



The Criminologist

Vol. 46 • No. 4 • July/August 2021

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Where is the Black Criminologist?

Maisha N. Cooper, Ph.D. and Howard Henderson, Ph.D.

The Problem

Recent killings of unarmed Black persons have led to unprecedented support for structural reforms in the criminal legal system and academia. These changes would involve a massive realignment of the criminal justice system. For their part, academic institutions have responded by issuing public statements and countless online discussions to talk through many of these issues. Despite their efforts, universities have failed to address the lack of diversity among their faculty. More directly, the lack of Black faculty within Criminology and Criminal Justice (CCJ) graduate programs is extremely problematic considering the current state of affairs between Black Americans and the criminal legal system. In a field of study where racial/ethnic, class, and gender discrimination is rampant – and the racial disproportionality in the use of excessive force by law enforcement, sentencing, and incarceration rates is beyond problematic – we no longer have the liberty of *'waiting for change.'* Our call to action and immediate steps towards change must be swift.

For well over 30 years, criminologists have highlighted the limited presence of Black professors in the discipline (Brustman, 1991; Cooper, Updegrave, & Bouffard, 2019; Felder & Barker, 2013; Gabbidon, Greene, & Wilder, 2004; Greene et al., 2018; Heard & Bing, 1993; Heard & Penn, 2000). To get an idea of the degree and extent to which Black criminologists exist, we examined forty-one Criminology and Criminal Justice graduate programs in the U.S. We found that despite increased calls for diversity, not much has changed. This article will highlight the results of that study and provide some actionable recommendations for change.

In their 2019 Annual Survey Report, the Association of Doctoral Programs in Criminology and Criminal Justice (ADPCCJ) surveyed 37 colleges and universities with Criminology and/or Criminal Justice graduate programs in the United States. The survey demonstrated that within these programs: 81% of the faculty were non-Latinx white, 6% were non-Latinx Black faculty, and 13% were reported as belonging to another racial or ethnic group (ADPCCJ, 2019). The current study disaggregated data provided in the ADPCCJ (2019) annual report to consider the number of tenured/tenure-track Black faculty identified on each of the 37 included college or university websites and four additional CCJ graduate programs who did not participate in the ADPCCJ survey but were ranked in the top 41 CCJ programs according to the 2020 U.S. News & World Report's Best Criminology Schools list.¹ To gain a more in-depth picture of Black faculty representation, the data were also broken down by the total number of faculty in the department, the total number of Black faculty related to all other departmental faculty, and the rank of the Black faculty members, as of January 2021.

According to the ADPCCJ (2019) Annual Report (n = 37 programs), there was a combined total of 738 full-time faculty, and non-Latinx Black faculty accounted for approximately 6% of the sample. Our study found that when the other Ph.D. programs were included in the sample (n = 41 programs), there was a combined total of 807 full-time faculty and non-Latinx Black faculty made up 7.3% of the sample (n = 59). However, when the two Historically Black Colleges and Universities (HBCUs) are excluded from the sample, the total faculty dropped to 786, and Black faculty accounted for 6.2% (n = 49). Even when increasing the number of programs being

The Criminologist

The Official Newsletter of the American Society of Criminology

THE CRIMINOLOGIST (ISSN 0164-0240) is published six times annually—in January, March, May, July, September, and November by the American Society of Criminology, 921 Chatham Lane, Suite 108, Columbus, OH, 43221 and additional entries. Annual subscriptions to non-members: \$50.00; foreign subscriptions: \$60.00; single copy: \$10.00. *** PLEASE NOTE: Due to the fiscal challenges ASC is facing as a result of the COVID 19 pandemic, until further notice, The Criminologist will be available online only ***
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American Society of Criminology

Published by the American Society of Criminology, 921 Chatham, Suite 108, Columbus, OH, 43221. Printed by Robin Enterprises Company.

Inquiries: Address all correspondence concerning newsletter materials and advertising to American Society of Criminology, 921 Chatham, Suite 108, Columbus, OH, 43221, (614) 826-2000, kvance@asc41.com.

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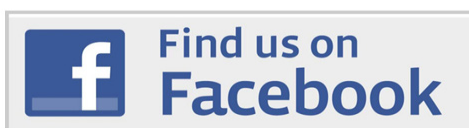
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observed, after excluding Prairie View A&M University (PVAMU) and Texas Southern University (TSU), there was a 1% decrease in Black tenure-track faculty representation in CCJ graduate programs. At face value, this may not seem like much, but when you consider that Black faculty already constitute a small representation compared to their White counterparts, even a 1% difference is substantial and potentially problematic.

We also find that 68% of the colleges and universities observed have one or no Black full-time, tenured/tenure-track faculty members in their department. In total, 34% of the programs ($n = 14$) have zero Black faculty members; 34% ($n = 14$) have only one; 12% ($n = 5$) have two; 17% (this includes PVAMU) have three ($n = 7$); 2.4% of the programs ($n = 1$) have four; and one (TSU) has seven Black faculty members. Additionally, any change in the composition of Black faculty in these programs appears to come at the cost of diversity from other marginalized groups. More succinctly, when there is an increase in Black faculty representation, there is a decrease in representation of Latinx and other faculty of color and vice versa.

The lack of Black faculty representation within CCJ graduate programs successively impacts the likelihood of promotion and administrative placements. The final observations made with these data were the rank of the Black faculty and the identification (confirmed via CVs and websites) of Black CCJ faculty that were serving in administrative positions within the department or institution in 2020. Contrary to the ADPCCJ (2019) Annual Report findings which stated that the majority of tenure/tenure-track faculty were Full Professors, followed by Associate, then Assistant (p. 8), our study found that the majority of tenure/tenure-track Black faculty are at the Assistant Professor rank. Of the 59 Black tenure-track faculty members, 23 are Assistant Professors, 21 are Associate Professors, and 15 are Full Professors. Regarding the number of Black faculty serving in an administrative position, out of the 59 Black faculty identified in the current study, a total of 10 (17%) are serving in an Administrative position: two Department heads, one Associate Dean, one Dean, and one Associate Provost. Four out of the 10 are serving as Directors/Officers of Diversity, and one faculty member was serving as the Director of Faculty Mentoring and Online Learning. From the perspective of the minority empowerment thesis (Banducci, Donovan, & Karp, 2004), these numbers demonstrate that the concerns and issues of Black faculty and subsequently, Black students, may not be adequately represented or presented at the administrative level. This then translates into these issues not being addressed at higher levels within the college or universities via the silencing of Black voices. How can true change occur if the voices of the oppressed are not included in the conversations?

The Solutions

The trend in Black faculty representation as presented in the ADPCCJ annual reports from 2010 – 2019 indicates that even as universities and colleges purportedly actively pursue scholars of color, adequate faculty diversity in our graduate programs has remained elusive. This problem is not unique to the field of criminology and criminal justice. Rather it is apparent and, for some, surprisingly so, at institutions of higher education across the country (Stout et al., 2018). Even while noting that the “diversification of higher education faculty and administration had not kept pace with the diversification of student populations (p. 399), Stout and colleagues (2018) were surprised by the lack of faculty diversity in higher education. The authors noted this to be especially troubling considering their findings that having a diverse faculty positively impacted the graduation rates for underrepresented minority students.

Arguably, the state of Black faculty and other faculty of color is of no surprise to CCJ programs and administrators. There is no doubt in our minds that most programs are engaging in efforts to diversify their faculty, but there is evidence that other programs are not (Mitchell, 2020). These conclusions are hard to ignore when over 1/3 of the programs included in this study have absolutely no Black faculty. However, in respect to those programs actively engaged (particularly in the recruitment and retention of Black faculty), what remains uncertain to us is how quantifiable those efforts are and to what extent do CCJ programs actively work to include or highlight the contributions of Black faculty. Yes, these programs are inviting Black faculty to apply to their job openings but once the applications are in and search committees begin to review, are they receiving full consideration? When Black faculty are hired or are being considered for reappointment/promotion are the packages offered to them similar to their white counterparts, or for that matter, do these offers include considerations for the amount of unpaid labor that Black faculty engage in?

Furthermore, it is unclear how often, if at all, Black faculty are included in the discussions and if their ideas or suggestions are sought when developing strategies. Some researchers have suggested that diversity among faculty, staff, and leadership and its benefits are often overlooked (Espinosa et al., 2019; Hasnas, 2018; Stout et al., 2018). It is not difficult to understand how this remains the norm when we look at the breakdown of numbers within this study. The statement, ‘out of sight, out of mind,’ reigns true in regard to Black representation in CCJ academe. The betrayal of this type of sentiment is only exacerbated by the sudden, yet always temporary, heightened importance placed on this issue by academia in the wake of the national and international spotlight on the racial/ethnic divide of America and our systems.

