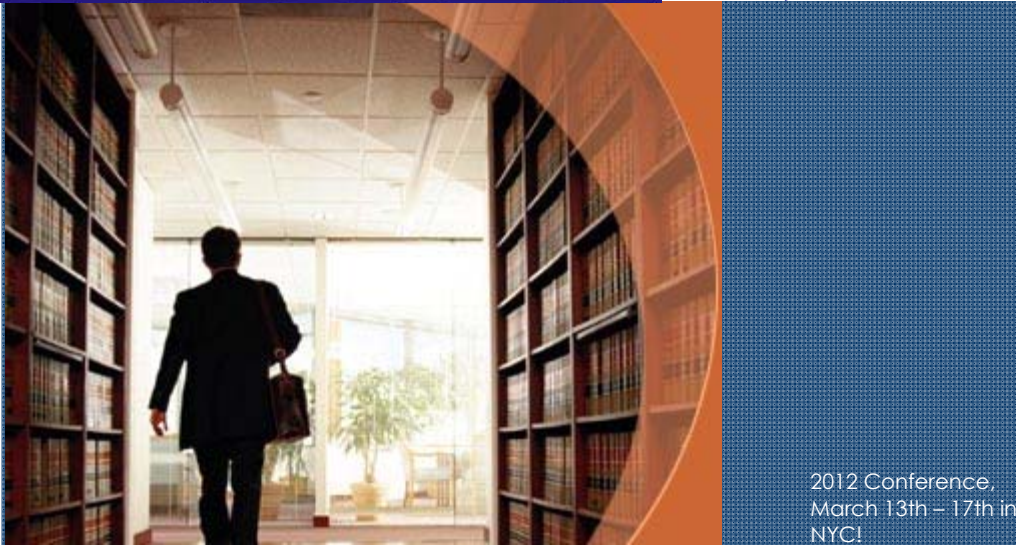


ACJS NOW



2012 Conference,
March 13th – 17th in
NYC!

Greetings!

Dear ACJS Members:

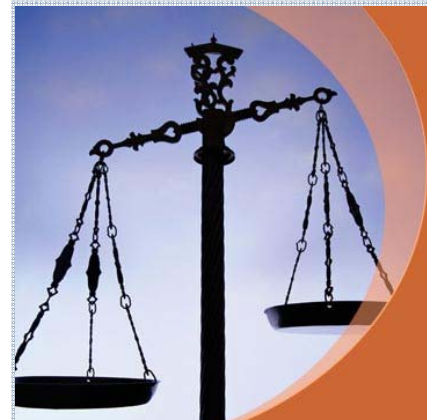
This final issue of *ACJS NOW* is sure to offer something for everyone. First, be sure to check out Professor Melissa Hickman Barlow's presidential address. Also, this issue features one-on-one interviews with a few of the major ACJS Award Recipients of 2011 (Scott Decker – Bruce Smith Sr.; Leanne Alarid – Academy Founder's Award; Alex Piquero – Academy Fellow Award). And, in their insightful editorial, Drs. Stephen Morreale and James E. McCabe discuss the importance of the 'pracademic' to criminal justice education. And, in an invited essay, 1st Vice President, Professor Craig Hemmens argues why it is important for criminal justice legal courses to provide students with a sociological and historical context. You will not want to miss Hemmen's powerful essay. On one final note, *ACJS NOW* will be consolidated into *ACJS Today* beginning in March. So, you will still be able to keep up with important ACJS news while accessing the latest research articles, scholarly essays, and book/film reviews. Have a wonderful Spring semester, and I hope to see you in New York!

Warm regards,
Robert M. Worley, Editor
Texas A&M University Central Texas

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- Interviews with 2011 ACJS Award Winners Alex Piquero, Leanne Alarid, and Scott Decker
- *The 'Pracademic' in Criminal Justice Education* by Stephen Morreale and James E. McCabe
- 1st V.P., Professor Craig Hemmens argues that criminal justice legal courses need "more law, more context, and fewer lawyers."

"We are on the path to what promises to be an absolutely fantastic conference in New York City" - ACJS President, Melissa Hickman Barlow



FROM ACJS PRESIDENT MELISSA HICKMAN BARLOW

Happy New Year! As I write this message, we are just two and a half months from the beginning of the 49th Annual Meeting of the Academy of Criminal Justice Sciences in New York City. I hope you've already made your hotel reservations at the Marriott Marquis in Times Square because our room block is full and I am confident that this year's conference will be one of the biggest and best yet.

If you haven't already done so, please be sure to check out the preliminary program on the ACJS website. You will find 454 sessions, including several Presidential Plenary sessions that you won't want to miss. Conference registration begins on Tuesday, March 13th from 1:00 to 8:00 p.m. and the sessions begin bright and early on Wednesday, March 14th at 8:00 a.m. Be sure to arrive in time to attend Wednesday's keynote address by Ethan Nadelmann, Founder and Director of the Drug Policy Alliance, the nation's foremost drug policy reform organization. If you've heard Nadelmann speak in person or on any of the many television and radio programs on which he has appeared, I think you'll agree that his presentation promises to be one of the highlights of the conference. Following Wednesday's keynote address, I hope that many of you will attend the annual address by the recipient of the prestigious Bruce Smith, Sr. Award. Also on Wednesday, at the 2:00 and 3:30 presidential plenary sessions, we'll have an opportunity to hear from Lori Pompa, Founder and Director of the Inside-Out Prison Exchange Program, and from Brett Crawford and Ramiro Mejia, residents of Delancey Street in San Francisco, the nation's leading self-help residential education center for former substance abusers and ex-convicts.

