airport; and third, the derailment of a Metro train in downtown Washington. For each incident, students consider what the jurisdictional responsibilities and impacts would be for their assigned agency and what collaborative interagency efforts would be required – including discussions of which agency should have command of an incident and how a series of major incidents in one day can affect multiple agencies in different ways.

In a written or verbal debriefing, students reflect on balancing each agency's individuality in serving its specified jurisdiction with its own unique needs, and the importance of effective communication and collaboration between agencies, their personnel, and their leaders. This helps provide context to aid in understanding the organizational structures of law enforcement.

Using a TTX to Reflect on Police-Community Relations

In discussing police-community relations, there are many effective case studies for discussion, and many current issues that can emphasize the challenges, benefits, and shortcomings in relationships between law enforcement and local communities. Because of its historical significance, I have used the Los Angeles Watts riots of 1965 as a case for TTX analysis. Of course, the Watts riots also raise numerous other issues beyond community relationships (e.g., police use of force, the impact on policing of social-economic forces, institutionalized racism, police professionalism, and more). To assess these, and additional themes, the following process was utilized with teams of students working together:

- First, an overview of the Watts incident was presented, with discussion questions focused on the incident itself, its causes, and the immediate response; this also offers the opportunity for the instructor to draw connections to current events; and
- Second, students were assigned to derive specific recommendations that could have been implemented in Los Angeles following the Watts incident, grouped under headings including professionalism, technology, community relations, minority group relations, use of force, corruption/oversight, and crime control strategies. Groups then critiqued one another's recommendations, offering questions, additional ideas, and overall assessments.

A written or verbal debriefing helps students to further draw out the distinction between causes, responses, and long-term recovery from incidents of civil disorder (with police-community relationships as an underlying dynamic), each of which potentially involves and impacts law enforcement in a variety of ways.

Conclusion

To return to a theme from the first paragraph, TTX's are commonly used in emergency management because they offer a variety of benefits, including the promotion of teamwork, informed group problem solving, and an explicit means of applying sometimes open-ended concepts from emergency plans. Each of these points also holds true for the application of TTX's to policing courses. Teamwork and problem solving are essential skill sets within and beyond the criminal justice curriculum, and the progressive "building" of a scenario and the guided series of questions facilitated through a TTX can help students see the significance and application of policing theory. Critical to the process is dialog during the TTX and debriefing afterwards that makes explicit reference to course theories and readings to ensure that connections are clearly drawn. A TTX also encourages thought-provoking

and engaging conversation that empowers students in a unique manner, transcending traditional class discussions. The examples listed above are exactly that – examples – and there are myriad possibilities for incorporating other scenarios and other issues, to aid students in understanding concepts in policing.

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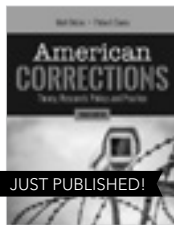
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OBITUARY

ANTHONY R. HARRIS

Anthony R. Harris died peacefully Dec. 4, 2017 at the age of 76 years old. Born Aug. 23, 1941 in NYC and raised by his mother and grandmother, he attended Queens College where he studied philosophy and met his wife Rita F. Harris. After two years at Peterhouse College (Cambridge), Anthony returned to the United States to pursue a Ph.D. in sociology at Princeton. In 1973, he completed his degree and began a lifelong study of criminology and statistics at the University of Massachusetts. He had a productive 30-year career, including visiting fellowships at the Netherlands Institute for Advanced Studies (NIAS) and in the Department of Psychology at Harvard University. At the University of Massachusetts, he mentored several doctoral students in the areas of race, gender and crime and criminal justice decision-making who went on to successful academic careers in sociology and criminology/criminal justice. Later Harris also served as the founding Director of the Criminal Justice Program where he helped educate a generation of professionals. He retired in 2002.

Anthony's important conceptualization of gender and deviance, published in *American Sociological Review* (1977) challenged criminological scholars to consider the ways in which gender and race typescripts influence behavior and societal responses to offenders. His systematic critique of dominant criminological theories for their failure to consider gender as the "starting point" for theorizing about crime was an influential voice centered in the feminist critique of criminological theory. Harris's interest in the social-psychological impact of typescripts was seen as well in his analysis of criminal justice decision-making. He saw processing decisions as iterative, where decisions and information from one stage of the process affected decisions later-on. He was particularly interested in how, *ceteris paribus*, certain groups of offenders (types versus countertypes) might be treated leniently at some stages of the process (arrest) but harshly at other stages (sentencing). Like much of Anthony's work, his understanding and theorizing about the justice system (as a process) and decision-makers (as rational but relying on social heuristics under conditions of uncertainty) foreshadowed contemporary criminal justice system research in the sentencing area. His innate curiosity and ability to think outside the box led him to perform novel research demonstrating the impact of medical advances on the lethality of criminal assault. This work was recognized by the *New York Times* Year in Ideas (2002), *Popular Science*, and by the Guggenheim Foundation.

A devoted husband and father who was proud of his family, Anthony kept everyone laughing with his puns and joyous humor. He is survived by wife Rita and three children: Samantha, Theona Harris Arsenault (husband Daniel Arsenault and son Luke), and Jason Harris (wife Regina LaRocque and sons Noah and Benjamin). He will be dearly missed by his family, former students, and closest friends—including us.

Randall Stokes (University of Massachusetts) and Sally S. Simpson University of Maryland.

