

THE THIRD WAY: TEACHING MIXED METHODS RESEARCH

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Quants vs. Quals

We all know that research methods is not an easy course to teach for numerous reasons. For example, methods courses often teach students predominantly about what we do as researchers – not about crime or the happenings in criminal justice (this information is only supplied as examples of research). Merely mentioning this fact to students will make many of their eyes glaze over; we're apparently not that intriguing.

Another key reason is that our methodological focus has been focused on the three traditional quantitative methods – experimental, survey, and nonreactive techniques. While learning these methods is es-

sential, a methods course can be significantly more engaging if a larger array of methods is taught, both quantitative and qualitative. Moreover, hashing through the philosophical underpinnings of qualitative and quantitative approaches can greatly enhance students' abilities to think critically and creatively about the knowledge production process, regardless of what methods are used.

Until only just a few years ago, though, our leading textbooks hardly mentioned qualitative methods, and even today, most devote only one cursory chapter. Furthermore, all methods texts in our field approach qualitative research as the "other" approach to research, which lies in stark opposition to traditional posi-

tivistic science. I personally relied on this tact for years: teaching about the *issue* of quantitative "versus" qualitative research, reifying the notion that these are mutually exclusive paradigms pitted against one another vying for dominance. It also socializes students into thinking that a researcher must self-identify with either one or the other approach – an assumption that carries over into our academic professional identities.

Interestingly many of my uninitiated and insightful students over the years have wondered and asked: "why is this even an issue, why exactly wouldn't we just mix them together if our common goal is to produce knowledge, and why can't I do both?" After reflecting on

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PRESIDENT'S MESSAGE

In my last message to you I discussed several issues that we have dealt with this year. As I noted, we have strengthened our relations with our sister organizations at both the international and national levels; we are working to become an even more "student friendly" organization; our Membership, Affirmative Action, and Student Affairs Committees are working on creative efforts to encourage new members to join with us; and, we have continued to promote program certification by offering information sessions and reviewer training at the regional meetings. I now wish to focus on four specific issues.

I. The *Ad Hoc Committee to Explore a Diplomat in Justice Studies* is working on its recommendations to the ACJS Executive Board. The committee is addressing the following questions:

- 1) The appropriateness of offering a diplomat based upon what similar organizations are doing.
- 2) What the benefits would be to ACJS?
- 3) What the benefits would be to individuals seeking the diplomat?
- 4) What the minimum qualifications should be?
- 5) What the process should be?
- 6) What potential problems might arise?
- 7) What the costs should be?

If you have recommendations, suggestions, and/or concerns, please contact one of us: Michael Brown (mbrown@bsu.edu), Tom Lateano (tlateano@couger.kean.edu), Dave Owens (dfowens@gmail.com), Jeff Rush (asipowicz@earthlink.net), Deborah Shaffer (shaffedk@unlv.edu).

nevada.edu), Alan Thompson (alan.thompson@usm.edu), or me (rhunter@wcu.edu).

II. The *Program Committee* has a great program set up for our annual meeting in Cincinnati. The Hyatt and Hilton properties in Cincinnati are providing us with excellent conference facilities. In addition, Cincinnati has sightseeing, shopping, and dining opportunities for everyone. If you haven't registered for the meeting, you can do so here on our website (www.acjs.org). The preliminary program is also available for your review.

III. There has been progress on our efforts to establish March as *Criminal Justice Awareness Month*. However, time constraints of the United States Congress may preclude this from being considered during the current session. If you have any insights on this issue or wish to offer your support, please contact Chip Burns (r.burns@tcu.edu) or John Smykla (jsmykla@uwf.edu). Their work on this is very much appreciated.

III. Lastly, we have received a petition with the requisite signatures to establish a *Section on Restorative and Community Justice*. The statement of purpose for this section follows:

The Restorative and Community Justice Section (Section) shall be a constituent unit of the Academy of Criminal Justice Sciences (Academy) and shall function in accordance with the Constitution and By-laws and policies of the Academy. The mission of the organization is to provide a professional association academics, educators, justice agency practitioners, victim advocates, victim services interested in developing restorative and community justice theory; conduct policy relevant research on restorative and community justice practices; and educate individuals, organizations, institutions, and governmental entities about restorative and community justice principles and practices. The purposes of the section are:

- Cultivate professional development of those involved in restorative and

community justice research, education and practice.

- Promote discussion, research and dissemination which gives focus, direction and integration of fields related to restorative and community justice education and practices.
- Provide opportunities for dialogue and encouragement for academics and practitioners interested in restorative and community justice related principles.
- Expose members to interdisciplinary issues related to our mission.
- Advance cross-cultural and international restorative and community justice research, education and practice.
- Develop essential knowledge, attitude and skill competencies for educators, practitioners and researchers working in the field of restorative and community justice.
- Promote on-going education and professional development of members in the field of restorative and community justice.
- Integrate evidence based practices and models into the field and promote evaluation, research and policy.

Per ACJS Policy 500.01: III 2, once a proper petition is submitted, the Executive Board shall direct the Editor of *ACJS Today* to publish information about the Section and to solicit comments from the general members which shall be directed to the Association Manager who will provide them to the Executive Board. Please provide any comments you may have on this to Cathy Barth (cbarth@acjs.org) so that she can make them available to the Executive Board prior to our March 4th meeting.

As always, please contact me (rhunter@wcu.edu) if you have questions or suggestions regarding ACJS.

President

my own experiences, and reading a good bit of the philosophy of science literature, I realized the answer lies not so much in some inherent incompatibility but, rather, in the nature of academic politics, and how organizations in general establish their identities. This point needs further clarification.

The development of an exclusivist position on research in crime and justice studies is a common pattern in organizational dynamics: as a young organization attempts to establish its identity (who it is, what it does, and why it does what it does), differing factions within that organization vie for power, carve out territory, and establish their own identity. Conflicts and power struggles erupt between factions, each attempting to make over the organization's institutional identity in their own image. The factions tend to dismiss, if not outright malign, the views and activities of rival factions in an effort to discredit them. The objective is to dominate, marginalize, and if possible, eliminate the competition – blinding them to the potential worth and benefits of the other factions' views and activities. Sharp lines are drawn around the differing factions supposedly distinct positions and ideas.

Such has certainly been the case in our field. Using the scenario above, we can simply replace “organization” with “crime and justice studies”, and “factions” with “qualitative versus quantitative approaches.” Each faction – the *quants vs. quals* – have traditionally viewed the other in adversarial terms, and therefore adopted a type of binary or exclusionary logic, where our methodological choices are limited to either one or the other approach, with both camps viewing each other's as inferior. A

dismissive and exclusive mentality has predominated, more for political reasons than intellectual.