By now, most of you are aware that Laurie Robinson has resigned from her post at the head of the Office of Justice Programs, and that Mary Lou Leary will take over leadership of OJP as Acting Assistant Attorney General. As a result, Leary will also take over as Thursday's keynote speaker, giving ACJS members the opportunity to be among the first to hear from the new head of OJP. Leary's keynote address will be followed on Thursday at 2:00 by a presidential plenary session featuring the Director of the National Institute of Justice, John Laub, whose presentation will focus on strengthening science to promote justice and public safety. Our presidential plenary at 3:30 on Thursday will feature Eric Cadora, Director of the Justice Mapping Center, and a leading proponent of justice reinvestment and community justice. Finally, I hope that many of you will take part in the ACJS General Business Meeting on Friday

morning at 9:30 and attend the Presidential Address on Friday at 12:30. My presentation on *Sustainable Justice* will build on many of the themes from the keynote addresses and presidential plenary sessions.

The 49th Annual Meeting of the Academy of Criminal Justice Sciences is all about options because, along with these very special keynote addresses and plenary sessions, there will be many interesting panels, workshops and roundtables to choose from. And, of course, we'll be in New York City, where the varieties of food, entertainment and cultural enrichment are unparalleled. If you haven't yet discovered the great local arrangements information on the ACJS website, be sure to take advantage of the efforts of this year's local arrangements committee. All in all, I believe you will agree that Cathy Barth, Heather Pfeifer and the members of the 2012 Program Committee have put together an outstanding conference.

I would be remiss if I didn't close my final message in *ACJS NOW* by acknowledging that this is also *ACJS NOW's* final issue. On behalf of the entire ACJS Board, I want to thank Robert Worley and the previous editors of this publication for a job well done. Fortunately, we will continue to benefit from Rob's excellent editorial skills and insights as he takes over editorship of *ACJS Today*.

Again, Happy New year, and I look forward to seeing you in New York City.

Melissa Hickman Barlow
ACJS President



Alex Piquero: He's a Jolly, Good 'Fellow'

Q&A with Recipient of 2011 ACJS Fellow Award

In 2011, Dr. Alex R. Piquero of the University of Texas at Dallas received the ACJS Fellow Award at the annual meeting in Toronto. Recently, I asked Dr. Piquero several questions, to highlight his most recent achievement.

RW: Have you always wanted to be a criminologist?

AP: Not always. Prior to going to University, I was a baseball and hockey player (my dad was a professional baseball player in his youth). As an undergraduate student, I started off as Radio, TV, Film major—I wanted to be a rock n roll DJ. Then, I took a course with Dr. Laure Brooks at the University of Maryland College Park, and was hooked onto the topic. Fortunately, Maryland provided me with research experience, as I worked with both Dr. Brooks and my mentor, Dr. Ray Paternoster on research, and learned much about the importance of criminology and criminal justice by another mentor, Dr. Charles Wellford. And from there, it went.

RW: Interesting. And, who would you say has influenced your work the most?

AP: To be honest, there is no one person. I have been influenced, obviously, by my graduate school professors. But, during my graduate school years, I had the good fortune to have an amazing cohort of friends who have gone on to become not only great academics, but some of my closest friends. Other colleagues and friends who went through graduate school (at different places) have also been important influences on me. As I started out in my career, I was able to learn much from scholars who have taken time out to help me along the way. It is also the case that my undergraduate and graduate students have been a significant influence on my career—I have learned much from them in so many ways and it is an honor to see them develop as they moved along their graduate careers. Lastly, the one person who has influenced me the most is my wife, Dr. Nicole Piquero.

RW: Yes, there's no doubt that Nicole is an amazing scholar as well. Let me change gears. You're obviously a research generalist since you literally publish in just about every area. Having said that, what area of criminology and criminal justice are you the presently the most interested in?

AP: I have been very interested in the longitudinal patterning of criminal behavior, both in a descriptive and theoretical sense, as well as how such knowledge can be used to inform the policy discussion. I think these are the issues that are at the heart of criminology and criminal justice.

RW: O.k. And, is there any topic in criminology or criminal justice that you would like to pursue but haven't as of yet?

AP: I have not explored 'doing' qualitative research. It's a skill I want to learn and one that I very much appreciate. I think this method is very suitable to studying issues related to crime over the life course, and especially helping the field unpack individual decision-making about persistence/desistance from crime.

RW: Interesting. Let me ask you another question. What would you say constitutes a successful research year to you, and do you set specific productivity goals in terms of quantity and quality?

AP: I do not set any specific productivity goals in terms of quantity. All that matters to me is doing the best possible work I can, given a particular research question. A successful research year to me would include asking good research questions based on solid ideas, applying appropriate analytic techniques to the question at hand, and developing a good study that builds upon the previous literature. To the extent that I can do that with colleagues and students, all the better.

RW: Besides recognizing scholarly achievement, the Academy Fellow Award also recognizes distinguished teaching. What are some of your favorite classes to teach and why?

AP: I have taught over twenty different courses over the course of my career, but to me it's all about theory, at both the undergraduate and graduate levels. Theory is all about why people do what they do, and that is the birth of ideas and questions. Methods and statistics are always secondary to ideas.

RW: Throughout the years, you've mentored countless burgeoning scholars who have gone on to have distinguished academic careers in their own right. How would you describe your style of mentoring?

AP: I treat students as colleagues not students, and that to me is what being a mentor is about. I have learned immensely from my students and all I want in return is for them to do the same. That is how I was mentored and quite frankly, cannot envision any other approach.

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Updates for Regional Organizations

Midwestern Criminal Justice Association

- 2012 Annual Meeting will be held in Chicago, September 27-29.
- Meeting will be at the Inn of Chicago.
- Go to: <http://www.mcja.org/> for additional information.

Northeastern Association of CJ Sciences

- 2012 Annual Meeting will be held June 6-9 at the Roger Williams University Baypoint Inn.
- Conference Theme: "Intellectuals or Entrepreneurs? Criminal Justice Education and Practice in the 21st Century."
- For more information, go to: www.neacjs.org.

Southern Criminal Justice Association

- 2012 Annual Meeting will be held in Atlanta Beach, Florida, September 26-29.
- Meeting will be at One Ocean Resort and Spa.
- Go to: www.scja.net for more news and information.