According to the ADPCCJ Annual Reports (2009 – 2019), Black faculty representation was at 6.5% in 2010, dropped down to 5% by 2014, rose to 7% in 2017, and has since declined. When these numbers are disaggregated, we see a different picture. In 2020, a 6% representation at face value gives the impression that progress has been made. However, when the data is disaggregated we begin

to see the realities of what 6% representation really looks like in our programs and how the demographic makeup of CCJ faculty has not markedly changed over the last decade (see Gabbidon et al., 2004, Greene et al., 2018). For example, Gabbidon and colleagues (2004) noted that the contributions of Black scholars have been relatively ignored, and Greene and colleagues (2018) noted that there has since been limited improvement. Arguably, this is still the case today. In reality, it is 34% of programs having no Black faculty, 34% having only one Black faculty member, and excluding the two HBCU's in the study, approximately 27% of programs having two to four Black faculty members. In reality, the 6% also translates into only 10 Black faculty across these programs holding any type of administrative position. This then carries over to a dismal representation beyond the departmental level.

The Recommendations

In addition to investigating the status of Black faculty in CCJ graduate programs, this study aimed to provide recommendations with the hope of creating actionable change with CJ academia. Along this line, the following discussion will provide recommendations and points of consideration for our discipline as we strive for more Black representation in our faculty and scholarship, as well as our field of study.

Recommendation #1: Recognize and acknowledge how our institutions and CCJ departments maintain and reproduce systemic inequality and inequity. Pointedly, 6% representation means the overwhelming majority of our CCJ students (across degree levels) may never learn from or have interactions with Black faculty throughout their entire academic careers. This also translates to having no previous experience with Black people in leadership or authoritative positions before entering the workforce, after which they still have a very little likelihood of exposure. CCJ faculty, staff, and administrators need to seriously evaluate departmental and university climates, as well as, that of the discipline that has led to these trends. This must be a collective effort in which the experiences of Black faculty are genuinely listened to, respected, and valued.

Recommendation #2: Actively recruit and hire Black faculty now, and do so without limiting the value of their scholarship. This recommendation for action relates to how or in what context Black faculty and their voices appear to be deemed as valuable or needed. More specifically, this recommendation addresses how universities and colleges go about (or not) recruiting Black faculty via their job ads. As a doctoral student going on the job market in 2018, I quickly learned that the words 'race and crime' scholar or those similar was academic job ad code speech for "we are looking for Black faculty." Race and Crime scholar(s) has become synonymous with Black (or Brown) and as such relegates our scholarship to one parameter: race. Inadvertently, when intended to signal that the department *wants Black and Latinx faculty to apply*, it can read as: we only value your racial/ethnic groups contributions to this particular sub-field of study; or b) we are more so seeking a Black or Brown applicant due to being concerned with making our program *appear* diverse because it benefits or takes the heat off of us, rather than wanting them because it *improves* our students' education and promotes the scholarly contributions of faculty of color. Not all Black scholars study or teach about race and crime (or whatever label given to diversity courses). As noted by Greene, Gabbidon, and Wilson (2018, p. 108), "Black scholars have increasingly contributed to the body of knowledge, on numerous topics since 2004."

Recommendation #3: Make room for Black faculty and their voices at the table, and earnestly listen to them. Black faculty have to be given a seat at the table in the decision-making rooms. To be quite frank, our Black scholars do not need to be *given* the seat because they have more than *earned* their place at these tables. This must be accomplished not for the single-minded, administrative-serving purposes of 'showing diversity,' but to gain their perspective and center their voices in the very discussions about Black scholars presence and representation in academia. It must be accomplished expediently so that we can then begin to move the discussion of Blacks in relation to the CJ system from the point of negative association (i.e., disparities and mass incarceration) to one of more positivity (i.e., knowledge production, scholarly contributions, and policy implications/change) and to demonstrate a universal recognition of Black scholarly contribution. Similarly, greater efforts must be made to center Black voices and increase their representation in our mainstream journals, textbooks, advisory, and editorial boards. We are far past a point in our discipline where Black scholarly voices are limited to special issues of journals or race and diversity-specific journals and textbooks. The time of literary silencing must end.

Recommendation #4: Desegregate Research Groups. Despite the recent push to diversify the academy, the internal policy and cultural frameworks work to undermine these recent efforts and maintain the status quo. Rather than accepting the current state of affairs as the norm, academic departments should focus on providing collaborative publication and grant writing opportunities for Black faculty and students. More research is needed on the impact that lived experiences have on the types of questions asked, the methodological approach taken, and the dissemination plan utilized for criminological studies. We also need a better idea of how race impacts funding opportunities to study crime and justice, similar to the work conducted on the National Institute of Health's funding of Black researchers (Stevens, et al., 2021). Ultimately, this means that we develop academic research mentoring programs for Black students and faculty from undergraduate programs up to full professor status. If professional sports leagues can do it, then why can't the academy?

Conclusion

There is no debate that Black criminologists are underrepresented among the faculty ranks in doctoral-granting programs. This type of work should be expanded to determine if this disparity exists in non-doctoral granting programs, and if so, why. We hope that this article motivates departmental assessments of their commitment to dismantling barriers to hiring Black faculty. In addition, there is a need for programming designed to develop students into faculty while simultaneously building in the necessary resources for Black faculty success.

Considering the current racial climate and the unprecedented “lip service” for Black lives, academic departments can be ground zero for solutions to the most pressing criminal injustices. We must use the “good winds” that we have at our backs to encourage Black criminologists to share their voices and experiences. At the same time, those in positions of power must listen and respond with evidence-informed solutions.

Personally speaking, as Black criminologists with myriad experiences, the #BlackintheIvory experiences are real. When we look around – at our institutions and that of others –we seldom see other Black and Brown faces. This has been the case our entire academic careers. Even as students, we rarely saw people who looked like us, and never did we have a Black professor for any of our criminology or criminal justice-related courses (our only Black professors were for African American History as undergraduate students). We quickly realized that we are the representation, and therefore, we must make our presence known in every space. We bring our Black voices and perspectives to the discussion unapologetically in all spaces. We must hold the line until others can join the journey. However, the tenacity, willingness, determination, and resilience of the few can no longer be the norm. Representation matters and we can only be better as a discipline for it. Black criminologists deserve a seat at the table, for we know that lived experiences and cultural responsiveness are key to any academic discipline’s ability to address real-world challenges.

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¹ Programs that were not included in ADPCCJ (2019) Report: Pennsylvania State University- University Park; University of Pennsylvania; Temple University; and University of Delaware.

State of the States Opioid Survey and Analysis National Governors Association Center for Best Practices

Elise T. Simonsen, Ph.D., National Governors Association

Introduction

In 2018, the United States had its first decline in drug overdose deaths in decades, with overall drug overdoses decreasing 4.1% from 2017.¹ However, provisional data on overdose deaths released by the CDC indicate that drug overdose deaths rebounded in 2019, rising 4.6% over the previous year.² Further, initial evidence and anecdotal reports indicate that overdoses continue to increase significantly during the COVID-19 pandemic, reflecting increased stress and isolation during the pandemic, as well as challenges in access to treatment and other support services. The Overdose Detection Mapping Application Program (ODMAP) has observed an increase in suspected overdose submissions when comparing the weeks before and after stay-at-home orders were issued by governors.³ More specifically, from March to May 2020, compared to the same time period in 2019, a rolling mean comparison indicated over a 15% increase in overdoses.

In order to accurately target interventions aimed at decreasing overdose deaths, states collect, share, and leverage available public health and safety data to drive policy and programmatic response, as well as evaluate their efforts. Despite the key role of data in shaping state opioid responses, to our knowledge, no single comprehensive review exists on how states collect, analyze, and share opioid-related public health and/or public safety data. To address this gap, the National Governors Association Center for Best Practices (NGA Center) launched a statewide opioid data survey in 2018 to all 55 governors' offices. The NGA Center received responses from 41 states, commonwealths, and territories (collectively referred to as "states"), which highlighted state strengths, challenges, and opportunities for improving data collection and sharing across jurisdictions. Following the collection of survey results and a roundtable discussion of key findings and takeaways, the NGA Center conducted an analysis to determine the overall picture of the maturity of state data-system approaches. Though many states are proficient in their collection and utilization of data, significant challenges exist, which requires states to continue to invest in order improve their ability to target and evaluate strategies for addressing overdose deaths. By targeting interventions informed by data, states stand better positioned to drive down opioid overdose deaths.

Survey Background

While synthetic opioids-related deaths increased by 10% from 2017-2018, with other drug-related deaths on the decline, there is still an overwhelming need for states and localities to leverage public health and safety data to understand and respond to emerging trends. To inform this response, states can leverage data sources including, but not limited to, first responder data, drug-related seizure and arrest data, or Medicaid claims data. Because there is no single survey that captures how states are collecting, sharing, or leveraging opioid-related data, the NGA Center conducted a national survey to fill this gap. The purposes of developing a national survey were four-fold: 1) to capture information on opioid data sources that are being utilized to inform state opioid response activities; 2) to identify challenge and gaps in states' abilities to collect, share, and leverage data; 3) to highlight state priorities for improving data frameworks; and 4) to collect innovative public safety and public health response efforts. To accomplish these goals, the NGA Center asked states to complete a 36-question survey.

Methodology

Prior to conducting the survey, we held a series of interviews and engagements with state officials, such as multi-state roundtable convenings, to understand which data states are utilizing. From the information gathered, we then created a survey asking states specific questions about how they are collecting, sharing, and using data in six major categories: (1) emergency department syndromic data, (2) first responder data, (3) fatal overdose data, (4) Medicaid claims data on controlled substances, (5) drug-related seizure and arrest data, and (6) Prescription Drug Monitoring Programs (PDMP/PMP) data. Not surprisingly, the data sources span multiple agencies and sectors, with a clear need for a multi-disciplinary approach across criminal justice/public safety and public health.