Paul Roth (1987), in his well-received book *Meaning and Method in the Social Sciences: A Case For Methodological Pluralism*, refers to this mind-set as *methodological exclusivism*; an ideology that presumes there is just one proper method of producing credible and worthwhile knowledge. While he acknowledges and articulates with precision the inherent philosophical differences between quantitative (positivistic social science) and qualitative approaches (interpretive social science), he ultimately argues that these differences do not render them incompatible – just different (see Kraska and Neuman 2008 for a more detailed discussion of the differences and compatibilities).

The Third Way

It is in this context that discussing a mixed methods approach – a third choice that emphasizes inclusion and compatibility – is quite different from historical precedent. Our discipline has recently demonstrated a willingness to embrace this middle-way, as evidenced by both the numerous recent publications that mix quantitative and qualitative methods, and the recent inclusion in many graduate programs of both qualitative and quantitative based courses (Kraska and Neuman 2008). These trends are no doubt fueled by the growing popularity and acceptance of qualitative approaches in all the social science disciplines – a development that has been underway since the late 1980s.

These changes seem to be eroding the ideology of methodological exclusivism, signaling potentially a shift in ideology toward disciplinary tolerance and diversity. The old dismissive and

exclusionary mindset of the past seems to be giving way to a new, more nuanced outlook that allows for a diversity of approaches. Valuing diversity, when it comes to methods of producing knowledge, can be seen as a type of triangulation: crime and justice phenomena can be studied and viewed from differing angles, allowing for a more holistic and rigorous answer to that fundamental scientific question that interests both qualitative and quantitative researchers, “what is really the case?” Although the process is nowhere near complete, and nor is its trajectory certain, our disciplinary identity seems to be reconfiguring itself to embrace a paradigm of methodological inclusion rather than exclusion.

I strongly believe, based on where other more developed disciplines are already heading, and the advances we've made in our field, that the mixed methods research approach has high potential to be the third major methodological movement in crime and justice research (qualitative and quantitative being the other two). Our field, in fact, is on the cutting-edge of producing research which mixes qualitative and quantitative data in its study of crime and criminal justice phenomena. The author most well-known for promoting and elucidating the mixed methods paradigm in the social sciences, John Creswell, most often uses research emanating from crime and justice studies when pointing to contemporary exemplars.

Pragmatism – Pursuing Multiple Knowledge Goals

In addition to the principles of inclusion and compatibility, the philosophy behind using mixed

methods is pragmatism. The mixed methods approach assumes that mixing qualitative methods with quantitative methods will yield more complete knowledge about a research question than any one type might alone – what’s known as *monomethod*. It matters little that the larger goals of qualitative or interpretive-based research (empathetic understanding) differ from quantitative or positivist-based research (the development of causal laws). The principle of inclusiveness takes the position that both goals are worth pursuing and will ultimately advance one another. Whether we mix ethnography with survey research, content analysis with qualitative document analysis, historical with secondary data analysis, experimental with in-depth interviews, or a slew of other possible combinations – the idea is that all are potentially compatible and mutually beneficial.

Johnson and Christensen’s (2006:411) fundamental principle of mixed methods research is instructive: *“researchers should collect and analyze multiple sets of data using different approaches and methods in such a way that the resulting mixture or combination has complementary strengths and non-overlapping weaknesses.”* In other words, mixing quantitative and qualitative methods draws on the strengths of each while minimizing their weaknesses. Collecting comprehensive data using differing methods and perspectives coincides with the general premise that viewing a phenomenon through more than one theoretical and/or methodological lens yields a more complete picture of our object of study. As Norman K. Denzin said in 1978, “the bias inherent in any particular data source, investigators, and particularly method will be cancelled out when used in conjunction with

other data sources, investigators and methods.... The result will be a convergence upon the truth about some social phenomena” (p.14).

Stumbling Into Mixed Methods

My first-hand experience with mixed methods research might help to better illustrate its pragmatic underpinnings. While conducting a 2-year long ethnographic field study on SWAT teams, I sensed that my micro-experience with a few local SWAT teams likely reflected a much larger shift in the police institution as a whole. Being trained in the positivist social science tradition, and a pragmatist, I knew that I needed national-level, representative data to test these grounded observations. So while I was still conducting the ethnography, I began planning a survey research project to determine if my ethnographic experiences represented national trends. Within a year after finishing the ethnography, I sent out two surveys: one to a representative sample of all police departments serving jurisdictions of 50,000 people or more, and then a second to agencies serving jurisdictions between 25,000—50,000 people.

Armed with high response rates and national-level data, the surveys provided difficult to refute quantitative data that documented a steep upward trend lines in the growth of police paramilitary units nation-wide and in annual deployments (Kraska and Kappeler 1997; Kraska and Cubellis 1997; Kraska 2001). It also revealed some surprising developments that needed further clarification. For example, almost one-half of the respondents said that they trained with active duty military personnel; in addition, nearly 20 percent said that they used their SWAT team to routinely conduct aggressive patrol functions in high-crime areas. As a

way to follow-up on these quantitative findings, I then conducted 81 in-depth telephone interviews with SWAT commanders from all over the country, asking them to provide qualitative data and insights regarding these unexpected findings.

Even though I didn’t label this work as mixed methods, nor was I thinking about the philosophical differences between qualitative and quantitative methods, employing this approach yielded immediate and tangible benefits.

- The ethnography was invaluable for developing a knowledgeable, accurate, and effective survey instrument, based on insider information, ensuring a high response rate and the ability to document a host of important trends that only an insider would have known to ask about.
- The survey data were invaluable for producing highly representative quantitative data about the growth and normalization of SWAT teams in the U.S.
- The follow-up interviews provided context and qualitative depth to some of the more surprising and controversial quantitative findings.

One finding, for example, was a complete surprise. Even though on the surface it seemed community policing and militarized policing contradicted one another (another supposed philosophical incompatibility), the overwhelming majority of police respondents cited them as complimentary. The in-depth interviews of SWAT team commanders revealed their rationale and provided important interpretive context.

We conduct a lot of saturation patrol. We do terry stops and aggressive field interviews.

These tactics are successful as long as the pressure stays on relentlessly. The key to our success is that we're an elite crime-fighting team that's not bogged down in the regular bureaucracy. We focus on *quality of life* issues like illegal parking, loud music, bums, neighborhood troubles. We have the freedom to stay in a hot area and clean it up – particularly gangs. Our tactical enforcement team works nicely with our department's emphasis on community policing (Krasaka and Cubellis 1997:624).

Defining and Conceptualizing Mixed Methods

We can define *mixed methods research*, therefore, as that class of research where quantitative and qualitative data collection and analysis techniques are used in a single study, or series of studies, examining a particular object of study. "Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems than either approach alone" (Creswell and Clark 2006: 5).