Southwestern Association of Criminal Justice

- 2012 Annual Meeting will be held in Houston, Texas, October 4-6.
- Conference Theme: "A Decade of Homeland Security: Lessons Learned."
- Beginning in Spring of 2013, Professor Will Oliver will become Editor of the region's new journal, *Journal of Qualitative and Criminal Justice and Criminology*.
- Stay tuned for hotel information.

Western Association of Criminal Justice

- 2012 Annual Meeting will be held October 16-19 in Coeur d'Alene, Idaho at the Coeur d'Alene.
- Website: www.cja.boisestate.edu/wacj/

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RW: I would imagine that your success results in a high number of invitations to contribute to various works and solicited mentorship from graduate students and junior faculty. How do you handle the high demand?

AP: Typically, I accept them all. It is an honor that other people ask me to do something for them. I find a way to do it, oftentimes asking a junior colleague or graduate student to assist—and often take the lead—in the process.

RW: And, what advice would you give to young scholars just starting out in their academic careers?

AP: Three things: First, read, write, read, write, and when you think you've done both enough, keep doing it more. Second, your peers are your life-long colleagues, make sure to remember that. Third, nothing else is more important than a good idea and straightforward research questions. All the stats in the world are irrelevant if the questions and ideas are not sound.

RW: Very true. What do you do in your leisure time when you are not teaching or researching?

AP: I love sports, music, working out, cooking, and crossword puzzles.

RW: Last question. If you could do anything else besides being a Professor, would it be?

AP: If I would be something else, what would it be? Well, if I could not be a rock star or professional athlete, I would be a Professor. There is no better job in the world than doing what I get to do for a living and I am thankful every day that I can do it. My hope is that I will continue to produce good research that moves the field theoretically and methodologically and that such research can help inform policy discussions. Most importantly, I hope to continue to grow as a scholar and continue to mentor undergraduate and graduate students so that they can experience the joys of academia.

Alex R. Piquero, 2011 Recipient of the ACJS Fellow Award, is Ashbel Smith Professor in the Program in Criminology in the School of Economic, Political, and Policy Sciences at the University of Texas at Dallas, Adjunct Professor at the Key Centre for Ethics, Law, Justice, and Governance at Griffith University and Co-Editor of the Journal of Quantitative Criminology. He has published over two hundred peer-reviewed articles in the areas of criminal careers, criminological theory, and quantitative research methods, and has collaborated on several books.

The “Pracademic” in Criminal Justice Education

By Stephen A. Morreale, D.P.A., and James E. McCabe, Ph.D.

Introduction

A debate has occurred in a number of colleges and universities over the benefit of having faculty with traditional academic credentials versus hiring non-traditional scholars, with a blend of educational and practical experience. In the seminal work *The Human Side of Enterprise*, McGregor (1960) said “theory and practice are inseparable.”

In similar fashion, there has been lively discussion over the appropriateness of a J.D. as opposed to a Ph.D. in Criminal Justice (CJ) Departments. This debate started in an article in *ACJS Today* (2002) and continued in subsequent issues. More recently the discussion was advanced in the *Journal of Criminal Justice Education* (Hemmens, 2008) and again by Hemmens in *ACJS Now* (2011) advocating consideration of merging ACJS and ASC, to help reduce the differences still existing in the argument of Criminology vs. Criminal Justice programs and the academics in each area of study.

In *A New Agenda for Higher Education*, Sullivan and Rosin (2007) argue that there is a role for “shaping the life of a mind for practice.” There is importance, benefit and relevance to incorporating practical experience on campuses across the globe. In academic program after program, internships, externships, observation and practicums have become essential in preparing students for the real world.

This article is intended to spark a collegial discussion into the basis for this debate, possible reasons for the feelings and to explore the potential for a clearer understanding and improved communication. The article also offers prescriptives for improving communication. This article is intended to open dialogue and increase awareness and understanding of the academic versus pracademic issues in higher education. The Academy becomes stronger with membership from both competencies. Diversity of thought and perspective are helpful to advancing research and helping students prepare for future opportunities in the Criminal Justice field.

There are those that frown upon individuals with significant practical experience combined with doctoral education and a research agenda, compared with faculty that have been schooled at traditional colleges and universities, with abilities to conduct research. This undercurrent can cause distraction and divisiveness on campuses and in departments. There is a clear need for the skill sets of both scholars and practitioners in the field of Criminal Justice. The applied nature of Criminal Justice in the field of social science make the harmony between theory and practice all that more essential and can certainly complement each other, through cooperation and collaboration. Moreover, when that scholarship and practical experience are combined in the same individual, or better known as a *pracademic*, that individual can add value to any CJ program. It is felt that a diversity of thought, experience and approach are helpful in the development of students, and can only improve the quality, rigor, and credibility of that CJ Program.

So, what are the issues or concerns? All too often, there are reports of distrust or disdain between the academic and the pracademic. So many rich opportunities are missed because of this lack of collaboration and partnership. There are so many opportunities for practitioners and academics to collaborate that there should be serious effort to break down the barriers that have existed because of a lack of understanding, jealousy or perceived threat. Traditional academics may be threatened by the experience, attitude, depth, breadth and practical application of the pracademic. In addition, some pracademics may be threatened by the established and substantial CVs of career academics. The door swings both ways!

State of CJ Today

There are a number of people in America that serve as faculty, both full-time and part-time in a number of disciplines, with a combination of practical and academic experience. There are a growing number of pracademics in the Criminal Justice and Criminology field who serve as full-time, tenure track faculty at institutions of higher education. In discussions with several pracademics, there are experiences where they are made to feel inferior as they seek employment, during interviews and at academic conferences. Some challenge the rigor or utility of their research efforts, and others reported that their practical experience, or former career, is termed irrelevant to their new role as scholar.

There are great opportunities for team teaching, action research and advancing scholarship. Since Criminal Justice is an applied and social science, it makes sense that practical experience is beneficial in the classroom and on campus. At teaching institutions, all faculty are held to requirements of service, professional development, advancing scholarship and teaching excellence to be considered for promotion and tenure. As in the past, discussions and disagreements have arisen in Criminal Justice about the benefits of sociologists versus Criminal Justice specialists with Ph.D.'s or other related doctorates.

