

THE SEARCH FOR THE CRIMINAL JUSTICE EDUCATOR

A RESPONSE TO ROBERT ENGVALL'S ARTICLE, "IS IT REALLY 'JUST A J.D.?'"

by

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As a J.D., Ph.D., Engvall brings an intriguing perspective to the J.D. versus Ph.D. debate in the criminal justice discipline. He steps back from his basic premise to "digress" as he says about the need for self-reflection about the amount of heavy lifting we professors actually do. This heavy lifting, in my opinion, is the real core of the J.D. versus Ph.D. debate in criminal justice. I will revisit the heavy lifting concept shortly.

I suspect, as Engvall does, that much of the debate does originate with the feelings of inferiority some Ph.D.'s have felt. Criminal justice scholars have consistently had to balance their own practitioner status, the practitioner backgrounds of their students and research subjects, as well as their own education status. Few social science

disciplines have the unique origins and history that criminal justice does. The original scholars in criminal justice were primarily previous criminal justice practitioners. They faced the credibility issues of overcoming their practitioner status to be taken seriously as scholars.

Their previous practical backgrounds gave these scholars the experience to develop their research studies and some of the original criminal justice curriculums across the country. Their "gift" was also a curse because the practitioner was not perceived to be as educated as the new criminal justice scholar. Without the respect for the practitioner and the practitioner's perspective, how could the research and curriculum be valid? The implication for policy impact is clear. If these scholars intended to impact the field with criminal

justice policy research, how could it be done without an appropriate regard for the criminal justice practitioner?

As the criminal justice discipline has evolved, the challenge to be accepted as a credible social science has forced some, as Engvall points out, to polarize the Ph.D. against all other professions who might teach criminal justice or conduct criminal justice research. This polarization has even played out in the debate of criminal justice versus criminology in which some have tried to claim the superiority of criminology over criminal justice.

It is time to drop these dichotomous debates of the J.D. versus the Ph.D. and criminology versus criminal justice. Many criminal justice educators recognize the criminal justice field for what it is. A significant number of criminal justice students are criminal justice practitioners or practitioner wannabees. Just look at the "CSI" effect on criminal justice enrollments. The research and teaching conducted in criminal justice is intended to develop a professional practitioner and to inform criminal justice policy. That is why it cannot be criminology without criminal justice. They are integrated. Understanding the criminal and the

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PRESIDENT'S MESSAGE

In my first message in *ACJS Today* I wish to thank Jeff Walker for the great job he did as president. Jeff set three goals for himself at the beginning of his presidency of ACJS and I believe that he was successful in each of them. Jeff and Craig Hemmens put together an excellent conference in Seattle, demonstrating that the Pacific Northwest is a very appropriate venue for our annual meetings. He began establishing international contacts with other criminal justice and criminological organizations. And, he laid the groundwork for increasing student involvement within ACJS. Jeff indeed left large shoes for me to try to fill.

It is my intention to continue to promote Jeff's goals, as well as those established by our predecessors, by focusing on the following:

- 1) We will continue to strengthen our international relations with our sister organizations. Since March, Jeff has represented ACJS at the international Police Executive Forum in Dubai and Janice Joseph has represented us at United Nations meetings in Geneva. In June I am attending the Stockholm Prize Symposium on behalf of ACJS. Mittie Southerland will be representing us at the British Society of Criminology meeting. Wes Johnson will attend the European Society of Criminology meeting in Italy. And, I will reciprocate their attendance in Seattle by attending the Australia-New Zealand Society of Criminology Annual Meeting in September.
- 2) We will continue to be a "student friendly" organization. We will again sponsor student luncheons at our annual meeting. We will allow students to "work off" their registration fee by helping at the registration desk. We will also work to strengthen our 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.
- 3) We will continue to promote program certification by offering information sessions and reviewer training at the regional meetings. I encourage anyone who is interested in becoming a program reviewer to contact Mittie Southerland.
- 4) Rick Tewksbury and I just returned from a site review of the Hyatt and Hilton properties in Cincinnati. We are excited about the potential that these two hotels offer us in planning our 2008 annual meeting. In addition to offering great conference facilities, Cincinnati has sightseeing, shopping, and dining opportunities for everyone. We intend to provide another great meeting for you.
- 5) Lastly, in an effort to recognize the professionalism of our members, (particularly those who may work in non-teaching positions or at institutions that will not seek program certification) I am creating an ad hoc committee to explore the potential of establishing criteria for a *Diplomate in Justice Science*. If you are interested in serving on this committee, contact me at rhunter@wcu.edu.

I am excited about the progress that we have made as a professional association. Please feel free to contact me with suggestions that you may have on how we may continue to improve our service to you.

Ron Hunter

ACJS President

PHD FORUM

Community College Male Athletes and Non-Athletes: An Examination of Status Characteristics and Rape Supportive Attitudes

Cathryn F. Lavery
Iona College

Male students who played on community college sports teams, designated "Athletes," and male students who were not on community college teams, designated "Non-athletes," participated in the study. The research compared how athletes and non-athletes perceived their status in terms of the variety of dimensions, as well as how they thought others perceived them on those same status dimensions. The athletes and non-athletes completed questionnaires indicating their self-perceptions of their own present status with respect to their intellectual, athletic, educational, and social status. They also indicated their perceived future status: educational status, athletic status, non-athletic career status, and overall career success. In addition to rating their own perceptions of their status, subjects were asked to rate how they thought others saw them on present and future status variables. These "other" people were involved in the subject's day-to-day life in college and included: other students, professors, and the current or last girlfriend. It was hypothesized that athletic subjects' self-perceptions and perceptions of how others thought of them would be higher in all status areas than the non-athletic subjects. It was also hypothesized that athletes would be more accepting of rape myths, including the belief that women lie about rape, than non-athletes. Results found that athletes perceived themselves as having higher present and future athletic status than non-athletes, as predicted. In addition, athletes rated other people as seeing them with higher present and future athletic status than non-athletes. Contrary to the prediction, athletes thought others perceived them as having lower present and future educational status and lower overall

future career success than non-athletes. Also, contrary to prediction, athletes saw themselves as having lower future non-athletic career status than non-athletes. An additional finding was that both groups believed their girlfriends perceived them as having overall higher present status than other students and professors. Contrary to the hypotheses, athletes did not have a greater acceptance of rape myths than did non-athletes; however, they did believe that women lie more about rape.

AN EXPLORATORY DESCRIPTIVE STUDY OF GENDER AND CULTURALLY RESPONSIVE TREATMENT WITHIN THE COOK COUNTY DEPARTMENT OF WOMEN'S JUSTICE SERVICES

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Chicago State University

An exploratory study of the Cook County Department of Women's Justice Services was conducted in Chicago, Illinois from April 1, 2006 to June 21, 2006. The researcher used participant observation, archival analysis and semi-structured interviewing to gain access to and information from the Department of Women's Justice Services. The researcher also enrolled in a 16-hour gender and culturally responsive training program sponsored by the Cook County Department of Women's Justice Services. The researcher reviewed the Department of Women's Justice Services' program policy and procedure manuals and effectiveness statistics/outcome measures, and conducted literature review of research initiated by research teams that currently operate and oversee gender and culturally responsive treatment programs. In addition, the researcher conducted an analysis of data collected on women offenders.