Let's look now at how these two approaches might be mixed. As seen in Figure 1, we can conceptualize mixed methods research on a three-part continuum. In general, we have pure qualitative research one end, pure quantitative on the other end, and fully integrated in the middle.

See Figure 1

Mixed Methods Approaches On A Continuum*

Mixing quantitative and qualitative usually involves one of three ap-

proaches:

- 1) a predominantly quantitative study employs qualitative data and analysis to shed additional light on their quantitative findings or,
- 2) a predominantly qualitative study employs quantitative data and analysis to bolster their qualitative findings.
- 3) both quantitative and qualitative data and analysis are used in a fully integrated fashion.

The SWAT research described above used qualitative data and analysis to shed light on the quantitative findings (#1 approach).

Maria Torre and Michelle Fine (2005), in an article titled, "Bar None: Extending Affirmative Action to Higher Education in Prison," provide a more recent and excellent example of the second approach (#2) in their article that studies the impact college has on women housed in a maximum-security facility, found in *The Journal of Social Issues*. While predominantly a qualitative study, the authors do shed additional light on the research question through collecting and analyzing recidivism statistics on 274 women, and include quantitative findings of survey research they conducted. The study documents the broad benefits providing higher educational opportunities to women prisoners has on their family life, the children of inmates, recidivism rates, and society-at-large. Table 1 provides a list of the various qualitative and quantitative data sources that Torre and Fine used.

See Table 1 Mixed Data Sources/ Analysis Used in Torre and Fine (2005:574)

One of the key decisions for the mixed methods researcher, then, boils down to whether she or he is going to emphasize a positivist approach over the interpretive, *visa versa*, or treat them as equal. Another important decision – and a key distinction in the mixed methods approach – is timing: will the qualitative and quantitative components of the study be conducted concurrently (at the same time) or sequentially (one after the other). The concurrent route most often includes both qualitative and quantitative findings in a single study. The sequential approach usually involves two studies or more, each reporting on either qualitative or quantitative data. The SWAT research was conducted sequentially (first the ethnography and then the survey research), and concurrently (survey research and the in-depth interviews conducted simultaneously).

As seen in Table 2, there are important advantages as well as disadvantages to the mixed methods approach. The advantages have been discussed; the disadvantages revolve around pragmatic difficulties, such as time, expense, and energy.

See Table 2 Advantages and Disadvantages of Mixed Methods*

Teaching Mixed Methods

Mixed methods research requires our field to abandon the incompatibility thesis. The methods we use to study our objects of study should simply match our research objectives – whether quantitative, qualitative, or both. Ascertaining "what is really

the case?" using different methods of knowledge production will likely yield a more complete answer. The mixed methods movement not only upends the deep tradition in our field of exclusionary and dismissive thinking, it also can help us become better research methods educators. A few reasons include the following.

- Because the mixed methods approach advances a paradigm of methodological inclusion, methods instructors we would be free to incorporate a variety of both quantitative and qualitative methods. A methods course which covers the traditional methods as well as perhaps ethnographic field research, visual methods, or historical research, will be more diverse and thus more interesting.
- Pitting the "quants" and "quals" against another implies that one is ultimately correct and the other is misguided. Students can get the impression that they need to choose which they prefer – closing their mind off to the "other" way. A more conducive approach to learning the material would be to examine the differences for purposes of comparison, but then to also study their potential compatibilities and mutually reinforcing qualities. This third way harbors higher potential to legitimize and clarify both approaches.
- The third way is more conducive to critical and creative thinking. It allows for students to explore the shortcomings and critiques of both quantitative and qualitative approaches and how each can be used to compensate for those shortcomings. Exclusionary thinking often runs counter to the spirit of critical and creative thinking processes. Preferably, differing positions should be

evaluated with an awareness that both may have merits, and opportunities for synthesis (or a third way) should be explored.

- Finally, a pragmatic outlook is more consistent with what the bulk of students will be facing when entering the workforce. Learning how to conduct an effective in-depth qualitative interview will be as valuable to them as how to conduct a robust quantitative survey instrument. Staying true to a particular epistemological tradition will mean little. Indeed, the contemporary private and public organizational literature emphasizes heavily the critical role research should play – using both quantitative and qualitative methods.

A central difficulty facing methods instructors wishing to draw on these advantages is that our field's methods texts have not kept pace with the rapid changes occurring in the research community. Methods texts in other social science disciplines have included mixed methods for some time – such as public administration, social work, education, business, sociology, and political science – and interestingly often use research from our field as their examples. A recent effort has been made to rectify this situation (see Kraska and Neuman 2008), but we still need a greater awareness about mixed methods research and teaching to truly inculcate an inclusive paradigm into our thinking and practices. Fortunately, there are clear signs that crime and justice studies appears to be maturing beyond the tradition of methodological exclusivism, and is seeking out the third way.

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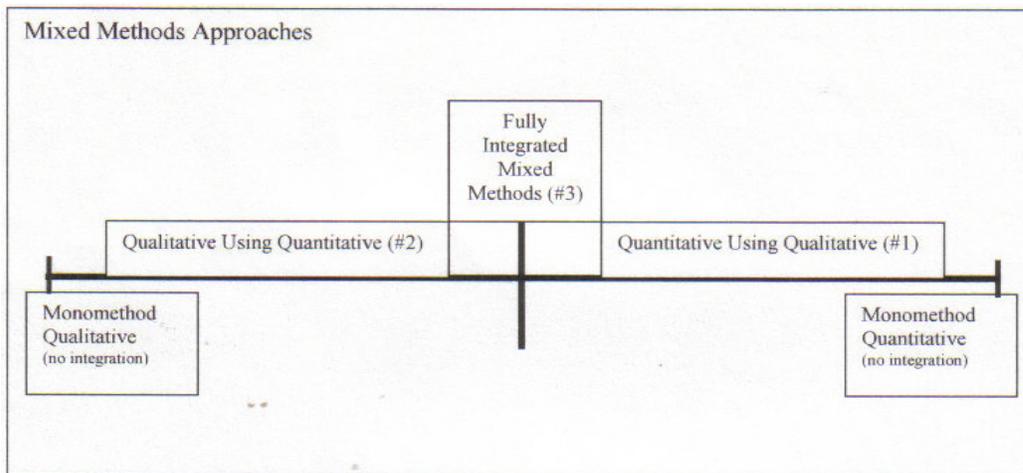
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Torre, Maria and Michelle Fine (2005). Bar none: Extending affirmative action to higher education in prison. *Journal of social issues*, 61:569-594.

Figure 1. Mixed Methods Approaches On A Continuum*

*Found in Kraska, Peter B. and W. Lawrence Neuman (2008) *Crime and Justice Research Methods*. Allyn and Bacon.