Surveys were sent to each governor's office through their criminal justice policy advisor and health policy advisor. Advisors disseminated the survey to respective agency heads (such as Department of Health, Department of Public Safety, etc) to collect responses. Although the survey was reviewed by relevant agencies, we only accepted one response per question from each state.⁴ All responses were aggregated for analysis to capture themes and national trends.

Survey Results

The survey was categorized into six relevant data sources. Definitions provided to participants and key results are detailed below.

- *Emergency Department (ED) Syndromic Data*: This data source captures hospital admissions to emergency departments coded as drug overdose-related complaints or diagnoses, opioid-related withdrawal symptoms, mental health co-occurring disorders with opioid abuse or dependence, and infections resulting from intravenous opioid use. There were four questions about ED Syndromic Data. Of the 40 states that responded, 34 states indicated that they receive syndromic data. Of those 34 that receive syndromic data, 85% (n=29) receive data for a suspected opioid overdose daily, while the other states received syndromic data weekly, quarterly, or annually. Further, when asked how states use and understand this data, three categories of responses emerged: (1) identify trends related to nonfatal overdoses, (2) connect regional trends to help allocate state and local resources, and (3) pinpoint opportunities for interventions and programmatic development.
- *First Responder Data—Emergency Medical Services (EMS)*: This data source captures EMS responses to suspected drug overdoses. There were three dichotomous (yes/no) questions and one open-ended question; however, there were also three follow up questions contingent upon a yes/no response. Displayed logic questions focused on timeliness of data collected. Of the 38 states that responded to the EMS questions, 90% (n=34) of states receive overdose information from EMS with 60% receiving this information daily. Additionally, approximately 75% of states receive naloxone deployment data from EMS and about 50% of those receive this information daily.
- *First Responder Data—Law Enforcement (LE)*: This data source captures LE responses to suspected drug overdoses. These questions are identical to the EMS questions discussed above. Of the 40 states that responded, 43% (n=17) of states receive overdose information from LE. Further, 48% (n=19) of responding states receive naloxone deployment information from LE. Frequency of reporting overdose data and naloxone deployment by LE varied greatly by state. In comparison to EMS responses on the same questions, law enforcement is less likely to share overdose and naloxone deployment data across the state.
- *Fatal Overdose Data*: Depending on the state, this data source may originate from the state's vital statistics office, a medical examiner's office, and/or a coroner's office. Of the 38 states that responded, we were able to confirm medical examiner systems most commonly collected fatal overdose data at the local level. As for reporting of fatal overdose data to the state, this is generally completed by either a county or state medical examiner office (alone or in a mixed system).
- *Drug-related seizure and arrest data*: This type of data may include information collected by state and local law enforcement agencies. Of the 39 states that responded, 27% have a state-wide reporting system to collect drug-related seizure and arrest data. For the states that do have this system, data collection generally occurred monthly, although upwards of 25% report daily. Further, approximately 85% of states share this type of data with non-law enforcement partners, such as public health.
- *Medicaid claims data on controlled substances*: This type of data may include any prescribed medication defined as a controlled substance to Medicaid beneficiaries. There were three dichotomous (yes/no) questions and one open ended question. Of the 39 states that responded, almost 70% use Medicaid claims data to identify vulnerable patients for substance use disorder treatment. Twenty-six states (67%) used this data stream to identify physicians who may be overprescribing. However, when asked about data linkage for Medicaid claims and PDMPs, approximately 28% (n=11) of states report that these systems are not linked.
- *Prescription Drug Monitoring Programs (i.e. PDMP) data*: This data source captures prescriptions for specified controlled substances in a state. All questions related to PDMP were open-ended. Generally, PDMP data are utilized by states for: (1) informing clinical practice and educating prescribers, (2) identifying geographic trends in prescribing rates, and (3) identifying trends in prescribing behavior. Notably, about 10 states reported using this type of data to track policy changes and measure impact on prescribing patterns.⁵

Understanding State Capacity

The NGA Center held an Opioid Data Roundtable in the fall of 2018 and presented the results of the national survey to representatives from ten states. Based on the takeaways noted above and the discussion by states at the roundtable,⁶ the NGA Center established a scale for assessing a state's maturity in collecting, analyzing, and sharing opioid-related data. To that end, a point system was developed based on six criteria. Seven questions from the original 34-question survey were selected to create a six-point scale (0-6 points).⁷ Below are the questions and point system that was developed.

- ED Syndromic Data: "How often does the state receive Emergency Department syndromic data for suspected opioid drug overdoses (e.g., opioids, heroin, fentanyl, etc.)?" *State must have responded as weekly or a shorter time period to earn 1 point.*
- First Responder: Combined response for 1) "Does the state receive overdose information from local EMS?" and 2) "Does the state receive overdose information from local law enforcement?" *State must have responded "yes" to both to earn 1 point; no points were award if only one of the two were a "yes".*

- First Responder: “Does your state receive naloxone deployment data from EMS?” *State must have responded YES to earn 1 point.*
- First Responder: “Does your state receive naloxone deployment data from local law enforcement?” *State must have responded “yes” to earn 1 point.*
- Fatal Overdose: “How often does the state’s Department of Health receive fatal overdose data from medical examiners/coroners?” *State must have responded annual or a shorter time period to earn 1 point.*
- Drug-related seizure and arrest: “Is drug arrest/seizure data shared with non-law enforcement partners (e.g., the Department of Behavioral Health, public health, EMS, etc.)?” *State must have responded “yes” to earn 1 point.*

Prior to analysis, cut points were established. State point classifications are: “developing proficiency”⁸ (0-2 points), “proficient” (3-4 points), and “high proficiency” (5-6 points). It should be noted that of the 41 state responses, no state received zero points.

At least 33 states demonstrated proficiency in their opioid data collection, capacity, and sharing capabilities. Of the 41 states, eight states (19.5%) were in the “developing proficiency” category, 17 states (41.5%) were in the “proficient” category, and 16 states (39%) were in the “high proficiency” category. In fact, multiple states both scored the maximum of six points, including those who have been hit hard by opioid-related overdose deaths.⁹

Conclusion

States have been relentless in their pursuit to curb opioid-related overdoses and fatalities. This first-of-its-kind national survey on states’ ability to collect, analyze, and share opioid-related data revealed that many states have prioritized their data capacity, which may be a function of opioid prevalence, state-level resources, or various other issues. As states glean more of a comprehensive data picture around their respective opioid fatal and non-fatal overdoses during COVID-19, states may seek to modify their response strategies accordingly.

This survey reveals that most states receive emergency department syndromic data, collect EMS first responder data, use Medicaid to identify vulnerable patient populations and physician over-prescribing, and collect drug-related seizure and arrest data. When moving beyond agency collection capacity to examine state data collection maturity, 33 states indicated moderate to high proficiency in their ability to collect and share opioid-related data.

Although states indicated data collection remains a serious challenge, we observed that most states have much of the infrastructure to capture priority data streams. While cross-agency collaboration and memorandums of understanding (MOUs) may need to be established in order to glean information at the agency-level, the states can (and do) analyze and share aggregated opioid-related data provided by individual agencies. Amidst a global pandemic that has challenged states’ capacities to respond to increasing overdose deaths, collecting and sharing information across partners to effectively respond to new challenges will be more crucial than ever. Gubernatorial led cross-agency collaborative efforts can help states turn the tide on the current opioid epidemic while positioning themselves to respond to evolving challenges.⁹

¹ <https://www.cdc.gov/nchs/pressroom/podcasts/20190911/20190911.htm>

² <https://www.cdc.gov/nchs/nvss/vsrr/drug-overdose-data.htm>

³ <https://files.constantcontact.com/a923b952701/dbf0b5a5-f730-4a6f-a786-47097f1eea78.pdf>

⁴ Some states submitted multiple response by relevant data stream, while some governor’s offices assigned one lead to complete the survey. There were a small handful of cases in which we received two responses to one question; however, we were able to deconflict in the few cases of differing answers.

⁵ Block, L., Green, S., Parker, J., Engleman, D, and Wood, L. (2020). State Strategies to Improve the Use of Prescription Drug Monitoring Programs to Address Opioid and other Substance Use Disorders. Washington, DC: National Governors Association Center for Best Practices.