The goal of the study was to provide

insight to the gender and culturally responsive programs being operated by the Department of Women's Justice Services. The researcher wanted to inform readers of the need for a program solely devoted to the care, treatment, and rehabilitation of females that have been involved in the criminal justice system and to provide additional information as to the specific needs of this emerging population within the criminal justice system.

Results indicated that the implementation of gender and culturally responsive treatment methods within the Cook County Department of Women's Justice Services promote treatment and rehabilitation for program participants by addressing the co-occurrence of substance abuse issues and issues of past traumatic experiences that helped introduce the women offenders into the criminal justice system. These issues have been identified as pathways for female criminality. Results also indicated that the participants are benefiting from the programs and that the skills that were obtained could be used throughout life to help cultivate positive living environments for program participants, their family members, and ultimately society.

Gender and culturally responsive treatment modalities call for the program administrators and facilitators to implement policy, procedure, and practices that promote a safe environment which assists participants with dealing with the issues that led to them being referred to the criminal justice system; provides valuable tools that allow the participant to cope with the stressors of day-to-day living, provides life-skills that will ultimately help them secure legal education and/or employment, and promotes ongoing evaluation of program practices and techniques.

The Department of Women's Justice Services is committed to holistic treatment of the program participants and implementing gender and culturally responsive treatment throughout

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PROFESSIONAL PROFILE: CHIEF RODNEY MONROE



If ever there were a busy man in the city of Richmond,

Virginia, his name would be Rodney Monroe, the very name that resonates loudly with the citizens and strikes fear in the hearts of the offenders. Chief Monroe comes to Richmond from Macon, Georgia where he served as the police chief for three years. Prior to taking the chief's position in Macon, he served in the Washington, D.C. Metropolitan Police Department for 22 years managing over 2,600 field operations personnel, major criminal investigations and several major events, including the 1995 Million-Man March and the 1997 Presidential Inauguration. Chief Monroe has reigned over the Richmond Police Department since February of 2005 and in this time has managed to increase police presence on the streets, launch an aggressive attack on open-air drug dealing, raise citizen cooperation, and heighten employee morale within the department; accomplishing all of this while earning his degree from Virginia Commonwealth University.

How does one man affect this type of change? Chief Monroe makes it sound simple stating that it involves three essential points: knowing and understanding what is actually out there, not allowing anything to fall under the radar, and maintaining a constant flow of communication between all levels within the department. Perhaps as importantly, crime in an urban setting is not about each isolated event but rather the link between all facets of the community. The solution therein lies with an empirical approach in which the department addresses each and every neighborhood issue and by doing so the larger problems begin to subside.

Current position: Chief of Police, Richmond Police Department

Birthplace: Elizabeth, NJ

Current Residence: Downtown Richmond, VA

First job: Stacking bread crates behind a market in Washington, DC (when he was 8)

Best advice received: The Golden Rule

Your motivation: In law enforcement, everyday is different and life is all about helping people and organizations and having a positive impact within the community.

Safety advice for citizens: Always be aware of your surroundings and look beyond what is right in front of you.

Before I die I want to... Play golf in Scotland

If I could have done anything else for a living... I would have become an athlete.

In the past, this approach would have fallen short of the public's expectations since there was a time, not too long ago, that citizens refused to come forward; a time when the barriers between the police and the society for which they protect were stronger than the fear of the crime for which they endured. Chief Monroe set out early on to heighten this level of confidence in a department that he knew was capable of maintaining the trust that he sought to earn, recognizing that any agency would be hard-pressed to decrease crime working within an environment of collective distrust. In a city in which people would traditionally prefer to suffer rather than associate with the police, Chief Monroe has taken the department to a whole new playing field; a place where they are able to witness the involvement of citizens on a daily basis, a community filled with citizens that are ready to fight back.

Chief Monroe recognizes a few key elements that have marked this change. The efforts of the police are more evident than ever with Chief Monroe's focus on the open-air drug market. The department works closely with state and federal agencies to combat this terminal problem and these efforts do not go unnoticed within the community. Citizens literally watch as high-level

narcotics distributors are hauled away after years of corrupting their streets. They observe the efforts of the officers in their attempt to solve small-scale problems before they surmount into homicides and aggravated assaults. And his focus on community policing efforts causes citizens to know their patrol officers better than they ever have before; a feat that is not easily accomplished in an urban setting.

It is amazing what a change in leadership can do for a police department in a city that is traditionally recognized as one of the most dangerous in which to reside. More astounding to note, however, is the hope that many have gained from this transition—the department maintains noticeably higher levels of morale and as for the public, the reports speak for themselves. Clearance rates are high, convictions are frequent and violent crime rates are lower than the same periods within previous years. Some may say that it is far too early to credit Chief Monroe with these accomplishments, but Richmonders are likely to agree—they know a good thing when they've got it.

Submitted By: Shana Mell

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criminal mind is part of what practitioners do. Understanding the criminal justice system impacts everything we do with or for the criminal. The same is true for criminal law. Criminal law knowledge is central to all aspects of criminal justice practice. This means the J.D. is important to the teaching of criminal justice and the practice of criminal justice research as well.

Let's go back to Engvall's concern about the lack of heavy lifting by those who profess criminal justice. He also refers to the teaching of those "students we worry about so much." Regardless of the terminal degree held, the J.D. alone, the Ph.D. alone, or the J.D., Ph.D., it really boils down to the professors concern for those "we worry about so much." This is where the problem is and where the discipline is failing the students of criminal justice.

How many professors are doing the "heavy lifting" in their teaching, mentoring, and research efforts? How many actually engage their students? How many stay current in their areas of expertise? How many advise and mentor their students in a professional manner? How many actually conduct research and when they do, research intended to impact criminal justice policy? How many department administrators go beyond the bureaucracies of running a program and do the heavy lifting required to provide the vision and leadership needed for appropriate and current curriculum development and faculty development? Regardless of the terminal degree, how many professors know how to properly prepare a course, how to use research to develop a course, and achieve learning outcomes? Think of the faculty in your own department and those you know in the discipline and speculate on the numbers who can say yes to these questions.

Engvall give us an image of professors and practitioners mingling at the annual meeting, alienating each other with the J.D. versus Ph.D. debate. Let's take Engvall's image and extend it to those same folks back at work. The degree one possesses is meaningless unless the professor respects the practitioner and the criminal justice field. That means

teaching the courses you are qualified to teach. If it is a law course, I do not know too many Ph.D.'s who are qualified. Some doctoral programs require legal courses and require students to pass a legal comprehensive exam. I do not believe even those Ph.D.'s are truly qualified to teach legal courses to students because they do not have the extensive knowledge held by the J.D. Unfortunately, some of these legally trained Ph.D.'s do not self-reflect enough to acknowledge they are not as prepared as their legal counterparts to teach these courses.