Table 1. Mixed Data Sources/Analysis Used in Torre and Fine (2005:574)

1. Archival analysis: review the records of the college program since inception (1997), tracking rates of persistence, women drafted, drop out rates, racial and ethnic distribution, percent in precollege and college courses.
2. Inmate initiated research: on the impact of college, which consisted of one-on-one interviews of four to five women each by 15 inmates (N = 65 interviews by 15 inmates). The interviews were typically conducted with women who lived on the floor of the researchers.
3. Focus group interviews with inmates, selected on the basis of the women's status in the program: drop out; GED students; precollege students; first time college students; adolescent children of women in college; college leaders/mentors; women in the ESL class (N = 43). Each focus group lasted between 45 minutes and 1 hour, was tape recorded, and transcribed.
4. Individual interviews: with women who were in college at Bedford Hills, postrelease from prison (N = 15). These women were randomly selected from a list of recently released women in the New York City area for whom sufficient contact information was available. Each interview was conducted at the Graduate Center of the City University of New York, and lasted anywhere from one to 3 hours. Women were compensated \$50 for participating in the interview.
5. Participant observations: The research team met every 2–3 weeks for 4 years. During this time, we were able to gather much data from our participation and observations within the Learning Center, as well as ongoing conversations with the Superintendent, students in the Learning Center and the prison-based members of the research team.
6. Interviews with Correctional Administrators and Officers: In order to understand the impact of the college program on the prison environment, interviews with administrators and Correctional Officers would be essential. The Superintendent, Deputy Superintendent for Programs, and four correctional officers were interviewed (N = 6). Each interview lasted between 20 and 40 minutes.
7. Focus group and surveys of Educators: In order to document the impact of the college program on educators and the college communities, a focus group with college faculty (N = 20) was conducted by the research team in 1999. A survey was distributed in the year 2000 to faculty of the Spring 2000 semester.
8. Quantitative Recidivism Analysis of 274 women who had attended college while in prison and 2,031 who did not attend college, tracked over 36 months.

See Table 2 Advantages and Disadvantages of Mixed Methods***Advantages**

- Qualitative information (words, pictures) can add meaning and depth to numbers.
- Quantitative information can add clarity and precision to words and pictures.
- Enhances the researcher's ability to answer a greater range of research questions.
- Potentially enhances both validity and reliability.
- Examining an object of study using multiple approaches allows for more complete knowledge.

Disadvantages

- Carrying out multiple methods simultaneously can be taxing.
- The researcher has to be competent in multiple research approaches.
- Potential to be criticized by methodological purists.
- It is potentially more expensive and time-consuming.

*Adapted from Johnson and Christesen's (2004:414) Educational Research; Found in Kraska, Peter B. and W. Lawrence Neuman (2008) Crime and Justice Research Methods. Allyn and Bacon.



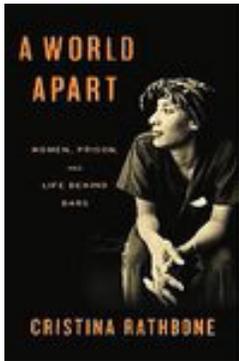
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BOOK REVIEW



Rathbone, C. (2006). *A world apart: Women, prison, and life behind bars*. New York: Random House.

Submitted by:
Frank Butler, La Salle University

Introductory undergraduate courses in criminal justice often fail to give students more than just a cursory view of the crucial topic of life in institutional corrections. Students come into the course with a plethora of stereotypical images of prisoners, commonly based on fictional portrayals in the entertainment media or highly aberrant cases that became newsworthy.

In light of the massive use of institutional corrections in the United States, as well as the fact that life in these facilities is radically different from everyday experiences in the free world, students' first exposures to the field of criminal justice should include at least a basic understanding of incarcerated existence. Since incarceration represents the most severe end of the spectrum of criminal punishment and is used with great frequency, basic study of lived experiences of the incarcerated also raises fundamental issues of

justice that should be at the core of introductory courses.

Cristina Rathbone's book is a vehicle that can be used to help students experience imprisonment vicariously, through the lives of real prisoners. In contrast to one-shot tours of correctional facilities, which are commonly so superficial that students are left with the impression that they have just visited animals in a zoo, students who read Rathbone's book are presented with a rich view of the complexities of prisoners and prison life. The book goes a long way toward humanizing a segment of the population that students fed on media images tend initially to view as only marginally human.

The subjects of the book are a set of women in Massachusetts prisons, each of whom was interviewed extensively by Rathbone. The prisoner developed in most detail is Denise, described as a suburban crack addict and stripper. Denise is also a victim of domestic abuse. The book explores experiences such as Denise's initial shock over the experience of incarceration, her helplessness regarding the emotional turmoil her young son was facing, her boredom, her rage at perceived individual and social injustice, and her romantic adventures during incarceration.

Through her subjects' stories, Rathbone details the tapestry of prison life while never losing sight of the larger, societal implications of how we treat prisoners. She presents an especially informative narrative of the spillover punishment that is experienced by children whose mothers are incarcerated. Other key

themes that are elucidated through the prisoners' stories include: the pain of separation from children; the dearth of academic or vocational programs; the loss of basic amenities (like dental floss); drug addiction and clinical depression among prisoners; sexual relations between staff and inmates; and the perks and foibles of minimum (cf. maximum) security custody.

The book also gives insight into prison history, primarily through the example of Massachusetts prisons. For example, we see the pettiness of crimes that resulted in imprisonment for women, the contrasting management styles of superintendents, and the frustration of the original ideals of the reformatory concept.

The core notion of justice in criminal justice is explored throughout the work. These include the stories of a murderer who had been repeatedly beaten and raped and who had been forced into prostitution by her boyfriend; a drug smuggler who had not known about mandatory drug laws; and an entrepreneurial heroin dealer who controlled the underground economy at the prison. Larger issues of social justice are raised through, for example, discussions of the morality of a corrections-industrial complex and the inadequacies of mental health services for prisoners.

In spite of the highly serious nature of her subject matter, Rathbone manages to inject a sense of humor throughout the book, without being disrespectful toward her subjects or minimizing the importance of the issues raised. For

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example, the prisoners' creativity in evading prison rules, as well as the romantic interludes between female and male prisoners, are common topics throughout the book.

Finally, the gendered injustices of criminal justice are a consistent theme of the work. The sexual victimization of women both before and in prison, the historical demonization of women for "crimes" that were relatively unpunished among men, and the differential treatment of women in terms of prison programs and services are among the topics explored.

Rathbone is a journalist, and the book is a work of investigative journalism. Social scientists are sometimes quick to denigrate the value of such works in academe, but it should give us pause to realize that both public opinion and social change are much more associated with good investigative journalism than with obtuse social-science studies. The impersonal and coldly analytical presentation in the bulk of social science literature is particularly ill-suited for having students grasp the painful realities of lived experience in correctional institutions.