⁶ https://www.nga.org/wp-content/uploads/2019/04/Opioid-Data-Reference-Guide_Final1.pdf

⁹ <https://www.drugabuse.gov/drugs-abuse/opioids/opioid-summaries-by-state>

BA / MA / PhD

DEPARTMENT OF CRIMINOLOGY

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Appalachian State University*



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*Assistant Professor
University of Tampa*



AVERI FEGADEL, PHD

*Assistant Professor
University of Arkansas -
Jonesboro*



CHRISTIAN HOWELL, PHD

*Assistant Professor
University of Texas at El Paso*



CASSANDRA DODGE, PHD

*Assistant Professor
Georgia Southern University -
Armstrong Campus*

#10 ranking by **Center for World University Rankings**
CWUR - Rankings by Subject, 2017

#8 ranking for **publication productivity by faculty**
Kleck and Mims, 2017

#1 **fastest-rising university in the US**
US News and World Report, 2020

For more information, contact **Dr. Michael Lynch**,
Graduate Director: mjlynch@usf.edu

Department of Criminology
4202 East Fowler Ave., SOC 107 . Tampa, FL 33620-7200
Phone: 813-974-9708 + 813-974-7197



UNIVERSITY of
SOUTH FLORIDA
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Department of Criminology

criminology.usf.edu

EDITOR'S CORNER

Criminology & Public Policy: Annual Update to Members

Cynthia Lum and Christopher S. Koper
Editors in Chief

Thank you ASC members for your continued support, interest, and submissions to *Criminology & Public Policy (CPP)*. *CPP* continues to thrive despite the many challenges weathered by all of us in 2020. Our overarching priorities remain the same as when we started: to continue to strengthen the journal's standing as the leading forum for advancing the role of scientific research in criminal justice policy and practice; to elevate the journal's academic status and rank; and to diversify and expand its use and reach among ASC members. We took early steps to accomplish these goals in 2019. These actions included moving to an online submission system (ScholarOne); making use of Early View for all publications; reducing the use of response essays and increasing original articles published; expanding and diversifying the editorial team, the editorial advisory board, and the pool of peer reviewers; and harnessing social media and other social networks to engage in translational activities.

Our efforts have paid off. Submissions doubled in 2019 and almost tripled in 2020. In 2020 we published our first volume (19), consisting of fifty-two articles focused on three timely concerns. Issue 1 highlighted research and policy on mass shootings, which have become an ever more alarming problem, particularly in the United States. Papers from this issue were also presented at a highly attended congressional briefing at the U.S. Capitol, in collaboration with former *CPP* editor Daniel Nagin, the National Science Foundation, and the Harry F. Guggenheim Foundation. When George Floyd was killed and protests for police reform began at the beginning of the summer of 2020, our planned issue on policing (Issue 3) also became especially timely to the field, addressing several topics directly speaking to the national dialogue on law enforcement. Relatedly, we used Issue 4 to highlight an important gap in criminal justice research. While there has been a great deal of research showing that disparities exist in the criminal justice system, scant evaluation research has been conducted to determine what might work to mitigate those disparities. We published eight articles in that collection, reinforcing our strong commitment to publishing evaluation research in this area.

In 2020, we continued existing traditions and started new ones. We continue the tradition of publishing an article by the winner of ASC's August Vollmer Award, which recognizes "individuals whose scholarship or professional activities have made outstanding contributions to justice and/or to the treatment or prevention of criminal or delinquent behavior." You can read Vollmer Award winner Valerie Jenness's thought-provoking article on sexual victimization of incarcerated transgender women in Issue 1 of 2021. We also started a new tradition by inviting the 2020 Stockholm Prize winners—Professors Philip J. Cook and Franklin E. Zimring—to write about their work and hopes for the field. The Stockholm Prize is one of the most prestigious accolades in criminology and emphasizes the practical application of research in justice policy, a central value of *CPP*. Professors Cook and Zimring have been recognized for their highly influential work on gun policy, a topic of great relevance and interest to the current editorial board. Their essays appear in Issue 4 of 2020.

This year we also established two new paper awards, one for early career scholars and the other for later career scholars. This year's winners are Aaron Chalfin and Monica Deza (early career) for "Immigration Enforcement, Crime and Demography: Evidence from the Legal Arizona Workers Act" (Volume 19, Issue 2), and Joel Miller, Paul Quinton, Banos Alexandrou, and Daniel Packham (later career) for "Can police training reduce ethnic/racial disparities in stop and search? Evidence from a multi-site U.K. trial" (Volume 19, Issue 4). We congratulate them on their scholarship and efforts to shape criminal justice policy through science.

For the future, ASC members can look forward to three special collections of papers to be published in 2021 and 2022. First, this year we will publish article collections focused on the impact of COVID-19 on crime and criminal justice. These collections aim to showcase research that can improve our understanding of how pandemics impact crime patterns and justice practices. Our next congressional briefing will highlight these papers. In response to the protests following George Floyd's death, and with the help of special issue editors Joshua Freilich (John Jay College of Criminal Justice) and Steven Chermak (Michigan State University), we have also put out a call for papers that examine the etiology and nature of the post-Floyd protests, as well as the justice system's response.¹ This special issue will continue the conversation about Floyd's death and is aligned with our interest in generating more rigorous research that can speak to these current events. We anticipate this collection of papers to be published in early 2022. Finally, to look inward at our discipline and profession in light of concerns about systemic racism and inequities, we are also publishing a special issue in 2022 on "Place, Crime, and Race" led by Professors Ajima Olaghere (Temple University) and John Eck (University of Cincinnati).² This issue will confront important research questions raised about how criminologists have studied crime at places and about place-based and community-based interventions by the criminal justice system (including both positive and negative outcomes from those programs).

EDITOR'S CORNER

More generally, we seek a balance of special and regular issues to highlight and encourage more research on timely and understudied topics while also providing the ASC membership ample opportunities to publish about wide-ranging policies and practices in regular *CPP* issues. We welcome rigorous empirical studies that address various aspects of program and policy development, theory, operations, impacts, and cost efficiency as they pertain to all areas of justice and crime prevention. We welcome studies using various quantitative and qualitative methodologies, original and replication studies, and systematic reviews or critical syntheses of literature. We are particularly interested in five underdeveloped research topics: (1) evaluations of the sustainability and long-term consequences of evidence-based programs; (2) outcome evaluations of interventions intended to reduce disparity in the criminal justice system; (3) efforts to counter the opioid epidemic; (4) efforts to counter violent extremism (particularly domestic extremism); and (5) cybercrime. The journal also publishes policy or reaction essays by invitation (and following peer review) for special issues or features. Submitted manuscripts must have a clearly articulated and strong connection to policy and practice.

Thanks to all who have made *Criminology & Public Policy* a continued success, including prior editorial teams, the founders of CPP, and the ASC membership. We especially appreciate the tireless work of our associate editors, Cody Telep (Arizona State University), Justice Tankebe (Cambridge University), Sue-Ming Yang (George Mason University), Ojmarrh Mitchell (Arizona State University), and Daniel Mears (Florida State University); our managing assistant editor Xiaoyun Wu (George Mason University); our social media assistant Michael Goodier (George Mason University); our ASC media relations consultant Caitlin Kizielewicz; and the Wiley Editorial Team, led by Paul Dingman.

¹ See <https://onlinelibrary.wiley.com/pb-assets/assets/17459133/CPPSpecialIssueFloydProtests-1610397965333.pdf>

² See <https://onlinelibrary.wiley.com/pb-assets/assets/17459133/CPPIPlaceCrimeRace-1616525143783.pdf>



Workshop on Law Enforcement Operations, their Impact and the Darknet

Presented by:

David Décary-Héту, Université de Montréal

Aili Malm, California State University – Long Beach

Jerry Ratcliffe, Temple University

Benoît Dupont, Université de Montréal



Tuesday, November 16, 2021



8:00a.m. to 5:00p.m.



Palmer House Hilton, Chicago, IL

If you can't make it in person, the event will be live-streamed on YouTube.

This workshop brings together law enforcement officials, cybersecurity practitioners and academics in order to discuss the impacts of investigations and operations that target online offenders. Our aim is to facilitate the sharing of experiences and research findings in order to understand the work law enforcement officers do online as well as to assess and explain the impacts of their operations/investigations on cybercrime and Darknet illicit markets. We wish to address current results and thoughts about policing cybercrime and Darknet illicit markets in order to provide a comprehensive overview of what works in police cyber-investigations and Darknet operations to identify the best approaches for law enforcement to adapt to the growing threat of cybercrime.

More specifically, during this one-day workshop, we will hear about the impacts that cryptomarket shutdowns by law enforcement have on Darknet users in terms of deterrence, displacement and community cohesion. We will also discuss how cybercrime investigations: 1) are designed and how they unfold; 2) have their impacts assessed, and; 3) impact the morale and practices of cybercrime practitioners.