In criminal justice, in addition to those with the Ph.D. and J.D., Ph.D., many professors possess the J.D. alone or even the masters alone. Regardless of the fact that the Ph.D.'s and J.D., Ph.D.'s meet the job description because they possess the doctorate, they may not be qualified to educate criminal justice students. Unfortunately, some of these folks possess the Ph.D., but fail to do the heavy lifting. They fail in their teaching and scholarship. They are poor teachers. They either neglect research endeavors or produce bad research products.

So, it is not a matter of having the doctorate, but rather the self-reflection that makes a person an educator. A criminal justice educator respects the practitioner and the criminal justice field. The criminal justice educator has a desire to educate students properly. They also have a passion for impacting the criminal justice field. Twenty years ago, there seemed to be more criminal justice educators in higher education, but today there seems to be more folks who just want the prestige, salaries, and flexible workload.

Engvall needs to search for a criminal justice educator who appreciates the practitioner, the criminal justice system, and all types of students who enroll in criminal justice courses. An educator with the J.D. alone understands the importance of teaching, scholarship, and service. A J.D. who conducts research needs to be rewarded for that research and the definition of criminal justice scholarship may have to be broadened to include the J.D.'s research. It is the criminal justice discipline that needs to change its criteria for teaching,

and service to include the contributions of the J.D. alone.

Criminal justice is interdisciplinary in nature, meaning it incorporates different disciplines and their scholarly expectations. A psychological research study is very different from a sociology study, but both contribute to the discipline. So what would scholarly contributions from a J.D. look like? Perhaps some folks with vision could help define what it would look like. Such a vision would mean using a systems approach to curriculum and faculty development which would value the contributions of the educator regardless of their academic and/or practical background. This vision would measure the success of that educator according to educational standards of achieving learning outcomes with students, developing innovative teaching strategies, and creating scholarship that will impact the field. The definition of what that scholarship might be and how policy impact is to be measured must go beyond the limited vision field of the refereed journal process.

We should all be searching for educators who have done the heavy lifting. These people carry a mirror for self-reflection and possess the characteristics of an educational body builder. Regardless of the terminal degree, you will know them. Their students love them for the learning that has occurred, not because they are easy. Their students respect them because they are tough, but fair. They are not hated because they are horrible teachers and might even be punitive to students.

These educators are respected by professional practitioners. They are respected for the knowledge they bring to the classroom and for the scholarship they create. That scholarship can include the development and facilitation of practitioner workshops and the evaluation of the impact of those workshops, books and manuals they write, or any other type of product they created to impact criminal justice policy and function.

These educators are also unfinished works of art. You will know them by their lack of ego. Beware of those with inflated egos who think they know

everything and exhibit a superior attitude to their students and especially to the practitioner. Those with too much ego often complain about the weaknesses of their students and they do little to help students overcome those weaknesses. There is little teaching involved for this type of professor. These professors never look for better ways to reach their students. The problem, as they see it, rests with the student. The student can either get over it or fail.

Contrast that image with educators who are constantly working to become better teachers, no matter how experienced they are. They are always engaged in a search to find new and innovative ways to teach the material. You will know these educators because they love the job and it shows. They love their students. You will rarely hear them complain about their students. They are more likely to tell you of their students' accomplishments.

For those of you, like Engvall, who are trying to find the right faculty for your programs, I suggest you drop the J.D. versus Ph.D. debate. Look for professors who are willing to be measured as educators. Lawyers can be measured just the same as the criminologist or the sociologist when we measure them all as educators, not as having the doctorate or not. You cannot use the Ph.D. as the measuring rod when the educational standards of the doctorate are not being upheld by everyone who holds the Ph.D. In the criminal justice field, we need to accept that the commitment to those we serve and the discipline we impact are better measures of qualification as educators than the letters behind our names. I end this with reference to Engvall's point that some Ph.D.'s are so insecure about their impact on their students and the field that they impose their status everywhere, even when making reservations on airlines and in restaurants. Only a true educator would realize the potential problems created by this emphasis on the Ph.D. status. I once knew a J.D., Ph.D. who suffered from this inferiority problem. Several years ago, this particular J.D., Ph.D. used the title of "Dr." to make an airline reservation. During the flight, the airline attendants frantically requested the "Dr." to help deliver a baby at 35,000 feet. The professor did not become

more humble after that experience. In fact, the professor's career was noted only for her ego and not the great impact she could have had on the field.

Personally, I am more impressed with those educators who let their students define their careers and their successes. Our students are the mirrors we carry with us. It is what they say about us as educators that should serve as hiring criteria as well as promotion and tenure criteria, not the titles some professors use to disguise their incompetence as educators. Thank you, Robert Engvall, for asking for responses to your perspective. I think you have raised an important issue. For those who worry so much about our students, thank you for doing the heavy lifting. That's who we should be hiring in our criminal justice programs.

PHD FORUM

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their program. Although they have developed a "Web Participant Tracking Application" to monitor the program participants after completion of the program, current recidivism data is not available to note the programs' progress; however, of the participants that have entered the program only 17% have returned. The MOM's Program has had a success rate of more than 168 drug free babies being born. The Women's Residential Program (WRP) Mental Health Team has noted a 13% reduction in state-trait anxiety among participants, a reduction of 13% in the symptoms of depression in participants, a reduction of 8% in the symptoms of trauma, and program participants' increased knowledge and awareness of HIV and high-risk behaviors.

Over 623 women have either secured employment, enrolled in continuing education curriculums, or have participated in job training programs through the Sheriff's Female Furlough Program (SFFP). Formerly incarcerated women of the DWJS programs have established Women of Power Alumni Association, Incorporated. This alumni association

support group was formed to promote self-sufficiency among members, provide networking opportunities and linkages to the community, and offer support to constituents. DWJS case managers have made over 713 referrals to Cook County Ambulatory Clinics and hospitals allowing women to secure healthcare for themselves and their children. Over 770 DWJS program participants have transitioned to adult probation through the DWJS/Adult Probation Interagency Agreement.

Finally, the Department of Women's Justice Services personnel has undergone (and is currently implementing new methods as they arise) gender and culturally responsive treatment training and has created a program, customized to their population, based on previous successful programs. The Department of Women's Justice Services' program administrators and facilitators feel that the department is having a positive impact on the population that it serves and expect the recidivism data to yield statistical evidence of the affirmative results of the program once information is available and the outcomes are published.

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“The Theory of the American Criminal Justice System”

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INTRODUCTION

Although many people obey the rules and regulations in a cooperative society, human nature leads some of them to act against the prescribed societal norms. Violating a rule to fulfill an individual need or desire that is not in the best interest of the entire community is wrong (Wallace & Roberson, 1998; Regoli & Hewitt, 2006). The Judeo-Christian Ethic holds the idea that men have been inheritably evil since the original sin, when Eve coerced Adam into taking a bite of the fruit from the poisonous tree for a seemingly selfish reason (Stillman, 1991, 1999). Johnson (2001), Johnson & Cox (2001), and Stillman (1991, 1999) have examined the issue of self-interest, self-promotion, and self-preservation with men that possess power over others through their elected or appointed government positions. They believe that men with power will eventually act in their own best interest. The Classical School of Criminology (School) has tried to address this concern by advancing the idea of a social contract between the stakeholders and their civic leaders. This social contract (contract) is a verbal agreement that is based on the belief that people will adhere to the rules once they are told what they are. Citizens acting under the free will and rational choice doctrine will make decisions about obeying rules or breaking them. However, the need to avoid any misunderstanding of the rules of the community has brought forth the real need for a written social contract. The United States Constitution, its

government, and, most importantly, its criminal justice system is based on an adversarial process that affords the accused due process (Wallace & Roberson, 1998; Regoli & Hewitt, 2006).