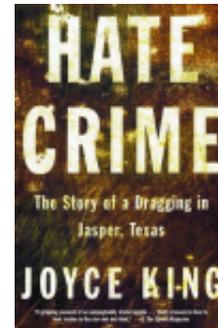
The book has a few deficiencies for academic purposes. The chapters are given titles but are not numbered, which is an inconvenience if chapters are assigned throughout a semester. Also, the last two chapters ("Contact" and "Epilogue") do not really add anything substantive to the outstanding discussion throughout the rest of the book, and they can easily be omitted. Finally, the book does not focus on essential

issues relates to race/ethnicity to any appreciable extent, and obviously it large excludes presentation of the experiences of male prisoners.

Rathbone's lucid and engaging writing style is a major strength of the book. The prose is fairly light reading, and the author's journalistic acumen has yielded a book that can hold even undergraduate students' interest. As a supplementary work, it can be assigned as a single reading, or chapters can be covered individually throughout a semester. In the latter option, it is often possible to segue topics from the book with course topics, especially if corrections is covered relatively early in a course in contrast to traditional approaches that reserve it for the end-of-semester rush.

In terms of reflecting sheer numbers of prisoners, it may be suggested that a book on male prisoners would be more appropriate for introductory courses, if such supplementary material is used at all. In contrast to this view, one can observe that women's imprisonment is certainly increasing at a faster rate than men's imprisonment. More importantly, the issues implicated in the lives of women prisoners—both historically and presently—serve to raise (even more so than those involved with men prisoners) very basic but crucial concerns with social justice. Such issues should be core to introducing students to a discipline that purports to concern itself not just with criminals but also with justice. Rathbone's book is an excellent resource for sensitizing students to the lived experiences of women prisoners, as well as to

the larger societal implications that such experiences engender.



King, J. (2002). *Hate Crime: The Story of a Dragging in Jasper, Texas*. New York: Anchor Books.

Submitted by:

Sheryl L. Van Horne, Pennsylvania State University

Joyce King, a former reporter who worked as a radio anchor for a CBS company is the author of *Hate Crime: The Story of a Dragging in Jasper, Texas*. While the aforementioned title is her first book, she has given numerous lectures and written two books since this one entitled *Growing up Southern: White Men I Met Along the Way* and *Forgotten Hurricane*.

Hate Crime is a powerfully moving book that outlines personal and political attributes through the story of the dragging of a black man by three white men. The book is very well-written and should be read by anyone who has an interest in racial issues or criminal justice. *Hate Crimes* would be an appropriate book to use as a supplemental reading in a diversity issues or race relations course, a courts class, or even an introductory level criminal justice

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course. This book could work well for various disciplines, including Criminal Justice, Criminology, and Sociology.

The book is divided into eight chapters, separated into three main parts and a conclusion. The first section is entitled "Black and White Collision" and consists of the first two chapters. The first chapter gets the reader's attention by describing the horrible events that occurred on June 7, 1998 in the small, racially-integrated southern town of Jasper, Texas. The second chapter begins with the investigation, detailing the way in which the three suspects were apprehended.

The second section is entitled "A Job to Do" and contains chapters three, four and five. The third chapter focuses on the family of James Byrd, Jr. and the reader is also introduced to some of the personal story of the author. Joyce King writes about how her work covering the story has impacted her own family life. She highlights the fact that race and racial discrimination are everyday issues for her. In this chapter she follows the route of the killers, getting even closer to the victim and trying to imagine how he must have felt in his final moments. She then finds closure and room for forgiveness for the people who have discriminated against her.

In an attempt to better understand the crime, the fourth and fifth chapters examine possible reasons for the incident. The fourth chapter documents the childhood of each of the three men involved in the dragging, John William King,

Lawrence Russell Brewer, and Shawn Allen Berry; looking into the potential that the offenders' childhood and upbringing could elucidate their horrendous acts. The fifth chapter examines the possible role of prisonization by taking the reader to the prison and discusses the Aryan Brotherhood of Texas and the impact of prison life on the two offenders who had been recently released from prison. Background information on prisons and prisoners, especially in Texas, are also provided, while the main focus is on gangs and racial disparities between prisoners and guards. Chapter five ends with a discussion about the importance of respect and reminds readers that John William King had hopes of becoming an Aryan Brotherhood member. Instead he joined another racist gang, the Confederate Knights of America, a much lesser known group based in North Carolina.

Part Three is entitled "Dead Men Talking" and consists of three chapters covering the three trials, one chapter per trial. Chapter six focuses on John William King's trial and covers themes of the media in the courtroom, the dramatic impact of the crime scene photos, and the finding of guilt and sentencing of death by a predominantly white jury. The seventh chapter details the Lawrence Russell Brewer trial, while the eighth chapter covers the Shawn Berry trial, beginning with an unusually sympathetic interview of him with Dan Rather on Sixty Minutes II that occurred a month before the trial, and may have accounted for the life sentence outcome, as opposed to the two previous death penalty

sentences.

The final chapter concludes the book by providing an epilogue to the story, describing where the characters are today. Yet more significantly, it encourages the reader to think in greater depth about race relations and racial issues in a number of ways, including a description of an event that happened to the author while she was younger that caused her to stereotype whites, especially southern white police officers. Joyce King indicates her transformation by the trials of the three men accused and convicted of the dragging. Through her story and narration, the reader can identify with her even if the reader has not had the same experiences she has had. Some may view the personal perspective of the book and the occasional first person writing as a limitation of the book, but in fact it highlights the key idea; that the personal is political.

For more information on submitting a book review go to

:
http://www.acjs.org/pubs/167_666_3516.cfm

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ACJS Today Publication Dates

February
 June
 October
 December

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 Sciences. All rights reserved.
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 members of ACJS.

Submission Deadlines

January 15th
 May 15th
 September 15th
 November 15th

*The editor will use her discretion
 to accept, reject or postpone
 submissions.*

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Articles may vary in writing style
 (i.e. tone) and length. Articles
 should be relevant to the field
 of criminal justice, criminology,
 law, sociology or related
 curriculum and interesting to
 our readership. Please include
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Minimum length: 700 words
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Photos: jpeg or gif
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 a detailed description of the
 book to help the readership
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 for teaching particular courses.
 Please identify how the book
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For more information go to
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ACJS ESSAY

A Righteous Stand¹: ACJS and Criminal Justice Policy

Submitted by:

Craig Hemmens, Boise State University

ACJS has existed for more than forty years. During this time it has become a leader in criminal justice education. The organization has created two of the leading academic journals in criminal justice, holds an annual conference that provides the membership with opportunities to present their research, engage in faculty development, and network with others and see old friends. Just as the organization has helped its membership, the organization has benefited from the contributions of its members, many of whom have given countless hours of service to ACJS, regional criminal justice organizations, and the practitioner community.