This event is free of charge, but registration to attend is mandatory

Please register here

www.eventbrite.ca/e/workshop-on-law-enforcement-operations-their-impact-and-the-darknet-tickets-154133299849

AROUND THE ASC



2021 ASC Annual Meeting

Science and Evidenced-Based Policy in a Fractured Era

Chairs: Charlotte E Gill and Thomas Anthony Loughran IV

Venue: Palmer House Hilton

Location: Chicago, IL

Date: 11/17/2021 – 11/20/2021

Hotel Information

Room rates: \$257 (plus tax) for single; \$275 (plus tax) for double

Online reservations: <https://book.passkey.com/go/2021CriminologyAnnual>

Phone reservations: 877-865-5321, must use group code: ASC

Please visit the [2021 Annual Meeting](#) page on the ASC website for additional meeting and registration information

AROUND THE ASC

2021 Election Results for 2022 - 2023 ASC Officers

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Queen's University Belfast

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AROUND THE ASC

VISIT THE WEBSITES OF THE ASC DIVISIONS FOR THE MOST CURRENT DIVISION INFORMATION

BioPsychoSocial Criminology (DBC)

<https://bpscrim.org/>

Communities and Place (DCP)

<https://communitiesandplace.org/>

Convict Criminology (DCC)

<https://www.concrim.org/>

Corrections & Sentencing (DCS)

<https://ascdcs.org/>

Critical Criminology & Social Justice (DCCSJ)

<https://divisioncriticalcriminology.com/>

Cybercrime (DC)

<https://ascdivisionofcybercrime.org/>

Developmental and Life-Course Criminology (DLC)

<https://dlccrim.org/>

Experimental Criminology (DEC)

<https://expcrim.org/>

Historical Criminology (DHC)

(website coming soon)

International Criminology (DIC)

<https://internationalcriminology.com/>

People of Color & Crime (DPCC)

<https://ascdpcc.org/>

Policing (DP)

<https://ascpolicing.org/>

Queer Criminology (DQC)

<https://queercrim.com/>

Rural Criminology (DRC)

<https://divisionofruralcriminology.org/>

Terrorism & Bias Crimes (DTBC)

<https://ascterrorism.org/>

Victimology (DOV)

<https://ascdov.org/>

White Collar and Corporate Crime (DWCC)

<https://ascdwcc.org/>

Women & Crime (DWC)

<https://ascdwc.com/>

AROUND THE ASC



[springer.com](https://www.springer.com)

The cover of the journal "International Criminology" is displayed. It features a dark blue background with a white geometric pattern of interconnected lines forming a globe. The title "International Criminology" is written in large white letters. Below the title, smaller text reads "The Official Journal of the Division of International Criminology of the American Society of Criminology" and "Editor-in-Chief: Ineke Haen Marshall". The Springer logo is visible in the bottom right corner of the cover.

International Criminology

The Official Journal of the Division of International Criminology of the American Society of Criminology
Editor-in-Chief: Ineke Haen Marshall

**We invite you to submit
your manuscript to
[International Criminology](#)**

Editor in Chief: Ineke Haen Marshall
Northeastern University

Submit online: [International Criminology](#)

Check out the Inaugural Thematic Issue!

Volume 1, Issue 1 March 2021 [International Criminology. If not Now, When?](#) features contributions by Katja Franko, Leandro Ayres Franca, John Braithwaite, Michael Gottfredson, John Hagan, Gary La Free, Steven Messner, Amy Nivette, Sappho Xenakis.

Aims & Scope

- Publishes theoretical and empirical work on global, international, comparative and transnational criminology and criminal justice
- Interdisciplinary journal that welcomes work on a broad array of topics, using rigorous quantitative, qualitative, and mixed methods research
- Geographically diverse in terms of subject matter and contributors
- The journal welcomes scientific articles, commentaries, and book reviews.

Inquiries

Ineke Haen Marshall, Editor-in-Chief i.marshall@northeastern.edu

Books Reviews

Thomas Akoensi, Book Review Editor, University of Kent, 310 Gillingham Building, Chatham Maritime, Kent, ME4 4AG. T.Akoensi@kent.ac.uk

The Journal of the ASC Division of International Criminology

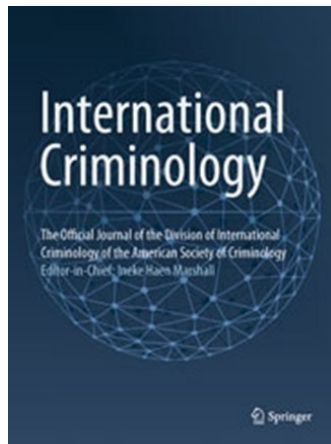


DIVISION OF INTERNATIONAL CRIMINOLOGY
AMERICAN SOCIETY OF CRIMINOLOGY

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springer.com



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AROUND THE ASC

dwc

division on women and crime
american society of criminology*established 1984***DR. CHRISTINE RASCHE MENTORING PROGRAM 2021-2022**

The Division on Women and Crime's Mentoring and Student Affairs Committee is currently soliciting participation from potential mentees and mentors at all career phases.

PROGRAM DESCRIPTION:

The program is designed to build community through mentorship by matching early career members with leading DWC scholars. We are committed to engaging a diverse group of students, practitioners, and faculty, including international colleagues. Mentorship outcomes can include authoring shared publications, completing a joint project, professional development (e.g., job market or teaching support), navigating academia, or any other shared goal.

Process and Requirements:

- Mentors and mentees will be **matched based on shared areas of interest and experience.**
- The **duration of commitment is one-year** starting in November.
- The mentoring **relationship and goals will be defined by the parties involved by completing an initial goal-setting survey together.**
- All participants must **attend a virtual orientation and completion ceremony.**
- The **program is structured** and each pair will have a **mentoring coordinator** who is a member of the Mentoring and Student Affairs committee.
- Pairs will need to **check in with their mentoring coordinator** periodically with progress updates.
- If not already a member of the Division on Women and Crime (DWC), it is **expected that participants will join the division upon being matched.** Please note that to join the DWC, one needs an active ASC membership.

HOW TO APPLY:

Mentors and mentees can sign up at ascdwc.com/dwc-mentoring

Applications are due by September 3 11:59pm CST.

Mentees will need to have a professional reference send a letter of recommendation to the committee co-chairs in addition to their application by September 3.

Please direct questions to DWC's Mentoring and Student Affairs Committee Co-Chairs:
Breanna Boppre (bx078@shsu.edu) and Lisa Carter (lcarter@flsouthern.edu)

AROUND THE ASC



division on women and crime
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American Society of Criminology 2021 Division on Women and Crime Student Paper Competition

The Division on Women and Crime (DWC) of the American Society of Criminology invites submissions for the 2021 Student Paper Competition. The graduate student winner will receive \$500.00 and the undergraduate student winner will receive \$250.00. For submissions with multiple authors, the award money will be divided among co-authors.

Deadline: Papers should be RECEIVED by the committee chair by September 19, 2021.

Eligibility: Any undergraduate or graduate student who is currently enrolled or who has graduated within the previous semester is eligible. Note, any co-authors must also be students, that is, no faculty co-authors are permitted. To document eligibility, every author/co-author must submit proof of student status. This eligibility proof may be in the form of a letter from your department chair or an unofficial transcript.

Paper Specifications: Papers should be of professional quality and must be about, or related to, feminist scholarship, gender issues, or women as offenders, victims, or criminal justice professionals. Papers must be no longer than 35 pages including all references, notes, and tables; utilize an acceptable referencing format such as APA; be type-written and double-spaced; and include an abstract of 100 words or less.

Papers may *not* be published, accepted, or under review for publication at the time of submission.

Submission: Papers and proof of eligibility must be submitted to the committee chair by the stated deadline. Submitters must prepare the paper for blind review; all identifying information (name, affiliation, etc.) should be removed from the paper itself and papers should then be converted to a PDF file. In the email subject line, students should include identifying information and indicate whether the submission is to be considered for the graduate or undergraduate competition.

Judging: Members of the paper competition committee will evaluate the papers based on the following categories: 1. Content is relevant to feminist scholarship; 2. Makes a contribution to the knowledge base; 3. Accurately identifies any limitations; 4. Analytical plan was well developed; 5. Clarity/organization of paper was well developed.

Notification: All entrants will be notified of the committee's decision no later than October 15th. We strongly encourage winners to attend the conference to receive their award.

Committee Co-Chairs: Dana L. Radatz, PhD, Andia Azimi, Ph.D.

Email all **paper submissions** to:

Dana L. Radatz, PhD | Department of Criminology & Criminal Justice | Niagara University |
dradatz@niagara.edu

AROUND THE ASC



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American Society of Criminology 2021 Division on Women and Crime Student Poster Competition

The Division on Women and Crime (DWC) of the American Society of Criminology invites submissions for the 2021 Student Poster Competition. The graduate student winner will receive \$250.00 and the undergraduate student winner will receive \$125.00. For submissions with multiple authors, the award money will be divided among co-authors.

Deadline: Posters should be RECEIVED by the committee chair by September 19, 2021.

Eligibility: Any undergraduate or graduate student who is currently enrolled or who has graduated within the previous semester is eligible. Note, any co-authors must also be students, that is, no faculty co-authors are permitted. To document eligibility, every author/co-author must submit proof of student status. This eligibility proof may be in the form of a letter from your department chair or an unofficial transcript.

Poster Specifications: Posters should be of professional quality and must be about, or related to, feminist scholarship, gender issues, or women as offenders, victims, or criminal justice professionals. Submissions must conform to the American Society of Criminology poster guidelines. Posters should display relevant literature, data, methods, theoretical work, policy analyses, and/or findings in a poster format that is visually appealing. Posters should encourage questions and discussion about the material.

Research displayed on the poster may *not* be published, accepted, or under review for publication at the time of submission.

Submission: Posters and proof of eligibility must be submitted to the committee chair by the stated deadline. Submitters must prepare the poster for blind review; all identifying information (name, affiliation, etc.) should be removed from the poster itself and posters should then be submitted as a PDF file or PPT file. In the email subject line, students should include identifying information and indicate whether the submission is to be considered for the graduate or undergraduate competition.

Judging: Members of the poster competition committee will evaluate the posters based on the following categories: 1. Content is relevant to feminist scholarship; 2. Makes a contribution to the knowledge base; 3. Accurately identifies any limitations; 4. Analytical plan was well developed; 5. Clarity/organization of poster was well developed; 6. Poster is visually appealing; 7. Poster encourages questions/discussion about presented material.