The government is responsible for creating a judicial system that is fair and impartial and that vigorously pursues those who break the law. However, the judicial system in the United States continues to have problems with controlling and reducing crime in the United States. According to the Federal Bureau of Investigation's Uniform Crime Report (UCR), crime in the United States remains a serious concern. Overall, every 23.1 seconds a violent crime occurs, every 5.6 minutes one forcible rape occurs, every 1.3 minutes one robbery occurs, every 36.9 seconds one aggravated assault occurs, every 3.1 seconds one property crime occurs, every 14.7 seconds one burglary occurs, every 4.5 seconds one larceny-theft occurs, and every 25.5 seconds one motor vehicle theft occurs (<http://www.fbi.gov>).

There are some theorists who believe that the replacement of the Classical of Criminology with the more applicable Neo-Classical concepts and Positivism School thoughts is the reason for the steady crime problem in the United States. The Neo-Classical views excuse the mentally ill and the young for crimes they have committed. The Positivism School goes even further and provides many more justifications for people who engage in criminal activity based on sociological, psychological, biological, and environmental reasons beyond their control (Wallace & Roberson, 1998; Regoli & Hewitt, 2006). There have been many attempts to correct the flaws in the American Criminal Justice System but few that actually look at the system's theoretical foundation. Should we reconsider adopting the *Free Will and Rational Choice Doctrine* of the Classical School foster in order to achieve the goals of the American criminal justice system?

THE CLASSICAL SCHOOL OF
 CRIMINOLOGY
*The Rational Choice and Free Will
 Doctrine*

Cesare Beccaria and Jeremy Bentham are the two dominating theorists of the Classical movement. Beccaria believes that human beings are rational and are free to make their own choices. Sometimes the rational thought process of individuals results in choices that are deemed deviant. When a person is hungry but has no money to purchase food, they may calculate the risk of stealing food and getting caught in order to satisfy their hunger. This means that human beings are capable of controlling whether they perform an act that is against the established rule. He has applied this concept to the “rule of law” in society, and is applied equally to people who join a community and thereby accept the contract that governs all of its members (Wallace & Roberson, 1998; Regoli & Hewitt, 2006).

The Social Contract

Beccaria believed in the idea that the government had the right to restrict the behavior of the people in order to establish and maintain civility; however, he disagreed with the primitive and barbaric tactics that had been the foundation for the criminal justice system for which he had witnessed. He subscribed to the idea of making decisions for the greatest number of individuals or utilitarianism. With respect to creating a judicial system, he fostered the idea of having a system of punishment that was rational in theory and was fairly and equally applied to all (Wallace & Roberson, 1998; Regoli & Hewitt, 2006). The punishment should be equivalent to the crime committed. If

the penalty were overly harsh it would be immoral and unjust, and result in people committing more crimes to avoid punishment for the first bad act (<http://www.criminology.fsu.edu>)

According to Beccaria, the structure of the criminal justice system should be clearly organized with a balance of power between different branches. The rules of a society must be clearly established by the legislature and applied only by judges. The substantive criminal laws and the procedural laws (the process) should be crystal clear, eliminating the opportunity for a judge

to engage in interpretation of the law (or "judicial activism"). The accuser must be judged by his peers and have formal notification of the charges against him and ample time to mount a defense.

Jeremy Bentham, who was a student of utilitarian concept, agreed with his fellow Classical School theorist. He believed that the way to deter crime was to apply the rationality process that people engage in when they make choices regarding their behavior. Through the *rational choice and free-will doctrine*, the *pleasure-pain principle* told us that individuals naturally embraced pleasurable things and, at the same time, rejected those that appeared to bring on pain. He believed that the purpose of criminal law was to provide for the "greatest happiness for the greatest number" of people. However, he absorbed the idea that punishment decreased the deviant acts of individuals by instilling fear in their minds. The punishment for the commission of crimes should be proportional and no one punishment is always best (Roberson & Wallace, 1998; Regoli & Hewitt, 2006).

The School has provided many nation's with the basic concept of fairness in their justice systems. The belief that a person would be treated fairly if accused of a crime is seen as a main reason why many people obey the law. The end result was that people began to take personal responsibility for their actions and inactions. However, applying the concepts of this school have been extremely difficult and, therefore, a number of countries have taken the basic principles of fairness and openness and apply them to their justice processes (Wallace & Roberson, 1998; Regoli & Hewitt, 2006).

Neoclassical Concept

The academic thinkers of the Neoclassical concept have embraced the ideas of the School. People are rational and can exercise free will. Nonetheless, the concept that some crimes have been beyond a person's control has been advanced by this School (Wallace & Roberson, 1998; Regoli & Hewitt, 2006). The term "mitigating circumstances" comes has been introduced in many allegations of wrongdoing. Age or mental disease may alter a person's ability

to feel remorse (or have a guilty mind). These two examples have helped develop the principle of individual justice. This means that criminal law should illustrate the differences among citizens of the society and their circumstances for being involved in crime. According to Regoli and Hewitt (2006), individual justice is why today people are acquitted of charges when they plead insanity. The inclusion of an expert witness is now taken into consideration, and the fact that there are characteristics about some one that can be taken into account for their violation of the law.

The Positivism School of Thought

The Positivist School of Criminology did not agree with the School's idea that all crime resulted from a rational choice that anyone is capable of making freely. On the other hand, they agreed with the School that most crime could be explained through "human nature," they argued that the most serious crimes were committed by individuals who were "primitive" or, some one who failed to evolve to a fully human and civilized state (http://www.crimtheory.com/index_dp.php). Crime, consequently, submerged not from what criminals had in common with others in society, but from their distinctive physical or mental defects. While the Classical thinkers were concerned with legal reform, creating an environment in which crime is believed to be not in an individual's self-interest, the positivists were concerned with scientifically isolating and identifying the determining causes of criminal behavior in individual offenders.

ANALYSIS OF THE LITERATURE

We have learned that a good working relationship between the state and its citizens is crucial for there to be prosperity in the society (Johnson, 2001; Johnson & Cox, 2001; Stillman, 1996, 1999). In order for people to surrender some of their inalienable rights, they must believe that they are more than members; rather, they are citizens because they have a say in the decision-making process to establish the rules that govern their population (Johnson, 2001; Johnson & Cox, 2001; Stillman, 1996, 1999). This ensures that those who manage the government do so with full legitimacy

from the people they serve (Gerth & Mills, 1946) and do not overstepped their bounds (Johnson, 2001; Johnson & Cox, 2001; Stillman, 1996, 1999).