So why is there this divide? Shouldn't departments and institutions embrace differences and accept the diversity of experience, perspective and opinion, while working to create academic departments with a multi-disciplinary staff? It would be beneficial to conceptually and contextually establish relationships, reach out to the field and other active practitioners, engage in action research, and bring experience in reality. As in many police organizations, court organizations, and corrections agencies, it is great to have people with varying interests and experiences on campuses. Done correctly, pracademics

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A Message from the Committee for Criminal Justice Awareness Month

Don't Forget: March is National Criminal Justice Month

March was established as “National Criminal Justice Month” by the U.S. House of Representatives on March 4, 2009. ACJS played an integral role in generating the resolution that was ultimately passed by the House. Now, ACJS is encouraging all members to recognize and promote the month in attempt to promote societal awareness regarding the causes and consequences of crime, as well as strategies for preventing and responding to crime.

ACJS members are encouraged to help promote the month, for instance by:

- Hosting a student paper and/or poster contest in honor of the month;
- Selecting and recommending a criminal justice book for students to read in recognition of the month, and hosting a discussion for students to share their thoughts;
- Reaching out to police departments, courts, corrections agencies, and other criminal justice-based agencies to encourage them to promote the month;
- Encouraging school-based criminal justice societies/organizations to host events to promote the month;
- Distributing public service announcements that recognize March as National Criminal Justice Month;
- Encouraging government leaders to recognize the month.

All ACJS members are also encouraged to visit the National Criminal Justice Month website at www.acjs.org/cjmonth.cfm to learn more, and join the Facebook fan page created in recognition of the month. Further, all are invited to stop by the National Criminal Justice Month table in the Exhibit Hall at the annual meeting in New York.

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can speak the language of practitioners, work in the community to open doors for universities and colleges to work with agencies and organizations so that other faculty and students can become engaged in active, meaningful research to enhance the learning experience, advance scholarship and advance the Academy.

In some corners, institutions are facing difficulties finding qualified personnel to fill Criminal Justice faculty positions requiring terminal degrees. Why then are some qualified pracademics overlooked or looked at with a jaded view by some?

What's the Problem?

Could the problem stem from a clash of insecurities? It is a gross simplification to state that academics are theoretical without practical experience, and practitioners are practical, without theoretical foundations. But, it is a valuable simplification when exploring this dimension of the divide. The differences between the theoretical/academic and practical/practitioner communities may also be understood as a clash of insecurities. The academic is threatened by the practitioner with real-world experience, and the practitioner is threatened by the academic with extensive teaching, research, and publishing experience. The following scenarios can help understand the problem that exists:

Sometimes the differences between the academic and practical communities may simply be a matter of political ideology. Perhaps academics and practitioners speak a different language. Pick up any academic journal in Criminal Justice and you'll see study after study using advanced statistical analysis. Most CJ practitioners are not trained to understand, let alone act, on these analyses. The pracademic, with practitioner roots, may have an opportunity to better understand and broker action research opportunities between colleges and agencies.

Most people in the academic community adapt their schedules to the academic year. Conducting research and writing and publishing the results take time. Because of this reality, working with CJ agencies can be problematic. CJ managers want issues addressed and problems solved, period. They want solutions sooner rather than later, and dealing with problems in real-time requires real-time solutions. Academic research does not always comport with short-term or urgent solutions. The reality is that there are two different timetables in play.

On most college campuses, Criminal Justice is the "new kid on the block." The "hard" sciences are well entrenched as academic disciplines and many of the social sciences have their bona fides and are accepted without question. CJ, on the other hand, is struggling for identity, and sometimes appears to be struggling for legitimacy.

The above scenarios are not meant to be exhaustive, only illustrative, of the problem that exists. Is it a clash of insecurities, political ideology, a struggle for legitimacy, or something else that is driving the divide? We believe the problems, as well as the answers

are properly understood. One thing is clear, however, that recognition of these issues, and a healthy dialogue to frame the questions and discuss their boundaries, can be a step in the right direction so that the discipline of Criminal Justice can flourish, and provide both quality educational experiences to students, and insightful research to the practicing Criminal Justice community.

Academic or Practical?

No literature was found discussing the concept or term “pracademic.” In public administration and public policy you can find the sporadic use of the term. Those with practical experience in policing, police management, corrections and allied court careers, coupled with earned doctorate degrees from accredited institutions can provide insight and realistic views. Because of previous experience, those with Criminal Justice work experience can help find opportunities to work with agencies to help improve services.

The experience, along with a terminal degree, professional development, teaching ability and active participation in scholarly research and membership and attendance at academic conferences, can help to add reality and richness to CJ programs.

In some circles the pracademic is looked at with disdain. Some institutions become concerned with becoming a “cop shop.” Is it plausible that a department might function with more fluidity or flexibility with a balance of both academics and pracademics?

Can't we all just get along?

Issues arise in some circles feeling an uncertainty of the ability of former practitioners to engage in academic research, fully understand and convey theoretical concepts, or enter the Academy with academic rigor in their teaching or research interests. The idea of research to practice is being embraced by Justice funding sources and certain Criminal Justice Agencies. This focus can be enhanced through a meeting of the minds between the academic and pracademic. Working with other academic departments on campus can expand the reach of Criminal Justice faculty members. Service learning opportunities are endless and can enhance and expand the education of our students. Service learning creates a student experience by serving the community or public organizations through projects while assessing that learning through classroom reflection and critical analysis.

If everyone is the same academically, the organization may not be as innovative as possible. Can a department be successful drawing on a combination of academics and pracademics? Do students stand to gain differing perspectives from both schools of thought? Are the different perspectives and approaches of value to the development of students from colleges and universities?

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Getting to Know Leanne F. Alarid

Q&A with Recipient of 2011 ACJS Founder's Award

Recently, I caught up with Dr. Leanne F. Alarid, 2011 recipient of the ACJS Founder's Award. Though she was in the midst of planning a trip abroad, Professor Alarid graciously took time out of her busy schedule to answer several questions.