So now what? Is that all there is for ACJS to do? Or is now the time to consider an expansion of the role of ACJS? According to the ACJS Constitution, part of the mission of ACJS is “. . . to serve as a clearinghouse for the collection and dissemination of information related to or produced by criminal justice education and/or research programs” (ACJS Constitution Article II). I believe it is time for ACJS start living up to this promise. It is time for ACJS to use the knowledge, skills, and expertise of its members and its stature as a leading criminal justice academic organization to inform policymakers and the public about significant criminal justice issues

of the day. Individual members of ACJS have long provided this sort of service, and of course academic publications provide an outlet for individual efforts to inform criminal justice policymaking.

This is just not enough. It is time to move beyond talking to ourselves, and speak directly to policymakers. The past twenty years of misguided criminal justice policymaking initiatives (i.e. the war on drugs, boot camps, juvenile waiver laws) provide ample evidence that passive dissemination of information has not worked; we are being ignored. There are individuals amongst us trying to inform policymakers, but when it is just a solitary voice, that voice is easily discounted. There is strength in numbers. ACJS, as an organization, should begin to take a stand on criminal justice policy issues. In so doing, ACJS will hardly be taking an unprecedented step. Rather, it will be following the lead of other professional academic and professional organizations such as the American Medical Association and the American Bar Association.

I recognize this means taking a stand on issues that are controversial (such as the death penalty, for example) and that well-meaning people in the organization can (and do) disagree about such issues. What I propose is not that ACJS stake out a political position on an issue, but that ACJS take a position on an issue that is based solely on what the research shows. ACJS can, and should, use its position as a national organization comprised of highly regarded academics to advocate for informed policymaking. As we all

know, all too often criminal justice policy is driven by public hysteria and is based on anecdote and passion rather than data. I simply propose that ACJS take a position on policy issues, and that this position should be based on the data. This may mean advocating for the abolition of a policy the data indicates does not work or the creation of a policy that the research suggests might work. It does not mean support of either a “liberal” or “conservative” agenda—it means simply a focus on what works.

My proposal is certainly not new. It has been suggested before, but ACJS has declined to go forward. There are several reasons for this, including: (1) the belief that ACJS should not take a position unless there is an overwhelming consensus among the membership on an issue, and (2) the belief that if ACJS takes a position for or against a criminal justice policy, this stance will negatively affect the public perception of the organization. Let me respond briefly to each of these concerns.

The first concern, that many criminal justice policy issues are divisive, and have both passionate proponents and opponents, is certainly valid. For instance, some will say it is unrealistic to expect the ACJS membership will all agree with a declaration that the death penalty is (or is not) an appropriate sanction. Nonetheless, I believe it is possible for ACJS to, at the very least, follow the example of the American Bar Association (ABA) and take a position on the legitimacy of the death penalty as a sanction based on

ACJS ESSAY

a review of the research on how the death penalty is administered. The ABA recently issued a statement recommending a moratorium on executions until issues such as racial disparities in the imposition of the sanction and problems with the provision of adequate representation for indigent defendants can be improved (ABA, 2007a). The ABA statement does not advocate elimination of the death penalty *per se*, but argues that the death penalty should not be imposed until the process is improved significantly. This recommendation is supported by research indicating the death penalty process is seriously flawed in many respects. Surely ACJS could take a position like this, based as it is on research.

The ABA is comprised of more than 413,000 lawyers, and includes individuals of all political persuasions. It is a professional organization, and its mission (in part), is similar to ACJS. Among the eleven goals of the organization is “. . . to increase public understanding of and respect for the law” (ABA, 2007b). The ABA call for a moratorium is not a political statement, it is a call for policymaking that is informed by the data. Surely the membership of ACJS can support these sorts of initiatives!

Admittedly there are some logistical issues to be worked out. How will ACJS determine what policies to take a position on, and how will the organization decide how to take a position? The ABA vests this sort of decision-making authority in the House of Delegates, which is comprised of 546 members,

or less than one percent of the membership. The House of Delegates makes a decision based on research performed by the membership. In the case of the death penalty moratorium, the ABA created a group that studied the issue and provided a report to the membership and the House of Delegates, who then acted on behalf of the ABA.

Similar to the ABA procedure, ACJS could commission an ad hoc committee to study an issue and provide the membership with a report. ACJS could then authorize the Executive Board to speak on behalf of the membership, similar to the role performed by the ABA House of Delegates. Alternatively, given the relatively small size of the organization, such decisions could be put to a vote of the entire membership. This vote could take place at the annual meeting, or perhaps via the Internet. ACJS could decide to issue policy statements based upon a simple majority vote, or it could require some sort of super majority. Obviously the organization is unlikely to ever speak with unanimity on an issue, but that is just as true of the ABA and other organizations that offer policy statements.

The second concern, that taking a position on a controversial issue will negatively affect the perception of ACJS by the public and policymakers, is simply a non-starter. If ACJS takes a position that is based on the data, conscientious people should respect this position as one based upon knowledge, not ideology. If people do not respect, or criticize the ACJS position, so what? We are obliged as

scholars and citizens in a democracy to try to make the world a better place. We should use our training and knowledge to inform public debate, and not shirk this responsibility for fear of recrimination or retaliation. We are a privileged lot; the least we can do is risk the approbation of intemperate people in the service of the truth. It is a small price to pay and the consequences are, let's face it, minor—we are largely unknown outside our little academic world. Those who will choose to ignore our policy statements are likely those who already ignore us unless we serve their goals. We may well be spitting into the wind, but we should at least try. We certainly cannot change the world if we give up before we begin.

ACJS has served the criminal justice academic community well for almost five decades. It has provided all of us with the opportunity to grow and improve ourselves. I believe the time has come to use ACJS for more than just our own individual needs and benefit. Let us realize that we can make a difference, that we can use our knowledge to influence and inform the world beyond the halls of academe. Let us come together as an organization and use our collective expertise and authority to advocate for informed criminal justice policymaking. It's time to take a stand.

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American Bar Association (2007b). Profile of the American Bar Association 2007. Retrieved from <http://www.abanet.org/profile.html> (November 5, 2007).

About the author: Craig Hemmens, J.D., Ph.D., is a Professor in the Department of Criminal Justice and Director of the Honors College at Boise State University.

(Endnotes)

1 Bruce Springsteen, "Devils and Dust" on *Devils and Dust* (2005). Copyright © Bruce Springsteen (ASCAP). Lyrics are as follows (partial):

Fear's a powerful thing

It'll turn your heart black you can trust

It'll take your God filled soul

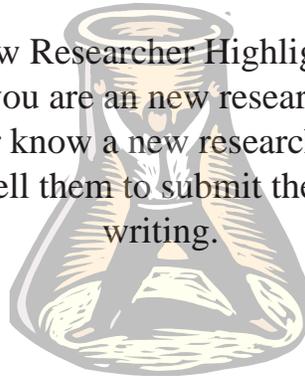
Fill it with devils and dust

Now every woman and every man

They want to take a righteous stand.