According to Wallace & Roberson (1998) and Regoli & Hewitt (2006), this seemingly contract, if you will, allows people who join the community to know the rules and the consequences for violating them. The contract has been traced back to the School and Bentham and Beccaria are the leading proponents of the idea that all persons in society are capable of demonstrating free will and rational choice in all their actions, including those that violate the standard norms. However, as society continues to develop, it is discovered that certain people in the world may not able to fully form rational thoughts and understand free will due to mental incapacity and age. This new perspective on crime causation has effectively eliminated the use of the Thereby, free will and rational thought principle in forming criminal systems in democratic forms of government. The idea that people are not always in control and cannot be held accountable is justified by the concept of determinism. Simply put, there are forces beyond peoples' control that strongly influence their actions such as biological, social, psychological, and environmental.

The United States Constitution is grounded in the School's ideas about fairness and openness regarding the rules of society. However, as court challenges have come forward, it has become necessary to modify the American criminal justice system. Judicial disputes involving a person's sanity at the time they committed the criminal act, the exclusion of criminal incidences that have occurred in the perpetrators past, and the expansion of the mental capacity question, has forced the American jurisprudence to recognize more reasons for excusing individuals criminal acts.

Some judges who have been labeled judicial activist have been accused of violating Beccaria's basic principle involving the rule of the judiciary. Judges are to apply the law, not to interpret the law in matters that have been brought before the court. The Justices that have made up the Supreme Court over the last four decades have been noted for

interpreting the meaning of the Founding Fathers and Ratifiers of the Constitution. There have been a whole host of Supreme Court decisions that have impacted the American society, some say for the better, and have given rise to the belief that the judiciary has overstepped its boundaries. Conservatives have appointed to two particular Supreme Court cases that clearly demonstrate this judicial activism: *Miranda V. Arizona* and *Dickerson V. United States*. These cases have deal with how people are treated by the police when they are under suspension of breaking the law and are being questioned (see *Johnson & Cox, 2001*). In keeping with the basic premise of fairness and openness in the process of government, the government finds itself in a quagmire. Should judges strictly adhere to the Beccaria principle of applying the law to an incident, or should they violate his beliefs in order to sooth the wounds of many who claim that they have suffered in justice?

CONCLUSION

The absolute idea of letting ten guilty people go free before one innocence person goes to jail is the very fabric of the American jurisprudence. The standard of beyond a reasonable doubt in criminal matters before the court ensures that no person will be found guilty unless there is overwhelming evidence. However, the safeguards of this believe have been expanded in such away that an unintended consequence has occurred. More people are being excused for the commission crimes then actually go to jail and serve the full sentence.

It is no wonder that although crime seems to be at least somewhat under control, it is still very much a part of our culture. The system for reporting crimes committed is flawed; however, it has produced some chilling data regarding the ever presence of criminal activity within the United States. Is the American criminal justice system truly a system or like Peak (2004, 2007) has argued that it is not. Could it be that in an attempt to ensure fairness in the judicial process, the creators of the American justice system borrowed from concepts from Classical, Neo-Classical, and Positivism Schools of

crime causation and thus, developed a nonworking and competing three tier (in terms of components at multiple levels) organization that appears to be a system but does not function as one? Should there be an effort to return to those basic ideas of holding people accountable for their actions and thereby, incarcerating those who have wronged the community?

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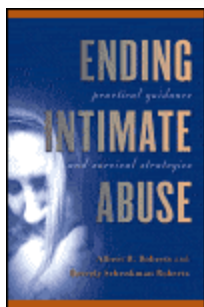
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<http://www.criminology.fsu.edu>)

BOOK REVIEW



Ending Intimate Abuse: Practical Guidance and Survival Strategies
by Albert R. Roberts and Beverly Schenkman Roberts, New York, N.Y.: Oxford University Press. Cloth, \$34.95 271 pages

Ending Intimate Abuse was a pleasure to review. In fact, it was so complete with timely information that I could not put it down. This book is a quick read that covers everything about domestic violence, including insightful and detailed case studies, a new typology, research findings, a customized safety and survival plan, a crisis intervention protocol, procedures for navigating the court system, prevention strategies, a directory of local shelters with 24-hour telephone hotlines, and action plans for the abused. I have conducted research and taught courses on domestic violence and can honestly say that the enlightening research analysis and practical guidance in this book exceeded my expectations.

There are several valuable goals of this Oxford University Press publication, and the authors do an outstanding job of completing each goal in this exceptionally well-written book. First, the authors seek to provide case studies of domestic violence victims that allow readers to easily understand the environment of abuse. They allow us to learn about the typical and not so typical situations endured by victims, the "profile" of victims who were or were not able to get out of a battering relationship, and the differences between those who experience varying degrees of severity and duration of abuse. In addition, Roberts and Roberts use thought-provoking and harrowing case studies to

help readers understand the sequence of events that enable women to walk away and permanently end the cycle of abuse.

As a college professor and a mother of three children, two of whom are daughters, this book quickly became required reading for me. Over the years, it is amazing how many stories of domestic violence I have heard; from family members and students. It is imperative that those who work with the populations most at risk of domestic violence, sexual assault, stalking and/or rape, become better informed by reading this book. In addition, it is important for students to stop blaming the victim and take control of their lives. As a college student researcher 16 years ago, I recall learning about the damaging effects of intimate partner violence. I always wished I could take the victim's emotional and physical pain away. Undergraduate students should read this book to understand the dangers out there as well as the prevention efforts suggested in the text. Each semester a number of students seek my advice on how best to break up with their abusive boyfriends and obtain a protective order from the court. This year, I told my female students to read Roberts and Roberts timely book so that they can hear the success stories about young women who quickly broke up with their abusive partners, while also learning about the danger signs of abusive dates.

By presenting the stories directly from the victims, college students may begin to comprehend their risks. For those who have never been victimized, there are prevention steps offered (i.e. target hardening techniques), where the reader is given specific information on the 23 warning signs to look for in a perpetrator and ways to reduce the risk of assault of any kind. However, the authors also expressly point out that there is no guaranteed way to predict violence.

For those who have been victimized, the authors clarify their main point: there is no safe level of violence in a relationship. The reader is instructed as to what steps to take if ever becoming

the victim of battering or sexual assault. Important guidelines and information on the rights of victims are presented in a highly readable manner. There are instructions on state laws and how to use them as well as a guide for crisis workers to utilize in order to assist victims with making a safety plan, determining what their options are, and what steps to take next. Planning and preparation is focused on as most important and beneficial. If the battered woman can figure out (during a calm period) how she will get out safely, where she will go, what necessary items she will need to take with her, she will be prepared when the next abusive episode is about to occur. Incidentals, like important phone numbers, documents, and sentimental items, might not be what the victim is thinking of when she is running for her life. This preparation and planning assists the victim with getting organized and getting out for good.