Notification: All entrants will be notified of the committee's decision no later than October 15th. We strongly encourage winners to attend the conference to receive their award.

Committee Co-Chairs: Dana L. Radatz, PhD, Andia Azimi, Ph.D.

Email all poster submissions to:

Dana L. Radatz, PhD | Department of Criminology & Criminal Justice | Niagara University |
dradatz@niagara.edu

AROUND THE ASC



Division of Victimology Call for Award Nominations

Bonnie S. Fisher Victimology Career Award – This award will be given to a scholar who has made a significant contribution in the area of victimology over the course of their lifetime. This may be in terms of scholarship or teaching. Nominations must include: 1) one letter of support (1 to 3 pages), and 2) an up-to-date vitae for the nominee. In the letter, the nominator must provide an explanation and evidence for why the nominee's lifetime achievements are significant contributions to the discipline of victimology.

Robert Jerin Book of the Year Award – This award will be given to the author(s) of a book published in the previous five years that has had a major impact on the field of victimology and/or serves to highlight a key issue in the field. Nominations must include: 1) one letter of support (1 to 2 pages), and 2) a description of the book and its relevance to the field of victimology. In the letter, the nominator must provide an explanation of why the book should be considered as a key text in the discipline of victimology.

Faculty Researcher of the Year Award – This award will be given to a scholar who has made a significant contribution in the area of victimology in the past 2 years (e.g., peer review publications or books published in 2019-2021). Nominations must include: 1) one letter of support (1 to 3 pages), and 2) an up-to-date vitae for the nominee. In the letter, the nominator must provide explanation and evidence for why the nominee's research has made significant contributions to the discipline of victimology.

Faculty Teacher of the Year Award – This award will be given to a teacher who shows excellence in teaching victimology and/or victimology related courses taught during the past two academic years (i.e., 2019-2020, 2020-2021). Nomination must include: 1) one letter of support (1 to 3 pages), and 2) evidence of teaching excellence. In the letter, the nominator must provide explanation and evidence for why the nominee's teaching is excellent. Evidence of teaching excellence could include (but is not limited to) letters from students or examples of assignments.

Practitioner/Activist of the Year Award – This award should be given to a practitioner or activist who has made a significant impact on the lives of victims or those who work with victims. Nomination must include: 1) one letter of support (1 to 2 pages), and 2) examples of impact on the lives of victims or those who work with victims. In the letter, the nominator must provide an explanation as to how this practitioner has made a difference in the lives of victims. Examples of impact can include (but is not limited to) evidence such as papers/publications, reports, expert testimony, organizational leadership, statements from victims, etc.

Graduate Student Papers of the Year Award – Two awards will be given to graduate students who have written an exceptional, published or unpublished, paper on a victimology related topic that was written or published during 2020-2021. Faculty co-authors are allowed, however, the graduate student must be lead/first author and any faculty co-authors must be in an advisory role only. Graduate student award recipients will receive \$300 each (if there are multiple student co-authors on a selected paper, the \$300 will be split evenly among them). Nomination must include: 1) one letter of support (1 to 2 pages), and 2) a PDF of the paper. In the letter, the nominator must provide a statement explaining why he/she believes the paper makes a contribution to the discipline of victimology.

Submission Deadline: September 1, 2021

- Please upload your award nominations here: <https://form.jotform.com/211443835378056>
- Please consolidate your award nomination documents into one PDF, when possible.

Additional Notes:

- If you run into any issues with your submission, please contact Dr. Dana Radatz (dradatz@niagara.edu)
- Recipients of each award will be made aware that they have won the award by October 15th
- Winners will be honored at the annual DOV meeting (2021 plans TBD) and receive a plaque
- With the exception of the Practitioner/Activist of the Year award, all award recipients must be members of the DOV
- Previous award winners are ineligible to be considered for the same award.
- We hope you will self-nominate or nominate someone you know who you think is worthy of these awards. We are especially hopeful that you will pinpoint student papers that may be suitable for nominations for the graduate student paper awards.



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Ph.D. University of North Carolina – Chapel Hill



DOCTORAL STUDENT FORUM

Learning to Navigate Roles in Academia

Katelyn Hancock

When I first read the call for submissions, I felt strongly about sending in something. When I sat down to write out my thoughts, I found the writing process was much more difficult than I initially envisioned. Then I realized how applicable my current struggle was to our daily lives in academia. Much of the work we do requires writing while navigating many roles. Thus, I felt my submission needed to be about navigating stress, anxiety, and the multiple roles of doctoral students as students, researchers, and teachers. As a first-generation college student, academia was a new world, but I have navigated it with the help of many mentors, friends, and peers. The advice others have given me over the years has helped me succeed, so I wanted to give back by offering my own advice. Within each section, I offer context and tips that I have found useful in navigating these roles. The last section then addresses ways I have been able to navigate stress and anxiety as a doctoral student.

Navigating the Student Role

As doctoral students, our first role is often just that: being a student and completing course work. When I started taking classes again, I felt like I was in limbo; I knew that, in the grand scheme of things, I was so close to the end of formal education, and yet, I still felt like I had so far left to go. This feeling combined with the seemingly insurmountable pressure to maintain perfect grades provided unique challenges. The best advice I ever received early on was that grades do not equal your worth. In other words, having an A in all of those doctoral courses is less important than the skills about consuming empirical literature, analyzing data, and thinking critically. However, it can still be challenging to break free of these internalized narratives and anxieties. I used to be so anxious about every grade I received that I avoided looking at my grades and feedback for days. My advice - do not do this. I felt much less anxiety after I stopped doing this, and better yet, I was able to respond to feedback more efficiently. Here are some other things I learned along the way:

- Talk with your advisor, mentor, or professor. If they are not worried about your progress, then you should not be either.
- After thorough proofing and editing, take a deep breath and submit your work.
- Organize your work. Everyone's brain works differently so find a way that works best for you to organize when everything is due and what you need to read. I like to make a folder for each course I take and keep all of my completed assignments, readings, and assignment prompts in there. Then, I keep a to-do list with dates on a virtual sticky note on my home screen.
- Read the feedback you are given, digest it, and if it makes you a stronger writer, commit it to memory.
- If you receive a low grade or feedback that makes you upset, allow yourself a short time to grieve. Then move forward, focusing on the constructive feedback.
- If you are interested in the material, if it might help you, and it is within your time obligations, attend any seminars, presentations, or trainings offered to you.
- Just write something. If you are stuck with how to approach a paper for class, put something down. Stop worrying about getting it perfect the first time. Read your material and get your thoughts out. Then you have something to work with and edit.
- If you join clubs or organizations, view those meetings as a break from work, socialize, and learn something new.

Navigating the Researcher Role

The next role in the many that we may hold as doctoral students is the researcher role. Between conducting my own research and completing assistantship duties outside of my original area of interest, this role brought me out of my comfort zone and opened my mind to new research opportunities. It connected me with outstanding mentors, community organizations, valuable resources, new statistical skills, and a broader enthusiasm for the field. However, sometimes research and assistantship duties may be hard to navigate, especially while trying to complete course work, so I wanted to share some of my tips:

- Divide your time and treat it as a resource. You do not have to complete entire projects in one sitting – rather, you can work on small chunks of each project or task.
- Work on the most daunting task first to gain confidence and make your other tasks seem less difficult.
- Alternatively, complete the easiest task first, so you are at least getting something on your list finished. You will have to decide which of these two approaches is better for you.
- Make an outline or plan for how to complete your project. Stick to action words and clear tasks: "Find articles on x and y;

DOCTORAL STUDENT FORUM

clean the variables.”

- If you find yourself stuck, reach out to a friend, colleague, or classmate to brainstorm because, sometimes, talking through things helps. In the pandemic world, meet on a virtual platform and screen share.
- While I sometimes understand the appeal of the coffee-fueled all-nighter, sometimes, you need to give your brain time to process. If you are stuck, get a good night of sleep and try again tomorrow.
- Take advantage of technology. Keep track of all your class and work-related meetings in your email calendar and include links to the virtual meetings.

Navigating the Teacher Role

As a graduate assistant, I have had the opportunity to teach my own courses. I enjoy teaching, but it can be really daunting to juggle that while also taking classes, working on my comprehensive exam, planning a dissertation, and also trying to manage other research projects and professional demands. However, I know that I have benefited from the experience and gained valuable skills applicable to my future career. Thus, I wanted to share some of the ways I have navigated this role, so here are my tips:

- Insert virtual rubrics into whichever platform you use for grading student work.
- As they say, “Work smarter, not harder.” Keep a Word document with possible feedback to students. You will likely notice common mistakes, and you will be able to copy and paste feedback comments to these easily.
- As they also say, “Do not reinvent the wheel.” Ask if your colleagues or mentors are willing to share their course preps for new courses you teach.
- Because students may be shy about sending an email asking for help, keep a short survey open throughout the semester that allows students to send in anonymous questions. You can then answer the questions in a question-and-answer discussion board, announcements, or emails.
- Make their education practical and relevant. Connect assignments to everyday life as much as possible.