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CRIMINOLOGY AROUND THE WORLD

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

World Justice Project: Rule of Law Index 2017-2018

In the past several decades there have been many changes both in the U.S. and globally. The World Justice Project monitors these changes as they pertain to the Rule of Law. The Rule of Law Index 2017-2018, published in 2018 in Washington, D.C., examines the status of rule of law in 113 countries around the globe and ranks them by the index they have created. The scores range from 0 to 1 with the score closer to 1 being countries that exhibit a strong adherence to the rule of law. This is the seventh installment of this report.

The index scores are created by looking at eight factors. These eight factors are: constraints on government powers, absence of corruption, open government, fundamental rights, order and security, regulatory enforcement, civil justice, and criminal justice. The information is gathered from experiences and perceptions of the general public as well as in country experts. The report also gives the countries score, global rank, rank change, and score change for each of the countries observed. The report is broken down into five parts that include an overview of the report, Status of Rule of Law Around the World, Factor Trends, Country Profiles, and finally a section on the methodology.



Part One is the Introduction which provides a background on the report, discusses the conceptual framework for the index as well as indicators that are used in creating the index, along with the rankings. Denmark and Norway come in first and second both with a Rule of Law Index score of .89, while Finland, Sweden, and the Netherlands round out the top five. Venezuela is the country of the 113 with the lowest Rule of Law Index ranking with a score of .29, followed by Cambodia, Afghanistan, Egypt, and Cameroon (.37). The United States is ranked 19th overall with an index score of .73. Kazakhstan increased in the rankings by 9 to 51, while the Philippines experienced the greatest decrease, dropping 18 ranks to be ranked 88th overall.

Part Two focuses on the status of the rule of law around the world, by region, by income, and by performance and changes. Part Three discusses the changes in factor scores, an overview of factor performance and changes, and breaks down the trends by the eight factors mentioned above. Part Four gives profiles of all 113 countries as well as how the scores were comprised for each of the eight composite factors. The score for each of the eight factors is derived from a series of areas that include 44 subsets of that factor. For example, under the factor of criminal justice there are seven subsets that are scored. These seven areas include: effective investigations, timely and effective adjudication, effective correctional system, no discrimination, no corruption, no improper government influence, and due process of law.

The final part explains the methodology used to collect this information. It also describes the two original datasets that are collected for this report. The first is the General Population Poll (GPP) which collects perceptions and experiences from the general public; and the second, which is a series of Qualified Respondents' Questionnaires (QRQs) that gather information from in-country experts. Overall the report contains a wealth of data on these countries and establishes a guideline on how to judge the Rule of Law.

The full report can be found on the World Justice Project website: <https://worldjusticeproject.org/our-work/wjp-rule-law-index/wjp-rule-law-index-2017%E2%80%932018>

ANZSOC 2018

The 31st Annual Australian and New Zealand Society of Criminology conference will be held at the University of Melbourne from 4 – 7 December 2018. This year's theme 'ENCOUNTERING CRIME: DOING JUSTICE' speaks to the many ways we encounter crime and find ways of doing justice across time, place and scale. We invite you to a robust exchange of voices, visions and experiences of crime, criminology and criminal justice. Further information on the conference can be found at the conference website - <http://anzsoc2018.com/> Abstract submissions are now open! We look forward to welcoming you to Melbourne.

CRIMINOLOGY AROUND THE WORLD

CRIMINOLOGY MEETINGS AND CONFERENCES

June 11-12, 2018

23rd German Congress on Crime Prevention

Violence and Radicalism: Current Challenges for Prevention

Dresden, Germany

<http://www.praeventionstag.de/nano.cms/international>

June 12-14, 2018

The Stockholm Criminology Symposium

Models for Successful Policing

Stockholm, Sweden

<http://www.criminologysymposium.com/>

June 21, 2018

The Center For Evidence-Based Crime Policy's 2018 Symposium

George Mason University

Arlington, Virginia USA

Link to the symposium site :

<http://cebcp.org/cebcp-symposium-2018/>

June 24-28, 2018

10th Annual Criminological Society Annual Conference

Re-evaluating Insights on Crime and Justice: Contemporary Issues and Challenges

Georgetown, Penang, Malaysia

<https://events.mcpfpg.org/acsc2018/>

July 15-17, 2018

International Family Violence and Child Victimization Research Conference

Portsmouth, NH

<https://cola.unh.edu/fri/conference>

August 19-24, 2018

International Police Executive Symposium

International Police Cooperation

Vienna, Austria

<http://ipes.info/>

August 29-September 1, 2018

18th Annual Conference of the European Society of Criminology

Sarajevo, Bosnia and Herzegovina

<https://www.eurocrim2018.com/registration-info>

September 13-14, 2018

Between Edges and Margins: Innovative Methods in the Study of Deviance

Ghent, Belgium

<http://www.edgesandmargins.ugent.be/>

September 25 - 27, 2018

Twelfth Biennial International Conference

Criminal Justice and Security in Central & Eastern Europe

Ljubljana, Slovenia

<https://www.fvv.um.si/conf2018/>

October 11-12, 2018

Diversity, Threat and Morality in Urban Spaces

Tuebingen, Germany

https://soziopolis.de/fileadmin/user_upload/redakteure/medien/CfP_Diversity_Threat_Morality_Tuebingen_2018.pdf

December 4 - 7, 2018

Australia-New Zealand Society of Criminology

Encountering Crime: Doing Justice

University of Melbourne, Australia

<http://anzsoc2018.com/>



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

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