Roberts and Roberts are also quite specific about their findings. Based on seven years of in-depth interviews, qualitative and quantitative research on 501 victims from many different venues (incarcerated battered women who killed their partners, battered women in local police departments, battered women in shelters and in the community), the authors were able to develop a research based typology, with five types/levels of woman battering, based on a continuum. They were able to assign women to either short term, intermediate, intermediate/long term, chronic or lethal categories, which were determined by the duration and type of the relationship, the severity of abuse and number of incidents, as well as the psychological variables, and socioeconomic status of the victim.

Further, Roberts and Roberts discussed the utility of Roberts' Seven-Stage Crisis Intervention Model (created in 1991) and its applicability to the battered women discussed in Ending Intimate Abuse. This model is discussed in depth in Chapter 9, which incorporates the facilitation of positive coping skills, crisis stabilization, devising an action plan, and follow-up for victims.

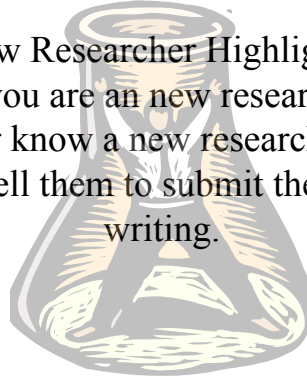
BOOK REVIEW

Another goal of this book is to provide contact information for the most important resources in the fight against domestic violence as well as explanations for the effectiveness of these resources. Shelter directories, web sources, hotlines, resource centers and coalitions against domestic violence are listed at the end of the text as well as what a victim can expect when attempting to access the court and the police. Specific data is provided on the effects of arrest and orders of protection, and suggestions are made for colleges to adopt programs of prevention and early intervention to protect students. Zero tolerance for abuse is their focal point, as well as the twenty-three warning signs of abuse. Especially interesting was the information on Drug Facilitated Sexual Assault. Although alcohol is the most common factor associated with assault, students need to be aware of date-rape drugs and other methods the assailant may use to increase vulnerability in his victim.

Submitted by: Dr. Gina Robertiello, Associate Professor and Coordinator of Criminal Justice Major, Felician College, Lodi, N.J.
robertiellog@felician.edu

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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

CALL FOR NOMINATIONS

The ACJS Nominations and Elections Committee is soliciting nominations for the following **Academy of Criminal Justice Sciences** offices: Second Vice-President, Treasurer, Trustee-at-Large, Region Two Trustee, and Region Three Trustee. All candidates for office must be regular ACJS members in good standing. Forms for nomination and petition are available at <http://www.acjs.org/pubs/uploads/CallforNominations.doc> and <http://www.acjs.org/pubs/uploads/Petition.doc>.

The person elected to the office of Second Vice-President will have a four-year term of office on the ACJS Executive Board and will hold the offices of Second Vice-President, First Vice President and President-Elect, President, and Immediate Past President in turn. The person elected to the office of Treasurer will have a two year term. The person elected to the office of Trustee-at-Large will have a three-year term. The persons elected to the Regional Trustee positions will have a three-year term. Only current **ACJS** members living in the respective regions and having been members of their regional association for at least one full year may run for the trustee position for their region.

Region Two includes Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia, Puerto Rico, and the Virgin Islands.

Region Three includes Michigan, Indiana, Illinois, Ohio, Manitoba, Minnesota, Iowa, Missouri, South Dakota, North Dakota, Nebraska, Kansas, Saskatchewan, and Wisconsin.

Individuals seeking **ACJS** office may achieve candidacy by either petition or nomination. Individuals who use the petition process automatically secure candidacy, as long as the petitions are deemed to meet the minimum number of signatures required. Individuals who are nominated for office shall compete for placement on the slate via review by the Nominations and Elections Committee.

Those nominating individuals for **ACJS** office are expected to contact the nominee to ensure that the nominee is willing to run for the office in question. An **ACJS** member seeking an office via petition must obtain fifty (50) signatures of regular ACJS members in good standing. The petition must state the name and complete address of the candidate, his/her e-mail address, home and office phone numbers, and the office he/she is seeking. To facilitate verification, the petition should also include the clearly printed name, signature, and institutional affiliation or address of each **ACJS** member signing it. More than one petition form may be submitted on behalf of a specific candidate.

NOMINATION FORMS AND PETITIONS MUST BE POSTMARKED BY JULY 1, 2007.

All nominations and petitions should be sent to Jeffery T. Walker, Chair, **ACJS** Nominations and Elections Committee, Department of Criminal Justice, University of Arkansas at Little Rock, 2801 South University, Little Rock, AR 72204-1099. Any questions may be addressed to the committee by contacting Jeff at JTWALKER@UALR.EDU or at 501-569-3083.

As per **ACJS** policy 303.01, the following rank-ordered criteria will be used by the Nominations and Elections Committee in making recommendations to the **ACJS** Executive Board regarding the final slate of candidates.

1. Dependability, demonstrated experience, record of accomplishments
2. Demonstrable service to the Academy
3. Demonstrable record of scholarship or contributions to the field of criminal justice

ACJS policy 104.01 states its goal of inclusivity. **ACJS** seeks to provide opportunities for all its members to participate in the business of the Academy, including policy and decision-making.

NOTE: *The final slate of candidates approved by the Executive Board will be asked to complete a Candidate's Information Form. This document will include length of ACJS membership; previous service for ACJS; previous service to other criminal justice organizations; major publications; and a candidate's statement.*

ANNOUNCEMENTS

Community College Section

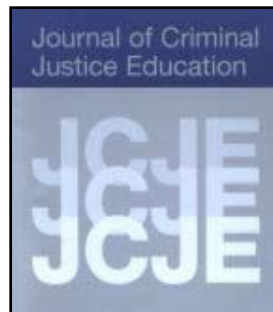
The Community College Section recognized two professors at its recent Section meeting in Seattle. Dr. Harry Dammer received an award for his scholarship and contributions to the profession, while Dr. Gay Young-Killion was honored with the Section's Service Award.

Dr. Dammer is currently Professor and Chair of the Sociology and Criminal Justice Department at the University of Scranton. He began study at a community college, receiving an A.A.S. in Police Science from Bergen Community College (NJ). He earned his Bachelors in Criminal Justice and a Masters in Education from the University of Dayton (OH), and the Ph.D. from The Rutgers University. In 1993-94, Professor Dammer was awarded a Fulbright Scholarship to teach and conduct research in Germany. He has authored/co-authored three books and has published numerous articles on a variety of criminal justice topics. He is active in many professional organizations, and has served in leadership positions in several. He received the Award for Outstanding Criminal Justice Educator by the Buffalo State College Criminal Justice Alumni Chapter, and was chosen by the Bergen Community College Alumni Association to be among the first two inductees into the College's Alumni Hall of Fame. The Section salutes Dr. Dammer's career and his many contributions in making this award. The Section is proud his roots are from a community college; they are proud to call him of its own!