CALL FOR ARTICLES

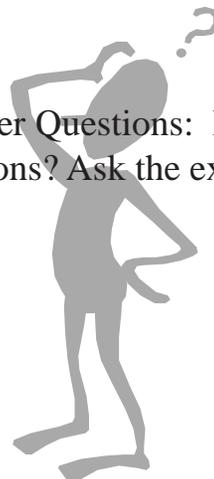
New Researcher Highlights:
If you are an new researcher or know a new researcher tell them to submit their writing.



PhD Forum: Share the results of your dissertation by submitting your abstract.



Reader Questions: Have questions? Ask the experts!



Upcoming ACJS Annual Meetings

March 11-15, 2008
Hilton Cincinnati Netherlands Plaza and Hyatt Regency Cincinnati, Ohio



March 10-14, 2009
Marriott Copley Place Boston, Massachusetts

February 23-27, 2010
Town & Country Resort & Convention Center San Diego, California

March 1-5, 2011
Sheraton Centre Toronto Hotel Toronto, Canada

March 12-17, 2012
New York Marriott Marquis New York, New York

March 19-23, 2013
Adam's Mark Dallas Dallas, Texas

ACJS NEWS

The State of the ACJS

Based on remarks from President Ron Hunter and Executive Director Mittie Southerland

International Relations

International relations with sister organizations are broadening. Since March, Jeff Walker has represented ACJS at the International Police Executive Forum in Dubai and Janice Joseph has represented the organization at United Nations meetings in Vienna. Mittie Southerland will at the British Society of Criminology meeting. Wes Johnson is attending the European Society of Criminology meeting in Italy. President Ron Hunter is reciprocating their attendance in Seattle by attending the Australia-New Zealand Society of Criminology Annual Meeting.

An associated endeavor has been to add an International presence to the ACJS website. ACJS believes that criminal justice and criminology benefits from international research, cooperation, and information exchange. Three specific pages have been added to the ACJS website through the International button. These pages provide direct links to international organizations, journals, and upcoming conferences.

ACJS & Students

ACJS continues to be a "student friendly" organization and will again sponsor student luncheons at the annual meeting, allow students to "work off" their registration fee by helping at the registration desk, and work to strengthen efforts in recruiting graduate students through enhanced relations with the doctoral granting institutions, continued membership inducements for doctoral students, and restoration of the Directory

of Graduate Programs. Similar efforts will continue in the recruitment of minorities to ACJS.

Certification

ACJS continues to promote program certification by offering information sessions and reviewer training at the regional meetings. Anyone who is interested in becoming a program reviewer should contact Mittie Southerland at execdir@acjs.org.

Annual Meeting

Rick Tewksbury and Ron Hunter recently returned from a site review of the Hyatt and Hilton properties in Cincinnati and are excited about the potential that these two hotels offer in planning the 2008 annual meeting.

Diplomate in Criminal Justice

In an effort to recognize the professionalism of ACJS members, (particularly those who may work in non-teaching positions or at institutions that will not seek program certification) Ron Hunter is creating an ad hoc committee to explore the potential of establishing criteria for a *Diplomate in Justice Science*. Anyone interested in serving on this committee, contact Ron Hunter at rhunter@wcu.edu.

Ad Hoc Assessment Committee

In order to continue providing information and assistance to members in the areas of course and program assessment, the ACJS Executive Board is recommending to the membership that the Ad Hoc Assessment Committee become a permanent standing committee.

ACJS Award Nominations

The due date for ACJS Award Nominations has been extended to October 15th. Contact Bill Doerner, the

Awards Committee Chair, at wdoerner@mailier.fsu.edu.

Criminal Justice Month

The ACJS Executive Board has endorsed the efforts of John Smykla and Chip Burns in seeking to have the month of March recognized as *Criminal Justice Month*. Please contact John at jsmykla@uwf.edu or Chip at r.burns@tcu.edu to learn how to support them in this endeavor.

ACJS Finances

The Academy is financially sound. Membership and annual meeting attendance is growing. At the end of August 2007 ACJS had over \$500,000 in various accounts and own two adjoining office condos where the National Office is located in Greenbelt, MD. Those properties are worth over \$300,000. ACJS has 2,400 members including 125 institutional members and 140 PhD students who have taken advantage of the free 1 year membership for PhD students. There were 1,437 attendees at the recent Seattle meeting. The last west coast meeting netted less than 1,200 attendees and great attendance is expected in Cincinnati.

ACJS Publications

The ACJS journals are fulfilling the goal of contributing to the wheel of science by disseminating research in the field. Both Justice Quarterly and Journal of Criminal Justice Education have quality ratings that are very competitive within the social sciences. Recent changes should facilitate the continual increase in quality. Effective immediately manuscript submission is on-line and the review and editing process are electronically managed. Because of this change, the ACJS Executive Board discontinued the submission fee for both journals. The association with

ACJS NEWS

Taylor and Francis as the publisher of the journals has proved successful. The journals are provided in hard copy and are electronically accessible by our members. All members have electronic access as soon as the journal issue goes to press. They also have access to all back issues of both journals. The subscriptions to the journals have increased and are being actively marketed internationally.

ACJS is currently searching for an Editor of JCJE. Janice Joseph is chairing the Editor Search Committee. Members are encouraged to review of materials regarding application on the ACJS website.

ACJS Today provided electronically through the ACJS Website and the new hard copy publication ACJS NOW are providing membership information and direct email capability allows immediate communication with the membership when necessary.

ACJS Representatives

Vivian Lord has been named as the ACJS representative to Federal Law Enforcement Training Council's Advisory Committee to the Office of State and Local Training for a term ending April 30, 2010. The alternate representative is Denise Gosselin. ACJS and the American Correctional Association have also entered into an agreement.

ACJS Committees

ACJS Committees do the primary work of the Academy. Each committee has a chair and a deputy chair who will take over the task of chair next year. The committees also have several committee members:

Academic Review Committee: *Laura Moriarty, Chair*

Affirmative Action: *Florence Ferguson, Chair*

Constitution and By-Laws: *John Smykla, Chair*

Membership: *Matthew Robinson, Chair*

Nominations and Elections: *Jeff Walker, Chair*

The nominating committee has recommended the following candidates:

2nd VP: James Marquart and Frank (Trey) Williams

Treasurer: Lorenzo Boyd and Marilyn Chandler-Ford

Region 2 Trustee: Julie Kunselman and Lee Ross

Region 3 Trustee: Mitch Chamlin and Ken Novak

Trustee at Large: Faith Lutz, Roslyn Muraskin, Fran Reddington, and John Worrall.