RW: I have so many questions. First, what made you decide to pursue an academic career in criminal justice?

LA: When I was growing up, media interest in criminology and criminal justice was less mainstream than it is now. TV shows like "Chips," "Baretta," and "Cops" were the extent of choices, and being a criminologist was just not considered among early career options. My first exposure to criminal justice was when I enrolled in one of Phil Reichel's undergraduate courses at the University of Northern Colorado. After the first course, I got hooked! My decision to further my academic career was solidified after I spent time in the field working as a group home counselor with dependent and neglected girls, and as a pre-release facility case manager working with adult parolees and probation revocations. Those were fun times.

RW: O.k., let me ask you another question. Who would you say has most influenced your work?

LA: The people who mentored me through graduate school have been most influential on my academic career and they include Velmer Burton and Jim Marquart. In truth, there are so many individuals who have helped me along the way that I hesitate to name them all.

RW: You have won one of the most coveted and prestigious ACJS Awards. What does this accomplishment mean to you?

LA: I am extremely grateful and humbled that other people recognize my contributions over the years to ACJS and to criminal justice education-- two things I already love and enjoy. This award is dedicated to my students and shared by individuals who mentored and helped me along the way, as success is never a solitary event.

RW: What areas of criminology and criminal justice are you presently interested in?

LA: The three areas in which I have conducted most of my work remain a strong interest for me. These areas are criminal behavior and gender; post-conviction offender behavior (within correctional institutions and community-based corrections); and corrections policy, practice, and discretion.

RW: Is there any topic in criminology or criminal justice that you would like to pursue further in the future?

LA: One of the best things about being an academic is we have the freedom to pursue new topics of interest in our research and teaching. I have recently begun to examine the overlap of persons with mental illnesses in the criminal justice system and the mental health system.

RW: I'm sure many people will be looking forward to seeing those future projects. Of all the studies that you have published, which are you the most proud of and why?

LA: I am most proud of studies that I have completed that involve original data collection because I can create what I want and be involved at every step of the research process, from getting an agency interested enough in my study to let me in the door, to designing and validating the instrument, and conducting the interviews or surveys. That is all before database development, data coding, analysis, and write-up. So much time and sacrifice is required for original data collection, but at the end, I feel I have a richer understanding and appreciation of the whole process more so than I do statistically analyzing pre-existing data sets.

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Continued from page 12 – The “Pracademic” in Criminal Justice Education

Models in Other Disciplines

There are many disciplines that rely extensively on individuals with practical experience and educational credentials for faculty utilized to teach both undergraduate and graduate students. These fields include Political Science, Business, Law, Medicine, Nursing and Public Administration.

In these disciplines and academic departments there is extensive “cross-fertilization” between academic and practical faculty. Universities act as training grounds for new professional research faculty, advance the field, and provide opportunities for full-time practitioners to teach and research on a part-time basis. Recently, this issue was raised at a regional Criminal Justice conference, and the feedback was enlightening. One participant in the discussion gave us a useful analogy with which to bring things into sharper focus. Criminology, he said, is to Criminal Justice, as Biology is to Medicine. We believe this was an extraordinarily insightful comment and one that helps shape the boundaries of this issue because it speaks to a deeper issue within the Academy. Biology and Medicine are not rivals struggling for hegemony in their field. They work as partners with the understanding that there is interdependence between both fields. Criminal Justice and Criminology need

to share this interdependence and not be in competition. This medical example represents a great blend of the professional and academic. Why can't CJ have the same type of understanding for academics with practical experience?

Prescriptive for the Future

In order to address these issues and overcome the divide between the academic and practical community, several recommendations are offered.

- Research partnerships need to be created in the CJ community. These partnerships could inform the academy and include students in the research process. These partnerships can provide rich learning experiences for students.
- The location of CJ Departments within Colleges and Universities can be examined. Some CJ Departments are located in Sociology, some in Public Administration or Business Schools, while others are stand alone. There is no consistency. The recent work of ACJS to develop certification standards may help to achieve some national consistency of programs.
- ACJS and her regional organizations can get active with national and regional CJ organizations. Greater integration with practitioner groups (IACP, FBI-NA, CALEA, etc.) can foster greater understanding and shrink the divide between the academic and practitioner communities. Pracademics can play a valuable role in this capacity as well. Individuals with experience on both sides of this aisle can facilitate dialogue and understanding and build bridges and partnerships with these groups.
- Explore innovative teaching methodologies to attract practitioners to advance education leading to an increase of pracademics (the only way to shift the balance might be to have a critical mass of former practitioners in the discipline to give weight to the pracademic concept).
- It is time to talk about the “elephant in the room!” We must reduce the bias in faculty hiring. There is an essential role and value for practitioners in the Criminal Justice discipline. Whether applicants have a Ph.D., D.P.A., Ed.D., Ph.D. or J.D., or in circumstances, an M.B.A., M.S. or M.P.A., some consideration is warranted to achieve a blend of experience and academic achievement. With an appropriate ration of doctoral trained faculty, a person with an M.P.A. and 20 years of corrections management experience can provide a solid core for a Criminal Justice faculty and teach undergrads about corrections.

Conclusion

This article was intended to open the discussion and initiate debate on the future of the Criminal Justice discipline. Clearly, this article could fan a fire that has been smoldering for decades. As with any issue, open discussion and communication can be of tremendous value

Perhaps a better understanding can be obtained with greater communication and mutual respect between all parties. From this platform, collaboration in teaching and research, and applied social science can be advanced.

We believe there has been a bias, whether intentional or not. Look at the debate over the J.D. degree. How can you argue that a J.D. is not an essential element of any CJ faculty? With the inclusion of law courses focusing on the Constitution and amendments, legal studies and the development of Mock Trial teams, and the interest in CJ as a pre-law degree, who better to advise and teach students other than trained attorneys? A PhD/J.D would be ideal, but a rare commodity indeed.