Navigating Stress and Anxiety

I guess you could say stress and anxiety hold an unwelcome place in my heart, and while I cannot generalize, I would say that many academics are familiar with the feeling. Being able to process a surplus of responsibility is especially hard as a doctoral student because we are still working to establish ourselves within the field. I have often had unspoken pressures from family and friends who do not understand why I am still in school. Some even ask me when I will get a *real* job, which ultimately belittles the work I am currently doing.

I have also felt stress from completing coursework, and I have felt anxiety about passing comprehensive exams and planning my dissertation. Similarly, I have felt anxious about navigating the job market. I often make to-do lists for the next few weeks and worry about how I will finish such large lists. These pressures have often negatively affected my mindset, and I know that I am not alone. However, a wise mentor once told me I would be able to get everything done that I needed to, and she asked me if I had ever not finished my work on time. Even when it seems impossible, look at your past work ethic. Did you get it done? If you are at all like me, you probably did, and you will again.

I keep a quote posted on my online course page that says, “every accomplishment starts with the decision to try.” This quote has been credited to both John F. Kennedy and Gail Devers. This quote is also as much for my students as it is for me. For me, it serves as a daily reminder that as long as I put forth my best effort, I have accomplished something, and even if it is not my best effort, I attempted. I also remind myself that it is ok to take a day to take care of myself. I have learned that torturing myself with 80-hour work weeks only served to make me lose sight of the “bigger picture” of why I went to graduate school. Here are some more tips for navigating stress and anxiety:

- Find your favorite YouTube yoga instructor and enjoy learning a new way to relieve stress in your own home.
- Roller skating is back! Order some roller skates you think are cool and learn some new moves. Skating is one of my favorites. Nothing compares to blaring your favorite tunes and flowing to the beat of the music.
- Pour painting is the ultimate relaxation technique. YouTube has a vast amount of videos showing how to get started with this craft, and the results are beautiful.
- Rest your eyes, get some fresh air on your face, and go hiking at your favorite spot (or a new one). If you cannot get to a hiking spot, grab a chair and sit on your patio. Fresh air and a break make for a clearer mind.

DOCTORAL STUDENT FORUM

- Find what time of day you do your best work. Some people work better during the morning or afternoon, while others work best late at night.
- Find some new recipes or cook your classic favorites. You may find relaxation in cooking, and in the end, you get to eat something fabulous.
- If you have a pet, take them for a walk or play with them. If you like animals and do not have a pet, visit your local animal shelter and hang out with some of the wonderful animals waiting for their forever home.
- Tell yourself to accept what you cannot change. You cannot change the past, but you can influence your future.
- Go on a short trip to your favorite vacation spot and leave your laptop at home. Everyone deserves a break.
- Keep in contact with people in your program. You will need folks to lean on that understand your struggles and chatting with friends is a wonderful way to put your mind at ease.

RECENT PHD GRADUATES

Bae, Junghwan, "*Clean Water for All: Examining Safe Drinking Water Act Violations of Water Systems and Community Characteristics*", Chaired by Michael J. Lynch, April 2021, University of South Florida.

Carpenter, Matthew J., "*Risk Factors and Precursors to Police Suicide*", Chaired by Frank Colaprete, April 2021, Nova Southeastern University.

Genco, Leo J., "*A Macro Level Analysis of Hunting and Fishing Violations Across Texas Counties: Using an Economic Structural Approach*", Chaired by Michael J. Lynch, April 2021, University of South Florida.

Howell, C. Jordan, "*Self-Protection in Cyberspace: Assessing the Processual Relationship between Thoughtfully Reflective Decision making, Protection Motivation Theory, Cyber Hygiene and Online Victimization*", Chaired by George W. Burruss, Jr., March 2021, University of South Florida.



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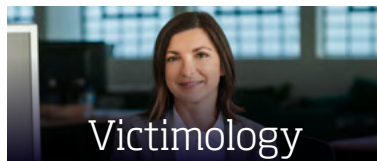
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OBITUARIES

MITCH CHAMLIN



Our colleague and friend, Mitch Chamlin, passed away too soon on June 3, 2021 in Toledo, Ohio. A close friend described his loss by observing, "there will never be another." These words perfectly described the force that was Mitch. He was such a unique character: a self-described rebellious Jewish New Yorker.

Mitch graduated from Forest Hills High School in Queens, New York and earned his undergraduate degree in History and PhD in Sociology from the University at Albany, SUNY. He joined the faculty at University of Oklahoma in 1985, earned promotion to full professor at the University of Cincinnati, and was a Professor in the School of Criminal Justice and Criminology at Texas State University at the time of his death. Mitch was a prolific scholar in the field of macro-social criminology, and regularly published in the top journals in criminology and criminal justice. Mitch's work on deterrence, threat, social altruism, and crime control is profound. He was a foremost expert of ARIMA analyses, and employed the technique to study the reciprocal relationship between crimes and arrests, as well as a tool for social policy analysis.

While editor of the *Journal of Crime and Justice* (2007-2010), Mitch devoted much time and effort to mentor authors and provide detailed feedback, and he loved mentoring students and teaching research methods courses to graduate and undergraduate students. In 2011, he received the inaugural ACJS Minority Mentorship Grant Award.

Scholarship was central to his identity, but it wasn't his entire identity. Mitch was high energy, loved basketball, and was an avid runner, finishing the Flying Pig Marathon and several half marathons. An avowed Deadhead, Mitch was also committed to passing along the genius of Monty Python to another generation. He was a devoted husband to Beth. He appreciated smoking a good cigar and drinking a nice glass of scotch. He looked forward to walking his dog, Maggie. He enjoyed spending time with good friends and recounting stories about his graduate training at SUNY.

Mitch placed great value in friendship--demonstrated in the over 100 friends and colleagues who participated in his Zoom memorial. He made the extra effort to stay in touch, and was generous with his time--always willing to help others. Even as a graduate student, he would spend significant time to explain concepts to others who didn't grasp as quickly. Mitch was a deep thinker who was just as brilliant in his everyday conversation. He liked to make the rounds to connect with colleagues for a quick conversation, mostly stand in the doorway to talk about whatever was on his mind and never in a whisper.

Born in Queens, New York to the late David and Betty Chamlin, Mitch is survived by his wife of 24 years Beth Sanders; as well as his brother, Rick (Theresa) Chamlin; nieces Michelle and Alex; nephew, Nick Chamlin, and great nieces and nephews. Donations can be made to the Scleroderma Research foundation at <https://srfcure.org/donate/> OR the Kevin Shimek Memorial Endowed Criminal Justice Scholarship at Texas State University at https://secure.ua.txstate.edu/site/SPageServer/?pagename=main_donation_form.

CHARLES TITTLE

Charles R. Tittle passed away on May 6, 2021 at the age of 82. He is survived by his beloved partner Mabe, his son Mark, and his faithful service dog Kota. He will be remembered as a passionate scholar, devoted mentor, and loyal friend.

Always the scholar, Charles was high school valedictorian and pursued a BA in sociology and history then eventually completed a PhD in Sociology. His career included positions at Indiana University, Florida Atlantic University, Washington State University, and North Carolina State University where he was the Goodnight-Glaxo Wellcome Distinguished Chair of Social Sciences. He retired in 2015 and since then spent his time reading, writing and enjoying the outdoors from his cabin in the mountains of Eastern Tennessee.

Charles spent his career illuminating the theoretical intricacies and empirical properties of social control. His early work focused on deterrence and the mechanisms through which sanctions affect behavior. This work, coupled with Charles' interests in theory testing, measurement and integration, inspired his control-balance theory. The resulting book, *Control Balance: Toward a General Theory of Deviance* (1995), won the American Society of Criminology's (ASC) Michael J. Hindelang Award and the American Sociological

OBITUARIES

Association's (ASA) Albert J. Reiss Distinguished Scholarship Award. In the following years Charles made significant contributions to cross-national research on causes of crime in understudied socio-cultural contexts around the globe.

Charles published several books and his many articles (often co-authored with graduate students and junior faculty whom he mentored over the years) appeared in our discipline's top journals, including *Criminology*, a journal for which he served five years as editor (1992-1997). In this role he helped to cement *Criminology* as the premier outlet for cutting-edge, theory-driven criminological scholarship. In recognition of his contributions, he was inducted as a fellow of the ASC and received ASC's Edwin Sutherland Award for a career of distinguished scholarship.

Charles had high expectations of himself, his students, and those he cared about. He showed a fierce loyalty to those he was close with, fostering enduring friendships. Charles also loved to entertain. He was an excellent chef and a consummate host. He valued intellectual exchange, but also appreciated light-hearted conversation and a good laugh. Sociology and Criminology are mourning the loss of an intellectual giant and those of us lucky enough to be close to him are mourning the loss of an influential mentor and loyal friend.

Lisa Broidy, Olena Antonnacio, Katya Botchkovar, Patty McCall and Jon Brauer

HANS TOCH



Criminology has lost a giant figure with [the passing of Hans Toch](#) at age 91. One of the founding faculty of the University at Albany's pioneering School of Criminal Justice in 1967, Toch helped design the pioneering "Albany model" of criminal justice and principally offered classes in the segment of the curriculum devoted to planned change and innovation.