Program: *Richard Tewksbury, Chair*

Student Affairs: *Reid Toth, Chair*

Publications: *Faith Lutze, Chair*

Awards: *Bill Doerner, Chair*

1. Bruce Smith Sr. Award: *Matthew Robinson, Chair*

2. Academy Fellow Award: *Quint Thurman, Chair*

3. Academy Founder's Award: *Florence Ferguson, Chair*

4. Outstanding Book Award: *Myrna Cintron, Chair*

5. The William L. Simon/Anderson Publishing Outstanding Paper Award: *John Kerbs, Chair*

6. The William L. Simon/Anderson Publishing Outstanding Student

Paper Award: *Rudy Prine, Chair*

7. Donal MacNamara Award: *Sanja Ivkovich, Chair*

Budget, Finance, and Audit: *Janice Joseph, Chair*

Ethics: *Elizabeth Grossi, Chair*

Strategic Planning ad hoc Committee: committee being formed by Ron Hunter

ACJS Sections

ACJS sections include: Community College, Corrections, Critical Criminology, Information and Public Policy, International, Juvenile Justice, Minorities and Women, Police, and Security and Crime Prevention. Most of the sections are extremely active in communicating with their membership through newsletters or listserves and in sharing their research at the ACJS annual meeting through panels, roundtables, and workshops. Each Section provides opportunities for leadership and networking.

ACJS is viable because of the interest and active engagement of all those who are committed to the improvement of our field in the present and the future. ACJS is healthy and engaged.

ANNOUNCEMENTS

Call for Committee Volunteers

Janice Joseph, ACJS 2nd Vice President, is actively seeking volunteers for the various standing committees of the Academy for her term as President of ACJS from March 2009-March 2010. She and her committee chairs will discuss the purposes and activities of these committees during the ACJS General Business Meeting from 9 am until 10 am on Friday, March 14, 2008. Please attend this session to learn more about how to be actively involved in service to ACJS. Members will have an opportunity to volunteer to serve on a committee at that time. Every ACJS member who volunteers will be placed on a standing or ad hoc committee, to the extent practical.

The Academy's affirmative action goal is to provide inclusive and diverse opportunities through the acceptance of individuals at all levels within various disciplines without regard to race, color, religion, gender, age, handicap, national origin, marital status, sexual orientation, pregnancy, or veteran status. The Academy has officially adopted and reaffirms its non-discrimination policy as follows:

No member of the Academy shall, on the grounds of race, color, religion, gender, age, handicap, national origin, marital status, sexual orientation, pregnancy, or veteran status be excluded from participation in, be denied the benefits of, or be subjected to, discrimination in this organization.

AND

It is the policy of the Academy that minorities and women shall be involved and are encouraged to participate as active members in all activities of ACJS, including policy and decision making.

Call for Papers & Posters

DISPROPORTIONATE MINORITY CONTACT IN THE CRIMINAL JUSTICE SYSTEM

VIRGINIA STATE
UNIVERSITY

April 24, 2008

SUBMISSION DEADLINE: March 18th 2008

The Department of Sociology, Social Work and Criminal Justice at Virginia State University and the Virginia Department of Criminal Justice Services (DCJS) are co-sponsoring an annual conference on Disproportionate Minority Contact in the Criminal Justice System. The conference will be hosted at Virginia State University (VSU) on April 24, 2008.

Interested scholars and professionals are invited to submit papers or posters for presentation at the conference. Possible session topics include: Law Enforcement, The Courts, Sentencing and Sanctions, Social Services, Healthcare, Juveniles, Schools, Prevention, Class, Sex, and Race.

ALL submissions must include:

- "DMC Submission" in the subject

line of your emails

- Submission Type: Paper Presentation or Poster Session
- Title: of paper or poster
- Abstract: A 100 - 250 word abstract
- Contact information for **each** author and/or presenter
 - a. Name
 - b. Affiliation
 - c. Mailing Address
 - d. Telephone Number
 - e. Fax
 - f. Email Address

For more information email dmc@vsu.edu. We look forward to receiving your proposals and hope you will be able to join us at VSU on April 24, 2008. Conference registration information will be available in the near future.

Co-Sponsors:

Virginia State University
Department of Sociology, Social
Work & Criminal Justice

Department of Criminal Justice
Services (DCJS)

Institute for the Study of Race
Relations





澳門大學

Universidade de Macau
University of Macau

The University of Macau is a government-funded institution located in the Macao Special Administrative Region of the People's Republic of China. The Faculty of Social Sciences and Humanities (FSH) invites applications for the academic position in the following area:

Criminology – Associate/Assistant Professor
(ref. FSH/DSOCI/CRIM/09/2008)

Qualifications

We are looking for someone who demonstrates excellence or potential for excellence in teaching and research. Both qualitative and quantitative skills are required, but the most ideal candidate would have strong quantitative skills, preferably including the knowledge of GIS analysis. Some of the courses we expect the candidate to teach include the principles of criminal justice administration, criminal justice program evaluation, and courses in courts, corrections, policing, deviance and social control, and criminology. Applicants with strong qualifications in other research and teaching areas are also welcome. The appointee is required to teach courses at both the undergraduate and graduate levels.

By the time of employment, the candidate should possess a PhD degree in criminology/sociology or other related areas from an accredited institution. Candidates for the rank of Associate Professor should, additionally, have a distinguished record of research and publication. PhD candidates who expect to complete their studies by September 2008, the starting date of appointment, will also be considered.

Applicants should send an application package that includes 1) a letter of application addressing his or her qualifications as required by the job; 2) a curriculum vitae; 3) graduate transcripts; 4) a certificate of PhD (if available); 5) three letters of recommendation; and 6) any supporting materials the applicant wishes to include.

Positions and Annual Salary

The positions offered and salary level shall be determined according to the appointee's academic qualifications, current position, and professional experience. For details about the "Terms of Academic Appointment", please refer to: (<https://isw.umac.mo/recruitment/showTermsAppoint.do>):

Associate Professor: MOP616,000 – MOP693,000

Assistant Professor: MOP500,500 – MOP577,500

(USD1 approx. = MOP8)

The selected candidate is requested to assume duty in September 2008.

Application Procedure

Applicants should visit <http://www.umac.mo/vacancy/> for more details, and apply **ONLINE** at **Jobs@UM** (<https://isw.umac.mo/recruitment/>) on or before **20/02/2008**. Other contact points are:

Administration and Human Resources Office,

University of Macau, Av. Padre Tomás Pereira, Taipa, Macau

Website: <https://isw.umac.mo/recruitment/>; Email: vacancy@umac.mo

Tel: +853 397 8681 or + 853 397 8684; Fax: +853 397 8694 or +853 2883 1694

The University of Macau reserves the right not to appoint a candidate

*****Personal data provided by applicants will be kept confidential and used for recruitment purpose only*****

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