Dr. Young-Killion is Professor at Johnson County Community College. She was recognized for her dedicated service to, and leadership in, the Community College Section. Dr. Young-Killion is a charter member of the Section. As is the case with fledging groups, the founding members are often few yet the tasks to be accomplished are many. As a result

the members are called upon to perform many functions. Dr. Young-Killion served as the Section's first Secretary, and she was pressed into service in this position for several terms. She most recently was Chair of the Section, and was called upon to handle additional duties when unexpected officer vacancies occurred. This award recognizes Dr. Young-Killion's decade-long dedication to advancing Community College issues and to the Section.

of the late Dr. Richard Wright's important contributions to the field. The editors invite manuscripts on topics such as citation analysis, content analysis, and scholar productivity, as well as trends in criminology/criminal justice research. All articles submitted for this special issue will be subjected to a peer review process. For publication consideration, please submit four hard copies, a \$10 check for processing made payable to ACJS, and a cover letter stating the originality of the work to: Ellen G. Cohn, Ph.D., School of Criminal Justice, Florida International University, PCA 261A, Miami, FL 33199. The deadline for submissions is June 15, 2007.



Journal of Criminal Justice Education (JCJE) Special Issue: Scholarly Influence in Criminal Justice Guest Editors:

Ellen G. Cohn, Florida
International University

David P. Farrington, University
of Cambridge

The *Journal of Criminal Justice Education (JCJE)* invites scholars to submit manuscripts for a special issue on **Scholarly Influence in Criminal Justice** for Volume 18, Issue 3, in honor

ACJS EXECUTIVE BOARD ANNUAL MEETING MINUTES

March 13-17, 2007 Seattle, WA

ACJS Website

ACJS will be adding an International button and materials. Please contribute any information in terms of links to websites that you would like to see on that site to info@acjs.org.

The Membership Directory is operational and is being updated quarterly. The Membership Directory is for personal reference only and may not be used as a mass mailing list. Use of the membership directory for commercial or research purposes is prohibited *without prior approval*. Permission must be obtained from the ACJS National Office.

3 and 5 year Membership Renewals are Available!

ACJS members can now renew their membership for 1-year, 3-year or 5-year memberships. Members who purchase 3-year or a 5-year membership categories will receive \$5 per year reduction in the current annual membership rate. This multiple year special applies to regular, sustaining, and institutional categories of membership only.

Increasing our International Exposure: Report of our NGO representative to United Nations.

Janice Joseph

1. Joseph reported on two meetings she attended—one on January 12, 2007 and the other on March 9, 2007. In these meetings, the future goals and direction of the ODC and of the Alliance were discussed among members. Lucie Hrbkova was a guest speaker who talked about the UNODC focus on corruption and human trafficking, and the continued importance of retaining this focus worldwide.
2. There seems to be a push for more NGO's to have United Nations Economic and Social Council (ECOSOC) status. A future meeting will define what this status is and why it is important.
3. Apparently, the American Society of Criminology has decided to discontinue its consultative status with the United Nations for the time being.
4. Meanwhile, ACJS adopted policy to better define the role of the NGO in these meetings: ACJS Policy #101.07 ACJS NGO Representative and Representatives to Other Organizations.
5. "Working parties" have formed on different subjects to write White Papers, such as one on restorative justice.
6. The upcoming meeting in Vienna will focus on crime prevention, responses to child sexual exploitation, world crime trends, and the work of the UN on Drugs and Crime.

The Criminal Justice discipline color is officially:

Dark Midnight Blue

ACJS Now will be a permanent publication of ACJS, alongside ACJS Today

Policy changes were proposed to make the publication *ACJS Now* a separate ACJS publication. These changes included defining the editorship for 3 years, with a hard copy mailing at twice per year. *ACJS Today* will remain as an on-line publication.

ACJS Committee List for 2007:

Academic Review Committee

Laura Moriarty – Virginia Commonwealth University - Chair

ACJS EXECUTIVE BOARD ANNUAL MEETING MINUTES

John Crank -University of Nebraska-Omaha
John Smykla - University of West Florida
David Kramer – Bergen Community College
Jeff Bouffard – Washington State University
David Montague – University of Arkansas – Little Rock
Vernetta Young – Howard University
Patricia Grant – Virginia Commonwealth University
Elizabeth McConnell – University of Houston – Downtown

Affirmative Action Committee

Florence Ferguson - American International University-Atlanta - Chair
Bob Bing – University of Texas-Arlington - Deputy Chair

Awards Committee

William Doerner - Florida State University - Chair
Quint Thurman – Texas State University–San Marcos - Deputy Chair

Budget, Finance and Audit Committee

Janice Joseph- Second Vice President - Chair
Jeff Walker- Past President
Ron Hunter - President
Wes Johnson - First Vice President
Mary Stohr- Treasurer
Mittie Southerland (Ex Officio - ACJS Executive Director)
(Member at Large)

Constitution and By-Laws Committee

John Smykla - University of West Florida - Chair
Barbara Belbot – University of Houston-Downtown - Deputy Chair
Dave Camp - Georgia State University

Ethics Committee

James Anderson- East Carolina University (exp. 3/08)
Peter K.B. St. Jean (exp. 3/08)
Elizabeth Grossi- Univ of Louisville (exp. 3/09)
Marissa Levy (exp. 3/09)
Hillary Potter- University of Colorado-Boulder (exp. 3/10)
Marlyn Jones- California State University-Sacramento (exp. 3/10)
Jeff Walker – University of Arkansas, Little Rock (Immediate Past President, exp. 3/08)-- (Constitutional Position)

International Committee-Officers from International Section

John Winterdyk
Peter Kratcoski
Philip Reichel

Membership Committee

Matthew Robinson- Appalachian State University - Chair

Program Committee

Richard Tewksbury - University of Louisville - Chair
Barbara Sims- Pennsylvania State University-Harrisburg - Deputy Chair

ACJS EXECUTIVE BOARD ANNUAL MEETING MINUTES

Publications Committee

Laura Myers – Western Carolina University - Chair

Mark Jones – East Carolina University - Deputy Chair

Student Affairs Committee

Lisa Briggs - Western Carolina University - Chair

Stacey Moak – University of Arkansas- Little Rock - Deputy Chair

Nominations and Elections Committee

Jeff Walker – University of Arkansas-Little Rock – Chair (Constitutional Position)

NEW JQ EDITOR

The new *JQ* Editor is Richard Tewksbury, from the University of Louisville. Tewksbury was chosen from a list of 5 applicants based on previous editorial experience, scholarly contribution, editorial philosophy, and institutional support.

New manuscripts may be sent to Dr. Tewksbury on or after May 1, 2007.

JCJE is now at the University of Texas-San Antonio

J. Mitchell Miller remains *JCJE* Editor. The journal is now housed at the Department of Criminal Justice at the University of Texas-San Antonio, 501 W. Durango Blvd, San Antonio, TX 78207.