He was also the author of over 30 influential books, widely admired for their readability, wit, and insight. He received the August Vollmer Award from the American Society of Criminology (ASC) in 2001 and the *Prix DeGreff* award for distinction in clinical criminology from the International Society of Criminology in 2005. He was a Fellow of the ASC and of the American Psychological Association (APA).

Toch earned a psychology degree from Brooklyn College, followed by a Ph.D. from Princeton in social psychology. His early work, including *The Social Psychology of Social Movements* (1965), led to stints as a Fulbright Fellow in Norway and a Visiting Lecturer in the Department of Social Relations at Harvard in the 1960s. However, it was the chance occurrence of being asked to teach a course on legal and criminal psychology while at Michigan State University in the 1960s that led to his lifetime passion of criminal justice reform.

There were broadly three strands to his research including: the social psychology of violence (see e.g., *Violent Men*); prisons and prison reform (e.g., *Men in Crisis: Human Breakdowns in Prison*); and the reform of policing (e.g., *Police as Problem Solvers*). In all of this work, there is a common theme of "change through participation" which he developed in his last great work: *Organizational Change Through Individual Empowerment*.

Toch retired in 2008, but maintained an active writing agenda until his final months. His last book, a co-edited volume, *Living on Death Row: The Psychology of Waiting to Die* (APA, 2018), received the 2019 Association of American Publishers Award for Professional and Scholarly Excellence in Social Sciences: Psychology.

He was a near-permanent fixture in the University at Albany's Draper Hall for five decades. His fortissimo and staccato laugh, the pounding of his typewriter, his cigar smoke—until it was banned under University policy— and occasionally his wandering pet dogs were among the reminders that Toch was in his office. And, he almost always was.

He is survived by his son Jay Toch, daughter Michelle Dinsmore, son-in-law Daniel Dinsmore, and two grandchildren.



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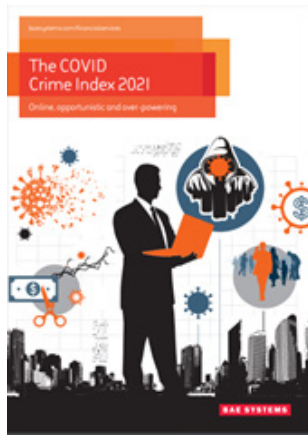
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CRIMINOLOGY AROUND THE WORLD

If you have news, views, reviews, or announcements relating to international or comparative criminology, 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

The COVID Crime Index 2021: Online, Opportunistic and Over-powering



Since the beginning of the COVID-19 global pandemic in 2020, many things have changed for all of us. The way we teach, have meetings, communicate, and live our daily lives. Although we already had an online presence prior to the pandemic, once the pandemic began the shift was significant and occurred rapidly. This move to remote learning, and work created many different endpoints for IT professionals to manage. The one thing that did not change as quickly, however, was our level of security. In fact, in some cases due to the pandemic, budgets were cut, which also included the budgets for IT. As our lives began to change, this opened a new landscape for enterprising criminals. For example, with the number of temporary closures due to the pandemic, many people were forced to apply for unemployment. Someone had even applied for a false unemployment claim under my name - which took a lot of time and many phone calls to straighten out.

Although some of the cyber issues that cropped up during the pandemic were nuisances, such as people “zoom bombing,” there were also increases in other types of cybercrime. According to a report by Deloitte, over 500,000 people around the world were impacted by theft of personal data of video conferencing users between February and March 2020. This data was subsequently sold

on the dark web. This is in part due to the fact that since many people are working from home, the security of WIFI connections may not be as secure as if they were in their office. The COVID Crime Index 2021 reports a 35% increase in botnet attacks, ransomware, and phishing attacks. Also, there has been a 32% increase in mobile malware, 30% new COVID-related malware, and a 29% increase in insider threats due to working from home. While nearly 40% said they were victimized only once in the past year, nearly 25% stated that it happened twice, while 15% said it happened three times in the past year. The most common incidents are phishing (83%), bank or credit card fraud (78%), SMS message hoaxes (78%), hoax phone calls (79%), and ransomware (55%). One of the most prominent cases of ransomware was the attack against Colonial Pipeline which led to the shutdown hitting parts of the northeast with gas shortages. The company paid hackers \$5 million dollars to be able to resume operations.

BAE Systems surveyed financial institutions and found that 75% of respondents had experienced losses from cyber-related crimes due to COVID-related crimes. Nearly 80% of the institutions surveyed are worried that these types of attacks will continue to rise in the coming year. An overwhelming majority of institutions believed that the mass migration to working from home made their institutions less secure. Adding to this fear is the fact that many businesses and organizations were forced to make budget cuts due to losses during the pandemic and this can serve to further exacerbate the situation. Consumers were equally impacted by the rising cases of fraud. Over 70% of consumers have noticed an increase in fraudulent activity, cyber-crime, or suspicious activity in the past year. Nearly 85% said they were concerned about sharing personal identifying information online. More than a quarter of consumers had purchased something from a fraudulent website in the past 12 months, while nearly a quarter were now more concerned about cyber crime than they were about physical crime.

Although many of us having been working remotely for more than a year, things will slowly start to change. Data security, however, must remain at the forefront, not just for financial institutions, but for all of us. According to BAE Systems there are three pillars to manage risk: people, process, and technology. Many security breaches occur by someone clicking a link that was either sent via email or some other way. We need to be more vigilant to protect ourselves and our organizations. Day-to-day processes are also important. Finally, technology is key. This means we need to ensure that we have strong passwords on our networks, use two-factor authentication where possible, and avoid clicking links in emails and particularly through Facebook and other social media sites.

The full report can be found on the BAE Systems website:

<https://www.baesystems.com/en-media/uploadFile/20210428003949/1434665245766.pdf>

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- ORGANIZED CRIME & GANGS
- PEACEMAKING CRIMINOLOGY
- POLICING
- SEX CRIMES
- TEACHING
(PEDAGOGY & ASSESSMENT IN JUSTICE EDUCATION)
- TERRORISM
- WHITE COLLAR CRIME

All proposals must be electronically submitted through the WSC's online Abstract Submission System <http://westerncriminology.org/conference-3/abstract-submission-gateway/> by October 1, 2021.

In deciding the most appropriate topic area for your abstract, think about the main focus of your paper or presentation and how it might fit within a panel organized around a larger topical theme. For example, if your paper examines both race and juvenile issues, think about whether you would like to be placed on a panel with other papers discussing race issues or other papers dealing with juvenile issues and then submit it to the topic area in which you think it fits best.

All presenters are asked to submit an abstract of 1,100 characters or fewer to only one of the panel topics listed above. In addition to the abstract, please include the name, mailing address, email address, and phone number for all authors on the submission for the participant directory.

Please note that all presenters are required to preregister and prepay the nonrefundable conference fees no later than Monday, January 3, 2022. Failure to do so will result in presentations being removed from the final program.

Conferences, Webinars & Workshops

THE SOCIETY FOR THE STUDY OF SOCIAL PROBLEMS 71ST ANNUAL MEETING

Revolutionary Sociology: Truth, Healing, Reparations and Restructuring

Swissôtel Chicago

Chicago, IL

August 6-8, 2021

https://www.sssp1.org/index.cfm/m/839/2021_Annual_Meeting/

13TH CRIMINAL JUSTICE AND SECURITY IN CENTRAL AND EASTERN EUROPE CONFERENCE

Perspectives of Rural Safety, Security and Rural Criminology

Ljubljana, Slovenia

September 13-15, 2021

<https://www.fvv.um.si/conf2021/>

THE 24-HOUR CONFERENCE ON GLOBAL ORGANIZED CRIME

IASOC, Online

December 1-2, 2021

<https://globalinitiative.net/analysis/oc24-2021/>

13th ANNUAL MEETING OF THE ASIAN CRIMINOLOGICAL SOCIETY

June 2022

Gujarat National Law University

Gandhinagar, Gujarat, India

<http://acs002.com/>

22nd ANNUAL MEETING OF THE EUROPEAN SOCIETY OF CRIMINOLOGY

September 21-24, 2022

Malaga, Spain

<https://esc-eurocrim.org/>

ANNOUNCEMENT

Presenting the recipient of the Distinguished Research Professor Award



***DR. BONNIE S.
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School of Criminal Justice
University of Cincinnati



The Criminologist
Official Newsletter of the
American Society of Criminology
Vol. 46, No. 4

AMERICAN SOCIETY OF CRIMINOLOGY
921 Chatham Lane, Suite 108
Columbus, OH 43221
ISSN 0164-0240

MARK YOUR CALENDAR			
<i>FUTURE ASC ANNUAL MEETING DATES</i>			
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
2029	November 14 - 17	Philadelphia, PA	Philadelphia Marriott Downtown
2030	November 20 - 23	San Francisco, CA	San Francisco Marriott Marquis
2031	November 12 - 15	Washington, D.C.	Washington, D.C. Marriott Marquis

2021 ASC ANNUAL MEETING

Venue: Palmer House Hilton

Location: Chicago, IL

Date: 11/17/2021-11/20/2021

Chairs: Charlotte E Gill & Thomas Anthony Loughran IV

Theme: *Science and Evidenced-Based Policy in a Fractured Era*

Visit the [2021 Annual Meeting](#) page on the [ASC Website](#) for additional details.