Why then are some qualified “pracademics” looked at with a jaundiced view by some? The Academy becomes stronger with membership from both camps. The diversity of thought and perspective can help to drive the Academy and provide a solid education for students.

“Pracademics” can speak the language of practitioner and work in community to open doors for the university with agencies and organizations so that other faculty and students to enhance the learning experience. The challenge and goals of academia are to help industry to put theory into practice; to help blend the technical with behavioral side of the organization, to teach both the hard and soft skills and help understand the proper balance. Practitioners can help the discussion and help provide an understanding of systems, behaviors, and theories.

Please Weigh In!

We would encourage and welcome feedback on this matter. Please feel free to send comments, experiences, ideas and stories of successes and failures. An open and candid discussion can strengthen the discipline. Feel free to contact us at smorreale@worchester.edu or mccabej@sacredheart.edu.

About the authors

Stephen A. Morreale, D.P.A. is an Assistant Professor at Worcester State University and serves as the lead instructor for the Executive Development Course at Roger Williams University, Justice Systems Training and Research Institute. He is a veteran of 30 years in law enforcement, having served with the Drug Enforcement Administration, U.S. Department of Health and Human Services-Inspector General, the Dover, NH Police Department and U.S. Military Police Corps. Steve has research interests in leadership and

management, strategic planning, executive development, ethics, communications, healthcare fraud, organizational behavior and development.

James E. McCabe, Ph.D. is an Assistant Professor of Criminal Justice at Sacred Heart University. He is also a 21-year veteran of the New York City Police Department. During his NYPD career, he held numerous assignments including the Commander of the Office of Labor Relations, the Commander of the Training Bureau and Police Academy, as well as numerous other operational and managerial assignments. His research interests include police organizational behavior, police-community interactions and how the dynamics of drug and quality-of-life enforcement affect crime levels and community safety.

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Continued from page 14 – Interview with Dr. Leanne F. Alarid

RW: Yes, there's always something special about collecting your own data. What are some research projects that you are currently working on?

LA: I am examining the effect of parental support and participation with youth who have gone through post adjudication drug court. I am about to start a project examining quality of life issues with adult offenders with mental illnesses who have been assigned to a mental health court.

RW: As I'm sure you know, the Founder's Award recognizes outstanding contributions to criminal justice education. With that being said, what are some of your favorite classes to teach and why?

LA: I think I most enjoy the classes where I am able to integrate a series of kinesthetic learning experiences such as a prison tour, or group writing projects that allow the students to apply theory, patterns, and concepts to incrementally build upon what they have learned.

RW: And how would you describe your mentoring philosophy?

LA: Individual mentoring helps inspire students to reach an educational goal in which they may be struggling, it provides clarity for future career choices in academics or out in the field, it encourages graduate educational pursuits, and it enriches the educational experience. My work as a mentor has been extremely rewarding and has involved supervising independent research, serving on graduate student committees, chairing theses, and publishing with students as co-authors or shepherding them through process of their own authored publication.

RW: Interesting. Can you elaborate a bit more on your mentoring style?

LA: Early on, I became convinced that mentoring graduate students and junior faculty is one of the most important roles we have as educators, but that no one should impose mentoring on someone else. The relationship works best when the person wanting to be mentored seeks it out with purpose. Later, I ask that they "pay it forward" and do the same for someone else.

RW: What advice would you give to scholars just starting out in their academic careers?

LA: Once you've landed that tenure-track job, find out your institution's norms and expectations for tenure and concentrate on meeting and exceeding these requirements. Don't try to be everything to everyone or to navigate alone in the waters of your new responsibilities. Seek out help from a variety of individuals inside and outside your University, and avoid attempts by others to politically sway or impose their agendas on you. Stay focused on what you need to do to achieve tenure and promotion.

RW: What do you do in your leisure time when you are not teaching or researching?

LA: I ride my Harley, travel, and engage in sports. I also volunteer as a part-time boarder for the Guide Dogs of Texas "seeing eye" puppy program. Graduating puppies are permanently teamed up to help individuals who have vision impairments or have completely lost their sight.

Leanne F. Alarid is an Associate Professor of Criminal Justice at the University of Texas San Antonio. Dr. Alarid has been highlighted in the Journal of Criminal Justice Education as being one of the top female scholars in criminal justice. She has written or coauthored seven books and forty articles in journals, such as, Deviant Behavior, Journal of Criminal Justice, Criminal Law Bulletin, The Prison Journal, and Justice Quarterly, among others. Dr. Alarid has received awards for her service to the community and was also recognized as being an outstanding mentor at the 2010 ACJS meeting in San Diego.

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Criminal justice programs typically offer a fairly standard set of courses that cover policing, courts, and corrections, as well as courses on topics such as juvenile justice, criminological theory, methods and statistics, management, and ethics. These course offerings are in line with the recommendations of the Academy of Criminal Justice Sciences accreditation standards (ACJS, 2005). Larger departments offer a greater variety of courses; smaller departments often struggle to cover all of the topics or farm out some of the courses to Sociology or Political Science departments. In this essay I argue that Criminal Justice departments and the Academy of Criminal Justice Sciences need to reconsider the place of law in the criminal justice undergraduate curriculum. In short, I believe we need more law classes, that these classes need to be taught from a sociological perspective rather than from a legal perspective, and that these classes should be staffed by properly trained Criminal Justice Ph.Ds.

More Law

Criminal Justice Departments, large and small, share a disturbing tendency to devote little attention to law-related courses. Sure, departments usually offer an Introduction to Courts class, and most offer a Criminal Law class, and these classes are frequently required of majors. But most departments either stop there, or perhaps offer the occasional elective class in Criminal Procedure or a class on the Death Penalty or another currently popular law-related issue. So what is disturbing about this, you ask? Well, it's disturbing because it means Criminal Justice Departments devote a very small portion of their class offerings to a component of the criminal justice that is tremendously important.