Treasurer's Report

Treasurer Mary Stohr reported that ACJS is in solid financial shape. In 2006-2007, ACJS paid off the remainder of the mortgage on the Greenbelt, MD property. Additionally, Stohr was able to move another \$100,000 of Investment monies into CDs with a 5%+ interest rate. This is actual investment money (savings) that is not committed to overhead, sections, contingency, students, affirmative action, or checking accounts

Election Results for 2007

The following individuals took office at the Friday Executive Board meeting in Seattle:

Second Vice President

Janice Joseph

Trustee-at-Large

Barb Sims

Region 1 Trustee

Dave Owens

Region 5 Trustee

Craig Hemmens

2007 Awards Presented at the Seattle Meetings

Bruce Smith Sr. Award- *Bruce Arrigo*

Academy Fellow Award- *Scott Decker*

ACJS EXECUTIVE BOARD ANNUAL MEETING MINUTES

Academy Founder's Award- *Freda Adler*

Outstanding Book Award- Wesley Skogan's book *Police and Community in Chicago*.

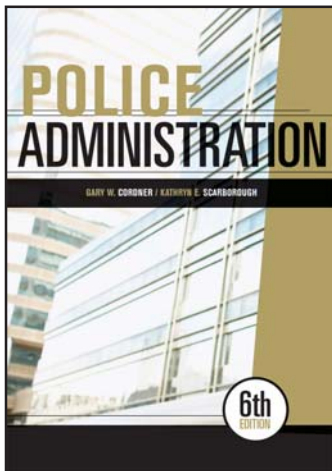
The William L. Simon/Anderson Publishing Outstanding STUDENT Paper Award

Stacey J. Bosick (Harvard University) "Beyond Testing Effects: Assessing the Reliability of Longitudinal Self-Report Data".

ACJS Certification News:

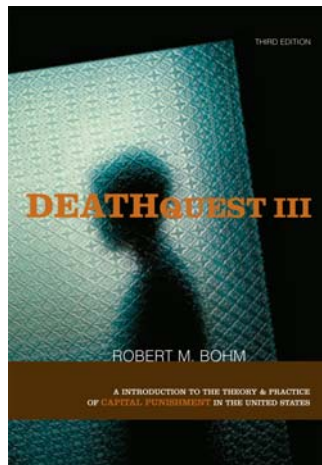
1. Standards for Certification Reviewers and the Certification Reviewer Application Form are available on the Web for people who are interested in becoming approved reviewers.
 2. Approved reviewers need to complete Certification Reviewer Training at a regional or national conference.
 3. Programs interested in ACJS Certification information may contact Executive Director, Mittie Southerland.
 4. An FAQ for Certification is posted on the website. It provides information regarding interpretation of standards and answers to other questions regarding ACJS Certification.
 5. Certification reviewers and Academic peer reviewers will now be paid equivalent honorariums, which is currently \$400 for reviewers and \$500 for Team Captains.
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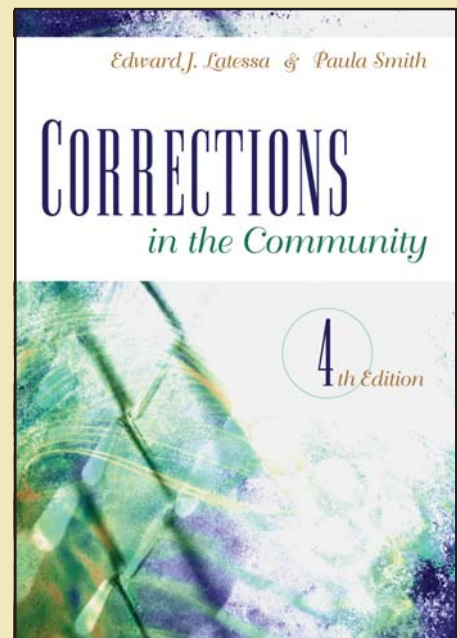
Police Administration, 6th

Gary W. Cordner
Kathryn E. Scarborough



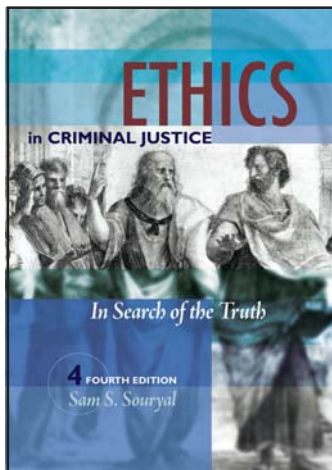
**DeathQuest III:
An Introduction to the Theory
and Practice of Capital
Punishment in the U.S., 3rd**

Robert M. Bohm



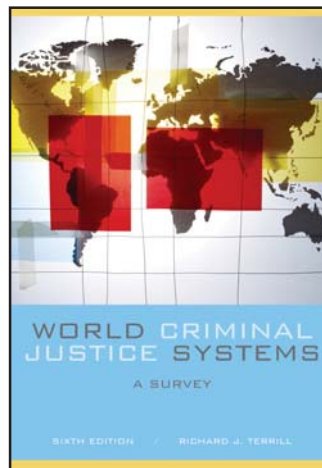
**Corrections in
the Community, 4th**

Edward J. Latessa & Paula Smith



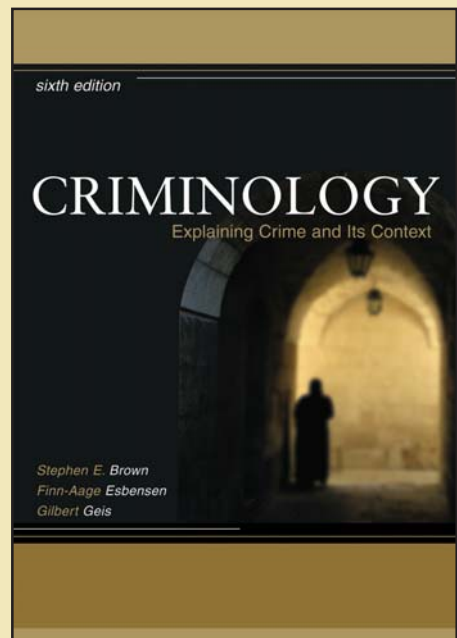
**Ethics in
Criminal Justice:
In Search of the Truth, 4th**

Sam S. Souryal



**World Criminal
Justice Systems:
A Survey, 6th**

Richard J. Terrill



**Criminology:
Explaining Crime and Its Context, 6th**
Stephen E. Brown, Finn-Aage Esbensen
& Gilbert Geis

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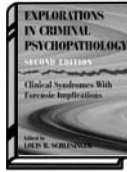
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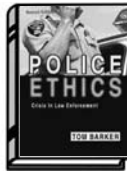
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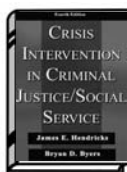
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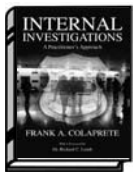
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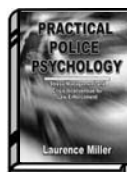
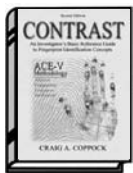
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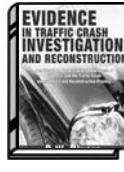
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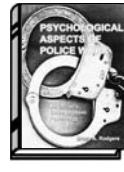
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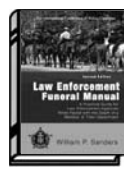
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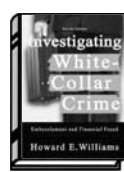
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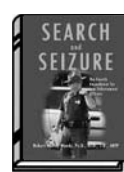
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