Without the law, there are no courts, and no police departments to enforce the laws. It is the violation of a provision of the criminal code that marks someone as a criminal offender and not a mere deviant. Law provides the structure for society. Shouldn't those who study the criminal justice system, and those who want to work in it, have a fuller understanding of the law than a basic knowledge of court structure and the definitions of crimes?

Criminal Justice Departments could, and should, consider adding elective classes on Evidence, Corrections Law, and Legal Liability, among others. A few large departments offer these classes, and there are excellent textbooks available. These classes cover crucial components of the criminal justice system, and they deserve to be represented in the curriculum.

Continued on next page

More Sociology

Even more troubling than the paucity of law-related course offerings in most Criminal Justice Departments is that the classes that are offered all too often focus on the law without providing any context. In this respect Criminal Justice Departments are no better than law schools, which spend three years teaching people how to “think like lawyers” by focusing virtually all of the student’s attention on case law at the expense of social and political context. Now, law schools may be excused for their approach, since they are really nothing more than glorified trade schools, but Criminal Justice Departments have no excuse. Criminal Justice Departments grew out of sociology and political science, and have deep social science roots. Context is crucial to an understanding of society and human relations; it is no less important to understanding how and why the law developed the way it has.

Law-related classes are typically taught almost entirely by telling students what the Supreme Court has decided, without explaining how the case arose in the first place, or how a decision was influenced by the social and political context, or even by the changing composition of the Court. Granted, it is important for students to learn the state of the law, but I think that students deserve more. If students take a political science class on legal decision-making, they may get some information on the impact of judicial personalities and the courtroom culture on cases, such as conflict between the attitudinal model and the legal model. If they take a course on the sociology of the law, they are exposed to how social pressures impact the creation of laws and the interpretation of statutes and constitutional provisions such as the Fourth Amendment. It is one thing to learn about and understand a rule of law; it is another to understand how that rule came into existence.

Criminal justice Departments need to treat law-related classes more like sociology than law, at least in the manner in which the material is covered. While some of my previous writing indicates I am not overly fond of sociologists in Criminal Justice Departments (Hemmens, 2002), when it comes to the law I will take a sociologist (or at least a sociological approach) over a lawyer every time.

Let’s Kill All the Lawyers (Or At Least Get Them Out of the Curriculum)

Criminal Law covers the substantive law—the law of crimes, including everything from murder to minor, public order offenses. Criminal Procedure typically covers the constitutional restrictions imposed on police investigatory practices by the Fourth, Fifth, and Sixth Amendments—the law governing searches and seizures and interrogations. Evidence covers the law regarding how trials are conducted and how information is presented to the jury. Corrections Law covers the law of both institutional corrections and community corrections, the latter a burgeoning area of the criminal justice system. Legal Liability covers the complex law regarding the liability of actors in the criminal justice system for their misdeeds, an area of particular interest and concern to our students preparing to enter the field.

These, and other law-related classes, are often taught by faculty with a law degree. More than a few departments unfortunately farm law classes out to attorneys in the community who teach as adjuncts. I have argued in other forums that allowing persons with a law degree to serve as tenure-track faculty is, with rare exceptions, not in the best interests of the discipline (Hemmens, 2008). Here, I argue that using law school-trained people to teach law classes, while an easy solution for understaffed and overworked Criminal Justice Departments looking for warm bodies to staff classes, is not in the best interests of a Criminal Justice Department or its students.

Using law school-trained faculty to teach law classes frequently results in a law school approach to the law. This means utilization of the casebook method, with an almost exclusive focus on legal opinions. This is because this is how these faculty were trained—they were trained to be lawyers, not social scientists. They were taught to study the law, not the society in which the law was developed.

While reading multiple judicial opinions is a fine way to learn how the law has evolved over time in a common law system, it fails to provide students with the context, social and political, of the cases. Law is not decided in a vacuum; judges are political actors whose actions are influenced by the time and place in which they live. One cannot explain the Warren Court's 1960s criminal procedure jurisprudence without placing it in the context of the civil rights movement and the social and political developments of the period; one likewise cannot explain the Burger and Rehnquist Court's criminal procedure decisions without reference to the changing political climate and the "get tough on crime" approach adopted by politicians in the 1970s and 1980s.

Conclusion

Criminal justice has a relatively short history as a distinct academic discipline. Its roots lie in sociology, political science, public administration, and even law. From the 1970s to the 1990s criminal justice enrollments grew steadily, Criminal Justice Departments were created, and the discipline began to create its own identity (Clear, 2001). By the 1990s criminal justice and criminology PhD programs were well established and the discipline was slowly gaining respect in academe as it became obvious that the study of crime and the criminal justice system was much more than "just" training for future police officers (Clear, 2001; Finckenauer, 2005).

The discipline must continue to move forward, to become better at what it does—learning and teaching about the causes of crime and the way the criminal justice system operates. To do this the discipline must continue to emphasize its sociological roots, and stop treating legal topics as the poor stepchild. This means Criminal Justice Departments need to increase the amount of coursework on legal subjects, and that the study of these subjects needs to be reframed, increasing the emphasis on the sociology of the law. We need more law, more context, and fewer lawyers.

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About the Author

Craig Hemmens holds a J.D. from North Carolina Central University School of Law and a Ph.D. in Criminal Justice from Sam Houston State University. He is Department Head and Professor in the Department of Criminology & Criminal Justice at Missouri State University. He has published twenty books and more than one hundred articles and book chapters on a variety of criminal justice-related topics. His research and teaching interests are focused on courts and law, and Bruce Springsteen. He is currently serving as President-elect of the Academy of Criminal Justice Sciences.

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What's Happening NOW With the 50th Anniversary of ACJS

There is a New Historian

Recently, the ACJS Executive Board designated Professor Willard Oliver as the new ACJS Historian. Oliver, currently the ACJS Southwestern Regional Trustee and Professor of Criminal Justice at Sam Houston State University, has published extensively in this area and is presently documenting the history of ACJS. Part of the duties of the Historian by policy will be to publish a column in *ACJS Today* titled, "The Historian's Corner." In addition, the Historian will take photos of the ACJS members and award recipients at conferences. These photos will also appear in upcoming issues of *ACJS Today*. Interestingly, Oliver will be the second ACJS Historian. The first was Professor Edward A. Ferris (New Mexico State University, retired) who was also a former police officer under August Vollmer in the Berkeley Police Department. According to Oliver, "He [Ferris] is listed as the ACJS Historian in the early 1970s, as evidenced by the ACJS Minutes from that time frame. Why the position was not continued, I do not know."

Currently, Professor Oliver is documenting the history of the ACJS. During the course of this ambitious project, Oliver has examined ACJS archives at the national headquarters in Greenbelt, Maryland. These items include the minutes of various Executive Board meetings, past *ACJS Today* issues, and the annual meeting programs. Professor Oliver is busy writing; and he hopes to unveil his findings in March of 2013, at the conference in Dallas, when ACJS celebrates its 50th Anniversary. Oliver is expected to contribute his first item to *ACJS Today* in the March edition. Congratulations, Will; we know you will do a great job!

One-on-one with Scott H. Decker

Q&A with Recipient of 2011 ACJS Bruce Smith Sr. Award

Recently, I caught up with Dr. Scott H. Decker, the 2011 recipient of the ACJS Bruce Smith Sr. Award. He answered a several questions which proved to be very interesting.

RW: Have you always wanted to be a criminologist?

SD: Criminology was a "found" academic home for me. My undergraduate career included stints as a Sociology, Philosophy, Political Science, and Religion major. I had a dynamite course in Criminology from Paul Thomas at DePauw University that convinced me I should pursue a graduate degree in Criminology. I applied to Florida State, was accepted and that was it.

RW: You have won one of the most coveted and prestigious ACJS Awards. What does this accomplishment meant to you?

SD: Well, it means a lot to win this award, not only for what it represents to ACJS. The award means that I have had the opportunity to work with a lot of really great people, whose criticisms and insights made my work better. There were a lot of nights and weekends working on projects, writing proposals and manuscripts and coordinating data collection. The hard work that went into my career has been worth it, and the recognition of one's peers is always welcome.

RW: Who would you say has most influenced your work the most?

SD: Without question, Charles Wellford has influenced my thinking and work more than anyone. His analytic and research based approach to thinking about issues has been an important backbone of my work. He taught the Graduate Research Methods course at FSU and we worked through Hirschi and Selvin's book on delinquency research. I have been fortunate to conduct research and write with a number of really great colleagues through the years (Carol Kohfeld, Richard Wright, Rick Rosenfeld, Dave Curry, Beth Huebner and David Pyrooz). Each of them has taught me a number of important lessons and approaches to thinking about problems and interpreting findings.

RW: What area of criminology and criminal justice are you the presently the most interested in?

SD: I am very lucky to be working with several very talented Ph.D. students. We are looking at the use of the internet by offenders; how technology links them more closely to other offenders and to non-offending peers. In addition, we have just completed a large-scale project interviewing current and former gang members to better understand the process of gang desistance. I am working on a long-term project to track the participants in the Boston Special Youth Project, the first federally funded gang intervention program in the U.S., to interview them about the long term impact of their gang membership. These projects reflect my long-standing interest in the intersection of criminological theory and criminal justice policy.

RW: Is there any topic in criminology or criminal justice that you would like to pursue but haven't as of yet?

SD: I remain very interested in examining the ways in which offenders organize themselves to commit crime. The variation in organizational complexity, communication and goal orientation is worthy of the attention of criminologists.

RW: Of all the studies that you have published, which are the most proud of and why?

SD: The fieldwork in St. Louis that led up to the book, *Life in the Gang*, is the work I am most proud of. That fieldwork built on earlier work that Richard Wright and I did to understand active residential burglars. I had the opportunity to work with Dietrich Smith who had led the field work for the burglary project. The gang fieldwork led to a number of other publications and launched my longstanding interest in gangs.

RW: What are some of your favorite classes to teach and why?

SD: I always enjoy teaching the undergraduate research methods course and a graduate policy seminar. I like teaching them for the same reason: teaching students how to use analytic methods to address problems, policies and practices in criminal justice. The course in Applied Criminological Theory that Charles Wellford taught remains the model for me of how to engage students in analytic exercises.

RW: Throughout the years, you've mentored countless burgeoning scholars who have gone on to have distinguished academic careers in their own right. How would you describe your style of mentoring?

SD: I take my job as a mentor very seriously. Mentoring means spending time with students to move them through the research process. Many students are surprised that the first two months they work with me are spent reading, getting up to speed on the literature. From there, I attempt to bring them into the process of producing a research manuscript by involving them in each of the steps in that process. Ultimately, it is my job to find out what a student can't do, to find their limits, help them reach those limits, and push beyond.

RW: I would imagine that your success results in a high number of invitations to contribute to various works and solicited mentorship from graduate students and junior faculty. How do you handle the high demand?

SD: I try to work with students and junior faculty that are interested in areas of research that are related to mine. That helps to keep the numbers to a manageable level. I also find that there is a self-selection pattern among students based on the problems that they define as important.

RW: What advice would you give to scholars just starting out in their academic careers?

SD: Find a focus for your work. Target your work for the best journals. Work with colleagues and senior faculty who you can learn from, but also who you offer something to. Find a couple of senior faculty (not necessarily in your own department) whom you respect or admire and set a trajectory to become like them.

RW: Good advice. Finally, what do you do in your leisure time when you are not teaching or researching?

SD: I enjoy spending time with my family, riding my bike, and traveling.

Scott H. Decker is Foundation Professor and Director of the School of Criminology and Criminal Justice at Arizona State University at the Downtown Campus. He earned the Ph.D. in Criminology from Florida State University. His research interests include criminal justice policy, gangs, violence, and juvenile justice. He is the 2007 recipient of the Academy of Criminal Justice Sciences Fellow Award. In 2011, at the conference in Toronto, Professor Decker was awarded the Bruce Smith Sr. Award which recognizes outstanding contributions to the field of criminal justice

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